

CHARACTERISTICS OF AN EFFECTIVE TWO-YEAR
COLLEGE PRIVATE FUND-RAISING PROGRAM

By

DANETTE L. McNAMARA

II

Bachelor of Arts
Northeastern State University
Tahlequah, Oklahoma
1969

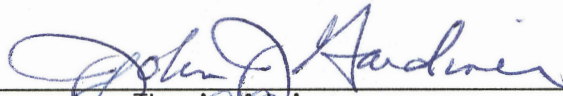
Master of Education
Northeastern State University
Tahlequah, Oklahoma
1972

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
December, 1988

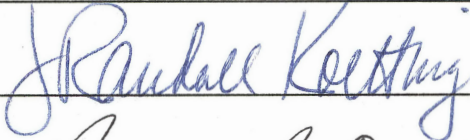
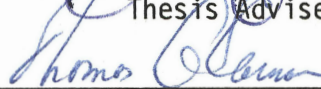
YHOSIS
1988D
M169C
COP. 2

CHARACTERISTICS OF AN EFFECTIVE TWO-YEAR
COLLEGE PRIVATE FUND-RAISING PROGRAM

Thesis Approved:



Thesis Adviser



Dean of the Graduate College

ACKNOWLEDGMENTS

I wish to express my sincere appreciation to Dr. John J. Gardiner, thesis adviser and chairman of my doctoral committee. His leadership ability is remarkable and I am deeply grateful for his interest and encouragement. In addition, I wish to thank the other committee members: Dr. Thomas Karman, Dr. Robert Kamm, and Dr. Randy Koetting. Dr. Karman is an exceptionally knowledgeable individual in the administration of higher education. Dr. Kamm has offered me continued encouragement and challenged me to produce a quality doctoral study. Dr. Koetting also guided and encouraged me.

Appreciation is also extended to members of my immediate staff for their support, encouragement, and tolerance during the completion of this project. A special note of thanks is offered to my very good friend and fellow administrator at Rogers State College, Dr. Gary Walker. His guidance and encouragement will always be remembered as one of the most important aspects of the completion of this study.

A special tribute is extended to my mentor and boss, Dr. Richard H. Mosier, President of Rogers State College, for the support and assistance he gave me throughout my entire doctoral program. It is because of him more than any other individual that I started and completed this program. Other members of the administrative team at Rogers State College also deserve a special thank you. They provided continuous reinforcement to my effort.

Finally, this study is dedicated to Daniel and Helen McNamara, my dad and mother, who inspired me with their example of resolve and dedication toward achievement. Of special significance was their influence of dedication and persistence to achieve worthwhile goals.

The completion of this study is the highlight of my professional career.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.	1
Background of the Problem.	1
Need for the Study	3
Statement of the Problem	5
Significance of the Study.	5
Definition of Terms.	5
Limitations of the Study	8
II. REVIEW OF LITERATURE.	9
Historical Role of Private Fund-Raising in American Higher Education	9
Colleges and Universities	9
Two-Year Colleges	14
Characteristics of Effective Private Fund-Raising Programs in Four-Year Colleges and Universities.	17
Planning.	17
Organization, Structure, and Management	19
Personnel	21
Trustees and Volunteers	25
Public Relations.	27
Budget and Resources.	29
Effective Characteristics of a Private Fund-Raising Program in Two-Year Colleges	29
Planning.	30
Organization, Structure, and Personnel.	31
Trustees and Volunteers	36
Public Relations.	37
Budget and Resources.	39
Summary	39
III. METHODOLOGY	41
Introduction	41
Population	41
Sample	41
Design and Procedure	42
Data Analysis.	44
Summary.	44
IV. PRESENTATION AND ANALYSIS OF DATA	45
Introduction	45

Chapter	Page
First Mailing	45
Second Mailing	49
Third Mailing	53
Summary	55
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	56
Introduction	56
Summary	56
Conclusions	58
Recommendations	60
BIBLIOGRAPHY	62
APPENDIXES	72
APPENDIX A - FIRST MAILING	73
APPENDIX B - SECOND MAILING	76
APPENDIX C - THIRD MAILING	80

LIST OF TABLES

Table	Page
I. Responses to Questionnaire: Question One.	46
II. Responses to Questionnaire: Question Two.	48
III. Responses to Questionnaire: Question Three.	49
IV. Evaluation and Analyses of Responses: Question One.	50
V. Evaluation and Analyses of Responses: Question Two.	51
VI. Evaluation and Analyses of Responses: Question Three.	52

CHAPTER I

INTRODUCTION

Background of the Problem

The development of the contemporary two-year community college is one of the most significant success stories in higher education during the last 20 years. Although their origin dates back to the turn of the century, their greatest growth rate occurred during the 1960's and early 1970's. It was during this time that an average of one new community college opened each week (Breneman and Nelson, 1981).

In the 1947-48 academic year, community colleges totaled 651, with an enrollment of 500,536 (Parnell, 1985). In 1960, 325 public two-year colleges enrolled more than 392,000 students (Breneman and Nelson, 1981). By the fall of 1986, there were 1,221 two-year colleges with credit enrollment estimated at nearly 5,000,000 students. Their development has greatly influenced the course of higher education in America and has been one of the major educational phenomena of the twenty-first century (Parnell, 1985).

There are several reasons that the two-year colleges have grown so rapidly. First, as the "baby boom" generation reached college age, higher education institutions had to expand dramatically to accommodate them. Two-year colleges exercised flexibility to open quickly and were assumed to be handling the expansion in a cost-effective manner. Second, two-year colleges had an "open door" philosophy that attracted large

numbers of people--many who were unable to gain admission to more selective institutions. In addition, two-year colleges placed a great deal of emphasis on enrolling minority students and older part-time students (Breneman and Nelson, 1981).

As two-year colleges have grown in size and number of students served, their mission has broadened and matured. With maturation has come a deepened concern for providing students both opportunity and access while maintaining concern for excellence. Even those two-year colleges which have retained the term "junior" in their titles have lost the perception of being "junior" in terms of their faculty, campuses, and programs in the minds of the American public. "Some of the best teaching I have seen and some of the most dedicated and caring faculty members I have met are in the community colleges" (Parnell, 1985, p. 85).

Those involved in the development and operation of community colleges have almost invariably foreseen a bright future for their colleges and the two-year college movement as a whole. Leaders have been sought who are flexible and who seek to provide quality life experiences. Nearly 8% of all American adults will enroll in at least one class in an American two-year college in 1987-88. Approximately 55% of the freshmen enrolled in higher education across the nation will attend a two-year college in the same year (Parnell, 1985).

In response to burgeoning enrollments, one of the major challenges facing the two-year colleges has been the need to diversify and expand their funding base. Lack of adequate funding through tuition and fees and state and local appropriations has been a continuous problem throughout the history of the two-year college movement.

The problem has been compounded by shifting demographics and state and national economic problems.

Declining enrollments are reducing income, and, at the same time, inflation is pushing operational costs higher and higher. If our colleges, universities, and independent elementary and secondary schools are to have any chance of maintaining academic quality and financial flexibility, they must increase their level of private support (Pray, 1981, p. xi).

In response to these circumstances, many public four-year colleges and universities have for years conducted sophisticated programs to develop and secure a base of private funding. Only recently have the two-year colleges begun to recognize that they must do the same if they are to continue to progress in providing the quality of education their students will need, not only to compete in the job market but also to improve the quality of their lives.

Need for the Study

American higher education is confronted with a serious need for financial stability. Private funding has traditionally been a major component of financial diversification and stability for American institutions of higher education. Two-year colleges, as relative newcomers on the scene of American higher education, are experiencing a growing need to develop the programs and skills necessary to build sources of private funding so they might reach their potential for service to the American public.

The increased costs of education, coupled with a diminishing public base of support, have given the two-year colleges little choice but to broaden and diversify their funding base. High-quality colleges and major universities have always relied upon the development of endowments and funds from private sources. Two-year colleges have little option but to take the same path if they are to survive in a quality way and, more importantly, if they are to compete with four-year colleges and

universities for students throughout the remainder of the twentieth century. The trend toward the development of active and ongoing programs in private resource development in the community colleges has been established.

Twelve years ago, 192 community colleges reported having foundations. Today, the number of community colleges having foundations is estimated at 650. The new conceptualization of the public two-year college of the year 1990 will find resource development central to every facet of institutional development and operation. The private sector is the greatest potential resource for the future support of higher education (Davis, 1986, p. 35).

Two-year colleges are relatively new in private fund raising. Their development programs are young and often very unsophisticated. Only in recent years have the two-year college presidents and members of governing boards realized that they must develop effective advancement programs.

Because fund raising is a new activity, most community colleges approach development on a low cost, test basis. Many of the newly created departments are staffed by one person, usually with no prior professional advancement experience, who frequently has other responsibilities (Whitehead, 1986, p. 36).

Two-year colleges continue to face difficulties in the development of effective private fund-raising programs. One significant problem is the lack of role models from which to structure their approach. Traditionally, the two-year colleges have only the four-year colleges and universities as role models for ideas and strategies on how to structure their private fund-raising programs.

As a basic and necessary beginning, the characteristics of an effective two-year college private fund-raising program must be identified. Information on private fund-raising programs at major public and private universities, four-year colleges, and two-year colleges was presented in this study. A review of literature was utilized to reveal possible

characteristics of an effective two-year college private fund-raising program.

Statement of the Problem

The purpose of this study was to identify the characteristics of an effective two-year college private fund-raising program. The study was designed to provide answers to the following research questions:

1. What are the most important characteristics of an effective two-year college private fund-raising program?
2. What are the major obstacles to an effective two-year college private fund-raising program?
3. What are the most important ideas and/or strategies to an incoming administration in conducting an effective two-year college private fund-raising program?
4. What are the roles of key people involved in conducting an effective two-year college private fund-raising program?

Significance of the Study

It was believed that information derived from the study would make a useful contribution toward a better understanding of the characteristics of an effective two-year college private fund-raising programs. It is further believed that application of the results will be useful to those in the two-year college private fund-raising field.

Definition of Terms

The following terms have relevance and importance in achieving the purpose of this study:

Annual Fund. The annual fund is an effort of the college to raise private gifts for the current operation of activities and programs of the institution. The annual fund is conducted on a regular basis during the year and is repeated each year. It helps to establish the donors' habit of regular giving.

Annual giving is the production line of development, grinding away, year after year, enlisting the broad base of donors in support of the institution, selling its needs for on-going support with increasing urgency as costs continue to rise (Pray, 1981, p. 24).

Capital Campaign. The capital campaign is an organized effort to obtain gift support for the institution's top priority projects.

A capital campaign is a concentrated effort (often a massive one) by an organization or institution to raise a specified sum of money to meet a specified goal within a specified period of time (Broce, 1979, p. 46).

A capital campaign is usually developed to raise substantial funds for building, equipment, endowment, or a combination of all three.

Endowment. "The basic concept of endowment refers to funds which have been set up so that the principal remains inviolate and in perpetuity and that only the income from the investment of the funds may be expended" (Gonser et al., 1985, p. 1). Endowment funds may be restricted for a specific purpose specified by the donor or the institution or may remain unrestricted as a general endowment to be used by the institution as important needs arise. It is an opportunity for an individual to perpetuate his or her interests forever.

Fund-Raising Program. The fund-raising program is an organized effort of asking individuals (friends and alumni), corporations, and foundations for private funds to support a particular cause. "Fund-raising is a sophisticated art. Reduced to its simplest expression, it is the act of asking a person for a gift of money" (Broce, 1979, p. 27).

Institutional Development Program. The Institutional Development Program includes all those activities of the institution that are involved in some manner in obtaining financial resources. In its broadest sense, the Institutional Development Program involves working with all of the related publics of an institution.

Institutional Development Office. The Institutional Development Office, as a structure to support the institutional fund-raising program, describes the department in an institution that is generally responsible, in most cases, for public relations, alumni, fund raising, and publications. Institutional Development Offices vary from institution to institution in specific role and functions.

For the purpose of this study, the term "Institutional Development Program" is synonymous with the term "Institutional Advancement Program" and will be treated in that manner throughout the text.

Cultivation. Cultivation is the process by which a prospective donor becomes acquainted with the institution's mission, goals, and objectives. Cultivation is an ongoing process whereby the development staff, president, and/or volunteers communicate information about the college to a donor or prospective donor and receive comments, suggestions, and expressions of interest from him or her. Solicitation of gifts from a prospective donor usually occurs after cultivation.

Solicitation. Solicitation is the process of asking a past donor or prospect for a gift to an annual giving program or capital campaign in support of the institution. Solicitation can be by personal contact, by telephone, or through a direct mail effort.

Corporate and Foundation Gifts. Corporate and foundation gifts are private gifts received by the college from large and small corporations and foundations. Corporate and foundation gifts may be made to the

college annual fund or for capital gifts. Often gifts from corporations and foundations are restricted for specific projects.

