Corporate Support for Work Colleges:

Building a Bridge Out of Poverty

Robert Booker

Natalie Rasnick

Vanderbilt University

Dedication

This work is dedicated to Wren Rasnick and to the generations that follow her.

Table of Contents

Executive Summary

Our partner organization is the Work Colleges Consortium (WCC), which coordinates federal funding for the nine work colleges in the United States. Work colleges are educational institutions that integrate work into the college experience, allowing students to obtain a degree with little or no tuition. The integration of work with education provides students from low-income families the opportunity to attend college. Work colleges are heavily dependent on philanthropic support, but have received, historically, very little income from corporate charitable donations, despite total corporate giving exceeding $20 billion (Giving-USA, 2019) in 2018. In 2021, corporations donated $7bn to educational causes (CASE, 2021). Some work colleges are in a challenging financial position and are at risk of having to change their model or close their doors. This project sought to understand whether and how work colleges can increase their income from corporations. Three theoretical frameworks guided this study: the Shaker and Nelson (2021) description of five developmental tiers of major gift fundraising relationships in higher education, Resource Dependence Theory (RDT; Pfeffer and Salancik (1978)), and the framework for corporate giving suggested by Peterson, Van Landuyt and Pham (2021). The five tiers of major gift fundraising relationships guided a deeper understanding of fundraising in higher education. RDT was used to understand educational institutions' reliance on external funding and the importance of diversification of sources of gift income. The framework for corporate philanthropy was used to understand corporate motivation for giving to help work colleges increase their corporate gift income. The research questions and the associated findings are shown here:

Q1) What do work colleges believe is their case for corporate support?

F1) The work colleges expressed a clear case for support built around their unique identities and the work-program model. Work colleges offer students an affordable education, the opportunity to gain transferrable skills, strengthen their work ethic, and ultimately, break the cycle of poverty.

Q2) What are work colleges doing to secure corporate support?

F2) Work colleges have little to no strategy for corporate support.

F3) Work colleges are under resourced, and their geographic location may contribute to the lack of corporate support.

Q3) How can work colleges and the WCC better position themselves for increased corporate funding?

F4) The WCC is a functioning alliance focused on federal government relations on behalf of work colleges. However, the alliance between the WCC and work college fundraising staffs, as well as the relationships among individual work college development teams, are underdeveloped.

F5) Work college fundraising staffs and the WCC are interested in the WCC coordinating corporate fundraising on behalf of work colleges.

F6) RDT suggests an examination of board composition and size. The board of the WCC is comprised of work college presidents and WCC staff, which may not be the optimal composition in the context of corporate fundraising.

Q4) What evidence exists that corporations might support work colleges through their philanthropic activity?

F7) Corporations support educational institutions through their philanthropic activity.

F8) Corporations make charitable donations for a variety of reasons, ranging from altruism to a for-profit motive. Boosting employee morale is an important reason for corporate giving decisions.

F9) Employees care about education and social justice as important philanthropic causes.

F10) Attaining registered charity status is important to securing charitable donations from corporations.

Based on the findings, four recommendations were offered to the work colleges and to the WCC:

1) The WCC should implement a pilot program to develop corporate philanthropic support on behalf of work colleges.
2) The work colleges and WCC should develop a process for allocating donations received, allowing for any donor-imposed restrictions.
3) The WCC should focus corporate fundraising efforts in support of the work-study ideal, emphasizing the combination of education and social justice that this ideal addresses.
4) The WCC should consider attaining 501(c)(3) status.

Recommendations were formed considering the frameworks, which point to and guide the development of a corporate fundraising strategy. This strategy should center on a cohesive WCC brand that combines education and the alleviation of poverty. If followed, the research findings suggest the WCC will have an increased likelihood of receiving corporate financial support for work colleges.

Introduction

Work colleges are a category of academic institutions that require students to work as part of the college learning experience. The Federal Government Work-Study Program ("Federal Work-Study Program," 2011) supports a work-learning-service approach to education that reduces dependency on loans and grants and was designed to help address issues of poverty, an aim that was set out in the original Work-Study Program legislation, ("Economic Opportunity Act," 1964):

> The United States can achieve its full economic and social potential as a nation only if every individual has the opportunity to contribute to the full extent of his capabilities and to participate in the workings of our society. It is, therefore, the policy of the United States to eliminate the paradox of poverty in the midst of plenty in this nation by opening to everyone the opportunity for education and training, the opportunity to work, and the opportunity to live in decency and dignity.

The Economic Opportunity Act of 1964 included a section on work-study programs, whose goal was to "stimulate and promote the part-time employment of students in institutions of higher education who are from low-income families and are in need of the earnings from such employment to pursue courses of study at such institutions."

As of June 2021, there were eight work colleges operating within the United States (see Figure 1).

Figure 1
Work Colleges in the United States June 2021

Note. From the Work Colleges Consortium (https://www.workcolleges.org/). In the public domain.

Work college students work on campus in a variety of roles, including, for example, supporting the college infrastructure (catering, maintenance, landscaping) and daily operations (campus daycare, office management, fundraising support) and, in some instances, off campus work with third party companies. This work, which varies from eight to 15 hours per week, covers a portion of the students' cost of education (called tuition at typical institutions of higher education), with the remaining balance partially or fully met by the work college (Work Colleges Consortium, 2021c). The popularity of work colleges is evidenced by the low acceptance rates of 14% at College of the Ozarks, 26% at Alice Lloyd College, and 33% at Berea College (N. Rasnick, personal communication, May 2021). That is, the demand for a work college education significantly exceeds supply.

Organizational Context

Despite the original legislation dating from 1964, little progress was made until the 1970s, which marked the beginning of an informal consortium of individual work colleges. The Educational Foundation of America (EFA) would provide a two-year grant to Berea College; offering the institution the chance to strengthen their work program model and share it with others (Work Colleges Consortium, 2021a). In 1982, The Charles Stewart Mott Foundation would bring together institutions offering unique work opportunities, thereby increasing the awareness of work program models. Later that decade, Dean Ramsay, Berea's Dean of Labor, would help articulate the definition of a so-called 'work college' and began meetings with congressional representatives to spur understanding and familiarity with the unusual model for education (Work Colleges Consortium, 2021a). Further legislation was drafted in 1991, with input from the five identified work colleges – Alice Lloyd College, Pippa Passes, Kentucky; Berea College, Berea, Kentucky; Blackburn College, Carlinville, Illinois; College of the Ozarks, Point Lookout, Missouri; and Warren Wilson College, Asheville, North Carolina. As part of the reauthorization of the 1965 Higher Education Act (HEA), the legislation sought to "recognize, encourage, and support comprehensive work-learning programs at colleges which promote and build work/service practices into their education programs and part of a financial plan which decreases reliance on grants and loans" (Work Colleges Consortium, 2021a).

On July 23, 1992, proposed legislation was signed into law, a historic act to formally establish and recognize a work colleges program within the U.S. Department of Education (Work Colleges Consortium, 2021a). Federal funding allocations began and in 1995, and the WCC was established. Charter members include: Warren Wilson College, Berea College, Alice Lloyd College, Blackburn College and College of the Ozarks. The WCC is an organization that provides support to the individual colleges, all of which are WCC members. The WCC assists the work colleges by helping them remain in compliance with federal regulations, claims federal support, and allocates it to the individual colleges. In addition, the WCC shares best practice information among the colleges, assesses outcomes of the work colleges program, and offers research grants to work colleges. In 2006, a full-time executive director was hired at the WCC and, in 2009, the first by-laws were written, as well as the establishment of a reporting structure. Additionally, language within the statute was edited, adding the phrase “service” to “work-learning,” resulting in legislation which reads “work-learning-service” (Work Colleges Consortium, 2021a). In 2010, a formula was established to outline the distribution of federal funding and two advocates were hired, at the recommendation of the National Association of Independent Colleges and Universities, to promote stronger relations between government and work colleges. In the past decade, four more institutions were added to the WCC, including: Sterling College, Bethany Global University, Paul Quinn College, and Kuyper College[1] (Work Colleges Consortium, 2021b). The work colleges share the work program model, but have varying endowments, student enrollments, and missions.

The value of work college endowments as of June 2020, student enrollment numbers as of 2019, overall expenditures, and income from federal grants and contracts are show in Table 1.

[1] Kuyper College was added in late 2021, after this research was already underway and is therefore excluded from this study.

Table 1
College Endowment and Enrollment

College	2020 endowment	2019 Student enrollment	2019 Overall expenditure	2019 Federal grants and contracts
Berea College	$1,220.0bn	1,688	$132.0m	$45.9m
College of the Ozarks	$477.0m	1,546	$59.0m	$7.0m
Warren Wilson	$51.7m	791	$28.2m	$2.2m
Alice Lloyd College	$45.0m	575	$14.9m	$1.2m
Blackburn College	$24.8m	482	$15.8m	$1.2m
Paul Quinn	$3.1m	554	$14.2m	$2.9m
Sterling College	$1.0m	146	$5.2m	$0.m
Bethany Global University	$0	352	$13.2m	$1.0m
Total	**$1,822.6bn**	**6,134**	**$285.5m**	**$61.4m**

Note. Retrieved from (https://datausa.io). In the public domain.

The sources of revenues for each of the work colleges is shown in Table 2.

Table 2
2019 College Sources of Revenue

College	Tuition and fees	Government grants and contracts	Private gifts and contracts	Investment return	Sales and services	Other	Total revenues
Berea College	4.5	45.9	42.3	65.8	9.7	7.7	175.9
College of the Ozarks	12.9	8.2	4.0	(20.5)	19.8	2.6	27.0
Warren Wilson	11.2	3.0	3.9	(1.0)	6.7	3.2	27.0
Alice Lloyd College	4.4	1.2	12.8	2.6	3.4	0.4	24.4
Blackburn College	6.9	1.2	1.8	1.8	2.9	0.1	14.7
Paul Quinn	4.4	2.9	4.8	0.3	2.7	0.0	15.1
Sterling College	1.5	0.2	4.2	0.1	1.3	0.0	7.3
Bethany Global University	1.3	1.0	0.4	0.0	0.3	10.8	13.8
Total	**47.1**	**63.6**	**74.2**	**49.1**	**46.8**	**24.8**	**305.6**

Note. Retrieved from (https://nces.ed.gov). In the public domain.

The mission statements and taglines for the work colleges included in this study are shown in Table 3.

Table 3
Work Colleges, Mission Statements & Taglines

College	Mission Statement / Tagline
Alice Lloyd College	*The mission of Alice Lloyd College is to educate mountain people for positions of leadership by making an Alice Lloyd College education available to qualified mountain students regardless of their financial situation.* **Tagline:** A light unto the mountains
Berea	*To provide an educational opportunity for students of all races, primarily from Appalachia, who have great promise and limited economic resources.* **Tagline:** God has made of one blood all peoples of the earth
Bethany Global University	*Bethany Global University seeks to delight God's heart by providing followers of Jesus Christ a biblically grounded and interculturally focused higher education experience in which they are transformed by the Cross, empowered by the Holy Spirit, and prepared to lead by serving and to extend God's Kingdom to where it is not.* **Tagline:** United with Christ, Living in His victory.
Blackburn College	*Blackburn College links a rigorous and affordable liberal arts education with a unique student-managed Work Program preparing graduates for careers, community engagement, and lifelong learning.* **Tagline:** Learn. Work. Earn.
College of the Ozarks	*The mission of the College of the Ozarks is to provide the advantages of quality Christian education for youth of both sexes especially those found worthy but who are without sufficient means to procure such training.* **Tagline:** Hard Work U.
Paul Quinn College	*The mission of Paul Quinn College is to provide a quality, faith-based education that addresses the academic, social, and Christian development of students and prepares them to be servant leaders and agents of change in the global marketplace.* **Tagline:** We Over Me
Sterling College	*To advance ecological thinking and action through affordable experiential learning that prepares people to be knowledgeable, skilled, and responsible leaders in the communities in which they live.* **Tagline:** Ecological Thinking and Action
Warren Wilson	*A liberal arts college grounded in social responsibility, where hard work and community are more than just words.* **Tagline:** We believe the world needs curiosity.

