PLANNING FOR PROGRAM ADVANCEMENT: A

COMPREHENSIVE DEVELOPMENT PROGRAM FOR

THE OKLAHOMA STATE UNIVERSITY COLLEGE

OF BUSINESS ADMINISTRATION

By

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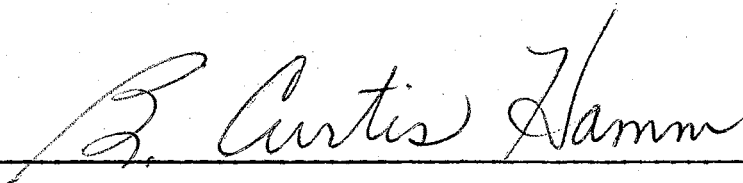   Master of Business Administration

Major Field: Business Administration

Scope and Method of Study: This study was designed to develop a compre-
    hensive plan for a College of Business Administration Development
    Program. The plan is developed using, where possible, existing pro-
    grams and resources of the CBA. These are integrated into ideas and
    methods developed in similar designs. The organization and imple-
    mentation of the plan is outlined with enough detail to facilitate
    application but with enough generalization to encourage imagination
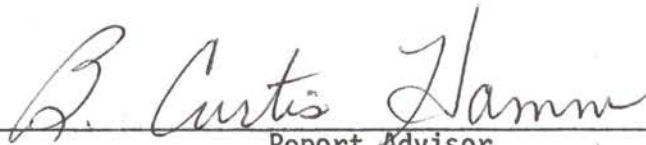   and allow flexibility.

Findings and Contribution: Although this study is descriptive with
    minimal quantitative support, it is hoped that the plan outlined--
    a comprehensive plan for human and physical resources to encourage
    and promote advancement of the CBA in its educational mission
    through constituent support--will prove advantageous to the develop-
    ment of a coordinated, formal development effort in behalf of the
    OSU College of Business Administration.

ADVISOR'S APPROVAL _____

PLANNING FOR PROGRAM ADVANCEMENT: A
COMPREHENSIVE DEVELOPMENT PROGRAM FOR
THE OKLAHOMA STATE UNIVERSITY COLLEGE
OF BUSINESS ADMINISTRATION

Report Approved:

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PREFACE

This study deals with the development of a plan to implement a
program encouraging and promoting constituent support of the OSU College
of Business Administration. The design of the plan is drawn primarily
from ideas and methods developed and proven successful for other institu-
tions of higher education; however, the plan is unique because it is
tailored for the resources, circumstances, and aspirations of the OSU
College of Business Administration. This plan or one similar in purpose
is necessary for the CBA to successfully fulfill its mission of education.

Several individuals who have been significant in the completion of
this study merit acknowledgment at this time. Dr. B. Curtis Hamm has
been the principle advisor to this study and has given freely of his time
and energy. He has been much more than an advisor, however, he has been
a personal friend and a friend to my family. He has taken a personal
interest in my professional development and has been a source of encour-
agement and understanding.

To Charles Platt I am grateful and owe a great deal. He has given
me personal encouragement and professional opportunity. Without his
willingness to help and the materials made available by him, this study
would not have been possible.

My wife, Patricia, through her belief and understanding, has been the
inspiration and support for the successful completion of my graduate work.
No one could have sacrificed more for another's dreams. My son, Chris,
has been the ideal son for he knew when to be a son and when to be a man.

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Finally, I wish to acknowledge my mother, Ruth, for it was her dream before it was mine. She knew the true value of an education because she had none, yet her wisdom and courage carried a family through the most difficult times. She can never get the reward she deserves because this world doesn't have it to offer.

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CHAPTER I

INTRODUCTION

Since the end of the second World War, a new administrative area in
public institutions of higher learning clearly has emerged. It is an
area which even yet does not have a commonly understood name. The precise
dimensions of this new area also lack definition. It is sometimes called
Development, sometimes called College Relations, or often simply Institu-
tional Advancement. The area may be functionally defined as student
recruitment, faculty development, or program advancement. It may be
operationally defined in terms of what it is not. Some of its components,
however, are clear and include public relations, alumni relations, and fund
raising.

The recognition of this new area grew out of the realization that
these three activities have much in common, but that they often work at
cross-purposes. It grew also out of increased understanding of the great
burden of college and university administration in the middle of the
twentieth century. Finally, recognition grew out of the obvious need for
co-ordination of bits and pieces of administrative structure into a plat-
form which can support the institution of higher education it its central
                                                        (16)
job, which is teaching and the advancement of knowledge.

The term "program advancement" or "development program" is employed
in this report as a literary convenience and is meant to be applied to the
total program implemented by the College of Business Administration (CBA),

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Oklahoma State University to advance the understanding and support of its educational objectives. Program advancement is an umbrella concept including public relations activities, alumni programs, fund raising, and conceivably could include state and federal liaison, student recruitment and faculty development.

Statement of Purpose

The purpose of this study is to present a plan for a CBA Development Program and to propose strategies for the implementation of the program. The design presented in this study is not of a generalized nature which would lend itself to universal application. However, it has been developed primarily from tested and proven programs and concepts which have been successful in other similar program designs. Neither is the plan so specific and detailed as to preclude flexibility. Planning is a prerequisite of a successful advancement program and long range planning by necessity allows for contingencies.

Approach to the Study

This study does not attempt to build a case for institutional advancement, development programs or constituency support. It is a foregone conclusion that the former is the primary continuing goal of every viable institution of higher education. The importance of constituency support, always the bastion of excellent private universities, is an increasing concern for public, tax-assisted universities as budgets tighten. Development programs are a carefully organized, coordinated interface between the two.

Given the importance of these concepts to the CBA, this paper begins

by focusing on a brief historical review; thus documenting the growth and expanding demands of the college. Following the historical review, an update on the CBA faculty, student and program status is presented.

Chapter III reiterates the stated goals and objectives of the college and established specific goals and objectives of the development program. The following two chapters propose strategies and techniques for achieving those goals and objectives. Chapter IV deals with organizational design and presents an analysis of existing CBA development efforts. Chapter V presents programs and strategies for implementation over the long run.

The author's intention is for each chapter to chronologically build on the previous one. The report's concluding chapter presents thoughts on updating and evaluating the program and a brief summation.

Limitations of the Study

In a research study of this type, one is always faced with some limitations. The limitations faced in this study deal primarily with the process of omitting both "cookbook" generalizations, which reduce the applied usefulness of the study, and detailed specificity, which limits its flexibility for adaptation to meet contingencies.

The first major limitation is simply that there exists a myriad of different untested ideas on development program designs worthy of consideration and study. The fact that only tested and proven ideas were drawn on in this particular study should be accepted, due to length and time, and appreciated for the value of having proven, pre-tested data inputs.

A further limitation is the lack of appropriate, current and varied source materials. Development programs seem to be synonymous with fund

raising in the Dewey Decimal classification system and while various references were found for the latter, few references were available for the former. Hopefully, with the help of the OSU Development Foundation's source library and Dr. B. Curtis Hamm's personally collected materials, the full implications of this limitation have been partially avoided.

The personal bias of the author is the final limitation of this study. The pride that the author has in Oklahoma State University and the OSU College of Business Administration hopefully is a bias that all graduates have in common. Because of the author's continuing association with OSU, and in particular, the OSU Development Foundation, the concern for constituency support and its increasingly important role in the growth and advancement of the CBA may be a personal bias.

Organization of Paper

This report is divided into six chapters. Chapter I, consisting of statement of purpose, approach to the study, limitations of the study, and organization of paper, serves an introductory function. Chapter II deals with a CBA review--both historical and current. It is a documentation of the CBA's growth and current status. Chapter III presents the institutional goals and objectives of the CBA Development Program. Chapter IV deals with the program's internal organizational design and reviews the CBA's existing advancement efforts. Chapter V is specifically concerned with program design and implementation strategies within a three year time period. Chapter VI offers considerations for updating and evaluating the program and serves as a concluding chapter for this study.

CHAPTER II

A RETROSPECTIVE AND PREVAILING VIEW

A Historical Review

The oldest College of Business in Oklahoma, the School of Commerce
and Marketing was established in 1914 on the campus of Oklahoma Agri-
cultural and Mechanical College in Stillwater, Oklahoma. Established
twenty-three years after the founding of Oklahoma A & M, the School had
an initial enrollment of thirty-seven students. It was one of the first
marketing programs established at an institution of higher learning.

Reflecting the commerce needs of the times, electives offered in-
cluded Commercial Grades of Grain, Cotton Grading, and Fruit Packing and
Grading. A full-time faculty of three taught these basic courses in commerce.

Enrollment increased as course offerings kept pace with the needs of
the state and nation. The School gained relevance during the "real-life"
lesson years of the Great Depression. Although enrollment decreased during
World War II, growing pains were felt by the School of Commerce shortly
thereafter as evidenced by this excerpt from the 1948 yearbook:

> Like a mother hen who has adopted more chicks than
> she can comfortably hover, Morrill Hall shelters
> beneath its giant wings the throngs of students
> and scores of faculty members who fill the offices
> and classrooms of the Division of Commerce.