Council for the Advancement and Support of Education. The Council for the Advancement and Support of Education (CASE) is an organization existing to promote understanding and support of education throughout society. This organization includes more than 2,850 colleges, universities, and independent elementary and secondary schools in the United States, Canada, and Mexico.

CASE provides: (1) services to development professionals, and (2) direct services to all member institutions and public affairs programs that relate higher education to the public interest (CASE 1988 Membership Directory).

Limitations of the Study

While it was the researcher's desire to determine the major characteristics of an effective two-year college private fund-raising program, it was not expected that all of the characteristics of an effective program would be identified. This study was limited to the scope of inquiry of the research questions noted in the statement of the problem.

The methodology used in the study was not the only valid way to discover the characteristics of an effective two-year college private fund-raising program. Other methods may be equally effective in identifying additional characteristics. The study was also limited by the possible error that could be made by CASE in their identification of the 25 expert college private fund raisers selected in the study.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter is to present a review of selected literature as background for the study. The literature review was organized into three major areas: (1) the historical role of private fund raising in American higher education; (2) characteristics of effective private fund-raising programs in four-year colleges and universities identified by writers in the field; and (3) characteristics of effective private fund-raising programs in two-year colleges identified by writers in the field.

Historical Role of Private Fund-Raising in American Higher Education

Colleges and Universities

Although it comes as a surprise to many Americans, private generosity for the public good and the betterment of man is an almost uniquely distinctive American trait of the twentieth century. Americans abroad often are astonished to learn that the people of most other nations rarely if ever consider private giving as a means of solving social problems (Broce, 1979, p. 9).

Broce further stated that, although private philanthropy was once important in Europe, a shift has occurred over the years, resulting in governmental control and support of most educational, religious, cultural, and social agencies through taxation.

Marts (1966) agreed that private philanthropy is one of the most durable factors of American life. Private fund raising for education in the United States was inaugurated with the formal establishment of educational institutions (Pray, 1981). Higher education, since the founding of Harvard in 1636, has attracted a major portion of American philanthropy (Curti and Nash, 1965).

Private giving has been instrumental in the development of higher education in the United States. "Most institutions of higher education founded in the United States were dependent, in part or in whole, on support from private gifts" (McAneer, 1962).

McAneer (1962) observed that private gifts enabled colleges and universities to achieve a level of excellence in their programs that would otherwise have been impossible. Private gifts were responsible, according to Curti and Nash (1965), for paying many of the initial expenses involved in the early development of Harvard and later, the eight other colonial colleges.

Broce (1979) reported that private giving evolved from the attitude of the first settlers who came to America from England. These settlers from England, along with Dutch settlers, established churches, schools, and colleges with private gifts. The purpose of early colleges was the training of clergymen and laymen. The philosophical tendency expanded quickly as religious denominations built many colleges and schools.

Cutlip (cited in Webb, 1982) described the evolution of fund raising and its impact on private giving to colleges and universities. "Cutlip documents the shift in philanthropy from the social elite to the common man, from the predominantly religious to predominantly secular contributors, and from the volunteer to the professional" (Webb, 1982, pp. 13-14). According to Pray (1981), college presidents and sponsors were the

chief fund raisers for the colonial colleges. However, the literature indicated that ". . . agents of the College of New Jersey [to become Rutgers] in 1769 obtained about \$1,000 in contributions from Georgia. These agents were often paid, dedicated clergymen who worked on a percentage basis" (p. 1).

Broce (1979) reported that a systematic solicitation process of fund raising began in the early 1900's with the use of paid fund raisers. However, as related by Pray (1981), this systematic approach to fund raising came about with agonizing slowness over the years. He observed that alumni funds appear to have been the first formal effort.

According to Reichley (cited in Rowland, 1977), although the alumni movement dates back to the beginning of education in this country, the first organized alumni fund drive, as found in the literature, was established soon after the Civil War, although the capital campaign and the annual fund date back to colonial times (Pray, 1981). Yale University was the first university to have an annual fund (Sharron, 1978). This fund was established in 1890 as the alumni fund.

Broce (1979) indicated the "campaign" method of raising private money began with the Young Men's Christian Association (YMCA) movement in the 1900's. Campaigns were established as a result of public concern that the supporters of the YMCA were spending too much time asking for money without a well-planned, organized effort.

The solution was the campaign staged with fixed goals and time limits, enabling the money raising chore to be completed quickly and thus eliminating the agony that accompanies drives that seem to have no end. The campaign introduced the sense-of-urgency factor that many of us still believe is essential to success (Broce, 1979, p. 11).

Pray (1981) and Broce (1979) found that higher education became very active in fund raising during the 1920's, with campaigns established to

raise funds for buildings, football stadiums, and endowment funds. In the 1950's, massive giving to higher education began to set patterns.

Harvard was the first university to conduct a multimillion-dollar campaign; they raised \$82 million in the 1960's. This effort was followed by many other universities who conducted multimillion-dollar campaigns.

According to Broce (1979), the public often doubted that the multimillion-dollar campaign goals could be reached. However, when Duke, Stanford, Chicago, and other universities were successful in reaching their goals, confidence in educational fund raising grew, both within the institutions and among the external constituents. Broce observed that during the late 1960's and early 1970's, a new fund-raising philosophy emerged. "Money tends to flow to promising programs rather than to needy institutions. Most organizations dropped the word 'need' from the fund-raising vocabulary and replaced it with 'opportunity'" (Broce, 1979, p. 14). This philosophy held strong throughout the 1970's and into the 1980's. Broce added that, although in the very early years private giving in American higher education started as a slow process, over the years it became (and is today) a dynamic activity for colleges and universities.

Private colleges and universities, because of their legal structure, have, throughout history, received private gifts directly to their institutional budgets. However, this has not been the case for the public institutions of higher education.

Public universities came into existence in 1789, with the granting of a charter to the University of North Carolina for the purpose of providing a college education for young men and women who could not afford to attend a private college (Rennebohm, 1985). Eventually, public

colleges and universities found that they needed sources of funding in addition to their regular state funding and, therefore, like the private colleges, looked to the private sector for assistance. Thus, universities began to establish foundations.

According to Rennebohm (1985), state institutions, which were restricted by state laws and regulations, formed foundations to enable themselves to raise funds and administer gifts. The purpose of the foundation was to serve the institution.

Rennebohm (1985) pointed out that in the late nineteenth century all private funds given to the University of Kansas were appropriated by the state and incorporated into the state budget. Therefore, the University Endowment Association was established to prevent future state control of private funds. Reilley observed that college-related foundations operate in the same legal and conceptual manner as the endowment associations.

They are a private system within a public system and function independently of the institutions they serve. At the same time, they exist for the single purpose of serving their universities by raising funds for the advancement of these universities (p. 1).

Rennebohm (1985) reflected that, although university-related foundations are legally independent of their respective institutions, they maintain close ties and working relationships. The president and chief development officer are almost always the key staff members responsible for maintaining a good working relationship between the foundation and the college or university.

According to Rennebohm (1985), the establishment of college-related foundations was a slow process; only four such foundations existed before 1930. Many foundations were started in the 1950's, with a record number established in the 1960's and 1970's. "As of January, 1980, the number

of known four-year state universities having related foundations was 339" (Rennebohm, 1985, p. 10).

As reported by Rennebohm (1985), the structure and governance of a foundation is vital to its success. The separate status of the foundation from the university allows it to select directors or trustees on the basis of fund-raising experience and, in many cases, on ability to and interest in making substantial private gifts to the respective institution. In addition, Rennebohm expressed the view that institutions usually look for foundation directors who have some experience in public relations and a knowledge of investments which can be helpful to the paid college staff member who directs the foundation.

Worth (1985) noted that boards of directors of foundations have similar roles in raising funds for their respective state institutions as do boards of trustees at private colleges and universities. Worth found, in a study conducted of public university regents, that

. . . less than 25 percent of the members of such boards participate in any activity related to fund raising on a regular basis, and only 20 percent of public governing boards have a committee concerned with private support (pp. 18-19).

The members of the foundation board of directors serve as prominent volunteers to lead the fund-raising effort for many colleges and universities.

Two-Year Colleges

Most writers related institutional development in two-year colleges to their history of seeking federal grants and contracts.

The community colleges have concentrated their efforts in the federal grant arena and described this as their resource development office, while universities and liberal arts colleges have tended to give the resource development label to their private fund-raising activities (Sharron, 1982, p. 4).

Two-year colleges first became involved in institutional development as a result of the funds that were available through the 1965 Higher Education Act. Sharron (1982) further reported that the mid-1970's marked the time when a relatively few progressive two-year colleges began developing a private fund-raising approach for securing funds. The literature consistently indicated that the private fund-raising responsibilities were usually placed under the umbrella of the Institutional Development Office. However, as public two-year colleges expanded their development functions to include private fund raising, they moved to establish not-for-profit foundations because various local, district, and state laws prohibited public two-year colleges from accepting private gifts. These foundations became known as the private fund-raising arm of the institutions. Their structures were basically the same as those of the institutionally-related foundations established at four-year public institutions.

The primary purpose of establishing a community college foundation is to provide an effective vehicle for local solicitation of funds to help support programs and facilities at the college not being adequately funded elsewhere (Woodbury, 1973, p. 16).

Woodbury observed that the establishment of foundations in two-year colleges became more important than the mere provision of a legal avenue for providing gifts of private funds. According to Woodbury (1973) and Sharron (1978), the foundation demonstrated to the prospective donors that the funds would be handled in an effective and efficient manner. It instilled confidence in the donors and gave credibility to the institutions. Sharron (1987) included as a reason for starting a foundation in a two-year college a secondary purpose--public relations for the college and its program. Ottley (1978) cited other advantages to a foundation:

To provide flexibility to investment of funds, to avoid legislative checkoffs (reducing state appropriations by the amount

of gifts received on a dollar-for-dollar basis), to do for the college what the college cannot do for itself, and to allow increased voice in use of funds; and to provide a vehicle for donor anonymity (p. vi-1).

Ottley then concluded "The sole purpose for the existence of a college-related foundation is for the benefit of the college" (p. vi-2). Edison (1968) added some additional and final purposes: ". . . to broaden the base of the college's support, to lend prestige to fund-raising efforts, and to communicate to the public the college's responsiveness to local needs" (p. 14).

Two-year colleges, like four-year colleges and universities, have utilized their foundations in the early stages to set up procedures to handle ". . . endowing faculty chairs and lectureships, providing student loans and grants-in-aid, faculty fellowships, capital facilities and equipment funds for educational programs and community service projects" (Woodbury, 1973, p. 16).

According to Sharron (1978), many of the community college foundations were established within five years of the founding of their institutions. Therefore, most two-year college foundations were established in the late 1960's and/or early 1970's. As late as 1975, very little fund raising was being conducted. Many foundations in two-year colleges were mostly restrictive or dormant until the mid-seventies, when their activity increased (Hollingsworth, 1983).

Although almost all of the literature revealed that two-year college fund raising came into existence within the last 15 years, a study conducted by the American Alumni Council in 1958-59 reported that in 1906 Midway Junior College of Kentucky started an annual giving program. Little evidence, however, is available to report any real success among two-year college fund-raising programs from that early time until the

mid-seventies, particularly since the majority of the two-year colleges did not exist as separate entities until the last 20 to 25 years.

According to Robison (1982) and Sims (1976), the first community college foundation was established at Highlands Community College in Freeport, Illinois, in 1962. While Highlands is believed to be the first, Robinson (1981), reported that more than 80% of the community college foundations were established after the late 1960's.

Characteristics of Effective Private Fund- Raising Programs in Four-Year Colleges and Universities

Planning

Whether we call it an academic blueprint, an educational long-range plan or a master plan for institutional advancement, what we are talking about is a program of action to achieve destinies of our colleges and universities. In fact, one of the meanings which Webster lists for blueprint is a thoroughly plotted and coordinated program of action (Gonser et al., 1977, p. 31).

Pray (1981) suggested that a significant characteristic of a college or university that has a productive fund-raising program is institutional direction. Institution-wide planning to visualize the future and anticipate problems is a sound basis from which to develop a plan for realization of private fund-raising potential (Gonser et al., 1980a).

Successful fund raising requires effective planning. Gonser et al. further reported that the planning process begins with the mission and purposes of the institution; the resources available to accomplish the institutional goals; the organization of the resources, goals, and objectives in a written timeline; and a written method for evaluating the objectives and goals of the institution.

Ryans and Shanklin (1986) suggested that planning is essential to a successful private fund-raising program.

From a contributions standpoint, there can be little worse than for a college or university to have multiple fund raisers trying to raise money for their own particular causes in an 'every man for himself' way without regard to a central institutional plan (p. 171).