Note. Retrieved from Alice Lloyd College (https://www.alc.edu/about-us/our-mission/), Berea (https://www.berea.edu/about/mission/), Bethany Global University (https://bethanygu.edu/about/mission-values), Blackburn College (https://blackburn.edu/about/mission/), College of the Ozarks (https://www.cofo.edu/), Paul Quinn College (https://pqc-edu.squarespace.com/whoweare), Sterling College (https://www.sterlingcollege.edu/about-sterling/mission-driven/), Warren Wilson (https://www.warren-wilson.edu/about/),

Corporate Support for Work Colleges

Problem of Practice

The level of federal support received by the WCC is insufficient to fully fund the operations of the individual work colleges and additional fundraising, around 80% of operating expenditures, is required. This additional fundraising is carried out at the college level, with varying levels of success. Table 1 presents the endowments of the work colleges, which range from zero to over a billion dollars. All the colleges incur significant costs that must be met, as most students pay little to no tuition as part of the work-study model. Without incremental support, some of the work colleges are in danger of failing financially, with impact on the underprivileged populations they serve.

Although corporate philanthropic donations to education reached $7bn in 2021 (CASE, 2021), the level of corporate support remains negligible across the work colleges as a whole. Instead, work colleges' primary source of funding comes from individuals and small foundations.

The purpose of this project is to help the WCC and work colleges, continue to address the alleviation of poverty through education, by evaluating how they may increase the level of corporate philanthropic support.

Literature Review and Conceptual Framework

Literature Review

The purpose of the literature review is to inform the research, and ultimately the recommendations of this project. The following literature review and conceptual framework aim to provide a better understanding of fundraising as a practice, corporations' motivations for making charitable donations, the value of work colleges, and colleges' dependency on external resources.

Fundraising in Education

In the year ending June 30, 2021, almost $53bn was given to higher education (CASE, 2021). Table 4 presents the sources of this funding.

Table 4
Estimated Voluntary Support of Higher Education by Source

	Amount raised	Percentage of total
Total Voluntary Support	$52.9bn	100.0
Source		
Alumni	$12.3bn	23.2
Non-alumni Individuals	$8.8bn	16.6
Corporations	$7.0bn	13.2
Foundations	$17.5bn	33.1
Other Organizations	$7.3bn	13.9

Note. (CASE, 2021).

This income is necessary to cover shortfalls of income received from government grant and tuition income and is generally the result of fundraisers cultivating relationships with donors (Shaker & Nelson, 2021).

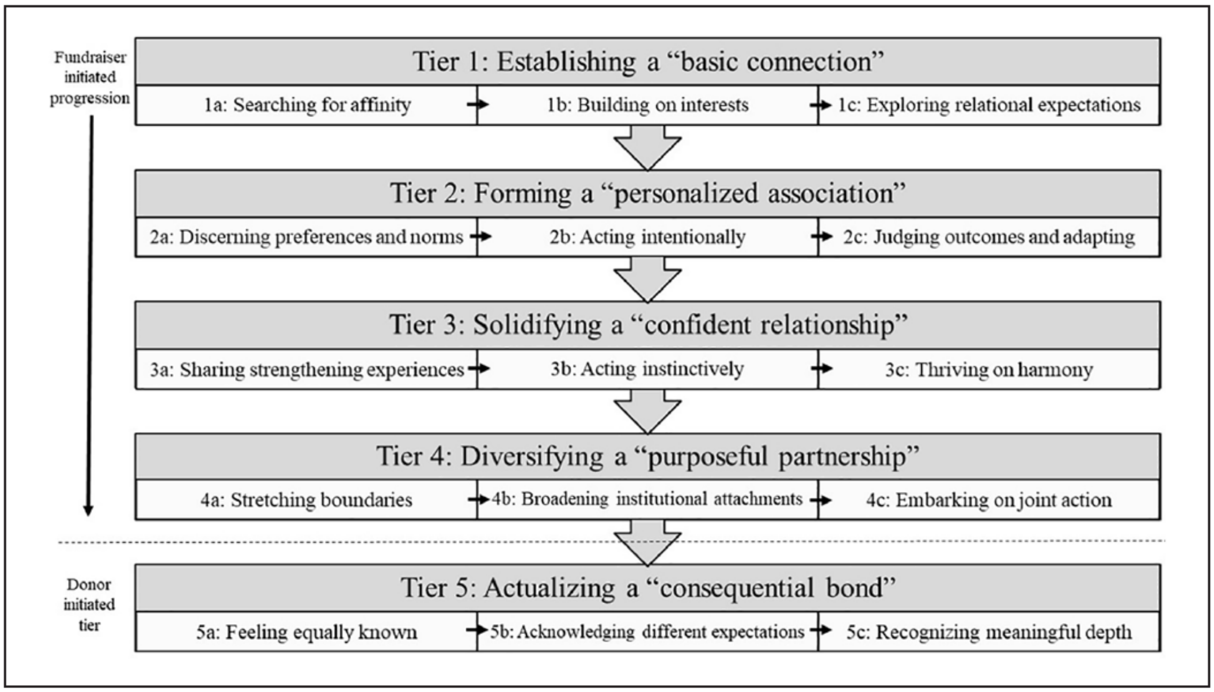
The largest portion of gift income in education comes from foundations, independent legal entities set up solely for charitable purposes. They may be set up by individuals, families, or corporations. The next largest gifts come from alumni, non-alumni individuals, or other organizations; these are typically donor advised funds (CASE, 2021). The lowest proportion is from corporations, at 13.2% of the total (CASE, 2021). What these numbers don't show is the distribution of donations within these figures. Hasseltine (2017) a former vice president for development at Brown University, noted almost 80% of donations were provided by just the top 1% of donors and these "mega-gifts" tend to go to the universities with the greatest wealth and strongest brand identities. Worth, Pandey, Pandey and Qadummi (2020) studied the motivations of donors who made gifts of more than $50m in the period from 2010 to 2018 in the United States. As part of their work, they randomly selected 30 gifts from the total of 148 identified. All 30 gifts went to well-known institutions, such as Yale University and Cornell University (Worth et al., 2020, p. 286). Hasseltine (2017) noted one of the $50m plus gifts made in the four years of his study went to colleges and universities serving students from the most diverse and socio-economically challenged communities.

Fundraising is an essential part of higher education, and, like most fields, is guided by best practices.

Fundraising Best Practices

Irrespective of the source, philanthropic income is generally a result of a meaningful relationship between the donor and fundraiser (Shaker & Nelson, 2021). These relationships are typically built over time, and it can take years of focused attention on the part of the fundraiser to secure a large donation. The idea of "relationship fundraising," where fundraisers create bespoke strategies for each donor, is now a commonly used approach in the United States (Breeze, 2017). While the concept originates from relationship marketing (Skarmeas & Shabbir, 2011), it has similarities with general strategies identified in psychology literature, such as those in personal (Greene, Derlega, & Mathews, 2006) and romantic (Rosen, Cheever, Cummings, & Felt, 2008) relationships. The essence of the approach is to develop personal, meaningful connections with donors, supported by models originating from sales and marketing functions (Knowles & Gomes, 2009). Shaker and Nelson (2021) conducted a grounded theory study to identify the steps in building a meaningful relationship between donor and fundraiser. They identified five developmental tiers, as shown in Figure 2.

Figure 2
A theoretical model of five developmental tiers of major gift fundraising relationships in higher education.



Note. (Shaker & Nelson, 2021)

Relationship formation begins at Tier 1, a relatively straightforward step, but one requiring active listening and skilled professional behavior. Some donors make gifts at this point and require little, if any, further interaction; however, this is relatively rare and most donors wish to proceed past Tier 1 (Shaker & Nelson, 2021, p. 8). Tier 2 involves developing thoughtful ways of interacting with donors that reflect their preferences. Tier 2 is challenging, because the relationship is not sufficiently strong to rely only on what a donor says; the fundraiser must be able to read between the lines to recognize what is not said almost as much as what is. A critical step in this tier is packaging philanthropic opportunities in a way that meets the needs of the donors. If this objective is met, then relationships tend to progress to Tier 3. If not, there is a risk of relationships getting stuck at this level (Shaker & Nelson, 2021, p. 9).

At Tier 3, the need for guesswork is reduced significantly, as the relationship has moved to open and transparent communication. Situations where the requirements of the donor and fundraiser differ are resolved through constructive dialogue, with factual data and opinions shared in a trusting, appropriate way. Shaker and Nelson (2021) found these discussions tended to strengthen relationships rather than weaken them (p. 9). Tier 3 relationships are enduring and many stay at this level; however, some have potential to go further.

In Tier 4, the relationships become deeper, with donors adding institutional involvement to their financial contributions. An example of such activity is the provision of advice by a donor about how to build a relationship with other potential donors or the donor chairing the fundraising campaign (Shaker & Nelson, 2021, p. 11). In this way, these relationships have the capacity to bring a multiplicative effect to the financial donations received directly from the donor and can become valuable to the institution.

Tier 5 represents an altogether different relationship, in that an equality or status parity exists between donor and fundraiser. Such symbiosis is only possible at the invitation of the donor, upon whom a unilateral dependency tends to exist. The benefits of attaining this depth of relationship are profound and characterized by “emotional and intellectual bonding” (Shaker & Nelson, 2021, p. 12), that enhances the lives of both donors and fundraisers. While rare, relationships of this quality result in an intrinsic motivation for both parties to continue (Price & Arnould, 1999).

Shaker and Nelson (2021) model uses methods and language consistent with that used in a commercial context. The concept of building enduring relationships through open communication and trust, supported by a mutual appreciation for each other and willingness to invest in the relationship, is understood by executives working in a commercial environment. Differences do exist. For example, rather than being built around a product or service, fundraiser and donor relationships are based on donors' values and the ability of the fundraiser to match those values to the organizational needs they seek to meet. The benefit of the relationship model is not necessarily that larger gifts associate with deeper levels of relationship, but rather they become easier to solicit (Shaker & Nelson, 2021, p. 14) and more mutually beneficial (p. 15) as relationship quality develops.

A fundamental requirement of any fundraising model is an understanding of what motivates donors to give.

Motivation for Philanthropic Gifts

The literature on philanthropic motivation generally identifies two reasons for giving: selfless altruism or self-interest (Herzog & Price, 2016). Altruism can be prompted by feelings of empathy (Andreoni, 1989) or due to a perceived obligation (Bekkers & Wiepking, 2011). Some authors note the alleviation of the negative utility implied in these reasons and argue what might initially appear as altruism is also a form of self-interest (Sargeant & Shang, 2010), but more generally, self-interest is used to refer to tangible direct benefits, such as a tax deduction, or intangible benefits such as reputational enhancement or the joy of giving (Bekkers & Wiepking, 2011). The most common view amongst scholars is that donors generally have mixed motives, with some combination of altruism and self-interest (Herzog & Price, 2016). This typology was expanded by (Worth et al., 2020) to include "impact" and "tradition/legacy/memorial" (p. 285).

Impact refers to the desire to address a problem, or to make a social investment. Tradition/ legacy/motivation refers to the desire to make an intergenerational gift that creates a legacy or memorializes someone or thing. In their analysis of 30 gifts of $50 million or more to higher education, Worth et al. (2020) identified donors typically had multiple motivations, and were able to match motives to the typology with the following frequency: impact (54), benefit to donor (38), altruism (37) and tradition/legacy/memorial (23) (p. 288). Further analysis identified subcategories within the typology and showed the most frequent motivation was reciprocity for benefits already received (60%). In second place was a desire to have impact (57%), which as Worth et al. (2020) noted, may be a general statement or may be aligned with a particular cause, institution, region or field of study. Interestingly, the authors noted they observed no mega gifts from donors who were strangers to the institution (p. 291), reinforcing the importance of relationship building to fundraising. The Worth et al. (2020) study found "higher education institutions need to frame their case for support in terms of impact," and in particular, "to build their case for support around ways in which the gift will have the specific type of impact that the donor desires" (p. 291). This reinforces the need to identify donor values, needs, and expectations.

The findings regarding the motivations for large donations are interesting, but they refer typically to gifts from individuals or foundations (where the donor was living at the time of the gift). It is useful, due to the nature of this project, to further examine fundraising within the context of corporate giving, as well as motivations behind corporate philanthropy.

