AN ANALYSIS OF SELECTED

PUBLIC COMMUNITY COLLEGE FOUNDATIONS IN MICHIGAN

VOLUME I

By

Mary Frances Miller

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Education Administration

1997

ABSTRACT

AN ANALYSIS OF SELECTED PUBLIC COMMUNITY COLLEGE FOUNDATIONS IN MICHIGAN

By

Mary Frances Miller

This analysis of public community college foundations in Michigan was conducted to compare foundations that received the greatest amount of external funds with those that received the least amount of external funds in Fiscal Year 1995. The researcher sought to determine whether different characteristics were exhibited by the two groups; and, if so, what those differing characteristics were.

An Initial Questionnaire and a Final Questionnaire/Interview Instrument were used to obtain responses from community college presidents, college board of trustees chairpersons, and foundation directors. A final Questionnaire/Interview Instrument was designed to determine the group reporting the largest amount of external funds and the group reporting the least. Qualitative and quantitative data, including percentages, were used to analyze nine variables.

Twenty one of the 28 public community colleges in Michigan sponsored foundations in Fiscal Year 1995. Of the 21 colleges, 62% reported fund balances over $1 million. Four of the six sample foundations held fund balances over $1 million. Of

the three foundations that received the greatest amount of external funds, only one garnered about $3 million; the other two garnered almost $666,000 to $750,000. Of the foundations that received the least amount of external funds, all garnered less than $550,000.

Personnel from foundations and colleges that received the greatest amount of external funds reported that they believed the following factors were linked to their ability to raise funds: utilizing a foundation annual and strategic plan; "raising friends" of the college; promoting a positive college image; articulating the college mission to the public; visibility of college personnel serving the community; active participation by the president, college board of trustees, and foundation board of directors in fundraising activities; the employment of a full-time foundation director; administrative, faculty, and volunteer support for the foundation; community partnerships; and continuous communication to college stakeholders.

DEDICATION

This study is dedicated to my large and loving family--
my mother and father,
for a lifetime of guidance and support,
and my brothers and sister--
John, Pat, Bob, Phil, and Sue
and their families.

ACKNOWLEDGMENTS

First and foremost, I sincerely thank my Guidance Committee for their support, encouragement, and input. I appreciate the time and effort each expended to assist with this project: Dr. Marylee Davis, Dr. Louis Hekhuis, Dean James Rainey, JD, and Dr. Eldon Nonnamaker.

I especially want to thank my major Professor and dissertation chairperson, Dr. Eldon R. Nonnamaker, who graciously agreed to continue as chairperson through completion of the dissertation despite retirement from Michigan State University. This study would not have been possible without his kind support, encouragement, constructive comments, and the time he invested.

Dr. Louis Hekhuis, who also retired but remained on my committee, also deserves special thanks for his input, assistance, and time.

Additionally, I extend a special thank you to Dr. Marylee Davis for planting the seed of inspiration for this study while serving in her professorial role and for her input, assistance, and time.

Another thank you is expressed to both Dean Rainey and Dr. Robert Poland for their encouragement and support since my beginnning years as a student at Michigan State University.

A special thank you is extended to both Jo Colby, Graduate Student Affairs Office, College of Education, MSU, and Darleen Hartig, Secretary, Department of Education Administration, MSU, for their diligence, patience, assistance, and caring dispositions throughout the years.

I thank the kind professionals who piloted the Survey and provided feedback, despite their hectic schedules; and I thank the community college personnel who comprised the study sample and donated time: the presidents, foundation directors (and chairpersons), and board of trustee chairpersons. My sincere appreciation is extended to all. Additionally, a special tribute is extended to members of the Michigan Council on Vocational Education (MCOVE) who served as advisors to the Council, particularly Lewis E. Driskell, Sr., Owner and CEO, Union Printing Company, Flint, Michigan, for his kindness, encouragement, and support.

I wish to remember my dear friend, the late Janice L. Pyle, former Secretary, Michigan Department of Education, Community College Unit, who passed away October, 1995, for her many humorous and kind words of support, but most of all, for her friendship.

A note of appreciation is extended to special friends at the Michigan Department of Education, Lansing.

Lastly, I thank personal friends who consistently urged me to finish this project including my car pool colleagues over the years.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

Background of the Study

Focus of the Study. The focus of this study was an examination of foundations affiliated with public community colleges in Michigan that are used as a vehicle for raising alternative sources of money in a period of declining resources. According to Roueche (1996), support from traditional funding sources (local, state, and federal) will continue to decline as a percentage of annual college operating budgets, while tuition and fees continue to increase.

Definition. According to the 1996 Guide to US Foundations, Their Trustees, Officers, and Donors (Foundation Center, 1996), a foundation is a nongovernmental, nonprofit organization with its own funds (usually from a single source, either an individual, family, or corporation) and a program managed by its own trustees and directors. A foundation is established to maintain or aid educational, social, charitable, or other activities serving the common welfare, primarily by making grants to other nonprofit organizations (The Foundation Center, 1996).

The Function of Community College Foundations. Community college foundations have been designed to connect private resources with the growing needs of comprehensive public two-year institutions (Adams, Keener, and McGee, 1994).

Robison stated that a nonprofit foundation is a primary method through which colleges can obtain and distribute cash and other donations (Miller, 1994). Miller indicated that college foundation personnel typically raise funds for student scholarships, faculty and staff development, capital construction or equipment, and unrestricted operational use.

The Purpose of a Foundation. The purpose of a foundation, according to Kopecek (1982-83), is to provide a mechanism by which a college can expand or improve its services beyond the means provided for by public funds. Money donated to the foundation is set aside for scholarships, sophisticated equipment, day care centers for students' children, and other projects not provided for in the public budget.

Piland and Rees (1995) conducted a national survey in spring 1994 to determine how some of the more successful community college foundations gather and use their funds. The authors found that funding of student scholarships from community college foundations was by far the most popular goal of the respondents, who were member colleges of the National Council for Resource Development.

Legal Requirements of Foundations. The Internal Revenue Code and state law form the basis for the establishment of a tax-exempt foundation (Johnson, 1982). According to Johnson, section 501(c)(3) of the Internal Revenue Code describes the most common form of exempt organization. Johnson noted that "any foundation organized and operated exclusively for religious, charitable, scientific, testing for public safety, literary or educational purpose is eligible for tax-exempt status." Johnson stated:

> Section 501(c)(3) specifically requires . . . (1) no part of the net earnings of the organization may inure to the benefit of any private shareholder or individual; (2) no substantial part of the organization's activities may consist of carrying on propaganda or otherwise attempting to influence legislation; and (3) the organization may not participate or intervene in any political campaign on behalf of any candidate for public office.

> A community college foundation will be considered to be organized for exempt purposes only if its articles of organization (i.e., the trust instrument, corporate charter, articles of association, or other written instrument by which the organization is created: 1) limit its purpose to one or more purposes specified in Section 501(c)(3); and 2) do not expressly empower the organization to engage, except to an insubstantial extent, in activities which do not further its exempt purposes. The purposes of the foundation, as stated in the articles, may be as broad as, or more specific than, the purposes stated in Section 501(c)(3). If the purposes are not limited by reference to Section 501(c)(3), the applicable Regulations indicate that the proposed activities should be described in some detail. The powers of a foundation, as set forth in the articles, may not include a power to engage in activities, other than as an insubstantial part of the foundation activities, which are not in furtherance of Section 501(c)(3) purposes.
>
> . . . In addition to being organized exclusively for Section 501(c)(3) purposes, a foundation must also be operated exclusively for such purposes. A foundation will be regarded as operated exclusively for section 501(c)(3) purposes, if it "engages primarily" in activities which accomplish its exempt purposes; a foundation will not be so regarded, however, if "more than an insubstantial part of its activities" is not in furtherance of such exempt purposes. Unfortunately, however, there are very few guidelines defining "an insubstantial" part of an organization's activities. Neither the regulations nor the Internal Revenue Service rulings have dealt extensively with this issue. Therefore, this is an area of some risk.
>
> . . . For a community college to qualify as a tax exempt organization, it must affirmatively apply for such status and claim the benefit of tax exemption. The foundation has the burden of proving that it falls clearly within the meaning of the statute granting exemption from taxation.
>
> It should be noted, however, that an Internal Revenue Service ruling or determination letter as to tax exemption is effective as of the date the foundation was formed if the foundation's purpose and activities satisfy the exemption requirements from its beginning.

The Internal Revenue Code of Federal Regulations, Title 26, Part I, Sections 1.501 to 1.640, revised as of April 1, 1996, should be referenced to ensure adherence to requirements of the law. Specifically, Section 1.501(c)(3)-1, "Organizations organized and operated for religious, charitable, scientific, testing for public safety, literary, or educational purposes, or for the prevention of cruelty to children or animals," deals with requirements applicable to community college foundations.

In Michigan, the Nonprofit Corporation Act of 1982--Public Act 162, effective January 1, 1983, and amended in 1990 as Public Act 39, effective March 29, 1990, addresses requirements for foundations that can be established as nonprofit corporations--501(c)(3)s. The Michigan Compiled Laws, Section 450.2212 (3), state:

> A corporation incorporated for the purpose of receiving and administering funds for perpetuation of the memory of persons, preservation of objects of historical or natural interest, educational, charitable, or religious purposes, or public welfare may use the name foundation.

Tax Advantages to Foundations and Donors. The creation of a foundation offers an advantage to both the donor and the institution. Because foundations can be incorporated under state law so as to qualify for federal tax-exempt status, donors who contribute to a foundation receive a tax deduction (Kopecek, 1980).

Michigan Compiled Laws Annotated, Section 206.260, titled "Income Tax Act of 1967" (Act 281 of 1967), state that:

> A taxpayer may credit against the tax imposed by this act for the taxable year, an amount, subject to the applicable limitations provided by this section, equal to 50% of the aggregate amount of charitable contributions made by the taxpayer during the year to any of the following:
>
> . . . (h) the Michigan colleges foundation; . . . (k) A nonprofit corporation, fund, foundation, trust, or association organized and operated exclusively for the benefit of institutions of higher learning located within this state. A tax credit for a contribution described in this subdivision is permitted only if the donee corporation, fund, foundation, trust, or association is controlled or approved and reviewed by the governing board of the institution benefiting from the charitable contribution. The nonprofit corporation, fund, foundation, trust, or association shall provide copies of its annual independently audited financial statements to the auditor general of this state and chairpersons of the senate and house appropriations committees.

Michigan Compiled Laws Annotated, Section 208.38c, titled "Contributions to Community Foundations, Shelters for the Homeless, Food Kitchens, Food Banks, and Certain Other Entities; Credits" allows (for the years 1989 through 1997) a credit (for a taxpayer who does not claim a credit under section 261 of the Income Tax Act of 1967, Act No. 281 of the Public Acts of 1967--section 206.261 of the Michigan Compiled Laws) of 50% of the amount a taxpayer contributes during the taxable year to an endowment fund of a community foundation (Michigan Compiled Laws Annotated, 1996).

Statement of the Problem

To the researcher's knowledge, no analysis of public community college foundations in Michigan had been conducted comparing foundations that received the greatest amount of external funds with those that received the least amount of external funds to determine whether the two groups exhibited different characteristics; and, if differences did exist, what those characteristics were.

Statement of Purpose

The researcher's purpose in this study was to identify the characteristics and activities of foundations within selected public community colleges in Michigan in Fiscal Year (FY) 1995 that reported the greatest amount of external funds as opposed to those that reported the least amount of external funds. Initially, the researcher had intended to sort the 28 foundations (the study population) by external funds garnered in FY 1995. However, practicing foundation directors advised her to choose a sample from the population using the June 30, 1995, fund balance figures rather than external funds received in FY 1995. The reasoning was that the fund balance provided a more accurate picture of the overall financial health of a foundation than did external funds received during the fiscal year. The fund balance provided a point at which the researcher could determine which foundations "had money in the bank" at a specific point in time. These balances did not necessarily demonstrate foundation activity.

To demonstrate foundation activity, the Final Questionnaire/Interview Instrument was designed to elicit the group of foundations reporting the largest amount of external funds and the group reporting the least. The six foundations selected for the sample were subsequently compared by the amount of external funds garnered to determine whether differences in activities existed between the group of foundations receiving the greatest amount of external funds and the group of foundations receiving the least.

The foundation-selection process consisted of the following steps: The researcher **first** determined, by means of the initial questionnaire, which public (state-funded) community colleges sponsored foundations. **Second,** of those community colleges sponsoring foundations, she identified a total of six foundations--the three institutional foundations with the largest fund balances at the end of FY 1995 (fund balance equals all foundation assets) and the three with the smallest fund balances at the end of FY 1995. **Third,** of those six foundations, she identified the three foundations garnering the greatest amount of external funds (total voluntary gifts) during the FY 1995and the three garnering the least amount of external funds (total voluntary gifts) during the FY 1995. **Last,** the three community college foundations agreeing to participate in the study and reporting the greatest amount of external funds (total voluntary gifts) garnered in

FY 1995 were compared with the three community college foundations agreeing to participate in the study with the least amount of external funds garnered in FY 1995 (total voluntary gifts) in terms of the following variables:

1. The relationship of the college to its foundation (Does a formal operating agreement exist? Does a strategic plan exist?).

2. The personnel composition of the foundation office (e.g., number of staff, role of each staff person, salary range of staff, staff reporting responsibilities).

3. The types of resources available to the foundation office that allow the staff to carry out its fundraising role (adequate support staff, equipment, facilities).

4. The types of fundraising programs in which the college is engaged (e.g., annual giving campaigns, athletic campaigns, capital campaigns, endowments, planned giving, alumni programs, volunteer programs).

5. The amount of dollars raised by the foundation and the percentage raised by funding sources (e.g., alumni, corporations, investments, special events).

6. Professional organizations reported by the respondents to be the most helpful in garnering funds for their foundations.

7. The percentage of foundation monies used to support occupational education programs offered by the community college.

8. The factors to which the respondents attributed the foundation's success (e.g., an older or more established foundation, higher College enrollments, a full-time individual assigned to external resource development, contributions from non-college-affiliated individual donors, institution size, college image).

9. The relationship, if any, between the FY 1995 foundation fund balances and the FY 1995 external funds raised by the foundations.

Methodology

The study population comprised the 28 public, state-funded community colleges in Michigan. The sample included six foundations affiliated with public, state-funded community colleges in Michigan--three of which reported the largest fund balances and three the smallest fund balances as of June 30, 1995.

The researcher determined the sample by analyzing the results of the initial survey mailed to each public community college president. Foundations were ranked in descending order of fund balances reported by the foundation director of each public, state-funded community college. The fund balance amount of all foundation assets as of June, 1995, was the criterion upon which the six foundations were initially selected. Once the foundations were selected, they were again ranked in descending order of amount of external funds raised to determine which foundations garnered the greatest and least amount of external funds. For purposes of this study, the larger foundations in terms of external funds are denoted Foundations A, B, and C. The smaller foundations are referred to as Foundations X, Y, and Z.

Personnel from sample institutions were sent congratulatory letters for their foundation's selection as a sample site, inviting them to participate in the larger study. The researcher later placed telephone calls to confirm participation of personnel from the selected institutions. Personnel representing five small institutions and one large institution indicated they did not want to participate; consequently, personnel from the next community college on the rank ordered list of fund balances, in descending order from large to small, were contacted and asked to participate. Once the six institutions were selected and personnel were sent letters confirming their participation in the study, the researcher placed a telephone call to personnel from the six sample institutions, setting up campus interviews with the president, the foundation director, and the board of trustee chairperson of each community college.

Need for the Research

Due to declining resources at Michigan's public community colleges, a need existed to examine community college foundations. If some public community colleges have experienced success in terms of the private resources they have garnered, others may also be successful. It appears from a review of the literature that community colleges need some direction regarding foundation "start-up." The researcher intended to provide information to allow those public community colleges without foundations to realize that they do have the wherewithal to establish a foundation and begin to seek private funding more competitively.

Importance of the Study

This study is important for a number of reasons. In reviewing the literature, it was found that about three Michigan community colleges have provided data for national studies; the studies cited did not specify or compare the characteristics of these college foundations. The results of the present study--the first to compare selected public community college foundations--may be of assistance in effecting an increase in dollars raised by institutions not aggressively seeking philanthropic funds to support their college missions. Moreover, most Michigan community colleges have not been queried about the characteristics and activities of their foundations. The results of this study may effect an increase in dollars raised by each institution to support its college mission. The net result may be greater returns to students and faculty through scholarships, improved facilities, the securing of state of the art equipment, and funds for faculty professional development.

Definition of Key Terms

The following terms are defined in the context in which they are used in this study.

Alumni and constituency relations. Those activities related to maintaining and cultivating relationships with alumni and other constituents who might have an interest in the institution. Constituents include donors, governing board members, prospective supporters, parents, foundations, corporations, church groups, and so on.

Annual giving. The practice of soliciting funds on a yearly basis to supplement annual budget dollars (funds to live by); annual giving includes funds and resources made available to institutions by constituencies on a continuing basis.

Capital giving. Includes monies for buildings, equipment, endowments, and other projects that do not consume all benefits within a current fiscal year.

Community college (public). One of Michigan's educational organizations authorized under Public Act 331 of the Community College Act of 1966 that provides instruction or training; a public two-year institution of higher education offering instruction adapted in content, level, and schedule to the needs of the community in which it is located. Offerings usually include a transfer curriculum (credits transferable toward a bachelor's degree), occupational (or terminal) curriculums, general education, and adult education.

Corporate and foundation giving. Includes resources provided for institutional use by business, industry, and private foundations.

Development office. The agency charged with planning and administering fundraising programs and related activities at institutions of higher education.

Endowment funds. Funds from gifts including money, securities, real estate, and other investments of which the principal may not be expended. Term endowment funds are funds of which, upon the passage of a stated period of time or a particular event, all or part of the principal may be expended. Funds functioning as endowments (noncurrent funds) are gifts (both restricted and unrestricted) that the board of administration designates to be used as endowment funds. The restricted-funds income must be used for the restricted purpose, and the unrestricted funds-income and principal can be used as designated by the board or administration. The principal of restricted gifts can, by board or administrative action, be used for the restricted purpose. Noncurrent funds are funds that support the activities of the college or are ancillary to the college's central purpose. The noncurrent-fund groupings includes student loan, endowment, plant, and agency.

Foundation (community college). An organization, free from customary state fiscal controls, that accepts and carries out special programs and financial transactions as a corporate entity related to, but legally independent of, the college.

Fund balance. The amount of money available in a specific account. The balance is updated to reflect the result of transactions. The fund balance at the end of the year is the total of the fund balance after all of the additions, deductions, and transfers described in the statement for that fund group.

Fundraising, educational. The practice of soliciting gifts and grants for schools, colleges, and universities from interested individuals and organizations.

Major giving. Includes one-time gifts that may be either restricted or unrestricted as to purpose from private philanthropic foundations or individuals, usually in amounts of $1,000 or more. Objects of art and other in-kind gifts also fall into the major gifts category. The major gift effort is geared toward top prospects from whom the Institution hopes to receive its largest gifts.

Planned (deferred) giving. Includes funds and resources made available to institutions upon the death of the donor or his or her beneficiaries; deferred gifts are made now but do not take effect until some time in the future. Funds are raised through bequests, life-income trusts and annuities, life insurance, and gifts of real property.

Definition Sources. Hunter, Frances D. "Private Fund Raising by American Association of State Colleges and Universities Member Institutions (University of Mississippi, 1987); Apsey, Gary R., "Marketing Strategies by Higher Education for Corporation Fund Raising" (Michigan State University, 1993). American Vocational Association: The Final Regulations: The Carl D. Perkins Vocational andApplied Technology Education Act of 1990 (AVA, 1992); "A Survey of Michigan Foundation Philanthropy" (Council of Michigan Foundations, 1990); "Community College Data

Dictionary--1995-96," Dean's Guide (Michigan Department of Education, 1996); Handbook of Institutional Advancement (Rowland, A. Westley, ed., 1986); A Handbook on the Community College in America (Baker, George A. III, ed., 1994)

Limitations and Delimitations

The limitations of the study were inherent in the procedures, including the use of two questionnaires and one-on-one interviews with the college presidents, chief development Officers, and the chairperson of the community college boards of trustees; Further limitations were the integrity of the respondents, the willingness of the respondents to complete both surveys, and, for those from selected sample sites, attendance at interview sessions.

The study was delimited to those Michigan public (state-funded) community colleges with established foundations. It was further delimited to three of the largest and three of the smallest foundations affiliated with Michigan's public community colleges, in terms of the foundations' fund balances of all assets as of June 30, 1995. (The fund balance provided a way for the researcher to determine which foundations "had money in the bank" at a specific point in time; these balances did not necessarily demonstrate foundation activity). To demonstrate foundation activity, the Final Questionnaire-Interview Instrument was designed to elicit the group reporting the greatest amount of external funds and the group reporting the least in FY 1995). Last, the study was delimited to the three foundations reporting the greatest amount of external funds and the three reporting the least amount of external funds from the rank-ordered list of foundations with the highest and lowest fund balances.

Organization of the Study

Chapter I includes a background of the study as well as a statement of the problem and purpose of the study, the need for and importance of the research, and definitions of key terms. Limitations and delimitations of the study were also set forth.

Chapter II contains a review of literature pertinent to the study. Topics of interest include declining funding for community colleges, a rationale for creating foundations affiliated with community colleges, studies relating to community college foundations, and background information regarding community college financing in Michigan. The research design and methodology are described in Chapter III. Results of the data analysis are presented in Chapter IV. Analyses by percentages and comparative data are presented in this chapter. Findings, conclusions, recommendations, a summary of the study, suggestions for future research, and reflections are included in Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

Declining Funding for Community Colleges

In recent years community colleges have had to do more with less. Expenditures and revenues are constantly in flux, and community colleges are required to balance the two sides of the equation (Phillippe, 1995). According to Lorenzo and LeCroy (1994), constraints on traditional revenue sources will remain through the balance of the decade. Sanchez (1994) espoused the belief that community colleges are entangled in a long period of "level" or declining revenues. He believed that the best community colleges can hope for is "level" funding, but more likely they will be faced with declining revenues.

Federal and state subsidization of public higher education, in general, has declined (Cohen, 1989). On the average, state support constitutes about one-third of college budgets; federal, 4.6%; local, 12.5%; and tuition, 16.6% (American Association of Community Colleges, 1995). Local funds contributing to community college revenues are decreasing as a percentage of the total operating budgets of community colleges (Lombardi, 1979; Wattenbarger and Heck, 1983; Wattenbarger and Mercer, 1985). Voluntary support per student in two-year institutions, according to the Council for Aid to Education (CAE, 1996), was approximately $38 (constant dollars) in 1976. In 1981, voluntary support per student fell to a low of $35; it gradually increased to a high of $59 in 1990, just about where it is today. CAE expects that support per student at two-year colleges will remain low. As a percentage of expenditures, CAE reports, voluntary support has been slowly climbing and currently stands at 1.6 % of expenditures.

The National Association of College and University Business Officers (NACUBO, 1995) reported the results from a FY 1994 survey using a national sample. The findings indicated that single-college districts with fewer than 1,000 students reported the highest median revenues per student in almost all major categories including tuition and fees; federal, state, and local appropriations; gifts, grants, and contracts (federal, state, local, and private); and other sources of revenues. College districts with 10,000 or more students had the lowest median revenues per student in most categories. Thus, it should be no surprise that surveys of community college leaders have identified finance and the financing of the community college mission as major concerns (Henry, 1984; Twombly, Moore, and Martorana, 1986).

Rationale for Establishing Foundations Sponsored by Community Colleges

According to Dale Parnell, past president of the American Association of Community and Junior Colleges, community, technical, and junior colleges face four new challenges: recruitment of students, retention of students, renewal of faculty and staff, and resource development (Parnell, 1986). Resource development is a long-term investment, a bridge to the college community, a strong base of community friends in influential places, and a means of obtaining the additional resources colleges need to provide the services expected of them (Waters, 1993). Public community colleges are challenged yearly to secure and attract additional resources to carry out their missions.

For the past decade, researchers like Breneman and Nelson, Garms, Wattenbarger, and Lombardi have anticipated increasing difficulty in achieving adequate support for the total mission of community colleges (Wattenbarger and Mercer, 1985).

Some public community colleges have suffered budget cuts, resulting in enrollment caps and the elimination of courses as state legislators limit spending on higher education and focus on other priorities/concerns (Desoff, 1996). According to the American Association of Community Colleges (AACC, 1995-96), cutbacks hit community colleges hard in 1991. Between 1990 and 1992, appropriations dropped an average of 6.9 percent, whereas expenditures increased 11.6 percent, creating a budget shortfall at many colleges. The AACC stated that revenues still have not recovered to their 1990 level, although most colleges have cut costs and balanced their budgets.

College physical plants are deteriorating; equipment needs to be upgraded regularly; and many academic and student-service programs require additional funding. David Pierce, Executive Director of the AACC, acknowledged that "public community colleges are tied to the economic forces of their states. There is ebb and flow, and there may be years when they are not able to do all the purchasing and replacement they planned to" (Dessoff, 1996).

Increasingly, these colleges are proactively using fundraising to augment funding sources such as state revenues, local tax revenues, student fee revenues, and tuition revenues. Piland and Rees (1995) stated:

> It is imperative that community colleges develop alternate sources of funds to supplement those received from governments if they are to avoid raising tuition beyond the reach of most of their students . . . As competition becomes more intense for the shrinking tax dollar, community colleges must find sources of funds beyond public funding to remain viable.

In 1996, the American AACC (1996) conducted the annual Finances and Funding survey among its readers. The most striking findings from reader responses were that "colleges' financial situations are not improving;" and the readers' belief that "tuition increases should not be used as a primary source to solve budget problems . . ."

The Wingspread Group on Higher Education (1996) concluded that "there is a definite limit as to how much a college can charge students without adversely affecting the very student market the community colleges propose to serve." Honeyman, Williamson, and Wattenbarger (1988) conducted a survey to gather information concerning the financial issues affecting community colleges. They found that community colleges reported problems such as chronic under-funding, inadequate faculty salaries, limited state resources, capital outlay and construction needs, the need for minority student support, and problems with the property tax and sales tax base used to support operating expenses.

Robert H. McCabe (1996), Senior Fellow at the League for Innovation in the Community College, commented on the value of community colleges and the need for funding these institutions:

> Not only do [community colleges] provide so many essential services, but they do it very well, and at an exceptionally low cost. Without doubt, they provide the most of any public service for each dollar of public funds. The colleges have not, however, been effective in convincing the various publics of their value and the **need for priority funding**. As a result, community college support has become marginal at best, falling well behind funding for universities and public schools.

> Community colleges are undervalued, underappreciated, and underfunded. By continued underfunding of community colleges, our nation is systematically starving the institutions that have the most tocontribute to its most pressing problems. They are, in fact, a "golden resource" in this time of economic change. There is an extraordinary case for public support for community colleges.
>
> Because of this funding crisis, considerable evidence documents that community colleges are on the verge of losing the ability to offer the quality service that our nation requires. This is manifested in the continued growth in the number of part-time instructors, the lack of funds for up-to-date equipment, the decline in student support personnel, the lack of adequate salaries, and the elimination of important programs that are not considered part of the core mission.
>
> In most communities, funding per student has not pace with inflation. Quality education requires reasonable funding. In many cases, community college funding has slipped so drastically that they are on the brink of losing the capacity to perform adequately.
>
> Community colleges face staggering challenges. Funds allocated from the federal government to the states will decrease.
>
> Community colleges can be successful if they decide that increased funding is an essential priority to which resources and time must be dedicated. Improving funding has become an education necessity; thus, it is educational priority. Opportunities to improve funding exist in three areas: state support, private fundraising, and local initiates. Local public support is the foundation of all three.
>
> . . . The public, local government, and business interests must be involved. Local legislators must be committed to a priority for community college issues before they leave for the legislative session.
>
> . . . There is no longer any reason for community colleges to step aside from the raising of private contributions. A sufficient number of community colleges have gained experience, and at least modest success, in private fund raising.

A spokesman for a new initiative called Project Reinvest, McCabe plans to bring community college issues to the attention of local, state, and federal lawmakers, as well as the general public. The goal of Project Invest is to convince the American public that community colleges have been systematically underfunded, to the detriment of society (Manzo, 1995).

Because of heavy demands on financial resources, community colleges should consider private sources of support to supplement their revenue base. This supplemental support can be used for operating and capital needs. Private funds can meet the needs that state dollars cannot finance.

The American Council on Education's Campus Trends 1996 report indicated that colleges and universities in America are "diversifying their revenue sources and are generally becoming more entrepreneurial . . ." (AACC, 1996). ACE's Vice President for Policy Analysis and Research stated that the environment has forced colleges to make changes and that the most important environmental factor is the "financial squeeze" institutions are experiencing from decreased state funding and increased number of students (AACC, 1996).

The Commission on the Future of Community Colleges (1988) recommended that public financing of community colleges be strengthened. The Commission urged that business and industry assist with the start-up costs of technical programs in emerging and fast-changing technologies. Further, the Commission advised that corporations, foundations, and philanthropies should remove policies that restrict or prohibit giving to community colleges.

Whereas four-year universities have received funds from private sources for centuries, community colleges have lagged far behind (Piland and Rees, 1995). Four-year colleges and universities, both public and private, have used fundraising foundations since the turn of the century. Community college foundations report that their four-year counterparts have received significant amounts of money from alumni, corporations, and other nontax sources (Angel and Gares, 1989). Piland and Rees (1995) stated that "gifts of tens of millions of dollars to established four-year colleges and universities are reported regularly in the press, but gifts of significant size to community colleges are conspicuous by their absence."

Nevertheless, community colleges are responding to shrinking financial support by establishing foundations of their own. The first junior college foundations were established by the first decade of the twentieth century (Angel and Gares, 1989; Duffy, 1980; Sears, 1990). However, more than 80 percent of the currently operating community college foundations were not established until the last 1960s (Hollingsworth, 1983). By 1986, the number of foundations associated with community colleges had tripled, from 192 to 650 (Hollingsworth, 1983). A community college foundation provides an alternative vehicle for the contribution of funds to support activities and programs at the institution that are not adequately being funded through traditional resources (Sharron, 1978), to raise funds for the improvement and maintenance of programs and services, and to promote and facilitate corporate, alumni, and other private funding (AACC, 1986).

Some community colleges **have** been successful in expanding their revenue base through substantial increases in added sources of revenue generated through development efforts and fundraising activities (Jenkins, 1984; Watkins, 1984). Nevertheless, many community colleges that had established fundraising foundations allowed them to become inactive or to exist in name only (Piland and Rees, 1995). However, many of these foundations are now being re-activated. Moreover, new foundations are springing up on campuses due to a need for additional funds.

According to Dr. Barbara Keener, Dean of Academic Affairs for Community College Relations and University Ombudsman, University of Florida, in 1994, 160 community colleges reported raising $500,000 to $1 million or more--three times those reporting the same type of success five years ago (Manzo, 1995). Dennis Verity, Development Director, Santa Rosa Junior College, said that community colleges are beginning to tap alumni, parents, and philanthropic community members (Manzo, 1995). Dan Moriarty, President of Portland Community College, had this to say about community college foundations (Moriarty, 1995):

> While still representing only a fraction of the resources generated in the public sector, and through program-based partnerships, foundations have had spectacular success in some instances and show promise of helping our colleges generate scholarship funds and other funds critical to the margin of excellence we all seek.

Studies Relating to Community College Foundations

The Council for the Advancement and Support of Education Study.

The Council for the Advancement and Support of Education (CASE) contracted in April 1993 with Monalco, Inc., to conduct a survey of senior executives of institutionally related foundations regarding the size of foundation assets, fund-raising results in terms of dollars received, operating agreements and budgets, size of foundation budgets, foundation Board selection and membership, and donor-record disclosure and confidentiality at 839 institutions. The survey had an 86% total response rate. Three hundred seventy-nine foundations at two-year institutions responded (52.6% of the total responses), and 342 four-year institutions responded (47.4%) (National Clearinghouse for Institutionally-Related Foundations, July, 1994).

CASE's data analysis through June 1994 indicated the following about two- and four-year foundations:

1. Almost all foundations engaged in private fundraising from individuals.

2. Almost all foundations raised funds from corporations.

3. Less than two-thirds of the two-year foundations (62.9%) raised funds from grant-making foundations, versus three-quarters of four-year foundations.

4. Nearly one-third of two-year foundations (62.9%) raised funds from grant-making foundations, versus three-quarters of four-year foundations.

5. Approximately 85% of all foundations managed assets; 78.9% of two-year foundations managed assets versus 91.8% of four-year foundations.

6. Almost all foundations managed cash, cash equivalents, or securities.

7. A smaller percentage of two-year than four-year foundations managed other assets like real estate, intellectual property, mineral rights, collectibles, businesses, and equipment.

8. Two-fifths of two-year foundations classified at least 50% of their assets as endowments, versus three-fifths of four-year foundations.

9. Almost 98% of foundations associated with two-year institutions had assets under $10 million; 58.6% (222) had assets of less than $1 million, and 39.3% (149) had assets between $1 million and $10 million.

10. A higher percentage of two-year foundations (17.6 %) than four-year foundations (9.4%) received more than 50% unrestricted funds, and 46.2% of the two-year foundations versus 62.9%of the four-year foundations had policies for allocating unrestricted income.

11. Sixty percent of two-year foundations had operating agreements with their institutions, versus 66% of four-year foundations.

12. Seventy-four percent of two-year foundations had budgets separate from their parent institutions, whereas 24% did not have separate budgets.

13. Sixty-five percent of two-year foundations reported operating budgets under $50,000 for fund raising and asset management.

14. Twenty six percent (107) of two-year foundations reported two to five paid, professional staff working at least half time on foundation business; 45% (172) reported one paid person, and 28% reported no paid person.

In summary, the two-year institution foundations reported in this national study appear to fit this composite: More than half have had assets of less than $1 million. About 20% received more than 50% unrestricted funds; and slightly less than half of the total sample of community colleges had policies for allocating unrestricted income. More than half had operating agreements with their parent institutions. Three-quarters had budgets separate from their parent institutions. More than half reported operating budgets under $50,000. Almost half reported one paid person working at least half time on foundation business. The majority of foundation board members had been chosen by incumbent members of the foundation board.

Implications of the CASE Study. Community college foundations appear to do well in soliciting private funds from corporations and in soliciting government grants. More community college foundation may want to consider establishing endowments, garnering funds from grant-making foundations, and managing assets, in general. Specifically, they should consider managing other assets like real estate, intellectual property, mineral rights, collectibles, businesses, and equipment.

Because less than one-quarter of the foundations in the CASE study received more than 50 percent unrestricted funds, more community college foundations may want to explore raising money specifically for unrestricted use. Because less than half of the foundations had policies related to unrestricted funds, foundations may want to weigh the pros and cons of developing such policies.

More than half of the foundations in the study had assets of less than $1 million, and about half of the foundations employed a half-time employee for foundation business. Consequently, the study findings lead one to wonder whether a correlation exists between employment of a foundation employee and the foundation fund balance. About two thirds of the foundations had operating budgets under $50,000, which does not appear to allow much money for personnel salaries. Therefore, a case could be made for a higher foundation operating budget that can be used to employ persons who can conduct activities to reach goals exceeding $1 million, or for the college, itself, to employ a person. If research can show that a correlation does exist between the amount of funds raised and employing a person who is responsible for foundation business, one might conclude that more colleges should employ personnel to raise money. Because about two-thirds of the foundations had operating agreements with their parent institutions, more community college foundations might want to explore the benefits of setting up such an agreement. This additional link could be a factor in whether the college does hire a person for foundation-related matters.

The Keener and Ryan Research. The criterion for participation in Keener and Ryan's study was that a community college must have reported to the CAE annually from 1986 to 1990. The five-year "giving" totals were added, and the "top ten" community colleges were determined. No colleges in Michigan were surveyed.

As a result of this study, Keener and Ryan (1992) concluded that the most successful educational fundraising community colleges, as a group, were breaking the following "rules" that have often been cited in the research and in opinion-based literature:

1. The College President's role is crucial. Keener and Ryan stated this was not true among the top ten institutions they surveyed. Whereas several colleges credited their presidents with demonstrating a vision that supported their development office and ensuring that resources were available, they believed that the role of the president was less crucial than commonly assumed. They noted, nevertheless, that several presidents were credited with vision, and all were cited for making resources available. The sampled institutions believed that the organization of the foundation board and the talents of the chief fundraising officers were equally important.

2. Size Counts. In two earlier studies in which he investigated the top ten community colleges (1986 and 1988) Ryan reported that size was an important factor and significantly affected the colleges' ability to raise money. Subsequently, three of the top ten community colleges involved in a third study by Keener and Ryan (1992) were small to mid-size, and four community colleges were located in smaller population areas. Keener and Ryan reported that the CASE study in 1991 demonstrated that size and population base had less to do with fundraising success than did institutional commitment. In the September 5, 1995, issue of Community Colleges Times, Jeremiah Ryan indicated that institutions with excellent local reputations fare well at fundraising.

3. Research is fundamental. Only one institution reported the kind of investment in research typical of sophisticated fundraising colleges and often used by large four-year colleges and universities. Ryan believed that community colleges could raise substantially more if they invested in research.

4. An advancement area is important. The authors noted that the study respondents reflected a lack of interest in the coordination of classic advancement functions, and when these functions are present, they comprised mostly marketing activities. The authors noted that the organization of the fundraising program for community colleges seemed to be less important than the reputation of the college.

5. Alumni are the base of the support. According to the ten community colleges that raised the most funds during fiscal years 1986 through 1990, local corporate support was more important than alumni contacts, reported Keener and Ryan. The study concluded that less than 3% of the giving among the top ten institutions garnering the most funds represented alumni donations, whereas the remainder was donated by business and industry. In 1995, Ryan reported that in FY 1994 almost 7% of the voluntary support for public two-year colleges came from alumni (Cvancara, 1995).

Nevertheless, in the June 13, 1995, issue of the Community College Times, Ryan, former Vice President for Marketing, Planning, and Development at Harford Community College in Bel Air, Maryland, was lauded for having received a $1 million dollar donation through a charitable remainder unitrust, (of which only the interest on the endowment will be used). Ryan commented then that alumni can be community college's best development resource. He indicated that the million-dollar gift was ample evidence that prospects--potential donors who have had experience with a community college--are "out there." He indicated that these people, when properly approached and motivated, most likely will donate to the college. The article reported Ryan's unwavering confidence in alumni development possibilities.

Keener and Ryan reported that the top ten community colleges, in terms of dollars raised, do adhere to the following successful tenets of successful fundraising:

1. <u>To make money, the college must spend money</u>. Almost all of the colleges reported making significant financial investments in people and office support.

2. <u>Planned giving is the future</u>. Almost all of the ten colleges studied are involved in planned giving efforts and several report considerable early success.

3. <u>Money is Invested wisely</u>. All ten colleges with endowments have sought advice and guidance in addition to investing.

Keener and Ryan's study also included questions about:

1. Whether a development office existed; and whether a formal operating agreement existed between the college and the foundation.

2. The participation of key community college administrators in fundraising.

3. Whether an advancement division existed and, if it did, functions falling under its auspices.

4. Whether the college or the foundation footed the bill for the development director's salary and the development office, and who paid for direct fundraising expenses like hosting, printing, and mailings.

5. Whether an endowment existed and who managed it (college or foundation)?

6. Who owned the endowment (college or foundation)?

7. Who selected the investment counsel (college or foundation)?

8. Whether an alumni program existed--with questions regarding staffing, funding, and the amount of money the program raised.

9. Whether a planned giving program existed, how it was staffed; and whether it had been successful?

10. If the college was successful, to what factors did personnel attribute sustained success?

Implications of Keener and Ryan's Studies. The results of the preceding studies indicated that:

1. The role of the community college president may not be as crucial as previously thought. It may be more productive to place more emphasis on hiring a good fundraising professional as the point person.

2. The use of research and the presence of an established advancement office, did not seem to be crucial factors in fundraising success. However, the literature demonstrated that, over time, alumni giving should not be underestimated.

3. Institutional commitment appeared to play a larger role in fundraising success than size of the institution and student population.

4. The most successful community college foundations were those investing in fundraising personnel and office support.

5. Successful foundations were involved in planned-giving activities.

6. Successful foundations sought advice as to how to invest money to receive the maximum benefit.

<u>The National Council for Resource Development Study</u>. The National Council for Resource Development (NCRD, 1993), sought to determine the critical characteristics, conditions, resource development strategies, and sources of gifts of successful two-year college foundations. Of the 1,140 AACC members in 1993, nearly half (550) of the institutions responded to the NCRD survey.

Responses were compared using $1 million as the dividing line between what the researcher considered a large foundation and a small foundation. Large foundations were defined as those with assets in excess of $1 million and small foundations as those with less then $1 million. Results were as follows:

1. The foundations with the greatest amount of external funds tended to be more mature; thirty-two percent were founded between 1950 and 1969. Only 1% of the foundations with the greatest amount of assets began after 1990; but 6% of the smaller foundations began after 1990.

2. The colleges sponsoring foundations that raised the greatest amount of external funds were more likely to have an individual responsible for external resource development. Ninety percent of the community colleges reported having such a person. Seventy-four percent of the colleges with smaller foundations also indicated they employed such a person.

3. Thirty-eight percent of the foundations that received the greatest amount of external funds ranked non-college-affiliated individual donors as their foremost source of gifts, compared to only 28% of the smaller foundations. These foundations were more likely to rank corporations as the greatest source of gifts than were their counterparts (29 % compared to 24%). Foundations that received the least amount of external gifts were

more likely to receive gifts from local business and industry than were the larger Foundations. Both the larger and the smaller foundations ranked equipment as the highest-valued, in-kind contribution. But the larger foundations ranked bequests and land higher as an in-kind contribution than the smaller foundations.

4. The NCRD study found that size of the institution was not particularly relevant to the fundraising ability of the college's foundation. Ten percent of the foundations that received the greatest amount of external funds were found at colleges where the head-count enrollment was more than 20,000, whereas 27 percent of the foundations that received the greatest amount of external funds were found at colleges with enrollments of less then 25.

5. Both the foundations that received the greatest amount of external funds and the least used similar fundraising strategies: personal solicitations, special events, direct mail, and business and industry solicitations. The larger foundations appeared to participate in numerous friend raising and fundraising activities to raise private funds. However, the larger foundations relied more heavily on annual fund campaigns (60% of the larger foundations, compared to 47% of the smaller foundations). More than half of both the larger and the smaller foundation respondents indicated that the annual fund campaigns were critical to the success of the resource development program. Fifty-eight percent of the large foundations used private foundation proposals compared to 42% of the smaller foundations. Forty percent of the larger foundations relied on endowments (compared to 28 percent of the smaller foundations.

6. The following conditions were rated critical to the foundation's success and ranked in the top five by more than 40% of respondents from both the larger and the

smaller foundation respondents: programs and causes that are people-oriented, which lend themselves readily to resource and fund development; and an organized and defined planned effort at fundraising resource development, involving the president and community.

7. More than 80% of the respondents from both the larger and the smaller foundations ranked the following characteristics as critical to the success of the foundation: "Active involvement of the college president and potential donors" and "establishes strong public relations with the community."

The NCRD concluded that the vast majority of their study respondents did have a foundation and 30 percent of them had a net worth of more than $1 million. Well-endowed colleges were more likely to have older foundations, higher enrollments, and an individual who was assigned external resource development responsibilities. Whereas both types of foundations ranked corporations high as a source of gifts, the larger foundations were more likely to receive gifts from donors not affiliated with the college, and the smaller foundations were more likely to rank local business/industry as a major source.

Implications of the NCRD Study.

1. It appeared that community colleges that employed a person responsible for external resource development was able to garner more funds.

2. It appeared that the "older" foundations garnered more funds than those initiated after 1990.

3. Size of institution did not appear to make a difference in the ability of the foundation to raise funds.

4. The larger foundations participated in numerous friend raising and fundraising events to raise funds, whereas smaller foundations participated in fewer such events. It appeared that foundations sponsoring numerous, people-oriented activities raised more funds that those sponsoring fewer activities.

