Editorial

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The two of the three research articles that comprise this issue build on previous work, which has appeared previously in *IJEA*. The third makes good use of data from two national databases focused on US higher education. Each enhances our understanding of advancement from a new perspective and fills a gap in our knowledge base.

First, Shannon Chance describes an innovative way of conceptualizing the organization of advancement offices/division. It builds on recommendations for advancement operations to reduce turnover and focus on human capital made by Jon (Iarrabino) Croteau in his 2006 *IJEA* article. The Institutional Advancement *Atelier* as proposed by Chance draws from the best aspects of how an art studio might function and applies the concept to the umbrella of advancement areas.

Second, a regular contributor and advancement scholar, Chris Chapleo, continues his exploration of university branding in UK higher education, also the subject of his previous *IJEA* contributions in 2004 and 2005. Chapleo identifies institutions with successful brands, outlines the ways in which some universities do not make the best use of their identities and details how they might deploy their brands more strategically.

Hsiu-Ling Lee's article attempts to determine what relationships exist between institutional characteristics and endowment growth at a sample of

US universities. Her findings reveal that endowment growth is closely intertwined with a variety of institutional characteristics. Of special note was her use of longitudinal data both from the Voluntary Support of Education database and the Integrated Postsecondary Education Data System.

All the three have important implications for how universities organize themselves, develop consistent and powerful brands and increase endowment support.

Articles 5–7 are the product of academic theses related to fundraising. One of the most important functions of *IJEA* is to provide an outlet for scholars who have an interest in developing the knowledge base supporting institutional advancement. The advancement literature, though improving, is still scant in comparison to other functional areas of post-secondary education. An increasingly robust understanding of the field and its functioning is important to our professional progression.

Each of these three articles in this issue have been recognized by the Council for Advancement and Support of Education as outstanding in their thesis form. They cover issues across the advancement landscape, including marketing, communication and alumni relations, and capital campaigns. Each further explicates the complex relationships between universities and their varied publics.

First, Dawn Edmiston explores integrated marketing communication

(IMC) at 42 leading US public universities. She identifies several variables important to the utilization of IMC including communication channels and institutional leadership. This article was the recipient of the 2008 Alice L. Beeman Research Award in Communications and Marketing for Educational Advancement.

Second, Wendy Levine describes the relationship between a university's communication efforts and subsequent annual fund giving. She found that the total number of mailings was not related to alumni giving, but that frequency was important. This piece was recognized with the 2008 H.S. Warwick Research Award in Alumni Relations for Educational Advancement.

Finally, Kimberly Nehls explores presidential transitions during capital campaigns from the perspective of the chief development officer at nine colleges and universities. She outlines specific strategies for chief

advancement officers dealing with leadership changes during a fund raising campaign. Kimberly's work was recognized with the 2008 The John Grenzebach Award for Outstanding Research in Philanthropy for Educational Advancement.

Taken as a whole, these articles greatly enhance the literature on university fundraising and advancement. They also provide an outstanding example for emerging scholars engaged in academic training in pursuit of an advanced degree. They also highlight one of the challenges for advancement—ensuring that the best research developed in doctoral dissertations and master's theses eventually makes it into a format which is easily distributed and consumed by the largest number of practitioners possible.

I hope you enjoy the issue.

Timothy C. Caboni
Editor