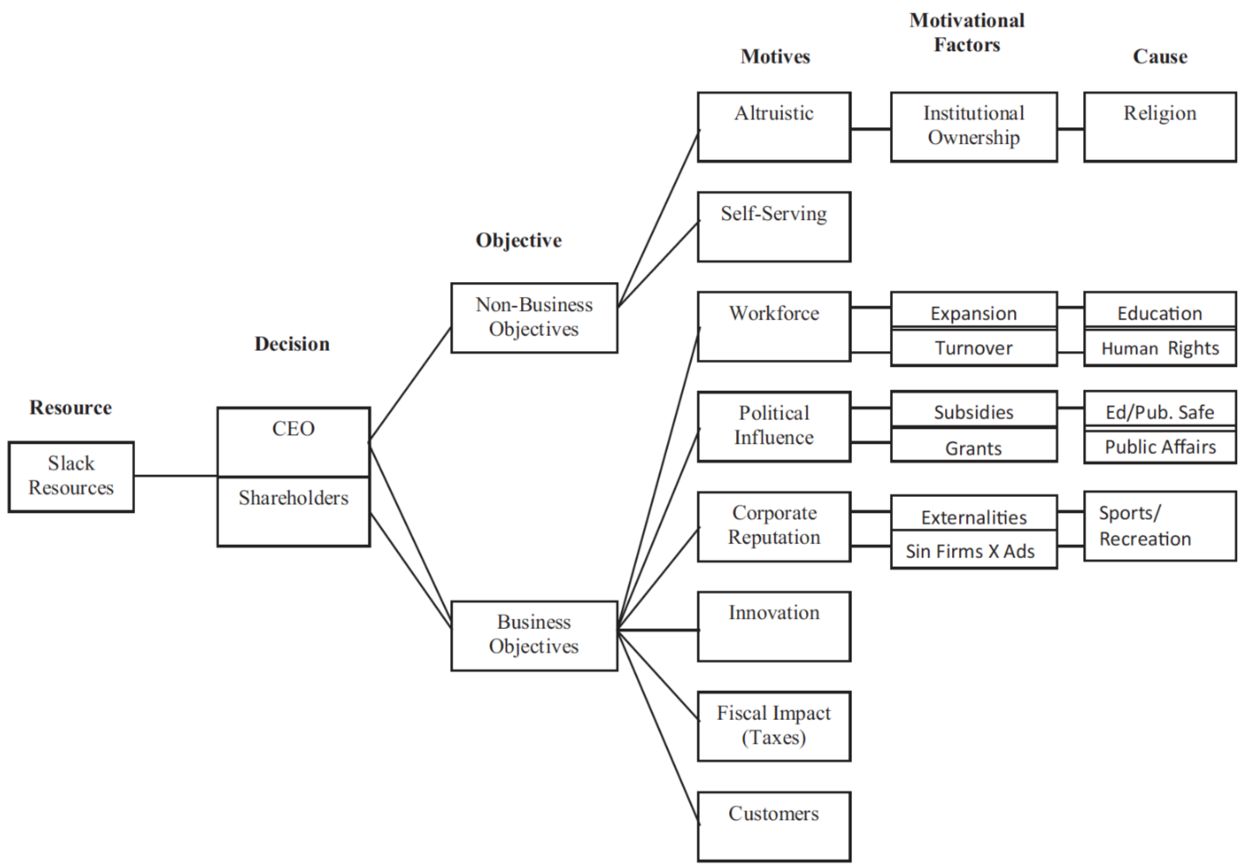
Corporate Giving

As corporations generally exist to make a profit, the giving away of assets seems potentially counter-intuitive and yet in 2021, corporations donated $7bn to educational causes (CASE, 2021). The question is, what is the motivation for corporate giving? Young and Burlingame (1996) answered: “If we knew how to respond to this question, much else would follow” (1996, p. 158). Much else has followed, as there is a growing literature on corporate philanthropy, often corporate social responsibility, showing corporations and businesses of all sizes are finding reasons to contribute to the public good.

Similar to the observations of general philanthropy, Gautier and Pache (2015) reviewed 162 academic studies of corporate philanthropy, and found a continuum of motivation for giving, from pure altruism to one where the expected financial returns exceed the cost of the philanthropy. Gautier and Pache (2015) observed three common explanations which fit on this continuum. On one side, what might be called pure altruism, the motivation is an entirely voluntary commitment to the common good (2015, p. 347). Towards the center, motivation is a hybrid, which has elements of altruism, but is also expected to deliver some direct benefit to the organization; for example, investment in the local community that benefits employees (2015, p. 347). At the other side of the continuum are philanthropic donations, made with the intention of generating a positive return, such as a financial return to the organization over and above the cost of the donation (2015, p. 347). The concept of a range of motives was also incorporated in the work of Peterson et al. (2021), who link the decision to donate to various causes to a range of motives and motivational factors. The framework developed by Peterson et al. (2021) is shown in Figure 3. The Peterson et al. (2021) framework connected workforce business objectives to corporate philanthropic gifts toward education, but other possibilities for connection to education may be implicit in factors such as corporate reputation and altruism. Peterson et al. (2021) also noted the evidence supporting the connection between employee morale and corporate giving is mostly based on case study and anecdotal evidence (Block, Glavas, Mannor, & Erskine, 2017;

Raub, 2017). However, they argue the business objective of workforce satisfaction leads corporations to make philanthropic decisions that matter to employees (Peterson et al., 2021, p. 4).

Figure 3
Framework for Corporate Philanthropy



Note. From Peterson et al. (2021)

Corporate philanthropy has historically been criticized for its low level of engagement and its disconnection from the organization's core business (Austin, 2000; Porter & Kramer, 2006). However, academics have noted a shift towards "strategic philanthropy" (Porter & Kramer, 2006, p. 89), where giving is designed to benefit the community and "the firm's strategic position and, ultimately, its bottom line" (Saiia, Carroll, & Buchholtz, 2003, p. 170). A closer relationship between corporate donors and their benefactors is observed in a strategic philanthropy framework (Rumsey & White, 2009). An example of this type of closer interaction is the move from “cold” to “warm contributions” (Stead, 1985, p. 221), with the traditional cash gift augmented by in-kind gifts like volunteering. Employee involvement frequently extends beyond volunteering to include corporate matching of employee gifts (Stead, 1985), “broader choices in workplace giving, more input from employees on choice of causes, and more financial support to non-profits where employees volunteer” (Smith, 1994, p. 111). In conjunction with the evolution of strategic giving, organizations are increasing the strategy and professionalism of their giving operations by appointing a “foundation officer” (Galaskiewicz, 2016, p. 78). The existence of these professional programs is associated with higher levels of donations made by corporations (Dunn, 2004). Corporate philanthropy can also improve employee morale, generating pride among existing staff (Brammer & Millington, 2005; Shaw & Post, 1993) and making the organization more attractive to potential recruits (Turban & Greening, 1997).

Researchers (Cycyota, Ferrante, & Schroeder, 2016; Soskis, 2019) posit a direct connection between the causes that employees care about and the way that corporate philanthropic activity is allocated. The use of employee gift matching programs is cited as a means to identify what causes matter to employees, with Soskis (2019) referencing the website Double the Donation as a source of information about the employee gift matching programs for the Fortune 500. Additionally, when employees are involved in allocating money or time themselves, matters concerning social justice are more likely to receive corporate philanthropy. A survey completed at Cone Communications in 2017, cited by Peterson et al. (2021), noted 78% of respondents wanted their company to address matters of social justice.

The next phase of the review considers the value of work colleges and the consequences of insufficient financial support.

Work Colleges

Higher education research has centered on topics like educational impact on student experiences, student growth and development, and career success. (Astin, 1993; Bowen, 2018; Feldman & Newcomb, 2020; Pascarella & Terenzini, 1991). Research from the last decade has proven college graduates have higher career success, satisfaction in work, higher salaries, and longer life expectancies (Attewell & Lavin, 2009; Brand & Xie, 2010; Hout, 2012).

While there is a gap in research on the topic of work colleges, Wolniak and Pascarella (2007) studied the educational and socioeconomic outcomes for graduates of 30 colleges in Central Appalachia, including five work colleges. They found work colleges develop positive educational outcomes relating to learning and intellectual skills, entrepreneurial and leadership skills, orientations towards citizenship and the global environment and overall satisfaction with college (Wolniak & Pascarella, 2007). These educational outcomes translated into salaries equivalent to those earned by graduates of the liberal arts colleges included in the sample.

Further, the economic value of a college education needs to be part of the assessment of the overall value of education. The economic value is calculated as the net of income less cost, i.e., salary and loan debt (Leslie & Brinkman, 1988; Paulsen & Smart, 2001), and as Wolniak and Pascarella (2007) found, work college graduates had significantly lower debt than their counterparts. They concluded the "economic value of a work college education is greater than an education provided by the liberal arts colleges in our sample" (2007, p. 65). Additionally, Wolniak and Pascarella (2007) found work colleges offered the greatest benefit to students from lower economic backgrounds. Pickford (2018) observed that in offering the greatest benefit to traditionally underserved populations, the work college model has compelling implications for educational equity. The WCC observed the work college model provides a broad societal benefit by encouraging first generation college students, who are often underserved or underprivileged populations, to pursue education (Work Colleges Consortium, 2021e). The WCC also noted work colleges offer an “unprecedented educational experience” (Work Colleges Consortium, 2021e), students graduate with “heightened self-awareness,” and work college students graduate with “reduced, little, or no debt” (Work Colleges Consortium, 2021e).

After reviewing the ways in which work colleges make a societal contribution, this literature review considers the implications of their insufficient funding. A useful indication was provided by Tarrant, Bray and Katsinas (2018), who revisited the 491 small non-selective institutions first identified by Astin and Lee (1972) in a study commissioned by the Carnegie Commission on Higher Education. The original study was entitled “The Invisible Colleges: A Profile of Small, Private Colleges with Limited Resources” and was intended to provide insight into the financial situation of a group of little known colleges that represented between a quarter and a third of the number of institutions granting four-year degrees (Tarrant et al., 2018). While work colleges were not included in this study, they share many of the qualities of those institutions reviewed. Tarrant et al. (2018) found 354 of the 491 were still operating, but had survived by increasing enrollment, adopting higher selectivity, greater enrollment of part-time students, and more female students (Tarrant et al., 2018). While some of these changes are welcome, the “shift away from nonselective status, even if marginally, is one that can have real implications for underserved populations” (Tarrant et al., 2018, p. 362).

Given the need for funding in higher education, it is useful to understand the macroeconomic and organizational contexts of work colleges. Resource Dependence Theory helps with this analysis.

Resource Dependence Theory

Resource Dependence Theory (RDT) is a paradigm that maintains organizations are dependent on the external environment. The implication of this is the flexibility within which an organization can operate is governed by its dependence on constraints beyond its immediate control and by the uncertainty of how those constraints will change over time (Pfeffer & Salancik, 1978). Similarly, Bernstein (2013) found survival of higher education institutions was dependent on fundraising. That is, institutions are reliant on government grants and donations from individuals, foundations, and corporations; therefore, the need for external funding is a significant dependency. Pfeffer and Salancik (1978) suggested five different approaches for increasing the level of power an organization has over its external environment: 1) merge with similar organizations, 2) form joint ventures or other interorganizational relationships, 3) change the composition of boards of directors, 4) engage in political action, and 5) consider executive succession in the context of managing constraints. Of these five approaches, interorganizational relationships and boards of directors, are of interest to this study and are examined further.

Applying an RDT perspective to interorganizational relationships suggests that individual constituents acting together have a greater degree of influence over resource providers, relative to acting alone (Provan, Beyer, & Kruytbosch, 1980). Joint ventures or groups such as the WCC can provide a range of advantages, absorbing some of the uncertainty created by individual dependencies, and giving them greater autonomy in their relationships.

Another strategy used by organizations to reduce uncertainty in dependent relationships is by examining board composition and size. RDT suggests that the size and composition of the board of directors should reflect the organization in the context of the external environment in which it operates (Pfeffer, 1973). Pfeffer and Salancik (1978) maintain boards provide four organizational benefits: 1) wisdom, 2) access to information that might otherwise be unavailable, 3) preferential access to resources, and 4) legitimacy. Provan et al. (1980) found organizations that had influential members of the community on their boards saw improved ability to draw resources from their environment.