In 1955, the School of Commerce and Marketing officially became the
College of Business. The name change and accompanying curricular changes

reflected a responsiveness to the dictates of the times. By 1957 tentative planning had begun for a new structure to house the expanded needs of the College. Planning for the new College of Business Building began in earnest in 1960.

A milestone was reached in terms of enrollment in 1966 as the College of Business became the second largest academic division of Oklahoma State University. The new CBA Building was completed in 1966 and dedicated in 1967. The College of Business became the College of Business Administration in 1970.

A Status Report

The College of Business Administration maintained the distinction as Oklahoma State University's second largest academic division in terms of enrollment, with 3,080 students enrolled in the 1974-75 spring semester. These students were actively pursuing their academic interests in four departmental divisions* and in over 105 courses.

There are ten four-year undergraduate degree programs in the CBA which lead to a Bachelor of Science degree in Business Administration. Each of the majors offered prepares a student to enter a number of different occupations or to pursue advanced study in a graduate college or college of law. In addition to the four-year degree programs, a two-year certificate program with either a stenographic or a clerical procedures option is offered. The degree programs of the CBA at OSU are fully accredited by the Accreditation Council of the American Assembly of Collegiate Schools of Business.[6]

*The departmental divisions within the CBA are: accounting, administrative sciences, business education and administrative services, and economics.

Faculty Accomplishments

Throughout its history, the CBA goal has been to "produce graduates possessing the essentials of scientific and literary knowledge and the assurance that they are equipped to enter, with confidence, their chosen field of business affairs. Each and every student shall possess the ability to think, solve problems, and grow in knowledge and achievement."[1]

Meeting the goal required a commitment to excellence on the part of the faculty and staff. From a full-time faculty of two in 1915, the faculty of the CBA grew to 63 in the 1973-74 academic year. The growth was qualitative as well. Several CBA faculty members have been nationally recognized for outstanding academic work and for professional leadership and are listed in such publications as Who's Who in America, Outstanding Educators of America, and Who's Who in American Education. Other selected data concerning faculty qualification and achievement is highlighted in Figures 2.1 and 2.2.

Of the sixty-three 1974 spring faculty members of the CBA, 47 had doctorate degrees, two had law degrees, five had master's degrees and the remaining nine were in the dissertation stage of their doctorate programs. These credentials are indicative of a CBA faculty which is committed to excellence, providing the student with the best instruction possible. This is a tremendous accomplishment in staffing that the CBA is not content to maintain but rather is dedicated to improve.

Program Accomplishments

The College has been recognized for excellence in many ways. It is accredited by the American Assembly of Collegiate Schools of Business in both the undergraduate and graduate programs. The CBA was one of twelve

120

100

80

75

60

47

40

32

20

114

75

54

1972-1973   1973-1974

Memberships
Programs Attended
Papers Presented
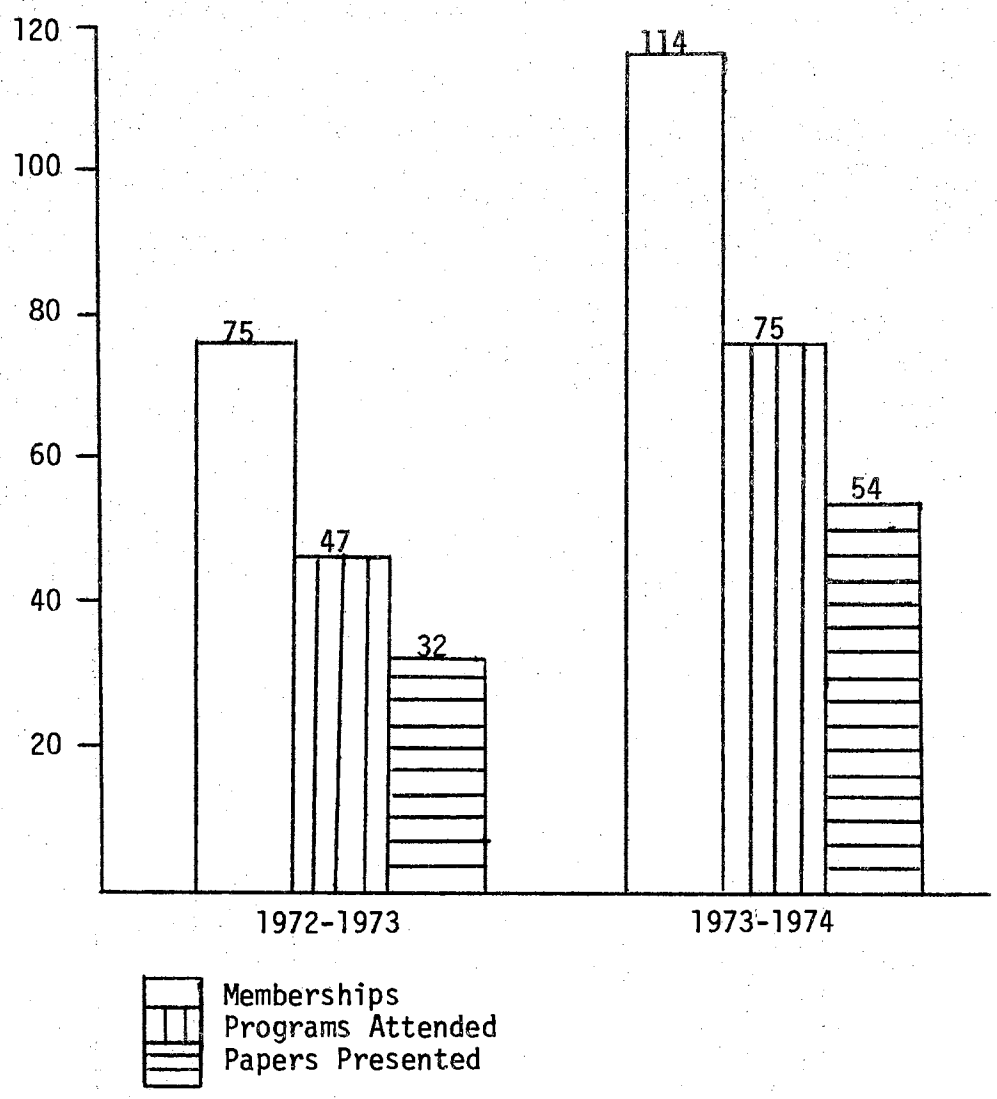
FIGURE 2.1 Faculty Membership in Professional Organizations, Number of[5]
    Programs Attended by Faculty, and Papers Presented by the Faculty

colleges throughout the United States selected by Ford Motor Company to

host the College Roundtable Program. The MBA program of the College was

the first such program to receive an enrichment grant from Ford Motor Company.

Jointly sponsored with the U. S. Senate and the Ford Foundation, a

*A program or organization is only counted once, even if several faculty
members attended or belonged.
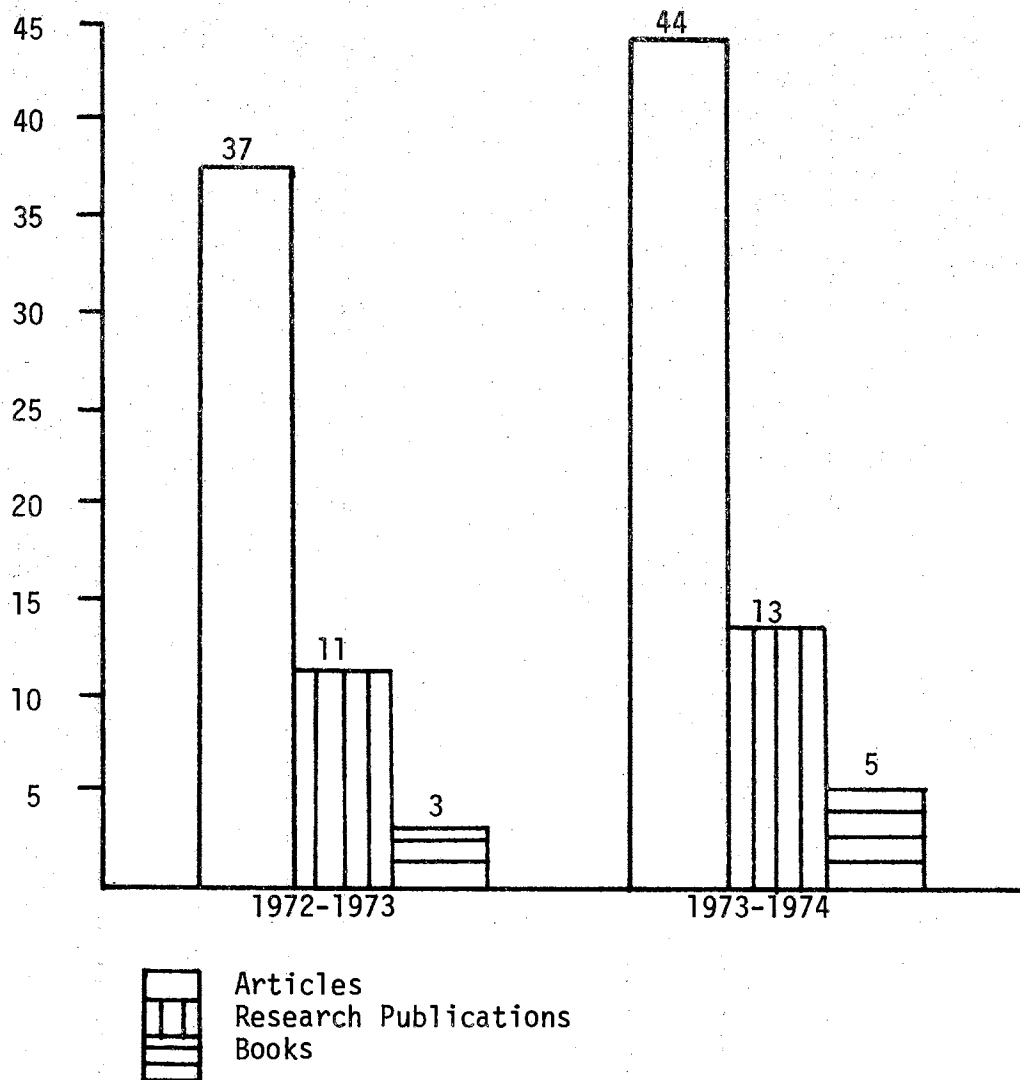
FIGURE 2.2   Faculty Articles, Research Publications, and Books[5]