Brakeley (1980) stated that fund raising must be viewed by the institution's constituents as a continuous, ongoing process with goals set to identify the immediate and future needs. Long-range planning based on sound research is, therefore, an essential ingredient. Following the determination of institutional goals, a college or university can determine fund-raising goals, objectives, and a plan. Broce (1979) stated that many institutions conduct surveys among their constituents, often called feasibility studies, to understand and learn how the major prospects and constituent opinion makers view the institution and the fund-raising program. It should be noted that these feasibility studies are viewed as critical by many authors in capital campaigns to assist in determining the specific fund-raising goals. It is essential, however, to the planning process that the leadership of the institution follow the guidance offered by the results of the survey.

Howe (1985) stressed the importance of a written educational blueprint or long-range plan and a statement of the fund-raising goals and objectives of the institution. He believed that a written plan provides the opportunity for endorsement by the board and the staff and serves to prevent confusion in meeting the fund-raising goals and objectives, particularly when identifying priorities.

Pray (1981) suggested that preparation of a written case statement provides a clear, well-defined message to the institution's constituents. "A written case statement provides evidence to potential donors that a

college knows its mission; where it has been, where it is now, and where it seeks to be in the future" (Pray, 1981, p. 11).

Seymour (1966) suggested that the case statement is a significant characteristic in an effective fund-raising program because it tells what needs to be told, often answers questions of one or more of the major prospects, makes the argument for support, and provides the constituents with a written plan of how the private gifts are to be raised. Seymour stressed the importance of conveying to the constituents of the institution: ". . . a feeling of importance, relevance, and urgency, and have whatever stuff is needed to warm the heart and stir the mind" (p. 43).

Organization, Structure, and Management

Many factors influence the success of a development program--factors such as well-defined aims, long-range planning, a strong board of trustees, and interested volunteers. However, one of the major reasons for success in development is effective management of the development program itself (Gonser et al., 1977, p. 15).

The chief development officer is the person directly responsible for the management. Gonser et al. (1977) listed the following 10 guidelines for management of a development program:

1. A successful development program should produce for your college or university adequate funds for current operations and capital growth, understanding and acceptance of your institution's program, students of the kinds and quality your institution needs.
2. Have up-to-date job descriptions for each member of your development staff.
3. Set specific goals for the entire department and for each area within the department.
4. The development staff should be organized to give effective support to the president.
5. The staff should be organized to build and serve an effective volunteer team.

6. Stress with all the development staff the importance of completed work.
7. The development staff must have teamwork.
8. Have development budgets which are realistic, detailed, and informative.
9. Major emphasis by the development staff should be placed on securing major gifts.
10. Organize your development office with the donor in mind (p. 16).

According to Webb (1983), it is essential for the success of a private fund-raising program to have an experienced development officer with an adequate staff and a great deal of involvement of the president, the director of public relations, and the board of trustees. In addition, Webb noted that specific goals and objectives must be developed with criteria for evaluation and an adequate budget.

Additionally, it is essential that the other chief administrators, faculty, and support staff be supportive of the development office through their own financial and volunteer support. Webb (1983) stressed that the development office should be structured to provide that the chief development officer report directly to the president and that he or she be involved in the overall institutional planning. He emphasized the importance of structuring the office to support an effective volunteer and the importance of having a staff that could adequately handle the record keeping and gift processing.

Seymour (1966) stated that a college or university development office must be an integral part of the organizational structure of the institution. He contended that the higher in the management framework the chief development officer is placed, the more effective he or she will be.

According to Rowland (1977), the development office should be organized to include institutional relations, fund raising, and alumni. "The success of an institutional advancement program in colleges and universities rests largely on effective management" (Rowland, 1977, p. 531). Rowland reflected that an adequate budget and a well-trained staff are essential. The chief development officer must be well trained and be effective in planning, developing goals and objectives, setting priorities, and managing people.

Personnel

As the essence of the institution, the president inspires donor confidence and creates the climate in which fund raising takes place. Trustees bear a measure of the responsibility, but the president brings it into focus. Fund raising cannot be completely delegated to anyone, not even to an extraordinarily competent vice president (Fisher, 1984, p. 165).

Fisher stressed that a president, if not naturally inclined, must learn to ask for money. "Few development programs are effective without commitment, leadership, and participation of a strong president" (p. 164).

The need to have a strong president committed to having a successful fund-raising program is confirmed throughout the literature. Gonser et al. (1977) suggested the following functions for the president who strives to be successful in fund raising:

1. The president must personify the character and the goals of the institution he leads.
2. The president must communicate these goals in an effective manner to the college's constituent body.
3. The president must create a strong development staff.
4. The president is primarily responsible for fund raising (pp. 72-73).

Gonser et al. (1977) stressed that the leadership capabilities of the president are particularly important to a successful fund-raising

program. Presidents give confidence to the volunteers and trustees while stimulating the development staff. According to Buchanan (1981), the president and development staff must work closely to build a successful development program. The president, in many cases, will work with the chief development officer or a volunteer in the actual solicitation of a gift (Broce, 1979).

The Chief Executive Officer is the best solo solicitor, and because of the number of prospects to be solicited during aggressive college and university campaigns, he must be prepared to make many solo calls (Broce, 1979, p. 185).

Kamm (1980) suggested that whether it be a private college or a publicly-supported institution, the president must be involved in fund raising. It is part of his job.

Fund raising can be among the most interesting duties of a president as well as the most challenging. It is not a job for the timid! Neither is it something to be done by those who behave like 'a bull in a china closet.' Commitment to one's institution and its mission is a requirement of anyone seeking private monies. To be knowledgeable about one's college or university and its deepest needs is absolutely necessary. Sincerity, patience, authenticity, and integrity are other essential qualities (Kamm, 1980, p. 172).

Whittier (1980) discussed the importance of the president's involvement in a successful fund-raising program. He suggested the president should be very active in promoting the institution, working with the college or university trustees or foundation board members, structuring a strong development staff, and involving himself or herself in some control over the fund-raising budget.

Successful fund raising, according to Francis (1980), requires a good team approach. He stressed the importance of the president taking the leadership in development, providing an adequate staff and budget that is realistic for the institution, and providing clear ideas to the board of trustees of their role in fund raising.

Throughout the literature, the concept of a strong development team is deemed essential to the success of a fund-raising program. The emphasis on a strong president is underlined often, and the need for an excellent chief development officer is stressed.

According to Willard (1985), advancement experience is an important characteristic to look for when hiring the development officer. He stressed that it was essential that top priority be given by the president in the initial hiring to put the right person in place. Kamm (1980) stated that the ongoing responsibility of fund raising must be that of the development office personnel. The chief development officer who is effective in fund raising starts internally raising funds from the faculty, staff administration, trustees, and sometimes the students (Robell, 1981).

Fisher (1984) focused on the need for the development officer to report directly to the president:

The vice president for development can represent the difference between your tenure being good or distinguished; for more and more institutions, it means the difference between success or failure. Your best advice here is to take all of your advancement functions, public relations, alumni, governmental relations, publications, and the like and assign them to one area headed by the vice president for development (or advancement) (p. 168).

Fisher elaborated that, with a top-flight development vice president in place, the president and vice president can begin to plan, develop, and implement a successful fund-raising program.

One of the important characteristics of a successful development program, particularly in a private college or university, is to have trustees who contribute generously to the institution and who also assist in the solicitation of others (Gale, 1981). Gale emphasized the importance of the chief development officer's role in helping the president

build the board's profile, identifying board members' giving ability, and identifying for the president the new board members who will focus on fund raising.

The importance of a strong chief development officer was recognized by Grenzebach (1980). It was his view that the professional staff must have the required experience and skills, and the institution must add strong professionals as needed to be successful in a capital campaign.

Development as a concept and the director of development as a key administrator brought new dimensions into the administration of colleges and universities. Effective development programs have helped to establish higher levels of financial support for both current operations and capital growth (Gonser et al., 1977, p. 77).

Gonser et al. (1977) further pointed out the significance of a quality development officer to a successful fund-raising program by their statement that "Critically important to each institution is the obtaining of a top-flight development officer" (p. 78).

Planning, organized activities, resources, and evaluation were identified by Smith (1976) as the four functions with which a successful chief development officer should be concerned. Smith suggested that

We should regard staff development as a continuing process, recognizing that in the advancement field probably more than in any other area of college administration, continuity of leadership and direction is of critical importance (p. 10).

Smith further stated that the qualities sought in a development officer should include ". . . managerial talent, a creative and imaginative spirit, articulate and persuasive in both speaking and writing, sensitivity, being a good listener, self-starter, and broadly gauged" (p. 10).

Gonser et al. (1977) recognized the importance of experience and integrity in a development officer who heads up an effective fund-raising program. They listed 15 additional qualifications:

1. Understanding of higher education.

2. Understanding and commitment to one's institution.
3. Ability to be an extension of the president's office.
4. Accepting responsibility and being accountable.
5. Maintaining high standards.
6. Ability to get things done.
7. Self-starter.
8. Ability to work hard for sustained periods of time.
9. Motivation.
10. Ability to get along with others.
11. Conscious of maintaining a schedule of his time and others.
12. Ability to communicate.
13. Be numerate as well as literate.
14. Volunteer-oriented.
15. Achievement-oriented (p. 2).

Trustees and Volunteers

Another key ingredient identified throughout the literature was private college trustees and/or foundation board members of an institutionally-related foundation who personally make substantial financial commitments and who assist in the solicitation of others.

In article after article on trustees and their fund-raising role, the reader is told that if an institution is having trouble raising money, don't just look at the development officer, check out the board of trustees (Sader, 1986, p. 1).

Fisher (1984) reflected on the importance of the trustees' role in a successful fund-raising program by stating that

Whether an institution is public or private, the chair of the board and the president's behavior should diplomatically convey the conviction that the trustee who does not contribute to the institution is unworthy of the appointment (p. 164).

Fisher elaborated that ". . . an axiom of fund raising is that no program achieves success without strong leadership by the board of trustees, or, in the public sector, by the board of an institutionally related foundation" (p. 165). Fisher stressed that trustees can be important to the success of a college or university fund-raising program, not only because of their own financial commitments, but because of what they know and who they know.

Gonser et al. (1981b) reported that a successful fund-raising program in a college or university will have trustees who are leaders. They listed the various roles of leadership:

1. In planning the major capital effort.
2. In giving in an amount reasonable to his or her own financial resources.
3. Participating as solicitors of others in the fund-raising effort (pp. 1-2).

The former president of Brown University, Henry Wriston, may have summed up the role of trustees when he established that trustees who were instrumental in building successful fund-raising programs were identified by the characteristics of work, wealth, and wisdom (Panas, 1984). Brown emphasized that two of the three "W's" should be mandated, and if a trustee brings only one "W" to the program, there would be a good chance that his or her effectiveness would be limited. In addition to the trustees, successful college and university fund-raising programs must have other volunteers.

Broce (1979) viewed volunteers as critically important to successful fund-raising programs. He listed the following attributes that volunteers must have to be effective:

1. They must be well-prepared to represent the organization both by their own self-confidence and by their effectiveness with others.

2. They must be well-motivated toward the cause they represent.
3. They should possess a degree of leverage with the prospects on whom they will call.
4. They must have a sense of urgency about the organization and the assignment on which they have embarked.
5. They must themselves be sacrificial contributors to the institution (pp. 183-184).

Pray (1981) suggested that ". . . perhaps no competence is critical to the success of the development officer as is a competence in identifying, enlisting, leading, and rewarding volunteer effort" (p. 158). Volunteers can be very influential in convincing others to make financial commitments to colleges and universities.

Hohn (1980) expressed the view that volunteers were a key ingredient to the success of a college or university fund-raising program. Often the volunteers could solicit a gift when a paid staff member could not.

The importance of the volunteer to successful fund raising in colleges and universities was summed up by Gonser et al. (1977) when they stated that

This volunteer talent is especially important because, in the first place, few colleges and universities can afford to hire the staff to carry on all the vital activities of raising funds, publications, press relations, special events, and the obtaining of good students. Even more important, the right volunteer, carefully selected and properly trained and serviced, is often more effective at specific tasks or with specific prospects than the professional staff (p. 97).

Public Relations

"The public relations director assists fund raising in the largest sense, of course, by serving the basic institutional purpose" (Geier, 1981, p. 204). The importance of a good public relations program to the success of an institution's fund-raising program is confirmed throughout

the literature. Geier further stressed that an institution's fund-raising program has a legitimate and ever-present need for assistance from the public relations department and suggested that the public relations director should be involved in the development of planning and program strategies of fund raising.

There are, of course, many ways in which fund-raising effectiveness can be enhanced by public relations and communications services. These extend far beyond simple publicity and essentially are an outgrowth of strategic considerations arrived at by conference between the public relations and fund-raising staffs (Geier, 1981, p. 207).

Geier also stated that success in fund raising is very dependent upon the public relations staff being involved in every aspect of the development program, including the stages of planning and setting clear goals and objectives.