Both strategies, however, create new dependencies. This literature review shows the development of interorganizational relationships and of a board of directors may bring benefits but may also bring costs. As Pfeffer (1987) warned, trying to control an external dependence just creates new dependence on partners and board members and may have the unintended consequence of constraining decision making.

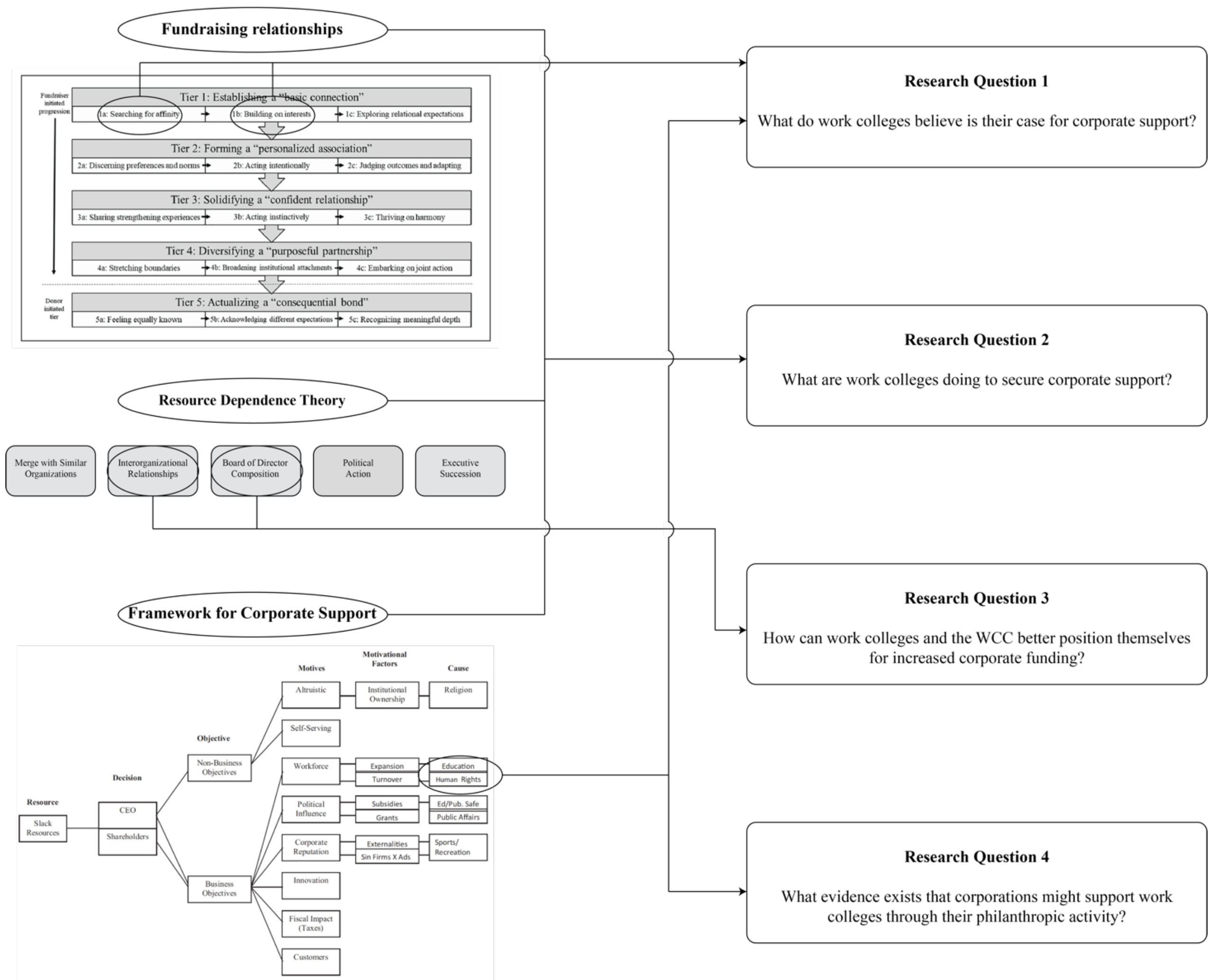
The literature review on fundraising in higher education, the viability of corporations as a funding source for education, the value of work colleges, and the consideration of non-profits reliance on the external environment, informed the research questions set out below:

Research Questions

1) What do work colleges believe is their case for corporate support?
2) What are work colleges doing to secure corporate support?
3) How can work colleges and the WCC better position themselves for increased corporate funding?
4) What evidence exists that corporations might support work colleges through their philanthropic activity?

The relationships between theoretical frameworks covering fundraising relationships, resource dependence theory and corporate philanthropic support and the research questions are illustrated in the combined conceptual framework shown in figure 4.

Figure 4
Integrated conceptual framework



Project Design

Data Collection

This research employed a qualitative design to explore work colleges' approaches to corporate philanthropy and understand how work colleges might improve or develop corporate philanthropic strategies to increase corporate support.

To answer the research questions, we visited four work college campuses (Alice Lloyd, Berea, Paul Quinn, and Warren Wilson) and hosted structured interviews with staff, as well as the staff of the WCC (located on the campus of Berea College). Three work college interviews (Bethany Global, Blackburn College, and Sterling College) were held via Zoom, due to travel constraints. We also conducted an analysis of twenty large corporations through the website doublethedonation.com. The literature review, as well as the data gathered from the work college and WCC campus observations and interview with fundraising staff, was used to inform our understanding of work colleges' cases for corporate support, current and proposed fundraising activities, and to identify areas for improvement in corporate fundraising. This led to answers to research questions one, two and three. The literature review, interviews with staff from the WCC and work colleges, as well as data gathered from the corporate analysis on Double the Donation, was used to inform the viability of work colleges seeking corporate support. This led to answers to research question 4. Table 4 overviews the data collection tools related to each research question:

Table 4
Data Collection Types and Tools per Research Question Number

Research question number	Data type	Data collection tool
1, 2, & 3	Qualitative	Interviews of development staff at work colleges and at the WCC, Review of literature
4	Qualitative	Content analysis of corporate giving using www.doublethedonation.com, Interviews of development staff at work colleges and at the WCC, Review of literature

Participants and Interviews

The interview questions were developed based on the theoretical framework. We identified work college fundraising staff and WCC staff through their respective websites and used available email addresses to introduce ourselves, our research interest, and to request identification of and a meeting with the relevant person or persons involved in development. Demographics of the participants were four males and fourteen females. Meetings with fundraising staff were then scheduled and conducted on Zoom for each work college. During these, we spent time getting to know fundraising staff a bit better, explained the basis of our study, and confirmed their willingness to participate in our research. Four in-person campus visits, tours, and interviews were then scheduled with each work college and one in-person visit with the WCC. Three interviews with work college fundraising staff were conducted via Zoom, due to COVID-19 and travel constraints. Emails were exchanged to confirm times, dates, and locations, as well as relevant staff members available for each meeting. Agreement to participate in the research was received via email prior to the scheduling of visits and informed consent forms were signed by all those interviewed immediately prior to the interviews. Each interview lasted approximately one hour. The purpose of the interviews was to add rich context through observations and conversations. During each interview, permission was gained to record via

Zoom, as well as audio recording using Otter. Following each interview, we asked those interviewed if they were comfortable with us reaching out with any follow-up questions or clarifying questions. The full questionnaire is included at Appendix A. Sample questions from each section are below:

Section A: Core Building Blocks in Case for Corporate Support

1) What do you see as the primary case for corporate support at your institution? Your “story,” so to speak?
2) Have you been successful in sharing this story with potential corporate supporters? Please elaborate with examples.

Section B: Identify Requirements of Potential Corporate Partners

1) If you have identified corporate partners, how did you do so?
2) Do your corporate relationships feel like partnerships or are they more transactional? Does it matter?
3) Have you ever used third parties to help you with the development of corporate relationships? If so, please share.
4) What support, if any, would you like from the WCC in the process of identifying potential corporate partners?

Section C: Selecting the Relevant Building Blocks

1) What are the essential requirements in your corporate partnerships (e.g., upholding Christian values)?
2) Would you base your dollar ask on your need or on the perceived ability of the corporation to pay? Please elaborate on your reasons.

3) If a Fortune 500, reputable corporation wanted to support the overall work college program directly through the WCC, would you be comfortable to participate, or would you require a direct relationship with the corporate partner?

Section D: Administering the Program, Including Preparing and Sharing Impact Statements

1) Do you feel your organization is equipped to adequately source and administer corporate partnerships? If no, please explain where you see the shortfall; if yes, please explain how you are confident you have what you need?
2) If you feel that you don't have capacity currently, would you prefer to develop that capacity internally or would you like to share that across different work colleges through the WCC?
3) What support would you like, if any, from the WCC to administer corporate relationships?

All interviews were transcribed verbatim, then each transcript was reviewed, and unclear sections or mistyped words were clarified. Initial read throughs of the transcripts led to notes or memos made on the transcripts directly. The interviews were then examined using open coding, whereby the data was reduced and segmented into categories (Williams & Moser, 2019). Using axial coding, these notes, through consensus, were then segmented into larger categories. The data were then assessed once more, resulting in six final categories. These six themes, undergirded by interview data, were used to conduct a final analysis across all transcripts to ensure all relevant data were included and properly coded. Figures 5 & 6 illustrate the coding and categorization used:

Figure 5: Open Codes to Themes part i

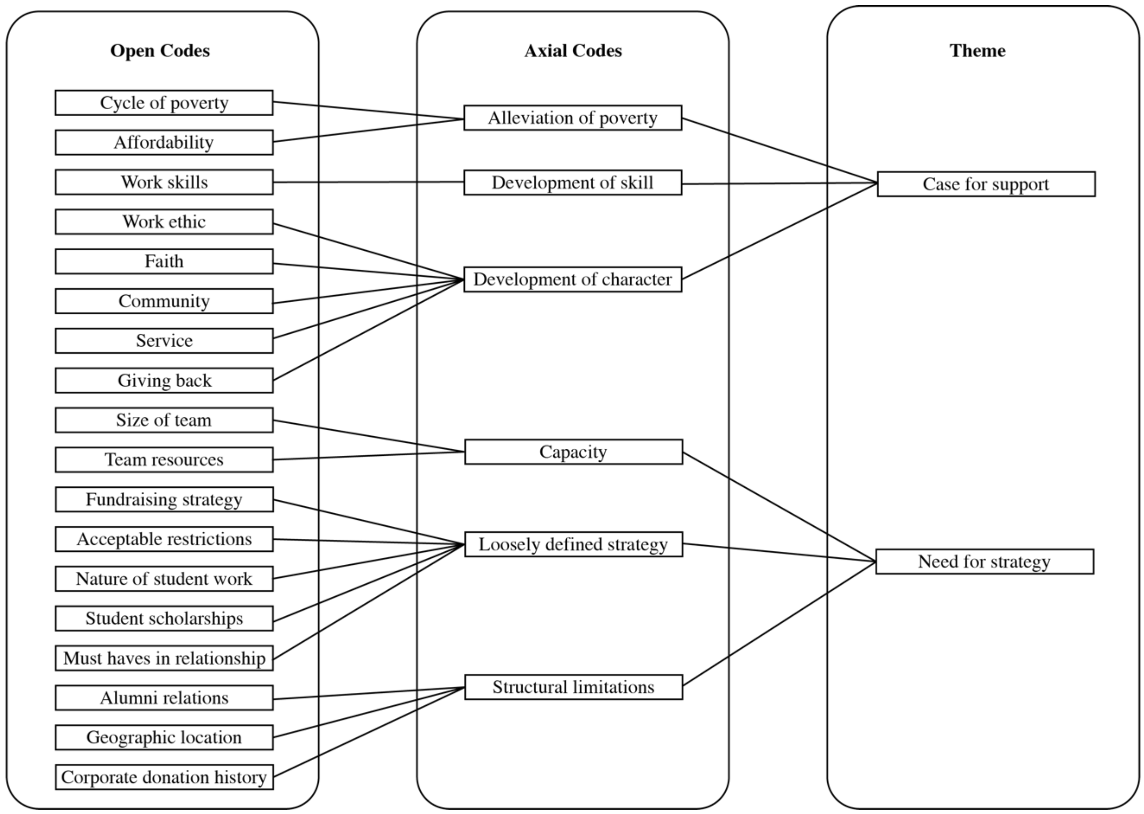


Figure 6: Open Codes to Themes part ii

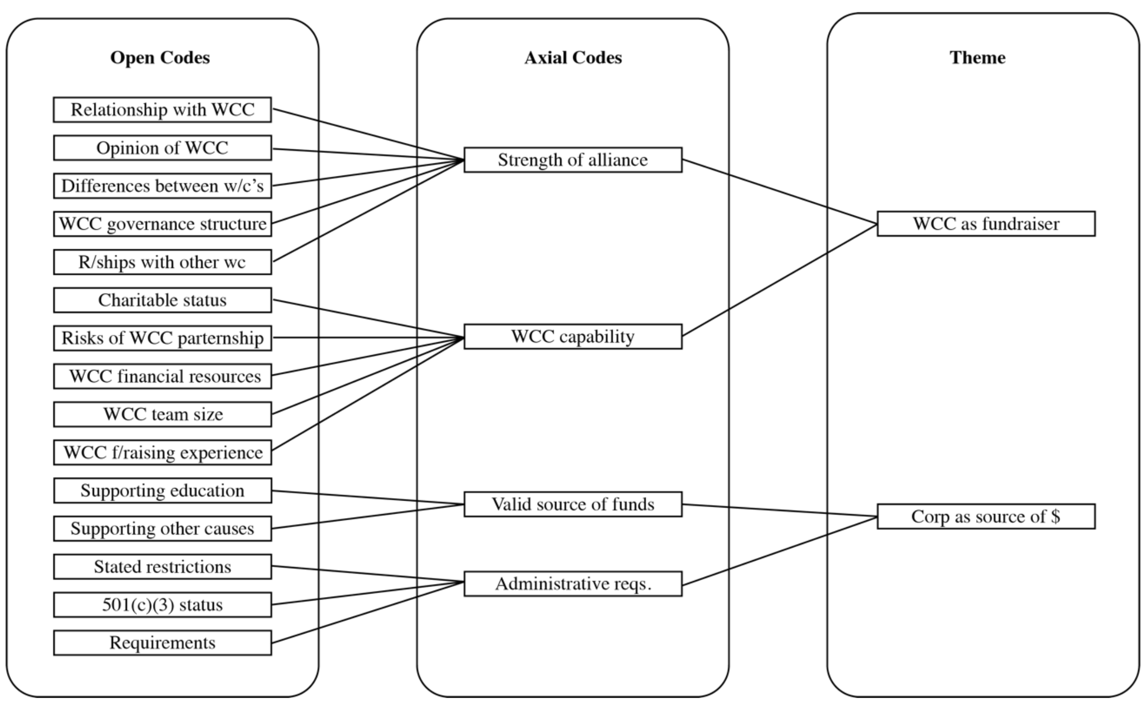


Table 5 presents the axial codes, their definitions, and data points from the interviews and research.

Table 5
Axial code explanation

Axial code	Definition	Data from research
Alleviation of poverty	The provision of education to people who might otherwise not be able to attend and the impact that such attendance has on the socio-economic status of students, their families, and their communities.	"Work colleges change the whole course of their lives for their future family."
Development of skill	The aspects of work college attendance which offer students the opportunity to build a skillset based on the combination of education and work.	"…others that hire our graduates say it's a breath of fresh air because they already know how to work."
Development of character	The aspects of work college attendance which offer students the opportunity to build character based on the ethos of work service.	"You understand that you are part of a community, that there is more here than just doing this job."
Capacity	The capability of work colleges, based on infrastructure, to fundraise from corporations.	"…it [corporate fundraising] could be a lot of work without much return for a long time."
Loosely defined strategy	Work colleges current and planned approach to seek funds from corporations.	"Totally new for us, we haven't really penetrated that environment"
Structural limitations	The context and circumstances that may enhance or limit work colleges' ability to connect with corporations for fundraising purposes.	"…a lot of corporations are outside the region, so we have not had great success or even good success."

Axial code	Definition	Data from research
Strength of alliance	The quality of the relationship between work colleges and the WCC and between individual work colleges.	"…we [work colleges] are not a cohesive group."
WCC capability	The skill, experience, resources, and capacity of the WCC to take on some or all the responsibility for corporate fundraising on behalf of the work colleges.	"We [WCC] are not involved in the fundraising piece."
Valid source of funds	The likelihood of corporations providing philanthropic support to work colleges.	Evidence from www.doublethedonation.com
Administrative requirements	The legal structure and infrastructure necessary to manage all aspects of corporate philanthropic relationships.	"It is important that the WCC doesn't solicit funds from corporations that work colleges already have existing relationships with."

Corporate Philanthropic Analysis

In addition to the literature on corporate giving, we wanted to understand the reality of corporate philanthropy. We identified the details of corporate employee matching programs were readily available. We then elected, based on the literature, to use this as a proxy for understanding broader corporate priorities. The website www.doublethedonation.com was identified as a quality, credible source (Soskis, 2019) by which we could access twenty large corporations' giving habits. This answered research question four, through a filtering for support of education. We conducted a content analysis by reading through the material and categorizing the information on the website for each of the twenty companies. We then looked to the literature on motivations for corporate giving. Finally, we examined our interview and observation data for any existing corporate philanthropic strategies at work colleges. This triangulation offered three points of data for the analysis of corporate philanthropy.

Limitations

This study was subject to limitations. One of the study authors works at College of the Ozarks (C of O), one of the nine work colleges; therefore, C of O was not included in this study due to a possible conflict of interest. Next, some of the interviews were conducted over Zoom. This was due to travel constraints caused by COVID-19. While the Zoom interactions were valuable, we recognize some limitations of video interview, which include restricted access to nonverbal cues, limited environmental observations, and a reduced ability to build rapport with the interviewees. Such limitations may have led us to miss out on helpful observations and data points that could have strengthened our findings. We also recognize there is very limited academic research on work colleges. Such literature would have provided useful insight; however, this gap in research reinforces the need for our work. Another constraint was our decision to limit our review of corporate philanthropic decision making to an assessment of what was publicly available. We acknowledge that direct interviews would offer richer insight into corporate philanthropic motivation and decision-making.

Findings

The data collection led to the following findings, which provide answers to the four research questions.

Research Question One: What do work colleges believe is their case for corporate support?

Finding One: The work colleges expressed a clear case for support built around their unique identities and the work-program model. Work colleges offer students an affordable education,

the opportunity to gain transferrable skills, strengthen their work ethic, and ultimately, break the cycle of poverty.

Fundraising staff at the WCC and work colleges shared their 'story' or case for corporate support, which, in all cases, included the fact that most students at work colleges are earning their degree, instead of paying for it. Most students come from low-income, underprivileged homes. As such, they are many times the first to attend college and their education signals an imperative step in breaking the cycle of poverty. One fundraiser said, "[work colleges] change the whole course of their lives for their future family." Another interviewee stated, "You can't necessarily work your way out of poverty, but you can educate your way out," and the "key to moving this region [Appalachia] forward is to educate and to invest in the education of your people."

This investment in students reflects the unique model of work colleges, whereby students' work helps offset the cost of educating them. In other words, unlike most institutions of higher education, work colleges charge minimal tuition, or no tuition at all, which offers students the chance to graduate with little to no debt. The decision to charge little to no tuition dates back to the original legislation in 1964 and was supported throughout all interviews. Most work colleges emphasize the importance of financial independence to their students, with the addition of coursework, faculty advice, and speakers to reinforce the importance of this to their students. Many students at work colleges have grown up in very low socioeconomic status (SES) households, which means they are usually Pell Grant eligible. One fundraiser stated, "thirty of our student homes earned less than $3,000 per year and 70% are first-generation college students." Such statistics propel work college staff to passionately pursue their missions, remain committed to making education affordable for underserved populations, and center themselves on the truth that, as one fundraiser put it, “education is the great equalizer.” Fraser (2009) argued social justice is the ability to participate equally in society with all other members (p. 16). Literature and interviewee comments validate the notion that work colleges address matters of social justice.

The benefits of education, particularly one rooted in the work program model, are vast. Work colleges expressed a similar sentiment on the strength of their students’ work ethic. That is, students gain real-world experience, learn transferrable skills, and have the opportunity for personal growth. Students spend four years working at various workstations – jobs range from farm management, construction, cafeteria, landscaping, office management, fundraising, student-made product development, restaurant management, and more. Students become a part of their college community and recognize their contributions to that community. One fundraiser said, “You understand that you are part of a community, that there’s more here than I’m just doing this job…our students will say I contributed to that building. I did this. I helped on the farm. So, there’s another whole piece of this, which is the common good, learning too, and I think the corporate world is more headed in that direction (common good) too.”

In fact, fundraisers at work colleges feel students are better prepared for work than perhaps at other institutions. One interviewee said, “Others that hire our graduates say it’s a breath of fresh air because they already know how to work.” Not only do they already know how to work, but most are also ready and willing to work because of the technical skills and the soft skills they’ve acquired over their four years of experiencing the work-study model. Described as social mobility, the students at work colleges can overcome the typical outcomes for low SES individuals and take on meaningful, stable jobs that offer a new future for themselves, their families, and their communities. As one staff member at the WCC put it, "I think we have so much to offer."

Research Question Two: What are work colleges doing to secure corporate support?

Finding Two: Work colleges have little to no strategy for corporate support.

Most work colleges noted they have little to no strategy for garnering corporate support. While some have received corporate gifts, they represent a de minimis portion of total gift income and were typically made based on a connection between a board member or past administrator and the corporation. One work college fundraiser stated corporate fundraising is "totally new for us, we haven't penetrated that environment" and another said, "I find new innovative things like this (corporate fundraising opportunities) so exciting, but on the flip side it could be a lot of work without much return for a long time." Most of the institutions agreed they were focused on individuals supporting their cause, as well as foundations. The handful of corporate partnership examples provided were connected to local grocery chains or banks, who were perceived by fundraisers as those who felt they needed to invest in their communities. For example, one work college provides fresh fruits and vegetables from their gardens to a regional grocery chain. This partnership provides some brand awareness for the institution, as well as an income stream, though the work college noted such efforts were "not extremely lucrative."

Most fundraisers concurred corporate partnerships should be rooted in value alignment. Two separate work college fundraisers indicated concern over their students disliking the idea of corporate sponsorship, as it would feel as if they were "being bought out by the man." However, they did not indicate this was the sole reason for a lack of corporate philanthropic strategy.

Finding Three: Work colleges are under resourced, and their geographic location may contribute to the lack of corporate support.

The seven work colleges included in this study and the WCC are all relatively small (with student body populations ranging from 352 to 1,688) and all, except one, are situated in rural areas. While endowment sizes vary greatly, most staff interviewed noted they feel understaffed and under resourced. One fundraiser said, "we've been historically focused on individual foundations. Corporations are more challenging - to find interests takes a lot of research and manpower." This lack of capacity was cited as connected to the location of the institutions. In other words, because of the rural locations, large corporations are not nearby and therefore are largely unaware of work colleges and their mission to provide students with a bridge out of poverty. Work colleges instead focus on individual donors and foundations from which the largest percentage of their gift income is derived. One staff member interviewed said she didn't believe the corporate world saw the value of education, specifically work colleges, because they haven't been introduced to the work program model in higher education. Another interviewee noted, "Corporations don't really understand what we have here." Concern was expressed that large corporations might have goals that differ from what work colleges have to offer. That is, corporations might look for opportunities to back research and sponsor athletic arenas. Work colleges are not research-focused institutions, nor are any of them home to large athletic facilities. As such, corporate gifts would need to be given for other purposes.

Work colleges are concerned about the lack of corporate support and expressed some frustration. One staff member said, "This nation has grown and benefited off the backs of people in Appalachia. They don't give a penny back to Appalachia." Another fundraiser said some local companies feel a sense of obligation to give to the work college in their region, but this “reinvestment” doesn’t seem to apply to large corporations. In the few instances where large corporations did invest in work colleges, it was a one-time gift or connected to a scholarship tied to recruiting graduates. For example, one work college mentioned a large steel company supported a scholarship, but no further funding or major gifts were secured after that.