National Manpower Conference was held at OSU and was attended by 700

leaders from 40 states.   An international finance seminar was sponsored

by the CBA to gain greater understanding of the international gold dilemma.

The seminar featured a slate of eleven international monetary experts.

U.S. Congressman Henry S. Reuss, Chairman of the Banking and Currency

Committee's Subcommittee on International Finance, called the seminar,

"the finest assembly of talent in the field that I have ever seen."

In regards to research, the College of Business Administration's

Manpower Research and Training Center was established under a $250,000

grant from the U. S. Department of Labor and was one of seven to be selected

from a list of 100 universities that applied. CBA faculty members are

continuously engaged in research efforts in addition to their teaching

duties.

The College of Business Administration is organized to serve all of

its constituents. Since the summer of 1973, the Center for Entrepreneurship

and Venture Management has offered consulting services to a variety of small

businesses around the State of Oklahoma. The Center's expenses are paid

by the Small Business Administration and the services are free to businesses

that request them. The consulting service operates through a Small Business

Council consisting of faculty members from various academic areas in the

College.

Business Extension of the College of Business Administration functions

in two major areas as a part of Oklahoma State University Extension. The

two areas include Management Development and Economic Education.

The Management Development Program has the primary responsibility for

providing managers, executives, and administrators with opportunities to

continue their education and more easily adapt recent developments in ad-

ministrative technology. Over 1,500 persons participated in these non-

credit short courses, conferences, and seminars and off-campus credit

courses which were taught primarily by CBA faculty members in the 1973-74

academic year.

The Economic Education Program area provides state wide leadership

of coordinated efforts to improve the competence of Oklahoma students in

grades 1 to 12 for effective decision making in citizenship roles as (1)

consumers, (2) workers making occupational choices, and (3) voters in

societal economic issues.

These statistics document the mission and status of the College of
Business Administration's commitment--academic excellence for students
and continuing education and services to other constituents. These
statistics demonstrate that the CBA has a program worthy of constituent
support. But the real success of the School is measured in terms of what
it produces.

The CBA has many distinguished alumni who have served in industry
and government. Alumni include a lieutenant general and two major generals
in the U.S. Army, the Chairman of the Board of a large retailing corpor-
ation, the President of a major durable goods producing firm, as well as
other outstanding leaders of business and government.

CHAPTER III

GOALS AND OBJECTIVES

Goal Setting

Ideally, the goals and objectives of a development program are established from an analysis of the program's past performance. Since obviously no historical analysis can be conducted for a newly established development program, another technique for goal setting must be employed. In order to establish tenable goals and objectives for a new program, inputs must be assimilated from three major areas. The three sources of inputs include the goals, objectives, and past performances of other similar educational development programs; the needs of the OSU College of Business Administration; and the capabilities, both physical and financial, of the CBA.

Goal setting must be a compromise between needs and capabilities. Goals must be realistic, but not overly cautious. To establish goals which are unattainable because of physical, budgetary, or other limitations is self-defeating. On the other hand it is important to establish a high aspiration level as low goals tend to result in lower achievements. An upward adjustment of goals once the initial target has been met results in negative feelings. An analysis of the capabilities of the prospective program is necessary not only to determine the CBA's internal capabilities in terms of manpower and available funds, but also the external capabilities of alumni and other constituency.

Primarily, the reason for researching the development efforts of
other similar institutions is to avoid the problems and pitfalls they
have encountered. In an undertaking of this nature, mistakes are very
costly. Another reason for reviewing other programs is to borrow ideas
and methods which can be successfully adapted to the CBA's application.
There is no need to "reinvent the wheel."

From a broad viewpoint, the goal of the CBA Development Program is
to advance the understanding and support of the College of Business
Administration. Beyond this statement, more specific language is needed
so evaluation techniques can be employed to measure the progress toward
accomplishing the overall goal. The establishment of long-range and short-
range objectives as part of the overall plan is an excellent method of
avoiding the imprecision of generalized statements, and of keeping the
all important "down the pike" view.

The objectives of most institutional advancement programs could pro-
bably be defined very generally as increased funds, community understanding,
and recognition within the education profession. These broad objectives,
which have many implications, form the basis for more specific objectives
that will depend upon the nature of the institution and the unique situation
in which it currently finds itself.

Institutional Objectives

The institutional objectives established for the College of Business
Administration are those internal accomplishments that are necessary to
achieving the overall goal. They are not unlike the objectives outlined
annually in the CBA annual report. These institutional objectives are:

1. To constantly keep abreast of and make curricular changes

necessary to keep the CBA educated student prepared
to enter the business profession of his choice.

2. To encourage and promote the active search for quality
   faculty members and to make every possible effort to
   retain the quality faculty members of the CBA staff.

3. To establish forums for the exchange of information
   and ideas among students, faculty, and staff, and to
   promote frequent informal and social interaction among
   the groups.

4. To provide service to CBA constituents in the form of
   continuing education programs, consulting services,
   and guest lecturers.

5. To make the CBA receptive to the suggestions and re-
   commendations of all its constituents.

6. To establish a full-time staff member to be responsible
   for public relations and alumni relations efforts of
   the CBA and to be charged with coordinating the fund
   raising activities among the departments within the
   CBA; and responsible for coordinating these activities
   and acting as solicitation representative to the OSU
   Development Foundation; thus ensuring that the CBA
   can fully utilize the existing fund raising efforts
   and build a case for the allocation of unrestricted
   University funds to the CBA.

7. To make each and every faculty and staff member aware
   of the importance and necessity of them being active
   as fund raisers and public relations ambassadors for
   the CBA.

8. To develop strong ties between the student and the
   CBA and to make the student aware of his present
   and continuing role as a supporter of the CBA and
   higher education.

Public Relation Objectives

To build public support for the College of Business Administration,
certain steps must be taken to ensure that the College is fulfilling its
public service role to society. Once it has been established that the
College is indeed performing satisfactorily in this role, every effort
must be made to inform the public of the College's performance. Building
a good image and keeping it in the public eye is of utmost importance.
The CBA's public relation objectives are:

1. To establish the CBA's proper image in the public eye
   and increase public awareness of that image.
2. To gain specific support of programs that are designed
   primarily for service and to gain institutional support
   for the CBA as well as to gain an understanding of the
   role the CBA plays in society.
3. To improve communications between the CBA and all of
   its constituents.
4. To develop a good faculty, staff, and student, as well
   as, professional reputation.
5. To build an internal and external awareness of the needs
   of the CBA.

Alumni Objectives

The alumni represent a specific constituency of the College of Busi-

ness Administration. In this study, the term "alumni" refers to all former students of the CBA as well as graduates. A successful advancement program hinges on the support of these individuals on a continuing basis. An awareness of their role as supporters of the school should be developed while they are in student status; however, every effort must be made to reaffirm their ties with the school and to strengthen the bond between the two. The old adage "use me or lose me" applies particularly to this group.[3] Specific alumni objectives are:

1. To build a strong Alumni -- CBA relationship.

2. To involve the alumni in internal as well as external constructive endeavors of the CBA.

3. To solicit alumni suggestions and recommendations on CBA matters.

4. To encourage continuing alumni education through specially designed CBA mini-courses and seminars.

5. To develop a sense of alumni responsibility toward the CBA and higher education overall.

6. To use every convenient opportunity to get CBA alumni back to the campus for CBA or general university activities.

Fund Raising Objectives

One comprehensive and cardinal principle lies at the root of the most notable fund raising achievements: no appeal for support can be made effectively without a good case which establishes institutional merit, an effective public relations program, and constituents thoroughly committed to the cause and willing to work for it. The completion of the objectives outlined previously is a prerequisite to a successful fund raising program.