The literature on public relations indicated that its importance to a successful fund-raising program cannot be overemphasized. Chamberlain (1985) expressed the view that donors want to know what it is about an institution that makes it different and worthy of financial support.

Fisher (1984) wrote at some length about the importance of the president's image to the success of his or her development program. He suggested that a president's standing with the general public sets the tone of what the alumni, trustees, and other potential benefactors will do for the president.

Some literature included the terminology of "marketing" in discussions of the institutional development programs. Lord (1981) stated that raising funds was very competitive and that some of the most successful development programs have incorporated marketing ideas and techniques:

When you're planning a development program or mobilizing for a campaign, marketing is the first step well ahead of themes and brochures. You'll want to have a well-thought-out marketing

strategy in place before turning to the writing of your case for support (p. 8).

Budget and Resources

Seymour (1966, p. 87) stated: "You can't raise money without spending money and within reasonable limits the return is likely to be commensurate with the investment." In all successful private fund-raising programs, and particularly capital campaigns, an adequate budget is essential. Particular items include salaries, organizational expenses, public relations, and general office expenses. According to Webb and Jackson (cited in Seymour, 1966), the importance of planning a fund-raising budget carefully cannot be overemphasized. Careful consideration of an adequate budget is one essential part of a successful resource development program. Bennett (1987) suggested that the institutional development staff must strive for efficiency and savings, but without adequate resources, will have difficulty being successful.

A comprehensive development program, according to Gonser et al. (1978), must establish an adequate budget as one of its prerequisites. In addition, they further stated the importance of the development staff showing good stewardship of the budget and resources. "One of the best ways to create and firm up our image is to show good stewardship" (Gonser et al., 1979, p. 3).

Effective Characteristics of a Private Fund- Raising Program in Two-Year Colleges

A review of the literature revealed little about the characteristics of effective two-year college fund-raising programs. The following characteristics are discussed in this section: Planning; Organization,

Structure, and Personnel; Trustees and Volunteers; Public Relations; and Budget and Resources.

Planning

In a study of successful community college foundations, Duffy (1980) found that planning was an essential ingredient. Good planning was found to give credibility to decisions made by the college president. "Planning enables an organization to operate effectively in an environment of change, therefore becoming a necessity for a college and its foundation" (Duffy, 1980, p. 4).

According to Garlock and McKee (1986), the development officer in a two-year college must be integrally involved at the outset in institutional planning as well as in setting goals and objectives for the development office. In the literature on two-year college fund raising, the importance of planning is discussed a great deal in regard to the initial development of the program. The most effective two-year college development programs, according to Sharron (1978), are those in which the staffs devoted 12 months to the development and organization of their college foundations. Sharron further stated that to be effective, a two-year college fund-raising program must have a clear statement of purpose and adequate planning of all foundation activities.

Ottley (1978) suggested that:

Since institutional development must become 'institutionalized' before the program can attain reasonable measures of success, all segments of the college--the faculty, the students, the staff--must become involved with and participate in the goals and objectives of institutional development (p. II).

The importance of planning to a successful fund-raising program was summed up by Luck (1974, p. 130) when he stated: "Without a solid basis

from which to develop a plan of where an institution is headed, any development program is hopelessly lost."

Organization, Structure, and Personnel

The scope of a two-year college development office, according to Fisher (1982), should include public relations, alumni relations, government relations, and private fund raising. Fisher stressed that, as needed, all of these functions together can be a dynamic and efficient arrangement, and the case should be presented to the administrative team of the institution to gain approval for this structure. He further stated that two-year colleges must have approximately three years for the fund-raising component to become self-sufficient and to secure additional resources for the institution.

Angel and Gares (1981a) suggested that establishing a foundation at a public two-year college is one of the viable avenues or structures for raising additional funds. The literature confirmed that many of the effective two-year college fund-raising programs are structured to include federal relations, private fund raising, alumni, and the public relations office.

The successful Snow College Development Office, as reported by Higbee and Stoddard (1981), was organized with the chief development officer as a member of the college administrative team. They were required to report directly to the president.

Bender and Daniel (1986) suggested that to have an effective two-year college fund-raising program, the Resource Development Office must be organized as an integral part of the day-to-day operations of the college. As an example, Bender and Daniel cited Wilkes Community College in North Carolina, where the Resource Development Office was fully

staffed and the Institutional Planning Office was established to complement the work of the development office.

In eight years, Wilkes Community College has realized over ten million dollars in external funds, and has become an exemplary model of the small two-year college, successfully integrating planning and resource development in a program that works (Bender and Daniel, 1986, p. 25).

Young (1980) suggested the following structure for an effective fund-raising program:

1. The chief development officer must be full time.
2. Resource development must be considered an institution-wide responsibility and have support and involvement from the administration, support staff, students, trustees, and community.
3. The development office should be the focal point for planning and research as well as the fund-raising activities.
4. An adequate travel budget is an important criteria to a successful development office.

While Fisher (1982) pointed out that hundreds of two-year college presidents do not feel prepared to move strongly in private fund raising, he suggested that it is critical that the president's relationship with the advancement division be based on the following three assumptions:

1. The president is the chief development officer.
2. The president is the college, and the college is the president. The advancement officer must understand this.
3. Advancement officers have three choices: they agree with you; they change your mind; or they resign. When the chips are down, the advancement staff must adjust to your nature, not vice versa (p. 15).

Fisher further stressed that the two-year college president must respect the development officer, be supportive of the development officer to the public, reward him or her, and involve him or her in the top decision-making in the institution.

Clearly, then, the successful community college president during the 1980's will recognize the increasing importance of institutional advancement activities; indeed, the extent of that appreciation will determine whether the community college achieves modest or exceptional results. And, for some, this appreciation may even determine the college's survival (Fisher, 1981, p. 21).

The importance of the president's role was confirmed in the literature. Robertson (1982) suggested that success is a reality if the president is committed: "If the president is truly committed to participation in the effort to raise private funds, the race is won; it simply remains to be run" (p. 91).

Milligan (1982) reported that presidential involvement and support of the two-year college fund-raising program is paramount for success. The president must appoint a chief development officer and staff to accomplish the desired objectives, and the president must make solicitation contacts as needed. According to Graham (1983), the success of two-year college fund raising rests with the president, and in the future, fund raising will be the president's most important duty. Graham stressed that the two-year college president must be knowledgeable of the day-to-day activities in the development office and, therefore, will have an advantage when he or she makes one-to-one personal solicitation calls. "To say that attention to detail and participation by the college president is important to the growth of the foundation is a gross understatement" (Graham, 1983, p. 6).

Danbury (1981) related the importance of the president in two-year college fund raising when he reflected on the success of the Houston Community College in soliciting gifts from area businesses and industries. Danbury reported that, whenever possible, the president and the board of trustees met personally with leaders in the Houston business

community, as well as with the Chamber of Commerce, to secure their endorsements and to gain visibility and credibility for the institution.

The president of a two-year college must communicate the goals of the institution in an effective manner to gain community support (Gay and Sampson, 1985).

A strong development staff must be created with the president in the lead in fund raising. Presidential leadership in development acts to stimulate volunteers and strengthens the confidence your potential sources of private funding will have in the college (p. 17).

Barfoot (1982) expressed the view that the president must work side-by-side with the fund raiser. There must be mutual respect, and he suggested that the president must devote a significant amount of his or her time to the fund-raising program for it to be successful.

Most of the literature confirmed that the key staff member of importance to the success of the two-year college fund-raising program, other than the president, is the chief development officer. According to Robertson (1982), no president can operate a private fund-raising program alone. The appointment of a quality chief development officer and staff is essential.

As pointed out by Gross (1982), the chief development officer in a successful two-year college fund-raising program will understand his or her role in working with the board of trustees and the president. The chief development officer must keep the college president informed about all activities and information that affects the college. Gross stressed that an effective development officer will be well-grounded in the history of the institution, its goals and objectives, and be well-trained to sell the college. The chief development officer, to be successful, must possess good technical skills, human skills, and conceptual skills.

According to Luck's (1974, p. 130) study, "The success of any two-year college development or fund-raising program is dependent upon the personnel directing the enterprise." Luck's study further reported that in two-year colleges, the president is the individual who does the most fund raising, with the development officer next.

Evans (1986) noted that while two-year college fund-raising programs lack the sophistication that many of the four-year colleges have, an important characteristic for raising more money is the appointment of a competent and professional staff, with the chief development officer reporting directly to the president.

Barfoot (1982) pointed out the importance of the chief development officer in a two-year college possessing good public relations skills, including being a good speaker, a good listener, and a good writer. Barfoot further stated that the relationship between the president and the chief development officer must be one of confidence and trust. "The president also must work side by side with the fund raiser. Mutual respect and realistic use of each other's time and talents make for a confident pursuit of each gift. . . ." (Barfoot, 1982, p, 68).

Fisher (1982) listed the following important characteristics that presidents need in two-year college chief development officers if they are to have effective fund-raising programs:

1. Extraordinary competence.
2. Ability to establish rapport with your college's public.
3. The ability to become one with the college public.
4. Loyalty to the institutional mission as defined by the president.
5. Knowledge of the president.
6. Enthusiasm.

7. Writing and speaking skills.
8. New ideas.
9. Contingency plans.
10. A get-things-done mentality.
11. Knowledge of higher education.
12. Efficient management.
13. Partisanship.
14. The ability to integrate the advancement program into the college as a whole.
15. Work.
16. Results.

Trustees and Volunteers

The president and chief development officer are key college personnel in a successful two-year college fund-raising program. However, it is important to consider the overall effectiveness of the board of trustees.

Evans (1986) suggested that a strong, active board of trustees is essential to a good fund-raising program. He listed the following criteria for an effective board member:

1. He is knowledgeable about the college, its goals and programs, and is committed to the institution.
2. He develops a thorough understanding of the purposes and function of the fund-raising program.
3. He gives regularly and generously to the foundation.
4. He assists in the solicitation of individuals and corporate business leaders during any fund drive (p. 28).

In Duffy's (1980) study, one of the three top-ranked conditions that foster success in a two-year college fund-raising program is a governing

board that is aware of its role and responsibility. The importance of the volunteer board member's role in fund raising was emphasized by Sharron (1982) when he wrote that the task of obtaining private support becomes much easier when prominent volunteers give to the institution, solicit gifts from others, and speak highly of the college. Sharron further stated that the participation of community leaders, a strong president, an excellent development officer, and realistic goals can be a near certain recipe for a successful two-year college fund-raising program.

The groundwork for the development of a strong two-year college fund-raising program begins with the selection of the board (Graham, 1984). "The board has two primary functions--one is a public relations function, and the other a fund-raising function" (Graham, 1984, p, 4). Graham stressed that equally important to the board members giving money personally to the institution and soliciting funds from others was their role in gaining credibility for the institution. Fund raising became easier when prominent and respected people who are volunteers endorse the institution. Others will follow. In addition, according to Graham, board members often are financial and investment experts, chief executive officers of major businesses and corporations, and attorneys, as well as public relations and sales-oriented individuals. This expertise coming from volunteers serving on two-year college foundation boards or private two-year college boards of trustees is extremely valuable to the entire fund-raising process.

Public Relations

A successful two-year college fund-raising program is characterized by a strong public relations program that involves community leaders

(Duffy, 1980). Sharron (1978) related that having a strong public relations program in the overall two-year college development operation is an essential ingredient in successful fund raising. Positive and influential individuals serving on the board can bring a great deal of good public relations for the college. Sharron suggested that fund raising begins with friend raising, therefore the public relations aspect must be emphasized.

Luck (1974) identified promotional materials, personalized brochures, and impressive stationery as important tools in a public relations program. This was confirmed by Davidson and Wise (1982, p. 61), who emphasized "Publications, such as annual reports, brochures, and audiovisual materials help board members take the college's message to the community." Davidson and Wise also pointed out that recognizing the institution's donors in an effective manner can gain credibility for the fund-raising program. They further emphasized that the president is the top image maker. The president who is perceived in a positive manner by the institution's perspective donors can create good public relations for the institution and the fund-raising program.

Barfoot (1982) viewed public relations in a practical, economical manner as a very important part of a successful fund-raising program. He stressed that it does not cost a great deal to thank donors and suggested inviting them to campus activities as a good public relations technique.

The literature confirmed that the two-year college president must personally be strong in public relations to have a successful fund-raising program. This is underlined when Fisher (1982) suggested public relations, along with fund raising, government relations, and alumni relations, as major priorities for two-year college presidents as they continue to face fewer tax dollars.

Budget and Resources

Many of the two-year colleges, according to Otley (1978), have operated their private fund-raising programs on limited budgets. "Emphasis should be placed on the fact that it can work; experience and practitioners indicate, however, that often it does not work very well" (Otley, 1978, p. 1). According to Hollingsworth (1983), an adequate budget is one of several essential characteristics of a successful two-year college foundation.