While three work colleges have designated corporate gift officers, these employees also carry many other fundraising responsibilities. One work college, of the seven studied, has a structured corporate partnership program through student work. At this work college, all juniors and seniors complete their required work hours (instead of paying tuition) at a corporation. The corporation, in turn, pays a stipend to the work college, with a portion going to offset the students’ tuition and the other portion going to the students for cost-of-living needs. This work college has partnered with large companies including JP Morgan and Capital One, which are in the city where the college resides. The urban location offers this work college a unique corporate partnership opportunity other work colleges do not have. From this program, some corporate gifts have emerged, as the corporations began to see and understand what a work college is. One interviewee at this work college noted in some cases student work arrangements may exist without the corporation donating. However, once the corporation sees and understands the mission, they may be motivated to give.

Research Question Three: How can work colleges and the WCC better position themselves for increased corporate funding?

Finding Four: The WCC is a functioning alliance focused on federal government relations on behalf of work colleges. However, the alliance between the WCC and work college fundraising staff, as well as the relationships among individual work college development teams, are underdeveloped.

In the application of RDT, Pfeffer and Salancik (1978), suggested organizations can operate more effectively by forming interorganizational relationships. Acting together, such as in an alliance, provides a greater degree of influence over resource providers (Provan et al., 1980). The WCC is an alliance of work colleges focused on securing federal funding. While fundraisers were positive about the WCC, they also identified the opportunity to strengthen the alliance. One interviewee admitted she wasn't fully aware of the unique offerings of the different work colleges: "Huge learning curve as I don't know all the differences of the work colleges." She went on to express concern that if she, as a fundraiser at a work college, didn't understand all the nuances of work colleges, how could they expect corporates to do so? Echoed by others, it became clear, as one fundraiser put it, "We (work colleges) are not a cohesive group." Another fundraiser said, "I personally have no relationship with the WCC." This lack of cohesion between work colleges was further reiterated when we met with the WCC, which is located on the campus of Berea. The fundraisers at Berea did not know the staff members from the WCC, whose offices are just a few hundred yards from one another. Such a story reflects the disconnect between work colleges and the WCC.

Finding Five: Work college fundraising staff and the WCC are interested in the WCC coordinating corporate fundraising on behalf of work colleges.

From endowments to religious affiliations to locations, work colleges have their own identities, but share the common thread of a work program. Fundraisers agreed there are ways for the work colleges to grow closer – and ways for work colleges to brand together as one group through the WCC. There would be challenges in bringing together a group of nine diverse institutions and soliciting funds as one; however, raising the idea garnered many responses. Most fundraisers felt the work colleges could be better together – despite and *because of* their diverse political, geographic, and religious differences. One interviewee said, “The strength here is getting back to that work-learning-service piece, schools are different, but all have this thread running through.” Work colleges often get individual attention for the nobility of their work program offering, but as one fundraiser noted, “All of this could increase if we all worked together, we’re getting more attention, we’re getting more credibility equals corporates will notice us.” Although the notion of coming together as a collective group for the purpose of fundraising was met with some hesitancies, most fundraisers were open to the possibilities that such innovation might bring.

Some of the work colleges felt the WCC could act as a conduit for corporate gifts. In this arrangement, the WCC would serve as the researcher for viable corporate supporters for work colleges and work to secure gifts on behalf of work colleges. One fundraiser said, the “WCC would need to be the driver for vision, research to find the large corporates.” Another said, “It would be beautiful if the WCC could help us with corporates.” Through this, there were various ideas for ways funds could be distributed. One suggested funds could be spread out among the schools, with another suggesting a corporation could select the work college with whom they identified. When work colleges were asked how they felt about the possibility of some work colleges getting a portion of a large corporate gift and some not receiving anything, most agreed they would be okay with this. Some reiterated concerns over varying values within each work college – and the importance of making sure corporates weren’t surprised by their differences. Fundraisers also said it was important the WCC not solicit funds from corporations which work colleges already had relationships with or were pursuing gifts from. One fundraiser gave an example of one college association their institution was a part of where there was a large investment of time to be a part of the group, but very little return. The failure to solicit a large gift, through this association, was a disappointment to the institution. As such, a consideration of how much time work colleges would need to invest in the WCC's corporate strategy would be important.

Further discussions on possibly placing the WCC as the leader on corporate giving for work colleges raised a couple of other concerns. One was making sure clear fundraising structures, allocation strategies, and communication plans were set from the beginning, so that work colleges knew what to expect. One fundraiser said, "It's always great to want to work with others, but what are the expectations we are going to have for one another, like what is the level of trust we are entering into this with. We're together but we are different, but what does that mean when it comes to partnership?" Two work colleges fundraisers expressed concern that the more well-known, "top" schools might get all the attention. And another was hopeful the uniqueness of each work college wouldn't get lost if all work colleges were branded together.

Finding Six: The board of the WCC is comprised of work college presidents and the WCC staff, which may not be the optimal composition in the context of corporate fundraising.

RDT research suggests the size and composition of the board of directors should reflect the organization in the context of the external environment in which it operates (Pfeffer, 1973). Presidents of each work college, together with the WCC Director, comprise the governance structure of the WCC (Work Colleges Consortium, 2021d). While the current composition may be appropriate for the current scope of the WCC activity, RDT suggests organizations that have influential members of the relevant community will experience an improved ability to draw resources from their environment (Provan et al., 1980).

Research Question Four: What evidence exists that corporations might support work colleges through their philanthropic activity?

Finding Seven: Corporations support educational institutions through their philanthropic activity.

In 2021 corporations gave $7bn to educational causes (CASE, 2021). Summary data for gift matching programs of all 20 corporations reviewed are shown in Table 6. All corporations specifically reference educational institutions as valid recipients of corporate philanthropic activity.

The review identified some corporations specify restrictions on the type of educational activity they support. For example: ExxonMobil does not match gifts to educational institutions in support of athletics and BP only supports educational gifts to institutions that teach STEM subjects. The review also identified some corporations set out restrictions on the type of philanthropic activity they support. For instance, State Street does not match gifts to "religious, political, and active military causes", and except for MBIA, all other corporations express their support for "nearly all", or "almost" all non-profits. MBIA is unique in this group for specifying employee matching support for "any 501(c)(3) non-profit." The implication of this finding is that any fundraising organization must be able to identify and respond appropriately to any restrictions required by the donating corporation.

Finding Eight: Corporations make charitable donations for a variety of reasons, ranging from altruism to a for-profit motive. Boosting employee morale is an important reason for corporate giving decisions.

Gautier and Pache (2015) reviewed 162 academic studies of corporate philanthropy, and found a continuum of motivation for giving from pure altruism to one where the expected financial returns exceed the cost of the philanthropy. Gautier and Pache (2015) observed three common explanations which fit on this continuum. On one side, what might be called pure altruism, the motivation is an entirely voluntary commitment to the common good (p. 347). Toward the center, motivation is a hybrid, which has elements of altruism, but is also expected to deliver some direct benefit to the organization, like investment in the local community that benefits employees (p. 347). At the other side of the continuum are philanthropic donations made with the intention of generating a positive return, i.e. a financial return to the organization over and above the cost of the donation (p. 347). The majority of philanthropic cases involve some element of altruism and self-interest (Worth et al., 2020). An example of this is corporate philanthropy, designed to improve employer/employee relations. Corporate giving has shown to improve employee morale, generate pride among existing staff (Brammer & Millington, 2005; Shaw & Post, 1993) and make the organization more attractive to potential recruits (Turban & Greening, 1997). Peterson et al. (2021) noted the evidence supporting the connection between employee morale and corporate giving is based mostly on case study and anecdotal evidence (Block et al., 2017; Raub, 2017). However, they argue the business objective of workforce satisfaction leads corporations to make philanthropic decisions that matter to employees (Peterson et al., 2021, p. 4). This argument is reinforced by others who posit a direct connection between the causes that employees care about and the way corporate philanthropic activity is allocated (Cycyota et al., 2016; Soskis, 2019).

The evidence from the work college located in an urban setting revealed a useful structure for corporate relationships, as well as observations about motivations for corporate donations. This work college provides interns to corporations during their junior and senior years. Such an arrangement resulted in corporations making donations over and above the funds given as part of the internship agreement. The work college believes once corporations became aware of their mission and the quality of their students, corporations were motivated by altruism. This finding is consistent with the theoretical framework of corporate giving (Gautier & Pache, 2015), as it combines and altruism and benefit to the corporation (through employee recruitment). This finding is also consistent with the Shaker and Nelson (2021) fundraising relationship theory, suggesting as the relationship deepens, incremental gifts increase.

Finding Nine: Employees care about education and social justice as important philanthropic causes.

Two of the corporations analyzed offered preferential match terms for education, ExxonMobil only offers matching for educational causes, and FM Global provides a 2:1 match ratio for educational institutions and a 1:1 for all other supported causes. Taken together, this evidence indicates education is a charitable activity employees care about and is deemed an appropriate philanthropic cause by corporations. A survey completed at Cone Communications in 2017, cited by Peterson et al. (2021), noted 78% of respondents wanted their company to address matters of social justice.

Finding Ten: Attaining registered charity status is important to securing charitable donations from corporations.

There are two benefits to attaining 501(c)(3) status, allowing exemption from federal income tax under section 501(c)(3) of the Title 26 of the United States Code. First, corporations can deduct donations from their taxable income. Baker and Dawson (2020) identified a relationship between corporate tax rates and charitable donations, with lower tax deductibility, negatively impacting the size of charitable donations. Therefore, non-profit status is likely to increase donations for the WCC.

Second, some organizations impose restrictions on gifts to education; e.g., BP, which requires the institution to teach STEM subjects. These organizations, however, permit gifts to non-profits as a separate category, allowing the WCC to appeal based on both education and the societal contribution beyond education.

The analysis of corporate giving shows, except for ExxonMobil, all corporations reviewed indicated support for non-profit organizations. Seven (35%) of the corporations reviewed specifically referenced 501(c)(3) status, while the remaining twelve (60%) describe eligible causes as “non-profit.” ExxonMobil restricts gifts to educational causes only. The fact that nineteen out of twenty (95%) corporations specifically reference non-profit status supports its importance.

Table 6
Corporate Gift Matching Program Information

Corporation	Match guidance specifically references educational Institutions	Other Match recipients	Match maximum (amount company to give)	Match ratio	Comments	Restrictions
Air Products	✓	Most 501(c)(3) organizations	$5,000	Up to 2:1	Colleges and universities have matching of 1:1, arts and cultural organization at 2:1	None noted
American Express Company	✓	many other non-profits	$8,000	Up to 2:1	First $1,000 matched at 2:1 if employee serves on a non-profit board or volunteers 50 hours per week	None noted
Avon	✓	Most non-profits	$15,000	First $500 2:1 match, thereafter 1:1		None noted
BP	✓	Select other non-profits	$5,000	1:1		STEM educational institutions except countries where literacy is an issue
Bristol-Myers Squibb	✓	Almost all non-profits	$30,000	1:1		None noted
Capital Group	✓	Many other 501(c)(3) organizations	$10,000	2:1		None noted
CarMax	✓	Nearly all other 501(c)(3) organizations	$5,000	1:1	Also matches gifts of dependents up to the age of 26	None noted
Choice hotels	✓	Almost all non-profits	$1,500	1:1		None noted
Coca-Cola	✓	Select other non-profits	$20,000	2:1		None noted
ExxonMobil	✓	None listed	$7,500	Current employees and outside directors ratio of 2:1		Does not match donations to athletics, or in support of athletics, incl. scholarships or facilities.