Fund raising objectives are the most difficult to establish. Once they have been established, adjusting them downward or upward is out of the question. Specific financial objectives must be spelled out prior to approaching potential contributors. If financial objectives prove unattainable or too easily attained, use this experience to help establish objectives for the next planning period. One thing to keep in mind--each succeeding planning period's objectives should be greater than the preceding one. CBA fund raising objectives for the three year program are:

1. To receive an initial gift from at least 25 percent of the CBA alumni constituency.

2. To have at least 75 percent faculty and staff participation annually in the CBA fund drive.

3. To establish one fully endowed chair for the CBA or two partially endowed chairs, with at least one major gift of $250,000 or greater being received for this purpose.

4. To increase the annual support to a minimum of $100,000 per year by the end of the three year planning period.

5. To establish four fully endowed scholarship funds of at least $10,000 each, hopefully each as the result of a single gift.

6. To establish a faculty salary supplement fund for each departmental division within the CBA by the end of the three year planning period. ($40,000 - $80,000)

CHAPTER IV

A THREE YEAR PLAN:

THE FIRST YEAR --- ORGANIZATION AND ANALYSIS

Human Resource Organization

The heart of the business development program will be found at home--
inside the College of Business Administration. There must be total commit-
ment to the program on the part of everyone involved--faculty and staff.
This total commitment begins by establishing a full-time director of the
CBA Development Program.

Quackenbush states it thus, "To be successful, a Business Development
Program must have a driving force to sustain its growth and momentum.
This force can be an enthusiastic dean or department chairman. However,
experience has shown that the program also needs a director who often may
be enlisted from the faculty, given a reduced teaching load, and perhaps
placed on an eleven-month appointment for a minimum of three years. He
should also be interested in the practical problems of business and an in-
dividual with some business background."[13]

Thomas Gonser further substantiates the need for a program director
and an integrated organization, "We have never seen long-term continuity
of Development work achieved without really integrated organization; or
known of a purely public relations program that brought in money; or found
a meaningful alumni program that wasn't tied in closely with the objectives
of the institution; or observed an effective recruitment program that

wasn't backed by alumni, parents, students, and faculty activity; or seen a Development Program that was anything more than a plan on paper without the people to carry it out."[8]

The director of the CBA Development Program is in effect a program coordinator. The program coordinator's (PC) office should be an extension of the Dean's office.

It will not be the PC's job to make policy, although obviously he should function at the policy level. The PC will consult on policy, provide information in its making, and then assume the responsibility for putting decisions into detailed operation. The PC will interpret policy to those under his direction, and thus directly or indirectly to the whole College.

The PC should free the Dean for concentration in academic areas, screening public relations, alumni related and fund raising requests that reach the Dean's office. Specifically, the PC will be charged with:

1. Organizing and directing an office in charge of public relations, fund raising, and alumni relations.

2. Summarizing and reporting upon the work of the PC's office to the Dean's office.

3. Serving as a member of the Dean's immediate staff in policy-making and planning. In effect, the PC is a special advisor representing several non-academic areas.

4. Summarizing and reporting upon the progress of programs to a special advancement committee composed of faculty and student members. The PC will also actively solicit

and be receptive to inputs from the committee.
The PC will serve as a liaison between the com-
mittee and the Dean's office. This does not mean
that direct contact between the committee and the
Dean's office will be shut off. On the contrary,
the Dean should sit as an ex-officio member of
the committee and attend meetings when possible.

To carry out these responsibilities, it is necessary that the program
and the PC have the full cooperation and support of the entire staff of
the College. The PC must obviously have the authority to carry out these
responsibilities.

It is imperative from the very beginning that faculty and staff
members understand that they will be the front line workers in the pro-
gram with the PC as a coordinator. Very often, faculty members expertise
in specific areas will be called on and such expertise should be given.
In addition, department heads and members of specific departments will be
carrying their department's message to persons who have identified an
interest in their area.

Obviously, the creation of this post involves some problems of
authority. The PC has under his auspices functions of at least three
people--the public relations director, the alumni association director,
and the development foundation director. He must be able to initially
ease any negative feelings they have toward the creation of his post and
to point out the advantages to them of which there are several.

The CBA program coordinator will be able to work closely with the
director of the OSU Alumni Association. The PC will often have an oppor-
tunity to provide current addresses and files to the alumni director and

receive same from the director. The PC will work with a select group of alumni (CBA alumni) and thus should help maintain a stronger alumni tie, benefitting both programs. The PC will be able to furnish the campus public relations office with timely, more pertinent information and thus eliminate much of the screening that occurs in that office. The PC will have a staff which will greatly enhance the capabilities of the development office and one which can more competently represent the College to those who have an expressed interest. The PC can also furnish detailed information about the CBA's needs and programs. Thus the PC can point out the complementary nature of the CBA Development Program.

Qualifications of the Program Coordinator

Now that the responsibilities of the program coordinator have been delineated, who should fill this post? No less care should be taken in the selection of a director of the CBA Development Program than in the picking of any other administrative officer. The selection of that individual should be made by the people with whom he or she will be working.

There are certain criteria for the selection of an individual to fill this position. First of all, that person should be technically competent and capable of carrying out the duties of the post. The second qualification, and perhaps the most important, that individual should have an honest, predominant interest in academics and the College of Business Administration. To convince others, it is first necessary to be convinced.

That individual should also have a comprehensive knowledge of the CBA and of Oklahoma State University. This requires planned effort and study, not just knowing through experience.

Obviously a fourth qualification, the ability to get along with

people and an attractive personality are important requirements. Finally, this individual needs confidence in himself and self-respect. The PC should be aware that his work has dignity and critical importance. If the PC is to be accepted as a legitimate member of the academic community, he must convince others as well.

Leslie suggests the following checklist to describe some of the development program director's roles and some of the qualities needed. The PC will have to:[11]

. . . .work closely with and command the respect of the
dean, the other administrative officers, and the
faculty-student advancement council;

. . . .work closely with and gain the respect of faculty
members;

. . . .participate in institutional planning and decision-
making;

. . . .have the executive ability to assign responsibility
and establish priorities for a multitude of acti-
vities;

. . . .be familiar enough with the techniques of fund
raising, public relations, and alumni programs to
plan, coordinate, and evaluate these activities;

. . . .serve as one of the institution's principal
emissaries with various influential individuals
and groups;

. . . .articulate the institution's programs and objec-
tives in a convincing and persuasive manner;

. . . .know business procedures in order to establish and

maintain an efficient, effective organization;

. . .constantly seek more creative, imaginative ways

to further the understanding and support of the

institution.

Obviously, the CBA Development Program Director must be a multi-talented individual. Fortunately such talented persons are at hand. It is not imperative for the director to have moved up through the ranks of OSU's public relations, development, or alumni office. Neither is it imperative for the PC to have had educational experience. What is especially important to the dean and the selection committee is that the person whom is selected has demonstrated successful administrative performance in some type of position in which he was required to meet certain specified standards.

The logical place to look is in the associate dean's office. This is not to suggest that the CBA Associate Dean doesn't have enough to do. On the contrary, but many of the things that he now does are natural extensions of the development program. Many of the support functions that are needed are currently existing under the auspices of the CBA Assistant to the Dean. The Associate Dean is also aware of the services available through the OSU Development Foundation. Of course, many of the present responsibilities of the office must be delegated elsewhere. The role of the CBA Development Program Director, regardless of the actual title, will be full-time.

Whether a present administrator, member of the faculty or a new appointee fills the post, look for a quality leader. Look for a person who is dedicated, who has the time, enthusiasm and desire, talent and a great deal of persistency. Look for the person who has the desire and ability to do a superb job.

The Faculty-Student Advancement Council

One of the duties of the advancement program coordinator is to act as a liaison between the special faculty-student advancement committee and the CBA Dean. Another duty is to make progress reports on advancement programs to this committee.

The establishment and involvement of a faculty-student advancement council is a necessity if the CBA is to have a viable, successful development program. This committee should be comprised of a faculty member from each department within the College of Business Administration and one student from each of the classifications---freshman through graduate status. In addition, a representative from Business Extension and Research should be on this council. The function of this council is three-fold--- it has an advisory function, it serves as a liaison between the program coordinator and the group represented, and it serves a support function.

In an advisory capacity, the council makes recommendations to the program coordinator on various advancement programs and projects. New ideas should originate from this group and group members should plan the "devil's advocate" role in testing the feasibility of programs brought up for review. This group should have the authority to enact or eliminate programs with a consensus vote.