5. Annual fund campaigns were critical to the foundations' fundraising success.

6. Community college foundations need to respond more aggressively to private foundation proposals and either establish endowments or create more of them.

7. It appeared that the most successful foundations had a planned fundraising program that involved both the community college president and the community.

8. It appeared that involving the president and potential donors in fundraising activities was critical to the success of the foundation.

9. Foundations must develop and carry out an in-depth public relations program with the community.

The State of Washington Study.

In 1992, all 32 State of Washington community and technical colleges were contacted to obtain information on the characteristics and activities of the nonprofit foundations (Kirk, 1992). The following conclusions were obtained:

1. A total of 25 foundations were established in the 32 colleges between 1963 and 1991.

2. Twenty of the colleges had a formal agreement with the foundation that established the terms of their relationship.

3. Fourteen colleges reported that their foundations were engaged in annual fundraising campaigns other than capital projects, with goals ranging from $20,000 to $400,000.

4. Five colleges had established major capital projects with goals ranging from $200,000 to $2.1 million.

5. Fourteen foundations solicited funds through personal contact and direct mail, seven sought funds through personal contact only, six undertook phone campaigns, and four used all three methods.

6. Seven foundations maintained planned-giving programs.

7. Auctions, endowment challenges, a wine-tasting festival and a summer musical were among the most successful fundraising projects.

8. Fifty percent of donations came from individuals, 16% from businesses, and 14% from corporations.

9. Twenty-four foundations maintained student scholarship programs; 19 held endowment funds.

10. Eight foundations used certificates of deposit, whereas 13 invested in securities.

11. Ten foundations reported total assets in excess of $1 million.

12. Five of the colleges with foundations reported having alumni associations.

13. Twenty-three respondents indicated the college president served on the foundation board.

In summary, the two-year institution foundations examined in this state study appeared to fit the following composite: A little more than three-quarters of the foundations were established between 1963 and 1991. A little less than two-thirds had a formal operating agreement with the parent institution. Less than half had sponsored annual fundraising campaigns. About 85 percent had not sponsored major capital projects. Less than half solicited funds through personal contact and direct mail. Less than one-quarter of the foundations maintained planned-giving programs. Half of the donations were contributed by individuals and about one-third of the donations were contributed by business and corporations. Three-quarters of the foundations sponsored scholarship programs for students; more than half of the foundations held endowment funds. About one-quarter of the foundations used certificates of deposit, and less than half invested in securities. About one third of the foundations reported assets in excess of $1 million. Less than one-quarter of the foundations sponsored alumni associations. Almost three-quarters of the foundations indicated that the college's president served on the foundation board.

Implications of the State of Washington Study.

1. Those foundations without operating agreements may want to explore the benefits of such an agreement with their parent institution.

2. Foundations not engaging in annual fundraising campaigns may want to consider establishing annual fundraising campaigns in order to garner more funds.

3. More foundations may want to explore the feasibility of a capital campaign in order to garner more funds.

4. More personal and direct mail contacts need to be made.

5. More foundations need to explore the benefits of planned-giving programs.

6. Because half of the donations were contributed by individuals, more of the

same should be planned; and because one-third of the donations were contributed by businesses and corporations, more requests should be made of additional companies/corporations. According to Keener and Ryan's research, the payoff for foundations is funds contributed by business. Nevertheless, Ryan also acknowledged that alumni associations (which 25 %t of the State of Washington's foundations sponsor), should be continued because one never knows when that large gift, which might catapult the foundation ahead, will arrive.

7. More foundations should establish endowments--at the time of the study, only half of the foundations did do so.

8. Community college foundations need to seek fundraising counsel regarding how to invest their funds most appropriately--whether that be investing in certificates of deposit or in securities, and so on.

Community College Finance in Michigan

Revenues. Community colleges are financed through revenues from local and state governments, student tuition, and fees (Commission on the Future of Community Colleges, 1988). From 1945 to 1948, the legislatures of Arizona, Idaho, Michigan, Nebraska, Utah, and Washington increased their financial support for junior colleges (Witt and Wattenbarger, 1994).

Public Act 237. In 1964, the Michigan legislature passed Public Act 237, which defined the role of Michigan's community colleges. This law established college districts as "charter units of government;" as such, they were given authority to issue bonds and levy property taxes, if approved by a local election. The following year, state support for junior colleges was raised to $275 per full-time-equivalent student. By the end of the decade, Michigan had 29 community college districts serving more than 95,000 students (Witt and Wattenbarger, 1994).

State Budget for 1997. Governor John Engler's FY 1997 Budget recommended an increase of 5% or $12.3 million for the state's 28 community colleges. Half of the increase was allocated to the colleges as an across-the-board increase to keep pace with inflation; the other half was allocated using the Gast-Mathieu formula.

State Funding Formula for Community Colleges. Historically, Michigan has used funding formulas for the allocation of state support to community colleges. The formula is the principal means of allocating state operating support to the 29 community colleges (Abent and Rosine, 1994) The current community college funding formula, the Gast-Mathieu Fairness in Funding Formula, was instituted by the Michigan legislature for the FY1984-85; the formula evolved as an improvement on previous, less-detailed formulas (Senate Fiscal Agency, 1994).

The formula's purpose is to establish a level of state funding obligation. It does not necessarily represent actual costs at particular institutions; but, rather, it uses average cost calculations to determine state aid (Abent, 1991). A tax equalization factor guarantees each college a minimum tax revenue, regardless of its ability to generate property tax revenue.

Community College National and State Enrollments. Nationally, community college enrollments as of January 1996 were down for the third consecutive year. State and federal officials attributed the decline to a shrinking pool of traditionally college-age students and to a stronger economy offering more jobs (Vocational Training News, 1996).

Kara Cvancara (1996) of the Community College Times reported that another possible explanation was that four-year institutions have accepted students comprising a pool from which the community colleges typically draw enrollment by offering developmental and basic skills programs. David Pierce, President of the American Association of Community Colleges, stated that community colleges historically have noted a correlation between enrollments and the health of the national economy (Vocational Training News, 1996). In 1988, community, technical, and junior colleges enrolled about 43% of the nation's undergraduates and 51% of all first-time entering freshmen (Commission on the Future of Community Colleges, 1988).

During the 1994-95 academic year, Michigan's public community colleges enrolled 416,246 students, either part or full time, at one of the state's 29 public two-year colleges. (Michigan State Board of Education and Michigan State Board for Public Community Colleges, 1996). The same year, community college students generated 70,205,447 contact hours of instruction. In 1994-95, community colleges expended $657,368,736 in general funds. General fund revenue sources included the following (Michigan State Board of Education, 1996):

General state aid:	$241,336,729
Student tuition and fees	$222,527,723
Local property taxes	$217,511,020
Other sources of revenue	**$ 26,050,173**

State aid per fiscal year equated student (FYES) in 1993-94 was $1,913, reflecting a 38% increase over the past ten years (State Board of Education, 1995). The local tax support per FYES given to Michigan community colleges has continued to increase--

demonstrating a 51% rise since 1985 (State Board of Education, February, 1995). Tuition and fee revenue per FYES increased 45% over the decade--increasing from $996 to $1,799 (State Board of Education, 1995).

All "other" revenues declined as a percentage of total general fund revenue--from 5.2% in 1989-90 to 3% in 1993-94.

Summary.

Higher education sources indicate that, even though private gifts have increased slowly in the recent past, there is reason to believe that institutions will garner more funds as time progresses, while creating diversified strategies for fundraising.

The Chronicle of Higher Education reported in May 1996 that private gifts to American Higher Education in FY1995 increased at the slowest rate in eight years. Colleges received a total of $12.75 billion in the year ending June 30, 1995, just 3.2% more than the $12.35 billion they raised the year before. The increase was actually only 0.3 percent when adjusted for the 3% rate of inflation (Nicklin, 1996).

Nevertheless, Lorenzo and LeCroy reported that community colleges believe that dramatic change is underway, and they are looking for ways to take the offensive in the funding arena (Lorenzo and LeCroy, 1994). In addition, the Institute for Future Studies cited four reasons for a renewed approach to fund development:

1. Community colleges are gaining experience--data indicate that they have the capacity to succeed.

2. Public understanding of and regard for community colleges is growing, resulting in the readiness of qualified givers to look at community colleges as worthy recipients of major gifts.

3. An increasing number of community college alumni are moving into jobs and financial positions enabling them to become major donors.

4. Community colleges are engaging in ventures that offer philanthropic appeal, such as the performing arts centers, museums, and other auxiliary enterprises.

CHAPTER III

RESEARCH, DESIGN, AND METHODOLOGY

The research design and methodology used in this study are discussed in this Chapter. The research purpose is set forth and the research design is explained. Participant/sample selection is discussed as is the research instrument. The data-collection and data-analysis procedures are described, and limitations of the research method are set forth.

Research Purpose

The researcher's purpose in this study was to identify the characteristics and activities of foundations within selected public community colleges in Michigan in FY 1995 that reported the greatest amount of external funds as opposed to those reporting the least amount of external funds.

The researcher first determined, by means of the initial questionnaire, which public (state-funded) community colleges sponsored foundations. Second, of those community colleges sponsoring foundations, she identified a total of six foundations--the three institutional foundations with the **largest fund balances** (fund balance equals all foundation assets) and the three foundations with the smallest fund balances. Third, of those six foundations, the researcher identified the three foundations garnering the greatest amount of external funds (total voluntary gifts) during FY1995 and the three garnering the least amount of external funds (total voluntary gifts) during FY 1995. Last, she compared the foundations with the greatest and least amount of external funds in terms of the following variables:

1. The relationship of the college to its foundation (Does a formal operating agreement exist? Does a strategic plan exist?).

2. The personnel composition of the foundation office (e.g., number of staff, role of each staff person, salary range of staff, staff reporting responsibilities).

3. The type of resources available to the foundation office that allow the staff to carry out its fundraising role (adequate support staff, equipment, facilities).

4. The types of fundraising programs in which the college is engaged (e.g., annual giving campaigns, athletic campaigns, capital campaigns, endowments, planned giving, alumni programs, volunteer programs).

5. The amount of dollars raised by the foundation and the percentage raised by funding sources (e.g., alumni, corporations, investments, special events).

6. Professional organizations reported by the sample respondents to be the most helpful in garnering funds for their foundations.

7. The percentage of foundation monies used to support occupational education programs offered by the community college.

8. The factors to which the respondents attributed the foundation's success (e.g., an older or more established foundation, higher college enrollments, a full-time individual assigned to external resource development, contributions from non-college-affiliated individual donors, institution size, college image).

9. The relationships, if any, between the FY 1995 foundation fund balances and the FY 1995 external funds raised by the foundations.

Research Design

The research design consisted of two surveys (Appendices B and E) and six campus visits. Both an Initial Survey and a Final Questionnaire/Interview Instrument were determined to be the best methods for data collection. The campus visit, during which interviews were conducted with the college president, foundation director, and board of trustees chairperson (hereafter referred to as board chairperson) was deemed the appropriate method to obtain complete responses from the selected community college foundations to increase the probability of eliciting accurate information because of the physical presence of the researcher, to control the timeliness of the responses, and to personally reassure the research subjects that confidentiality of responses would be strictly maintained.

Sample Selection

The study population comprised the public 28 community colleges in Michigan that are state funded. (Beginning December 31, 1995, Highland Park Community College was no longer state funded.) The sample included a total of six public (state-funded) community college foundations in Michigan that reported the largest and smallest fund balances as of June 30, 1995, and indicated their willingness to participate in the study.

The researcher determined the sample by analyzing the results of the initial survey mailed to each public community college president. **First,** the researcher determined which public (state-funded) community colleges sponsored foundations. **Second,** of those community colleges sponsoring foundations, she identified a total of six foundations--the three institutional foundations with the largest fund balances at the end of FY 1995 and the three with the smallest fund balances at the end of FY 1995. **Third,** of those six foundations, she identified the three foundations garnering the greatest amount of external funds (total voluntary gifts) during the 1995 FY and the three garnering the least amount of external funds (total voluntary gifts) during the 1995 FY. **Last,** those three community college foundations agreeing to participate in the study and reporting the greatest amount of external funds garnered in FY 1995 (total voluntary gifts) and those three community college foundations agreeing to participate in the study and reporting the least amount of external funds garnered in FY 1995 (total voluntary gifts) were compared.

Three non-sample public community colleges were then randomly chosen by category--large fund-balance foundations and small fund-balance-foundations--and invited to pilot test the final Questionnaire/Interview Instrument.

Selected sample institutions were sent congratulatory letters for having been selected as sample sites, inviting them to participate in the larger study. The researcher subsequently placed telephone calls to confirm participation by the selected institutions. Six institutions indicated at that juncture they did not want to participate in the study, so the next community college on the rank-ordered list of fund balances for each community college (depending upon which grouping--large or small colleges--needed another sample site), in descending order from large to small, was contacted and asked to participate. Once the six institutions were chosen and sent letters confirming their participation in the study, the researcher placed a telephone call to each, asking the foundation director or president's office to set up campus interviews with the president, the foundation director, and the board of trustees chairperson of each community college.

Data Collection Instruments

The Initial Questionnaire was mailed to the presidents of the 28 state-funded community colleges in Michigan to elicit information that provided the basis for selecting the sample. Respondents were asked whether a foundation existed at their community college. Only those colleges reporting a foundation in existence were considered for the study.

In addition, information was requested about the name, location, and enrollment of the institution. Respondents were also asked to provide information regarding the annual foundation budget, total voluntary gifts, the institutional operating budget, and the fund balance at the end of the last fiscal year.

The initial survey was adapted from one that Hunter (1987) used in her doctoral research at the University of Mississippi.

The second and Final Questionnaire/Interview Instrument developed for the study included items devised by the researcher to provide information with which to answer the research questions, as well as items adapted from previous research:

1. Parts of a survey developed by Hunter (1987) were adapted for this study. While reviewing the literature, the researcher discovered that Hunter's study was one of the first addressing community college foundations.

2. Results of studies conducted by Barbara J. Keener, Dean of Academic Affairs for Community Relations, University of Florida; and Jeremiah Ryan, President of Quincy University, Quincy, Massachusetts, and formerly Vice President of Marketing, Planning, and Development, Harford Community College, Bel-Air, Maryland; Vice President for Institutional Advancement, Monroe Community College, Rochester, New York; and research fellow for the AACC.

The researcher was particularly interested in Keener and Ryan's studies, which suggested that the president's role is not as crucial as previously thought; that coordination of classic advancement activities with fundraising activities does not appear to make much difference in the amount of funds raised; that institutional commitment is more important than institutional size; and that corporate support, rather than alumni giving, is the base of support. The researcher was interested in gathering the opinions of Michigan's community college presidents, board of trustees chairpersons, and foundation directors regarding the above-mentioned conclusions arrived at by Keener and Ryan.

The researcher incorporated questions similar to the ones used in Keener and Ryan's studies:

1. Whether a development office existed. Whether a formal operating agreement existed between the college and the foundation.

2. The participation of key community college administrators in fundraising.

3. Whether an advancement division existed, and, if it did, functions falling under its auspices.

4. Whether the college or the foundation footed the bill for the development director's salary and the development office, and who paid for direct fundraising expenses like hosting, printing, and mailings.

5. Whether an endowment existed and who managed it (college or foundation).

6. Who owned the endowment (college or foundation)?

7. Who selected the investment counsel (college or foundation)?

8. Whether an alumni program existed--with questions regarding staffing, funding, and the amount of money the program raised.

9. Whether a Planned-giving program existed, and how it was staffed.

10. To what factors did personnel attribute a foundation's ability to garner more than $1 million in gifts?

Data Collection Procedure

An Initial Questionnaire was devised and mailed to the presidents of the 28 state-funded community colleges in Michigan. Presidents were asked to forward the one-page survey, including a cover sheet, to the foundation director at the college. If no foundation existed, the president was asked to forward the survey to the person responsible for receipt of external funds at the college.

The purpose of the initial survey was to determine which community colleges sponsored foundations and the amount of the fund balance of all assets of the foundation.

With that information, the researcher was able to rank order the colleges in descending order of assets at a particular point in time--June 30, 1995--to determine the six foundations comprising the study sample.

The initial survey was mailed on January 31, 1996, to all public community colleges in Michigan, with a requested return date of February 7, 1996. Responses were obtained from all colleges by February 29, 1996, either through the actual survey return or following a telephone call to the college president or foundation director of the community college. Telephone calls were placed on February 9 and 12, 1996, reminding those who had not returned their questionnaire to do so. Additional calls were made February 15, 27, and 28, 1996. Consequently, a 100% response rate was secured for the Initial Survey, affording the researcher information about which colleges sponsored foundations and the size of each foundation's fund balance.

The researcher devised a list enumerating the fund balance of the total assets for each foundation that was reported to exist. Three foundations reporting the highest foundation fund balances were chosen at the high end, and three foundations reporting the lowest foundation fund balances were chosen at the low end to comprise the sample.

Next, the researcher randomly selected three community colleges that were not a part of the sample to participate in a pilot test. Telephone calls were made to three institutions, requesting that the foundation director pilot test (critique) the questionnaire and return the corrected instrument to the researcher within one week. A follow-up letter and the draft questionnaire were mailed to these institutions.

After the pilot test, the sample community college personnel were telephoned, congratulated on their selection as sample participants, and asked to schedule a date for the interviews with the college president, foundation director, and board of trustees chairperson. Six community colleges indicated either during or after the initial telephone call that they did not wish to participate; colleges that declined included one large community college foundation and five of the smaller community college foundations. A letter confirming the selection of those colleges agreeing to participate was mailed to the college president following the telephone calls; a copy of the questionnaire was enclosed with the letter to enable the college president and foundation director time to ponder the type of questions that would be asked. The final Questionnaire/Interview Instrument also was mailed just prior to the interview. The researcher subsequently met on the community college campuses with all of the community college presidents, all foundation directors, and the three board of trustees chairpersons comprising the sample. The researcher recorded the questionnaire answers both manually and on tape. Confidentiality of responses was assured.

Analytical Procedures

The researcher compared the three institutional foundations agreeing to participate in the study and reporting the greatest amount of external funds raised as of June 30, 1995, with the three institutional foundations agreeing to participate in the study and reporting the least amount of external funds raised as of June 30, 1995, by using percentages. In addition, in cases where percentages could not be computed, the data were presented by using descriptive statements, in terms of the following:

1. The relationship of the college to its foundation (Does a formal operating agreement exist? Does a strategic plan exist?)

2. The personnel composition of the foundation office (e.g., number of staff, role of each staff person, salary range of staff, staff reporting responsibilities).

3. The types of resources available to the foundation office that allow the staff to carry out its fundraising role (adequate support staff, equipment, facilities).

4. The types of fundraising programs in which the college is engaged (e.g., annual giving campaigns, athletic campaigns, capital campaigns, endowments, planned giving, alumni programs, volunteer programs).

5. The amount of dollars raised by the foundation and the percentage raised by funding sources (e.g., alumni, corporations, investments, special events).

6. Professional organizations reported by the respondents to be the most helpful in garnering funds for their foundations.

7. The percentage of foundation monies used to support occupational education programs offered by the community college.

8. The factors to which the respondents attributed to the success of the college's foundation (e.g., an older or more established foundation, higher college enrollments, a full-time individual assigned to external resource development, contributions from non-college-affiliated individual donors, institution size, college image).

9. The relationships, if any, between the FY 1995 foundation fund balances and the FY 1995 external funds raised by the foundations.

The second and Final Questionnaire/Interview Instrument included the following twelve sections. The chief development officer was asked to respond to all sections. The college president and the chairperson of the college board of trustees were asked to respond to all sections except Part I, Institutional Information.

1. Institutional Information.

2. External Influences.

3. Management Practices.

4. Foundation Characteristics.

5. Relationship of the College to the Foundation.

6. Resources Available to the Foundation Office.

7. Types of Resource Development Programs the Foundation Sponsors.

8. Percentage of Dollars Raised by the Foundation, divided by Various Funding Sources for the Period July 1, 1994, through June 30, 1995.

9. Percentage of Total Dollars Raised by the Foundation for the Period July 1, 1994, through June 30, 1995, by the Foundation and Spent for Vocational Programming.

10. Professional Organization Affiliations.

11. Major Reasons for the Sustained Success of the Foundation's Fundraising Program.

12. A "Wish List" for Future Spending.

Delimitations of the Research Method

The study was delimited to the three largest and the three smallest foundations, in terms of the size of the fund balance as of June 30, 1995. Only those foundations affiliated with Michigan's public community colleges were included in the study.

Limitations of the Research Method

The limitations of the study were inherent in the procedures, including the use of two questionnaires: the initial questionnaire mailed to the community college presidents; and the Final Questionnaire/Interview Instrument mailed to the foundation directors or college presidents (college presidents received the instrument if no foundation director was employed at the institution); the one-on-one interview with the college president, chief development officer, and the chairperson of the community college board; the integrity of the respondents; and the willingness of the subjects to participate in and attend interview sessions.

The questionnaire/ interview instrument was designed with multiple-choice, forced-answer, and open-ended questions. Some questions on the questionnaire were designed to elicit nonquantifiable responses. Therefore, the responses were compiled and categorized by large and small foundations (based on the dollar amount of the funds received as of June 30, 1995). For the sake of anonymity, the large foundations were identified as Colleges A, B, and C; the small foundations were identified as Colleges X, Y, and Z.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

Presented in this chapter are nine variables researched from FY 1995 data obtained from personnel employed in the 28 public community colleges in Michigan, including a discussion of each. In analyzing each variable, the three colleges associated with foundations that received the greatest amount of external funds are labeled as College A, College B, and College C. The three colleges associated with foundations that received the least amount of external funds are labeled as College X, College Y, and College Z. Colleges ABC and XYZ will be compared as separate groups to determine whether differences exist between the two. In addition, the three foundations that received the greatest amount of external funds are labeled Foundation A, Foundation B, and Foundation C. The three foundations that received the least amount of external funds are labeled Foundation X, Foundation Y, and Foundation Z. Foundations ABC and XYZ will be compared as separate groups to determine whether differences exist between the two.

The colleges and foundation were compared with regard to the following variables:

1. The relationship of the college to its foundation (Does a formal operating agreement exist? Does a strategic plan exist?).

2. The personnel composition of the foundation office (e.g., number of staff, role of each staff person, salary range of staff, staff reporting responsibilities).

3. The types of resources available to the foundation office that allow the staff to carry out its fundraising role (adequate support staff, equipment, facilities).

4. The types of fundraising programs in which the community college is engaged (e.g., annual giving campaigns, athletic campaigns, capital campaigns, endowments, planned/deferred giving, alumni programs, and volunteer programs).

5. The amount of dollars raised by the foundation and the percentage raised by funding sources (e.g., alumni, corporations, investments, special events). External influences--organizations that compete with the community college foundation for funds are included in this section.

6. Professional organizations reported by the sample respondents to be the most helpful in garnering funds for the community college foundation.

7. The percentage of foundation monies used to support occupational education programs offered by the community college.

8. The factors to which the respondents attributed the success of each community college foundation (e.g., an older/more established foundation, higher college enrollments, a full-time individual assigned to external resource development, contributions from non-college affiliated individual donors, institution size, college image, and so on).

9. The relationships, if any, between the FY 1995) foundation fund balances and the FY 1995 external funds raised by the foundation.

Variable I: The Relationship of the College to its Foundation (Does a Formal Operating Agreement Exist? Does a Strategic Plan Exist?)

This section includes the following topics reported from questions posed in the Questionnaire/Interview Instrument.

1. Inclusion of the college foundations on the public community college organization charts

2. Formal Operating Agreements between the college and the foundation

3. Major functions of the sample college foundations

4. Missions of the sample community college foundations

5. Community college Strategic Plans--existence of a community college Strategic Plan

   a. The projection of institutional needs in the community college Strategic Plan for several years

   b. Incorporation of and reference to the foundation within the community college Strategic Plan

6. Foundation Plans--Existence of a written college foundation <u>Annual Plan</u> with projected goals prepared by the foundation

   a. Projection of fundraising goals for several years within the college foundation's Annual Plan, if such a plan exists

   b. Response to who approves the foundation's Annual Plan if it is prepared for approval

c. Existence of a written Strategic Plan with projected goals developed by the foundation

7. Relationship of the board of trustees to the foundation

8. Responses to who pays for the development director/development staff--college or foundation

9. Responses to who pays for the foundation fundraising expenses--the college or foundation

10. Responses to whether or not all external funds received by the college are channeled through the college's foundation

11. Fundraising program policy

a. Extent of college personnel involvement in establishing overall administrative policy for the fundraising program

b. Extent of college personnel activity in raising funds for the institution

c. Extent of college personnel involvement in evaluating the fundraising program.

1. Relationship of the College to the Foundation--Presence on the College's Organizational Chart, FY 1995.

Colleges A, B, and C. Only one of the foundations from those receiving the greatest amount of external funds--College Foundation B--was included on the college's organizational chart.

Colleges X, Y, and Z. Only one of the foundations from those receiving the least amount of external funds--College Foundation X--was included on its community college organizational charts. On College X's organizational chart, the foundation was located within the Planning/Monitoring workgroup composed of the president, vice president, finance/budget officer, and bank, articulation, and institutional research personnel.

Differences Between College Foundations ABC and XYZ--Presence on the College's Organizational Chart, FY 1995. Only one of the college foundations from each group--those garnering the greatest amount of external gifts and those garnering the least--appeared on the community college's organizational chart. The community college presidents, in responding to the survey, indicated that foundations were governed by their respective foundation boards; consequently, their presence was generally not shown as a part of the college operation.

2. Relationship of the College to the Foundation--Formal Operating Agreements.

Colleges A, B, and C. All three of the foundations that received the greatest amount of external funds had developed a formal agreement with their respective colleges; most of these agreements were termed the Foundation Bylaws. Moreover, Foundations A, B, and C were able to produce the Foundation Articles of Incorporation because a legal agreement was necessary to establish each foundation as a nonprofit corporation--a 501(c)(3) organization previously discussed in the Introduction to this dissertation. College B President indicated that a more specific formal agreement would be helpful in forestalling misunderstandings and in establishing the nature of the relationship between the college and the foundation. He believed that, "the proprietary demeanor of the staff could be eliminated with a clear operating agreement."

Colleges X, Y, and Z. All of the foundations that received the least amount of external funds did have a formal operating agreement (Bylaws) with their colleges.

Differences Between Foundations ABC and XYZ-- Formal Operating Agreements. All six foundations studied not only developed foundation Bylaws but were able to produce Articles of Incorporation. The only differences among the colleges appeared to be the specificity of the language in the Bylaws and Articles of Incorporation. The College B Foundation Bylaws did not appear to be as specific as most.

3. College Foundations ABC--Major Functions of the Foundations in the Sample.

The major functions of Foundation A were:

1. Serve as community ambassador for the community college.
2. "Raise friends" for the community college.
3. Raise funds to assist in supporting the mission of the community college through annual/capital campaigns.
4. Guide fundraising decision making and manage the funds raised.
5. Demonstrate leadership in donating to the college.

The major functions of Foundation B were:

1. Develop associations with individuals/organizations.
2. Support and service the institution.
3. Solicit contribution support for the community college.
4. Manage investments.
5. Plan donor-recognition events.

<u>The major functions of Foundation C were</u>:

1. Fundraise to provide scholarships to students.

2. Contact the community for donations (friend raising).

3. Institute endowments for the future (persons leaving money to the college in their wills).

4. Publicize the college.

5. Promote a positive image of the college.

<u>Colleges XYZ--Major Functions of the College Foundations</u>.

<u>The major functions of Foundation X were</u>:

1. Promote, establish, conduct, maintain, and operate charitable, educational, and scientific activities in conjunction with the community college.

2. Solicit and receive, by gift, bequest, devise, purchase, lease, or otherwise, money, securities, and all other forms of personal, real, and mixed property and interest; also own, hold, manage, improve, repair, assign, give, and administer, transfer, and dispose of the aforementioned. The foundation, as long as it exists, serves as an internal grant provider for faculty and staff.

3. Borrow money; issue notes, bonds, debentures, and other forms of obligations to secure the same by mortgage, pledge, and so on.

4. Apply for patents, copyrights, and trademarks; receive, hold, manage, transfer or encumber the same.

5. Make, execute, and deliver receipts, contracts, conveyances, assignments, encumbrances, and other documents necessary to the conduct of business.

6. Exercise all powers and perform duties necessary for the business of the corporation.

The major functions of Foundation Y were:

1. Award scholarships to students, faculty, and staff members of the college.

2. Maintain and develop the facilities and services of the community college for broader educational opportunities and service.

3. Provide funding for special projects like the creation of a sculpture depicting a traditional and a nontraditional college-age student.

4. Provide funding for nationally and internationally prominent speakers to elevate learning in the community, including a visiting-artist program.

5. Provide funding for grants awarded to various departments of the community college.

The major functions of Foundation Z were:

1. Obtain money, in a lawful manner in order to provide the community college with the broadest range of financial support.

2. Provide financial assistance to students of all ages and circumstances.

3. Support professional and personal growth activities of faculty and staff.

4. Encourage innovative programs that benefit the college and community.

5. Engage in any other activities appropriate to the mission of the foundation.

Differences Between Foundations ABC and XYZ--Major Foundation Functions. Major thematic functions of the foundations that received the greatest amount of external funds were raising friends for the community college, raising funds to support the college's mission, and promoting a positive college image. Major themes of the foundations that received the least amount of external funds were raising monies to support the college's mission and providing funding to students and for special faculty/staff projects/activities. All foundations, those that received the greatest amount of external gifts and those that received the least amount of external gifts, were engaged in the primary function of supporting the community and assisting with fulfilling their community college missions.

4. College Foundations ABC--Missions of the Community College Foundations.

The mission of Foundation A was to serve as the fundraising arm of the college, supporting its mission and the students who attend the college. An additonal mission was to secure broad-based financial resources, manage those resources, and use the earnings for the maximum advantage of the college. According to the Bylaws of College A, the foundation assisted in an educational and charitable manner to accomplish the educational purposes of the institution and to augment the facilities in a manner that may be designated, directed, or desired by the board of trustees of the institution.

The mission of Foundation B was to provide funding to enhance educational opportunities at the college and to leverage external resources.

The mission of Foundation C was to raise money for the college.

College Foundations XYZ--Missions of the Sample Community College Foundations.

The mission of Foundation X was to support the comprehensive mission of the college by providing the additional resources necessary to ensure success. The foundation enhanced the college's image within the community, broadened its base of support, communicated to the public its base of support and its responsiveness to local needs, and, through fundraising efforts, provided the college with a measure of excellence for its educational programs and services.

The mission of Foundation Y was to raise money for the college and to provide financial assistance to the students. The foundation awarded scholarships and grants to students, faculty, and staff members of the college and maintained and developed the facilities and services of the community college for broader educational opportunities and service. Its primary purposes were to see that the mission was carried out through various charitable, educational, literary, and scientific activities, and to supplement college funds.

The mission of Foundation Z was to provide educational enrichment to the citizens of the community college district.

Differences between Foundations ABC and XYZ--Missions. Again, the missions of the foundations promoted the theme of raising additional funds for the community college to serve the needs of the students and community while assisting with fulfilling the community college's mission.

5. Relationship of the College to the Foundation--Existence of Community College Strategic Plans.

Colleges ABC and Colleges XYZ--All Respondents. All sample college respondents, including the foundation directors, college presidents, and college board of trustees chairpersons were asked if their community college had developed a strategic plan. All reported that their college had developed a strategic plan.

Differences Between Foundations ABC and XYZ--Existence of Strategic Plans--All Respondents. College A personnel explained that their strategic plan included 12 indicators of success to evaluate/gauge the college's progress toward its goals. College X reported using a multiyear plan with "institutional ends."

5a. Relationship of the College to the Foundation--The Projection of Institutional Needs in the Community College Strategic Plan for Several Years.

Colleges ABC and Colleges XYZ. Foundation directors, college presidents, and college board of trustees respondents were asked whether institutional needs were projected in the college's strategic plan for several years. All respondents reported affirmatively--institutional needs were projected in the college's Strategic Plan for several years. As a group the four foundation directors reported that institutional needs were projected in the college's strategic plan for several years. Likewise, the six college presidents as a group reported that institutional needs were projected in the college's strategic plan. Four college board of trustees (three interviews and one written response) also reported that institutional needs are projected in the college's strategic plan for several years.

Differences Between Foundations ABC and XYZ--The Projection of Institutional Needs in the College's Strategic Plan for Several Years. Whereas all respondents reported that institutional needs were projected in the college's Strategic Plan for several years, two college presidents elaborated upon their responses. College A president explained that the six-year strategic plan was updated each year through an annual report to show those needs that had/had not been met. College X president indicated that the institutional needs were projected in the plan in a broad sense.

5b. <u>Relationship of the College to the Foundation--Incorporation of and Reference to the Foundation Within the Community College Strategic Plan.</u>

Foundation directors, college presidents, and college board of trustees respondents were asked whether the community college Strategic Plan referenced the foundation.

<u>Colleges ABC, Foundation Directors</u>--Of the three foundations receiving the greatest amount of external funds, two (Foundations A and B) reported that their foundations were not mentioned in the college's Strategic Plan.

A third foundation director represented in the group of foundations receiving the greatest amount of external funds reported that, although the foundation was not specifically mentioned in the Strategic Plan, wording regarding the "vehicle providing resources" was discussed. Therefore, the researcher categorized this response as "yes"--i.e., the foundation was mentioned in the Strategic Plan.

<u>Colleges XYZ, Foundation Directors</u>. The only foundation director representing one of the foundations receiving the least amount of funds--College X--(two of the three college foundations within this group did not employ a foundation director) did not know whether the foundation was mentioned in the college's Strategic Plan.

<u>Differences, Foundation Directors--Foundation Reference in the Community College's Strategic Plan.</u>

Two of the three college foundation directors from the foundations receiving the greatest amount of external funds reported that their respective foundations were not specifically referenced in their community college Strategic Plans. The third director indicated that the foundation was referenced, but not in specific terms. The only foundation director (employed half-time) who represented the group of foundations receiving the least amount of external gifts did not know whether the foundation was referenced in the college's Strategic Plan. In summary, the majority of foundation directors who participated in this study reported that their college foundations were not specifically referenced in their community college Strategic Plans.

Colleges A, B, and C, College Presidents. One of the presidents from the group of community colleges with foundations that received the greatest amount of external gifts reported that the foundation was subtly mentioned in College C's Strategic Plan. The other two presidents from community colleges with foundations receiving the greatest amount of external gifts reported that their foundation was not mentioned in their community college Strategic Plan. College C president established eight objectives related to the institutional goal to, "Enhance the Financial Stability of the College," found in the College's Strategic Plan. The summary of Accomplishments for that year listed progress toward attainment of each of those specific foundation objectives.

Colleges XYZ, College Presidents. All presidents within this group reported that their respective foundations were not referenced in the community college's Strategic Plan.

Differences, Community College Presidents--Foundation Reference in the Community College's Strategic Plan. Of the three presidents with foundations that received the greatest amount of external gifts, two indicated their foundations were not referenced in the college Strategic Plan. All three presidents with foundations that received the least amount of external gifts indicated that their foundations were not referenced in the college's Strategic Plan. In summary, the majority of college foundations were not referenced in the college's Strategic Plan, according to the community college presidents who participated in this study.

Colleges ABC, College Board of Trustees Chairpersons. The College A chairperson representing a college sponsoring one of the foundations receiving the greatest amount of external funds reported she did not know whether the foundation was mentioned in the college's Strategic Plan. The college board chairperson from Colleges B and C did not participate in this study.

Colleges XYZ, College Board of Trustees Chairpersons. The Chairperson from College X reported that the foundation was generally alluded to, but not specifically mentioned, in the strategic plan; the researcher categorized this response as a "no." The chairperson from College Y reported that the foundation was not mentioned in the college's Strategic Plan. The College Z chairperson reported he did not know whether the foundation was mentioned in the college's Strategic Plan.

Differences Between Colleges ABC and XYZ, Board of Trustees Chairpersons -- Reference to the Foundation in the College's Strategic Plan. In summary, of the four board chairpersons responding to the Questionnaire/Interview Instrument, two (one from a foundation receiving the greatest amount of external funds and one from a foundation receiving the least amount of funds) did not know whether their college foundations were referenced in their respective colleges' strategic plans. The remaining board chairpersons (both representing colleges with foundations receiving the least amount of funds) reported that their foundations were not specifically mentioned in the Strategic Plan. In conclusion, two board chairpersons did not know whether their foundations were referenced in the community college's Strategic Plan and two indicated their foundations were not referenced in the Strategic Plan.

6. Relationship of the College to its Foundation--Foundation Plans--Existence of a Written, College Foundation Annual Plan with Projected Goals Prepared by the Foundation.

Colleges ABC--Foundation Directors, College Presidents, and Board of Trustees Chairperson. Of the three colleges whose foundations received the greatest amount of external gifts, all foundation directors (n=3), all college presidents (n=3), and the only board of trustee chairperson (n=1) participating from this group reported that their college foundations had developed a written annual plan with projected goals that the foundation prepared.

Colleges X, Y, and Z--Foundation Directors. Of the three colleges whose foundations received the least amount of external gifts, only Foundation X employed a foundation director. He reported that his foundation had developed a written annual plan with projected goals that the foundation prepared; however, the director indicated that these goals were solely fundraising goals.

Differences, Foundations Directors--Existence of a Written College Foundation Annual Plan with Projected Goals Prepared by the Foundation. Although all participating foundation directors reported the existence of a written foundation Annual Plan, the director of Foundation X reported that the written goals were only fundraising goals.

Colleges ABC--College Presidents. As reported above, all of these presidents reported their college had developed a written annual plan with projected goals that the foundation prepared.

Colleges XYZ--College Presidents. Of the three colleges whose foundations received the least amount of external gifts, the president from College X reported that the foundation did not have a written plan but did discuss an unwritten, informal annual plan with an annual goal of at least $100,000 per year. The other two college presidents reported that their foundations had not developed a written, annual plan with projected goals that the foundation prepared.

Differences, Community College Presidents--Existence of a Written College Foundation Annual Plan with Projected Goals Prepared by the Foundation.

While all three college presidents with foundations receiving the greatest amount of external gifts reported that a written annual plan was prepared by the foundation, two presidents from the foundations receiving the least amount of external gifts reported that such a plan was not prepared. The third president reported that an unwritten annual plan with informal goals was discussed and used.

Colleges A, B, and C--Board of Trustee Chairpersons. As reported above, the only Chairperson (College A) participating from this group of foundations reported that her college foundation had developed a written annual plan with projected goals that the foundation prepared.

Colleges XYZ--Board of Trustee Chairpersons. The board chairperson from College X indicated that written goals had been established for the director for several years. The College Y board Chairperson did not respond. The chairperson from College Z could not recall whether a written annual plan with projected goals had been prepared by the foundation.

Differences, Community College Board of Trustees Chairpersons--Existence of a Written, College Foundation Annual Plan with Projected Goals Prepared by the Foundation. The only chairperson from the ABC group reported that a written annual plan existed. One board chairperson from the X, Y, Z group indicated a written plan was developed. One of the other two trustee could not recall whether a plan existed, and the other did not respond.

Differences Between Colleges ABC and XYZ Foundation Plans--Existence of a Written College Foundation Annual Plan with Projected Goals Prepared by the Foundation. All three foundations receiving the greatest amount of external funds reported that a written annual plan existed. Of the foundations receiving the least amount of external gifts, two out of three persons reporting from College X reported that written fundraising goals were set; the third person reporting from College X indicated that goals were established, but they were unwritten. Thus, the researcher concluded that, in spite of one participant's reporting that a plan existed in unwritten form, College X did have an annual plan; therefore, College X was considered to have a plan for this study's research purposes. Colleges Y and Z basically reported that a written annual plan with projected goals that the foundation prepared did not exist.

6a. Projection of Fundraising Goals for Several Years Within the College Foundation's Annual Plan if a Written, Annual Plan with Projected Goals Prepared by the Foundation Exists. (Only Colleges A, B, C, and X are discussed below because Colleges Y and Z had not developed an annual plan.)

Colleges ABC--Foundation Directors. Foundation directors from Colleges A and B reported that goals were projected for several years within the Annual Plan. The foundation directors fromCollege C reported that goals were not projected for several years within the Annual Plan.

College X--Foundation Director. (Colleges Y and Z did not employ a foundation director.) The foundation director from College X reported that goals were projected for three to five years within the Annual Plan.

Differences, Foundation Directors--Projection of Fundraising Goals for Several Years Within the College Foundation's Annual Plan. Of the three foundations that received the greatest amount of external funds, two of the three foundation directors reporting that an Annual Plan existed also indicated that goals were projected for several years within that Annual Plan. Of the three foundations that received the least amount of external funds, the only foundation director employed reported that goals were projected for several years. In summary, three out of four foundation directors reported that goals were projected for several years within their Annual Plans.

Colleges A, B, and C--College Presidents. Two of the presidents indicated that goals were projected for several years; the third president reported that goals were not projected for several years.

College X--President. Of the foundations that received the least amount of funds, only College X reported an Annual Plan. The president of College X reported that goals were not projected for several years in the informal, unwritten Annual Plan.

Differences, College Presidents--Projection of Fundraising Goals for Several Years Within the College Foundation's Annual Plan. Of the three colleges that received the greatest amount of external funds, two of the three presidents whose foundations had developed Annual Plans reported that goals were projected for several years in those plans. Of the three colleges that received the least amount of external funds, only one had an annual plan; the president of that college indicated that goals were not established for several years within the Annual Plan--a contradiction to the foundation director's response.

Colleges ABC--Board of Trustees Chairpersons. Of the colleges with foundations that received the greatest amount of external gifts, the College A board chairperson, the only chairperson from the College ABC group who participated in this study, was not certain whether the Annual Plan contained goals projected for several years.

Colleges XYZ--Board of Trustee Chairpersons. Of the colleges with foundations that received the least amount of external gifts, only College X reported an Annual Plan; and, consequently, it was the only college able to answer the question regarding whether goals were projected for several years within the foundation's Annual Plan. The board chairperson from College X reported that goals for the foundation director's performance were only projected for several years, a contradiction to the president's response that goals were not projected for several years.

Differences, Board of Trustees Chairpersons--Projection of Fundraising Goals for Several Years Within the College Foundation's Annual Plan. The only chairperson participating in this study from the College ABC group was not certain whether goals were projected for several years in the foundation's Annual Plan. Of Colleges XYZ--only one chairperson could respond because respondents from Colleges Y and Z reported that no Annual Plan had been developed. The chairperson from College X reported that goals were projected for several years in the foundation's Annual Plan, but they were related to only the foundation director's performance.

6b. Respones to Who approves the Foundation's Annual Plan if It Is Prepared for Approval.

Colleges ABC. All three of these colleges reported that their foundation Annual Plan was prepared for approval, and all reported it was approved by the foundation board of directors; however, College C indicated that only the budget was prepared for approval by the foundation board of directors.

Colleges XYZ. Of the three colleges, College X reported that its Annual Plan was prepared for the approval of the foundation board of directors, and College Y reported that it was prepared for the approval of the executive committee of the foundation board of directors. College Z did not have an Annual Plan.

Differences, Colleges ABC and Colleges XYZ. Personnel from two of the three foundations receiving the greatest amount of external gifts reported that their Annual Plans were prepared for the approval of the foundation board of directors; personnel from one of the three foundations indicated that only the budget was prepared for approval. Personnel from those foundations receiving the least amount of external gifts reported that their Annual Plans were also prepared for approval by the foundation board of directors.

6c. Existence of a Written Strategic Plan with Projected Goals Developed by the Foundation.

Colleges ABC and Colleges XYZ--Foundation Directors. Only one foundation director (College A) from the ABC Colleges foundations and one foundation director (College X) from the XYZ Colleges reported that their foundation had developed a written strategic plan with projected goals that the foundation directors prepared. Board of trustees chairpersons from Colleges B and C did not participate in the study.

Colleges ABC and Colleges XYZ--College Presidents. The president of College A was the only president from the ABC to report that his college's foundation had developed a written, strategic plan with projected goals that the foundation directors prepared. No president from Colleges XYZ reported the existence of a similar plan that the foundation directors had prepared.