Summary

A review of the literature revealed that private fund-raising programs in both the two- and four-year colleges have very similar characteristics. Most authors agreed with Fisher's (1982) emphasis that an excellent president of any type or size institution is an essential characteristic of an effective fund-raising program.

Throughout the literature, the writers identified the main characteristics of effective fund-raising programs, in addition to the president, to include a strong chief development officer and professional staff, effective trustees, and key volunteers. In addition, the literature confirmed the need of a case statement, an adequate budget, and the importance of the institution having strong programming with good long-range planning.

Fisher (1984) frequently reflected in his writings on the importance of the trustee role, and according to Willard (1985), the role of the chief development officer is critical. Willard further stressed that it is an added advantage if the development professionals have experience.

In summary, the literature clearly focused on the role of the president, trustees or volunteers, and the professional development staff as being very important to effective fund-raising programs.

CHAPTER III

METHODOLOGY

Introduction

The study was designed to identify the characteristics of an effective two-year college private fund-raising program. The method for gathering the data was the utilization of the Delphi technique, developed by Olaf Helmer and his colleagues at the Rand Corporation in the 1950's (Pfeiffer, 1968). Included in this chapter is a description of the population, sample, design of the questionnaire instrument, and the Delphi study procedure.

Population

The population consisted of chief development officers as identified by membership in the Council for Advancement and Support of Education (CASE) in Washington, D.C.

Sample

The sample for this study consisted of 25 expert, two- and four-year college and university development officers selected from the membership in CASE. These 25 individuals were identified and selected by the Vice President for Institutional Fund Raising and his colleagues at CASE in Washington, D.C.

Four-year college and university development officers were included, along with two-year college development officers based upon the writer's premise that no major differences exist in the organization and characteristics of their respective private fund-raising programs.

To be included in the sample, these 25 development officers were the most successful in comparison with their peers and met the following criteria:

1. Conducted highly successful institutional private fund-raising programs for a minimum of three years.

2. Responsible for the overall management of planning and implementation of an institutional private fund-raising program for a minimum of three years.

3. Responsible for the identification, cultivation, and solicitation of prospects for making private gifts to his or her respective college or university for a minimum of three years.

The rationale for the selected sample was based on the assumption that the Vice President for Institutional Fund Raising and his colleagues at CASE had the professional experience, knowledge, data, information, and national perspective to identify the 25 individuals who had most successfully conducted an institutional fund-raising development program and who had met the stated criteria for selection.

Design and Procedure

The Delphi study technique was selected to ensure the best possible responses from the sample of experts in the field of college and university fund raisers. According to Pfeiffer (1968), the Delphi technique provides an opportunity to solicit a consensus of agreement from experts through their participation in completing a series of questionnaires.

As noted by Linstone, Turoff, and Weaver (1975), the Delphi technique is an intuitive methodology for the purpose of eliciting expert opinion in a systematic manner for useful results. It is built upon the strength of informed intuitive judgment and obtains expert opinion without bringing the experts together. It usually involves iterative questionnaires administered to individual experts in a manner protecting the anonymity of their responses. Feedback of results accompanies each iteration of the questionnaire, which continues until convergence of opinion is reached. The end product is the consensus of experts, including their commentaries, on each of the questionnaire items.

The instrument used in the study consisted of a questionnaire which was mailed to each of the 25 college fund-raising experts identified in the sample (Appendix A). Names and addresses were obtained from the Vice President for Institutional Fund Raising at CASE.

On January 22, 1988, the questionnaire was mailed with an individually typed cover letter to each of the 25 participants (Appendix A). Telephone calls were made and/or hand written follow-up notes were mailed in March to those who had not responded.

The second mailing took place on May 20, 1988, and consisted of those proposed criteria which were identified by participants in the first mailing, and an individually typed cover letter. The participants were asked to evaluate and analyze the proposed criteria derived from responses to the three questions in the questionnaire. Telephone calls were made and/or hand written follow-up notes were mailed as needed to all those who had not responded.

The third mailing was sent on June 15, 1988. This mailing consisted of the tabulation of the experts' responses to the questionnaire, and each participant was asked to examine the list of criteria gathered in

response to each question and to respond only if he or she felt that any of the criteria listed should be eliminated and replaced with one not listed. The participants were notified that if there were no changes recommended, participation in the study was completed.

Data Analysis

The data were gathered and analyzed following the return of each of the three mailings. The following research questions were utilized in analyzing both the review of literature and the data results of the questionnaire:

1. What are the most important characteristics of an effective two-year college private fund-raising program?
2. What are the major obstacles to an effective two-year college private fund-raising program?
3. What are the most important ideas and/or strategies to an incoming administration in conducting an effective two-year college private fund-raising program?
4. What are the roles of the key people involved in conducting an effective two-year college private fund-raising program?

Summary

A review of the literature and an analysis of responses from the 25 expert college and university fund-raisers led to answers to the four research questions. The questionnaire sent in the first mailing included numbers one, two, and three of the research questions; the second and third mailings called for the participants to evaluate and respond to the respective responses received. The fourth research question was not included as a part of the data collection stage.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this study was to determine the characteristics of an effective two-year college private fund-raising program. A review of the literature concerning two- and four-year college private fund raising and the employment of the Delphi research study technique were utilized as the basic components of this study.

This section of the research study presents the findings of data gathered from the responses and evaluations given by the 25 fund-raising experts who participated in the Delphi study in regard to the first three research questions. The fourth research question is discussed following the findings of each mailing.

First Mailing

For the purposes of this study, only those responses received that were listed a minimum of three times were established as meeting the criterion for inclusion. All like statements were combined (Klabenes, 1988). The first mailing consisted of the questionnaire of the Delphi study and sought to elicit responses to three questions.

All 25 of the participants in the study responded to question number one. Each of the participants listed professional staff as a characteristic of an effective two-year college private fund-raising program. In

addition, presidential support, volunteer support, a well-defined case statement, and involved board members were listed by over one-half of the participants. Eleven individuals included an adequate budget and sufficient resources as being an important characteristic (Table I).

TABLE I
RESPONSES TO QUESTIONNAIRE: QUESTION ONE

Question One: Please list a minimum of six characteristics of an effective two-year college private fund-raising program.

Responses Received	No. Times Listed
Adequate professional staff	25
Presidential support and commitment to fund-raising program	19
Strong base of volunteer support	15
Clear, well-defined case statement for private support	14
Involved board members who personally give and participate in the fund-raising program	12
Adequate budget and sufficient resources	11
Focused planning with priorities identified	8
Knowledgeable and motivated chief development officer	6
Excellent donor research and records	6
Strong corporate support	5
Identification of major donor prospects	4
College programs that meet the needs of the community	3
Mission statement for the institution	3
Systematic and effective donor recognition program	3

Note: A total of 16 responses met the criteria for inclusion.

The responses from the participants to question one agreed with the literature about the importance of professional staff, board members and/or volunteers, and a case statement. These characteristics were focused on in the literature by a consensus of writers more than any other factor as being very important to an effective fund-raising program. Webb (1983), Fisher (1984), and others felt that to have an effective two-year college private fund-raising program it is essential to have a strong, experienced, development officer with competent staff, a strong board of trustees, and a president who is actively involved in the fund-raising program.

All 25 participants in the study responded to question number two. The obstacle listed as being of most concern to having an effective two-year college private fund-raising program was the public's perception that two-year colleges cannot effectively raise private funds. In addition, other obstacles that were listed by nine or more of the participants included: lack of a strong alumni base of support, lack of an adequate budget, and lack of commitment from the president. Failure of two-year colleges to establish a case statement for support was mentioned seven times, and lack of adequate professional staff was mentioned six times. In addition, lack of commitment from the board of trustees was listed four times, and lack of corporate and foundation support was listed three times. Lack of commitment from the president, which had one of the highest response rates, was consistent with the literature, as noted by Broce, Buchanan, Fisher, Gonser et al., Kamm, and others. Fisher (1984) stressed that the president is so important to the fund-raising program that he or she must learn to ask for contributions if not naturally inclined (Table II).

TABLE II
 RESPONSES TO QUESTIONNAIRE: QUESTION TWO

Question Two: What do you see as the three major obstacles to an effective two-year college private fund-raising program?

Responses Received	No. Times Listed
Lack of public perception that community colleges can raise sufficient funds	12
Lack of strong alumni base of support	11
Lack of adequate budget	9
Lack of commitment from the president	9
Failure of two-year colleges to establish a CASE statement for support	7
Lack of adequate professional staff	6
Lack of commitment from the board of trustees	4
Lack of corporate and foundation support	3

Note: A total of eight responses met the criteria of being listed a minimum of three times when like responses were combined.

All 25 participants responded to the third question. The development of an institution's case statement received 18 responses. It should be noted here that this is twice as many responses as any other point received. In addition, other ideas/strategies that received the most responses included: a committed and influential board of trustees, a competent professional development staff, a public relations program, and presidential commitment. The responses confirmed what is revealed in the literature about the importance of involving key people in the fund-raising program and having an excellent case statement for communicating the institution's story to the public (Table III).

TABLE III
 RESPONSES TO QUESTIONNAIRE: QUESTION THREE

Question Three: What three most important ideas/strategies would you suggest to an incoming administration in conducting a two-year college private fund-raising program?

Responses Received	No. Times Listed
Development of an institutional case statement for support	18
A committed and influential board of trustees	9
A competent professional development staff	9
A strong community base of support	6
Development of a public relation program that links institutional mission to the fund-raising goals	5
Presidential commitment	5
Involvement of key community leaders	5
Focus on critical donor prospects	4
Systematic and accessible record-keeping	3
Adequate budget	3

Note: A total of 10 responses were listed a minimum of three times when like responses were combined.

Second Mailing

The second mailing of the Delphi study sought to elicit from the participants an evaluation and analyses of the responses received from the first mailing of the questionnaire. For the purposes of this study, like statements were combined and only responses which were listed a minimum of three times were established as meeting the criteria for inclusion.

All 25 participants evaluated question one in the second mailing. The six characteristics that were checked as being the most important to

an effective two-year college private fund-raising program confirmed what the literature emphasized about the importance of the role of the president, the college trustees and/or key volunteers, and the professional staff in the development of an effective two-year college fund-raising program (Table IV).

TABLE IV
EVALUATION AND ANALYSES OF RESPONSES:
QUESTION ONE

Question One: Please list a minimum of six characteristics of an effective two-year college private fund-raising program.

Responses Received	No. Times Listed
Presidential support and commitment to fund-raising program	19
Involved board members	15
Knowledgeable and motivated chief development officer	13
Adequate budget	10
College programs that meet needs of community	9
A clear, well-defined case statement for private support	9

Note: From responses received for question one, participants were asked to check the six characteristics most important in establishing an effective two-year college private fund-raising program.

The findings also indicated that an adequate budget, college programs that meet the needs of the community, and a case statement must be

present to have an effective two-year college private fund-raising program. It should be noted that the participants agreed with the literature that the key ingredient involves people. An active and involved president, a strong professional staff, and the trustees or volunteers who give and ask others to give are essential.

All 25 of the participants evaluated question two in the second mailing. Three obstacles checked by the participants as being of the greatest concern to having an effective two-year college private fund-raising program were: lack of commitment from the president, from the board of trustees, and lack of adequate professional staff (Table V).

TABLE V
EVALUATION AND ANALYSES OF RESPONSES:
QUESTION TWO

Question Two: What do you see as the three major obstacles to an effective two-year college private fund-raising program?

Responses Received	No. Times Listed
Lack of commitment from president	15
Lack of commitment from board of trustees	14
Lack of adequate professional staff	9

Note: From responses received for question two, participants were asked to check the three major obstacles to an effective two-year college private fund-raising program.

The significance of these responses is that the president, the trustees, and the professional staff were listed as being critical to having an effective program in question one, and then as obstacles in question

two if they were not present in the fund-raising program. It is important to note that the literature substantiates the importance of the involvement of key people.

All 25 participants evaluated question three in the second mailing. The responses included committed trustees, presidential commitment, and a strong professional development staff as the three most important ideas and/or strategies for an incoming administration in developing a two-year college private fund-raising program (Table VI). It is important to note that as the participants responded to the second and third mailings, the stronger their agreement and consensus became in the identification of key people as the most important characteristic in an effective two-year college private fund-raising program.

TABLE VI
EVALUATION AND ANALYSES OF RESPONSES:
QUESTION THREE

Question Three: What three most important ideas/strategies would you suggest to an incoming administration in conducting a two-year college private fund-raising program?

Responses Received	No. Times Listed
Committed and influential board of directors	13
Presidential commitment	13
Professional development staff	11

Note: From responses received for question three, participants were asked to check the three most important ideas/strategies for an incoming administration in conducting a two-year college private fund-raising program.

Third Mailing

The third mailing of the Delphi study listed the results of the tabulations of the responses to the original three questions which was gathered from the second mailing. The participants were asked to review the results critically. If they felt that any of the items listed should have been left out or replaced, they were asked to respond with their recommendation. If they decided to recommend no changes, they were notified that their participation in the study was complete. None of the 25 participants suggested any changes.