As a liaison between the PC and the respective group which each member represents, each member must act as a conduit to see that the voices of his or her constituency are heard and that their interests are represented. Each member is charged with the task of fulfilling the communications role between the PC and the faculty, staff, and the students of the CBA.

The advancement council has several responsibilities in a support

function. Foremost of these is acting as a program representative to prospective donors, alumni, or other interested constituents of the CBA. The council members should have an expertise in their field or relating to their peer groups and be available to the PC when this expertise is called on. They should represent or be able to identify a representative for any particular program or interest area within the College of Business Administration. They are, in effect, the advancement program's front line representatives of identified interest areas.

Staff Requirements

The great difficulty in providing relevant organizational guidelines for the CBA Development Program is that no two institutions are exactly the same. Leslie presupposes that, "four persons - maybe three in certain cases - constitute the minimum professional staff for an effective advancement program."[11] He qualifies this later by indicating that competent administrative and secretarial staff can supplement, or in some cases substitute for professionals.

The CBA can successfully administer the development program with no additional staff members. This is possible for three reasons. First of all, many of the files and supporting records necessary to administer the program are available either in the CBA, the OSU Alumni Association, or the OSU Development Foundation. The problem of assembling this information is not nearly as severe as the problem of collecting it. Secondly, many of the required services and professional support functions needed are provided by the OSU Development Foundation. Frequently the groundwork for the initial approach has already been laid and reference material is readily available. Finally, the PC can be selected from among the CBA

administrative staff or faculty members. A functional reassignment of duties would, of course, be necessary.

Ideally one additional secretarial-clerical staff position would be created. This person is needed to handle correspondence, file updating and miscellaneous program details unique to the development program. Additional work-study, part-time, and graduate assistant help would be valuable. Besides performing necessary tasks, these students would gain exposure to the program and directly benefit from it. The budgetary considerations are discussed later in the study.

Situational Analysis

The College of Business Administration has some commendable advancement efforts. The CBA Development Program can be built from these beginnings. However, these efforts have been fragmented and lack the overall comprehensiveness needed.

It is difficult to evaluate the degree of success of the CBA public relations, alumni relations, and fund raising efforts. Ultimately, they must be evaluated with respect to achievement of the CBA's educational objectives. In the interim, there are four ingredients necessary for successful evaluation: (1) clear policies and objectives, (2) relevant institutional or personal standards of acceptable performance, (3) reliable data, and (4) systematic procedures.

If all four of these components exist, evaluation can be quantitative or qualitative, objective or subjective. Since these ingredients are lacking, the CBA's efforts are evaluated by comparing the number of dollars received from private sources (individuals, corporations, and foundations)

for each of the University's seven academic divisions. *(See Figure 4.1.)
For further analysis, the distribution of income by source is compared in
Table I.

These comparisons are not presented as a scientific, quantitative
measure of program success rather as a "yardstick," a generalized evalu-
ation. At a glance, one would surmise that the CBA's efforts among
businesses have been more successful than those among alumni. The public
relations efforts among "friends" of the College would appear to be rel-
atively unsuccessful when evaluated in terms of dollars received.

Public Relations Efforts

The CBA Associates Organization has the potential of being the most
productive advancement effort of the College. This group is comprised
of a "select group of business and other professional persons who are
committed to the welfare and progress of the College."[4] The specific
purposes of this group are paraphrased below:

1. To publicize CBA activities to, and receive feedback
   from, the community.

2. To provide evaluation of CBA programs.

3. To assist the faculty in obtaining experience in busi-
   ness and government.

4. To interact with students.

5. To interact with faculty members.

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*The comparison is only for monies or goods receipted through the OSU
Development Foundation.
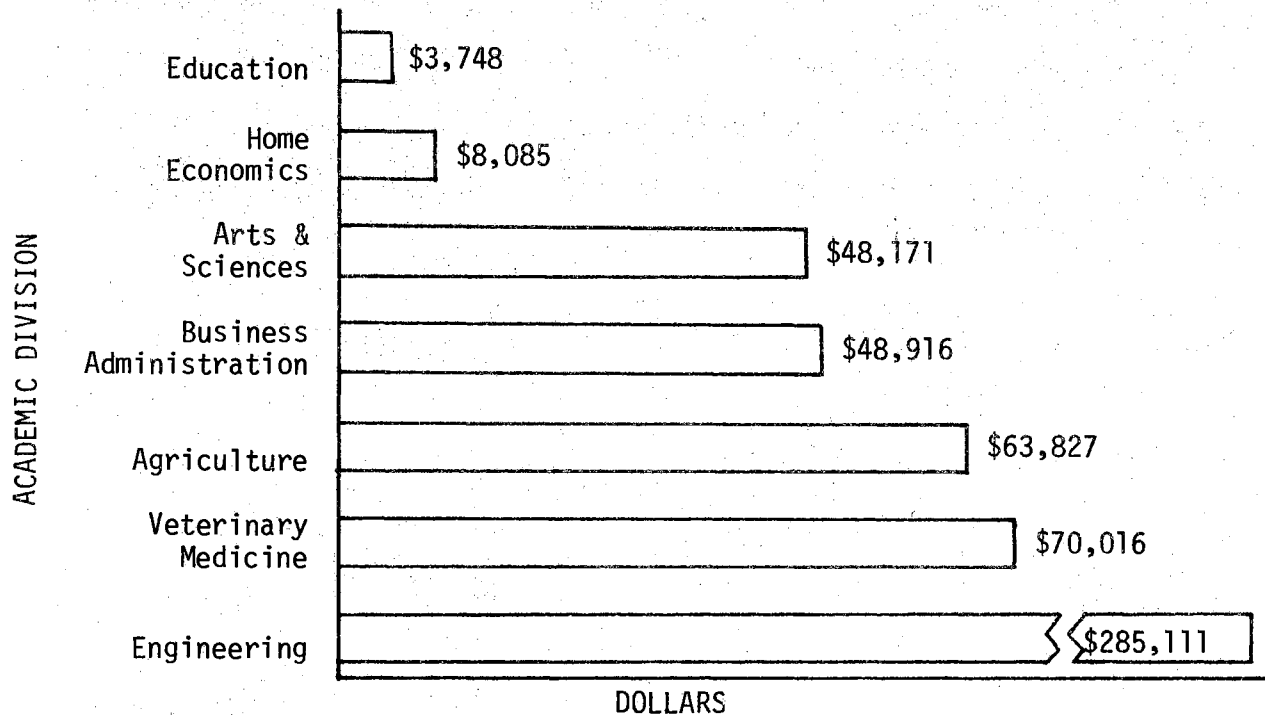
FIGURE 4.1   Private Dollar Income by Academic Division - 1974.[14]

6. To develop a speakers bureau and provide support for

such programs.

7. To promote recognition of faculty, alumni, and staff

for outstanding achievement.

The CBA Associates' primary function is public relations. With the

current members as a strong nucleus, and with the careful screening of

future applicants, this program should be extremely effective. It should

be one of the cornerstones of a strong CBA Development Program.

The Associates program is the primary, organized public relations

effort of the CBA.   There are other miscellaneous programs which are less

organized and therefore are more difficult to evaluate. Special awards

and achievements of faculty and students are recognized through releases

via the OSU Public Information Office. Annual awards banquets are held

to honor outstanding alumni, students, and faculty. The continuation of

these efforts are vital to the development program.

TABLE I

SOURCES OF PRIVATE GIFT INCOME AND DISTRIBUTION BY ACADEMIC DIVISION

JANUARY 1 - APRIL 30, 1975

Academic Division	Alumni	Friends	Corporations	Foundations	Other	Totals
Agriculture	9,297.77	1,985.02	6,770.00	49,200.00	125.00	67,377.79
Arts & Sciences	3,605.00	9,524.00	10,335.00		20.00	23,484.00
Business	6,885.00	620.00	14,260.00	4,285.00		26,050.00
Education	4,045.00	230.00	150.00			4,425.00
Engineering	10,268.36	1,070.00	61,201.09	8,895.00	500.00	81,934.45
Home Economics	2,615.50	527.00	1,131.18		1,950.00	6,223.68
Veterinary Medicine	2,093.50	3,551.00	16,295.53	6,000.00	500.00	28,440.03

Alumni Relations

The only formal, comprehensive communication effort of the CBA that is alumni oriented is the College of Business Administration Newsletter. It is a semi-annual publication which serves primarily to update alumni on the internal affairs of the College, and of the happenings of their fellow graduates. This should serve as the beginning, but the beginning only, of a vital portion of the CBA Development Program -- alumni communication. Another noteworthy accomplishment in the area of alumni relations is the CBA Alumni Hall of Fame. Outstanding alumni are recognized with plaques which are displayed in conspicuous places of honor in the College of Business Administration.

Program Organization

Developing and Maintaining Files

After the human aspect of organization is completed, the next step in the initial phase of the development program is to organize logistically. Logistical organization begins by developing files and it depends on the maintenance of those files. The CBA Development Program can and should direct monies received for CBA program advancement through the OSU Development Foundation. The OSU Board of Regents specifies that private gifts to OSU be received through the OSU Development Foundation. However, the CBA should develop and maintain files and records to facilitate the dissemination of information and the solicitation of funds in the CBA Development Program.