Colleges A, B, C and Colleges X, Y, Z--College Board of Trustees Chairpersons. The chairperson from College A and the chairperson from College Z--reported that they did not know whether the foundations had developed a written, strategic plan.

Differences, Colleges A, B, C--Strategic Plan Prepared by the Foundation--All Respondents. Only one foundation director and one college president from the same college (College A) reported that their foundation board of directors had developed a strategic plan with goals they prepared. The board chairperson was not certain whether the foundation board of directors had developed a strategic plan.

Differences, Colleges XYZ--Strategic Plan Prepared by the Foundation--All Respondents. The foundation director from College X reported that the foundation had developed a strategic plan whereas the president and board of trustees chairperson reported that no foundation strategic plan existed. The presidents from Colleges Y and Z reported that no strategic plan existed. The board of trustees chairperson from College Y reported that no strategic plan existed, and the board of trustees chairperson from College Z reported that he did not know whether a strategic plan existed.

Differences, Colleges ABC and Colleges XYZ--All Respondents. Of the foundations that received the greatest amount of external gifts, one out of three foundation directors and presidents reported that their foundation had developed a Strategic Plan; the board of trustees chairperson did not know whether such a plan had been developed. Of the foundations that received the least amount of external gifts, three presidents reported that a Strategic Plan had not been developed. The only foundation director and a board of trustees chairperson reported that a Strategic Plan had been developed. Another board of trustees chairperson did now know whether a plan had been devised. In summary, it appeared that the majority of college foundations did not have a strategic plan. Foundation directors, presidents, and board of trustees chairpersons seemed to disagree on this topic; and, in general, board of trustees chairpersons did not seem to be all that aware of the types of plans their own foundations had developed.

7. Relationship of the Board of Trustees to the Foundation as Reported by the Foundation Directors, College Presidents, and Board of Trustee Chairpersons.

Community College Foundation Directors: Relationship of the Board of Trustees to the Foundation. According to community college foundation directors, community college boards of trustees did communicate with their affiliated foundations by virtue of trustee representation on the foundation board. The majority of sample community college foundation directors appeared to view the relationship of the board of trustees as advisory and supportive. Foundation directors indicated that the board of trustees approved only that portion of the college budget allocated to the foundation, e.g., staff salaries. Foundation matters, they stated, were handled by the foundation board of directors. Financial reports were generated and presented for information and receipt to the college board of trustees by the foundation director, foundation chairperson, or, in those cases where no foundation director was employed, by the community college president.

Colleges ABC--Foundation Director Responses: Relationship of the Board of Trustees to the Foundation. The foundation director of Foundation A reported that three college trustees served as voting members of the foundation board of directors. College trustees served on committees for all fundraising campaigns and assisted with cultivation, prospect identification, and solicitation. The board of trustees approved general parameters/policy within which the foundation operated.

The foundation director of Foundation B reported that two college trustees were appointed to the foundation board. The foundation submitted quarterly progress reports to the college board of trustees. The college trustees annually approved the Resource Development Budget (under whose auspices the foundation fell), reviewed foundation reports, and approved continued operating support for the foundation. (Personnel salaries were paid by the college.)

The foundation director for College C reported that the college board of trustees authorized the foundation's incorporation in the 1960s. The board of trustees, in general, received information about foundation activities, audit reports, and so on.

Colleges XYZ--Foundation Director Responses: Relationship of the Board of Trustees to the Foundation. The foundation director of College X reported that the relationship of the College board of trustees to the foundation was advisory. In addition, a supportive relationship--one that promoted the mission of the college foundation and advanced the objectives of the foundation in the community through communication and support--was adopted.

No foundation director was employed by College Y. The community college president functioned as the foundation director, with assistance from the volunteer foundation board. Likewise, no foundation director was employed by College Z. The community college president functioned as the foundation director with assistance from the volunteer foundation board.

Differences, Colleges A, B, C and Colleges X, Y, Z--Foundation Directors. The chief difference appeared to be the approval or receipt of foundation budgets/activities. If the college assumed payment of, for example, salaries or other activities, the item was approved rather than received by the board of trustees at a formal college meeting. If the salaries/activities were paid by the foundation, the report of such was presented to the board as an information item. Other items like progress toward goals were also received by the board of trustees from the foundation board of directors. Foundation directors seemed to agree that the board of trustees served an advisory and supportive function with respect to the foundation board of directors. In addition, a communication link existed between the two bodies, with the membership of trustees on the foundation boards of the majority of sample colleges.

Community College President Responses: Relationship of the Board of Trustees to the Foundation. Like the foundation directors, the community college presidents indicated that community college boards of trustees did communicate with their foundations by virtue of trustee representation on the foundation board. The presidents clearly described and emphasized the division between the foundation and the community college. Due to the status of the community college foundation as a non-profit 501(c)(3) organization, the foundation board of directors--not the college board of trustees--managed the foundation business. Because the foundation existed to serve specific needs of the college, foundation personnel did present information to the college board of trustees either during formal meetings, in the case of the larger community colleges, or over informal dinners, in the case of some of the smaller colleges. Information generally was received by the college board of trustees when it pertained to foundation action;

when action pertained to college policy, the board approved the matter when presented by the foundation. It appeared that community college boards of trustees, in any event, were informed of foundation affairs due to trustee representation on the foundation board of directors.

Colleges ABC--Community College President Responses: Relationship of the Board of Trustees to the Foundation. The president of College A reported that the college board of trustees was generally uninvolved with the foundation except that three of the board members were foundation board members and, thus, took action on major initiatives undertaken by the foundation.

The president of College B reported that the relationship between the board of trustees and the foundation was not nurtured by the foundation Board CEOs. The president reported that the board of trustees would never be more than generally involved in the foundation's business. The board of trustees and the foundation board had the same mission--they both existed to serve the college, he stated. (The reader should note that the College B Bylaws did not include the president of this college as an ex-officio member of the foundation as did the Bylaws of foundations in the sample.)

The president of College C reported that the college foundation was a non-profit 501(c)(3) organization. The college board of trustees cannot direct the foundation, he explained. If the board of trustees directed the foundation, the foundation would essentially be part of the same organization and not a separate 501(c)(3) non-profit organization.

Colleges XYZ--Community College President Responses: Relationship of the Board of Trustees to the Foundation. The President of College X reported that the community college board of trustees acted in an advisory capacity to the foundation. The College board of trustees was a policy-making entity solely for the community college, the president indicated.

The president of College Y reported that the foundation board of directors transacted all business of the foundation; however, if a matter could not be reconciled or determined, the board of trustees of the community college arbitrated the issue and decided the matter. The College Y board of trustees received reports--they did not approve the reports. A member of the board of trustees was a member of the foundation board of directors, and a member of the foundation board of directors was also a member of the college board of trustees.

The community college president of College Z reported that one member of the college board of trustees served as an ex-officio member of the foundation board. The foundation board presented information to the board of trustees regarding primarily gift progress.

Differences between Colleges ABC and XYZ--College Presidents. The presidents of Colleges A, B, and C reported that the board of trustees' relationship to the foundation, while advisory in nature, involved approval of college-related issues only. The separate nature of the 501(c)(3) nonprofit foundation status was evident in the researcher's discussions with these presidents. The foundation Articles of Incorporation for all colleges were the link between the college and the foundation because the Articles described the purpose of the foundation's existence, which was generally to serve the needs of the community college and the community it served. All of the foundation boards presented information to the college board of trustees, as a rule, for their information. Of the foundations at Colleges X, Y, and Z, one anomaly appeared to be a smaller college's subjection of an unresolved issue to the scrutiny of the college board of trustees for resolution when the issue could not be resolved by the foundation board of directors.

Community College Board of Trustees Chairperson Responses: Relationship of the Board of Trustees to the Foundation. College Board of Trustees--All four board chairpersons who were interviewed generally believed that the board had little involvement in the business of the foundation. Board members supported fundraising activities through participation and donations. However, the policy of the foundation was set by the foundation board of directors with no meddling by the body of the board of trustees as a whole. Again, because the foundation existed to serve the college, reports were prepared by the foundation board of directors including the number and amounts of gifts garnered by the foundation and presented to the board of trustees for their review of the foundation progress and financial health. One board of trustee chairperson reported that the college could exert legal control should the foundation mismange monies. Foundation Articles of Incorporation set forth the legal conditions upon which the foundation functioned and, as such, the foundation was legally bound to these conditions, the chairperson explained.

Colleges ABC--Board of Trustees Chairperson Responses: Relationship of the Board of Trustees to the Foundation. The board chairperson from College A reported that she believed the board possessed authority over the foundation in that the trustees could legally hold the foundation responsible for decisions regarding how external gifts were handled. She indicated that the board of trustees accepted and approved foundation audit reports. (The reader should note that foundation personnel salaries at College A were paid by the college).

The board chairpersons from Colleges B and C were unavailable for comment. However, the foundation board of directors chairperson reported that although some members of the college board of trustees members had attended fundraising events, they were generally uninvolved in foundation business except for affiliation on the foundation Board of Directors.

<u>Colleges XYZ--Board of Trustees Chairperson Responses: Relationship of the Board of Trustees to the Foundation</u>. The board Chairperson from College X reported that the trustees approved the roster of foundation directors. The relationship of the board of trustees to the foundation was a perfunctory one as a member of the college board of trustees was also a member of the foundation board of directors.

The board of trustees chairperson from College Y reported that a "hands off" policy was followed after the board of trustees selected one of its members to serve on the college foundation board.

The college board chairperson from College Z reported that the board of trustees had a good relationship to the foundation, but it was one of little involvement. The budget, finance reports, and activities suggested to raise money were discussed and shared over an informal dinner on a quarterly basis, he reported.

<u>Differences, Colleges ABC and Colleges XYX--College Boards of Trustees Chairpersons</u>. Little difference existed between the responses of the board chairpersons from Colleges A, B, and C and those from Colleges X, Y, and Z. In general, the board of trustees was minimally involved in foundation business, with the exception of approving

college budget items and any noncompliance issues relating to the foundation Articles of Incorporation. The chairpersons and foundation officers of colleges (which also had the lowest enrollments) appeared to be more informal in their decision making than the boards of trustees of Colleges A, B, and C.

8. Responses to Who Paid for the Development Director/Development Staff--College or Foundation.

Colleges A, B, and C. College A's development/foundation director and staff were paid by the college. College B's Director of Resource Development (under whose auspices the foundation operates) and staff were paid by the college. College C's Dean of Marketing/Development and staff were paid by the college.

Colleges X, Y, and Z. College X's half-time foundation director and staff were paid by the foundation. Colleges Y and Z employed no foundation directors. The community college president and the volunteer foundation board of directors carried out the college's fundraising role.

Colleges A, B, C and Colleges X, Y, Z, Differences. Of the three foundations at Colleges A, B, and C, all salaries for the development/foundation directors and staff were paid by the colleges. Of the three foundations at Colleges X, Y, and Z, salaries for the foundation director and staff at College X were paid by the foundation. Colleges Y and Z did not employ a development/foundation director.

9. Relationship of the College to the Foundation--Fundraising Expenses--Responses to Who Pays for the Foundation Fundraising Expenses--the College or the Foundation.

Colleges A, B, and C. Fundraising expenses of hosting events/activities, printing, and mailing for the foundations at Colleges A and B and were paid with community college revenues. Similar expenses for the foundation at College C were paid by the foundation.

Colleges X, Y, and Z. The foundations at Colleges X and Y paid for fundraising expenses using the foundation budget. The foundation at College Z used both college and foundation monies for fundraising expenses, depending on the nature of the activity.

Differences Between Foundations ABC and Foundations XYZ--Assumption of Fundraising Expenses. Two out of three colleges affiliated with foundations receiving the greatest amount of external gifts paid for foundation expenses. In contrast, two out of three foundations receiving the least amount of external gifts paid for their own fundraising expenses from their foundation budgets.

10. Responses to Whether or Not All External Funds Received by the College Are Channeled Through the College's Foundation.

Colleges A, B, and C--Foundation Directors. The foundation directors from Colleges B and C reported that not all of the external funds received by their colleges were channeled through the college's foundation.

Colleges A, B, and C--College Presidents. The presidents from colleges A, B, and C reported that not alllof the external funds received by the college were channeled through the college's foundation.

Colleges A, B, and C--Board of Trustees Chairpersons. The board of trustees chairperson at College A stated he did not know whether all external funds received by the college were channeled through the college's foundation.

Colleges X, Y, and Z--Foundation Directors. The foundation director from College X reported that all external funds received by the college were channeled through the college's foundation.

Colleges X, Y, and Z--Presidents. The presidents of Colleges X and Z reported that not all external funds received by the college were channeled through the college's foundation. The president of College Y reported that all funds except general fund monies were channeled through the college's foundation.

Colleges X, Y, and Z--Board of Trustees Chairpersons. The board of trustees chairperson from College X reported that all monies were channeled through the foundation. The chairperson from College Z was not certain whether all funds were channeled through the foundation. The chairperson from College Y did not respond to this question.

Differences, College ABD and Colleges XYZ. Two of the foundation directors from Colleges A, B, and C reported that not all external funds were channeled through the foundation. On the other hand, the half-time foundation director at College X--the only director employed by the colleges in this group--reported that all funds were channeled through the foundation.

The three presidents from Colleges A, B, and C reported that not all funds were channeled through the foundation. Likewise, the three presidents from Colleges X, Y, and Z indicated that not all funds were channeled through the foundation.

The board chairperson from College A did not know whether all funds were channeled through the foundation, nor did one of the board chairpersons from the foundations receiving the least amount of external gifts. One chairperson from the latter group reported that all funds were channeled through the foundation, and the third did not respond.

11a. <u>Colleges A, B, and C, Extent of College Personnel Involvement in Establishing Overall Administrative Policy for the Fundraising Program--Foundation Director Responses</u>.

<u>College A, Foundation Director Responses</u>. The foundation director at College A reported the following:

1. The president was generally involved in establishing overall administrative policy for the fundraising program.
2. The board of trustees was generally uninvolved.
3. The foundation board of directors was very uninvolved.
4. The chief development officer was very involved.
5. The chief advancement officer (See chief development officer.)
6. The college faculty were very uninvolved.

<u>College B, Foundation Director Responses</u>. The foundation director at College B reported the following:

1. The president was very involved in establishing overall administrative policy for the fundraising program.
2. The board of trustees was generally uninvolved.
3. The foundation board of directors was generally involved.
4. The chief development officer was very involved
5. The chief advancement officer (See chief development officer.)
6. The college faculty were very uninvolved.

College C. Foundation Director Responses. The foundation director at College C reported the following:

1. The president was very involved in establishing overall administrative policy for the fundraising program.

2. The board of trustees was generally uninvolved.

3. The board of directors was generally involved.

4. The chief development officer (See chief advancement officer.)

5. The chief advancement officer was very involved.

6. The college faculty were generally uninvolved.

Colleges A, B, and C. Foundation Director Responses--Summary. Among the college foundations that received the greatest amount of external gifts, responses to how involved college personnel were in establishing the overall administrative policy for the fundraising program were as follows: Presidents: Two foundation directors reported that the president was very involved, and one reported that the president was generally involved. Board of Trustees: Two foundation directors reported that the board of trustees was generally uninvolved, and one reported that the board was generally involved. Foundation Board of Directors: Two foundation directors reported that the foundation board was generally involved, and one reported that the foundation board was very uninvolved. Chief Development Officer: Two foundation directors reported that the chief development officer was very involved. The third foundation director responded to the category of chief advancement officer and reported that person to be very involved. College faculty marks ranged from very uninvolved, to generally uninvolved, to generally involved.

The researcher concluded from the preceding responses that the foundation directors generally believed that the community college presidents were very involved in establishing overall administrative policy for the fundraising program; that the college board of trustees were generally uninvolved; that the foundation board of directors were generally involved; that the chief development (foundation)/advancement officers were very involved; that the college faculty were generally involved to very uninvolved; and that the "other" category did not apply.

11a. (cont'd) **Colleges X, Y, and Z, Extent of College Personnel Involvement in Establishing Overall Administrative Policy for the Fundraising Program--Foundation Director Responses.**

College X, Foundation Director Responses. The foundation director reported the following:

1. The president was very involved in establishing overall administrative policy for the fundraising program.
2. The board of trustees was generally involved.
3. The foundation board of directors was very involved.
4. The chief development officer was very involved.
5. The chief advancement officer (See chief development officer.)
6. The college faculty were generally uninvolved.
7. Other: The alumni association was generally involved

College Y, Foundation Director Responses. A foundation director was not employed at College Y.

College Z. Foundation Director Responses. A foundation director was not employed at College Z.

Colleges X, Y, and Z. Foundation Director Responses--Summary of Responses from the only Foundation Director Employed. Of those college foundations that received the least amount of external funds, responses to how involved college personnel were in establishing the overall administrative policy for the fundraising program were listed above.

Colleges A, B, and C and College X. Foundation Director Responses--Differences. The researcher concluded from the preceding responses that both groups of foundation directors (those receiving the greatest amount of external funds--A, B, C-- and those receiving the least amount of external gifts--X (the only foundation director employed within the College X, Y, Z group), believed that the college presidents were very involved in establishing overall administrative policy for the fundraising program. Whereas the foundation directors from Colleges A, B, and C believed that the board of trustees were generally uninvolved, the foundation director from College X, representing the foundations that received the least amount of external gifts, believed that the board of trustees was generally involved. Both the ABC group and the Foundation X Director believed that the chief development (foundation director)/advancement officers were very involved. Whereas the ABC group labeled the faculty generally involved to very uninvolved, the Foundation X Director believed the faculty were generally uninvolved--all respondents appeared to believe the faculty were not involved in establishing overall administrative policy for the fundraising program. While the ABC group did not respond to the "Other" category, the Foundation X Director reporting "other" included the alumni association. The alumni association at College X served as "friend raisers" who strove to enhance the image of both the college and the foundation.

11a. (cont'd) **Colleges A, B, and C, Fundraising Program Policy--Extent of College Personnel Involvement in Establishing Overall Administrative Policy for the Fundraising Program--College President Responses.**

College A, College President Responses. The president of College A reported the following:

1. The president was very involved in establishing overall administrative policy for the fundraising program.

2. The board of trustees was generally uninvolved.

3. The foundation board of directors was very uninvolved.

4. The chief development officer was very involved.

5. The chief advancement officer was very involved (same person/position as above)

6. The college faculty were generally uninvolved.

7. Other: Volunteers were generally involved.

College B, College President Responses. The president of College B reported the following:

1. The president was very involved in establishing overall administrative policy for the fundraising program.

2. The board of trustees was generally involved.

3. The foundation board of directors was generally involved.

4. The chief development officer was very involved.

5. The chief advancement officer--none employed.

6. The college faculty were generally involved.

7. Other: Staff were very involved (Included were administrators, management staff, and other staff). The College B President stated that any foundation ignoring its employees was shortchanging itself because, among the staff, were many eager "doers."

College C, College President Responses. The president of College C reported the following:

1. The president was very involved in establishing overall administrative policy for the fundraising program.

2. The board of trustees was generally uninvolved.

3. The foundation board of directors was generally involved.

4. The chief development officer (same person/position as below.)

5. The chief advancement officer was very involved.

6. The college faculty were generally uninvolved.

Colleges A, B, and C, College President Responses--Summary of Responses. Of those foundations that received the greatest amount of external gifts, responses to how involved College personnel were in establishing the overall administrative policy for the fundraising program were as follows: Presidents: All presidents reported that the president was very involved and one reported that the president was generally involved. Board of Trustees: Two presidents reported that the board of trustees was generally uninvolved and one reported that the board was generally involved. Foundation Board of Directors: Two presidents reported that the foundation board was generally involved, and one reported that the foundation director board was very uninvolved. Chief Development (Foundation)/Advancement officer: All presidents reported that the chief development (foundation)/advancement officer was very involved. Two presidents reported that the college faculty was generally uninvolved; the third president reported general involvement.

The researcher concluded from the preceding responses that the ABC group of college presidents generally believed that the community college presidents were very involved in establishing overall administrative policy for the fundraising program; that the college board of trustees was generally uninvolved; that the foundation board of directors was generally involved; that the chief development (foundation)/advancement officers were very involved; that the college faculty were generally uninvolved; and that "others" referred to volunteers who were generally involved and to staff who were very involved.

11a. (cont'd) **Colleges X, Y, and Z, Fundraising Program Policy--Extent of College Personnel Involvement in Establishing Overall Administrative Policy for the Fundraising Program--College President Responses**.

College X, College President Responses. The president of College X reported the following:

1. The president was very involved in establishing overall administrative policy for the fundraising program.

2. The board of trustees was very uninvolved.

3. The foundation board of directors was very involved.

4. The chief development officer was very involved.

5. The chief advancement officer--none employed.

6. The college faculty were very uninvolved.

7. Other: alumni association were generally involved.

College Y. College President Responses. The President of College Y reported the following:

1. The president was very involved in establishing overall administrative policy for the fundraising program.

2. The board of trustees was generally uninvolved.

3. The foundation board of directors was very involved.

4. The chief development officer--n/a--none employed.

5. The chief advancement officer--none employed.

6. The college faculty were generally uninvolved.

7. Other: students were generally involved.

College Z. College President Responses. The president of College Z reported the following:

1. The president was very involved in establishing overall administrative policy for the fundraising program.

2. The board of trustees was generally involved.

3. The foundation board of directors was generally involved.

4. The chief development officer--none employed.

5. The chief advancement officer--none employed.

6. The college faculty were generally uninvolved.

Colleges X, Y, and Z, College President Responses--Summary of Responses from College Presidents.

Of those college foundations that received the least amount of external gifts, responses to how involved college personnel were in establishing the overall administrative policy for the fundraising program were as follows: Presidents: All presidents reported that the president was very involved. Board of Trustees: Presidents reported that the board of trustees was not very involved. Foundation Board of Directors: Presidents reported that the foundation board of directors were involved. Chief Development (Foundation)/Advancement Officer: The president of the college that employed a foundation director reported that the chief development (foundation)/advancement officer was very involved. Presidents reported that the college faculty were generally uninvolved.

The researcher concluded from the preceding responses that the college presidents generally believed that the community college presidents were very involved in establishing overall administrative policy for the fundraising program; that the college board of trustees was not very involved; that the foundation board of directors was involved; that the only chief development (foundation director)/advancement officer employed was very involved; that the college faculty was generally uninvolved; and that the "other" referred to volunteers who were generally involved and to staff who were very involved.

College Foundations A, B, and C and College Foundations X, Y, and Z--President Responses to Personnel Involvement in Establishing Overall Administrative Policy for the Fundraising Program--Differences. Presidents from both groups, ABC and XYZ, believed that the community college president was very involved. Both believed that their board of trustees was not very involved but that the foundation board of directors was generally involved. Both believed that the development (foundation)/advancement directors were very involved but that the faculty were generally uninvolved. Both believed that staff were very involved and that volunteers were generally involved.

11a. (cont'd) **Colleges A, B, and C, Fundraising Program Policy--Extent of College Personnel Involvement in Establishing Overall Administrative Policy for the Fundraising Program--College Board of Trustees Chairperson Responses**.

College A, College Board of Trustees Responses. The board chairperson from College A reported the following:

1. The president was very involved in establishing overall administrative policy for the fundraising program.
2. The board of trustees was generally uninvolved.
3. The foundation board of directors were very uninvolved.
4. The chief development officer was very involved.
5. The chief advancement officer (see chief development officer.)
6. The college faculty were very uninvolved.

College B, College Board of Trustees Chairperson Responses. The board chairperson from College B did not participate in the study.

College C, College Board of Trustees Chairperson Responses. The board chairperson from College C did not participate in the study.

ABC College Board of Trustees Chairperson Responses The chairperson from College A was the only one participating in the study from the ABC group. That individual's responses are listed above.

11a. (cont'd) **Colleges X, Y, and Z, Fundraising Program Policy--Extent of College Personnel Involvement in Establishing Overall Administrative Policy for the Fundraising Program--College Board of Trustees Chairperson Responses.**

College X Board of Trustees Chairperson Responses. The board chairperson from College X reported the following:

1. The president was very involved in establishing overall administrative policy for the fundraising program.

2. The board of trustees was generally uninvolved.

3. The foundation board of directors was very involved.

4. The chief development officer was very involved.

5. The chief advancement officer (see chief development officer.)

6. The college faculty were very uninvolved.

College Y, College Board of Trustees Chairperson Responses. The board chairperson from College Y reported the following:

1. The president was very involved in establishing overall administrative policy for the fundraising program.

2. The board of trustees was generally uninvolved.

3. The foundation board of directors was generally involved.

4. The chief development officer--none employed.

5. The chief advancement officer--none employed.

6. The college faculty was generally uninvolved.

College Z, College Board of Trustees Chairperson Responses. The board chairperson from College Z reported the following:

1. The president was generally involved in establishing overall administrative policy for the fundraising program.

2. The board of trustees was very involved.

3. The foundation board of directors--The chairperson stated he did not know how involved this group was in establishing overall administrative policy.

4. The chief development officer--none employed.

5. The chief advancement officer--none employed.

6. The college faculty was generally uninvolved.

Colleges X, Y, and Z, College Board of Trustees Chairperson Responses--Summary of Responses. Of those college foundations that received the least amount of external gifts, responses to how involved college personnel were in establishing the overall administrative policy for the fundraising program were as follows: Presidents: Two of three board of trustees chairpersons believed the president was very involved. Board of Trustees: Two of the three chairpersons reported that the board of trustees were very involved. Foundation Board of Directors: Chairpersons reported that the board of directors were very to generally involved. Chief Development (Foundation)/Advancement Officer: Not applicable because Colleges Y and Z did not employ foundation directors. Two of the three board chairpersons reported that the college faculty were generally uninvolved.

The researcher concluded from the preceding responses (Foundation A and Foundations XYZ) that the college board of trustees chairpersons generally believed that the community college presidents were very involved in establishing overall administrative policy for the fundraising program and that the college board of trustees was generally uninvolved. The board chairperson from College A reported that the foundation board of directors was very uninvolved in setting overall administrative policy for the fundraising program; but the XYZ group believed the foundation directors were involved. Both groups believed that the Chief development (foundation)/Advancement officers employed were very involved and that the college faculty were uninvolved in this issue.

Differences Between Foundations ABC and Foundations XYZ, Board of Trustees Chairpersons Responses to Personnel Involvement in Establishing Overall Administrative Policy for the Fundraising Program. Chairpersons from both groups, ABC and XYZ, believed that the community college presidents were very involved. Both believed that the board of trustees was not very involved. The ABC group believed that the foundation board of directors was very involved whereas the XYZ group believed the foundation board was generally involved. Both believed that the development (foundation)/advancement directors were very involved and that the faculty were generally uninvolved. Likewise, both believed that staff were very involved and that volunteers were generally involved.

11b. College A, B, and C, Fundraising Program Policy--Extent of College Personnel Activity in Raising Funds for the Institution--Foundation Director Responses.

College A, Foundation Director Responses. The foundation director at College A reported the following:

1. The president was very active in raising funds for the institution.

2. The board of trustees was generally active.

3. The foundation board of directors was very active.

4. The chief development officer (foundation)/advancement officer) was very active.

5. The college faculty were generally inactive.

6. Other: Volunteers were very active.

College B, Foundation Director Responses. The foundation director at College B reported the following:

1. The president was very active in raising funds for the institution.

2. The board of trustees was generally inactive.

3. The foundation board of directors was generally active.

4. The chief development officer (foundation/advancement officer) was very active.

5. The college faculty were generally active.

6. Fundraising volunteers were very inactive.

College C, Foundation Director Responses. The foundation director at College C reported the following:

1. The president was very involved in raising funds for the institution.

2. The board of trustees was generally inactive.

3. The foundation board of directors was generally active.

4. The chief development officer (foundation/advancement officer) was very active.

5. The college faculty were generally inactive.

6. Fundraising volunteers were generally active.

Colleges A, B, and C, Foundation Director Responses--Summary of Responses--Extent of College Personnel Activity in Raising Funds for the Institution. Among the college foundations that received the greatest amount of external gifts, responses to the level of college personnel activity in raising funds for the Institution were as follows: Presidents: all foundation directors reported that the president was very active. Board of Trustees: Two foundation directors reported that the board of trustees was generally inactive and one reported that the board was generally active. Foundation Board of Directors: Foundation directors reported that the foundation board was generally active to very active. Chief Development (Foundation)/Advancement Officer: All foundation directors reported that the chief development (foundation)/advancement officer was very active. Foundation directors reported that the college faculty were generally active to generally inactive. One foundation director reported that volunteers were very active in raising funds for the institution.

The researcher concluded from the preceding responses that the foundation directors generally believed that the community college presidents were very involved in raising funds for the community college; that the college board of trustees was generally inactive (however, one foundation director stated the trustees were generally active); that the foundation board of directors was generally active to very active; that the chief development (foundation)/advancement officers were very active; that the college faculty were generally active to generally inactive; and that the volunteers were very active in raising funds for the institution.

11b. (cont'd) **Colleges X, Y, and Z, Fundraising Program Policy--Extent of College Personnel Activity in Raising Funds for the Institution--Foundation Director Responses**.

College X, Foundation Director Responses. The foundation director at College X reported the following:

1. The president was very active in raising funds for the institution.
2. The board of trustees was generally active.
3. The foundation board of directors was very active
4. The chief development officer (foundation director)/advancement officer was very active.
5. The college faculty were generally inactive.
6. Fundraising volunteers were generally inactive

The foundation director reported that the alumni association, while generally inactive, planned to become more visible as additional members were recruited and the group gained visibility in the community.

7. Other: Generally Inactive

College Y, Foundation Director Responses. No foundation director was employed by College Foundation Y.

College Z, Foundation Director Responses. No foundation director was employed by College Foundation Z.

Colleges X, Y, and Z, Foundation Director Responses--Summary of Responses. Responses from the only foundation director employed in the XYZ group are listed above. The researcher concluded from the preceding responses that the foundation directors generally believed that the community college presidents were very active in raising funds for the institution; that the college board of trustees was generally active to generally inactive; that the foundation board of directors was very active to generally active; that the chief development (foundation)/advancement officers were very active; that the college faculty were generally inactive (one director reported generally active); and that fundraising volunteers were very active to very inactive, depending on the college foundation.

Differences Between Foundations ABC and Foundation X (the Only Foundation Employing a Foundation Director from the XYZ Group). Foundation Director Responses Regarding the Extent of College Personnel Activity in Raising Funds for the Community College. The foundation director from Foundation X, one of the foundations that received the least amount of external gifts, reported that the board of trustees was generally active, whereas two of the three foundation directors from foundations that received the least amount of external gifts reported that their boards of trustees were generally inactive. In additon, the fundraising volunteers were reported to be less active than those of the ABC group--those foundations that received the greatest amount of external gifts.

11b. (cont'd) **Colleges A, B, and C, Fundraising Program Policy--Extent of College Personnel Activity in Raising Funds for the Institution--President Responses**

College A, College President Responses. The president of College A reported the following:

1. The president was very active in raising funds for the institution.
2. The board of trustees was generally inactive.

3. The foundation board of directors was generally inactive.

4. The chief development officer (foundation)/advancement officer was very active.

5. The college faculty were generally inactive.

6. Fundraising volunteers were very active.

College B Foundation, College President Responses. The president of College B reported the following:

1. The president was very active in raising funds for the institution.

2. The board of trustees was generally inactive.

3. The foundation board of directors was generally inactive.

4. The chief development (foundation)/chief advancement officer was very active.

5. The college faculty were generally active.

6. Fundraising volunteers were generally inactive.

7. Other: Staff/community members who secured funding for community college projects were generally active. Occasionally the community informed the foundation board of directors or the college board of trustees of specific funding sources that could be garnered for community college use.

The president of College B reported that he envisioned for the future a cadre of college retirees and alumni who would volunteer to raise funds for the community college.

College C Foundation, College President Responses. The president of College C reported the following:

1. The president was very active in raising funds for the institution.

2. The board of trustees was generally inactive.

3. The foundation board of directors was generally active.

4. The chief development (foundation)/chief advancement officer was very active.

5. The college faculty were generally inactive.

6. Fundraising volunteers were generally active.

Colleges A, B, and C, College President Responses--Summary of Responses--Extent of College Personnel Activity in Raising Funds for the Institution. Among the college foundations that received the greatest amount of external gifts, responses to the extent of college personnel activity in raising funds for the institution were as follows: College Presidents: All presidents reported that the president was very active. Board of Trustees: All presidents reported that the board of trustees was generally inactive. Foundation Board of Directors: Presidents reported that the foundation Board was generally active to generally inactive. Chief Development (Foundation)/Advancement Officer: All presidents reported that the chief development (foundation)/advancement officer was very active. Presidents reported that the college faculty were generally active to generally inactive. The presidents each provided different responses regarding volunteer activity; reports ranged from volunteers being very active to generally inactive in raising funds for the institution.

The researcher concluded from the preceding responses that the ABC College Presidents generally believed that the presidents were very involved in raising funds for the community college; that the college board of trustees were generally inactive--

however, one president stated the trustees were generally active; that the foundation board of directors was generally active to very active; that the chief development (foundation)/advancement officers were very active; that the college faculty were generally active to generally inactive; and that volunteers were very active in raising funds for the institution.

11b. (cont'd) **Colleges X, Y, and Z, Fundraising Program Policy--Extent of College Personnel Activity in Raising Funds for the Institution--President Responses**.

College X, President Responses. The President of College X reported the following:

1. The president was generally active in raising funds for the Institution.
2. The board of trustees was very inactive.
3. The foundation board of directors was generally active.
4. The chief development (foundation)/Advancement officer was very active.
5. The college faculty were generally inactive.
6. Fundraising volunteers were generally active.
7. Other: Generally Inactive.

College Y Foundation, College President Responses. The president of College Y reported the following:

1. The president was very active in raising funds for the Institution.
2. The board of trustees was generally inactive.
3. The foundation board of directors was generally active.
4. The chief development (foundation)/advancement officer: None employed.

5. The college faculty were generally inactive.

6. Fundraising volunteers were generally inactive.

7. Other: Students were generally active.

College Z Foundation, Foundation Director Responses. The president of College Z reported the following:

1. The president was very active in raising funds for the institution.

2. The board of trustees was generally active.

3. The foundation board of directors was generally active.

4. The chief development (foundation)/advancement officer--none was employed.

5. The college faculty were generally inactive.

6. Fundraising volunteers were generally active.

Colleges X, Y, and Z, President Responses--Summary of Responses--Extent of College Personnel Activity in Raising Funds for the Institution. The researcher concluded from the preceding responses that the presidents generally believed the following about the extent of college personnel activity in raising funds for their institutions. They, themselves, as community college presidents, were generally active to very active in raising funds for the institution; the college board of trustees was generally active to very inactive; the foundation board of directors was generally active; the chief development (foundation director))/advancement officer was very active (only College President X responded to this questions since College Foundation Y and Z did not employ a foundation director); the college faculty was generally inactive; fundraising volunteers were generally active to generally inactive, depending upon the college foundation.

Differences Between Foundations A, B, and C and X, Y, and Z, President Responses--Extent of College Personnel Activity in Raising Funds for the Community College.

College presidents from the ABC Colleges reported themselves to have been very active in raising funds for their institutions. The president of College X reported that he was generally active in raising funds for his institution, whereas the presidents of Colleges Y and Z reported that they were very active. Therefore, it appeared that the ABC group Presidents--the group whose foundations received the greatest amount of external funds--were more active than the XYZ group Presidents--the group receiving the least amount of external funds. As a total group, however, the presidents appeared to be very active in raising funds for their community colleges.

Regarding the board of trustees, two out of three presidents from the ABC College group, reported that their board of trustees was generally inactive in raising funds for the institution. The College X President reported that his board was very inactive in raising funds, while the College Y President reported that his board was generally inactive, and the College Z President reported his board was generally active. It appeared, therefore, that Colleges ABC as a board of trustees group and Colleges XYZ as a board of trustees group were both inactive in raising funds for their institutions.

It appeared that the foundation board of directors from the ABC group were inactive as compared to the XYZ group, which the college presidents reported to be generally active. This finding led the researcher to conclude that the foundation board of directors representing the foundations that received the least amount of external funds were more active in fundraising than those representing the foundations that received the greatest amount of external funds.

College faculty from the ABC group appeared to be active to inactive, whereas faculty from the XYZ group were reported to be generally inactive. Thus, it appeared that the ABC faculty group was more active than the XYZ group.

Regarding fundraising volunteers, those at Colleges A, B, and C were very active to generally inactive. The presidents of Colleges X and Z Presidents reported that their volunteers were generally active, whereas the president of College Y reported that his volunteers were generally inactive. In general, the two respondents whose colleges sponsored alumni associations reported their volunteers to be more active than did respondents whose colleges sponsored no alumni association.

11b. (cont'd) Colleges A, B, and C, Fundraising Program Policy--Extent of College Personnel Activity in Raising Funds for the Institution--Board of Trustees Chairperson Responses.

College A, Board of Trustees Chairperson Responses. The board chairperson from College A reported the following:

1. The president was very active in raising funds for the institution.
2. The board of trustees was generally active.
3. The foundation board of directors was generally active.
4. The chief development (foundation)/advancement) officer was very active.

5. The college faculty were generally inactive.

6. Fundraising volunteers were very active.

College B, Board of Trustees Chairperson Responses. The board chairperson from College B did not participate in the study.

College C Foundation, College Board of Trustees Responses. The board chairperson from College C did not participate in the study.

Colleges A, B, and C, College Board of Trustees Chairperson Responses, **Summary**--The responses from the only chairperson from the ABC group who participated in this study are listed above.

11b. (cont'd) Colleges X, Y, and Z, Fundraising Program Policy--Extent of College Personnel Activity in Raising Funds for the Institution--Board of Trustees Chairperson Responses.

College X, Board of Trustees Chairperson Responses. The board chairperson from College X reported the following:

1. The president was generally active in raising funds for the institution.

2. The board of trustees was generally active.

3. The foundation board of directors were generally active.

4. The chief development officer (foundation)/advancement officer was very active.

5. The college faculty were generally inactive.

6. Fundraising volunteers were generally inactive.

College Y, Board of Trustees Chairperson Responses. The board chairperson from College Y reported the following:

1. The president was very active in raising funds for the institution.

2. The board of trustees was generally inactive.

3. The foundation board of directors was generally active.

4. The chief development officer (foundation)/advancement officer--none employed.

5. The college faculty were generally inactive.

6. Fundraising volunteers were generally inactive.

College Z, Board of Trustees Chairperson Responses. The board chairperson from College Z reported the following:

1. The president was very active in raising funds for the Institution.

2. The board of trustees was generally inactive.

3. The foundation board of directors--the chairperson stated he did not know how active the board was in fundraising matters.

4. The chief development officer (foundation)/advancement officer--none employed.

5. The college faculty were generally inactive.

6. Fundraising volunteers--the chairperson stated he did not know how active volunteers were in fundraising matters.

Colleges X, Y, and Z, College Board of Trustee Chairperson Responses--Summary of Responses. The researcher concluded from the preceding responses that the college board of trustees generally believed that the community college presidents were very active in raising funds for the institution; that the college board of trustees was generally inactive (two out of three reported this); that the foundation board of directors was generally active (two of the three chairpersons reported them to be generally active in raising funds); that the chief development (foundation director)/advancement officers were very active; that the college faculty were generally inactive; and that fundraising volunteers were generally inactive.

Differences Between College A and Colleges X, Y, and Z, Board of Trustees Chairperson Responses--Extent of College Personnel Activity in Raising Funds for the Community College. The only board chairperson reporting that the college president was generally active in fundraising was the one responding from College X--both the chairperson and the president reported the same answer. The respondent from the ABC group stated the president was very active in fundraising for the institution. In conclusion, two of the chairpersons from the XYZ group reported that the college presidents were very actively engaged in fundraising. As a whole, chairpersons from both the ABC group and the XYZ group reported that their college presidents were active fundraisers; an exception was one college chairperson from the XYZ group who reported that the president had been generally active.

Two board chairpersons categorized the boards of trustees--themselves--as generally active in fundraising, and two categorized themselves as generally inactive. The only board chairperson from the ABC group--the colleges whose foundations garnered the greatest amount of external funds--reported that she was generally active in raising funds for the institution. The board chairperson from College X, whose foundation ranked fourth largest in terms of the amount of external funds raised, also categorized himself as generally active in raising funds for his institution. Two of the three chairpersons from colleges whose foundations received the least amount of external funds categorized themselves as having been generally inactive with respect to raising funds for their institution

In conclusion, of the four chairpersons who participated in this study, the one representing a college whose foundation received the greatest amount of external funds characterized herself as generally active. In contrast, the chairpersons from the two colleges that received the least amount of external funds saw themselves as generally inactive.

Regarding the foundation board of directors, the board of trustees chairperson from the ABC group ranked that group as generally active in raising funds for the institution. Likewise, two of the chairpersons from the XYZ group also ranked the foundation board of directors as active participants in raising funds for the institution, whereas the third did not know how active the foundation board was.

Regarding the college faculty, the chairperson from the ABC group ranked the faculty as generally inactive in raising funds for the institution, and two of three chairpersons from the XYZ group also ranked the faculty as generally inactive. The third chairperson from the XYZ group ranked the faculty as generally active in raising funds. In summary, one trustee from each group--those receiving the greatest amount of external funds and those receiving the least amount of external funds--ranked the faculty as generally active. Therefore, it appeared that, as a whole, faculty from both the ABC and the XYZ groups were generally inactive in raising funds for their respective community colleges.

The only board chairperson participating in this study from the ABC group reported that the foundation's fundraising volunteers were very active in raising funds for the institution, and one chairperson from the XYZ group reported that the volunteers were generally inactive. The College Z board chairperson did not know how active the volunteers were. Therefore, with only two responses from each group, the ABC group, whose foundations garnered the greatest amount of external funds appeared to have volunteers who were more active than those from the XYZ group, which received the least amount of external funds.

11c. Colleges A, B, and C, Fundraising Program Policy--Extent of College Personnel Involvement in Evaluating the Fundraising Program--Foundation Director Responses.

College A, Foundation Director Responses. The foundation director at College A reported the following:

1. The president was very involved in evaluating the fundraising program.
2. The board of trustees was generally involved.
3. The foundation board of directors was very involved.
4. The chief development (foundation)/chief advancement officer was very involved.
5. The college faculty were very uninvolved.
6. Fundraising Volunteers were very active.

College B, Foundation Director Response. The foundation director at College B reported the following:

1. The president was very involved in evaluating the fundraising program.

2. The board of trustees was generally involved.

3. The foundation board of directors was generally involved.

4. The chief development (foundation)/chief advancement officer was very involved.

5. The college faculty were very uninvolved.

6. Fundraising volunteers were very uninvolved.

College C, Foundation Director Responses. The foundation director at College C reported the following:

1. The president was very involved in evaluating the fundraising program.

2. The board of trustees was generally uninvolved.

3. The foundation board of directors was generally involved.

4. The chief development (foundation)/chief advancement officer was very involved.

5. The college faculty were generally uninvolved.

6. Fundraising volunteers were generally involved.

Colleges ABC, Foundation Director Responses--Summary of Responses--Involvement of College Personnel in Evaluating the Fundraising Program. Among those college foundations that received the greatest amount of external gifts, responses to the involvement of college personnel in evaluating the fundraising program were as follows: College Presidents: All three foundation directors reported that their Presidents were very active. Board of Trustees: Two of three foundation directors reported that the board of trustees was generally involved; the third reported general uninvolvement. Foundation Board of Directors: Two of three foundation directors reported that their foundation boards were generally involved; the third (College A) reported the board was very involved in evaluation. Chief Development (Foundation Director)/Advancement officer: All three foundation directors reported that the chief development (foundation)/advancement officer was very active. Two of three foundation directors reported that the college faculty were very uninvolved in evaluating the fundraising program; the third reported that the faculty were generally uninvolved. The foundation directors each provided different responses regarding volunteer activity; reports ranged from volunteers being very involved in evaluating the fundraising program to their being very uninvolved. College C personnel reported their fundraising volunteers were generally involved.