The findings from the review of the literature and the responses from the participants in the Delphi study revealed significant information in regard to the fourth research question: "What are the roles of the key people involved in conducting an effective two-year college private fund-raising program?"

Throughout the literature, there was consensus that the president, chief development officer, and board members of the college and/or foundation are essential to the effectiveness of two-year college private fund-raising programs. Each has a critical role to play. The literature revealed that the president's role is that of leadership and chief representative of the college. As emphasized by Gonser et al. (1988), the role of president is similar to the quarterback in that he or she must lead and inspire confidence. The important role of the president in private fund raising is the central force that leads the college to an enduring future. He leads the team effort that consists of the chief development officer and the volunteers, who are usually the key board members.

The literature revealed that the chief development officer's role involves the responsibility for the overall management of the fund-raising program. This individual works closely with the president and key board members. The literature substantiated that the chief development officer's role includes being an educator and communicator as well as being highly competent in fund raising and management.

The third member of the development team emphasized throughout the literature is a member of the board of trustees or foundation board. The role of a board member (volunteer) is essential, as pointed out by Fisher (1984) and others throughout the literature, because people primarily give to people. In addition, the literature emphasized the important role a board member plays in terms of the credibility he or she lends to the fund-raising program. In addition, the literature substantiated that without an effective president, chief development officer, and volunteers, the possibility of success of a two-year college private fund-raising program is very limited.

The responses from participants in the Delphi study confirmed what the literature revealed regarding the importance of the roles of key people in a two-year college private fund-raising program. The consensus of the participants was that the number one requirement for a two-year college private fund-raising program is an effective president. The participants responded overwhelmingly on each questionnaire that the role of the key people (president, chief development officer, and board members) is essential to having an effective two-year college private fund-raising program. These findings were substantiated by the participants who responded that the three major obstacles to having an effective program were the lack of a strong president, a chief development officer, and board members.

Summary

The findings presented in this chapter included data collected from the Delphi study research technique with 25 expert two- and four-year college development officers throughout the United States. The importance of the research questions was substantiated by the high level of participation in the study by 25 experts in the field who, by their continued response and participation, indicated a high level of interest in the field on the part of professional fund raisers.

The findings showed a near unanimity among the participants, as indicated by the fact that the three characteristics of an effective two-year private fund-raising program receiving the most responses in the final tabulations were: presidential support, involvement of board members, and a strong chief development officer. These same three characteristics were identified as the three major obstacles (if they were not present in a program) and were also identified as the three most important ideas and strategies for an incoming administration. These findings indicated a strong internal validity of the research instruments and method.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This study was conducted for the purpose of identifying the characteristics of an effective two-year college private fund-raising program. An extensive review of the literature focusing on effective private fund-raising programs of two- and four-year colleges and universities was conducted. The Delphi study technique was utilized as the method for gathering data. Three questionnaires were sent to 25 two- and four-year college fund-raising experts throughout the United States to elicit their responses.

Summary

Analyses of the data and information obtained from the review of literature and the Delphi study technique revealed that the three most important persons/positions influencing the effectiveness of a two-year college private fund-raising program were the president of the institution, the chief development officer and his or her professional staff, and the board of trustees and/or the foundation board of directors.

The literature and the survey indicated that the president must have strong leadership characteristics and must be actively involved in the fund-raising program. The president of the college is central in establishing the overall tone for priority that is placed on the fund-raising

program. How active the president is in the fund-raising program effected all other key people who have a responsibility for private raising of funds in the two-year colleges.

As indicated in the literature and from the survey, the chief development officer must be knowledgeable and motivated. His or her role must also be one of leadership for the other development staff and trustees. The third most important characteristic identified in the study was the board of trustees/directors and/or key volunteers. These individuals were seen as providing a great deal of credibility for the institution and were very effective in the actual fund-raising process.

In addition, the literature and the survey revealed that the two-year college private fund-raising program must have an adequate budget. It is essential to have resources to support the program. As noted in the literature, a president strongly committed to the fund-raising program will ensure an adequate budget.

The public perception of the institution is very important, as indicated by the participants in the study and confirmed throughout the literature. The college that is perceived as doing an excellent job by the public can raise funds more successfully than one that is perceived by the public and prospective donors as having mediocre programs. Colleges which meet the needs of the community have a reason for asking for support. The final main characteristic identified as important is the college's case statement. The case statement is most often utilized in the fund-raising program to communicate the institution's story to the various prospective donors.

The responses to the survey revealed the following three major obstacles to the development and implementation of an effective two-year college private fund-raising program: (1) lack of commitment from the

president, (2) lack of commitment from the board of trustees, and (3) lack of adequate professional staff.

These findings revealed a consensus of opinion from the experts and substantiated the three characteristics identified as most important to having an effective two-year college private fund-raising program. It is important to note that the three obstacles identified as being of greatest concern if they were not a part of the fund-raising program were the same three identified as needing to be present in order to have an effective two-year college private fund-raising program.

In addition, the responses from the survey identified the following as the three most important ideas/strategies to be suggested to an incoming administration interested in conducting an effective two-year college private fund-raising program: (1) presidential commitment, (2) committed and influential board of trustees, and (3) professional development staff.

These findings further substantiated the validity of the study by the fact that the above three ideas/strategies suggested are the same as the characteristics identified as being most important to an effective two-year college private fund-raising program and the same as those listed as obstacles if not present.

Conclusions

The following conclusions were drawn from this study:

1. The president is the pivot point around which an effective two-year private fund-raising program turns. His or her primary roles as chief executive officer should be: providing direction for the institution; developing a strong, committed leadership team of administrators and volunteers; and generating financial support for the college/

university by the selling of his or her institution--its programs and its future--to the public. As such, the president must be sufficiently committed to his or her college to serve as a fund-raising solicitor, or the fund-raising effort will be only marginally successful.

2. Members of the board of trustees, foundation board, and volunteers must be committed to the institution, such that they exercise a routine plan of sacrificial giving to the college and actively solicit gifts in this same manner of sacrificial giving from others, believing that their college is worthy of this type of support. If the board of trustees, foundation board, and volunteers are not contributing in this manner, they should not be serving in their current capacities.

3. It is the responsibility of the chief development officer to maintain the motivation and commitment levels inspired and generated by the president within the board of trustees, foundation board, volunteers, and development staff through their leadership skills by providing each direction for their energies in a well-planned institutional development program.

4. The chief development officer in a successful two-year college private fund-raising program must be an effective administrator, be capable of providing leadership for the key volunteers, be an excellent manager, be a person of integrity, and be personally competent in the solicitation of funds.

5. The chief development officer in an effective two-year college private fund-raising program must develop an excellent "case statement" that clearly presents the needs of the college and the reason donors and prospects should give to a particular institution.

6. Without an adequate budget, the effectiveness of a two-year college private fund-raising program will be severely hampered.

Recommendations

The following recommendations were presented as a result of the study:

Further study and research should be conducted to determine the appropriate staff development program needed for the key people involved in two-year college private fund-raising. The importance of such a study was supported by the fact that the results of the study indicated the success of two-year college private fund-raising programs will be based primarily upon the effectiveness of the president, the chief development officer, and the key volunteers. The roles of these key people are usually developed over time and are not often present in the beginning stages of the establishment of a two-year college private fund-raising program. The appropriate planning, development, and implementation of effective training programs for these key positions is important.

In addition, it is suggested that a study be conducted to determine the importance of the utilization of consultants in the development of a two-year college private fund-raising program. The possibility that effective consultation would allow two-year colleges to move most quickly to establish an effective private fund-raising program warrants explanation. It is important to note that several two-year colleges have engaged consultants to develop their private fund-raising program to a high level of maturity, sophistication, and effectiveness, rather than spend years and years developing by trial and error, little-by-little, as has been the general procedure. Additional study to determine the overall cost effectiveness of consultants may be very helpful to two-year colleges.

It is also suggested that, because many two-year colleges have limited budgets, additional study of how to raise money in the most cost effective way could be very helpful to the two-year colleges across the United States.

Further study of the 10 to 15 two-year colleges in the United States having the most effective private fund-raising programs would be valuable. Interviews of the key people in these programs would be helpful in further defining and confirming the characteristics of the effective two-year college private fund-raising program.

The Council for Advancement and Support of Education should be consulted and utilized as a resource for further studies in this area because of the Association's high level of interest and concern, as evidenced by the invitation to this researcher to write the chapter, "Private Fund-Raising in Community Colleges" in their new book, entitled Marketing and Development in the Modern Community College.

BIBLIOGRAPHY

- Angel, D. and Gares, D. November, 1981a. A bull market for foundations. Community and Junior College Journal, 52(3), 5-6.
- Angel, D. and Gares, D. November, 1981b. Profiles of nine community colleges with successful foundations. Community and Junior College Journal, 52(3), 7-8.
- Baas, J. C. October, 1986. What you seek is what you get. Case Currents, 7(9), 17-21.
- Bailey, A. L. June, 1985. Giving begins at home. Case Currents, 10, 67-74.
- Barfoot, F. A. 1982. Fund raising: The private two-year college. Advancing the Two-Year College. Washington, D.C.: Jossey-Bass.
- Bauske, D. June, 1985. New directions for community colleges. Developing New Sources of Student Financial Aid, 13(2), 43-52.
- Bender, L. and Daniel, D. August/September, 1986. Rethinking funding strategies. Community and Junior College Journal, 57(1), 22-25.
- Bennett, R. L. April, 1987. Ten management maxims. Guidelines to help you get more from your development dollar. Case Currents, 13(4), 29-32.
- Bowen, H. R. 1980. The Costs of Higher Education. San Francisco: Jossey-Bass.
- Brakeley, G. A., Jr. 1980. Tested Ways to Successful Fund Raising. New York: American Management Association.
- Breneman, D. W. and Nelson, S. C. 1981. Financing Community Colleges: An Economic Perspective. Washington, D.C.: Brookings Institution.
- Broce, T. E. 1986. Setting the pace. The role of governing boards in fund raising. NSFRE Journal, 11(2), 23-28.
- Broce, T. E. 1979. Fundraising. The Guide to Raising Money From Private Sources. Norman, Oklahoma: University of Oklahoma Press.
- Bryant, P. S. March, 1982. Advancing the two-year college. In: New Directions for Institutional Advancement, J. A. Johnson and A. W. Rowland, Eds. San Francisco: Jossey-Bass.

- Buchanan, J. C. July/August, 1981. More bucks for your bang. Case Currents, 7(7), 43-45.
- Burns, J. M. 1978. Leadership. New York: Harper and Row.
- Buskey, J. H. November, 1981. Attracting external funds for continuing education. In: New Directions for Continuing Education, A. B. Knox, Ed. San Francisco: Jossey-Bass.
- Callahan, L. A. and Steele, G. M. May, 1984. Securing business and industry support for community colleges: A follow-up study on the California Association of Community College Commission on Vocational Education. Statewide vocational education study. ACCCA Management Report.
- CASE. 1988. Membership Directory. Washington, D.C.: CASE.
- Chamberlain, P. C. July/August, 1985. That special something. Case Currents, 11(7), 14-17.
- Coldren, S. L. 1982. The Constant Quest: Raising Billions Through Capital Campaigns. (Report on capital campaigns of colleges and universities: Reviewing the 1970's and Preparing for the 1980's.) Washington, D.C.: American Council of Education.
- Cookson, P. S. January/March, 1986. Charting the unknown: Delphi and policy Delphi strategies for international co-operation. International Journal of Lifelong Education, 5(1), 3-13.
- Cooley, C. A. 1964. Fund Raising for the Private School . . . the Foundation Approach, 1. Cambridge, Massachusetts: Independent School Consultants (Cohasset).
- Curti, M. and Nash, R. 1965. Philanthropy in the Shaping of American Higher Education. New Brunswick, New Jersey: Rutgers University Press.
- Cutlip, S. 1965. Fund Raising in the United States. New Brunswick, New Jersey: Rutgers University Press.
- Cyphert, F. R. and Gant, W. L. 1971. The Delphi Technique: A case study. Phi Delta Kappan, 67(1), 272-273.
- Danbury, C. November, 1981. Strategy for fund raising when you are the new kid on the block. Community and Junior College Journal, 52(3), 10-11.
- Davidson, M. and Wise, S. R. 1982. Fund raising: The public two-year college. Advancing the Two-Year College. Washington, D.C.: Jossey-Bass.
- Davis, B. November, 1986. What can community colleges do to increase private giving? Community Technical and Junior College Journal, 57(2), 35-36.