There are primarily two reasons for this action. The first reason is that the CBA can devote more time and money to updating and keeping

current files for the development program. There will be a smaller number of files to work with and therefore more time for file analysis. The second reason concerns "vested interests." If the CBA staff goes through the time and expense necessary to locate and cultivate supporters of the CBA, it makes sense that the CBA would want to take care of those potential benefactors and insulate them from constant bombardment from other campus groups seeking support.

File organization begins by identifying and segmenting the audience to be contacted. It's the same step that has to be taken in any major marketing effort. The success of the overall program depends on how well the CBA story is told. The message must be tailored to the audience. The audience segments would include but not be limited to: alumni, friends, (non-graduates), corporations, foundations, students, parents, faculty, organizations (unions, etc.) and the general public (all others who don't fit into another category regardless of any demonstrated interest.) After the audience has been segmented, every effort must be made to identify and get a current address on every CBA constituent, those who fit in a specific category rather than "general public." This is a tall order and will require address correction requested mailings, personal contacts with constituents who may know current addresses of others, and telephone contact with friends or relatives of the constituent for whom an address is being sought. Some help will come from determining certain affiliations of the constituent, such as a fraternity or sorority, and making contact through the organization. Other addresses will come in over a period of "trial and error." Still other addresses will never be found. But every possible effort must be made to establish current addresses on all constituents and to keep those addresses current. For the alumni constituency, the file

should also contain such information as year graduated and degree held, special interests, campus affiliations---any and all information that is pertinent to establishing a personal relationship with the alumnus.

The files for the other constituents should include the same basic information as is included in the alumni file. Keep one thing specifically in mind. The only reason for building these files is to establish contact with the person or entity whose record is on file. This means that information must be accessible and current addresses must be available for expedient and efficient addressing. This generally means electronic data storage capabilities, but these capabilities or other feasible alternatives are well within the CBA's grasp.

Once the files have been established, build a profile of the CBA audience. This may actually be two profiles or three which provide generalizations about each segment of the audiences so that the PC can build a specific format to appeal to each segment. This is the market research aspect that any successful firm engages in before launching a product.

Support Programs

Support programs consist of those programs necessary to maintain the overall program. These are so obvious they are often overlooked in the initial organization. If support programs are organized from the start, the program coordinator can spend his time judiciously in advancement efforts rather than "fire-fighting."

One of the major support programs is a "feedback" program. This program has to deal with processing and acknowledging the feedback from the development program audience. This may be as elementary as sending "thank you" letters to CBA supporters. It most certainly will include a clearing

house for information that the audience conveys to the PC for dissemination to other persons, or through the CBA communications vehicle.

Another support program involves establishing recognition channels for the different levels of CBA supporters. For each contributor of amounts up to $100 a form "thank you" will suffice. For amounts greater than $100 a different form of acknowledgment is appropriate. For amounts between $100 and $1000, personalized thank you letters from the Dean and the department heads are necessary. Telephone calls and personal visits on a time available basis would be quite appropriate. For gifts in excess of $1000, the acknowledgement should fit the gift. Time should specifically be made available for personal "thank you's."

A plaque recognizing the donor for service to the CBA should be designed and presented to the donor. A contest to determine the plaque design could be held among the students to gain student participation in the program. A cash prize should be awarded to the winning student and a matching gift should be presented to the student's major department. Throughout the program every effort must be made to involve the faculty and students as well as other CBA constituents.

Major donors to the CBA should be recognized in special ways. What constitutes a major donor? When the donor gives, everyone will know! A special recognition for that donor should be established in perpetuity through the medium of the donor's choice, whether it be naming a building for the donor, establishing a chair in the donor's name, or through some other means.

For corporate givers, a support program involves such things as developing a list of top recruits of the graduating class, providing special forums for student-corporation interaction, and keeping the company advised

of CBA happenings of interest to their company or industry. Corporate contributors should receive special mailings of research reports or other business publications which might prove useful. Other support activities will develop naturally as the program develops. Provisions must be made to ensure that these support activities can be carried out.

Building Accountability

Another major step in program organization is to establish a system of program accountability. This involves such activities as receipting gifts, depositing monies and publishing financial reports. This step is what makes many non-profit organizations labor intensive. Fortunately, the program coordinator doesn't have to establish a donor accountability system. One is already at his disposal.

The OSU Development Foundation is organized on a donor accountability basis and compelled by law to comply with a donor's requested restriction. The necessary documentation such as a copy of receipts, and income and expenditure reports are already being provided to the CBA, thus assuring the PC of proper control. All that is necessary is that the program coordinator spend a certain amount of time familiarizing himself with the system. Any supplementary reports that the PC feels are necessary to effectively fulfill his management responsibilities can be provided within the established framework.

A Case Statement for the CBA

Pollard puts it bluntly, "the institution's case is the nub of the matter."[9] Simply put, the case establishes the reputation of the College and describes the product it has to sell---a quality education. The case

for any institution consists of the arguments for its continuance and improvement. The college which renders superior service to society is usually the one which enjoys superior support. Yet it is also true that superior service to society which has not yet been rendered, but promises to be, can equally expect to find support forthcoming.[12]

The case should accentuate the positive, describe the priorities of the CBA and outline the specific needs that the CBA has in satisfying those priorities. The case should never hinge on the fact that the College needs money---everybody does. The case should hinge on excellent programs and the necessities of accomplishing such programs. The case statement is always formalized and put in written form but it should be basic enough to lend itself to verbal explanation. It is after all documented proof of the CBA's qualifications for constituent support and should be presentable in as many forms as possible.

Receiving financial support depends largely on the proper presentation of the case; yet few institutions do it well. This fact is stated succinctly by David Church, who has had more than thirty years of experience in educational fund raising:

"Our colleges appear to do better at stretching out the needy hand than at putting forward the best foot. Few institutions competently present their cases. They may say they need endowment or buildings or both, but they fail to show, (a) the over-all financial picture, and (b) exactly what would be accomplished if they received the needed funds. It is the exceptional case that is thoroughly and impressively documented."[12]

Budgetary Considerations

Figure 4.2 represents an analysis of organizational requirements of

FUNCTION   CONSTITUENCY

Financial Support:

  Implementation of solicita-
    tion programs appropriate
    to each constituency   Alumni

                                Business and Industr

Public Relations: Communications Media

  News releases, copy prepar-
    ation, layout and design,   Faculty and Staff
    and media servicing
                                Foundations

Special Events: Governing Board

  Dedications, Commencements,   Other Individuals
  Convocations, Homecomings
  Reunions, Anniversaries,   Donors
  Major off-campus programs
                                Opinion Leaders

Research and Evaluation: Prospects

  Institutional and constitu-   Parents
    ency research for use in
    planning and evaluating   Students
    results of various advance-
    ment program projects

General Administrative Services:

  Secretarial and support staff,
    Printing and duplicating,
    Personnel, Records