The researcher concluded from the above-mentioned responses that the foundation directors generally believed that the community college presidents were very involved in evaluating the fundraising program; that the college board of trustees was generally involved; that the foundation board of directors was generally involved; that the chief development (foundation)/advancement officers were very involved in evaluation; that the college faculty were uninvolved in evaluating the fundraising program; and that the fundraising evaluation by volunteers appeared to have occurred at two colleges but not at the third, demonstrating involvement in evaluation by volunteers associated with foundations receiving the greatest amount of external funds.

11c. (cont'd) **Colleges X, Y, and Z, Fundraising Program Policy--Extent of College Personnel Involvement in Evaluating the Fundraising Program--Foundation Directors.**

College X, Foundation Director Responses. The foundation director at College X reported the following:

1. The president was generally involved in evaluating the fundraising program.

2. The board of trustees was generally involved.

3. The foundation board of directors was very involved.

4. The chief development (foundation director)/chief advancement officer was very involved.

5. The college faculty were generally uninvolved.

6. Fundraising volunteers did not evaluate the fundraising program.

College Y, Foundation Director Responses. No foundation director was employed at College Y.

College Z, Foundation Director Responses. No foundation director was employed at College Z.

Colleges XYZ, Summary of Responses, Foundation Director--Responses from the College X Foundation Director, the only foundation director employed from the XYZ Foundation group, are listed above.

Differences Between Colleges A, B, and C and College X, Foundation Director Responses--Involvement of College Personnel in Evaluating the Fundraising Program. Responses of foundation directors from Colleges ABC regarding the extent of involvement of the president differed from the response of the foundation director from College X, the only foundation director representing the foundations receiving the least amount of external funds. The College X foundation director reported that the president was generally involved in evaluating the fundraising program, whereas the ABC foundation directors reported that their presidents were very involved in evaluation. The College X foundation director also reported that the board of trustees was generally involved in evaluating the fundraising program--the same response as that provided by two of the three foundation directors associated with the foundations receiving the greatest amount of external funds. Regarding college faculty, the College X foundation director responded like those foundation directors whose colleges received the greatest amount of external funds--reporting that the faculty were generally uninvolved in evaluation. In conclusion, it appeared that not much difference existed between the two groups regarding the involvement of college personnel in evaluating the fundraising program, with only one foundation director reporting from the XYZ group.

11c. (cont'd) **Colleges A, B, and C, Fundraising Program Policy--Extent of College Personnel Involvement in Evaluating the Fundraising Program--College President Responses**.

College A Foundation, College Presidents. The president of College A reported the following:

1. The president was very involved in evaluating the fundraising program.
2. The board of trustees was generally uninvolved.
3. The foundation board of directors was generally uninvolved.
4. The chief development (foundation)/chief advancement officer was very involved.
5. The college faculty were generally uninvolved.
6. Fundraising volunteers were generally involved in evaluation.

College B. College President Responses. The president of College B reported the following:

1. The president was very involved in evaluating the fundraising program.

2. The board of trustees was generally involved.

3. The foundation board of directors was generally involved.

4. The chief development (foundation)/chief advancement officer was very involved.

5. The college faculty were very uninvolved.

6. Fundraising volunteers were very uninvolved.

College C Foundation. College President Responses. The president of College C reported the following:

1. The president was very involved in evaluating the fundraising program.

2. The board of trustees was generally uninvolved.

3. The foundation board of directors was generally involved.

4. The chief development (foundation)/chief advancement officer was generally involved.

5. The college faculty were generally uninvolved

6. Fundraising volunteers were generally involved.

Colleges A. B. and C. College President Responses--Summary of Responses--Involvement of College Personnel in Evaluating the Fundraising Program. Of those college foundations that received the greatest amount of external gifts, responses to the involvement of college personnel in evaluating the fundraising program were as follows: College Presidents: All college presidents reported that they were very involved in evaluating the fundraising program. Board of Trustees: Two of three presidents reported that the board of trustees was generally involved; the third reported general involvement. Foundation Board of Directors: Two of three foundation directors reported that their foundation boards were generally involved; the third (College A) reported that the board was generally uninvolved in evaluation. Chief Development (Foundation)/Advancement Officer: All three presidents reported that the chief development (foundation)/advancement officer was very involved in evaluating the fundraising program. Two of the three presidents reported that the college faculty were generally uninvolved in evaluating the fundraising program; the third president reported that the faculty were very uninvolved. Two of the three presidents reported that volunteers were generally involved in evaluating the fundraising program; the third reported that the volunteers were very uninvolved.

The researcher concluded from the preceding responses that the college presidents believed that they, themselves, were very involved in evaluating the fundraising program; that the college board of trustees was generally uninvolved; that the foundation board of directors was generally involved; that the chief development (foundation director)/advancement officers were very involved in evaluation; and that the college faculty were generally uninvolved in evaluating the fundraising program. Fundraising evaluation by volunteers appeared to have occurred at two colleges but not at the third; at those two colleges, involvement in evaluation of the fundraising program by volunteers was categorized by respondents as general involvement.

11c. (cont'd) **<u>Colleges X, Y, and Z, Fundraising Program Policy--Extent of College Personnel Involvement in Evaluating the Fundraising Program--College Presidents</u>**.

<u>College X, College President Responses</u>. The president of College X reported the following:

1. The president was very involved in evaluating the fundraising program.
2. The board of trustees was very uninvolved.
3. The foundation board of directors was very involved.
4. The chief development (foundation)/chief advancement officer was very involved.
5. The college faculty were very uninvolved.
6. Fundraising volunteers were very uninvolved in evaluating the fundraising program.

<u>College Y, College President Responses</u>. The president of College Y reported the following:

1. The president was very involved in evaluating the fundraising program.
2. The board of trustees was generally uninvolved.
3. The foundation board of directors was generally involved.
4. The chief development (foundation)/chief advancement officer--no foundation director was employed at College Y.
5. The college faculty were generally uninvolved.
6. Fundraising volunteers and students were generally uninvolved.

College Z, College President Responses. The president of College Z reported the following:

1. The president was very involved in evaluating the fundraising program.
2. The board of trustees was generally involved.
3. The foundation board of directors was very involved.
4. The chief development (foundation)/chief advancement officer--no foundation director was employed at College Z.
5. The college faculty were generally uninvolved.
6. Fundraising volunteers were generally involved.

Colleges X, Y, and Z, President Responses --Summary of Responses-- the Involvement of College Personnel in Evaluating the Fundraising Program. Of those college foundations that received the greatest amount of external funds, responses to the involvement of college personnel in evaluating the fundraising program were as follows: College Presidents: All threepresidents reported that they were very involved in evaluating the fundraising program. Board of Trustees: Two of the three presidents reported that the board of trustees was generally uninvolved to very uninvolved; the third reported general involvement. Foundation Board of Directors: Two of the three college presidents reported that their foundation boards were very involved; the third (College A) reported that the board was generally involved in evaluation. Chief Development (Foundation)/Advancement Officer: The only president whose college employed a foundation director reported the chief development (foundation director)/advancement officer was very involved. Two of three presidents reported that the college faculty were generally uninvolved in evaluating the fundraising program; the third reported that the faculty were very uninvolved. Two of the presidents reported that their volunteers were basically uninvolved; the president of College Z reported that their fundraising volunteers were generally involved.

The researcher concluded from the above-mentioned responses that the community college presidents generally believed that they were very involved in evaluating the fundraising program; that the college board of trustees was generally uninvolved; that the foundation board of directors was very to generally involved; that the chief development (foundation)/advancement officers were very involved in evaluation; that the college faculty were uninvolved in evaluating the fundraising program; and that fundraising volunteers were generally uninvolved in evaluating the program.

Differences Between Foundations A, B, andC and Foundations XYZ, President Responses--Involvement of College Personnel in Evaluating the Fundraising Program. The only difference between the ABC foundations, those receiving the greatest amount of external funds, and the XYZ Foundations, those receiving the least amount of external funds, as reported by the college presidents, was that the volunteers for the ABC Foundations appeared to have been somewhat more involved in evaluating the fundraising program than were those for the XYZ group.

11c. (cont'd) **Colleges A, B, and C, Fundraising Program Policy--Extent of College Personnel Involvement in Evaluating the Fundraising Program--College Board of Trustees Chairperson Responses**

College A, Board of Trustees Chairperson Responses. The college board of trustees chairperson from College A reported the following:

1. The president was very involved in evaluating the fundraising program.

2. The board of trustees was generally involved.

3. The foundation board of directors was generally involved.

4. The chief development (foundation)/chief advancement officer was very involved.

5. The college faculty were very uninvolved.

6. Fundraising volunteers were generally involved.

College B, Board of Trustees Chairperson Responses. The college board of trustees chairperson from College B did not participate in the study.

College C, Board of Trustees Chairperson Responses. The college board of trustees chairperson from College C did not participate in the study.

Colleges A, B, and C, College Board of Trustees Chairperson Responses--Summary of Responses--Involvement of College Personnel in Evaluating the Fundraising Program. Among the college foundations that received the greatest amount of external funds, only College A's board chairperson participated in the study. Her responses are listed above.

11c. (cont'd) **Colleges X, Y, and Z, Fundraising Program Policy--Extent of College Personnel Involvement in Evaluating the Fundraising Program--College Board of Trustees Chairpersons**

College X, Board of Trustees Chairperson Responses. The board of trustees chairperson from College X reported the following:

1. The president was generally involved in evaluating the fundraising program.

2. The board of trustees was generally involved.

3. The foundation board of directors was very involved.

4. The Chief development (foundation)/chief advancement officer was very involved.

5. The college faculty were generally uninvolved.

6. No fundraising volunteers participated in foundation activities.

College Y. Board of Trustees Chairperson Responses. The chairperson from College Y reported the following:

1. The president was very involved in evaluating the fundraising program.

2. The board of trustees was generally uninvolved.

3. The foundation board of directors was very involved.

4. The chief development (foundation)/chief advancement officer--no foundation director was employed.

5. The college faculty were generally uninvolved.

6. No fundraising volunteers participated in foundation activities.

College Z foundation. College Board of Trustees Chairperson Responses. The college board of trustees chairperson reported the following:

1. The president was very involved in evaluating the fundraising program.

2. The board of trustees was generally uninvolved.

3. The foundation board of directors--did not know extent of involvement.

4. The chief development (foundation)/chief advancement officer--no foundation director was employed.

5. The college faculty was very uninvolved

6. No fundraising volunteers participated in foundation activities.

Colleges X, Y, and Z, College Board of Trustees Chairperson, Summary of Responses--Involvement of College Personnel in Evaluating the Fundraising Program. Among the college foundations that received the least amount of external funds, responses to the involvement of college personnel in evaluating the fundraising program were as follows: College Presidents: Two of the three board of trustees chairpersons reported that their presidents were very involved in evaluating the fundraising program; the third reported that the college president was generally involved in evaluating the program. Board of Trustees: Two of the three board chairpersons reported that they, as trustees, were generally not involved in evaluating the fundraising program; the third reported that his board of trustees was generally involved. Foundation Board of Directors: Two of the three board of trustees chairpersons reported that their foundation boards were very involved; the third indicated he did not know the extent of their involvement. Chief Development (Foundation)/Advancement Officer: The only foundation director in the XYZ group was the half-time-employed director from College X; the board chairperson from College X reported that the college's foundation director was very involved in evaluating the fundraising program. Two of the three board of trustee chairpersons reported that the college faculty were generally not involved in evaluating the fundraising program; the third reported that the faculty were very uninvolved. Fundraising Volunteers: Two of the three board chairpersons reported n/a for the volunteer category, and one reported not knowing the extent of fundraising volunteer involvement.

The researcher concluded from the above-mentioned responses that the board of trustees chairpersons from Colleges XYZ believed that the college presidents, for the most part, were very involved in evaluating the fundraising program; that the college board of trustees was generally uninvolved; that the foundation board of directors was very involved in evaluating the fundraising program; that the only foundation director from the XYZ group was very involved in evaluation; that the college faculty were generally uninvolved in evaluating the fundraising program; and that no volunteers evaluated the program because two trustees reported n/a, and the third indicated he did not know whether the volunteers evaluated the program.

Differences Between Colleges ABC and Colleges XYZ, College Board of Trustees Chairperson Responses--Involvement of College Personnel in Evaluating the Fundraising Program. Although only one chairperson from Colleges ABC participated in this study, that individual's responses were compared with those from the three board of trustees chairpersons from the XYZ group. The ABC respondent reported that her board of trustees was generally involved in evaluation, whereas respondents from the XYZ group reported general uninvolvement by the board of trustees in evaluation. The ABC board of trustees chairperson reported that the foundation board of directors was generally involved in evaluation, whereas the XYZ board of trustees chairpersons reported that their foundation board of directors were very involved in evaluation.

Variable II: The Personnel Composition of the Foundation Office (e.g., Number, Salaries, and Reporting Responsibilities of Staff

This section includes a discussion of the following topics reported from questions posed in the Questionnaire/Interview Instrument:

1. Advancement Office Presence at the Community College, FY 1995

2. Development Office Presence at the Community College, FY 1995

3. Foundation Office, Chief Foundation Officer Reporting Responsibility

4. Number of Staff Assigned to the Foundation

5. Number of Annual Giving, Capital Giving, Planned/Deferred Giving, Prospect Research Staff, Other Staff

Advancement Office Presence at the Community College, FY 1995

Institutional advancement staff are responsible for external/internal communications, government and public relations, development (fundraising), and alumni relations. Therefore, the researcher asked personnel from the sample community colleges whether an advancement office existed at their institutions. The purpose of asking this question was to determine whether separate advancement and foundation offices existed at these colleges.

Colleges, A, B, and C: Personnel from foundations A and C reported that their institutions had an advancement office that assumed responsibility for foundation activities. The advancement office was the institutional "umbrella" under which the foundation operated for these two community college foundations.

The title of the advancement officer from College A was College Relations Director and Foundations Director; the title of the advancement officer from College C was Dean of Marketing and Development. (College C previously termed itself an Advancement Office, but subsequently changed that title to the Marketing and Development Office.) Both directors reported to the college president.

Advancement activities in which College A was involved included: public relations, marketing, grants development, college foundation activities, alumni relations, and special events. Advancement activities in which College C was involved included: development, media relations, public relations, and college foundation activities.

Colleges X, Y, and Z: Personnel from foundations X, Y, and Z indicated that the foundation office was the only office located on the college campus used to solicit private, external funds. No overarching advancement office existed.

Differences Between College A, B, C Foundations (greatest amount of external funds) and College X, Y, Z Foundations (least amount of external funds)--Advancement Office Presence.

Only two of the foundations receiving the greatest amount of external gifts reported the presence of an advancement office linked to the college foundation. None of the foundations receiving the least amount of external gifts reported the presence of an advancement office at its institution.

Development Office Presence at the Community College, FY 1995

As stated above, one of the functions of the education administration field of college advancement is development--also termed fundraising. Sample institution personnel were asked whether a development office existed at their respective community colleges.

Colleges, A, B, and C: Personnel from foundations A, B, and C each reported the presence of a development office at their respective community colleges. The development office for foundations A and C fell under the auspices of the advancement office. The development office for Foundation B--called Resource Development--represented the institutional "umbrella" under which the foundation operated.

Colleges X, Y, and Z: Personnel from foundations X, Y, and Z indicated that the foundation office was the only office located on the college campus used to solicit private, external funds. No overarching advancement office existed.

Differences Between College A, B, and C foundations and College X, Y, and Z Foundations--Development Office Presence. The foundations receiving the greatest amount of external funds operated under a development office at their respective community colleges whereas the foundations receiving the least amount of external funds did not enjoy the resources afforded by a development office at their respective community colleges because no development office existed. The latter worked independently and essentially carried out the development function through their respective foundation offices.

Foundation Office--Chief Foundation Officer Reporting Responsibility. Below is a comparison of selected Michigan public community college foundations for FY 1995 in terms of chief foundation officer reporting responsibility. College A, B, and C Foundations: Chief Foundation Officer Reporting Responsibility.

The College A foundation director, who also assumed the role of development director, reported to the community college president. (The foundation board of directors was composed of 30 members--a membership from 7 to 40 members was provided by the foundation Bylaws.)

The College B foundation manager reported to the Executive Director of Workforce and Resource Development, who, in turn, reported to the community college president. (The number of board of directors for the College B foundation was unlimited--all those voted in by the board were afforded membership.).

The College C Dean of Marketing and Development, formerly the Director of Institutional Advancement, was responsible for foundation management and reported to the president. (The Board of Governors [Directors] consisted of 24 members; ex-officio members were the college president, the chairperson of the board of trustees, and a staff member designated by the college president.).

Summary, Foundations A, B, and C--Chief Foundation Officer Reporting Responsibility. Some foundation directors reported to both a college administrator and the foundation directors. Among the three foundations that received the greatest amount of external funds, two foundation officers reported to the college president, and one reported to the Director of Resource Development and Workforce Development.

The College A foundation included three incumbent members of the executive committee of the college board of trustees on its foundation board of directors membership roster. The College C foundation also included the board of trustees chairperson as an ex-officio member on its foundation board of directors. In contrast, College B foundation, in its Bylaws, did not specifically include a member of the college board of trustees as a member of its foundation board of directors.

College X, Y, and Z Foundations: Chief foundation Officer Reporting Responsibility.

The foundation director of College X reported to the college president and the 21-member volunteer foundation board of directors. Moreover, the foundation director responded to the college board of trustees, alumni association, and various publics.

The president of College Y was the chief executive officer of the foundation and, as such, was directly involved in foundation activities. The president apprized the board of trustees of foundation activity and reported to both the foundation board of directors, (a body of 9 to 15 members) and the college board of trustees. The volunteer board of directors of the college foundation assumed all responsibility for the affairs of the foundation. Matters that they could not reconcile were referred to the board of trustees for arbitration and decision.

The president of College Z was the official secretary of the 13-member volunteer foundation board of directors and, as such, was involved in foundation activities. The president apprised the board of trustees of foundation activity and reported to both the foundation board of directors and the college board of trustees. One member of the college board of trustees served as an ex-officio member of the foundation board of directors.

Summary. College X, Y, and Z foundations--Chief Foundation Officer Reporting Responsibility. The College X foundation director reported to both the college president and the foundation board of directors. Because foundations Y and Z did not employ a foundation director, the presidents of these colleges assumed fundraising roles in addition to their normal workload. They worked directly with the volunteer foundation board of directors and reported foundation activity to both the foundation board of directors and the college board of trustees.

College Y employed no foundation director; thus, the volunteer foundation board of directors appeared to be the chief fundraising decision makers. The college president served as secretary of the foundation board of directors. College Z employed no foundation director. Again, the volunteer foundation board of directors appeared to be central to fundraising decision making; however, the college president was the chief executive officer of the foundation. Consequently, he appeared to be more actively engaged in fundraising activities than was the President of College Y who served as secretary of the foundation affiliated with her college.

The foundations from Colleges X, Y, and Z included a member of the college board of trustees on their foundation board of directors membership roster.

<u>Differences Between Foundations A, B, C and Foundations X, Y, and Z --Chief Foundation Officer Reporting Responsibility</u>. Among the foundations receiving the greatest amount of external funds, all chief foundation officers--personnel who assumed a broad development role reported to the community college presidents. Among the foundations receiving the least amount of external funds, the only foundation director employed (on a part-time basis at College X) reported to both the college president and the foundation board of directors (the college did not employ a development director or a chief foundation officer--only a part-time foundation director). The other two college chief officials, in their fundraising roles, reported to both the college board of trustees and

the foundation board of directors. As presidents of their colleges, they answered to the college board of trustees; as foundation members, they reported to the foundation board of directors.

Because Colleges Y and Z employed no foundation directors, their presidents appeared to be more directly involved in foundation activity than the presidents of those community colleges employing foundation directors.

Staff Assigned to Development: Titles, Salaries, Reporting Responsibilities

Table 1 indicates the number of staff assigned to the development/foundation offices, as well as their titles, salaries, and reporting responsibilities.

Staff Assigned to the Foundation: Titles--Colleges A, B, and C. As shown in Table 1, titles for staff with responsibility for managing the community college foundation were Foundation Director, Foundation Manager, and Dean of Marketing and Development.

Aside from the foundation director, Foundations A, B, and C employed staff like administrative and data entry secretaries, a publications director, and a graphics technician. However, no additional staff members were hired for annual giving, capital giving, planned/deferred giving, or prospect research.

Table 1

A Comparison of Colleges A, B, and C (Greatest Amount of External Funds) with Colleges X, Y, and Z (Least Amount of External Funds) in Terms of the Number of Staff Assigned to the Development and Foundation Offices: Titles, Salaries, Reporting Responsibilities

College	Staff Title	Salary	Reports to	Paid by Which: College (C) or Foundation (F)
A	**Development and Foundation Office**			
	1. Foundation Director and	$59,000	President	
	College Relations Director	24,900	F.D.	C
	2. Administrative Secretary	9,600	F.D.	C
	3. Data Entry Secretary			C
	No additional staff was assigned to annual giving, capital giving, planned/deferred giving, or prospect research.			

Table 1 (cont'd).

College	Staff Title	Salary	Reports to	Paid by Which: College (C) or Foundation (F)
B	<u>**Development Office**</u> 1. Director, Resource Development and Workforce Development	$70,000	College Chancellor	C
	2. Grant Writer	$13/hr	Resource Development Director	C
B	**Foundation Office** 1. Foundation Manager	$40,000	Resource Development Director	C
	2. Administrative Specialist	$36,000	F.D.	C
	No additional staff was assigned to annual giving, capital giving, planned/deferred giving, or prospect research.			

Table 1 (cont'd).

College	Staff Title	Salary	Reports to	Paid by Which: College (C) or Foundation (F)
C	<u>Development and Foundation Office</u>			
	1. Dean of Marketing Development (M/D); responsible for foundation	$80,000	President	C
	2. Coordinator	$20,000		
	3. Classified staff, part time	$15,000	Dean of M/D	C
			Dean of M/D	C
	Other **Development Office** staff: (**not** foundation staff)			
	1. Publications Director	$39,000	F.D.	C
	2. Graphics Technician (part time)	$12,480	F.D.	C
	No additional staff was assigned to annual giving, capital giving, planned/deferred giving, or prospect research.			
X	<u>Foundation Office</u>			
	1. Foundation Director, part time (responsible for all fundraising activities	$28,600	President + F.B.*	F
	2. Administrative Secretary	$22,500	F.D.	F
	3. Work Study student (10 hours/week) through academic year	$ 2,500	F.D.	F
	(Administrative Secretary was assigned to annual giving, planned/deferred giving, and prospect research clerical activities. No staff was assigned to capital giving).			

Table 1 (cont'd).

College	Staff Title	Salary	Reports to	Paid by Which: College (C) or Foundation (F)
Y	The Foundation Office was located in the college President's office per the foundation Bylaws; the college President was the Chief Executive Officer of the foundation. No staff was hired beyond the President; a volunteer board of directors assumed foundation activities as set forth in the foundation Bylaws.		F.B.*	
	An Administrative Assistant to the President assisted with foundation activities as an "add on" to her regular job responsibilities. *F.D. = Foundation Director F.B. = Foundation Board of Directors	$35,000	College President	C
Z	The Foundation Office was part of the President's Office. No staff was designated for or paid by the foundation. (The President's secretary assumed some foundation clerical work for no additional pay). A volunteer foundation board of directors assumed foundation activities as set forth in the foundation Bylaws.	N/A	N/A	N/A

*F.D. = Foundation Director; F.B. = Foundation Board of Directors

Staff Assigned to the foundation: Titles--Colleges X, Y, and Z. The titles for staff from Colleges X, Y, and Z with responsibility for managing the community college foundation were foundation director and college president (see Table 1). At two of these colleges not employing a foundation director, the college president assumed tasks for which a foundation director would have been paid had resources permitted. Foundation X also employed, aside from the half-time foundation director, staff like an administrative secretary to perform clerical duties for annual giving, planned/deferred giving, and prospect research; in addition, a work-study student was employed, but only 10 hours per week throughout the academic year. In contrast, foundations Y and Z employed no one for the foundation--foundation secretarial duties were assumed by the clerical staff who were already employed.

Differences Between Colleges A, B, and C Foundations and Colleges X, Y, and Z Foundations--Staff Assigned to the Foundation: Titles. The foundations that received the greatest amount of money employed at least one person to oversee/manage the foundation--titles varied; supplementary staff were also employed, but none was assigned to annual, capital, or planned giving activities, nor was anyone assigned to prospect research. Two of the three foundations that received the least money employed no foundation directors and no supplementary staff. However, one of the XYZ foundations did employ a half-time foundation director and one administrative secretary who handled the clerical work for annual giving, planned/deferred giving, and prospect research. No additional staff members were hired for annual giving, capital giving, planned/deferred giving, or prospect research.

Colleges A, B, and C, Staff Assigned to the Foundation: Salaries. As indicated in Table 1, all three of the foundations that received the greatest amount of external funds paid for staff from the College Budget. One of these foundations transferred a prescribed amount to the college's general fund budget to offset operational costs. Salaries for the development/foundation director ranged from $40,000 to $80,000 per year. Supplementary staff salaries ranged from $9,600 to $39,000 per year.

Colleges X, Y, and Z, Staff Assigned to the Foundation: Salaries. As indicated in Table 1, two of the foundations (from College Y and Z) receiving the least amount of money did not employ staff to direct the foundation; a volunteer board directed the foundation's activities, with input from the college presidents. One of the foundations (from College X) paid for staff from foundation monies. A half-time director was paid $28,600, and supplementary staff salaries ranged from $2,500 for a work-study student to $22,500 for a secretary.

Differences Between Colleges A, B, and C Foundations and Colleges X, Y, and Z Foundations--Salaries. The foundations that received the greatest amount of money employed full-time and supplementary staff whereas those that received the least amount of money employed either a part-time director with supplementary staff or no director. If the part-time director's salary were doubled, the person would have received the lowest salary of any of the foundation/development directors. Thus, it appears that the foundations commanding the greatest amount of external funds paid higher staff wages.

Colleges A, B, and C, Staff Assigned to Development and the Foundation: Reporting Responsibilities. Table 1 also indicates that the three colleges affiliated with foundations that received the greatest amount of external funds all employed additional staff aside from the foundation director. The three staff persons associated with the foundations that received the greatest amount of external funds (Foundations A, B and C), who assumed the role of development director, as mentioned in the preceding text, reported directly to the community college president. The foundation director associated with College A performed the duties of both a development and foundation director, held the title of Director of College Relations and Foundation Director, and reported directly to and worked closely with the college president. Because the development office is the umbrella under which the foundation operates, the foundation director from College B reported to a higher-level development staff person whose title was Director of Resource Development and Workforce Development. The foundation director associated with College C performed the duties of both a development and foundation director, held the title of Dean of Marketing and Development, and reported directly to and worked closely with the college president.

Colleges X, Y, and Z, Staff Assigned to Development and the Foundation: Reporting Responsibilities. Among the three foundations receiving the least amount of external gifts, the only foundation director employed reported to the community college president. The other two foundations--Y and Z--were managed by a volunteer foundation board of directors, in conjunction with input from and activity carried out by the college president.

Differences Between Colleges A, B, and C Foundations and Colleges X, Y, and Z Foundations--Staff Assigned to Development and the Foundation: Reporting Responsibilities. Among the foundations that received the greatest amount of external funds, one foundation director reported to a higher-level staff person who assumed the role of development director. The other two foundation directors assumed the role not only of foundation director but also of community college development director. Both reported to the community college president. Among the foundations that received the least amount of external funds, one foundation director reported directly to the president. Because the other two colleges did not employ a foundation director, the presidents of those colleges assisted with the foundation duties and reported, as fundraisers, to their foundation board of directors and, as college presidents, to their college board of trustees.

Variable III: The Types of Resources Available to the Foundation Office that Allow the Staff to Carry Out its Fundraising Role (Adequate Support Staff, Equipment, Facilities, and so on.

Resources available to the foundation office consist of both human and fiscal resources. The number of full- and part-time administrators and faculty can be a factor in the amount of money garnered by an institution. In addition, other factors like the number of personnel serving on the foundation board of directors and the budget allocated to the foundation office allowing the employment of supplemental staff could influence the amount of gifts raised. Equipment and facilities also play a part in the ease with which college foundation staff can conduct fundraising activities.

This section includes a discussion of numbers of community college personnel at sample institutions; foundation office budgets; selection of foundation board of directors; Relationship of the foundation board of directors to the foundation; and equipment, software, and facilities available to community college foundation offices.

Overall Community College Personnel from Sample Institutions

Colleges A, B, and C: Community College Administrators. The community colleges affiliated with the three foundations that received the greatest amount of external funds (Colleges A, B, and C) employed from 42 to 65 full-time administrators (see Table 2).

Colleges X, Y, and Z : Community College Administrators. The community colleges affiliated with the three foundations receiving the least amount of external funds (Colleges X, Y, and Z) employed from 8 to 18 full-time administrators (see Table 2).

Differences between Colleges A, B, and C Public Community College Full-Time Administrators and Colleges X, Y, and Z Public Community College Administrators. Colleges A, B, and C employed fewer than 65 full-time administrators, whereas Colleges X, Y, and Z, affiliated with foundations receiving the least amount of external funds, employed fewer than 18.

In summary, the colleges affiliated with the foundations that received the greatest amount of external funds employed up to three times more full-time administrators than those colleges affiliated with foundations that received the least amount of external funds. The range for the full-time college administrators associated with the foundations that received the greatest amount of money was 23, double that of the colleges that received the least amount of external funds with a range of 10.

Table 2

A Comparison of Colleges A, B, and C (Greatest Amount of External Funds) with Colleges X, Y, and Z (Least Amount of External Funds) in Terms of the Number of Overall College Personnel

College Administrators			Number of Faculty	
College	Full Time	Part Time	Full Time	Part Time
A	65	--	96	125
B	42	--	279	562
C	42	--	110	200
X	18	--	150	165
Y	14	--	32	60
Z	8	--	38	55

Colleges A, B, and C: Full- and Part-time Faculty. Table 2 also shows that community colleges affiliated with foundations that received the greatest amount of external funds (Colleges A, B, and C) employed from 96 to 279 full-time faculty, a range of 183; and from 125 to 562 part-time faculty, a range of 437.

Colleges X, Y, and Z: Full- and Part-time Faculty. Community colleges affiliated with foundations that received the least amount of external funds (Colleges X, Y, and Z) employed from 32 to 150 full-time faculty--a range of 118 and from 55 to 165 part-time faculty--a range of 110.

Differences between Colleges A, B, and C Public Community College Full-and Part-time Faculty and Colleges X, Y, and Z Public Community College Full- and Part-time Faculty. The range for Colleges A, B, and C for full-time faculty was 183 compared to a range of 118 for Colleges X, Y, and Z. The range for Colleges A, B, and C for part-time faculty was 437 compared to a range of 110 for Colleges X, Y, and Z. The range, or dispersion, for the colleges associated with the foundations that received the greatest amount of money was larger than the range, or dispersion, for the foundations that received the least amount of money for both full- and part-time faculty. However, the range dispersion between Colleges A, B, C and Colleges X, Y, Z was greater when part-time faculty was compared.

The Foundation Office Budget

Colleges A, B, and C: foundation Office Budgets. As indicated in Table 3, annual foundation budgets for the college foundations that received the greatest amount of external funds (Colleges A, B, and C) ranged from $244,000 to $995,000--a difference of $751,000.

Colleges X, Y, and Z : Foundation Office Budgets. As indicated in Table 3, annual foundation budgets for the colleges sponsoring foundations that received the least amount of external funds ranged from $12,000 to $150,000--a difference of $138,000.

Differences between Colleges A, B, and C Foundation Office Budgets and Colleges X, Y, and Z Foundation Office Budgets. It appears that, although the difference for the foundations that received the greatest amount of money was five times greater than the difference for the foundations that received the least amount of money, those receiving the greatest amount of money did command larger foundation office budgets--over $240,000 as compared to budgets under $150,000 for the foundations receiving the least amount of money.

Table 3

A Comparison of Colleges A, B, and C (Greatest Amount of External Funds) with Colleges X, Y, and Z (Least Amount of External Funds) in Terms of the Budget for the foundation Office

Annual Development/foundation Office Budget FY 1995	
College	**Amount**
A	$502,000
B	$244,000
C	$995,000
X	$150,000
Y	$12,000
Z	$27,500

Selection of Foundation Board of Directors

College A--New members of the foundation board of directors were selected by foundation board of directors holding office at the time with approval by the college board of trustees. The foundation board of directors chairperson annually appointed a nominating committee, which recommended candidates for election to the board of directors of the foundation. The nominating committee was also responsible for recommending nominees for election to the offices of the foundation--the board chairperson, first and second vice chairpersons, secretary, and treasurer.

College B--New members of the foundation board of directors were nominated throuh recommendations from the nominating committee of the foundation board and from recommendations from college and community leaders. Two members of the college board of trustees served on the foundation board and were selected by the board of trustees, at large.

College C--New members of the foundation board of directors were appointed by the foundation board.

College Foundations ABC, Summary, Selection of Foundation Board of Directors. Foundation Board of Directors were selected by the foundation board of directors at Colleges ABC. Only at College A were members of the foundation board of directors approved by the college board of trustees.

College X--New members of the foundation board of directors were selected by a nominating committee composed of the foundation board and the college board of trustees. Foundation board members could not serve more than two three-year terms.

College Y---New members of the foundation board of directors were selected by foundation board members who elected the new members/directors.

College Z--New members of the foundation board of directors were nominated by a board of directors nominating committee and voted into office by the directors for a three-year term.

College Foundations XYZ, .Summary, Selection of Foundation Board of Directors. Foundation board members were selected by the foundation board of directors at Colleges Y and Z. However, College X established a policy whereby the foundation board of directors were selected by a nominating committee composed of both college board of trustees and foundation board members.

Relationship of the Foundation Board of Directors to the Foundation

College A--According to the foundation's bylaws, the property, affairs, and business of the foundation were managed and controlled by its board of directors. The foundation funded only those projects approved by the college's board of trustees. The relationship of the foundation board of directors was advisory in nature to the foundation director. The foundation board of directors did not evaluate the director.

College B--The relationship of the foundation board of directors to the foundation was one of providing expertise and exerting influence to enhance fundraising activities.

College C--The relationship of the foundation board of directors to the foundation involved approving college-related matters, receiving information on foundation-related matters, and participating in foundation activities. The foundation board of directors approved the budget, received the financial reports, and participated in fundraising. Committees included the nominating committee, finance committee, activities committee, and various ad hoc committees such as membership and scholarship application review.

Foundations ABC, Summary--Relationship of the Foundation Board of Directors to the Foundation. Of the foundations that received the greatest amount of external funds, only Foundation A submitted its activities/projects to the college board of trustees for approval. In this case, the college board of trustees demonstrated superintending control over expenditures of substantial monies. The relationship of the foundation board of directors to the foundation included establishing policy for the foundation as it related to charitable activities benefiting the college; providing advice regarding the budget, investments, and future board members; exerting influence regarding college "friend raising" and donor solicitations; and participating at foundation functions.

College X--The relationship of the foundation board of directors to the foundation was one of policy-making. The foundation promoted, established, conducted, maintained, and operated charitable, educational, and scientific activities in conjunction with the community college. The foundation distributed funds to the community college. The foundation directors acted as the principal, independent contractor, or as agent, executor, administrator, trustee, or other fiduciary, subject to applicable conditions, limitations, and trust provisions.

The foundation board of directors demonstrated its relationship to the foundation by participating in the following activities:

1. Attending four meetings each year.

2. Supporting the foundation through annual giving and meeting/event participation, and attending special meetings called by the college president/foundation director.

3. Communicating the foundation mission and relationship to the College, to peers, and to the community at large.

4. Identifying and cultivating prospective donors.

5. Providing the foundation director with information about prospective donors.

6. Assisting the foundation president, college president, and foundation director with cultivating and soliciting donors.

College Y--The relationship of the foundation board of directors to the foundation was one of transacting all business of the foundation and determining policies, fiscal matters, employment and other foundation personnel policies. In general, the foundation board of directors assumed all responsibility for the guidance of the affairs of the foundation, including the investment of its monies. However, the board of trustees of the college had superintending control over the acquisition and disposition of properties and over any substantial expenditure of funds made by the board of directors, unless any of the foregoing was contrary to any governing instrument accompanying a gift.

The president of the community college served as the secretary/treasurer of the foundation board of directors. Additionally, one member of the college board of trustees was a foundation board of directors member. The board of directors transacted all business of the foundation and determined policies, fiscal matters, employment, and other foundation personnel policies. In general, the foundation board of directors assumed all responsibility for guiding the foundation's business, including investment of its monies.

College Z--The foundation, as a non-profit corporation, administered, managed, used, and distributed tax-deductible gifts for the benefit of the college and its community.

Foundations XYZ, Summary, Relationship of the Foundation Board of Directors to the Foundation. The relationship of the foundation board of directors to college foundations XYZ, like that of Foundations ABC, appeared to be one of transacting all business of the foundation and determining policies, fiscal matters, employment, and other foundation personnel policies.

Differences Between Foundations ABC and XYZ--Relationship of the Foundation Board of Directors to the Foundation. When the foundations that received the greatest amount of external funds were compared with those that received the least amount of external funds, it appeared that the relationship between the foundation board of directors and the college foundation for the ABC foundations was similar to that of the XYZ foundations. Both the foundation Bylaws and the foundation Articles of Incorporation described the relationship in detail. It appeared that the relationship of the foundation board of directors to foundation-related personnel was less formal in foundations that received the least amount of external funds--generally the foundations associated with community colleges enrolling fewer students.

College Foundations ABC, Equipment, Software, and Facilities available to Community College Foundation Offices.

Foundation A--Equipment--the foundation had access to computers, laser printers, copiers, a fax machine--any equipment within the institution; software used was Raiser's Edge (by BlackBaud). Facilities--the college provided space to the foundation office staff. Foundation personnel reported that it was important for any person connected with fundraising to visit the campus for meetings and to feel comfortable using their community facility. Other resources--foundation board of directors and campaign and special event personnel served as volunteers.

Foundation B--Equipment--all staff used computers. The foundation used two pentium processors--one was a laptop; computers were connected to a Local Area Network (LAN). Standard office equipment like a copy machine and fax were available, as were the College Graphic Services Department and print shop. Software used included: Raiser's Edge, WordPerfect, WordPerfect Presentations, Quadra Pro, E-mail, and Internet access. (Staff paid by the college's resource development office developed constituent histories and were responsible for geographic and prospect research.) Facilities--the college provided the foundation office with adequate office space free of charge. Other resources--all college service departments were available to the foundation such as purchasing, financial services, graphic services, and so on. Other resources were volunteers such as foundation board of directors and those assisting with campaigns and specia events. Foundation co-chairs for fundraising campaigns and retired staff and alumni were solicited for fundraising activity assistance. (The college sponsored a retirement club through which volunteers were recruited for the foundation.)

Foundation C--Equipment--equipment used was part of the standard college equipment, such as computers, copiers, fax, and so on. Software--the foundation office used Colleague from Datatel. Facilities--the Public Relations Office housed the foundation. Other resources--volunteers were solicited for various fundraising activities. (The foundation director was a former Chamber of Commerce President familiar with the community.)

Foundations ABC, Summary--Equipment, Software, and Facilities Available to Community College Foundation Offices. It appeared that the foundations that received the largest amount of external gifts had access to varied equipment and software. Two ABC Foundations used Raiser's Edge software. Facilities were provided by the colleges. All foundations solicited volunteers for special events/activities.

Foundations XYZ, Equipment, Software, and Facilities available to Community College Foundation Offices.

Foundation X--Equipment--the foundation enjoyed access to all technology available through the college. The foundation's equipment consisted of a PC Network, laser printer, and typewriter; software used was "Raiser's Edge for Windows" by Blackbaud. Facilities--the foundation used the college's facilities for various fundraising activities. Theater, health and fitness, and dining facilities were available for use by the foundation. Other resources, volunteers--College X employed a half-time foundation director, who needed volunteers but did not have the time to train them. Recruiting volunteers had not been a priority at the time this study was conducted.

Foundation Y--Equipment--the president of the community college, who served as the foundation director, used equipment provided by the college. Software--no special software was used. Facilities--the president and foundation board of directors used the college facility. Other resources, volunteers--the foundation board of directors served as the volunteers for the foundation; no other volunteers were used.

Foundation Z--Equipment--the foundation board of directors enjoyed access to the college equipment; no special software had been purchased for this foundation, the smallest in the study's sample. (When the researcher visited the college, foundation

Bylaws previously developed were being updated and amended; previous Bylaws were developed in July, 1972, fall, 1992, and August, 1996.) Facilities--no physical foundation office existed. The volunteer board of directors met in the college facility. Other resources--none.

Foundations XYZ, Summary--Equipment, Software, and Facilities Available to Community College Foundation Offices. It appeared that only the foundation director employed from the XYZ group had access to special software, whereas the two college presidents (Colleges Y and Z) who assumed responsibility for foundation activities in conjunction with their volunteer foundation board of directors used no special software or equipment--only that provided by the college in general. All used the community college facilities for foundation meetings and some activities. None of the XYZ foundations solicited volunteers aside from the foundation board of directors due, in general, to time constraints.

Differences Between Foundations ABC and XYZ--Equipment, Software, and Facilities Available to Community College Foundation Offices. Foundations that received the largest amounts of external funds had access to more specialized equipment and software. In addition, the ABC Foundations solicited volunteers for activities and events, whereas the XYZ group did not have time to solicit volunteers beyond those nominated as members of the foundation board of directors.

Variable IV: The Types of Fundraising Programs in which the Foundation Was Engaged

Reported Activities in Which Foundations Engaged:

Foundation A Fund raising and friend raising.

Foundation B Fund raising, prospect research, and donor recognition.

Foundation C The college advancement office included development, media Relations, public relations, and the foundation activities.

Foundation X Public relations/marketing; publications/graphics; grants/contracts; research/planning; alumni association advisor; foundation director assisted with the community college associates--a membership group that met semi-annually for updates about college programs/activities. The community college associates served as marketers/boundary spanners for the community college.

Foundation Y Public relations/marketing; publications/graphics (every two years); people-to-people campaign--5 to 15 persons were contacted.

Foundation Z Friend and fundraising.

Types of Fundraising Programs. Listed below are types of fundraising programs that foundations associated with community colleges might sponsor. Respondents were asked to rank order each type from 1 to 12, according to how successful the respondent believed each type had been in helping the foundation garner funds for his/her community college (1 = most successful, 12 = least successful). Choices were as follows:

A. Annual Giving--first type

B. Capital Campaigns--second type

C. Deferred/Planned Giving--third type

D. Alumni--fourth type

1. How staffed
2. How funded
3. Raised how much money

E. Donor Clubs--fifth Type

F. Athletic Clubs--sixth Type

G. Endowment--seventh Type

1. Who manages
2. Who owns
3. Investment counsel: Y/N
4. Used by college or foundation or both?
5. Who selects? College/foundation

H. Volunteer Program--eighth Type

I. Mail Solicitation--ninth Type

J. Telemarketing--tenth Type

K. Special Events--eleventh Type

L. Investments--twelfth Type

Rank-Ordered Programs by Type in Descending Order of Success as Reported by Foundation Respondents. Note that the respondents might not have reported on all 12 programs because they did not sponsor all 12; thus, only those reported are listed below.

Foundation A

1. Annual Special Events Program. These programs were friendly as fundraisers; they involved volunteers who had a connection or a potential connection to the college. Approximately 1,000 volunteers assisted with annual activities like a college barbecue, a golf outing, and a holiday program held with the assistance of a local retail store.

2. Investment Program. This program, managed by the finance committee of the foundation, was very successful. Success was based on the responsible management of funds by four local bank trust officers and evaluated by the foundation office on a quarterly basis. The foundation averaged about seven points above prime rate. In 1995, the foundation generated about $1 to $2 million in interest from investments.

3. Capital Campaigns. The success of the capital campaign program was due to the community's direct response, through large contributions, to a community-identified need. Needs were identified as a result of studies conducted by both the college and thecommunity. Funds for endowments were raised through this program. The college sponsored a multitude of endowments awarded to different types of programs like nursing and biology. Endowments under $15,000 were not named; those over $15,000 were.