Corporation	Match guidance specifically references educational Institutions	Other Match recipients	Match maximum (amount company to give)	Match ratio	Comments	Restrictions
FM Global	✓	Many other non-profits	$8,000	2:1 for educational institutions, 1:1 match to all other 501 (c)(3) nonprofits		None noted
GAP corporation	✓	Many other types of non-profits	$10,000			None noted
General Electric	✓	Almost all other 501(c)(3) organizations	$5,000	1:1		None noted
IBM	✓	Many US based non-profits	$10,000	1:1		None noted
Johnson & Johnson	✓	Most 501(c)(3) non-profits	$10,000	2:1 for current employees	1:1 for retirees	None noted
MBIA	✓	Any 501(c)(3) non-profit	$40,000	2:1		None noted
Microsoft	✓	Many other non-profits	$15,000	1:1		None noted
Pfizer	✓	Eligible 501(c)(3) non-profits	$5,000	1:1		None noted
State Street	✓	Almost all other non-profits	$10,000			Religious, Political and active military causes
Soros Fund Management	✓	Most other non-profits	$100,000	Up to 2:1		None noted

Note. From (https://doublethedonation.com/tips/matching-grant-resources/list-matching-gifts-companies/). In the public domain.

Recommendations

Based on the data collected and derived findings, the following recommendations are made with the aim of assisting work colleges to increase corporate support:

Recommendation 1: The WCC should implement a pilot program to develop corporate philanthropic support on behalf of work colleges.

Based on our findings that work college fundraisers are under resourced and relatively inexperienced in corporate fundraising, and that corporations support education with significant donations every year, a pilot program should be established to assist work colleges with garnering more corporate support. Operated by the WCC and overseen by the WCC Board of Directors, this pilot program would provide an opportunity to design and test the feasibility of a corporate fundraising strategy.

Effective fundraising requires clear demonstration of the charitable impact (Worth et al., 2020), which refers to the ability to address a problem or make a social investment. The fundraising strategy also requires an understanding of motivation for philanthropic gifts. While individual donor motivation tends to center on altruism or self-interest (Herzog & Price, 2016), corporate motivations tend to involve some element of expected financial return (Gautier & Pache, 2015). The WCC should build their corporate fundraising strategy around an understanding of corporate motivation, which will assist in the alignment of corporate goals and work college outcomes. Peterson et al. (2021) framework for corporate philanthropy provides guidance in examining both business and non-business objectives. For example, gifts to education and social justice causes have a positive impact on a corporation's workforce (Peterson et al., 2021). Such analysis provides insight into the way the WCC presents the case for charitable support. For instance, the WCC should reference the social impact of the overall work program and reinforce the possibility of corporations boosting employee morale through support of the WCC.

Work colleges expressed concern about their inability to identify and build relationships with corporate contacts. In order to foster corporate relationships, the WCC should examine best practices of corporate foundation officers within non-profits as the creation of this position tends to be associated with higher corporate donations (Dunn, 2004). More recent research proposes the adoption of relationship marketing skills to build connections through successive developmental tiers. These include establishing a base connection (Tier 1), forming a personalized association (Tier 2), solidifying a confident relationship (Tier 3), diversifying a purposeful partnership (Tier 4), and actualizing a consequential bond (Tier 5) (Shaker & Nelson, 2021). Relationship marketing skills require fundraisers to build on interests, search for shared affinity, share strengthening experiences, broaden institutional attachment and embark on joint action (Shaker & Nelson, 2021). While these competencies can be learned, we recommend the WCC hire an individual with experience specific to corporate fundraising who already possesses the skill sets required.

An allocation of $500,000 is recommended for the two-year pilot program. This budget is sufficient to cover the costs of additional staff, research, branding, and promotional material. We suggest that the work colleges with the greatest level of financial security fund this project, on the understanding that they will receive the initial unrestricted corporate gifts as reimbursement. Work college presidents must engage in conversations on this pilot with their institutions and specifically with the fundraising staff. The WCC should develop structures for administration of the pilot. Essential here would be a clear understanding of tactics for researching, identifying, and obtaining corporate gifts. The WCC should appoint a dedicated fundraising team, whose focus would be on research and development of corporate partners. It is crucial this team leverage the knowledge of the presidents and fundraisers at the work colleges. For example, the one work college who has an established corporate partnership program in conjunction with their work program, could provide useful insights that would benefit the WCC. Additionally, there may be fundraisers at work colleges who have specific corporate knowledge that would prove useful. Finally, it is imperative this fundraising team, housed under the WCC, have open and regular communication with the work colleges, to ensure no existing corporate relationships are hindered or compromised through the new corporate efforts.

As part of this pilot program, the WCC should consider adding an external person to the board, as identified in the RDT conceptual framework (Pfeffer & Salancik, 1978). Within the RDT paradigm, there are five approaches for an organization to increase the level of power it possesses over its external environment. One approach, applicable here, is to change the size and composition of the board of directors. Pfeffer and Salancik (1978) noted board members bring wisdom, access to new information, and to resources and legitimacy. The WCC should consider adding a board member who has a deep understanding of corporate philanthropy and should be able to not only advise the WCC, but also bring meaningful and relevant corporate connections. For example, an executive who works for a corporation that identifies education as an important philanthropic cause would bring valuable insight to the WCC board.

Recommendation 2: The work colleges and the WCC should develop a process for allocating donations received, allowing for any donor-imposed restrictions.

Fundraising staff at the work colleges expressed concern regarding how funds received at the WCC level would be distributed among the colleges. Important within this pilot program is establishing the structure and process for the allocation of corporate gifts to work colleges. That is, how, and using what parameters, are gifts divided among work colleges? This is likely a potentially contentious issue and we suggest the WCC board fully participate in the development of the policy. A starting consideration might be to mirror the current federal grant allocation process, overseen by the WCC.

A further point for consideration is the management of donor-imposed restrictions, which may apply differentially to work colleges. For example, if a corporation prohibits gifts to religious institutions, should that gift be refused altogether or applied only to those who have no religious affiliation? Or, for instance, a corporation may have a significant interest in sustainability, but may not specify which work college to restrict it toward. In such a case, who determines the recipient of such a gift? The written policy, developed by the WCC and approved by work college presidents, should outline the management of donor-imposed restrictions.

It is useful to note Pfeffer and Salancik (1978) warned, in the context of RDT, that trying to create an alliance to manage the external environment creates new dependencies on partners and may have unintended consequences. Applied here, if the WCC becomes the intermediary for corporate support on behalf of work colleges, this new alliance will likely create a dependence. For example, work colleges may become increasingly dependent on the WCC and allow their individual fundraising activity to diminish, thereby reducing diversification of income source and increasing financial risk. An awareness of such a dependency is useful as the WCC proceeds with corporate fundraising on behalf of work colleges.

Recommendation 3: The WCC should focus corporate fundraising efforts in support of the work-study ideal, emphasizing the combination of education and social justice that this ideal addresses.

All fundraisers acknowledged the shared mission of the work colleges to offer underprivileged students the chance to work, rather than pay, for their education. The ability to address poverty in this way enables the WCC to build a case for support on education and social justice. While some fundraisers expressed concern about the differences among individual work colleges (i.e., political orientations), all agreed diversity could serve as a strength for the alliance, not a hindrance. Further, by offering corporations the chance to affect the lives of more than 6,000 underprivileged students, this plan provides corporations with the opportunity to have a much bigger impact than supporting just one work college. Literature shows desire to have an impact is one of the primary motivations for giving (Worth et al., 2020).

Therefore, we recommend the WCC corporate fundraising efforts focus on the work-study ideals to develop and highlight a cohesive brand – one that centers on the valuable education work colleges offer to students in need and the alleviation of poverty as an act of social justice. This effort will require the WCC to allocate resources for not only fundraising staff, but also efforts in improved branding.

What's more, as one fundraiser noted, the WCC "is not a cohesive group." RDT posits acting as an alliance is likely to generate greater return than acting alone (Pfeffer & Salancik, 1978). The benefits of creating an alliance go beyond the potential increase of corporate support. For instance, the WCC could offer training and development of fundraising staff, which could facilitate improvement in general fundraising, personal growth, and employee morale at the work colleges.

Therefore, we suggest the WCC take steps to create more cohesion within the WCC. In addition to the regular meetings of work college presidents and those responsible for the work program implementation, the WCC should develop networking groups for various roles at work colleges. For example, monthly meetings for fundraisers, faculty, and other departments as appropriate. Such a suggestion is undergirded by the observations made during campus tours and interviews, which included comments about how enjoyable and beneficial it was to spend time with other fundraisers at work colleges.

Recommendation 4: The WCC should consider attaining 501(c)(3) status.

The analysis of corporate fundraising demonstrates the significance of attaining non-profit status. All twenty corporations analyzed specified non-profit status as a requirement for corporate philanthropic support. Baker and Dawson (2020) demonstrated a relationship exists between the rate of corporation tax and the amount of charitable donations. Below an optimal tax rate, corporate giving diminishes with reducing tax rates. The implication of this finding for this research is that tax deductibility is an important determinant of corporate charitable donations.

This status change would, of course, require approval from the WCC board and necessitate clear agreements on fundraising parameters. Naturally, this may create some discomfort for work college presidents and fundraisers, who may perceive the WCC a competitive threat. Communication between the WCC and work colleges is imperative in mitigating this perception.

Conclusion and Discussion

Work colleges, undergirded with federal support, offer underprivileged populations a bridge out of poverty through education. With varying endowments and levels of gift income, the nine work colleges in operation in the United States serve thousands of students from low SES groups and provide them with the opportunity to work, rather than pay, for their education. The work colleges are part of the WCC, which serves as an umbrella organization that allocates federal work dollars and lobbies to government officials. This work-study model, dating back to the 1960s, is expensive to employ, and federal dollars only cover a portion of total annual operating budgets. With some work colleges facing financial stress, an examination of external support revealed negligible corporate support across the board.

A review of fundraising in higher education, as well as best practices, offered a useful tiered framework from which to view philanthropy (Shaker & Nelson, 2021). Peterson et al. (2021) established a framework for motivations for corporate giving, which guided our understanding of corporate fundraising strategy. This included a continuum from a pure altruism motive to a for-profit motive. Additionally, we found corporations are interested in giving to causes important to their employees. We then examined Resource Dependence Theory (RDT), which posits colleges are reliant on external resources, such as individual donors, foundations, and corporations, due to resource scarcity.

To help work colleges explore ways to garner increased corporate support, we employed interviews with seven work colleges and the WCC. Our findings indicated work colleges indeed share similar missions, which help students develop a strong work ethic, transferrable skills, and ultimately assist students in overcoming the life poverty longs to impose on them. We also found work colleges are constrained in their corporate giving strategy, by both limited resources (such as staffing), and their geographic locations (most are rurally positioned). Finally, we discovered work colleges are interested in the WCC assisting in a corporate gift strategy. While some hesitancies surround this, such as differences among political and religious affiliations at individual work colleges, fundraisers were open to exploring a new program for securing corporate support at the WCC. In addition to interviews of fundraising staff at work colleges and the WCC, an analysis of twenty corporations through Double the Donation confirmed corporations support education, as well as other causes, such as social justice. This finding offered positive indications for the viability of significant corporate support for work colleges.

Based on the literature and the research findings, this project sought to assist the work colleges in their corporate fundraising. As such, we recommend a pilot program at the WCC to develop and implement a corporate fundraising strategy, whereby corporations can give to the WCC, instead of individual work colleges. In this process, we suggest the WCC apply for non-profit, 501(c)(3) status to directly receive and then allocate corporate gifts. We are hopeful, as one fundraiser said, that work colleges are “better together.”

References

Andreoni, J. (1989). Giving with impure altruism: Applications to charity and Ricardian equivalence. *Journal of political Economy*, *97*(6), 1447-1458.

Astin, A. (1993). The Jossey-Bass higher and adult education series. *What matters in college? Four critical years revisited*.

Astin, A. W., & Lee, C. (1972). The Invisible Colleges: A Profile of Small, Private Colleges With Limited Resources.

Attewell, P., & Lavin, D. (2009). Passing the torch: Does higher education for the disadvantaged pay off across the generations? New York: Russell Sage Foundation. Attinasi, LC, Jr.(1989). Getting in: Mexican Americans' perceptions of university attendance and the implications for freshman year persistence. *The Journal of Higher Education*, *60*(3), 247-277.

Austin, J. E. (2000). Strategic collaboration between nonprofits and businesses. *Nonprofit and voluntary sector quarterly*, *29*(1_suppl), 69-97.