Dean

Faculty-Student
Advancement
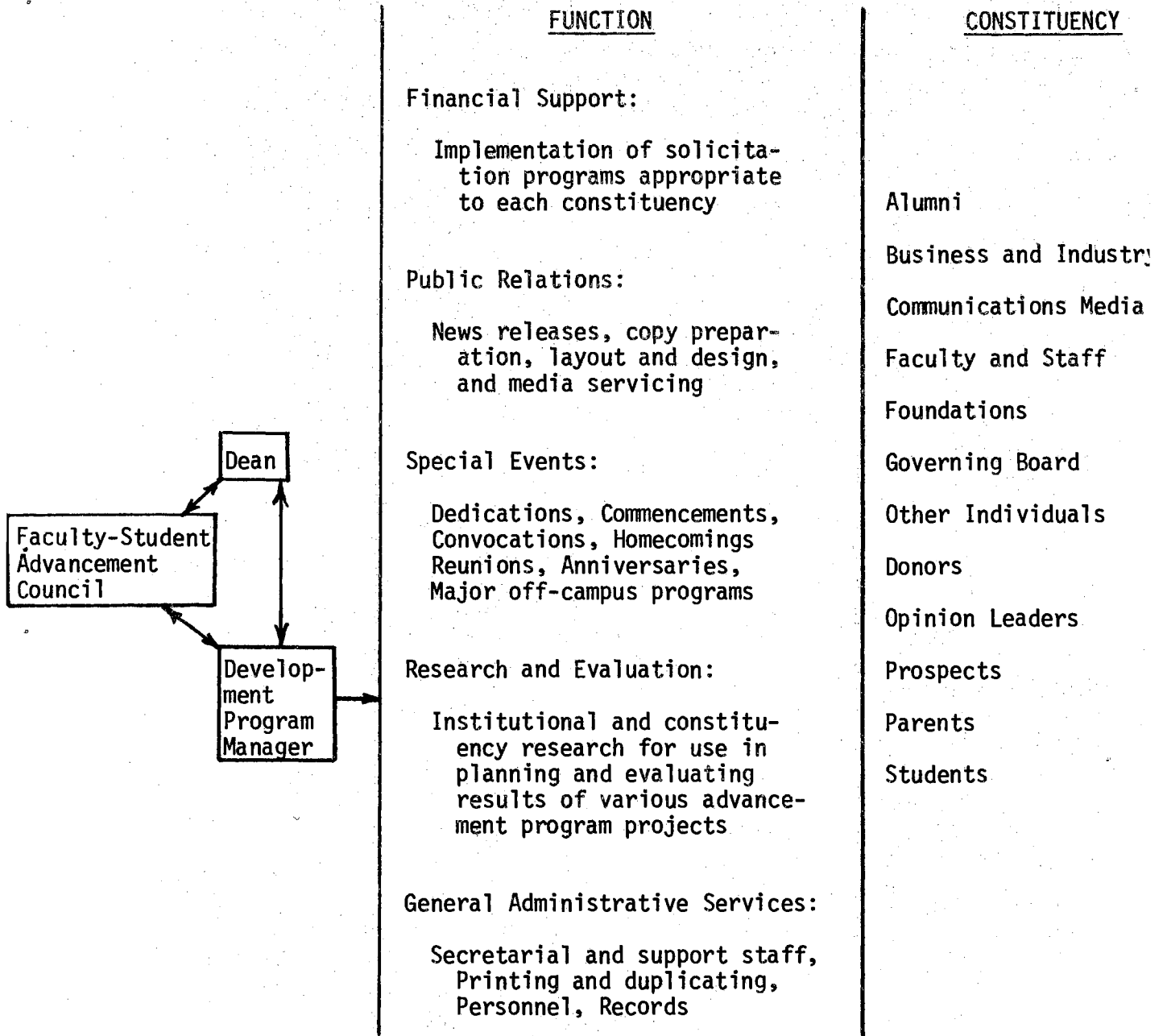Council

Develop-
ment
Program
Manager

FIGURE 4. 2 Development Program Organization Chart

the CBA Development Program along the lines of activities or functions, without regard for the constituencies served by each individual activity. Translating activity and personnel requirements into dollars is a difficult task as every staff member who works on the budget knows. However, it's not an impossible task and for a beginning program, there are two basic options. Option 1 is to analyze resource needs for the program and budget for those needs. Option 2 is to determine fiscal restraints and budget the program within those parameters.

Table II illustrates a pessimistic and optimistic sample of a budget based on Option 1. Table III specifies the percentage allocation by function based on Option 2. Neither of these examples provide a totally realistic view because of the incomplete breakdown. These budgeted figures are based on current estimates for similar activities or resources.

Regardless of the budgeting method, it is clear that some resources must be allocated to the CBA Development Program. Where are those financial resources to come from? Funds can be diverted to the program from other allocations. "Seed" money can be requested from the OSU Development Foundation or selected benefactors for program advancement. The ideal way is to restrict a percentage of private dollars for the program and to allocate earnings from invested funds for program operation. The percentage would be high initially and decrease as the program began to show results. This will be an income producing aspect of the College, one that not only will very soon be self supporting, but one that will also carry a substantial portion of the financial burden of other programs.

TABLE II

OPTIMISTIC AND PESSIMISTIC VERSION OF A
"RESOURCE NEEDED" BUDGET

	Optimistic		Pessimistic	
Personnel (Additional)	1 Director	$16,200	1 Secr.-Clerical	$5,400
	1 Secr.-Clerical	5,400	1 Grad. Asst.	1,800
	1 Grad. Asst.	1,800	1 Part-time	1,600
	3 Part-time	4,800	2 Work-study	-0-
	2 Work-study	-0-		
	8	$28,200	5	$8,800
Employee Benefits		1,050		270
Case Statement (15,000 @ $1)		15,000	(2,000 @ $.20)	400
CBA Newsletter (90,000 @ $.30)		27,000	(30,000 @ $.17)	5,100
			(14,000 @ $.25)	3,500
Miscellaneous (Travel, supplies, etc.)		10,000		3,000
TOTAL		$81,250		$21,070

TABLE III

OPTIMUM FUNCTIONAL ALLOCATION BASED ON AN "AVAILABLE DOLLAR" BUDGET

Function	Percentage of Funds Required	Optimistic Estimate* of Funds Available	Pessimistic Estimate* of Funds Available
Information and Publications	43.75%	_____	_____
Fund Raising	50%	_____	_____
Miscellaneous	6.25%	_____	_____
TOTAL	100%		

*The Dean or Development Program Manager establishes the total dollars available and the percentage is entered to obtain the optimal allowable for each function.

CHAPTER V

A THREE YEAR PLAN:

THE SECOND AND THIRD YEARS - STRATEGIES AND

IMPLEMENTATION

Marketing Considerations

The second and third years of the CBA plan for program advancement
are action years, whereas the first year is basically concerned with
organizing for action. The emphasis of the CBA Development Program is
moral and financial constituency support. It has been discussed pre-
viously in this study how the public relations and alumni relations efforts
are necessary to accomplish the support objectives of the program.
Understandably then, the first phase in the action-oriented years of the
development program is directed toward establishing effective communication
between the CBA and its publics.

The stages that a constituent goes through in the decision to support
or not to support the College are not unlike the stages a consumer goes
through in the buying decision. The consumer is seen as going from a
felt need to prepurchase activity to a purchase decision to use behavior
to postpurchase feelings.[10] The same process is applicable to a donor's
decision to support a non-profit organization. This indicates that the
successful development program must judiciously employ various components
of the marketing mix---communication, distribution, pricing, and product

decisions. The non-profit organization's manager has three major marketing tasks: resource attraction, resource allocation, and persuasion.

The initial phase of the action program, as mentioned before, is establishing communications. The communication's effort is directed toward resource attraction. The program coordinator must depend on effective communication to influence a constituent to make that initial gift. (See Figure 5.1.)

Communication Programs

The CBA Publication

The initial phase of the action plan are concerned with public relations and alumni cultivation efforts. More time organizing for these programs was not allocated initially for two basic reasons:

1. The College of Business Administration already has the framework for establishing extensive communication efforts. No further organization is really necessary, it's just a matter of expanding established efforts.

2. The organization accomplished for the fund raising efforts will serve most adequately for communications efforts. The actual logistics involved will warrant little or no deviation from the framework organized. Once organized for the fund raising function, the other functions are automatically included.

The first step in the action phase is to build a bridge between the CBA and its constituents---primarily alumni, faculty, students, and friends. The CBA newsletter is designed with that function in mind, but it its present form, it's just a beginning. The CBA alumni publication
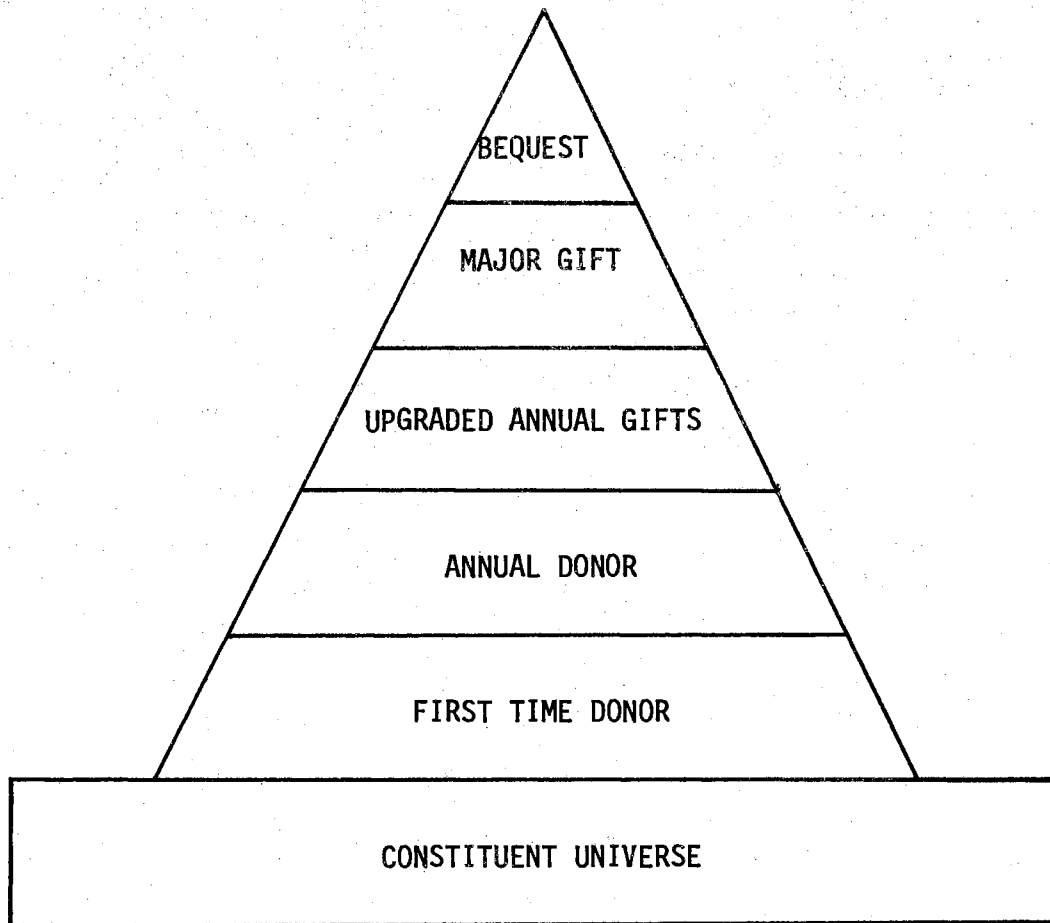
FIGURE 5.1 The Development Pyramid*