4. Annual Giving Campaign.

5. Deferred/Planned Giving. Through this type of giving program, two major gifts in the early 1980s were contributed to the college, causing the evolution of the community college foundation. College personnel indicated that the college needed to initiate a significant educational program/process to inform the public about the benefits of planned giving and the significance it holds for students struggling to earn a two-year

degree. (This major category accepted cash amounts over $5,000.) Funds for endowments were raised through this program.

6. Alumni Giving. The alumni office was staffed with one full-time equivalent (FTE) person and funded with general fund monies. College staff reported that they receive more time, energy, and effort than money from the alums; they are very willing to work, but none had come forth indicating they had earned their first million dollars in wages.

7. Direct Mail Solicitation. Once a year, an attempt was made to solicit donors through the mail during the annual giving campaign. According to college personnel, this program was not highly successful.

8. Telemarketing was no longer used by the foundation to raise funds.

9. The community college sponsored no athletic campaigns.

Foundation B

1. Major Gift Program (Capital Campaign). The college's goal for the capital campaign was $8 million; in the second year of the five-year capital campaign, the foundation had raised $4 million in cash, pledges, and in-kind and consigned gifts. foundation personnel attributed success to the establishment of corporate training partnerships.

2. Annual Giving Program. Foundation personnel reported that success was based on sustaining donor confidence.

3. Endowments. Foundation personnel reported that the foundation's assets were increased by about $65,000 in FY 1995.

4. Donor Clubs. The foundation established its gift club program in 1990. Significant donor recognition played a major role in its the gift club success.

5. Investments. Annual earnings were approximately 7.5%. The foundation's assets were invested in certificates of deposits, equities, government securities, mutual funds, and a cash management account at Merrill Lynch. The stocks comprised mostly utilities; buys/sells were recommended to the foundation's finance committee by a Merrill Lynch broker.

6. Direct Mail Solicitations. Three annual solicitations generated about 19% of cash support from individuals.

7. Special Events. The foundation supported two special events: (a) the annual college golf outing, the proceeds from which increased the unrestricted scholarship endowment fund by $57,000 from 1992 to 1995; and (b) the culinary classic, the intention of which was to raise funds for the Culinary Arts Program. The culinary classic event did not make a profit the first year it was held--1995.

8. Alumni Giving. The alumni program was reactivated in 1994/95; it was staffed by college personnel, and program operation was funded through the college budget. In 1993-94, the program raised about $2,000. In 1994-95, it raised $1,140. In 1995, the program raised $1,000 in dues and $2,205 in gifts. A newsletter was circulated to 4,000 members. The college attempted to cultivate 500,000 former students; addresses were available for 120,000 former students. A thorough solicitation cost the foundation $20,000 to mail.

9. Telemarketing. The foundation conducted two telemarketing campaigns in 1991 and 1992. Both campaigns met their expenses; however, some contributors were still responding to direct mail solicitations at the time of this study.

10. Deferred/Planned Giving. In 1995, the foundation office began to lay the groundwork for a deferred/planned giving program.

Foundation C

1. Annual Giving Program. This program generated about $550,000. The program was successful due to solicitation of a variety of persons/groups. Direct mail solicitation was part of the annual giving campaign.

2. The Foundation Endowment. At the end of FY 1995 the foundation endowment was $3.7 million.

3. Special Events. Some of the special events in which the foundation engaged were: ice cream socials, 30th anniversary celebration of the college, a fun run, the annual golf outing, antique car shows, band concerts, "Celebrity Square," special-recognition events, and a foundation newsletter.

4. Foundation Volunteer Program. Volunteers participated in special events. Some directors of the foundation board, community college staff, and community members were solicited and participated in foundation fundraising activities.

5. The Investment Program. The Investment Program for FY 1995 consisted of 3% cash investments, 51% equities (stock), and 46% fixed income. The finance committee of the foundation board was responsible for the investment decisions.

6. Deferred/Planned Giving. The foundation received occasional gifts. foundation personnel, like those from other foundations in the sample, expressed the opinion that this program required attention and development. It appeared to be an area of opportunity for persons to donate to the college as they planned their wills.

7. Donor Clubs. Although the foundation did sponsor donor clubs, foundation personnel reported these clubs were not very successful.

8. Capital Campaigns. This foundation did not conduct capital campaigns.

9. Alumni Giving Program. This foundationdid not sponsor an alumni program.

10. Athletic Campaigns. This foundation did not sponsor athletic campaigns.

11. Telemarketing Program. This foundation did not sponsor a telemarketing program.

Foundations ABC, Summary of Fundraising Programs. In reviewing the top three fundraising programs for foundations ABC, it appeared that special events, annual giving campaigns, and capital campaigns took precedence over others. Participants from Colleges ABC reported that they planned to spend more time in the area of deferred/planned giving; they designated this program as the future activity that would build their fund balances. Respondents reported that telemarketing campaigns were not successful like other programs, and they planned to exclude this activity in the future. No athletic campaigns were sponsored by the foundations; such campaigns were designated college activities.

Foundation X

1. Annual Giving Program. The annual giving program was targeted for meeting the foundation's operating expenses, building the foundation's investment portfolio, and retaining and promoting donor gifts.

2. Donor Clubs. The donor club program was directly related to the annual giving program. Donor clubs received recognition in publications and through special attendance at recognition and other functions.

3. Deferred/Planned-Giving Program. This program was addressed regularly and was targeted at the community college's alumni and mature "friends."

4. Endowment Program. Building the foundation's endowment was crucial to the long-term growth of the foundation. It offered stability and was achieved through planned gifts and revenues exceeding expenses on an annual basis.

5. Alumni Program. The alumni program was staffed by 1.5 FTE staff. The foundation executive director was employed half time. A foundation administrative assistant was employed on a full-time basis.

The Alumni Office was funded on an annual budget of $4,000 provided through College operating funds. In 1993-94, the Alumni Office raised $2,000. In 1994-95, the Office raised no monies. In 1995-96, the Office raised about $1,000.

6. Direct Mail Solicitation Program. Direct mail solicitations were folded into the annual giving campaign program.

7. Special Events Program. Various special event programs were sponsored by the foundation to heighten awareness of the foundation and the college mission and needs.

8. Investments Program. Investments build the foundation endowment and help with meeting the needs of the foundation's operating budget. Funds were invested among three bank trust areas. The endowment was split between two banks. Some certificates of deposit were invested with a third bank.

9. Volunteer Program. The foundation developed a volunteer base through the alumni association and foundation directors.

10. Capital Campaigns. Foundation X was not involved in a capital campaign at the time of the study.

11. Telemarketing Program. The foundation director was not fond of this type of fundraising program and did not foresee conducting such a program in the near future.

12. Athletic Campaigns. Athletic Campaigns were not conducted at College X.

Foundation Y

1. Investments Program. Fifty percent of the money was invested in bonds, and the other half was invested in mutual funds.

2. Endowment Program.

3. Annual Giving.

4. Special Events Program. The foundation associated with College Y sponsored an annual "breakfast" in two cities, an annual golf outing, a speaker's program, and a visiting-artist program.

5. Volunteer Program.

6. Direct Mail Solicitations.

7. Telemarketing Program. The foundation did not sponsor capital campaigns, a deferred/planned giving program, an alumni giving program, or athletic campaigns.

Foundation Z

1. Investment Program. The college invested in money-market funds

2. Annual Giving Program

3. Foundation Endowment

4. Direct Mail Solicitation. In December, solicitations were mailed to hundreds of community members and will continue to be mailed annually.

5. Special Events. Special events sponsored by the foundation were sock hops, raising friends, and "Death by Chocolate." The foundation did not sponsor capital campaigns, an alumni program, a donor club, athletic campaigns, or telemarketing activities; however, the foundation was considering the implementation of a deferred/planned giving program.

Foundations XYZ, Summary of Rank-Ordered Fundraising Programs. In reviewing the top three fundraising programs for Foundations XYZ, it appeared that annual giving campaigns, investments, and building the endowment program took precedence over others. Among the group of foundations receiving the least amount of external gifts, personnel from foundation X, at the top of that list in garnering funds, ranked deferred/planned giving as third; the president of College Z reported that he planned to consider implementing a deferred/planned giving program.

College Foundations ABC and XYZ, Differences--Rank-Ordered Programs. Among the foundations that garnered the greatest amount of external gifts, special events, annual giving campaigns, and capital campaigns ranked highest. For those foundations that garnered the least amount of external gifts, annual giving campaigns, investments, and the endowment program were ranked highest. Major recurring themes between the ABC Foundations and the XYZ Foundations were that a deferred/planned giving program was important and that telemarketing did not prove to be very successful.

Description of Endowment Programs at Each College. Respondents were asked to describe the endowment programs that both their college and foundation sponsored. This type of program was ranked high by the community collegess garnering the least amount of money.

Endowment Program, College A.

1. Who Managed the Endowments? The college managed the endowments. A college finance officer worked with the foundation finance committee to manage the foundation investments.

2. Who Owned the Endowments? The college owned the endowment.

3. Was Investment counsel Used? Yes, investment counsel was used via the financial experts who were members of the foundation's finance committee. The foundation money was invested with trust officers in various banks; the committee evaluated the efforts of the banks.

4. Was Investment Counsel Used by the College, Foundation, or Both? Investment counsel was used by both the community college and the foundation. Bank trust departments provided some investment assistance.

5. Who Selected the Investment Counsel? College/foundation. Generally, the foundation board of directors selected the investment counsel.

Endowment Program, College B.

1. Who Managed the Endowments? The college and the foundation each had their own endowments that were individually owned and managed.

2. Who Owned the Endowments? The college owned its endowments; the foundation owned its endowments.

3. Was Investment Counsel Used? No investment counsel was used; however, the finance committee of the foundation was exploring the possibility of hiring a money manager.

4. Investment Counsel Used by College or foundation or Both? Investment Counsel was not used by either the college or the foundation.

5. Who Selected the Investment Counsel? College/foundation. The finance committee of the foundation board of directors would select the investment counsel for the foundation if they decided to consult with an investment counselor.

Endowment Program, College C.

1. Who Managed the Endowments? The foundation finance committee managed the endowment.

2. Who Owned the Endowments? The foundation owned the endowment

3. Was Investment Counsel Used? The foundation used investment counsel. A broker worked with the finance committee. Initially, the foundation finance committee chose a brokerage firm. The firm was evaluated, and the committee decided to continue with the services of that firm.

4. Was Investment Counsel Used by College or foundation or Both? Investment counsel was used specifically by the foundation.

5. Who Selected the Investment Counsel? College/foundation. The finance committee of the foundation board of directors selected the investment counsel.

Foundations ABC, Summary--Endowment Programs. Among the foundations that received the greatest amount of external funds, endowments were managed by the college at College A, by both the college and foundation at College B, and by the foundation at College C.

College A owned the endowment. College B owned its own Endowment and College B foundation owned its own Endowment; College C foundation owned the only Endowment.

Investment counsel was used by Colleges A and C. At College A, investment counsel was used by both the college and the foundation. At College C, investment counsel was used by only the foundation.

At both Colleges A and C, the foundation board of directors selected the investment counsel. It appeared that the finance committee assumed responsibility for selection.

Endowment Program, College X.

1. Who managed the Endowment? The foundation managed the endowment.
2. Who owned the Endowment? The foundation owned the endowment.
3. Investment Counsel: Investment counsel was used by the foundation.
4. Was Investment Counsel Used by the College or Foundation or Both? Investment counsel was used only by the foundation.
5. Who Selected the Investment Counsel? College/Foundation. The finance committee of the foundation board of directors selected the investment counsel.

Endowment Program, College Y.

1. Who managed the Endowment? The foundation managed the endowment.

2. Who owned the Endowment? The foundation owned the endowment.

3. Was Investment Counsel Used? An investment counselor from Chicago was consulted.

4. Was Investment Counsel Used by College or Foundation or Both? Investment Counsel was used by the foundation.

5. Who Selected the Investment Counsel? College/foundation. The foundation selected the investment counsel.

Endowment Program, College Z.

1. Who managed the Endowment? The foundation (treasurer) managed the Endowment.

2. Who owned the Endowment? The foundation owned the endowment.

3. Was Investment Counsel Used? Investment counsel was not used.

4. Used by College or Foundation or Both? Investment counsel was not used.

5. Who Selected the Investment Counsel? College/Foundation. The finance committee of the foundation would select investment counsel if used.

College Foundations XYZ, **Summary**--Endowment Programs. Among the three foundations that received the least amount of external funds, endowments were managed by their foundations, and all three foundations owned these endowments.

Two of three foundations used investment counsel and the counsel was sought and used by the foundation. Lastly, the two foundations whose personnel used investment counsel selected that counsel through the finance committees of their respective foundation board of directors.

Differences Between Foundations ABC and XYZ--Endowment Programs. Among the foundations that received the greatest amount of external funds, endowments were managed by both the college and the foundation, depending on the foundation. Of the college foundations that received the least amount of external funds, endowments were managed by only the foundations.

Of the college foundations that received the greatest amount of external funds, endowments were owned by both the college and the foundation, again depending on the foundation. The three college foundations that received the least amount of external funds all owned the endowments.

Among the foundations that received the greatest amount of external funds, investment counsel was used by both Colleges A and C. At College A investment counsel was used by both the college and the foundation, whereas at College C, counsel was used only by the foundation. Of the three foundations that received the least amount of external funds, two of three foundations used investment counsel only for the foundation.

Among the foundations that received the greatest amount of external funds, investment counsel was selected by the finance committee of the foundation board of directors. Of the three foundations that received the least amount of external funds, investment counsel was also selected by the finance committee of the foundation board of directors.

Variable V: The Amount of Dollars Raised by the Foundation and the Percentage Raised by Funding Source (e. g., Alumni, Corporations, Investments, Special Events). (External Influences, i.e., Organizations that Compete with the Community College Foundation Are Included in this Section.)

This section includes the amount of dollars raised in FY 1995 by each foundation and the percentage raised by funding source (e.g., alumni, corporations, investments, special events). It should be noted that most of the community colleges did not track all categories listed as funding sources. Those used by each college are designated; those not tracked were assigned a "0." Variable V also includes a list of external influences identified by participants as competitors seeking the same community monies that community college foundations seek.

The Amount of Dollars Raised in FY 1995 by the College Exclusive of the Foundations.

Total gifts raised by each College--dollar amount:

College A	$ 200,000 (Approx.)
College B	-0-
College C	*Varies from year to year--specific amount not reported
College X	-0-
College Y	35,000
College Z	-0-

*Small amounts of money were raised by the Athletic Department, Women's Resource Center, and Student Activities Division.

Differences Between Colleges ABC Compared to Colleges XYZ--Amount of Dollars Raised in FY 1995. Of those colleges whose foundations received the greatest amount of external funds, two reported having raised additional money for the college beyond that raised by the foundation. Of those colleges whose foundations received the least amount of external funds, only one reported likewise.

In conclusion, three of the six community colleges studied, raised funds through various activities like athletic and academic program events in addition to the money raised by the foundation. Two of these colleges represented the group whose foundations received the greatest amount of external funds, and one represented the group whose foundations received the least amount of external funds.

The Amount of Dollars Raised in FY 1995 by the Foundation. The college foundations were ranked ordered by the amount of external dollars raised in FY 1995. Amounts reported by participants are listed below:

College A Foundation	$2,372,000
College B Foundation	785,156
College C Foundation	558,527
College X Foundation	543,787
College Y Foundation	72,500
College Z Foundation	33,160

Differences Between Foundations ABC Compared to Foundations XYZ-- Amount of Dollars Raised in FY 1995. As shown above, college foundations ABC raised from approximately $560,000 to $2.4 million. College foundations XYZ raised from approximately $33,200 to $544,000.

Percentage Raised by the Foundations in FY 1995 by Funding Source (e.g., Alumni, Corporations, Investments, Special Events). In order to establish new fundraising goals, foundation personnel analyze the various sources from which their funds emanate. Percentages of money raised from various funding sources reported by study participants are listed below:

College Foundation A: Percentage Raised from the Following:

A.	Alumni	3%
B.	Corporate, outright donation	10%
C.	Corporate, match donation	1%
D.	Faculty/staff	1%
E.	Non-College Affiliated Donors	80%
F.	Professional Organizations	5%
G.	Special Events	Same as "E" above
H.	Friends	Same as "E" above

College Foundation B: Percentage Raised from the Following:

A.	Alumni	.001%
B.	Corporate, outright donation	45%
C.	Corporate, match donation	.002%
D.	Faculty/staff	12%
E.	Grants from private foundations (nationwide)	.002%
F.	Grants from local private foundations	5%
G.	Grants from State Government	Reported by the Grants Division of the Resource Development Office of the college.

H.	Grants from Federal Government	Reported by the Grants Division of the Resource Development Office of the college. H.
I.	Investments	2%
J.	Non-College Affiliated Donors	27%
K.	Professional Organizations	2%
L.	Special Events	6%
M.	Other (Identify)	1% (Retirees)

College Foundation C: Percentage Raised from the Following:

A.	Alumni	Very small amount
B.	Faculty/staff	6% (Campus Campaign)
C.	Grants from State Government	(College function only)
D.	Investments	54%
E.	Non-College Affiliated Donors	14%
F.	Special Events*	26%
G.	Friends	Same entity as E above

***Special events include**: Madrigal dinners, a winter getaway, mardi gras, carnival and circus, fall and spring craft shows, golf tournament, culinary extravaganza, staff recognition luncheon, holiday reception, anniversary celebrations, and building dedications.

Foundations ABC. Summary--Percentage of Money Raised from Various Sources.

The top three categories of funding sources for foundation A were non-college-affiliated donors, outright corporate donations, and professional organizations. The top three categories of funding sources for Foundation B were outright corporate donations, non-college-affiliated donors, and faculty/staff. The top three categories of funding sources for foundation C were investments, special events, and non-college affiliated donors. In conclusion, the two foundations that received the greatest amount of external gifts both reported outright corporate donations and non-college affiliated donors among their top three funding sources. Foundation C also reported non-college affiliated donors among its top three funding sources.

<u>College Foundation X: Percentage Raised from the Following</u>:

A. Alumni	19%
B. Corporate, outright donation	21%
C. Corporate, match donation	7%
D. Faculty/staff	7%
E. Grants from public foundations (nationwide)	See Other (below)
F. Grants from private foundations (nationwide)	See Other (below)
G. Grants from private foundations	See Other (below)
H. Grants from local public foundations	See Other (below)
I. Grants from State Government	College Function
J. Grants from Federal Government	See Other (below)
K. Investments	33% (of grand total)*
L. Non-College-Affiliated Donors	21%
M. Special Events	10%
N. Friends	Same as L
O. Other (Identify)	
Estates	15%
All Grants (public, private)	10%

*All percentages other than Investments were based on gifts alone.

<u>College Y: Percentage Raised from the Following</u>:

A.	Corporate, outright donation	80%
B.	Faculty/staff	2%
C.	Grants from State Government	College Function
D.	Investments	Certificates of Deposit Only for 1995
E.	Non-College-Affiliated Donors	3%
F.	Friends	15%

*College Y did hold special events including breakfasts and a golf outing for which no donations were requested and no money was raised.

<u>College Z: Percentage Raised from the Following</u>:

A.	Corporate, match donation	3%
B.	Faculty/staff	2%
C.	Grants from private Foundations (nationwide)	10%
D.	Grants from State Government	College Function
E.	Investments	20% (Interest)
F.	Special Events*	15%
G.	Current Students	5% (Memorials)
Q.	Friends	25%
R.	Other (Identify)*	20% (One-time donations)

*Sale of Property donated to Foundation

<u>Foundations XYZ, Summary--Percentage of Money Raised from Various Sources</u>. The top three categories of funding sources for college Foundation X were investments, outright corporate donations, and alumni. The top three categories for college Foundation

Y were outright corporate donations, friends, and non-college affiliated donors. The top three categories for Foundation Z were friends, a one-time donation of property, and investments. Of the three foundations receiving the least amount of external funds, two reported outright corporate donations and categories suggesting friends of the college such as labeled friends, alumni, and non-college-affiliated donors.

Differences Between Foundations ABC compared to Foundatiions XYZ. Differences--Type of Funding Source. Those foundations that received the greatest amount of external gifts reported that their key funding sources were outright corporate donations and non-college-affiliated donors. Those foundations that received the least amount of external gifts reported that their key funding sources were outright corporate donations and friends of the college.

External Influences--Organizations Listed by Respondents in the College Geographic District that Compete for Funds (Including Private Foundations).

It was common knowledge that various local organizations such as nonprofit organizations and other colleges and universities had competed for funds. The researcher asked the community college and foundation personnel participating in the study to identify organizations in their local areas that had competed with their foundation for funding. Competing organizations are listed below, but they are not specifically named to protect the identity of the sample institutions:

College Foundation A. Local hospital, local community foundation, local arts center, United Way, private and public schools.

College Foundation B. Community/civic orchestras, arts council; groups serving the handicapped; educational organizations serving troubled adolescents, persons with addictions, hospitality groups; other colleges and universities in the surrounding community college environs; public and private schools, and so on.

College Foundation C. All four-year colleges, charitable organizations, public and private schools, service organizations, YMCA, symphonies, auctions.

College Foundation X. Four year colleges/universities, especially the University of Michigan and Michigan State University; community foundations; all colleges; United Way, American Cancer Society, American Heart Association, Rotary Foundation, Girl Scout Council, American Red Cross, Hospice, Aware Shelter, Inter-Faith Shelter, all churches; private schools; and other colleges located outside of the city.

College Foundation Y. All community foundations in the K-12 school districts, eight public school foundations, churches, Special Olympics, all charitable organizations.

College Foundation Z. Every service organization, Rotary, Kiwanis, health drives (Arthritis, Cancer, Heart, and so on.)

Colleges ABC and XYZ, Summary--Organizations Listed by Respondents in the College Geographic District that Compete for Funds (Including Private Foundations). Clearly, much competition for the community college foundation has surfaced in the past. Therefore, community college foundation personnel must clearly articulate to the public their needs in order to garner the funds needed to supplement the community college's budget in an effort to fulfill its mission.

Variable VI: Professional Organizations Reported by the Sample Respondents to be the Most Helpful in Garnering Funds for their Foundations.

Community college foundation directors were asked to indicate those professional organizations they found helpful. The following list was provided to respondents as possible choices:

A. National Council on Resource Development (NCRD)

B. Council for the Advancement and Support of Education (CASE)

C National Society of Fundraising Executives (NSFRE)

D. National Association of College and University Business officers (NACUBO)

E. Other (specify)

This section includes, by foundation, a list of professional organizations the respondents found to be most helpful in dealing with everyday foundation matters.

College A Foundation: The National Council on Resource Development (NCRD)--an affiliate of AACC.

College B Foundation: National Council on Resource Development (NCRD--membership); Council for the Advancement of and Support of Education (CASE--subscription); National Society of Fundraising Executives (NSFRE--seminars, luncheons, networking, ideas); Michigan Nonprofit Association; National Council for Marketing and Public Relations; Accounting Aid Society.

College C Foundation. Affiliations in no professional organizations.

College X Foundation: The National Council on Resource Development (NCRD) provided legislative alerts. The Council for the Advancement of and Support of Education (CASE) provided helpful journal articles; the National Society of Fundraising

Executives (NSFRE) provided helpful journal articles. Service organizations that offered opportunities to network, like the local Rotary Club, were avenues through which fundraisers can professionally grow.

College Y Foundation: No foundation director was employed by this institution; the individual responsible for garnering external funds reported it was difficult for him to attend nationally affiliated professional organizations. The college belonged to no national professional fundraising organizations.

College Z Foundation: Although College Z employed no foundation director, the college belonged to the National Council for the Advancement of and Support of Education (CASE) and the National Association of College and University Business Officers (NACUBO).

College Foundations ABC and XYZ, Summary, Professional Organizations Respondents Found to be Most Helpful. In summary, personnel from two of the three foundations that received the greatest amount of external funds belonged to at least four professional organizations related to foundation business. Likewise, personnel from two of the three foundations that received the least amount of external funds belonged to at least two professional organizations they found helpful in dealing with foundation matters.

Differences between Foundations ABC and XYZ--Professional Organizations Respondents Found to Be Most Helpful. It appeared that the foundations receiving the greatest amount of external gifts were affiliated with more professional organizations than the foundations receiving the least amount of external funds for FY 1995.

Variable VII: The Percentage of Foundation Monies Used to Support Occupational Education Programs Offered by the Community College.

Personnel from Colleges A and C reported that the percentage of total foundation dollars raised by their foundations and used for vocational programming was very small. Percentages are as follows:

College Foundation A. Less than 1% was used for vocational programming. The money was used for equipment. Of the approximately $12 million raised by the foundation, $45,000 to $55,000 was used for equipment. (Most foundation money was spent for student scholarships.)

College Foundation B. Seventy-three percent (nonrestrictive monies) was used for vocational programming.

College Foundation C. One and one-half percent was used for vocational programming. About $40,000 worth of equipment grants were distributed to faculty from the foundation, based on individual requests--some in occupational programs, some in others. No consistent pattern existed from year to year. The grant requests were ranked on a college-wide basis, depending on the nature and value of the project. (The college may supplement the foundation's grant amount with monies from the community college's budget in order to fund the entire requested amount if the entire amount is not funded by the foundation.) Most foundation money was expended on student scholarships.

Foundations ABC, Summary--Percentage of Foundation Monies Used to Support Occupational Education Programs Offered by the Community College. Of those foundations that received the greatest amount of external funds, College B expended the most money--73%--on occupational education programs. Colleges A and C expended less than 2% on such programs.

College Foundation X. 31.5% was spent on occupational education programs.

College Foundation Y. 25% was spent on occupational education programs.

College Foundation Z. 10% was spent on occupational education programs.

Foundations XYZ--Summary--Percentage of Foundation Monies Used to Support Occupational Education Programs Offered by the Community College. Of those foundations that received the least amount of external funds, College X expended the most money--32%--on occupational education programs. Colleges Y and Z spent less than 26% on such programs.

Differences Between Foundations ABC and XYZ--Percentage of Foundation Monies Used to Support Occupational Education Programs Offered by the Community College. Of the foundations that received the greatest amount of external funds, only one spent approximately three-fourths of its foundation monies on occupational education programs. Of the foundations that received the least amount of external funds, two foundations spent less than one-third of their foundation monies on occupational education programs, whereas the third foundation spent slightly more than one-third of its monies on such programs.

Percentage of Total Dollars Raised by the Foundation and Used for Purposes Other than Vocational Programming. Community college personnel reported that a larger percentage of total foundation dollars raised by their foundations was spent for purposes other than vocational programming. The percentage of total dollars raised and used for purposes aside from vocational programming are listed below:

College Foundation A. Ninety-nine percent was used for purposes other than vocational programming. Dollars were used for endowed, restricted; endowed, unrestricted; nonendowed, unrestricted and restricted (minimum amount for an endowment was $15,000--most endowments were used for scholarships).

College Foundation B. Twenty-seven percent was used for purposes other than vocational programming. Money raised was used for nonvocational academic programs, classroom materials and equipment, scholarships and student emergency funds, special projects and programs, child care centers, fine arts, extra-curricular programs, campus improvements, library support, and endowments. Equipment loaned to the college was not claimed as foundation assets, but it amounted to about $3 million in FY 1995.

College Foundation C. Seventy-five percent was used for purposes other than vocational programming.

College Foundation X. Twenty-one and one-third percent was used for purposes other than vocational programming. Other money was used for foundation operating expenses, transfers to the college for department and special program use, and scholarship endowments.

College Foundation Y. Seventy-five percent was used for purposes other than vocational programming.

College Foundation Z. Fifty percent was used for purposes other than vocational programming. Other money was used for student scholarships, the foreign student exchange program, a miscellaneous loan program, writing program awards, a performing artist series, and the youth theater.

Foundations ABC--Summary--Percentage of Total Dollars Raised by the Foundation and Used for Purposes Other than Vocational Programming. Of the foundations that received the greatest amount of external funds, two--those at Colleges A and C--reported spending more than 75% on purposes other than vocational programming; the third reported spending slightly more than 25% of its funds on "other" purposes.

Foundations XYZ--Summary--Percentage of Total Dollars Raised by the Foundation and Used for Purposes Other than Vocational Programming. Of the foundations that received the least amount of external funds, one--at College Y reported spending 75% of the total dollars raised by the foundation on purposes other than vocational programming. College Z spent about 50% on "other" purposes, and College X expended 21% on "other" purposes.

Differences Between Foundations ABC and XYZ--Percentage of Total Dollars Raised by the Foundation and Used for Purposes Other than Vocational Programing. Of those foundations that received the greatest amount of external funds, two reported spending more than 75% on purposes other than vocational programming. Of those foundations that received the least amount of external funds, only one reported spending

75% on "other" purposes. Therefore, those colleges that received the greatest amount of external funds spent more foundation dollars for purposes other than vocational programming than did the foundations that received the least amount of external funds.

Variable VIII: Factors to Which Respondents Attributed the Success of the College's Foundation.

College Foundation A. According to personnel from College A, the foundation's success was based on the involvement and sense of ownership by the public in the community college and its activities; a giving community that is unique; community image, based on student success; accountability; fiduciary responsibility; trustee leadership; CEO leadership; and community relationships. Also mentioned were participation by the president and foundation board and board of trustees in foundation activities; management commitment to staffing; and well articulated needs.

College Foundation B. According to personnel from College B, the foundation's success was based on business/community partnerships and the college's image--increasing and reinforcing donors' trust and confidence that the college was effectively addressing the needs of both the students and the community. Public trust/confidence was earned not only by meeting but by surpassing the community's expectations.

College Foundation C. According to personnel from College C, the foundation's success was based on the perseverance of the President, Dean of Marketing and Development, and some volunteers who had helped raise significant funds through special events and programs. Respondents said that foundation and college personnel must be visible in the community and have contacts; people must know who the foundation personnel are and believe in the college's mission and programs. Establishing relationships with community organizations like the Rotary Club, Chambers of Commerce, and so on, is crucial to the foundation's success.

Colleges ABC, Summary, Factors to Which Respondents Attributed Success of the College Foundations. Personnel from Colleges ABC, the foundations that received the greatest amount of external funds, cite the following as key reasons for their foundation's success: CEO and Trustee leadership; participation by the CEO, foundation board, and board of trustees in foundation activities; community visibility; community image; meeting the needs of the students and community; and business/community partnerships.

College X. According to personnel from College X, the success of the foundation was based on a well-established organization--its stability and longevity as a leader within the community. The college had been a viable, interactive part of the community, and the community had remained supportive. The foundation had received a wealth of support financially and through recommendations from volunteer boards of directors throughout the course of its existence. Securing $40,000 to $80,000 estates boosted the fund balance of the foundation. Diversity of personnel, the college's image, and involvement of key administrators within the service areas of the community all contributed to the foundation's success. Institution reputation was a major sales factor. Employing a foundation director who was active in the community, rather than an adjunct professional, also contributed to the foundation's ability to raise funds.

College Y. According to personnel from College Y, the success of the foundation was based on people-to-people contact, the reputation of the college, and training conducted by the college to serve and develop skilled employees for business and industry.

College Z. According to personnel from College Z, the success of the foundation was based on raising friends--with friends come funds--and providing a vehicle through which community members could donate gifts when they were ready. According to the board of trustees chairperson, the community college president had excellent rapport with the community and the K-12 school district.

Colleges XYZ, Summary, Factors to Which Respondents Attributed the College Foundation's Success. Personnel from Colleges XYZ, the foundations that received the least amount of external funds, cited the following as key to their foundation's success: Employment of a foundation director who was active in the community, longevity as a leader in the community, involvement of key administrators, college personnel diversity, institution image, training provided by the college to meet the needs of business and industry within the community, and people-to-people contact to raise friends.

Differences Between Colleges ABC and XYZ, Factors to Which Respondents Attributed the College Foundation's Success. Respondents from both groups of foundations discussed the college's image/reputation, activity of chief college administrators, community relationships, and visibility. However, only the XYZ group discussed the importance of a well-established organization whose personnel exhibited leadership and the employment of a foundation director who was active in the community, as opposed to hiring an adjunct staff person.

__College Foundation Profiles of Sample Participants__. The literature contains discussions regarding whether a college's receipt of funds can be attributed to the age of the foundation, the type of geographic setting (rural or urban), or the size of the institution. Therefore, respondents were asked to provide a profile of their respective community colleges. As indicated in Table 4, the oldest foundation, the one at College C, began in 1966. Three other foundations began in the 1970s, and two began in the 1980s.

Of the foundations that received the greatest amount of external gifts, two were situated in an urban setting. Of those foundations that received the least amount of external gifts, two were situated in rural settings.

Among the foundations that received the greatest amount of external gifts, student enrollments ranged from 4,000 students to 26,144 students. Among those that received the least amount of external gifts, student enrollments ranged from 1,314 students to 7,750 students.

Table 4

**Comparison of Colleges A, B, and C
(Greatest Amount of External Funds)
with Colleges X, Y, and Z
(Least Amount of External Funds
in Terms of Foundation Profiles**

College	Year Foundation Began	Rural or Urban	Enrollment
A	1981	Rural	4,000
B	1979	Urban	26,144
C	1966	Urban	10,057
X	1983	Urban	7,750
Y	1979	Rural	1,347
Z	1972	Rural	1,314

Advice from Study Respondents to Prospective and Newly Formed Foundations. To provide some assistance to community colleges considering the formation of a foundation, college and foundation personnel submitted the following advice:

<u>College A</u>.

1. Recruit and involve community leaders, benefactors, and philanthropists.

2. Articulate the benefits of your community college's academic and other programs.

3. Make every effort to develop the capability to bridge the gap between the rich and the poor in your community. Approach the community and identify a solid core of leaders and volunteers to assist with bridging that gap.

4. Use a solid community core to raise friends, enhance the image of the community college, and raise funds for the needs of the college.

<u>College B</u>. Community colleges considering instituting a foundation should know that the existence of a foundation can provide an opportunity for businesses to grant equipment and technology, thus affording those businesses the benefit of a donation. The impetus for creating a foundation can be based solely on this rationale.

<u>College C</u>. Because most foundations do not have the luxury of a great deal of time, foundation personnel must learn where to spend the hours that will garner the amount of money needed to meet the college's needs. College personnel recommended that fundraising neophytes study the "pyramid of giving" and determine which type of contacts the foundation office must solicit in order to achieve its annual and long-range goals. All personnel associated with fundraising for the college must be able to articulate the need for the specific amount of money desired. Conduct an educational campaign for the community so they are aware that the community college can be included in their wills with a deferred estate gift to the college.

Begin to fundraise with your own organization; start with the internal staff. Leads can and will emanate from campus employees. Choose someone who enjoys respect from campus colleagues to direct the foundation office; the person should have a high energy level and like people. Get the public involved in your activities. Be sure to secure the commitment of the college president. Secure corporate buy-in by assisting business/industry with their training needs, e.g., build a technology center and you will most likely secure sizable funds from corporate America.

College X. Join the local "mover/shaker" community organizations like the Rotary Club, United Way, and other service organizations Every other month invite fundraisers from every community organization for a round-table foundation discussion in a partnership setting to express their views on fundraising. Invite speakers to discuss topics such as causes that companies/corporations are supporting. If your foundation and three other organizations have similar or the same ideas, collaborate.

Discuss the successes of each organization's capital campaigns and annual giving program, and the "how to's" of implementing and sustaining these programs. Develop a habit of lunching regularly with fundraising professionals to network and share ideas. Educate your foundation board of directors so they understand that fundraising is a time-honored process--seeds need to be planted and prospects cultivated to allow the growth and bloom of philanthropic gifts.

Publicize your college's mission and goals. People must be aware of college activities in order to participate in them. College needs must be articulated to the community in order for residents to realize that needs exist. Educate the public that the community college foundation is the vehicle through which that can occur.

The community identifies with the college through its president. The president must be active and visible.

The delineation between policy and administration must be clear. The foundation board of directors must be independent in order to be effective. The college board of trustees cannot direct the foundation board of directors. Highly respected and knowledgeable members of the community should be selected as member of the foundation board of directors.

<u>**College Y**</u>. Smaller colleges should consider securing funds from community foundations while holding the college's funds in reserve. Place the invested money in a bank whose personnel you know.

People with money have accumulated wealth because of their own skills. They will donate money if you can convince them they can be helpful to the institution. Rarely will people with money donate time. Most people who have money are busy people. Always go to the busy people. Remember that people give to people they like

Major donor periods are October, November, December, May, and June. Organize solicitations around these giving periods.

Subscribe to the publications and attend the professional conferences of the Council for the Advancement of and Support of Education (CASE). For beginners, this is an especially helpful professional organization. Lastly as one college president advised, "Get, give, or get off."

<u>**College Z**</u>. Educate the community regarding how their investment in the college is being returned to the community in terms of the skilled professional graduates

employed in the community such as nurses, emergency medical technicians, firemen, auto mechanics, and so on. Remind them that goods and services and quality of life are intermingled with the community.

Table 5 contains responses to the question, "How Would You Spend Additional Resources?" Included are responses from foundation directors, presidents, and college board of trustees chairpersons, providing clues to their beliefs about what makes a foundation successful. It appeared that they believed the factors listed in the table would help them achieve their foundations' fundraising goals if the human and fiscal resources were available.

Table 5

Comparison of Colleges A, B, and C
(Greatest Amount of External Funds)
with Colleges X, Y, and Z
(Least Amount of External Funds)
in Terms of a Wish List
as Reported by Study Respondents
Responses to "How Would You Spend Additional Resources?"

College	Foundation Director	President	Board of Trustees Chairperson
A	Employ additional foundation staff	Increase scholarship endowments; invest more in human resource development; strengthen college's investment in technology to broaden program offerings with the net result of enhancing student access.	Employ additional foundation staff and develop new programs based on college needs.

Table 5 (cont'd).

College	Foundation Director	President	Board of Trustees Chairperson
B	Employ a full-time Resource Development Director; allocate additional staff/resources for planned giving and prospect research programs.	Provided same response as that given by the Foundation Director.	Board Chairperson unavailable for interview.
C	Hire a person to solicit major gifts and further develop a deferred gifts program. Build a facility for corporate training	Distribute more scholarships.	Board Chairperson unavailable for interview
X	A larger staff to manage all aspects of prospect research and fundraising.	Hire a full-time foundation Director.	Hire a full-time foundation Director.
Y	No foundation Director	Hire a full-time foundation Director.	Hire a full-time foundation Director.
Z	No Foundation Director	Hiring a part-time Foundation Director; a "flashier" prospectus and annual report.	The college Board Chairperson said he believed the college had enough monies to operate with the recently passed millage.

Variable IX. The relationships, if any, Between the FY 1995 Foundation Fund Balances and the FY 1995 external funds raised by the Foundations.

Fund Balances. Fund balances are compared in Tables 6 and 7 and in Figures 1, 2, 3, and 4.

Examining the sample by dividing it into two groups--one group with the largest fund balances and one group with the smallest fund balances--shows that the three community college foundations reporting the largest fund balances as of June 30, 1995, (Figure 7) reported fund balance amounts of $14.1 million, $3.7 million, and $3.1 million. The mean of the three foundations reporting the largest fund balance was $6,966,667. The three community college foundations reporting the smallest fund balances as of June 30, 1995, (Figure 7) reported fund balance amounts of $1.2 million, $488,379, and $191,000. The mean of the three foundations reporting the smallest fund balances was $626,460.

In summary, the mean of the three sample foundations with the largest fund balances was over $6 million, compared to just over $600,000 for the three foundations with the smallest fund balances--a wide variance between the two types of foundations, large and small.

Table 6

Comparison of External Funds Raised, Fund Balances, Foundation Budgets, and Institutional Operating Budgets for Fy 1995 by Large Foundations (A, B, C) and by Small Foundations (X, Y, Z) in Descending Order of Amounts of External Funds Raised

Results from Combined Initial and Final Surveys
Fiscal Year (FY) 1995 Data

Large Foundations (Greatest External Funds)*	**External Funds Raised by Foundation FY 1995**	**Fund Balance FY 1995**	**Foundation Budget FY 1995**	**Institutional Operating Budget FY 1995**
FOUNDATION A	$2,931,000	$14,100,383	$211,000	$19,919,000
FOUNDATION B	785,000	488,000	89,000	98,276,000
FOUNDATION C	677,000	3,700,000	200,000	35,000,000
Small Foundations (Least External Funds)*	**External Funds Raised by Foundation FY 1995**	**Fund Balance FY 1995**	**Foundation Budget FY 1995**	**Institutional Operating Budget FY 1995**
FOUNDATION X	$544,000	$3,100,000	$400,000	$21,000,000
FOUNDATION Y	92,000	1,201,373	95,000	6,500,000
FOUNDATION Z	39,000	191,000	30,000	9,000,000

*Foundations listed in order of **descending amounts of external funds raised.**

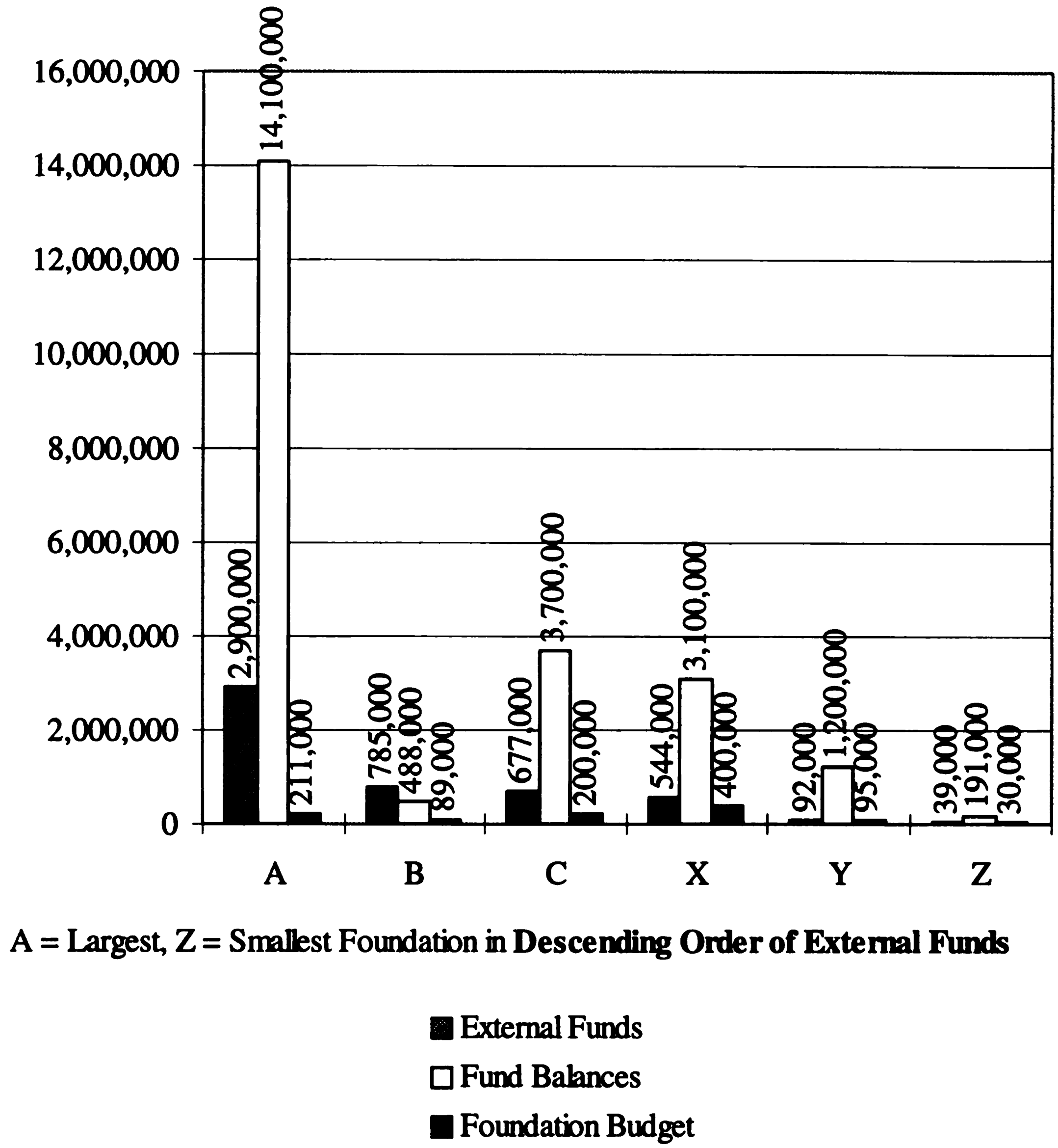
Table 7

A Comparison of Fund Balances, External Funds Raised, Foundation Budgets, and Institutional Operating Budgets for FY 1995 by Large Foundations (A, B, C) and by Small Foundations (X, Y, Z) in Descending Order of Foundation Fund Balances

Results from Combined Initial and Final Surveys
FY 1995 Data

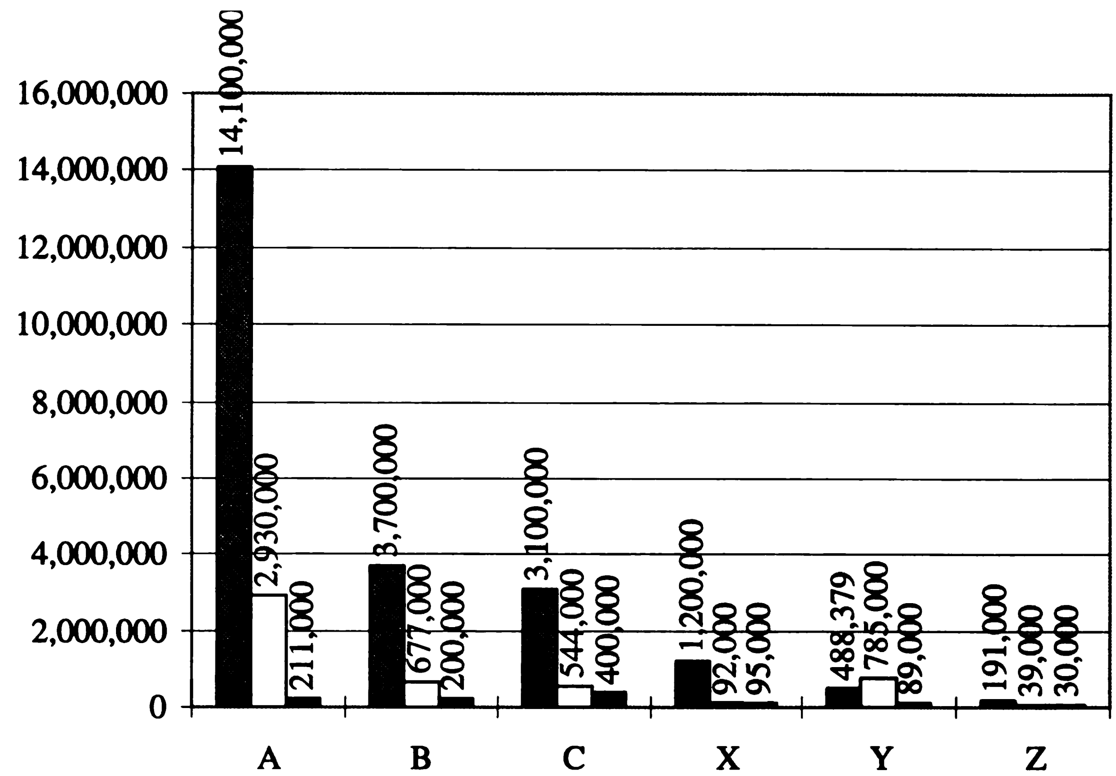
Large Fund Balance Foundations)*	External Funds Raised by Foundation FY 1995	Fund Balance FY 1995	Foundation Budget FY 1995	Institutional Operating Budget FY 1995
FOUNDATION A	$2,931,000	$14,100,383	$211,000	$19,919,000
FOUNDATION B	677,000	3,700,000	200,000	35,000,000
FOUNDATION C	544,000	3,100,000	400,000	21,000,000
Small Fund Balance Foundations)*	**External Funds Raised by Foundation FY 1995**	**Fund Balance FY 1995**	**Foundation Budget FY 1995**	**Institutional Operating Budget FY 1995**
FOUNDATION X	$92,000	$1,201,373	$95,000	$ 6,500,000
FOUNDATION Y	785,000	488,379	89,000	98,276,000
FOUNDATION Z	39,000	191,000	30,000	9,000,000

*Foundations listed in order of **descending Fund Balances.**



A Comparison of the 1995 Fiscal Year External Funds Raised
(Total Voluntary Gifts)
to the 1995 Fiscal Year Foundation Fund Balances and Foundation Budgets
by Sample Foundation in Descending Order of Amounts of External Funds
Raised by Institution.