- Druck, K. B. January, 1986. Advancement planning. Case Currents, 12(1), 16-21.
- Duffy, E. February, 1980. Characteristics and conditions of a successful community college foundation. (Resource paper no. 23.) Washington, D.C.: NCRD.
- Edison, R. 1968. Community college foundations: Advantages and disadvantages. (Selected papers for the Northern Illinois University Community College Conferences, 1967-68.) Dekalb, Illinois: Dekalb Community College Services.
- Ellis, M. January, 1986. Cultivating creative staff. Case Currents, 12(1), 8-11.
- Evans, D. August/September, 1986. Diagnosing a foundation. Community and Junior College Journal, 57(1), 27-30.
- Fisher, J. L. 1982. The Two-Year College President and Institutional Advancement. New York: Macmillan.
- Fisher, J. L. 1984. The Power of the Presidency. New York: American Council on Education (MacMillan).
- Fisher, J. L. September, 1985. Keeping our place at the academic table. Case Currents, 11(8), 10-14.
- Foundations Associated With Maryland Public Universities and Colleges Postsecondary Education. September, 1983. Annapolis: Maryland State Board of Higher Education.
- Francis, N. C. 1980. Fund raising at a developing institution. In: Presidential Leadership in Advancement Activities, J. L. Fisher, Ed. San Francisco: Jossey-Bass.
- Frantzreb, A. C. November/December, 1986. Enough already. Case Currents, 12(19), 36-37.
- Gale, R. April, 1981. Fundraising clout. Case Currents, 7, 18-20.
- Garlock, J. and McKee, F. November, 1986. Values and the Development Office or How to Keep Your Head When All Around You are Chasing Money. Washington, D.C.: National Council for Resource Development.
- Gay, M. D. and Sampson, A. Fall, 1985. Alternative sources of funding: Raising private funds. ACCT Trustee Quarterly, 9(4), 15-18.
- Geier, L. F. 1981. Public relations as an arm of development. In: Handbook for Educational Fund Raising, F. C. Pray, Ed. San Francisco: Jossey-Bass.
- Gonser, T.; Gerber, J.; Tinker, R.; and Stuhr, R. 1977. On development. Bulletin on Public Relations and Development for Colleges and Universities. Chicago: Gonser, Gerber, Tinker, and Stuhr.

- Gonser, T.; Gerber, J.; Tinker, R.; and Stuhr, R. November, 1978. Needed: A comprehensive development program for every college--not just a campaign. Bulletin on Public Relations and Development for Colleges and Universities. Chicago: Gonser, Gerber, Tinker, and Stuhr.
- Gonser, T.; Gerber, J.; Tinker, R.; and Stuhr, R. November, 1979. Changing a college's image requires a total public relations approach. Bulletin on Public Relations and Development for Colleges and Universities. Chicago: Gonser, Gerber, Tinker, and Stuhr.
- Gonser, T.; Gerber, J.; Tinker, R.; and Stuhr, R. March, 1980a. Institution-wide planning: The first step for colleges in meeting the problems of the next two decades. Bulletin on Public Relations and Development for Colleges and Universities. Chicago: Gonser, Gerber, Tinker, and Stuhr.
- Gonser, T.; Gerber, J.; Tinker, R.; and Stuhr, R. September, 1980b. Stewardship to donors is essential key to successful development program. Bulletin on Public Relations and Development for Colleges and Universities. Chicago: Gonser, Gerber, Tinker, and Stuhr.
- Gonser, T.; Gerber, J.; Tinker, R.; and Stuhr, R. May, 1981a. What does a president expect of the development staff? Bulletin on Public Relations and Development for Colleges and Universities. Chicago: Gonser, Gerber, Tinker, and Stuhr.
- Gonser, T.; Gerber, J.; Tinker, R.; and Stuhr, R. November, 1981b. The role of trustees in raising major capital funds. Bulletin on Public Relations and Development for Colleges and Universities. Chicago: Gonser, Gerber, Tinker, and Stuhr.
- Gonser, T.; Gerber, J.; Tinker, R.; and Stuhr, R. January, 1983a. The development function in colleges and universities has new status in management. Bulletin on Public Relations and Development for Colleges and Universities. Chicago: Gonser, Gerber, Tinker, and Stuhr.
- Gonser, T.; Gerber, J.; Tinker, R.; and Stuhr, R. July, 1983b. Role of the president in teamwork for obtaining major gifts. Bulletin on Public Relations and Development for Colleges and Universities. Chicago: Gonser, Gerber, Tinker, and Stuhr.
- Gonser, T.; Gerber, J.; Tinker, R.; and Stuhr, R. January, 1984a. High tech/high touch--vital to a successful development program. Bulletin on Public Relations and Development for Colleges and Universities. Chicago: Gonser, Gerber, Tinker, and Stuhr.
- Gonser, T.; Gerber, J.; Tinker, R.; and Stuhr, R. November, 1984b. Experienced development officers are in the front lines of obtaining financial support. Bulletin on Public Relations and Development for Colleges and Universities. Chicago: Gonser, Gerber, Tinker, and Stuhr.

- Gonser, T.; Gerber, J.; Tinker, R.; and Stuhr, R. January, 1985. Endowment-- restricted or unrestricted--enhances a college's viability, strength, excellence. Bulletin on Public Relations and Development for Colleges and Universities. Chicago: Gonser, Gerber, Tinker, and Stuhr.
- Gonser, T.; Gerber, J.; Tinker, R.; and Stuhr, R. January, 1986a. The case statement: Purposes, uses, steps in creation, and suggested outline. Bulletin on Public Relations and Development for Colleges and Universities. Chicago: Gonser, Gerber, Tinker, and Stuhr.
- Gonser, T.; Gerber, J.; Tinker, R.; and Stuhr, R. March, 1986b. The role of public relations and development for colleges and universities. Bulletin on Public Relations and Development for Colleges and Universities. Chicago: Gonser, Gerber, Tinker, and Stuhr.
- Gonser, T.; Gerber, J.; Tinker, R.; and Stuhr, R. July, 1986c. Comprehensive development programs play major role in obtaining record-breaking supports for colleges. Bulletin on Public Relations and Development for Colleges and Universities. Chicago: Gonser, Gerber, Tinker, and Stuhr.
- Gonser, T.; Gerber, J.; Tinker, R.; and Stuhr, R. July, 1988. Role of the president in teamwork for obtaining major gifts. Bulletin on Public Relations and Development for Colleges and Universities. Chicago: Gonser, Gerber, Tinker, and Stuhr.
- Graham, F. R. 1983. New River Community College Education Foundation. Los Angeles: ERIC Clearing House for Junior Colleges.
- Graham, F. R. November, 1984. Making foundations work. (Paper presented at meeting of Virginia State Board for Community Colleges, Dublin, Virginia.)
- Grenzebach, J. February, 1980. Five fund-raising pitfalls. Case Currents, 6, 26-27.
- Gross, E. K. 1982. The role of the executive director in community college foundations. In: The Role of the Executive Director in the Community College Foundation, W. H. Sharron, Jr., Ed. Washington, D.C.: NCRD.
- Halpern, S. and Rosenblum, J. H. April, 1986. We're all in this together. Case Currents, 12(4), 37-44.
- Heemann, W. 1979. Analyzing the Cost Effectiveness of Fund Raising. New Directions for Institutional Advancement. San Francisco: Jossey-Bass.
- Higbee, J. M. and Stoddard, R. C. October, 1981. Paving the way to prosperity. Community and Junior College Journal, 52(2), 21-23.
- Hohn, J. A. 1980. Volunteers: The keystone of a major giving program. In: Encouraging Voluntaryism and Volunteers, L. A. Maddalena, Ed. San Francisco: Jossey-Bass.

- Hollingsworth, P. 1983. An investigation of characteristics of successful community college foundations. (Unpub. doctoral dissertation, Pepperdine University.)
- Howe, F. March/April, 1985. What you need to know about fund raising. Harvard Business Review, 85, 18-26.
- Kamm, R. B. 1980. They're Number One! A People-Oriented Approach to Higher Education Administration. Oklahoma City: Western Heritage Books.
- Kamm, R. B. 1982. Leadership for Leadership. Number One Priority for Presidents and Other University Administrators. Washington, D.C.: University Press.
- Klabenes, K. 1988. Determining critical criteria for planning technician level. (Unpub. dissertation, Oklahoma State University.)
- Lavigne, V. H. 1978. A model for senior citizen education at the College of Dupage using the Delphi Technique. (Unpub. dissertation, Sarasota University.)
- Linstone, H. A.; Turoff, J.; and Weaver, W. T. 1975. The Delphi Method: Techniques and Applications. Reading, Massachusetts: Addison-Wesley.
- Lord, J. G. 1981. Philanthropy and marketing. New Strategies for Fund Raising. Cleveland, Ohio: Third Sector Press.
- Lord, J. G. 1984a. Philanthropy and marketing. New Strategies for Fund Raising. Cleveland, Ohio: Third Sector Press.
- Lord, J. G. 1984b. The Raising of Money: Thirty-Five Essentials Every Trustee Should Know. Cleveland, Ohio: Third Sector Press.
- Luck, M. F. 1974. A handbook concerning the characteristics of foundations and fund-raising in public comprehensive two-year colleges. (Unpub. dissertation, University of Southern Illinois.)
- Luskin, B. J. and Warren, I. K. June, 1985. Strategies for developing new financial resources. New Directions for Community Colleges, 13(2), 73-85.
- McAnear, B. 1962. The Raising of Funds by the Colonial Colleges, II. Jackson, Mississippi: Mississippi Valley Historical Press.
- McCracken, J. E.; Thomas, T. H.; Wager, P.S.; Dahlen, D.; and Tennant, J. L. March 30-April 2, 1980. Community and junior college alumni: Initiative, influence, and impact. A national forum. (Paper presented at the 60th Annual Convention of the American Association of Community and Junior Colleges, San Francisco.)
- Marts, A. C. 1966. The Generosity of Americans: Its Source, Its Achievement. Englewood Cliffs, New Jersey: Prentice-Hall.

- Milligan, F. G. November, 1982. Corporate solicitation--SUNY style: A two-year urban campus approach to corporate giving. (Paper presented at the State University of New York's SUNY's Conference, Corning, New York.)
- Mitzel, D., Ed. 1988. Resource Development in the Two-Year College. Washington, D.C.: National Council for Resource Development.
- Murphy, M. K. May, 1985. The state of your case. Case Currents, 2(5), 30-33.
- Naisbitt, J. 1982. Megatrends: Ten New Directions Transforming Our Lives. New York: Warner Books.
- Ottley, A. 1978. Funding strategies for community colleges. (Paper presented to the Advanced Institutional Development Program--Two Year College Consortium. Chicago, Illinois.)
- Panas, J. 1984. Mega Gifts--Who Gives Them, Who Gets Them. Chicago: Pluribus Press.
- Parnell, D. 1985. The Neglected Majority. Washington, D.C. Community College Press.
- Parrott, R. November/December, 1985. A time to raise funds. Case Currents, 11(10), 16-19.
- Peters, T. J. and Waterman, R. H., Jr. 1982. In Search of Excellence. New York: Warner Books.
- Peters, T. and Austin, N. 1985. A Passion for Excellence. The Leadership Difference. New York: Random House.
- Pfeiffer, J. 1968. A New Look at Education: Systems Analysis in Our Schools and Colleges. Poughkeepsie, New York: Odyssey Press.
- Pickett, W. L. January, 1982. What determines fund-raising effectiveness? Case Currents, 8(1), 22-25.
- Pray, F. C. 1981. Handbook for Educational Fund Raising. A Guide to Successful Principles and Practices for Colleges, Universities and Schools. San Francisco: Jossey-Bass.
- Preble, J. F. and Rau, P. A. 1986. Planning in higher education: A multiple scenario forecasting approach. Planning for Higher Education, 14(2), 1-6.
- Rennebohm, R. B. 1985. How the foundation relates to the nonprofit organization. In: Raising Money Through an Institutionally Related Foundation, T. A. Reilley, Ed. Washington, D.C.: CASE.
- Rhodes, J. A., Jr. 1973. Utilization of the continuing education unit in conferences, institutions, short courses, workshops, seminars, and special training programs within the Southern Association of

- Colleges and Schools. (Unpub. doctoral dissertation, Georgia State University.)
- Robell, P. A. 1981. The role of the development officer in soliciting foundation support. In: Understanding and Increasing Foundation Support, J. D. Ross, Ed. San Francisco: Jossey-Bass.
- Robertson, A. J. 1982. The role of the community college foundation. In: The Community College Foundation, W. H. Sharron, Jr., Ed. Washington, D.C.: NCRD.
- Robins, P. November/December, 1982. Eyeball to eyeball. Case Currents, 8, 20-22.
- Robinson, S. November, 1981. The sky's the limit. Community and Junior College Journal, 52(3), 24-26.
- Robison, S. 1982. The development of the two-year college foundation and techniques for success. In: The community College Foundation, W. H. Sharron Jr., Ed. Washington, D.C.: NCRD.
- Roueche, J. E. and Baker, G. A., III. Community College Leadership for the 80's. Washington, D.C.: AACJC Leadership Books.
- Rowland, A. W. 1977. Handbook of Institutional Advancement: A Practical Guide to College and University Relations, Fund Raising, Alumni Relations, Government Relations, Publications and Executive Management for Continued Advancement. San Francisco: Jossey-Bass.
- Ryans, C. C. and Shanklin, W. L. 1986. Strategic Planning, Marketing and Public Relations, and Fund Raising in Higher Education: Perspectives, Readings, and Annotated Bibliography. Methuchen, New Jersey: Scarecrow Press.
- Sader, C. H. March 23-26, 1986. The role of elected trustees of public institutions in successful development programs. (Paper presented at the Annual Meeting of the North Central Association of Colleges and Schools, Chicago, Illinois.)
- Seymour, H. J. 1966. Designs for Fund Raising: Principles, Patterns, Techniques. New York: McGraw-Hill.
- Sharron, W. H., Jr. December, 1978. The development and organization of the community college foundation (Resource Paper No. 18). Washington, D.C.: NCRD.
- Sharron, W. H., Jr. 1982. The Community College Foundation. Washington, D.C.: NCRD.
- Shaw, K. and Brown, J. M. November/December, 1984. Values tell the story. Case Currents, 10(10), 54-57.
- Shipp, T. December, 1982. New Directions for Continuing Education: Creative Financing and Budgeting. San Francisco: Jossey-Bass.