Baker, P. L., & Dawson, C. (2020). The corporation tax elasticity of charitable donations. *Journal of Economic Behavior & Organization*, *178*, 1-14.

Bekkers, R., & Wiepking, P. (2011). A literature review of empirical studies of philanthropy: Eight mechanisms that drive charitable giving. *Nonprofit and voluntary sector quarterly*, *40*(5), 924-973.

Bernstein, A. R. (2013). *Funding the future: Philanthropy's influence on American higher education*. R&L Education.

Block, E. S., Glavas, A., Mannor, M. J., & Erskine, L. (2017). Business for good? An investigation into the strategies firms use to maximize the impact of financial corporate philanthropy on employee attitudes. *Journal of Business Ethics*, *146*(1), 167-183.

Bowen, H. (2018). Investment in learning: The individual and social value of American higher education.

Brammer, S., & Millington, A. (2005). Corporate reputation and philanthropy: An empirical analysis. *Journal of Business Ethics*, *61*(1), 29-44.

Brand, J. E., & Xie, Y. (2010). Who benefits most from college? Evidence for negative selection in heterogeneous economic returns to higher education. *American sociological review*, *75*(2), 273-302.

Breeze, B. (2017). *The New Fundraisers: Who organises charitable giving in contemporary society?* Policy Press.

CASE. (2021). *Voluntary Support of Education. Key findings from data colleced for the 2020-21 academic fiscal year for U.S. higher education institutions*. https://www.case.org/system/files/media/file/VSE%20Research%20Brief%20Key%20Findings%202020-21.pdf

Cycyota, C. S., Ferrante, C. J., & Schroeder, J. M. (2016). Corporate social responsibility and employee volunteerism: What do the best companies do? *Business Horizons*, *59*(3), 321-329.

Dunn, P. (2004). Professional corporate donation programs in Canada: An exploratory study. *Nonprofit and voluntary sector quarterly*, *33*(2), 334-345.

Economic Opportunity Act, Proquest (1964).

Federal Work-Study Program, Pub. L. No. AE 2.106/3:34, 59 FR 61418 (2011).

Feldman, K. A., & Newcomb, T. M. (2020). *The impact of college on students*. Routledge.

Fraser, N. (2009). *Scales of justice: Reimagining political space in a globalizing world* (Vol. 31). Columbia University Press.

Galaskiewicz, J. (2016). *Social organization of an urban grants economy: A study of business philanthropy and nonprofit organizations*. Elsevier.

Gautier, A., & Pache, A.-C. (2015). Research on corporate philanthropy: A review and assessment. *Journal of Business Ethics*, *126*(3), 343-369.

Giving-USA. (2019). *Annual Report*.

Greene, K., Derlega, V. J., & Mathews, A. (2006). Self-disclosure in personal relationships. *The Cambridge handbook of personal relationships*, *409*, 427.

Hasseltine, D. (2017). College fundraising gift pyramid narrows. https://universitybusiness.com/college-fundraising-gift-pyramid-narrows/

Herzog, P. S., & Price, H. E. (2016). *American generosity: Who gives and why*. Oxford University Press.

Hout, M. (2012). Social and economic returns to college education in the United States. *Annual review of sociology*, *38*, 379-400.

Knowles, P., & Gomes, R. (2009). Building relationships with major-gift donors: A major-gift decision-making, relationship-building model. *Journal of Nonprofit & Public Sector Marketing*, *21*(4), 384-406.

Leslie, L. L., & Brinkman, P. T. (1988). *The Economic Value of Higher Education. American Council on Education/Macmillan Series on Higher Education*. ERIC.

Pascarella, E. T., & Terenzini, P. T. (1991). *How college affects students: Findings and insights from twenty years of research*. ERIC.

Paulsen, M. B., & Smart, J. C. (2001). *The finance of higher education: Theory, research, policy, and practice*. Algora Publishing.

Peterson, D. K., Van Landuyt, C., & Pham, C. (2021). Motives for corporate philanthropy and charitable causes supported. *Journal of Strategy and Management*.

Pfeffer, J. (1973). Size, composition, and function of hospital boards of directors: A study of organization-environment linkage. *Administrative Science Quarterly*, 349-364.

Pfeffer, J. (1987). *Intercorporate relations: The structural analysis of business* (M. S. Mizruchi & M. Schwartz, Eds. Vol. 1). Cambridge University Press.

Pfeffer, J., & Salancik, G. R. (1978). *The external control of organizations: A resource dependence perspective*. Harper & Row.

Pickford, J. (2018). Earning to Learn: How America's Work Colleges Are Bridging Equity Gaps and Connecting Education to Employment. *American Enterprise Institute*.

Porter, M. E., & Kramer, M. R. (2006). The link between competitive advantage and corporate social responsibility. *Harvard business review*, *84*(12), 78-92.

Price, L. L., & Arnould, E. J. (1999). Commercial friendships: Service provider–client relationships in context. *Journal of marketing*, *63*(4), 38-56.

Provan, K. G., Beyer, J. M., & Kruytbosch, C. (1980). Environmental linkages and power in resource-dependence relations between organizations. *Administrative Science Quarterly*, 200-225.

Raub, S. (2017). When employees walk the company talk: The importance of employee involvement in corporate philanthropy. *Human Resource Management*, *56*(5), 837-850.

Rosen, L. D., Cheever, N. A., Cummings, C., & Felt, J. (2008). The impact of emotionality and self-disclosure on online dating versus traditional dating. *Computers in Human Behavior*, *24*(5), 2124-2157.

Rumsey, G. G., & White, C. (2009). Strategic corporate philanthropic relationships: Nonprofits' perceptions of benefits and corporate motives. *Public Relations Review*, *35*(3), 301-303.

Saiia, D. H., Carroll, A. B., & Buchholtz, A. K. (2003). Philanthropy as strategy: When corporate charity "begins at home". *Business & Society*, *42*(2), 169-201.

Sargeant, A., & Shang, J. (2010). *Fundraising principles and practice* (Vol. 17). John Wiley & Sons.

Shaker, G. G., & Nelson, D. (2021). A Grounded Theory Study of Major Gift Fundraising Relationships in US Higher Education. *Nonprofit and voluntary sector quarterly*, 08997640211057437.

Shaw, B., & Post, F. R. (1993). A moral basis for corporate philanthropy. *Journal of Business Ethics*, *12*(10), 745-751.

Skarmeas, D., & Shabbir, H. A. (2011). Relationship quality and giving behaviour in the UK fundraising sector: Exploring the antecedent roles of religiosity and self-construal. *European Journal of Marketing*.

Smith, C. (1994). The new corporate philanthropy. *Harvard business review*, *72*(3), 105-114.

Soskis, B. (2019). *The past, present, and future of workplace giving in the United States*.

Stead, B. A. (1985). Corporate giving: A look at the arts. *Journal of Business Ethics*, *4*(3), 215-222.

Tarrant, M., Bray, N., & Katsinas, S. (2018). The invisible colleges revisited: An empirical review. *The Journal of Higher Education*, *89*(3), 341-367.

Turban, D. B., & Greening, D. W. (1997). Corporate social performance and organizational attractiveness to prospective employees. *Academy of Management journal*, *40*(3), 658-672.

Williams, M., & Moser, T. (2019). The art of coding and thematic exploration in qualitative research. *International Management Review*, *15*(1), 45-55.

Wolniak, G. C., & Pascarella, E. T. (2007). Initial evidence on the long-term impacts of work colleges. *Research in Higher Education*, *48*(1), 39-71.

Work Colleges Consortium. (2021a). *Brief History*. Retrieved May 2021 from https://www.workcolleges.org/about/brief-history

Work Colleges Consortium. (2021b). *Brief History*. Retrieved January 2022 from https://www.workcolleges.org/about/brief-history

Work Colleges Consortium. (2021c). *FAQ's*. Retrieved May, 2021 from https://www.workcolleges.org/resources/faqs

Work Colleges Consortium. (2021d). *Leadership*. Retrieved May 2021 from https://www.workcolleges.org/leadership

Work Colleges Consortium. (2021e). *What we do*. Retrieved May, 2021 from https://www.workcolleges.org/about/what-we-do

Worth, M. J., Pandey, S., Pandey, S. K., & Qadummi, S. (2020). Understanding Motivations of Mega-Gift Donors to Higher Education: A Qualitative Study. *Public Administration Review*, *80*(2), 281-293.

Young, D. R., & Burlingame, D. F. (1996). Paradigm lost: Research toward a new understanding of corporate philanthropy. *Corporate philanthropy at the crossroads*, 158-176.

Appendix A – Full Interview Questionnaire

SECTION A: Core building blocks in case for corporate support.

Q1. We would appreciate hearing from you what you see as the primary case for corporate support at your institution? Your "story" so to speak?

Q2. Have you been successful in sharing this story with potential corporate supporters? Please elaborate with examples.

Q3. When corporate supporters have engaged, what have they said they most appreciate about your institution?

Q4. When they have engaged but chosen not to support, have they shared why?

Q5. We know that corporate support can take a variety of forms, including scholarship, support for academic chairs, internship or co-op programs, joint research projects, athletic support, construction of new buildings and facilities. Are there any of these things that you feel are particularly attractive for your institution? Are there are any that are not possible?

Q6. How open are you to "sharing" your institution with corporate donors? For example, would you allow naming rights for a course, chair, scholarship or facility? Would you allow a corporate support to play a role in the governance of your institution?

Q7. How open are you to sharing student data with corporations? For example, if a corporate partner wanted to support a dozen scholarships, would you be comfortable with the details of the individuals sponsored being shared with the corporate partner?

Q8. What support, if any, would you like from the WCC in this process of identifying the relevant building blocks for corporate support for your institution?

SECTION B: Identifying requirements of potential corporate partners.

Q1. Where you have identified potential corporate partners, how did you do so?

Q2. Once you had identified them, what process do you use to assess their requirements from a case for support?

Q3. Do your corporate relationships feel like partnerships or are they more transactional? Does it matter?

Q4. What types of corporate sponsorship activity have you been offered but have turned down?

Q5. Have you ever used any third parties to help you with the development of corporate relationships? If so, please share.

Q6. If we asked you now to think of two or three different types of corporate partner that you would like to work with, who would they be and why?

Q7. What support, if any, would you like from the WCC in the process of identifying corporate partners?

SECTION C – Selecting the relevant building blocks

Q1. What are the essential requirements in your corporate partnerships (e.g. upholding Christian values)?

Q2. Who in your organization would negotiate with a corporate partner? Would it make a difference depending on the potential amount of corporate support?

Q3. Would you base your dollar ask on your need or on the perceived ability of the corporation to pay? Please elaborate on your reasons.

Q4. How involved would you need to be with the messaging that a corporate partner attached to its support for your institution?

Q5. Do you think that the communications associated with a corporate partner are different than those associated with an individual benefactor?

Q6. Do you feel comfortable that you have the appropriate team to manage the establishment of a corporate relationship?

Q7. If in a meeting with a corporate partner, it becomes clear that there is not quite a match with you, would you be willing to provide information to the WCC for them to determine if a different Work College is better able to meet the needs (e.g., referring a corporate donor to Paul Quinn, if they have expressed a clear desire to help African American urban youth)?

Q8. What support would you like from the WCC to help you through the process of matching your case for support with the needs of the corporate partner?

Q9. If a Fortune 500, reputable corporation wanted to support the overall work college program directly through the WCC, would you be comfortable to participate, or would you require a direct relationship with the corporate partner?

SECTION D – Administering the program, including preparing and sharing impact statements

Q1. In what ways do you anticipate administering a corporate sponsorship program will differ from managing a private benefactor relationship?

Q2. What specific challenges do you foresee?

Q3. How would you plan to mitigate these?

Q4. Do you feel that your organization is equipped to adequately source and administer corporate partnerships? If no, please explain where you see the shortfall; if yes, please explain how you are confident that you have what you need?

Q5. Can you describe how you develop impact statements currently?

Q6. Do you feel that these impact statements are sufficient for the needs of a corporate partner?

Q7. How would you plan to address any gaps you foresee?

Q8. If you feel that you don't have capacity currently, would you prefer to develop that capacity internally or would you like to share that across different Work Colleges through the WCC.

Q9. What support would you like, if any, from the WCC to administer corporate relationships?