Figure 1

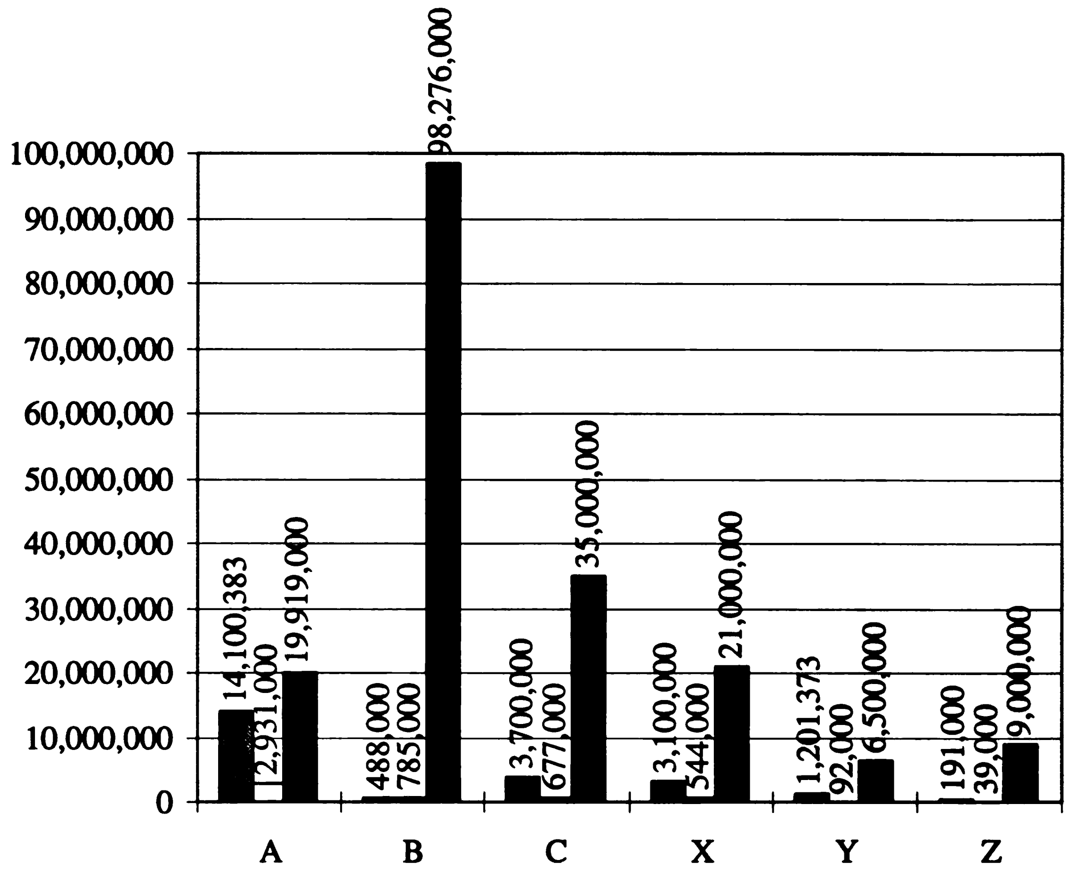


A = Largest, Z = Smallest Foundations in **Descending Order of Fund Balances by Institution.**

Fund Balances
External Funds Raised
Foundation Budget

A Comparison of the 1995 Fiscal Year External Funds Raised (Total Voluntary Gifts) to the 1995 Fiscal Year Foundation Fund Balances and Foundation Budgets by Sample Foundations in Descending Order of Fund Balances by Institutions.

Figure 2

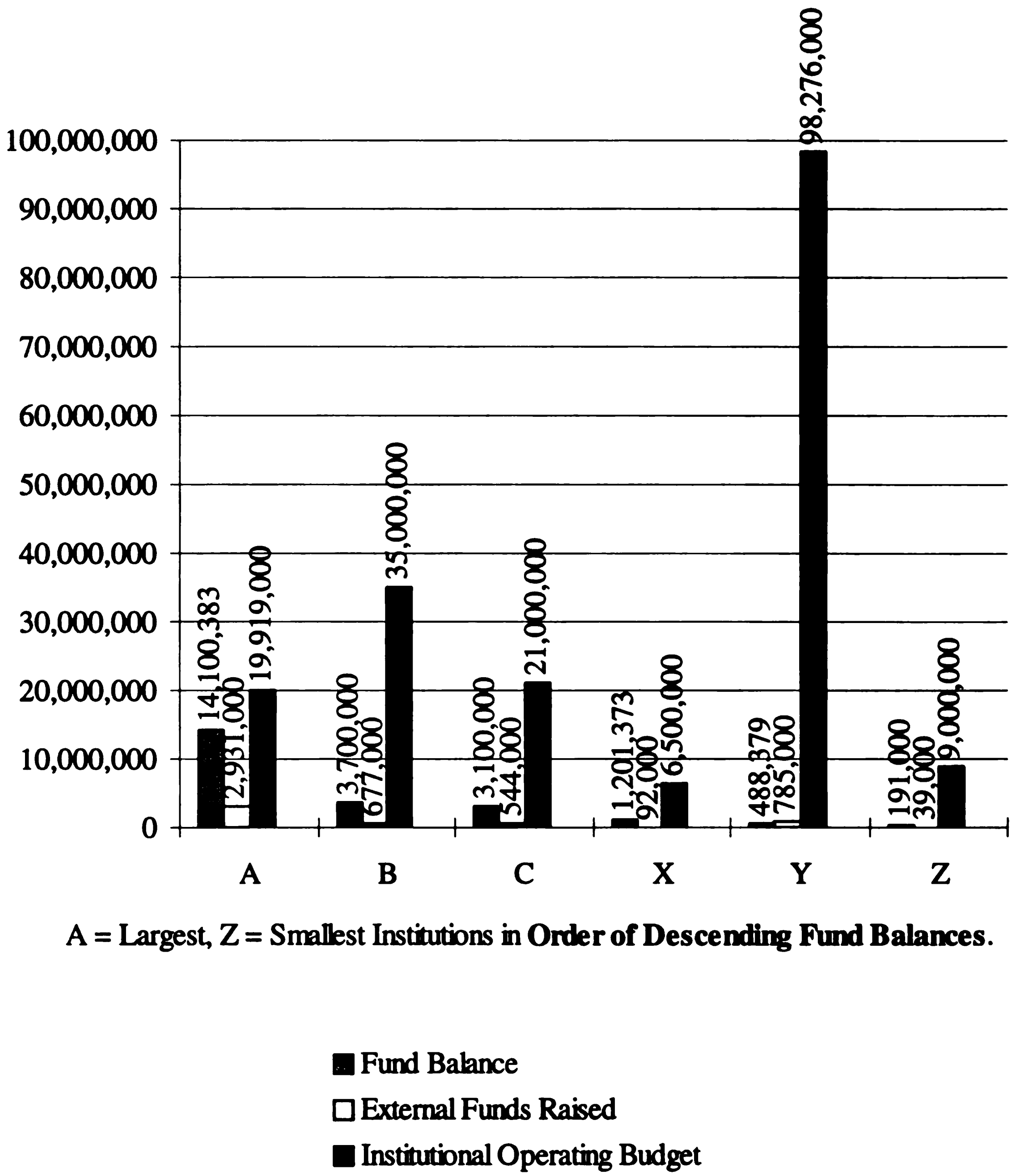


A = Largest, Z = Smallest Foundations in **Order of Descending Fund Balances** (rounded off).

■ Fund Balance
□ External Funds Raised
■ Institutional Operating Budget

A Comparison of the 1995 Fiscal Year External Funds Raised (Total Voluntary Gifts) to the 1995 Fiscal Year Foundation Fund Balances and Institutional Operating Budgets by Sample Foundations in <u>Descending Order</u> of amounts of external funds raised by Institution.

<u>Figure 3</u>



A Comparison of Fund Balances, External Funds Raised,
and Institutional Operating Budgets
for Fiscal Year 1995 in <u>Descending</u> Order of Foundation <u>Fund Balances.</u>

<u>Figure 4</u>

The data show that the fund balances of the sample institutions varied from $14 million reported at the high end to $191,000 at the low end, a range of $13,809,000 for the six foundations studied. The mean or average fund balance for the sample was $3,779,896.50. If fund balance is one indicator of the financial health of a foundation, a $3 million average balance appeared to indicate a healthy status for the sample as a whole. When the researcher examined the June 30, 1995, fund balance figures (Tables 6 and 7, and Figures 1, 2, 3, and 4) for the three community college foundations **reporting the greatest amounts of external funds received** in FY 1995, she ranked the fund balances associated with the foundations receiving the most funds (high to low) as $14.1 million, $488,000, and $3.7 million, respectively. The mean fund balance for the foundations reporting the greatest amount of funds received in 1995 was $6,096,000. It appeared that this was a healthy fund balance average for those foundations garnering the most money. It meant that these foundations, on average, had about $6 million worth of assets.

When the researcher examined the June 30, 1995, fund balance figures (Tables 6 and 7 and Figures 1, 2, 3, and 4) for the three community college foundations **reporting the least amounts of external funds received** in FY 1995, she ranked the fund balances associated with the foundations receiving the least funds (high to low) as $3.1 million, $1.2 million, and $191,000, respectively. The mean fund balance for those foundations reporting the least amount of funds received was $1,497,000--still over $1,000,000 worth of assets.

It appeared from the data (Tables 6 and 7 and Figures 1, 2, 3, and 4) that, of the three foundations receiving the greatest amount of external funds, the second largest foundation (in terms of funds received) most likely spent the money it raised; consequently, that foundation had a smaller fund balance. The other two foundations receiving the greatest amount of external funds (the largest and third largest) reported over $1 million in reserve (their fund balance). Of the three foundations receiving the least amount of external funds, two still reported over $1 million in reserve (their fund balance).

In summary, of the group of foundations receiving the greatest amount of funds, two of three reported fund balances over $1 million; and of the group of foundations receiving the least amount of funds, two of three reported fund balances over $1 million. Thus, four of the six sample foundations reported fund balances over $1 million--money that can be invested or used to further the mission of the parent institution.

<u>A Note About Fund Balances from Results of the Initial Questionnaire</u>. It should be noted that, of the **smaller** foundations (ranked by descending order of fund balances) represented in the study's population of 28 community colleges, whose personnel both responded to the initial survey and reported a foundation in existence, **eight reported fund balances below $1 million**; also, of the larger foundations (ranked by descending order of fund balances) responding to the initial survey and reporting a foundation in existence, **<u>13 reported fund balances over $1 million</u>**. In summary, these data showed that, of the 21 community colleges sponsoring foundations, 62 percent reported fund balances over $1 million. **Therefore, slightly less than two-thirds of the community colleges sponsoring foundations did have assets of over $1 million.**

<u>External Funds (Gifts Received) in FY 1995</u>. The three largest community college foundations (ranked by amount of external gifts raised in FY 1995) reported gifts received (Table 6) in the approximate amounts of $2.9 million, $785,000, and $677,000, respectively; **the mean for the largest foundations was $1,454,000**. The three smallest community college foundations (ranked by amount of external gifts raised in FY 1995) received gifts in the approximate amounts of $544,000, $92,000, and $39,000, respectively; **the mean for the smallest foundations was $225,000**. The range for the sample was $2,861,000--$2.9 million at the high end and $39,000 at the low end.

In summary, these data show that only one of the six sample foundations garnered over $1 million in FY 1995. The mean for the group of three sample foundations garnering the most monies was $1.4 million, while the mean for the group of three foundations garnering the least was $225,000. On average, a substantial difference--$1,175,000--existed in amounts of funds raised between the groups of large and small foundations in FY 1995.

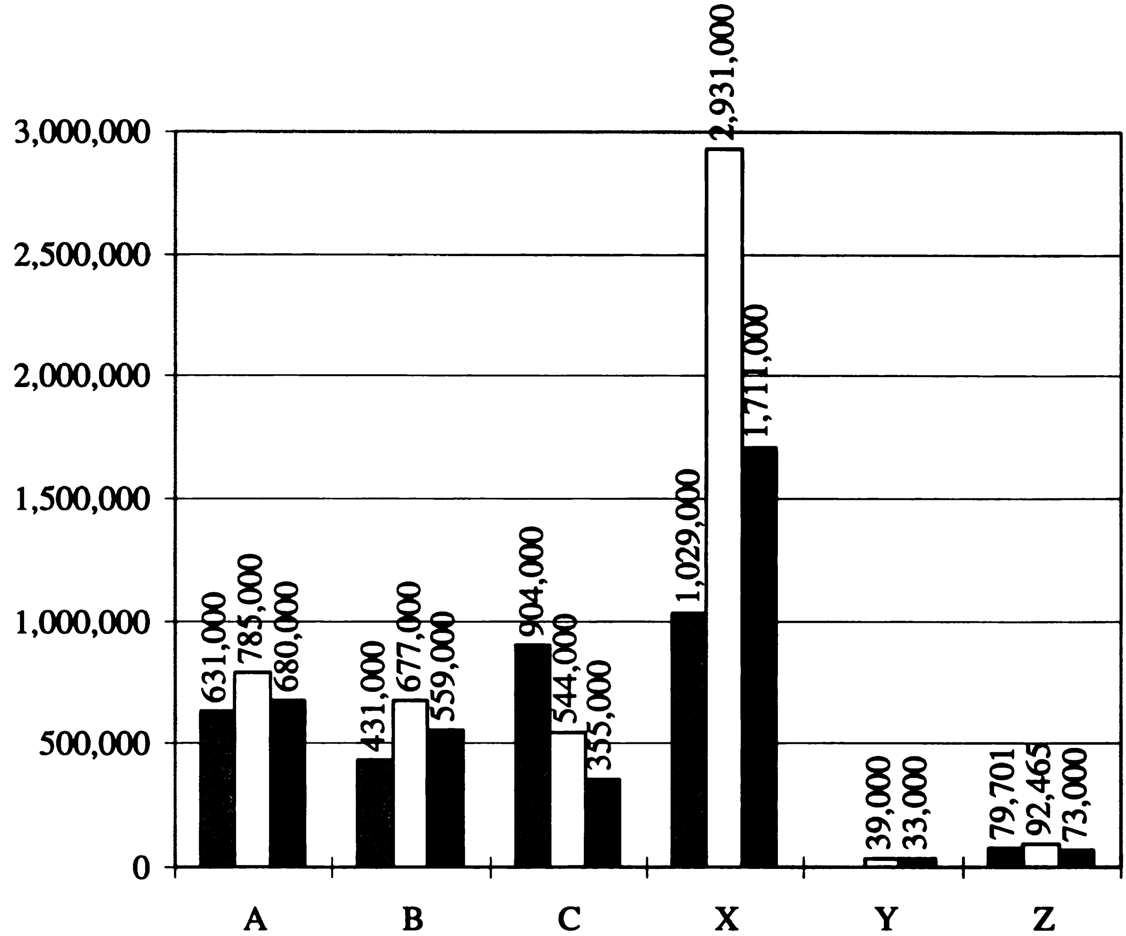
External Funds (Gifts Received) in FY 1995 by Size of Institution (Enrollment). Figure Five shows a comparison of the reported external funds received in FY 1995 by size of institution. From large to small institutions, the amounts were: $785,000 (urban campus), $677,000 (rural campus serving urban and rural students), $544,000 (urban campus), $2.9 million (urban campus serving urban and rural students), $39,000 (rural campus), and $92,000 (rural campus).

The mean amount of gifts received in 1995 by the larger (enrollment) institutional foundations was $668,667. (Of the three larger institutions, two were located on urban campuses and one was located on a rural campus.)

The mean amount of gifts received in 1995 by the smaller (enrollment) institutional foundations was $1,010,333. One of the smaller institutions (based on enrollment) was able to garner almost $3 million. (Of the three smaller institutions, two were located on rural campuses, and one was located on an urban campus.)

The data for FY 1995 might lead one to conclude that size of the institution sponsoring the foundation did not make a difference in the amounts of funds garnered in FY 1995 because the smaller institutional foundations were able to raise, on average, slightly more than $1 million and the larger institutional foundations, on average, raised only about $669,000. When the mean was calculated, it appeared that, for FY 1995, foundations sponsored by public community colleges in Michigan with lower student enrollments were not at a disadvantage when compared to those with higher enrollments in raising funds for the institution. However, one college from the group of colleges with the fewest students enrolled garnered the greatest amount of external funds in the study sample, raising the average for the group of foundations associated with lower-enrollment colleges above that of the larger-enrolled colleges. Aside from this small "outlier" college which consistently outperformed the three largest colleges, the three sample foundations associated with the colleges enjoying larger enrollments appeared to garner greater amounts of external gifts, on the whole, than those associated with colleges that enrolled fewer students.

The three small institutions that garnered, on average, more than $1 million represented two rural campuses and one urban campus. Of these small colleges, the one with the urban campus sponsored the foundation that outperformed the three sample



A = Largest, Z = Smallest Community Colleges in Order of Descending Enrollment (1994 External Funds Received for Foundation Y Were Unavailable).

■ 1994
□ 1995
■ 1996

A Comparison of External Funds Received
in 1994, 1995, and 1996
<u>by Size of Institution</u> (Enrollment)

<u>Figure 5</u>

colleges with high enrollments garnered $2.9 million in FY 1995. This demonstrated that small colleges with foundations can make an impact. The two rural campuses garnered $92,000 and $39,000, respectively.

The larger-enrollment colleges associated with foundations that garnered, on average, $669,000 represented two urban campuses and one rural campus. The urban campuses raised 785,000 and 544,000, whereas the rural one raised $677,000.

In summary, rural foundation campuses raised $677,000, 92,000, and 39,000 compared to the urban which raised 785,000, $544,000, and $2.9 million. It appeared, therefore, that for FY 1995, two of the foundations situated on rural campuses in Michigan were impeded in their ability to raise money compared to the foundations situated on urban campuses due to geographic location.

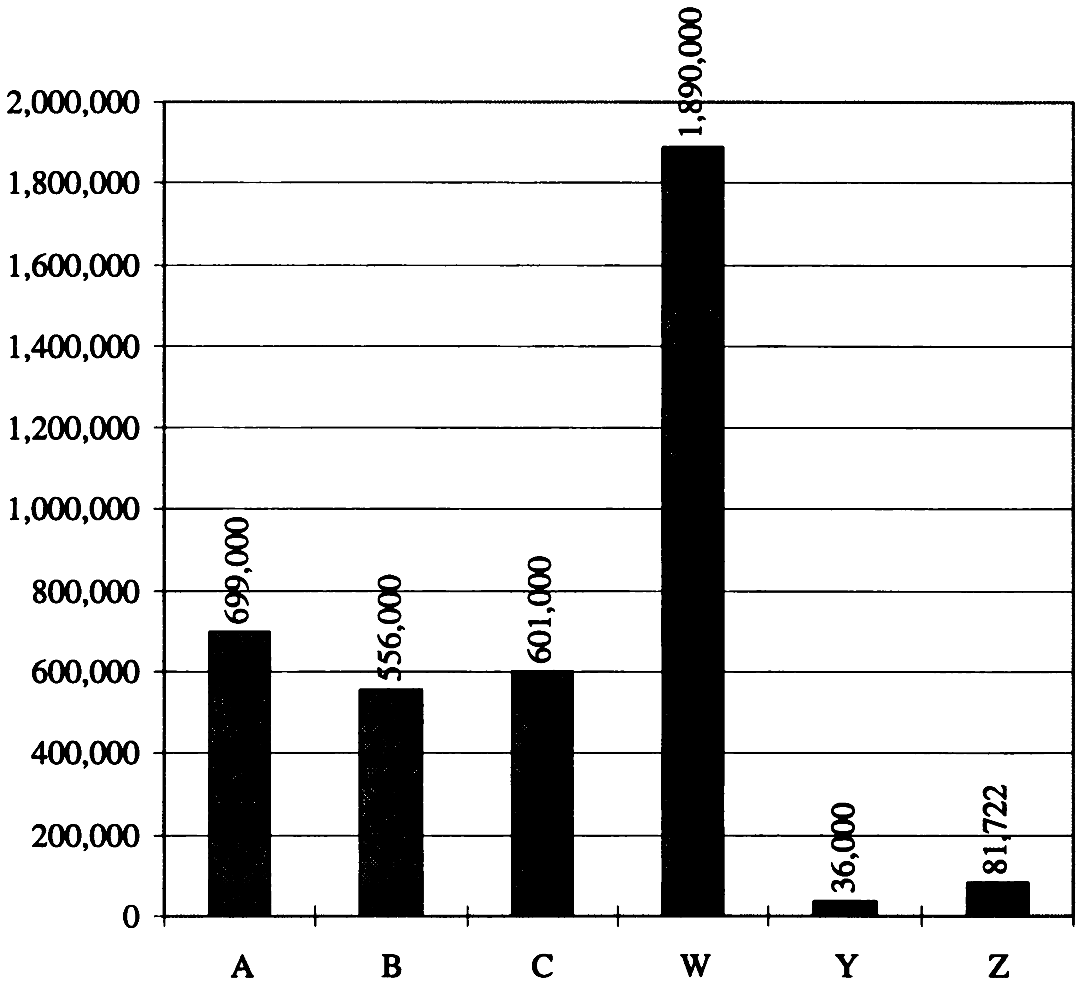
Figure 5 shows a comparison of the reported external funds received in: FY 1994, FY 1995, and FY 1996 by size of institution (enrollment). From large to small institutions, the amounts were: Foundation A, $631,000 (1994), $785,000 (1995), and 680,000 (1996); Foundation B, $431,000 (1994), $677,000 (1995), and $559,000 (1996); Foundation C, $904,000 (1994), $544,000 (1995), and $355,000 (1996); Foundation X, $1,029,000 (1994), $ 2,931,000 (1995), and $1,711,000; Foundation Y, (no data available for 1994), $39,000 (1995), and $33,000 (1996); and Foundation Z, $79,701 (1994), $92,465 (1995), and $73,000 (1996).

Foundation A raised a total of $2,096,000 from 1994 to 1996; Foundation B raised $1,667,000; Foundation C raised $1,803,000; Foundation X raised $5,671,000; Foundation Y raised $72,000 in two years; and Foundation Z raised $245,166. In summary, from these numbers, one can observe that, **over a span of three years**, three of the largest institutions raised more than $1 million. One of the smallest institutions raised more than $5 million, whereas two of the smallest raised less than $250,000.

Three-year Average of Foundation Gifts Received by Institution Size.

Figure 6 presents a comparison of a three-year average of external funds (voluntary gifts) received in FY 1994, 1995, and 1996 by size of institution. The researcher examined the three-year average of external funds received by the foundations to determine which foundations, by size (enrollment), raised the most money over an expanded period of time and whether size appeared to make a difference in the amount of money received. The three-year average (Figure 5) of external funds garnered by the sample foundations as reported by sample respondents, in FY 1994, 1995, and 1996, in descending order of **size of institution,** were: $699,000 (urban campus), $556,000 (urban campus), $601,000 (rural campus serving urban and rural students), $1.89 million (urban campus serving urban and rural), $36,000--**two year average** (rural campus), and $81,722 (rural campus). The three largest institutions had a mean--or three-year average of gifts received--amounting to $618,667, whereas two of the smallest institutions had a mean amounting to $985,861 (the two-year average of $36,000 was not used in this computation).

For this study sample, these averages suggested that the size of institution within which the community college foundation was located may have made a difference in the ability of the college to raise external funds. Although the smaller-enrollment institutions had a larger mean than the larger-enrollment institutions for the three-year



A = Largest, Z = Smallest Community Colleges in Order of Descending Enrollment. (Foundation Y represents a two-year average; one-year average data was not available).

■ External Funds

A Comparison of a Three-Year Average
of External Funds (Voluntary Gifts)
Received in the 1994, 1995, and 1996 Fiscal Years
by Size of Institution (Enrollment)

Figure 6

period, the reader must consider the consistent performance of the outlier foundation within the group of colleges with small enrollments in surpassing the foundations affiliated with those colleges enrolling a greater number of students. This suggested that foundations associated with smaller enrollment colleges can garner large amounts of external gifts. However, on the whole, the colleges with larger enrollments did raise more money than the colleges with smaller enrollments.

Foundation Annual Budget. The foundation annual budgets for FY 1995 are compared in Tables 6 and 7 and in Figures 1 and 2. The three foundations reporting the highest fund balances (Table 6) also reported annual foundation budgets of approximately \$211,000, \$200,000, and \$400,000. The mean of these foundation annual budgets (highest fund balance group) was \$270,333. The three foundations reporting the lowest fund balances reported annual foundation budgets of approximately \$95,000, \$89,000, and \$30,000. The mean of these foundations' annual budgets (smallest fund balance group) was \$71,333. From these data, **one can observe that personnel, affiliated with the foundations that had the largest fund balances, budgeted, on average, \$199,000 more per year--almost four times more than personnel affiliated with the foundations having the smallest fund balances.**

The three foundations reporting the **greatest** amounts of gifts received in FY 1995 (Table 2) also reported annual foundation budgets of approximately \$211,000, \$89,000, and \$200,000--a mean of \$166,667. The three foundations reporting the **least** amounts of gifts received in FY 1995 also reported annual foundation budgets of approximately \$400,000, \$95,000, and \$30,000--a mean of \$175,000. From these data, one can observe that personnel affiliated with foundations receiving the most money in

FY 1995 budgeted, on average, $8,333 less--about 5% less ($8,333 divided by $175,000)--on their foundation Annual Budgets than personnel affiliated with foundations receiving the least money.

Total Institutional Operating Budgets. Institutional budgets (Tables 6 and 7 and Figures 3 and 4) were identified for each foundation in descending order of external funds raised in FY 1995. The three foundations **reporting the greatest amount** of funds also reported institutional operating budgets amounting to approximately $20 million, $98 million, and $35 million. (It should be noted that the community college receiving the $98 million had more than one campus). The mean was $51 million.

The three foundations **reporting the least amount** of funds also reported institutional operating budgets amounting to approximately $21 million, $6.5 million, and $9 million. The mean was $12.17 million.

From the above data, one can observe that those foundations garnering the greatest amounts of external funds, on average, were affiliated with institutions that had larger operating budgets. Those foundations garnering less external funds, on average, were affiliated with institutions that had smaller operating budgets.

AN ANALYSIS OF SELECTED PUBLIC COMMUNITY COLLEGE FOUNDATIONS IN MICHIGAN

VOLUME II

By

Mary Frances Miller

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Education Administration

1997

CHAPTER V

MAJOR FINDINGS, CONCLUSIONS, SUMMARY, RECOMMENDATIONS FOR FUTURE RESEARCH, AND REFLECTION

The writer's purpose of this study was to identify the characteristics and activities of foundations within selected public community colleges in Michigan.

The findings, conclusions, and recommendations pertaining to the nine variables researched in this study are presented in the following pages.

Findings, Variable I--Institutional information and the Relationship of the College to its Foundation: Organizational Charts and Development/Foundation Office Personnel; Operating Agreements; Strategic Plans; and Fundraising Program Policy.

Organizational Charts. Of the foundations that received the greatest amount of external funds, only one appeared on the community college's organizational chart. Likewise, only one of the foundations that received the least amount of external funds appeared on the community college's organizational chart.

Conclusion. In their discussions of foundations, Cohen and Brawer (1991) indicated that because foundations are legally and organizationally independent of the college, they are able to promote the well being of the college without the statutory limits placed on the college's governing board and staff. Since only four of the six sample institutions included the foundation on their college organizational charts, it appeared that the college and foundation administration may have excluded foundations from their organization charts intentionally to foster the nonprofit corporation objectives, affording foundations greater flexibility and independence in raising funds for the parent institution.

Relationship of the College to the Foundation--Formal Operating Agreements. The entire sample of foundations had developed both Articles of Incorporation and foundation Bylaws. These documents set forth the relationship between the foundation and the community college. The only difference among the colleges appeared to be the specificity of the language in those documents.

Conclusion. Formal operating agreements existed in all community colleges and foundations, setting forth the parameters of the relationship of the college to the foundation. However, some agreements were more specific than others, and it appeared that some college and foundation staff were more satisfied with specific rather than evasive language. For those community colleges that had instituted foundations, the first step was to develop Articles of Incorporation--the legal basis upon which the foundation operated. College bylaws were developed soon thereafter. In Michigan, all foundations sponsored by public community colleges did have Articles of Incorporation and Bylaws suggesting the importance of these documents to the establishment and continuation of foundation activities.

Recommendation. When establishing a foundation, foundation staff/directors should secure the Articles of Incorporation and Bylaws from existing foundations to glean a comprehensive purview before devising initial documents.

Major Functions of the Sample College Foundations. All foundations in the sample group were engaged in the primary function of supporting the community and assisting with the fulfillment of their college missions. Major functions of the foundations that received the greatest amount of external funds were raising friends, raising funds, and promoting a positive college image. Major functions of the foundations that received the least amount of external funds were raising monies to support the college's mission and providing funding for student scholarships and loans as well as faculty/staff projects and activities.

Conclusion. Those foundations that received the greatest amount of external funds were very concerned with raising friends and promoting a positive image in addition to articulating the need to raise funds; this well-articulated concern may have led to receipt of larger gifts. However, the foundations that received the least amount of external gifts, however, also articulated throughout the interviews the need to raise friends for the college and promote a positive image, but they specifically reported their major function as assisting students and staff. It appeared, therefore, that the foundations that received the least amount of external gifts simply might not have possessed the resources to reach out to their constituents to the degree that the ABC Foundations did to garner more funds.

Existence of Community College Strategic Plans. All respondents reported that their colleges had developed a strategic plan.

Conclusion. It appeared that public community colleges believed in the need to plan ahead and evaluate progress in order to achieve their institutional objectives. Thus, all of the sample colleges had instituted strategic plans in order to meet the needs of their communities and demonstrate fiscal accountability.

Projection of Institutional Needs in the Community College Strategic Plan. All respondents reported that institutional needs were projected in the community college Strategic Plan.

Conclusion. In order to plan, a college must articulate its needs. Therefore, needs are included in community college Strategic Plans.

Incorporation of and Reference to the Foundation Within the Community College Strategic Plan. Of the group that received the greatest amount of external gifts, only one foundation director reported that the foundation was mentioned in the College's strategic plan. Other references to the foundation were indirectly included in the college's strategic plan, according to both the foundation directors and presidents.

Discrepancies between the foundation directors and college presidents regarding this issue surfaced in their responses. Moreover, two of the four board of trustees chairpersons responding reported they did not know whether the foundation was referenced in the community college's Strategic Plan.

Conclusion. It appeared that colleges did not reference their foundations in the community college Strategic Plans in order to afford foundations the autonomy associated with the 501(c)(3) nonprofit organization status, thus freeing them of institutional "red tape." A broad reference to the foundation was sometimes articulated in the college Strategic Plans under the college's financial goals.

Responses to this issue indicated discrepancies among the board of trustees chairpersons, presidents, and foundation directors, leading the researcher to conclude that both college and foundation information needs to be shared and exchanged more frequently among administrative personnel and between the college administration and the board of trustees. If a foundation exists to serve the college by augmenting sources of funding, all should be aware of the parameters of the relationship between the college and the foundation and be able to articulate that relationship to the public.

Recommendation. If projecting fundraising goals is a prerequisite to securing certain levels of funding, stakeholders need to be involved in making team decisions. Thus, ensuring participation in fundraising goals by the college president and members of the board of trustee representatives would appear to be important. Likewise, frequent presentations by both the foundation director and key foundation board members to the college board of trustees to reinforce the foundation's plan and progress would seem prudent.

Projection of Fundraising Goals for Several Years within the College Foundation's Annual Plan (if an Annual Plan existed). Of the three foundations that received the greatest amount of external gifts, two of the three foundation directors reporting that an Annual Plan existed also reported that goals were projected for several years within that plan. College presidents' responses confirmed this was the case.

Of the foundations that received the least amount of external gifts, only one foundation representative reported having developed an Annual Plan. However, the president contradicted the foundation director's response by reporting that goals for several years were not established within that Annual Plan.

Of the board of trustees chairpersons responding, one from the ABC Colleges reported uncertainty regarding goal projection for several years in the foundation's Annual Plan. The board chairperson respondent from the XYZ group reported that goals were projected for several years--but only relative to the foundation director's performance.

Conclusion. The foundation directors may have established goals for several years within the foundation's Annual Plan. However, it appeared that persons other than the foundation director either did not realize that such a process had occurred or did not retain the information once they were informed.

Recommendation. The foundation director must continually inform college stakeholders of foundation progress. In addition, including stakeholders in the decision-making process may generate renewed interest in and receptivity to the information.

Existence of a Written, Strategic Plan with Projected Goals Developed by the Foundation. It appeared that the majority of college foundations did not have a strategic plan. Foundation directors, presidents, and board of trustees chairpersons seemed to disagree on the topic. The board of trustees did not appear to be aware of the type of plans their respective foundations had developed.

Conclusion. The majority of college foundations had not devised a strategic plan. Presidents and boards of trustees were not aware of plans the foundation developed. Communication regarding foundation plans appeared to be lacking.

Recommendation. Foundation boards of directors should consider drafting strategic plans as they predict the amount of money their institutions will need to fulfill their missions within the next three to five years. Frequent presentations by foundation staff to college administration and the board of trustees are necessary in order for them to articulate to the public how the needs of the college will be met.

Relationship of the Board of Trustees to the Foundation as Reported by the Foundation Directors, College Presidents, and Board of Trustees Chairpersons. Foundation directors appeared to agree that the board of trustees served an advisory and supportive function with respect to the foundation board of directors. Attendance on the foundation board of directors by members from the college board of trustees provided a communication link between the two bodies.

Presidents reported on the communication of foundation items to the college board of trustees. They reported that information was generally received by the college board of trustees when it pertained to foundation action; when action pertained to college policy, such as budget issues, the college board of trustees voted to approve or disapprove the item. An anomaly appeared to exist in that one college president from the XYZ group reported that any unresolved foundation issue was presented for resolution to the college board of trustees.

All college board of trustees chairpersons reported that the college board had little involvement in the business of the foundation.

In summary, the foundation directors believed the board of trustees served both an advisory and a supportive role to the foundation board. Presidents believed the relationship was akin to item acceptance/approval. They reported a relationship characterized by board of trustees approval of foundation-related collegial policy issues and acceptance of information items. Board of trustees chairpersons reported minimal involvement of the board in foundation business with the exception of approving college budget items and making decisions on noncompliance issues related to the foundation Articles of Incorporation.

Conclusion. The researcher concluded that, although the foundation directors may have desired the advice and support of the board of trustees, reality suggested otherwise. It appeared that the board of trustees' major role was receiving reports by the foundation and that the majority of board of trustees chairpersons in the sample were not aware of foundation specifics even though some board members participated as members of the foundation board.

Recommendation. The foundation directors and foundation board of directors need to make a concerted effort to regularly present general and specific information to the college board of trustees. However, because the foundation board does have nonprofit-organization status, the researcher attributed the college board of trustees' lack of attention to foundation detail to the foundation's independence and autonomy granted under federal law 501(c)(3). This means the foundation directors will need to work harder to ensure their message does not fall on deaf ears.

Responses to Who Paid for the Development Director and Staff. Two out of the three ABC Colleges paid for foundation expenses, whereas two out of the three XYZ Colleges did not. XYZ Foundations paid for their own fundraising expenses from their respective foundation budgets.

Conclusion. Those foundations receiving the greatest amount of external funds appeared to enjoy financial support from their parent institutions. In contrast, those foundations receiving the least amount of external funds did not enjoy such financial support.

Recommendation. By continually updating the college administration and publicizing the success stories, foundations stand a better chance of securing funding from parent institutions. Thus, the researcher recommends, as stated above, regular progress reports to the community college president, the college board of trustees, and the general public--including informational items in newspapers/newsletters.

Responses to Whether or Not All External Funds Received by the College Were Channeled through the College's Foundation. Two of the three foundation directors from the ABC foundations reported that not all external funds were channeled through the foundation. One foundation director from the XYZ group reported that all funds were channeled through the foundation. All responding presidents, on the other hand, reported that not all funds received by the college were channeled through the foundation. Two board of trustees chairpersons, one from the ABC group and one from the XYZ group, reported they did not know whether all funds were channeled through the foundation. One board of trustees chairperson from the XYZ group reported that all funds were channeled through the foundation; and one board of trustees chairperson did not respond.

Conclusion. In conclusion, it appeared that discrepancies existed among the foundation directors and board of trustees chairpersons regarding receipt of funds by the college. However, all presidents appeared to agree that not all funds received by the college were channeled to the foundation.

Recommendation. The researcher recommends that foundation directors confer with the college president and college budget officer to determine where funds are routed upon receipt by the institution. The findings should be presented to the college board of directors for their information. The foundation board of directors should be knowledgeable of the total college budget, especially when preparing the foundation strategic plan.

Fundraising Program Policy--Extent of College Involvement in Establishing Overall Administrative Policy for the Fundraising Program--Foundation Director, President, and Board of Trustees Chairperson Responses. Both groups of foundation directors, those receiving the greatest amount of external gifts (n=3) and those receiving the least amount of external gifts (n=1), believed that the college presidents were very involved in establishing overall administrative policy for the fundraising program.

Whereas the ABC College Foundation Directors believed that the board of trustees were generally uninvolved, the only Foundation Director from the XYZ group believed the board of trustees was generally involved. Both the ABC Foundation Directors and the only Foundation Director from the XYZ group reported the chief development (foundation)/advancement officers were very involved in establishing overall administrative policy for the fundraising program.

Both groups of foundation director respondents appeared to believe that the faculty were not involved in establishing overall administrative policy for the fundraising program. Regarding the "other" category, only one foundation director reported that the alumni association was generally involved in establishing overall administrative policy for the fundraising program.

Both the ABC and XYZ Presidents reported that the community college presidents were very involved in establishing overall administrative policy for the fundraising program. It appeared that both groups believed that their board of trustees were not very involved; that the foundation board of directors were generally involved; that the development (foundation)/advancement directors were very involved; that faculty were generally uninvolved; that staff (at one college) were very involved; and, finally, that volunteers were generally involved in establishing overall administrative policy for the fundraising program.

Both the ABC and XYZ Board of Trustees Chairpersons reported that the community college presidents were very involved in establishing overall administrative policy for the fundraising program. Both groups believed that they, as a group of board of trustees, were not very involved in establishing overall administrative policy for the fundraising program. The ABC Board of Trustees Chairpersons reported that the foundation board of directors were very involved, whereas the XYZ Board of Trustees Chairpersons reported that the foundation board of directors were generally involved. Both the ABC and the XYZ groups reported that the development (foundation)/advancement directors were very involved. It appeared that both groups believed that the faculty were generally uninvolved in establishing overall administrative policy for the fundraising program. Last, it appeared that both groups believed that staff were very involved and that foundation volunteers were generally involved.

Conclusion. Foundation directors, college presidents, and board of trustees chairpersons generally agreed that the president was very involved in establishing overall administrative policy for the fundraising program; that the college board of trustees was not involved; that the foundation board of directors was involved; that the advancement/development/foundation director was very involved; that faculty were not involved; and, finally, that "others" like some staff and alumni were somewhat involved.

Recommendation. The researcher recommends that foundation directors reach out to faculty, soliciting input from interested parties who could prove to be very accommodating and helpful in revising or refining overall administrative policy for the fundraising programs.

Fundraising Program Policy--Extent of College Personnel Activity in Raising Funds for the Community College--Foundation Director, President, and Board of Trustees Chairperson Responses. Foundation Director Responses: It appeared that foundation directors generally believed that the community college presidents were very active in raising funds for the institution; that the college board of trustees activity ranged from very active to generally active; that the chief development (foundation)/advancement officers were very active; that, on average, the college faculty were generally inactive in raising funds; and that fundraising volunteer activity ranged from very active to very inactive.