- Sim, Y. S. September, 1977. Identifying the future roles of the library at the community college: A Delphi study. (ERIC Document ED 163945.)
- Sims, H. D. October, 1976. Private funding through public support. Community and Junior College Journal, 47(2), 30-31, 51.
- Smith, G. T. August 8-13, 1976. Someday we've gotta get organizaed. (Paper presented at the CASE Summer Institute in Educational Fund Raising, Snowmass, Colorado.)
- Sorenson, R. S. February, 1986. To sell an idea. Association of Governing Boards of Universities and Colleges Journal, 28(3), 19-20.
- Stone, A. J. May/June, 1986. To sell an idea. Association of Governing Boards of Universities and Colleges Journal, 28(3), 19-20.
- Struckoff, E. C. 1977. The Handbook for Community Foundations: Their Formation, Development, and Operation. New York: Council on Foundations.
- Topor, R. S. March, 1985. Going to market. Case Currents, 11(3), 19-20.
- Wattenbarger, J. L. April 1, 1975. The role of the professional educator as the college development officer. (Paper presented at the Annual Meeting of the Florida Council on Resource Development.)
- Weaver, W. T. January, 1971. The Delphi Forecasting Method. Phi Delta Kappan, 53, 267-271.
- Webb, C. H. 1982. A policy-relevant study of development at representative institutions within the State University of New York. (Unpub. doctoral dissertation, Michigan State University.)
- Webb, C. H. May, 1983. Test yourself. Case Currents, 9, 34-36.
- Webb, R. D. and Jackson, R. J. September, 1979. Teaming up for resource development. Community and Junior College Journal, 50(1), 40-41.
- Whaley, J. C. November/December, 1986. Start right. Case Currents, 12(10), 14-19.
- Whitehead, J. October/November, 1986. What can community colleges do to increase private giving? Community Technical and Junior College Journal, 57(2), 34-37.
- Whittier, H. S., Jr. 1980. Presidential commitment to educational fund raising. In: Presidential Leadership in Advancement Activities, J. L. Fisher, Ed. San Francisco: Jossey-Bass.
- Whittier, H. S., Jr. April, 1981. How much access? Case Currents, 7, 22-24.

- Willard, T. J. Fall, 1984. Identifying successful development officers. NSFRE Journal, 9(2), 28-31.
- Willard, T. J. July/August, 1985. What makes a successful chief development officer? Case Currents, 11(7), 38-39.
- Willmer, W. K. July/August, 1985. A large view of small colleges. Case Currents, 11(7), 18-21.
- Woodbury, K. B., Jr. 1973. Community college foundation. Community and Junior College Journal, 43(4), 16-17.
- Woodroff, B. July/August, 1983. World's fastest fund raisers. Case Currents, 9(7), 17-18.
- Worth, M. 1985. The foundation board of directors at the public institution. In: Raising Money Through an Institutionally Related Foundation, T. A. Reilley, Ed. Washington, D.C.: CASE.
- Young, J. H. Summer, 1980. Resource development in the community college: A time to rethink priorities. Community College Review, 8(1), 24-26.

APPENDIXES

APPENDIX A
FIRST MAILING

January 22, 1988

Dear

I am writing to ask your participation in a study I am conducting of private fund raising in American higher education. This research is part of my doctoral study in Higher Education and Administration at Oklahoma State University. Mr. Richard Edwards of the Council for the Advancement and Support of Education recommended you to me as a person who is knowledgeable in the area. I believe that the study will be valuable to all of us in private fund raising and I would deeply appreciate your participation. Results of this Delphi process will be shared with all of the participants.

The purpose of the study is to identify the most important characteristics of an effective two-year college private fund-raising program. You are one of 25 private fund-raising experts in the United States who has been selected as the most highly skilled and informed in the subject area.

As a participant in the study you will be asked to:

- (1) Respond to the attached questionnaire.
- (2) Evaluate the information gathered as part of the questionnaire response from all 25 participants on two separate occasions.

All information will be treated anonymously. You will be the first to receive results of the study as soon as they are completed. Thank you very much for your consideration.

Sincerely,

Danette L. McNamara
Vice President for Development

Encl.

cc: Dr. John J. Gardiner
Administration and Higher Education
Oklahoma State University

QUESTIONNAIRE

1. Please list a minimum of six characteristics of an effective two-year college private fund-raising program. Please rank in order of importance.

A.

B.

C.

D.

E.

F.

Other:

2. What do you see as the three major obstacles to an effective two-year college private fund-raising program?

A.

B.

C.

3. What three most important ideas/strategies would you suggest to an incoming administration in conducting a two-year college private fund-raising program?

A.

B.

C.

APPENDIX B
SECOND MAILING

May 20, 1988

Dear

Thank you so very much for taking the time to respond to the first step of the Delphi study regarding effective fund raising at two-year colleges. Participant response was outstanding!

In order to identify the characteristics of an effective two-year college private fund-raising program, I am asking you to evaluate the responses I received to the three questions in step one. I have listed for your review all the responses which appeared three times or more on the returned questionnaires. All like responses have been combined.

I am asking you to select criteria you feel is most important from the listed responses. By this method, I hope to determine a consensus of opinion among development experts regarding specific characteristics for effective two-year college private fund-raising programs.

Please complete the attached form and return it in the enclosed, self-addressed, stamped envelope as soon as possible. I really appreciate your participation in this study. If I can answer any questions, please call me at (918) 341-1900.

Sincerely,

Danette L. McNamara
Vice President for Development

Encl.

cc: Dr. John J. Gardiner
Administration and Higher Education
Oklahoma State University

May 20, 1988

Danette L. McNamara
 Doctoral Study
 Oklahoma State University
 Delphi-Study
 Step Two

Listed below are the responses to the original three questions in step one of my doctoral Delphi study.

Like statements have been combined and all statements receiving at least three responses are listed below.

Original Question One: Please list a minimum of six characteristics of an effective two-year college private fund-raising program.

Instructions: From the following responses, please check the six characteristics that are the most important in establishing an effective two-year college private fund-raising program.

Responses: (Not listed in any specific order of priority)

- 1. Mission statement for the institution.
- 2. Presidential support and commitment to the fund-raising program.
- 3. A clear well defined CASE statement for private support.
- 4. Strong base of volunteer support.
- 5. Involved board members who personally give and participate in the fund-raising program.
- 6. Effective public relations program.
- 7. Systematic and effective donor recognition program.
- 8. Knowledgeable and motivated Chief Development Officer.
- 9. Faculty participation and support.
- 10. Adequate professional staff.
- 11. Strong corporate support.
- 12. Excellent donor research and records.

- 13. Identification of major donor prospects.
- 14. Focused planning with priorities identified.
- 15. Adequate budget and sufficient resources.
- 16. College programs that meet the needs of the community.

Original Question Two: What do you see as the three major obstacles to an effective two-year college private fund-raising program?

Instructions: From the following responses, please check the three major obstacles to an effective two-year college private fund-raising program.

Responses: (Not listed in any specific order of priority)

- 1. Lack of adequate budget.
- 2. Lack of adequate professional staff.
- 3. Lack of public perception that community colleges can raise sufficient funds.
- 4. Failure of two-year colleges to establish a CASE statement for support.
- 5. Lack of commitment from the President.
- 6. Lack of a strong alumni base of support.
- 7. Lack of corporate and foundation support.
- 8. Lack of commitment from the Board of Trustees.

Original Question Three: What three most important ideas/strategies would you suggest to an incoming administration in conducting a two-year college private fund-raising program?

Instructions: From the following responses, please check the three most important ideas/strategies to an incoming administration in conducting a two-year college private fund-raising program.

Responses: (Not listed in any specific order of priority)

- 1. The development of an institutional CASE statement for support.
- 2. The development of a public relations program that links institutional mission to the fund-raising goals.
- 3. A committed and influential board of directors.
- 4. A competent professional development staff.
- 5. Presidential commitment.
- 6. Systematic and accessible record keeping.
- 7. A strong community base of support.
- 8. Involve key community leaders.
- 9. Adequate budget.
- 10. Focus on critical donor prospects.

Any additional comments or suggestions:

APPENDIX C

THIRD MAILING

June 15, 1988

Dear

Thank you very much for your participation in step two of the Delphi study regarding effective fund-raising at two-year colleges. Responses have been excellent.

In this third step of the study, I have listed the tabulation of the responses received to the original three questions in step two of the Delphi study. The instructions for review and participation in the third step are attached.

Thank you again for taking the time to provide your expertise in my doctoral Delphi study. The results of the study will be mailed to you very soon after completion.

Sincerely,

Danette L. McNamara
Vice President for Development

Encl.

cc: Dr. John J. Gardiner
Administration and Higher Education
Oklahoma State University

June 15, 1988

Danette L. McNamara
 Doctoral Study
 Oklahoma State University
 Delphi-Study
 Step Three

Listed below are the results of the tabulations of the responses to the original three questions received as a part of step two of my doctoral Delphi-Study.

Please review this report critically. If you feel that any one or more of the criteria listed should be left out or replaced with one not listed, please so indicate and mail your recommendation to me in the enclosed self-addressed envelope before June 25, 1988. If you recommend no changes, your participation in this study will be completed.

Question One: Please list a minimum of six characteristics of an effective two-year college private fund-raising program.

Tabulation of Responses: (Not listed in any specific order of priority)

1. Presidential support and commitment to the fund-raising program.
2. A clear well defined case statement for private support.
3. Involved board members who personally give and participate in the fund-raising program.
4. Knowledgeable and motivated Chief Development Officer.
5. College programs that meet the needs of the community.
6. Adequate budget and sufficient resources.

Question Two: What do you see as the three major obstacles to an effective two-year college private fund-raising program?

Tabulation of Responses: (Not listed in any specific order of priority)

1. Lack of adequate professional staff.
2. Lack of commitment from the President.
3. Lack of commitment from the Board of Trustees.

Question Three: What three most important ideas/strategies would you suggest to an incoming administration in conducting a two-year college private fund-raising program?

Tabulation of Responses: (Not listed in any specific order of priority)

1. A committed and influential board of directors.
2. A competent professional development staff.
3. Presidential commitment.

VITA

Danette L. McNamara

Candidate for the Degree of

Doctor of Education

Thesis: CHARACTERISTICS OF AN EFFECTIVE TWO-YEAR COLLEGE PRIVATE
FUND-RAISING PROGRAM

Major Field: Higher Education

Biographical:

Personal Data: Born in Tulsa, Oklahoma, March 5, 1948, the daughter
of Daniel J. and Helen L. McNamara.

Education: Graduated from Chelsea High School, Chelsea, Oklahoma,
in May, 1966; received Bachelor of Arts degree in Education
from Northeastern State University (known then as Northeastern
State College) in 1969; received Master of Education degree at
Northeastern State University in 1972; completed requirements
for the Doctor of Education degree at Oklahoma State University
in December, 1988.

Professional Experience: Taught English, journalism, and social
studies in the secondary school systems of Oologah, Stigler,
Tishomingo, and Ft. Gibson, Oklahoma, from 1969-73; Director of
Counseling, Claremore Junior College (now Rogers State Col-
lege), Claremore, Oklahoma, 1973-75; Assistant to the Presi-
dent, Rogers State College, Claremore, Oklahoma, 1975-77;
Vice-President for Development, Rogers State College, Clare-
more, Oklahoma, 1977-present.

Professional Organizations: National Council for Resource Develop-
ment; Council for Advancement and Support of Education; Higher
Education Alumni Council; National Society of Fund-Raising
Executives.