College President Responses: College presidents, on average, reported themselves as very active in raising funds for their institutions. It appeared that the ABC College Presidents were more active than the XYZ College Presidents. However, as a combined group, the college presidents appeared to be very active in raising funds for their community colleges.

It appeared from the presidents' responses that the board of trustees from both Colleges ABC and XYZ were inactive in raising funds for their institutions. According to to the presidents' responses, the foundation board of directors representing the foundations that received the least amount of external funds appeared to have been more active in fundraising than the foundation board of directors representing the foundations that received the greatest amount of external funds.

It also appeared from the presidents' responses that college faculty of the ABC group was more active in fundraising than the XYZ faculty. In general, two president whose community colleges sponsored alumni associations reported their volunteers to be more active than did the presidents of colleges with no alumni association.

Board of Trustees Chairperson Responses: Of the four board chairpersons who participated in this study, those representing colleges whose foundations received the greatest amount of external funds ranked themselves as generally active in fundraising. In contrast, board chairpersons from colleges that received the least amount of external funds ranked themselves generally inactive.

All but one board chairperson ranked the foundation board of directors as active participants in raising funds for the institution. The chairperson who did not rank the board of directors as active participants in raising funds for the institution reported he did not know how active the foundation board was.

It appeared from the board chairpersons' responses that faculty from both the ABC and the XYZ groups were generally inactive in raising funds for their respective community colleges.

Conclusion. The foundation board of directors, college presidents, and college board of trustees chairpersons generally agreed that the president was active in raising funds for the institution; that the board of trustees was, on the whole, inactive in raising funds for the institution; and that the foundation board was generally active in raising funds. However, those foundation board members at the foundations receiving the least amount of funds appeared to be more active than those at foundations receiving the greatest amount of external funds, according to the college presidents. The three respondent groups also generally agreed that the development (foundation) advancement directors were very active in raising funds for the institution and that faculty were not active, although college presidents reported faculty to be more active in fundraising at the ABC Colleges than at the XYZ Colleges. On the whole, volunteers appeared to be somewhat active at some institutions and inactive at others. Moreover, presidents reported that volunteers in general were more active at colleges that sponsored alumni associations.

The activity of the board of directors at the foundations that received the least amount of external funds may be attributed to the necessity of working harder to garner additional monies due to having less money to begin with. Respondents' comments also indicated that alumni participation could conceivably spark volunteer participation from the general public as people become immersed in the excitement of the activities sponsored by the foundations.

Recommendation. At least two members of the college board of trustees should serve as members of the foundation board of directors. Foundation directors need to be creative in involving the board of trustees in fundraising activities/functions. Creative activities that are exciting need to be promoted and may spark interest on the part of previously uninvolved trustees and volunteers. Faculty should be extended formal and informal invitations to assist with foundation work.

Whereas foundation directors believed that members of the board of trustees were active in fundraising, presidents and college board of trustees chairpersons reported they were inactive. Because all but one of the chairpersons in this study labeled themselves as inactive in fundraising, the researcher labeled that group inactive.

Involvement of College Personnel in Evaluating the Fundraising Program--Foundation Director, President, and Board of Trustees Chairperson Responses.

Foundation Director Responses: From the responses reported by the foundation directors, it appeared that not much difference existed between the ABC and XYZ groups regarding the involvement of college personnel in evaluating the fundraising program. Foundation directors reported, on average, that the president was very involved in evaluating the fundraising program. Foundation directors, on average, also reported that the board of trustees was generally involved in evaluating the fundraising program. Last, it was reported that the faculty were generally uninvolved in evaluation.

College President Responses: College presidents reported that they believed they were very involved in evaluating the fundraising program; that the college board of trustees was generally uninvolved; that the foundation board of directors was generally involved; that the chief development (foundation)/advancement officers were very involved in evaluation; that the college faculty were generally uninvolved in evaluating the fundraising program; and that fundraising volunteers were generally involved in evaluating the fundraising program. However, evaluation by volunteers occurred at only two colleges--Colleges A and C.

The only difference between the ABC Foundations, the foundations that received the greatest amount of external funds, and the XYZ foundations, those that received the least amount of external funds, as reported by the college presidents, was that the volunteers for the ABC Foundations appeared to have been somewhat more involved than the volunteers for the XYZ group.

Board of Trustees Chaiperson Responses. The researcher concluded from the Board chairpersons' responses that the community college presidents were very involved in evaluating the fundraising program; that the board chairpersons believed they were generally uninvolved in evaluating the fundraising program; that the foundation board of directors, on average, were very involved in evaluating the fundraising program; and that no volunteers evaluated the program (two chairpersons reported n/a and the third reported he did not know whether volunteers evaluated the program).

The board chairperson from the foundation receiving the greatest amount of external funds reported that the board of trustees at her college was generally involved in evaluation, whereas respondents from the foundations receiving the least amount of external funds reported general uninvolvement in fundraising evaluation. The ABC Board of Trustees Chairperson also reported that the foundation board of directors were generally involved in evaluation, as compared to the chairpersons from the XYZ group, who reported that their foundation board of directors was very involved in evaluation. Again, the foundation boards of directors from the foundations that received the least amount of external funds may have been working harder to evaluate their efforts because they needed more contacts and activities to increase their fund balances.

Conclusion. In analyzing the foundation directors' responses to the extent of involvement of college personnel in evaluating the fundraising program, it appeared that not much difference existed in the involvement of personnel between the ABC group and the XYZ group. The major difference the presidents indicated was that volunteers appeared to have been more involved in the XYZ group than in the ABC group. The board of trustees chairpersons reported major differences of general involvement in the ABC group and uninvolvement of trustees in evaluation in the XYZ group, as well as general involvement of the foundation board of directors in the ABC group relative to fundraising program evaluation compared to no involvement in the XYZ group.

Findings, Variable II--The personnel composition of the Foundation Office.

Presence of Advancement Office. Only two of the college foundations receiving the greatest amount of external gifts reported the presence of an advancement office linked to the college foundation. None of the college foundations receiving the least amount of external gifts reported the presence of an advancement office at its institution.

Conclusion. Those foundations receiving the greatest amount of external funds did report an advancement office. However, office personnel paid from the college budget were responsible for many activities aside from foundation functions.

Presence of Development Office at the Community College, FY. 1995.

Only the foundations receiving the greatest amount of external funds operated under a development office at their respective community colleges whereas the foundations receiving the least amount of external funds did not enjoy the resources afforded by a development office because no development office existed at their colleges. Foundations falling under the auspices of a development office worked independently and essentially carried out the development function through their foundation offices.

Conclusion. The foundations that received the greatest amount of external funds were the only ones whose parent institutions employed a development director. However, at two community colleges, the development director was also considered the foundation director.

Chief Foundation Officer Reporting Responsibility. Of the foundations receiving the greatest amount of external funds, all chief foundation officers, i.e., personnel who assumed a broad development role reported to the community college presidents. Of the foundations receiving the least amount of external funds, the only foundation director employed (on a half-time basis), reported to both the college president and the foundation board of directors. The two college presidents who assumed responsibility for foundation matters reported to both the college board of trustees and the foundation board of directors. As presidents of their colleges, they reported to the college board of trustees; as foundation members, they reported to the foundation board of directors. The presidents whose colleges did not employ a foundation director appeared to have been more directly involved in foundation activities than presidents of community colleges employing foundation directors.

Conclusion. Advancement, development, and foundation directors were employed by the colleges whose foundations received the greatest amount of external gifts; the majority of them reported to the college president. Foundation representatives at the colleges whose foundations received the least amount of external funds appeared to have less time to devote to raising funds for the community college.

Staff Assigned to Development: Titles, Reporting Responsibilities. The foundations that received the greatest amount of money employed at least one person to manage the foundation; their titles varied. Supplementary staff were also employed, but none was assigned to annual, capital, planned-giving activities, or to prospect research.

Staff reporting responsibilities varied. Individuals with broader responsibilities reported to the college president whereas those with less responsibility reported to a superior other than the president. Only one foundation director responded that she reported to both the college president and the foundation board. Two of the three foundations that received the least money employed no foundation directors and no supplementary staff.

One of the three foundations receiving the least amount of external gifts, however, did employ a half-time foundation director and one administrative secretary who provided clerical support for the annual giving program, the planned/deferred giving program, and prospect research. The director's title was foundation director. No additional staff, however, were hired for annual giving, capital giving, or planned/deferred giving activities or prospect research.

Conclusion. None of the foundations appeared to enjoy the luxury of additional staff; in fact, the broader the job title, the more responsibilities the person assumed. The foundations that received the least amount of external gifts employed minimal staff; secretaries and presidents were expected to add to their workload the management and secretarial support of foundation activities

Salaries. All three of the foundations that received the greatest amount of external funds paid for staff from the college budget. Salaries for the development foundation directors ranged from $40,000 to $80,000. Supplementary staff salaries ranged from $9,600 to $39,000 per year. Two of the foundations that received the least amount of money did not employ staff to direct the foundation. A volunteer foundation board of directors managed the foundation's activities, with input from the college presidents. A half-time foundation director was paid $28,600, and supplementary staff salaries ranged from $2,500 for a work-study student to $22,500 for a secretary.

Conclusion. The broader the job title, the higher the wages, and the more responsibility the employee assumed. A great deal of foundation business was carried out through employees adding duties to their current workloads and through the goodness of the volunteers--in particular the foundation board of directors. A half-time employee from a foundation that received the least amount of external gifts cannot be expected to garner the same amount of money as a director who devotes full time to fundraising matters.

Recommendation. Community colleges should consider hiring a full-time person who can bring in supplementary funds; that person could be paid from foundation monies if the opportunities for receiving funds appeared to be lucrative. A starting salary of $75,000 is reasonable, given the time the director must invest to attend fundraising functions both during the day and in the evening. The college would be better off hiring a director than not attempting fundraising because more funds are certainly better than none. If the community college does not proactively seek the funds, another organization will secure the contributions the college might have garnered. Imagination, creativity, enthusiasm, and interest of college staff and the college board of trustees can start a college on its way to developing a foundation and providing additional monies to help the college fulfill its mission.

Findings, Variable III--The Types of Resources Available to the Foundation Office that Allow the Staff to Carry Out Its Fundraising Role.

Overall Community College Personnel Employed at Sample Institutions. The colleges affiliated with the foundations that received the greatest amount of external funds employed up to three times more full-time administrators than the colleges affiliated with foundations that received the least amount of external funds.

Conclusion. Foundations that received the greatest amount of external gifts enjoyed more college administrative support than foundations that received the least amount of external gifts.

Full and Part-Time Faculty. Community colleges affiliated with foundations that received the greatest amount of external funds employed from 96 to 279 full-time faculty and from 125 to 562 part-time faculty. Those affiliated with foundations that received the least amount of external funds employed from 32 to 150 full-time faculty. The range for both full and part-time faculty employed with the colleges associated with the foundations that received the greatest amount of money was larger than that for the foundations that received the least amount of money. The range suggested that the greater-enrolled colleges most likely had more money to hire staff, which varied according to enrollment.

Conclusion. The community colleges with the greatest amount of external funds employed more full- and part-time faculty than did the colleges with foundations that received the least amount of extenal funds.

Foundation Office Budget. The foundations that received the greatest amount of money commanded larger foundation office budgets--over $240,000 compared to budgets under $150,000 for the foundations that received the least amount of external gifts.

Selection of Foundation Board of Directors. Those foundations that received the greatest amount of external funds were selected by the foundation board of directors; two out of three foundation board of directors from foundations that received the least amount of external gifts themselves selected new directors. The third foundation's new directors were selected by a nominating committee composed of college trustees and foundation board members.

Conclusion. In general, new members of the foundation board of directors were selected by the foundation board of directors.

Relationship of the Foundation Board of Directors to the Foundation. For those foundations that received the greatest amount of external funds, the relationship of the foundation board of directors to the foundation appeared to be similar to that of the foundations that received the least amount of external funds. That relationship was one wherein the foundation directors transacted all business of the foundation and determined policies, fiscal matters, employment, and other foundation personnel policies.

Conclusion. The relationship of the foundation board of directors to the foundations appeared to be similar for all of the foundations in the sample.

College Foundations, Equipment, Software, Facilities--Conclusion. It appeared that the foundations that received the largest amounts of external funds had access to more specialized equipment and software.

Volunteers. The foundations that received the greatest amount of external funds solicited volunteers for activities and events. On the other hand, the foundations that received the least amount of external funds did not have time to solicit volunteers beyond those nominated as members of the foundation board of directors.

Conclusion. The foundations that received the greatest amount of external gifts solicited more volunteers simply because more staff existed to reach out to the community to ask for help.

Findings, Variable IV--The Types of Fundraising Programs in Which the Foundation Was Engaged.

Reported Activities in Which Foundation Engaged. For those foundations that garnered the greatest amount of external gifts, special events, annual giving campaigns, and capital campaigns ranked highest. For those foundations that garnered the least amount of external gifts, annual giving campaigns, investments, and the endowment program were ranked highest. Major recurring themes between the ABC Foundations and the XYZ Foundations were that a deferred/planned giving program was important and that telemarketing did not prove to be very successful.

Conclusion. Deferred/planned giving programs should be expanded; telemarketing efforts should be assigned a low priority or relinquished altogether. Those activities ranked high by the study respondents should be continued and refined to produce maximum results.

Endowment Programs. Of the college foundations that received the greatest amount of external gifts, endowments were managed by both the college and the foundation, depending on the foundation. Of the college foundations that received the least amount of external funds, endowments were managed by only the foundations.

Of the college foundations that received the greatest amount of external funds, endowments were owned by both the college and/or the foundation.

Conclusion. Foundations whose personnel raised the greatest amount of external gifts were associated with parent institutions that had their own endowments that were managed by the college personnel from these foundations had also established their own endowments that the foundation staff managed. The foundations that received the least amount of external gifts were not associated with colleges that had instituted and managed their own endowments.

Findings, Variable V--The Amount of Dollars Raised by the Foundation and the Percentage Raised by Funding Source; and External influences, i.e., Organizations that Compete with the Community College Foundations for Funds.

The Amount of Dollars Raised in FY 1995 by the College Exclusive of the Foundation. Of those colleges whose foundation personnel received the greatest amount of external funds, staff from two reported having raised money for the college beyond that raised by the foundation. Of those colleges whose foundation personnel received the least amount of external funds, only one reported likewise.

Conclusion. Personnel from three of the six community colleges in the study sample raised funds, exclusive of the foundation, through various activities like athletic and academic program events.

The Amount of Dollars Raised in FY 1995 by the Foundation. College foundation whose personnel that received the greatest amount of external funds, raised from approximately $560,000 to $2.4 million in FY 1995. College foundation personnel that received the least amount of external gifts raised from approximately $33,200 to $544,000.

Conclusion. Foundation personnel who received the greatest amount of external funds raised up to almost $2.5 million in FY 1995, whereas those that received the least raised up to only $544,000.

Percentage Raised by the Foundations in FY 1995 by Funding Source. Personnel from foundations that received the greatest amount of external gifts reported that key funding sources were outright corporate donations and non-college affiliated donors. Personnel from foundations that received the least amount of external gifts reported that key funding sources were outright corporate donations and friends of the college.

Conclusion. Those foundations receiving the greatest amount of external funds reported corporate donations as key funding sources, as did the foundations receiving the least amount of external funds.

Organizations Listed by Respondents in the College Geographic District that Compete for Funds--Conclusion. Keen competition existed between the community college foundation and numerous civic and community organizations--public and private--in the college's operating area. To stay afloat, community college foundation personnel must clearly articulate their needs to the public in order to garner the funds needed to supplement the college's budget in an effort to fulfill its mission.

Findings, Variable VI--Professional Organizations Reported by the Respondents to be the Most Helpful in Garnering Funds for their Foundations. It appeared that personnel from the foundations that received the greatest amount of external gifts were affiliated with a greater number of professional organizations than the personnel from foundations receiving the least amount of external funds for FY 1995.

Findings, Variable VII--The Percentage of Foundation Monies Used to Support Occupational Education Programs Offered by the Community College; and the Percentage of Total Dollars Raised by the Foundation Used for Purposes Other than Vocational Programming.

Of the six sample institutions, only personnel from one spent more than 75% of its foundation monies on occupational education programs--one of the foundations that received the greatest amount of external gifts. Of those foundation personnel who received the least amount of external gifts, all spent about one third of the foundation monies on occupational education programs.

Conclusion. It appeared that the majority of foundations spent one third or less of their foundation receipts on occupational education programs. Of those foundations that received the greatest amount of external funds, two reported spending more than 75% on purposes other than vocational programming. Of those foundations that received the least amount of external funds, only one reported spending 75% on other purposes.

Conclusion. Those colleges that received the greatest amount of external gifts expended more foundation dollars for purposes other than vocational programming than did the foundations that received the least amount of external funds. It appeared that the colleges whose foundations garnered the greatest amount of external funds received sufficient monies from local, state, and federal sources, as well as additional resources from area businesses, like consigned equipment, to upgrade their vocational progams. Consequently, monies from the foundations, used to bring the community together and meet community needs, were expended by two foundations on a child care center, a training center used by area businesses, and a museum.

Findings, Variable VIII--Factors to Which Respondents Attributed the Success of the College's Foundation.

Both personnel from the foundations that received the greatest amount of external gifts and those that received the least discussed the importance of the following: (a) the college's image/reputation; (b) the activity of chief college administrators; (c) community relationships; and (d) visibility of foundation personnel. Only personnel from those foundations that reported the least amount of external gifts discussed the importance of: (a) a well-established organization that has exhibited leadership and (b) employment of a foundation director who was active in the community as opposed to hiring an adjunct staff person.

Profiles of College Foundations in the Sample. Of the foundations that received the greatest amount of external funds, the oldest, Foundation C, began in 1966. Of the six sample foundations, three began in the 1970s and two began in the 1980s.

Of those foundations that received the greatest amount of external gifts, two were situated in an urban setting and one in a rural setting; of those foundations that received the least amount of external gifts, two were situated in a rural setting and one in an urban setting.

Of those foundations that received the greatest amount of external gifts, student enrollments ranged from 4,000 students to 26,144 students. Of those foundations that received the least amount of external gifts, student enrollments ranged from 1,314 students to 7,750 students.

Findings, Variable IX--The Relationship, if Any, between the FY 1995 Foundation Fund Balances and the FY 1995 External Funds Raised by the Foundations.

Fund Balances. The mean of the sample foundations with the largest fund balances was over $6 million, compared to just over $600,000 for the three foundations with the smaller fund balances--a wide variance between the ABC and XYZ Foundations. The mean fund balance for the sample was almost $4 million.

Conclusion. If fund balance is one indicator of the financial health of a foundation, a $4 million average balance appeared to indicate healthy status for the sample as a whole. Those foundations that received the greatest amount of external funds, on average, had about $6 million worth of assets. Those foundations that received the least amount of funds, on average, had about $1.5 million worth of assets--money that can be used or invested to further the mission of the parent institution (some of the monies included in the fund balances may already have been invested).

A wide disparity existed between the assets of the foundations that received the greatest amount of external funds and those that received the least. Nevertheless, two of the three foundations that received the greatest amount of external gifts reported fund balances over $1 million ($14.1 milllion and $3.7 million). Moreover, two of the three foundations that received the least also reported fund balances over $1 million ($3.1 million and $1.2 million). However, the foundations that received the greatest amount of external gifts appeared to have, in general, fund balances larger than the foundations that received the least amount of external gifts. Therefore, it appeared that the foundations that received the greatest amount of external gifts had more assets than the foundations that received the least.

Initial survey results for this study obtained from the 28 public community colleges in Michigan indicated that slightly less than two-thirds of the 21 community colleges sponsoring foundations had fund balances, or assets, over $1 million.

Amount of External Gifts Received in FY 1995. Only one of six sample foundations garnered more than $1 million in FY 1995. The mean for the group that received the most monies was $1.4 million, whereas the mean for the group of three foundations that received the least was $225,000.

Conclusion. On average, a substantial difference--$1,175,000--existed in the amount of funds raised between the foundations that received the greatest amount of external gifts and those that received the least amount of external gifts.

External Gifts Received in FY 1995 by Size of Institution. At first glance, it appeared that, with the exception of one foundation sponsored by a college with a low enrollment, the size of the foundation's parent institution did not make a difference in the amount of funds garnered in FY 1995. The foundations affiliated with the smaller institutions were able to raise, on average, slightly more than $1 million; this, however, was attributed to one of the foundation's raising close to $3 million, thus raising the average of the foundations affiliated with the low-enrollment colleges. The foundations affiliated with the larger institutions, on average, raised only about $669,000. Excluding the "outlier" foundation, affiliated with the group of three lower-enrollment colleges, that raised almost $3 million in 1995, the higher-enrollment colleges raised more external funds than the lower-enrollment.

In addition, over a span of three years (1994, 1995, and 1996), three foundations sponsored by the largest institutions each raised a total of more than $1 million. One of the foundations sponsored by the smaller institutions raised a total of more than $5 million, whereas two of the foundations sponsored by the smallest institutions each raised under $250,000 for the three-year period.

Conclusion. For FY 1995, it appeared that, with the exception of one of the lower-enrollment colleges, size of the foundation's parent institution did make a difference in the amount of funds garnered.

External Gifts Received in FY 1995 by Location of College Campus. For FY 1995, it appeared that two of the three foundations situated on rural campuses were impeded in their ability to raise money because of geographic location, based on the amount of external funds they received. Personnel from one of the rural campuses held third place in raising external funds in FY 1995 among the six sample foundations. Urban campus foundation personnel earned first, second, and fourth places in raising external funds for FY 1995, based on the amount of external funds they received.

Foundation Annual Budget. Personnel at foundations having the largest fund balances budgeted, on average, $199,000 more per year for their foundation business--almost four times more than personnel at foundations having the smallest fund balances.

Conclusion. Those foundations with larger balances in FY 1995 budgeted four times more for foundation business than did those with meager fund balances. Put another way, the foundations with the most money "in the bank" allocated more for foundation activities than did those with the least money.

In addition, personnel at foundations that received the greatest amount of external funds in FY 1995 budgeted, on average, $8,333 less for their foundations--about 5% less on their foundation Annual Budgets--than personnel affiliated with foundations that received the least amount of external gifts.

Conclusion. Those foundations that received the greatest amount of external gifts in FY 1995 budgeted 5% less than foundations receiving the least amount of external funds. The researcher concluded that foundations that received the greatest amount of external funds did not have to budget as much as those foundations that received the least amount of external funds because their respective colleges assumed payment for foundation staff salaries.

Total Institutional Operating Budgets. Those foundations garnering the greatest amount of external funds, on average, were affiliated with institutions that had larger operating budgets. Conversely, the foundations that received the least amount of external funds, on average, were affiliated with institutions that had smaller operating budgets.

Conclusion. The foundations that received the greatest amount of external gifts were sponsored by parent institutions that had larger operating budgets than the foundations that received the least amount of external gifts.

Conclusion. Raising Friends of the College and Promoting a Positive College Image. It appeared that those colleges whose administrators, faculty and staff, board of trustees, and foundation board of directors took steps to promote a positive college image and raise friends for the institution--accompanied by action to reach those goals--were the colleges that sponsored the foundations that raised the greatest amount of external funds.

Conclusion. Institution of a College Alumni Association. The research findings indicated that the colleges with an alumni association experienced more volunteer assistance than those with no such association.

Conclusion. Administrative and Faculty Support. Foundations that received the greatest amount of external funds enjoyed more college administrative and faculty support than did their counterparts receiving the least amount of external funds.

Conclusion. Participation in Professional Organizations. Foundations that received the greatest amount of external funds subscribed to and participated in a greater number of professional organizations than did their counterparts receiving the least amount of external funds.

Conclusion. Greater Student Enrollments. In FY 1995, it appeared that the foundations whose personnel received the greatest amount of external gifts, in general, were associated with colleges that enjoyed larger student enrollments. However, of all the colleges comprising the study sample, one of the smaller-enrollment colleges sponsored a foundation that garnered the greatest amount of external funds. Thus, when an average of the foundations associated with colleges that enrolled the fewest students (X, Y, and Z) was calculated, that foundation raised the average of the colleges with the lowest enrollments to a number above the average for those foundations associated with colleges enrolling the greatest numbert of students. Without that "outlier," for the sample studied, the researcher could have stated unequivocally that the colleges with the largest enrollments had garnered the greatest amount of external gifts.

Volunteer Involvement. Volunteer involvement in college and foundations activities appeared to make a difference in the amount of funds a foundation was able to garner.

Summary

The researcher's purpose in this study was to identify the characteristics and activities of foundations within selected public community colleges in Michigan in FY 1995. Below are highlighted summaries and conclusions related to the study.

Number of Foundations in Michigan.

In FY 1995, of the 28 public community colleges in Michigan, twenty one sponsored foundations.

Fund Balances.

1. Of the 21 public community colleges in Michigan sponsoring foundations, slightly less than two thirds--62 %--reported fund balances over $1 million.

2. Two of the three sample foundations that received the greatest amount of external funds also had the largest fund balances--balances for both foundations were over $3 million.

3. Two of the three foundations that received the least amount of external funds had fund balances over $1 million.

4. Four of the six sample foundations held fund balances over $1million; three held fund balances over $3 million.

External Funds Raised.

5. For FY 1995, of the foundations that received the greatest amount of external funds, only one foundation garnered almost $3 million; the other two garnered close to $666,666 and $750,000.

6. For FY 1995, of the foundations that received the least amount of external funds, all garnered less than $550,000.

7. The mean for the foundations that received the greatest amount of external funds was $1,464,000; the mean for the foundations that received the least amount of external funds was $225,000.

8. The range for the amounts of external gifts received by the sample foundations was from approximately $2.9 million at the high end to $39,000 at the low end.

Gifts Received by Size of Institution (Student Enrollment).

9. The mean amount of gifts received in 1995 by the three foundations sponsored by the institutions with the most students enrolled was $668,667.

10. The mean amount of gifts received in 1995 by the three foundations sponsored by the institutions with the fewest students enrolled was $1,010,333.

Gifts Received by Size of Institution (Student Enrollment--Three-Year Average--1994, 1995, and 1996 Fiscal Years.

11. The three foundations sponsored by the institutions with the most students enrolled had a three-year average of gifts received amounting to $618,667.

12. Two foundations sponsored by the institutions with the fewest students enrolled had a three-year average of gifts received amounting to $985,861(only two of three foundations were included in the computation because figures for only two years were available for one community college). Again, the outlier foundation appeared to raise the average for the group of colleges with the smaller student populations.

Campus Locations of Foundations.

13. Of the three larger institutions based on student enrollment, two were located on urban campuses and one was located on a rural campus.

14. Of the three smaller institutions based on student enrollment, two were located on rural campuses and one was located on an urban campus.

Small Versus Large When Raising External Gifts.

15. For FY 1995, foundations sponsored by the community colleges with larger enrollments raised, on average, only about $669,000.

16. For FY 1995, foundations sponsored by the lesser enrolled community colleges raised, on average, slightly more than $1million.

Campus Locations of Foundations When Raising Gifts.

17. In FY 1995, two out of three of the larger institutions, based on student enrollment, were located on urban campuses and garnered, on average, only about $669,000.

18. In FY 1995, two out of three of the smaller-size institutions, based on student enrollment, were located on rural campuses and garnered, on average, slightly more than $1 million.

Institutional Operating Budgets.

19. The mean Operating Budget for the foundations that received the greatest amount of external funds was $51 million. The mean for the foundations that received the least amount of external gifts was $12.17 million.

Foundation Annual Budgets.

20. Personnel affiliated with foundations holding the largest fund balances budgeted, on average, about $200,000 more a year, almost four times more than personnel affiliated with foundations holding the smallest fund balances.

21. Personnel affiliated with foundations that received the greatest amount of external funds budgeted, on average, about $8,000 less (5%) for their foundation Annual Budgets than personnel affiliated with foundations receiving the least amount of external funds.

22. It appears that those foundations with the most money in the bank (fund balances) allocated more for foundation activities than those foundations with the least money. The researcher concluded that foundations that received the greatest amount of external funds did not have to budget as much as those that received the least amount of external funds because their respective colleges assumed payment for foundation staff salaries.

Extent of Participation of College Stakeholders in Establishing Overall Administrative Policy for the Fundraising Program.

23. All study respondents reported that the community college president was very involved in establishing overall administrative policy for the fundraising program. The majority of respondents reported that the members of the board of trustees were not very

involved in establishing policy. The foundations garnering the least amount of external funds reported greater involvement of the foundation board of directors than did the foundations garnering the greatest amount of external funds. All respondents reported that the advancement/development/foundation officers were very involved in establishing overall administrative policy for the fundraising program. The majority of respondents reported that the faculty were not involved in setting fundraising policy. Three college presidents reported that different persons were involved in establishing overall administrative policy: one college president reported that the college staff was very involved; another president reported that the alumni association was generally involved; and a third reported that college students were generally involved in establishing overall administrative policy for the fundraising program.

Extent of College Personnel Involvement in Raising Funds for the Institution.

24. All respondents reported that the college president was very active in raising funds for the college. The majority of the college/foundation respondents that received the greatest amount of external funds and those that received the least reported that members of their college board of trustees were generally inactive in raising funds for the community college. The majority of respondents from the foundations that received the greatest amount of external funds and those that received the least reported that their foundation board of directors were generally active in raising funds for the institution. All respondents whose foundations employed a foundation director reported that the director was very involved in raising funds for the institution. All but one respondent reported college faculty were inactive in raising funds for the institution. The majority of foundations that received the greatest amount of external funds reported their

fundraising volunteers were active in raising funds for their respective colleges. Half of the respondents representing foundations that received the least amount of external funds reported that volunteers were generally active, and half reported that volunteers were inactive.

<u>Extent of College Personnel Involvement in Evaluating the Fundraising Program</u>.

25. Respondents from foundations that received the greatest amount of external gifts reported that the community college president was very involved in evaluating the fundraising program. All but two respondents from foundations/colleges that received the least amount of external funds reported that their president was very involved in evaluation; the two dissenters reported their president was generally involved. The majority of respondents from colleges/foundations representing foundations that received the greatest amount of external funds reported that members of their board of trustees were generally involved in evaluating the fundraising program, while the respondents representing the foundations that received the least amount of external funds were divided in their responses between general involvement and general uninvolvement. The majority of respondents representing those foundations that received the greatest amount of external funds reported their foundation board of directors was generally involved, whereas the majority of respondents representing foundations that received the least amount of external funds reported that their foundation board of directors was very involved. All but one respondent reported that the advancement/development/foundation director was very involved in evaluating the fundraising program; the dissenter reported the director was generally involved in evaluation. The majority of all respondents

reported that college faculty were generally uninvolved to very uninvolved in evaluating the fundraising program. The majority of respondents representing foundations that received the greatest amount of external funds reported their volunteers were generally involved in evaluating the fundraising program, whereas the majority of respondents representing foundations that received the least amount of external funds reported their volunteers were not involved in evaluating the fundraising program.

Factors Associated with Success.

1. The foundation's association with a college that had developed a strategic plan incorporating college and community needs was a factor exhibited by the foundations garnering the greatest amount of external funds.

2. Use of a foundation annual and strategic plan with goals projected for several years was a factor exhibited by the foundations garnering the greatest amount of external funds.

3. Development of college Bylaws including specific language outlining the relationship of the college to the foundation, including the president's relationship with the foundation board of directors, was a factor exhibited by the foundations garnering the greatest amount of external funds.

4. Raising friends of the college and promoting a positive college image was a factor exhibited by the foundations garnering the greatest amount of external funds. It appeared that those colleges whose administrators, faculty and staff, board of trustees, and foundation board of directors took steps to promote a positive college image and raise friends for the institution--accompanied by action to reach those goals--were the colleges that sponsored foundations that raised the greatest amount of external funds.

5. Continual communication to the college staff and its publics was a factor exhibited by the foundations garnering the greatest amount of external funds. Regular communication regarding progress toward foundation goals by foundation and college personnel to both the board of trustees and the general public demonstrating how the foundation was helping the community college fulfill its college mission and goals was listed as a factor related to the success of a foundation.

6. Institution of a college alumni association was a factor exhibited by the foundations garnering the greatest amount of external funds. The research findings indicated that colleges with an alumni association experienced more volunteer assistance than colleges with no alumni association.

7. Participation in fundraising activities by the president and the board of trustees was a factor exhibited by personnel from the foundations that garnered the greatest amount of external funds. President and board of trustees fundraising activity was more pronounced within the group of foundations that received the greatest amount of external funds.

8. The employment of an advancement, development, and/or foundation director at the community college that sponsors a foundation was a factor exhibited by the foundations that garnered the greatest amount of external funds. Advancement, development, and foundation directors were employed at colleges sponsoring foundations that received the greatest amount of external funds.

9. Payment assumption of foundation personnel salaries by the college rather than by the foundation was a factor exhibited by the foundations that garnered the greatest amount of external funds. Colleges that sponsored foundations that received the greatest amount of external funds paid for foundation personnel from the institutional budget.

10. The employment of at least one full-time person to manage the foundation was a factor exhibited by the foundations that garnered the greatest amount of external funds. Foundations that received the largest gifts employed at least one person to manage the foundation. Foundation director salaries ranged in FY 1995 from $40,000 to $80,000 per year.

11. Administrative and faculty support was a factor exhibited by the colleges sponsoring foundations that garnered the greatest amount of external funds. Foundations that received the greatest amount of external funds enjoyed more college administrative and faculty support than did their counterparts.

12. Foundations that received the greatest amount of external funds enjoyed access to specialized equipment and software.

13. Foundations that received the greatest amount of external funds concentrated on special events, annual giving campaigns, investments, and endowment programs. The need to develop more fully a deferred/planned giving program was articulated by foundation personnel associated with foundations that received both the greatest and the least amount of external funds.

14. Key funding sources were reported as outright corporate donations, non-college-affiliated donors, and friends of the college by foundations that received the greatest amount of external funds.

15. Foundations that received the greatest amount of external funds subscribed to and participated in a greater number of professional organizations than did their counterparts.

16. Spending foundation monies on student scholarships and community needs was a factor exhibited by all foundations. Most foundation monies were spent for purposes other than vocational education programming because local, state, and federal funds were designated for vocational education programs. Projects that provided a better quality of life for the community were undertaken by most foundations, e.g., a training center for business/industry, a child care center, a museum, and student scholarships. It appeared that foundations augmented those activities for which the community college had no monies.

17. Volunteer involvement in college and foundation activities appeared to make a difference in the amount of funds a foundation was able to garner.

18. The majority of foundations sought investment counsel in order to determine where best to invest monies entrusted to the foundation.

19. President, foundation board of directors, and board of trustee participation in foundation activities as well as rapport, visibility, and leadership in the community were factors exhibited by foundations that garnered the greatest amount of external gifts.

20. Business/community partnerships, people-to-people contact, and raising friends were factors listed by respondents as essential to raising funds for the foundation.

21. College image, institution reputation, and surpassing the community's expectations were listed by respondents as factors associated with a successful foundation. Reinforcing donor trust and confidence that the college is effectively addressing student and community needs was also mentioned.

22. Perseverance of the president, advancement /development/foundation officers, and volunteers who have helped raise significant dollars through special event programs was listed by respondents as a factor associated with a successful foundation.

23. The provision of a vehicle through which community members can donate gifts when they are ready was a factor listed by respondents as a factor associated with a successful foundation.

24. Diversity of college personnel, according to the study respondents, was a factor they believed helped them raise funds for the institution.

25. A well-organized foundation that demonstrates leadership in the community is another factor respondents believed helped them raise funds for the institution.

Recommendations for Future Research

Another researcher might want to consider conducting research by using external funds as the base, rather than analyzing fund balances first. The researcher could choose institutions with the greatest and those with the least amount of external funds from the population of Michigan public community colleges.

In addition, a three- or four-year longitudinal study of a larger sample of foundations that received the greatest and the least amounts of external funds might provide more specific and pointed information to further determine the characteristics that allow foundation personnel to garner large amounts of gifts for their foundations. Moreover, the researcher recommends that size and geographic location be studied using a larger sample size.

Reflections

It is apparent that a team effort is necessary in attempting to raise funds for the community college foundation. Continual communication is necessary among community college foundation personnel and college administrators and staff as well as among the foundation personnel and the college president and college board of trustees. Additionally, foundation personnel and volunteers must communicate regularly with the community college publics.

While evaluating responses from the college presidents, college board of trustees chairpersons, and foundation directors, it became obvious that many stakeholders do not know what transpires within the confines of the nonprofit corporation that exists on their community college campuses. Foundation directors must consider additional avenues through which the mission, goals, and progress of the foundation can be articulated to the public, college staff, and college board of trustees. The researcher believes that messages conveyed will help to garner both human and financial support for the foundation.

However, this message cannot be conveyed if a foundation director is not employed to raise funds for the community college. Although the foundations that received the greatest amount of external funds in this study were not required to budget staff salaries because the college assumed payment, colleges desiring to create a foundation should consider hiring a foundation director who can raise monies for both his/her salary <u>and</u> the needs of the college. Building an economic base may take time, but the benefits that accrue from a foundation director's publicizing the unique programs offered by the community college to the public would help to project a positive image for the college that is needed to secure donations. Some people are unaware of the variety of opportunities within their college district, and the foundation director's message may be the medium through which they become better informed.

Foundation directors work around the clock; consequently, they should receive a salary commensurate with the amount of activity expended. A beginning salary, in FY 1997, from $75,000 to $90,000 is not unreasonable for a director who may eventually garner millions of dollars for the community college. Community college administrators need to compare community college foundation directors' salaries with the salaries commanded by four-year university foundation directors to ascertain an equitable and competitive amount.

Competition is keen in the fundraising world. Most organizations and educational institutions are looking for monies to further their causes. The bottom line for community colleges without foundations is that if they expect to meet the needs of their students and publics, they must jump on the fundraising bandwagon and begin to take a few risks. Convening a volunteer board of directors from the community is a first step to developing a foundation. Articles of Incorporation must be devised, followed by Foundation Bylaws. A full-time foundation director should be hired. From the researcher's observation, a part-time foundation director is really a full-time director with a part-time salary. Both an annual and a strategic plan need to be devised, with fundraising goals established for each year and updated annually. Foundation personnel should visit successful foundations to glean ideas about prospect research and types of fundraising programs to implement initially. Developing an alumni association is work, but it may prove to be very beneficial as time progresses. Creative ideas to develop an alumni association, folded in with other topics requiring community input, can be gleaned from community focus groups the college could sponsor. The literature has indicated instances in which one large gift from an alumnus has put a foundation "on the map."

None of this can be accomplished, however, without the support of a community college president who is committed to raising funds for his/her institution. Those colleges that received the least amount of foundation funds in FY 1995 did not employ a foundation director; the college presidents were expected to assume foundation activity duties along with their other presidential responsibilities. Is it any wonder that they could not garner the same amount of funds as those foundations that employed a director? Equally important is support from the college board of trustees because trustees are positioned to represent the needs of the community. What better way for trustees to demonstrate their desire to serve their constituents than to assist with raising funds for the college they represent in order to meet the community's needs! College board of trustee support for their own institutional foundations in FY 1995 was lukewarm, at best. Creative ideas to involve college trustees must be considered by the college president, foundation director, foundation board of directors, college faculty and staff, and volunteers. Faculty and staff should be invited to participate in every conceivable foundation activity. As one college president reported, talent is wasted when faculty and staff are not asked for their input or included in strategic planning.

For those community colleges without a foundation, a strategic plan including fiscal needs must be discussed by the community college president and the college board of trustees to determine how the college can take steps to increase its assets.

Community colleges that are contemplating developing a foundation should consider the advice provided by the study respondents:

1. Recruit and involve highly respected and knowledgeable community leaders, benefactors, philanthropists.

2. Articulate to the public the benefits of your community college programs. Remind them that goods and services and quality of life are intermingled within the community. Explain how their tax investment is being returned to the community in terms of the skilled, professional graduates employed in the community.

3. Identify a solid core of community leaders and volunteers to assist with bridging the gap between rich and poor in the community.

4. Learn to spend the hours that will garner the amount of money needed to meet the college's needs.

5. Determine which types of contacts you must solicit in order to achieve the foundation's annual and long-range goals.

6. Conduct educational campaigns for the community regarding alternative giving programs.

7. Begin fundraising efforts within your own community college. Leads will emanate from your own staff.

8. Join local community service organizations to gain visibility and learn more about community needs.

9. Invite fundraisers at regularly scheduled intervals from every community organization for round table discussions in a partnership setting to express fundraising views. Discuss the successes of various fundraising programs and the "how to's" of implementing and sustaining such programs.

10. Do not allow the college board of trustees to direct the foundation board of directors; the foundation board of directors must be independent in order to be effective.

APPENDICES

APPENDIX A

APPENDIX A

The following letter requesting completion of the Initial Survey was mailed to Michigan's public 28 community colleges to first determine which of the 28 community colleges sponsored their own college foundation and, second, to rank the foundations in terms of the fund balance of all assets for FY 1995 in order to select the study sample.

MICHIGAN COUNCIL ON VOCATIONAL EDUCATION

P.O. Box 30008
608 West Allegan
Fourth Floor Hannah Building
Lansing, Michigan 48909
(517) 373-6407

January 31, 1996

Dear College President:

Due to the decrease in state and federal support of higher education, community colleges are becoming more dependent on private funding. Few formal research studies have been conducted regarding community college resource development. Because community colleges seem to garner far fewer funds than four-year institutions, it behooves the community college community to study the art of resource development.

For that reason, as the Michigan Council on Vocational Education Director, and a Ph.D candidate, I am conducting a study of **selected** public community colleges in Michigan. The purpose of the study is to survey selected institutions to determine fundraising practices, determine which ones are most successful, and determine the percentage of foundation monies that are used to fund occupational education curricular programs offered by selected community colleges.

To determine the study sample, I need your help. Would you please forward the enclosed, brief "Questionnaire" to your college's foundation director for completion and mailing **no later than February 7, 1996**; should your college not have a foundation office, please forward the questionnaire to the person responsible for receipt of external funds by your Institution. It will take the respondent approximately 20 minutes to complete the enclosed Questionnaire.

While participation in this study is voluntary, the researcher will be hindered by a lack of feedback necessary for selecting the appropriate sample institutions if you do not return the survey. By completing and returning the enclosed survey, you indicate your voluntary agreement and free consent to participate. You may choose not to participate at all and may refuse to answer certain questions or discontinue the study at any time without penalty or loss of benefits. Please contact Mary Miller at (517) 335-0438 if you have any questions or concerns about participation in this study.

A stamped envelope is addressed for the prompt return and convenience of your development officer. Be assured that responses will be kept in strict confidence.

In exchange for the time in completing the questionnaire, I will be happy to share the results of the study findings with you once the data is analyzed. Please indicate on the "Questionnaire Instructions" sheet your interest in receiving the summary research results.

Thank you for your assistance with this project!

Sincerely,

Mary F. Miller
Executive Director
and Ph.D. Candidate
(Michigan State University)

(*Letter adapted with permission from Frances Downing Hunter, December, 1995)

APPENDIX B

APPENDIX B

The following Initial Questionnaire was mailed to the 28 public community college presidents in Michigan, requesting that the college foundation director or the person responsible for the receipt of external funds by the institution complete it.

The returns resulted in selection of the sample. Of those institutions agreeing to participate in the study, the three public community colleges in Michigan with the largest foundations, in terms of the fund balance of all assets for the FY 1995 (ending June 30, 1995), were selected as half of the sample; and, likewise, of those institutions agreeing to participate in the study, the three with the smallest fund balance of all assets as of June 30, 1995, were selected as the complement.

APPENDIX B

INITIAL QUESTIONNAIRE REQUESTING COMPLETION BY THE FOUNDATION DIRECTOR

QUESTIONNAIRE INSTRUCTIONS*

for all Michigan Public Community Colleges

(The accompanying questionnaire is intended to be completed by the community college foundation director; if no foundation exists at the college, the questionnaire should be completed by the person who is responsible for receipt of external funds by the college.)

Note: It should take you approximately 20 minutes to complete this Questionnaire.

1. Please send an organizational chart for your institution when you mail your completed questionnaire.

2. Please complete the questionnaire and return it in the enclosed and addressed stamped envelope by **February 7, 1996.**

3. Should you wish to elaborate, please do so on the back of this page.

4. Please indicate your desire to receive a summary of the Study's findings:

   Yes __ No__

QUESTIONNAIRE COMPLETED BY:

NAME ____

TITLE ____

TELEPHONE: Area Code:( )______________________________

DATE ____

*(Questionnaire Instructions were adapted with permission from Frances Downing Hunter, December, 1995).

***PLEASE RETURN THIS SURVEY SO THAT IT IS POSTMARKED BY FEBRUARY 7, 1996**

INITIAL QUESTIONNAIRE TO ALL 28 COMMUNITY COLLEGES

(Michigan Public Community College Development Offices
or
Person Responsible for Receipt of External Funds)

Institutional Information

1. Name of Institution

2. Location of Institution

3. Enrollment (Fall, 1995)

   (Use Unduplicated Headcount: The total number of different students enrolled in at least one course delivered as of the count data, and within an academic year).

4. This institution has a Foundation: Yes __; No __

5. Annual Foundation Budget (Dollar amount)

6. Total Voluntary Gifts (Dollar amount) Received in:

   1993-94 $_______

   1994-95 $_______

   1995-96 $_______

7. Total institutional Operating Budget (Dollar amount): __________

8. Total fund balance as the end of the last fiscal year: __________

THIS IS THE END OF THE QUESTIONNAIRE

APPENDIX C

APPENDIX C

The following letter was mailed to three public community colleges in Michigan not selected as sample sites for the purpose of pilot testing the questionnaire instrument. The researcher requested that the community college foundation director employed at each college critique the questionnaire that was intended for use during on-campus interviews at each of the six institutions comprising the study sample.

MICHIGAN COUNCIL ON VOCATIONAL EDUCATION
P.O. Box 30008
608 West Allegan
Fourth Floor Hannah Building
Lansing, Michigan 48909
(517) 373-6407

March 7, 1996

Dear Community College Foundation Director:

Subject: Pilot Survey Changes--One Week Turnaround Response Needed.

Thank you for the return of your responses to the survey recently mailed you to determine the sample institutions that will be selected for the study of public community college foundations in Michigan.

While you have not been chosen as one of the selected institutions that will be analyzed for the study, I am requesting that you assist with pilot testing the instrument which will be mailed shortly to the study sample and eventually will be used in an interview setting. The pilot test results will enable me to revise the enclosed questionnaire to assure that it is concise, clear, encompassing, and complete.

Your corrections and comments on the questionnaire format, question clarity, and topics represented will enable those colleges participating in the study to ultimately provide more accurate and targeted responses. By completing and returning the enclosed questionnaire, you indicate your voluntary agreement to participate.

While participation in this study is voluntary, the researcher will be hindered by a lack of feedback necessary for perfecting the interview instrument. By completing/correcting/revising and returning the enclosed survey, you indicate your voluntary agreement and free consent to participate. You may choose not to participate at all and may refuse to answer certain questions or discontinue the study at any time without penalty or loss of benefits. Please contact Mary Miller at (517) 335-0438 if you have any questions or concerns about participation in this study.

A stamped envelope is addressed for your convenience; would you **please return your feedback regarding the questionnaire so that it is postmarked by March 15.** Research cannot begin until I have received your responses and revised the questionnaire.

Please feel free to complete the questionnaire if that process will help you to indicate changes you feel should be made. You may edit the questions and directions by inserting additional wording or extracting information; additionally, if you think the format needs to be changed, please so indicate by providing examples. Be assured that comments will be kept in strict confidence.

I will be happy to provide you with a copy of the final study results. Please indicate your interest when you return the questionnaire in the stamped envelope provided.

Thank you for your support and assistance with pilot testing the questionnaire.
Please be sure to return the questionnaire by March 15.

Sincerely,

Mary F. Miller
Executive Director
and Ph.D. Candidate
(Michigan State University)

APPENDIX D

APPENDIX D

CONGRATULATIONS LETTER TO THE INSTITUTIONS COMPRISING THE STUDY SAMPLE

The following letter, subsequent to pilot testing, was mailed to the institutions comprising the sample, informing them that:

1. Their institution was selected as one of the six sample institutions comprising the study.

2. A copy of the questionnaire to be used during the interview was enclosed for their prior review.

MICHIGAN COUNCIL ON VOCATIONAL EDUCATION

P.O. Box 30008
608 West Allegan
Fourth Floor Hannah Building
Lansing, Michigan 48909
(517) 373-6407

March 7, 1996

Dear Community College President:

SUBJECT: SELECTION OF YOUR INSTITUTUION FOR COMMUNITY COLLEGE FOUNDATION STUDY--INTERVIEW DATES NEEDED

Once again, thank you for the return of your response to the survey recently mailed you to determine the sample institutions selected for the study of public community college foundations in Michigan. **I am pleased that your institution has been chosen as one of the six institutions comprising the study sample.**

This research is being conducted to complete the requirements for my doctoral dissertation. The dissertation is designed to determine the characteristics of foundations affiliated with the public community colleges in Michigan that garner the greatest amount of external funds and those that garner the least amount. Your help and that of your chief development officer and chairperson of the community college board of trustees is kindly solicited (via separate interviews with all) for the provision of statistical information regarding the characteristics of your college's foundation.

The study, when completed, will contribute to bridging the gap in the knowledge database on factors contributing to the success (defined in terms of amount of external funds garnered) of public community college foundations in Michigan.

Your participation, and that of your development officer and board of trustees chairperson, though voluntary, will be appreciated. The length of each of the three, separate interviews will be approximately 60 minutes. The enclosed Questionnaire/Interview instrument will be used to obtain relevant data during a structured/taped interview wherein I will ask for responses to each of the questions and record responses provided by each of the three interviewees. **Your college foundation director is asked to review the entire Questionnaire, and you and the board of trustees chairperson are asked to review the Questionnaire, beginning with Part II, prior to the actual interview. Confidentiality will be maintained. Institutional information will be coded to maintain confidentiality; neither you nor the institution will be identified in the research.**

Since other phases of this study cannot be completed until the analysis of the interview data is completed, it would be most appreciated if you would accommodate this interview **by April 15, 1996**. I will telephone you soon to schedule a date. Would you please review your schedule to determine date availability for you, your foundation director, and board of trustees chairperson. Could we arrange one date when I could interview all of you on the same day.

Please contact Mary Miller at (517) 335-0438 if you have questions or concerns about participation in this Study.

Sincerely,

Mary F. Miller
Ph.D. Candidate
and Executive Director
Michigan Council on Vocational Education

APPENDIX E

APPENDIX E

QUESTIONNAIRE/INTERVIEW INSTRUMENT

The following questionnaire was used during the interview. The foundation director, only, was asked to respond to "Institutional Information," Part I of the questionnaire. The foundation director, college president, and board of trustees chairperson were asked to complete the remainder of the questionnaire.

APPENDIX E

QUESTIONNAIRE/INTERVIEW INSTRUMENT

FINAL QUESTIONNAIRE

(TO BE COMPLETED BY SELECTED INSTITUTIONS CHOSEN FROM RESULTS OF THE INITIAL SURVEY MAILED TO ALL 28 COMMUNITY COLLEGES)

Chief Development Officer responds to all Sections; College President and Chairperson of the College Board of Trustees begin with Part II. (PLEASE ATTACH A FLOWCHART OF BOTH YOUR COLLEGE--AND ADVANCEMENT, DEVELOPMENT, OR FOUNDATION OFFICE--whichever applies to your situation).

I. Institutional Information

1. Name of Institution ______________________________

2. Location of Institution______________________________

3. Title of Respondent______________________________

4. Does your College have an **Advancement** Office?
   (Note that the Advancement Office includes: Development, Governmental Affairs, Alumni Affairs, Media Relations, and Public Relations)

   Yes__ No__

   *****(Please indicate year Advancement Office was instituted: 19__**

5. If you answered yes to number **4**, please circle the following activities in which the **Advancement Office** is engaged.

   a. Public Relations/Marketing
   b. Publication/Graphics
   c. Grants/Contracts
   d. Research/Planning
   e. Government Relations
   f. Admissions
   g. Other (**Please identify and list)**______________________________

6. If your College has an Advancement Office, to whom does your Advancement Office report?

   ____

7. If your College does **not** have an Advancement Office, does your College have a **Development Office**? Yes__ No__
   *****(Please indicate year Development Office was instituted: 19__**

8. If yes, to whom does the **Chief Development Officer** report?

   ____

9. Does your College have a **Foundation**? Yes__ No__
   *****(Please indicate year Foundation began: 19__**

10. If yes, to whom does your **Chief Foundation Officer** report?

    ____

11. If you answered yes to number **9**, please circle the following activities in which the Foundation is engaged.

   a. Public Relations/Marketing
   b. Publication/Graphics
   c. Grants/Contracts
   d. Research/Planning
   e. Government Relations
   f. Admissions
   g. Other (Please identify and list)

____

____

____

12. Is the College's service area rural or urban? ______________

13. Enrollment (Fall, 1995) ______________

   (Use **unduplicated headcount:** the total number of different students enrolled in at least one course delivered as of the count date and within an academic year).

14. **Staff Size** (Fall, 1995):

   14-A. Number of Administrators _________
   14-B. Number of Full-time Faculty _________
   14-C. Number of Part-time Faculty _________

   14-D. **Number of Staff Assigned To <u>Development</u>** _________

Title of Staff	Salary of each position
1.	1.
2.	2.
3.	3.
4.	4.

   Staff Report to (Title of Administrator) ______________________________

14-E. **Number of Staff Assigned To the Foundation** ________

Title of Staff	Salary of each position
1.	1.
2.	2.
3.	3.
4.	4.

Staff Report to: (Title of Administrator)________________________

14-F. Number of **Annual Giving** Staff ________

Title of Staff	Salary of each position
1.	1.
2.	2.
3.	3.
4.	4.

Staff Report to (Title of Administrator):________________________

14-G. Number of **Capital Giving** Staff ________

Title of Staff	Salary of each position
1.	1.
2.	2.
3.	3.
4.	4.

Staff Report to (Title of Administrator):________________________

14-H. Number of **Planned or Deferred Giving** Staff __________

Title of Staff	Salary of each position
1.	1.
2.	2.
3.	3.
4.	4.

Staff Report to (Title of administrator):________________________

14-I. Number of **Prospect Research** Staff ________

Title of Staff	Salary of each position
1.	1.
2.	2.
3.	3.
4.	4.

Staff Report to (Title of administrator):________________________

14-J. Number of **Other** Staff ________

Title of Staff	Salary of each position
1.	1.
2.	2.
3.	3.
4.	4.

Staff Report to (Title of Administrator): ______________________

____

____

____

15. Total **Institutional Operating Budget** (Dollar amount) $_______
(July 1, 1994 to June 30, 1995)

16. Annual **Development Office** Budget (Dollar amount) $_______
(July 1, 1994 to June 30, 1995)

17. Total Gifts raised by the College (Dollar amount) $_______
(July 1, 1994 to June 30, 1995)

18. Dollar amount of money raised by the **Foundation** $_______
(July 1, 1994 to June 30, 1995)

19. Percentage of total **Foundation** money raised which was provided for **occupational education programs** offered by the Community College-- like Instructor Inservice, curriculum research, etc. _______%

20. Percentage of total **Foundation** money raised which was provided for other activities offered by the Community College. _______%

Please identify for what purpose the "other" money was used.

____

** **

COLLEGE PRESIDENT AND BOARD OF TRUSTEES CHAIRPERSON
BEGIN HERE
CHIEF DEVELOPMENT OFFICER/FOUNDATION DIRECTOR
CONTINUE HERE

****

II. External Influences

List the organizations in your College geographic district that compete for funds (include Private Foundations).

1. ____

2. ____

3. ____

III. Management Practices

III-A. Has the **College** developed a Strategic Plan?

Yes___ No___

III-B. If yes, is the Foundation mentioned in the **College's** Strategic Plan? (Please specify the sections referring to the Foundation) and staple a copy of those sections to this sheet.

III-C. Are institutional needs projected in the College's **Strategic Plan** for **several years**?

Yes___ No___ Number of Years_____

III-D. Is a written, **annual** Plan, with projected goals, prepared by **the Foundation**?

Yes___ No___

III-E. Is a written, **strategic** Plan, with projected goals, prepared by **the Foundation**?

Yes___ No___

III-F. If yes to D, within the **Foundation's Annual Plan**, are fundraising goals projected for several years?

Yes___ No___ Number of Years____

III-G. Is the Foundation's Annual Plan prepared for approval?

Yes___ No___

For whose approval? ________________________________

By whom? ________________________________

III-H. **How involved is each of the following in <u>establishing the overall administrative policy</u>** for the fundraising program: **(<u>After placing a check where appropriate, you may provide written comment</u>.)**

H-1. **President (Please check only one)**
____Very involved
____Generally Involved
____Generally Uninvolved
____Very uninvolved
In this space, please describe the role of the Community College President, indicating if the President's role is crucial to the institution's success in garnering large amounts of money for the institution.

H-2. **Board of Trustees (Please check only one)**
____Very involved
____Generally Involved
____Generally Uninvolved
____Very uninvolved
In this space, please describe the role of the Community College Board of Trustees indicating if the trustees' role is crucial to the institution's success in garnering large amounts of money for the institution. Describe the organization of the local Community College Board.

H-3. **Foundation Board of Directors (Please check only one)**

____Very involved
____Generally Involved
____Generally Uninvolved
____Very uninvolved
___ The College has no Foundation Board of Directors
In this space, please describe the role of the Community College Foundation Board of Directors indicating if the Foundation Board of Directors' role is crucial to the institution's success in garnering large amounts of money for the institution.

H-4. **Chief Development Officer (Development Director; (Please check only one)**
____Very involved
____Generally Involved
____Generally Uninvolved
____Very uninvolved
____The College has no Chief Development Officer or Development Director;
however, ______________________________(Title) is responsible for receipt of external funds).
In this space, please describe the role of the Community College Chief Development Officer indicating if the Chief Development Officer's role is crucial to the institution's success in garnering large amounts of money for the institution.

H-5. **Chief Advancement Officer (Please check only one)**
____Very involved
____Generally Involved
____Generally Uninvolved
____Very uninvolved
____The College has no Chief Advancement Officer
In this space, please describe the role of the Community College Chief Advancement Officer, indicating if the Advancement Officer's role is crucial to the institution's success in garnering large amounts of money for the institution.

H-6. **College Faculty (Please check only one)**
____Very involved
____Generally Involved
____Generally Uninvolved
____Very uninvolved
In this space, please describe the role of the Community College Faculty, indicating if the Faculty's role is crucial to the institution's success in garnering large amounts of money for the institution.

H-7. **Other**
(Please identify who: ____
____Very involved
____Generally Involved
____Generally Uninvolved
____Very uninvolved
In this space, please describe the role of "Other" persons, indicating if "Other's" role is crucial to the institution's success in garnering large amounts of money for the institution.

****

I. How active in fundraising are the following (<u>please write n/a if a personnel title does not exist at your institution</u>):

I-1. **President (Please check only one)**
____Very active
____Generally active
____Generally Inactive
____Very inactive

I-2. **Board of Trustees (Please check only one)**
____Very active
____Generally active
____Generally Inactive
____Very inactive

I-3. **Foundation Board of Directors (Please check only one)**
____Very active
____Generally active
____Generally Inactive
____Very inactive
____The College has no Foundation Board of Directors

I-4. **Chief Development Officer/Development Director (Please check only one)**
____Very active
____Generally active
____Generally inactive
____Very inactive
____The College has no Chief Development Officer or Development Director
______________________________(Title) is responsible for receipt of external funds)

I-5. **Chief Advancement Officer (Please check only one)**
____Very active
____Generally active
____Generally Inactive
____Very inactive
____The College has no Chief Advancement Officer

I-6. **College Faculty (Please check only one)**
____Very active
____Generally active
____Generally Inactive
____Very inactive

I-7. **Fundraising Volunteers (Please check only one)**
____Very active
____Generally active
____Generally Inactive
____Very inactive

I-8. **Other (Please check only one)**
(Please identify who: ______________________________
____Very active
____Generally active
____Generally Inactive
____Very inactive

****

J. How involved are the following in evaluating your fund raising program? (After placing a check where appropriate, you may comment below.

J-1. **President (Please check only one)**
____ Very involved
____ Generally Involved
____ Generally Uninvolved
____ Very uninvolved

J-2. **Board of Trustees (Please check only one)**
____ Very involved
____ Generally Involved
____ Generally Uninvolved
____ Very uninvolved

J-3. **Foundation Board of Directors (Please check only one)**
____ Very involved
____ Generally Involved
____ Generally Uninvolved
____ Very uninvolved
____ The College has no Foundation Board of Directors

J-4. **Chief Development Officer/Development Director (Please check only one)**
____ Very involved
____ Generally Involved
____ Generally Uninvolved
____ Very uninvolved
____ The College has no Chief Development Officer (Development Director)

J-5. **Chief Advancement Officer (Please check only one)**
____Very involved
____Generally Involved
____Generally Uninvolved
____Very uninvolved
____The College has no Chief Advancement Officer

J-6. **College Faculty (Please check only one)**
____Very involved
____Generally Involved
____Generally Uninvolved
____Very uninvolved

J-7. **Fundraising Volunteers (Please check only one)**
____Very involved
____Generally Involved
____Generally Uninvolved
____Very uninvolved

J-8. **Other (Please check only one)**
Please identify who: ____
___ Very involved
____Generally Involved
____Generally Uninvolved
____Very uninvolved

****

K. Identify the importance of the following criteria in evaluating your fundraising program by checking the one that applies.

K-1. **Total funds raised**

Very Important	_____
Generally Important	_____
Generally Unimportant	_____
Very unimportant	_____

K-2. **Percentage of Increase in Funds**

Very Important	_____
Generally Important	_____
Generally Unimportant	_____
Very unimportant	_____

K-3. **Number of Contributors**

Very Important _____
Generally Important _____
Generally Unimportant _____
Very unimportant _____

K-4. **Number of Volunteer Workers**

Very Important _____
Generally Important _____
Generally Unimportant _____
Very unimportant _____

K-5. **Size of Institution**

Very Important _____
Generally Important _____
Generally Unimportant _____
Very unimportant _____

K-6. **Image (Reputation) of Institution**

Very Important _____
Generally Important _____
Generally Unimportant _____
Very unimportant _____

K-7 **Please indicate on what you believe image or reputation is based:**

K-8. **Institutional Commitment**

Very Important _____
Generally Important _____
Generally Unimportant _____
Very unimportant _____

K-9. **Other (Please specify)**

Very Important _____
Generally Important _____
Generally Unimportant _____
Very unimportant _____

IV. Foundation Characteristics:

IV-A. How long has your **Foundation** been in existence? ____years

IV-B. What is the mission of the **Foundation**?
Please use opposite side for additional space

IV-C. List five major functions of the **Foundation**
1.
2.
3.
4.
5.

IV-D. Are all external funds received by your College channeled through the College's **Foundation**?

IV-E. If your institution has a **Foundation Board of Directors**, how are they selected?

IV-F. What is the relationship of the **Foundation Board of Directors** to the Foundation?

****

V. <u>Relationship of College to your Foundation</u>

V-A. Does a formal operating agreement exist between the College and the Foundation? Please explain.

V-B. What is the relationship of the College Board of Trustees to the Foundation?

V-C. Does the Community College, from its college budget, or does the Foundation, from its Foundation Budget, spend money on the following (Please circle **EITHER** the Community College **OR** the Foundation).

1. Development Director is paid by: **(Please circle one:)** College **OR** Foundation

2. Development Office Staff, etc., is paid by: Please circle one:) College **OR** Foundation

3. Direct Fund Raising Expenses: Hosting, printing, mailing is paid by: **(Please circle one:)** College **OR** Foundation

****

VI. Resources available to your Foundation Office

VI-A. To what types of equipment do you have access?

____

____

____

VI-B. What software does the Foundation Office use?

____

____

____

VI-C. What types of facilities do you use to carry out your resource development role?

____

____

VI-D. Does your Foundation engage volunteers? Please circle: Yes No

Please explain:

____

____

VI-E. Other resources available to you:

____

____

____

****

VII. What types of resource development programs does the Foundation sponsor?

1. Please Rank Order each type according to how successful each type has been relative to garnering funds for the institution (1, most successful; 12, least successful; **you will note that <u>12</u> types of resource development practices are outlined below.**

2. **Please provide a reason for why each type of program is successful or unsuccessful.**

VII-A. (Rank Order):___**Annual Giving <u>(FIRST TYPE)</u>**

Reason:

____

____

____

____

VII-B (Rank Order): ___**Capital Campaign <u>(SECOND TYPE)</u>**

Reason:

____

____

____

____

VII-C. (Rank Order): ___**Deferred/ Planned Giving <u>(THIRD TYPE)</u>**

Reason:

VII-D. (Rank Order):___**Alumni Giving <u>(FOURTH TYPE)</u>**

Reason: (Please include information on how the alumni office is staffed; how it is funded; and how much money the alumni program raises)

The **Alumni Office** is staffed with ___ professionals and clericals; **titles are**:

The **Alumni Office** is funded via:

The Alumni Program raised $__________ in 1993-94;

$__________ in 1994-95; and $__________ so far in 1995-96.

VII-E. (Rank Order): ___**Donor Clubs <u>(FIFTH TYPE)</u>**

Reason:

VII-F. (Rank Order): ___**Athletic Campaigns <u>(SIXTH TYPE)</u>**

Reason:

VII-G. (Rank Order): ___**Endowment** **<u>(SEVENTH TYPE)</u>**

Reason:

1. Who manages the **Endowment**: (Please circle one) <u>College</u> or <u>Foundation</u>?

2. Who own the **Endowment:** (Please circle one) <u>College</u> or <u>Foundation</u>?

3. Is **investment counsel** used: Y__ N__ **(Please explain how).**

3a. Investment Counsel is used by: (Please circle **one**) : the <u>College</u>; <u>the Foundation</u>; or <u>Both</u>

4. If yes, who selects counsel? (Please circle one) <u>College</u> or <u>Foundation</u>?

VII-H. (Rank Order): ___**Volunteer Program** **<u>(EIGHTH TYPE)</u>**

Reason:

VII-I. (Rank Order): ___**Direct Mail Solicitations** **<u>(NINTH TYPE)</u>**

Reason:

VII-J. (Rank Order): ___**Telemarketing** **<u>(TENTH TYPE)</u>**

Reason:

VII-K. (Rank Order):___**Special Events** **<u>(ELEVENTH TYPE)</u>**

Reason:

VII-L. (Rank Order):___**Investments** **<u>(TWELFTH TYPE)</u>**

Reason:

(Please comment on how the Foundation invests its funds. How are the investments managed? In what types of investments does your Foundation place its money?

VIII. Percentage of Dollars Raised by various funding sources for the period July 1, 1994-June 30, 1995. You may also comment on the period from July 1, 1995 to the present (April, 1996).

Please write in the **total** amount of dollars raised by your Foundation:
$__________________

From that total, please indicate the approximate percentage raised from each of the following funding sources.

Write in N/A if your Foundation Office does not use a certain type of funding source. If another Office within your Institution, aside from the Foundation Office, is designated with responsibility for any activity below, please indicate the name of the Office.

1. _____ Alumni
2. _____ Corporate, Outright Donations
3. _____ Corporate Match Donations
4. _____ Faculty/staff
5. _____ Grants from Public Foundations (nationwide)
6. _____ Grants from Private Foundations (nationwide)
7. _____ Grants from Local Private Foundations
8. _____ Grants from Local Public Foundations
9. _____ Grants from State Government
10. _____ Grants from Federal Government
11. _____ Investments
12. _____ Non-College-Affiliated Donors
13. _____ Parents
14. _____ Professional Organization
15. _____ Special Events
16. _____ Current Students

17.______ Friends

18. ______ Other (Please Identify)

****

IX. Please indicate the percentage of total dollars raised (**for the period July 1, 1994, to June 30, 1995**) by your **Foundation** and spent for vocational programming (instructor inservice, curriculum development, curriculum research. **You may also indicate funds raised from July 1, 1995 to the present--April, 1996)**.

$___________ (Total dollars raised by the Foundation)

___________% (Percentage used for vocational programming)

___________% (Percentage used for purposes other than vocational programming-- please list these "other" activities/purposes.

****

X. Professional Organization Affiliation

1. What professional organizations do you find helpful?

   a. National Council on Resource Development (NCRD)

   b. Council for the Advancement of and Support of Education (CASE)

   c. National Society of Fundraising Executives (NSFRE)

   d. National Association of College and University Business Officers (NACUBO)

   e. Other (Please specify)

****

XI. What are the major reasons for the sustained success of your fund raising program?

____

____

____

____

____

____

____

____

____

____

****

XII. If you were able to allocate <u>additional</u> human and fiscal resources to the fund raising program, how would you spend the resources?

____

____

____

____

THE END

<u>Thank you</u> so much for your time in completing the responses to the above Questionnaire items.

BIBLIOGRAPHY

BIBLIOGRAPHY

Abent, R. (1991). Formula funding for community colleges, Lansing: Senate Fiscal Agency.

Abent, R. and G. Rosine. (1994, October). Current issues with Michigan community college funding formula (presentation, Michigan Community College Association Board of Director), Lansing, Michigan.

Adams, K., B. Keener, and E. A. McGee (1994, August/September). Going public with private fundraising. Community College Journal, 65, No. 1, 39-42.

Alfred, R. L. and Carter, P. L. (1995, April). Beyond the horizon: Transforming community colleges to compete for the future (paper presented at the AACC Annual Conference), Minneapolis, Minnesota.

American Association of Community and Junior Colleges. (1995, May). AACC membership profile. Community College Times, 7, No. 11, 11.

American Association of Community and Junior Colleges. (1995, November). Colleges turn increasingly to corporate partnership for fund raising. Community College Times, 7, No. 23, 10.

American Association of Community and Junior Colleges, D. Angel and M. DeVault, eds. (1991), Conceptualizing 2000: Proactive planning, Washington, DC: The Community College Press.

American Association of Community and Junior Colleges. (1995-1996). National profile of community colleges: Trends and statistics, Washington, DC: The Community College Press.

American Association of Community and Junior Colleges. (1996, August). Trendsetters. Community College Times, 8, No. 16, 1.

American Association of Community and Junior Colleges. (1986, October/November). What can community colleges do to increase private giving? AACJC Journal, 57, No. 2, 34.

American Association of Community and Junior Colleges. (1993, May). Working together--new monograph explores ideas for community college collaboration to strengthen economic development. Community College Times 5, No. 10, 11.

Angel, D. and M. DeVault. (1991, August/September). Managing McLean: Proactive planning. Community, Technical, and Junior College Journal, 62, No. 1, 26-29.

Angel, D. and V. D. Gares. (1981). Profiles of nine community colleges with successful foundations. Community and Junior College Journal, 52, No. 3, 7-8. Cited by L. S. Miller (G. A. Baker, III, J. Dudziak, and P. Tyler, eds.) (1994). Community college resource development: Foundations and fund raising. A handbook on the community college in America. Westport, CT: Greenwood Press.

Angel, D. And V. D. Gares. (1989). The community college foundation today: History and characteristics. Cited by J. L. Cantanzaro and A. D. Arnold, eds. Alternative Funding Sources. New Directions for Community Colleges, No. 68, 5-20.

Apsey, G. R. (1993). Marketing strategies by higher education for corporation fund raising. Doctoral dissertation, Michigan State University.

_____. Approval of state board for community colleges' funding: Recommendations for FY 1995-96. (1995, February 8). Lansing: State Board of Education.

Baker, G. A., J. Dudziak, and P. Tyler, eds. (1994). A handbook on the community college in America: Its history, mission, and management. Connecticut: Greenwood Press).

Beckes, I. (1982). Gifts and bequests for the two-year college foundation. The community college foundation. Washington, DC: National Council for Resource Development).

Bender, L. W. and J. E. Edwards. (1988, February/March). Planned and deferred giving: An untapped resource for community colleges. AACJC Journal, 58, No. 4, 22-24.

Blong, J. and B. Bennett. (1991, August/September). Empty wells: Resource development in tough times. Community, Technical, and Junior College Journal, 62. No. 1, 30-33.

Bock, D. E. (1990, April/May). An urgent imperative for trustee development. AACJC Journal, 60, No. 5, 43-47.

Bock, D. E. and W. R. Sullins. (1987, Winter). The search for alternative sources of funding: Community colleges and private fund raising. Community College Review, 15, No. 3, 13-20.

Bourque, M. P. (1995). On the fault line: President Clinton salutes community colleges. Community College Journal, 65, No. 6, 39.

Brumbach, M. and E. A. McGee. (1995, August/September). Leveraged investments: Corporations + community colleges. Community College Journal 65, No. 7, 22-27.

Cohen, A. M., ed. (1989, Winter). Alternative funding sources--editors' notes, New Directions for Community Colleges, No. 68 (San Francisco: Jossey-Bass, Inc., 1.

Cohen, A. M. (1993). Trends and issues in community college finance. Community College Review, 20, No. 4, San Francisco: Jossey-Bass, Inc., 70-75.

Cohen, A. M. and J. Lombardi. (1979). Can the community colleges survive success? Change, 11, No. 8, 24-27.

Cohen, A. M., J. C. Palmer, and K. D. Zwemer. (1986) Key resources on community colleges: A guide to the field and its literature. San Francisco: Jossey-Bass, Inc.

_____ (1995). Comparative financial statistics for public two-year colleges: FY 1994 peer groups. Washington, DC: National Association of College and University Business Officers.

_____ (1996). Contributions to community foundations, shelters for the homeless, food kitchens, food banks, and certain other entities; credits. Michigan compiled laws annotated, section 208.1 to 211.59, (1996 Cumulative Annual Pocket Part). St. Paul: West Publishing Company.

Commission on the Future of Community Colleges. (1988). Building communities: A vision for a new century. Washington, DC: American Association of Community and Junior Colleges.

Conrad, L., B. Davis, E. Duffy and J. Whitehead. (1986, October/November). What can community colleges do to increase private giving? Community, Technical, and Junior College Journal, 57, No. 2, 34-37.

_____ (1996). Contributions to community foundations, shelters for the homeless, food kitchens, food banks, and certain other entities; credits. Michigan compiled laws, annotated; section 208.38c. St. Paul: West Publishing Company.

Council for Aid to Education. (1996). Voluntary support of education, 1995. New York: Council for Aid to Education.

Cvancara, K. (1996, November). By the numbers--enrollment: Recent growth and the coming onslaught. Community College Times, 8, No. 21, 1 and 12.

Deegan, W. and D. Tillery and Associates (1985). Renewing the American community college. San Francisco: Jossey-Bass, Inc.

Dessoff, A. L. (1996, October). Private lessons. Techniques. Alexandria, VA: American Vocational Association.

_____. (1992, November 3). Donating to Colleges: Looking at the Community College Share of the Pie. The Times, 4, No. 21, 8.

Dougherty, K. J. (1994). The contradictory college. Albany: State University of New York Press.

Dove, K. E. (1982). Cited by Westley Rowland, ed. (1986). Changing strategies for meeting campaign goals. Handbook of advancement, San Francisco: Jossey-Bass, Inc.

Duffy, E. F. (1979). Evaluative criteria for community college foundations. Doctoral Dissertation, University of Florida. Cited by L. S. Miller (George A. Baker, III, Judy Dudziak, and Petty Tyler, eds.) (1994). Community college resource development: Foundations and fund raising. A handbook on the community college in America. Westport, CT: Greenwood Press.

Eaton, J. S. (1994). Strengthening collegiate education in community colleges. San Francisco: Jossey-Bass, Inc.

Edwards, J. E. and A. B. Tueller. (1991, August/September). Planned giving: The future of fund raising. AACJC Journal 62, No. 1, 40-43.

Friedstein, H. G., and G. J. Ryan. (1990/January, 1989/December). Entrepreneurs are people, too. Community, Technical, and Junior College Journal, 60, 48-49.

Fountain, B. E. and T. A. Tollefson. (1989). Community colleges in the United States: Forty-nine state systems. Washington, DC: American Association of Community and Junior Colleges.

_____ Going public with private fund raising: Profiles, patterns, and perceptions of community college foundation performance. (1994). Washington, DC: National Council for Resource Development.

Graham, S. and D. Anderson. (1995, Summer). Sources of financing. Community College Review, 13, No. 1, 50-56.

_____. 1996 Guide to US foundations, their trustees, officers, and donors. (1996). New York: Foundation Center.

Henderson, Jr., L. N. (1982). Cited by J. L. Wattenbarger and N. J. Vader (1986, Spring). Adjusting to decreased revenues at community colleges in 1985. Community College Review, 13, No.4. Raleigh: North Carolina State University, 21.

Hendley, V. and B. Reinhard. (1991, December 31). Development leaders see community linkages as key to strengthening two-year college funding. The Community, Technical, and Junior College Times, 3, No. 25, 11.

Henry, E. H. (1988, Summer). The relative value and importance of perceived benefits of active foundations of public community colleges in the United States. Doctoral dissertation, University of North Texas.

Hollingsworth, P. (1983). Cited by L. S. Miller. (1994) Community college resource development: Foundations and fund raising. A handbook on the community college in America.

Honeyman, D., M. L. Williamson, and J. L. Wattenbarger. (1991). Community college financing--1990: Challenges for a new decade. Washington, DC: American Association of Community and Junior Colleges.

Hunter, F. D. (1987). Private fund raising by American Association of State Colleges and Universities Member Institutions. Doctoral dissertation, University of Mississippi.

_____. Impact Statement. (1995, September 26). Lansing: Michigan Department of Education.

_____. (1996). The Income Tax Act of 1967 (Act 281 of 1967). (1967). Michigan compiled laws, annotated; section 206.260. St. Paul: West Publishing Company.

Institute for Future Studies: Lorenzo, A. and N. LeCroy. (1994). A framework for fundamental change in the community college: Creating a culture of responsiveness. Warren, MI: Macomb (Community College) Press.

Institute for Future Studies: Lorenzo, A. and W. J. Banach. (1994) Critical issues facing America's community colleges (1994-1995). Warren, MI: Macomb (Community College) Press.

Jacobson, R. L. (1994, March). Two-year colleges campaign for alumni dollars. The Chronicle of Higher Education, 40 (30), A27 (2).

Jenkins, J. (1984). More dollars from private sector--future funding trend. Community and Junior College Journal, 54 , No. 5, 24-25.

Johnson, R. P. and W. H. Sharron, Jr., ed. (1982). The community college foundation and the internal revenue service: Establishing and maintaining exempt organization status. The community college foundation. Washington, DC: National Council for Resource Development, 153-154.

Keener, B. J., G. J. Ryan, and N. J. Smith (1991, August). Paying attention pays off: How to market resource development. Community, Technical, and Junior College Journal 62, No. 1, 34-39.

Kirk, H. P. (1992). Community and technical college foundations: The results of a survey of Washington state's community and technical college foundations. ED349063; CHN: JC92451, 1-44.

Kopecek, R. J. (1980). The alumni--an untapped reservoir of support. Cited by B. Luskin and I. K. Warren. (1985, June). Strategies for Generating New Financial Resources. New Directions for Community Colleges--Strengthening Financial Management, 50, 75.

Kopecek, R. J. (1982-83). An idea whose time has come: Not for profit foundations for public community colleges, Community College Review, 10, No. 3, 14.

Loessin, B. A., M. A. Duronio and G. L. Borton. (1986, Fall). Measuring sources of private funding. New Directions for Institutional Research, 51, 55-68.

Lombardi, J. (1979). Proposition 13: Is the worst over for community colleges? Community College Review, 6, No. 4, 7-14. Cited by J. Wattenbarger and N. Vader. (1986, Spring). Adjusting to decreased revenues at community colleges in 1985. Community College Review 13, No. 4, 21.

Lorenzo, A. L. and N. A. LeCroy. (1994). A framework for fundamental change in the community college: Creating a culture of responsiveness. Warren, MI: The Institute for Future Studies (Macomb Community College).

Luskin, B. J. and I. K. Warren. (1985, June). Strategies for generating new financial resources. New Directions for Community Colleges: Strengthening Financial Management, No. 50, 73-85.

McCabe, R. H. (1996, April/May). Strengthening financial resources is an educational priority. Community College Journal, 66, No. 5, 25.

Manzo, K. K. (1995, September 25). Comprehensive fundraising programs breathe new life into community college coffers: Institutions focusing more on development. Community College Week, 8, 11.

Manzo, K. K. (1995, December 18). Project reinvest to blow trumpet for country's community colleges. Community College Week, 8, 9.

Marinoni, Ann. (1992). Accessibility of community colleges in Michigan: A comparison of state population distribution with state funding distribution. Doctoral dissertation, Michigan State University.

_____. Marketing and development for community colleges. Washington, DC: Council for the Advancement and Support of Education, 1989.

Martorana, S. Z., K. M. Moore, and S. B. Twombly (1985). Today's academic leaders: A national study of administrators in community and junior colleges. University Park, PA: Center for the Study of Higher Education, Penn State University.

McKinney, T. H., and D. A. Davis. (1988). Patterns of funding in vocational education. AACJC Journal, 58, No. 5, 44-47.

Mercer, J. (1994, July). A bigger piece of the pie. The Chronicle of Higher Education, 40, No. 45, A19 (2).

Mercer, J. (1996, January 12). Footing the bill for fund raising. The Chronicle of Higher Education, 42, No. 18, A29-32.

_____. Michigan community colleges, activities classification structure (ACS). (1996). 1994-95 Data Book, Lansing: Michigan State Board of Education and Michigan State Board for Public Community Colleges, 35.

_____. Michigan community colleges: Amendment to the 1994-95 data book, updated figures for year-end program and non-program enrollments. (1996). Lansing: Michigan SBE and Michigan State Board for Public Community Colleges.

_____. Michigan department of education trends in fall enrollment at post-secondary institutions. (1996). Lansing: Michigan SBE and Michigan State Board for Public Community Colleges.

_____. Michigan education report. (1990, May-June). Lansing: State Board of Education.

Miller, L. S., G. A Baker, III, J. Dudziak, and P. Tyler, eds. (1994). Community college resource development: Foundations and fund raising. A handbook on the community college in America: Its history, mission and management, Westport, CT: Greenwood Press, 1994.

Mooney, C. (1991). The communication strategies and the role enactment of selected college and university fundraisers. Doctoral dissertation, Michigan State University.

Moriarty, D. G. (1995). Bridging the gap, Community College Journal, 65, No.7, 7.

National Clearinghouse for Institutionally-Related Foundation. (1994, July). Database survey results: Work in progress. Washington, DC: Council for the Advancement and Support of Education. (June 12, 1996, fax to researcher from E. B. Wentworth, Director, Government Relations, CASE).

Neiheisel, S. R. (1994). Corporate strategy and the politics of goodwill. New York: Peter Lang Publishing, Inc.

Nicklin, J. L. (1996, May). Small growth in gifts to colleges. Chronicle of Higher Education, 42, No. 38, A25-26.

Nicklin, J. L. (1996, February 16). Year of the bull. Chronicle of Higher Education 42, No. 23, A32, A35.

_____. The nonprofit corporation act of 1982 (Public Act 162). (1982). Michigan compiled laws, annotated; section 450.2212 (3). St. Paul: West Publishing Company.

Palmer, J. and D. Zwemer. (1985). Sources and information: Financial management at the community college. New Directions for Community Colleges--Strengthening Financial Management, No. 50, 117.

Parnell, D. (1986, October 26). Shaping the environment. Paper presented at the Biennial Conference of the North Carolina Community College System.

_____. Partners in economic development: Community college strategies for collaboration. (1993). Washington, DC: American Association of Community Colleges..

Phillippe, K. (1995, January 24). AACC celebrates 75 years of service. Community College Times, 7, No 1, 5.

_____. (1996, January 4). College enrollments drop again, ACE survey shows. Vocational Training News, 27, No 1, 7.

Piland, W. E. and B. G. Rees. (1995, Spring). Community college foundations and fundraising: A national view. American Association of Community College Trustees Quarterly, 9-12.

Ratcliff, J. L., ed. (1989). Ashe reader on community colleges. Needham Heights: Ginn Press.

Reinhard, B. (1994, May 17). Cleaning up campaigns: CASE proposes standards for educational fundraising. Community College Times, 6, No. 10, 14.

_____. Report on the state board for public community colleges. (1995, December). Lansing: Michigan State Board of Education.

_____. Results: Finances and funding in community colleges. (1996, February/March). Community College Journal, 66, No. 4, 40.

Robertson, A. J. (1982). The role of the community college foundation. The community college foundation. Washington, DC: National Council for Resource Development.

Roueche, J. E. (1996, April/May). Leadership challenges for 2000, Community College Journal, 66, No. 5, 12.

Ryan, G. J. (1989). Corporation and foundation giving to community, technical, and junior colleges (monograph series, 1, No. 2). Washington, DC: American Association of Community Colleges.

Ryan, G. J. (1989, Winter). The community college foundation today: Reasons for success. New Directions for Community Colleges, 68, 15-27.

Ryan, G. J. (1989, Winter). Companies that match to junior or community colleges. New Directions for Community Colleges, 68, 111-120.

Ryan, G. J. (1994, April/May). Book review, developing an effective major gift. Community College Journal, 64, 58.

Ryan, G. J. (1989, Winter). A guide to key resources. New Directions for Community Colleges, 68, 85-110.

Ryan, G. J. (1993, February). Shed a little light. Currents, 19, No. 2, 40.

Sanchez, A. (1994, July). Trends as opportunities. Community College Times, 6, No. 14, 2.

Scott, R. W. (1991, August/September). Harvard got the ivy and I got the itch. Community, Technical, and Junior College Journal, 62, No. 1, 22-25.

Sears, J. B. (1990--reprinted from 1918). Philanthropy in the history of American higher education. New Brunswick, NJ: Transaction Publishers. Cited by L. S. Miller (G. A. Baker, III, J. Dudziak, and P. Tyler, eds.) (1994). Community college resource development: Foundations and fund raising. A handbook on the community college in America. Westport, CT: Greenwood Press.

Sharon, Jr., W. H., ed. (1982). The community college foundation. Washington, DC: National Council for Resource Development.

Shaw, S. C. and M. A. Taylor. (1995). Reinventing fundraising: Realizing the potential of women's philanthropy. San Francisco: Jossey-Bass Publishers.

Stanley, R. (1991, August/September). Decision makers: David R. Pierce, President and CEO, AACJC. Community, Technical, and Junior College Journal, 62, No. 1, 8-10.

_____. (1994). Study of the Michigan community college funding formula. Lansing: Senate Fiscal Agency, 1994, 1.

Townsend, C. (1991, August/September). The team approach: NCRD'S executive institute. Community, Technical, and Junior College Journal 62, No. 1, 44-46.

Waters, D. (1993, November). The long run: The growing importance of resource development at community colleges. Community College Times 5, No. 22, 2.

Watkins, B. T. (1984). Two-year colleges face a decline in enrollment. The Chronicle of Higher Education, 28, 1, 16.

Watkins, B. T. (1984). Two-year colleges step up pursuit of private funds. The Chronicle of Higher Education, 28 No. 8, 1, 14.

Wattenbarger, J. L. and S. Mercer. (1985). Community college financing. Supplement to ACCJC letter, No. 165.

Wattenbarger, J. L. and S. Mercer. (1985). Financing community colleges, Gainesville: University of Florida, Institute of Higher Education. (Eric document repro services, ED 232 751).

Wattenbarger, J. L. and Heck, J. (1986, Spring). Adjusting to decreased revenues at community colleges in 1985. Community College Review 13, No. 4, 21.

Wingspread Group on Higher Education. (1994). An American Imperative. Racine, Wisconsin: The Johnson Foundation. Cited by J. E. Rouche. (1996, April/May). Leadership challenges for 2000, Community College Journal, 66, No. 5, 12.

Witt, A. A., J. L. Wattenbarger, J. F. Gollattscheck, and J. E. Suppiger. (1994). America's community colleges: The first century. Washington, DC: The Community College Press, 1994.

Worth, M. J. and J. W. Asp II. (1996, February). Salesperson, catalyst, manager, leader. Currents, (no volume listed in periodical), 22, No. 2, 25.