*The aim of a development program is to move an individual from the
base to the apex of the pyramid. The number of participants per
level decreases for each succeeding level. The number of total
participants constantly increases in successful development programs.

must serve several purposes: it must establish a forum for written communication between the CBA, friends and alumni; it must present a review or update on happenings within the CBA on a continuing basis; it must be a medium where faculty members and administrators can contribute articles of constituent interest; it must present a written record of the accomplishments of all CBA constituents; and finally and most important, it must be readable. Being readable infers stimulating in content and attractive in design.

This may appear to be a tall order but in actuality it can be accomplished with minimal organizational problems. Oklahoma State University has a graphic arts department for creative design. A campus public information exists to provide layout and editorial and photographic support. There is also a department of publishing and printing on the OSU campus where the actual mechanics of assembly can take place.

This leaves the PC with the problem of locating sources of reporting. Such sources are internal to the College. Creative writers and editorialists abound and if the support for this whole advancement program is what it should be, locating these sources should not be too difficult. The faculty-student advancement council would be a good place to start.

What about the format for the communications vehicle? In reality, "CBA Newsletter" is not a very imaginative title nor very stimulating. Here is another opportunity for a student contest to name the CBA publication, another chance for student involvement. The publication should be a montage relating information about all the different aspects of the CBA---teaching, research, fellowship, human activity, students, alumni, etc. Each publication should have a section for department related events in every issue.

This format of representing each department in a single publication in lieu of separate publications for each department is favored for two reasons. First of all, a single publication provides more control in gathering, assembling, and disseminating. Secondly, the single publication represents the CBA as a whole, separate departments but working together for identical objectives.

This publication should be published monthly during the academic year and one time during the summer session. The decision of how often to publish should be based on the single criterion of maintaining quality. If a high quality monthly publication can't be produced, it should not be attempted. Length is not as important as content.

Faculty-Student Communication

The CBA Development Program cannot be successful if the CBA faculty is not enthusiastic about the program. It is primarily the administration's job to get faculty support and maintain it by establishing that as a selection criterion for new faculty members. The faculty will in turn be responsible primarily for enlisting student support. It is not impossible nor is it even unlikely. Just ask anyone who has ever attended one of the major private universities. It is a cinch that someone there did a selling job for the college.

The faculty members should build the students' relationship with the College. Faculty members should take every opportunity to strengthen the tie between the CBA and the student. The student must be made aware of the responsibility that he or she has to support the College. Awareness can be developed in the classroom, at faculty advised student organization meetings or anywhere the opportunity presents itself. This should definitely not be a "hard-sell" effort, on the contrary a "for your infor-

mation" approach should be taken. One of the classic opportunities will present itself in the students' final class meetings in his or her senior year.

Students who are recipients of some form of financial aid should be made aware that someone was responsible. Scholarships and assistantships don't have to be repaid, but it should be impressed upon the recipient of such awards that he or she has a moral obligation to provide the same opportunity for someone else. Facilities are often made possible through private donations and users of such facilities should be made aware that they are depended upon to provide similar opportunities for others.

Other Communication Efforts

Students, faculty, and staff members should take advantage of every opportunity to present an aspect of the CBA to the public. This involves volunteering to speak to service clubs, becoming members of voluntary committees, etc. It has to be the same kind of public relations efforts put on by any service oriented business.

Continuing education services offered through business extension are another example of a public relations efforts. Seminars, professional conferences, and consulting services should be provided to as many CBA constituents as possible. In addition, CBA constituents should have input as to the type of continuing education services they desire.

Of course, in addition to the things mentioned previously in this section, the advancement program coordinator must be active in his continuing role as public information officer. Any newsworthy item must be made available to the media. News releases should be forthcoming from the CBA continuously. These releases should not be provided just for the local media.

Constituent Involvement Programs

If the communications groundwork has been properly laid, the step
from communication to involvement should be a simple one for the constituent
to take. The secret to developing support for a cause is communication.
The secret for maintaining that support is involvement. The object of in-
volvement programs is to move the constituent to the next higher level in
the Development Pyramid (Figure 5.1).

Use every means for publicizing events designed for constituent involv-
ment. Send special mailers in addition to promoting the events through
such organized channels as the CBA publication. Make sure that events are
designed for special segments of the total constituent audience. The
involvement program is designed to bring the CBA and its constituents closer
together. The CBA Annual Awards Banquet is one example of a good constituent
involvement program. It should be retained and other programs developed
to involve particular segments of the total constituency. Special programs
are necessary to personalize the appeal.

Each department should establish special involvement programs. These
events should be by invitation only and scheduled infrequently or they will
lose their special event status. Each department should identify the
special interests of its graduates, not too difficult a task since they
have one interest in common – a degree from that particular department.
These events should be varied in design. One semester a golf or tennis
tournament would be held. The next semester a basketball weekend, complete
with social festivities. Another semester a departmental seminar on new
developments within the field. The possibilities are limitless and so are
the results.

This approach is really "soft sell" but when the opportunity arises for "hard sell" (and it will) take full advantage of it. At all times let the constituent know the intent of the program. It is an involvement program with designs on gaining support for the CBA. Always be on the "up and up" with prospective benefactors. If an attempt is made to delude them, the advancement program will ultimately suffer.

Another involvement program centers around using the expertise of the constituent in a variety of ways. One good way is to establish visiting lecture programs where business leaders or other constituents are invited to speak to classes. CBA leaders should constantly be seeking the advice and counsel of constituents who have an expertise or interest in specific subject areas. These are but a few specific instances of ways to involve CBA constituents with the CBA. The idea is to use the communication ground-work as a stepping stone for closer associations.

Fund Raising Programs

Formalized, organized fund raising activities should be conducted during the final phase of the three-year plan. Needless to say, previously established efforts of the CBA to gain private support should be continued throughout the program. No fund raising efforts that have been successfully used in the past should be discontinued while the business development program is being implemented. It is vital that the CBA maintain the private support of current benefactors while efforts are undertaken to improve development activities. Fund raising efforts are directed toward moving constituents to a higher level of the Development Pyramid (Figure 5.1).

Direct Mail

One of the best ways to ensure widespread coverage of all CBA consti-

tuents in a fund raising program is through direct mail. It is "best" in terms of coverage, and therein lies the value of direct mail efforts. By no means will the success of the CBA Development Program be assured through direct mail activities, but the success of the annual giving program will.

There will likely be those persons within the College who will promote the idea of gaining minimal support through average dollar amount contributed and maximum support through number of contributors. That is to say that some will promote the "let's get five dollars from everyone" idea. That concept sounds good in theory but it seldom works in practice. Statistics show that more than thirty percent of charitable contributions come from less than ten percent of all donors. Rest assured that the "March of Dimes" didn't conquer polio through ten cent contributions. A ten percent response to direct mailings is considered good when mailing audiences aren't segmented and mailings are indiscriminate in design. By segmenting the audience and tailoring the appeal, CBA direct mail efforts should do much better.

The CBA direct mail effort should be directed toward all identified constituents once annually. Respondents to the initial direct mail campaign will be the best prospects for subsequent direct mail efforts. (Tables IV and V). If people who have given in response to a previous year's general direct mail effort don't respond to succeeding years' direct mail campaigns, a second mailing should be designed, directed only to those persons. If the second mailing elicits no response, send a third and a fourth, if there is still no response. No more than four solicitation mailings should be directed toward a specific audience annually. Statistics show that 98 percent of the total responses will be received within thirteen weeks (Table VI). Be very sure that once persons respond to a direct mail

TABLE IV 49

TYPICAL PERCENTAGES OF FIRST YEAR DONORS RENEWING AND CONTINUING

Year	%Renewing	Continuous Donors
1	--	100
2	60	60
3	80	48
4	80	38.4
5	80	30.7
6	80	24.6
7	80	19.7
8	80	15.7
9	80	12.6
10	80	10.0

appeal that they are excluded from subsequent appeals that year. Of course, they will be solicited again, in the following year.

Testing and analyzing is a very important part of a successful direct mail program. Testing determines what kinds of appeals are the most successful among specific constituent segments. Many of the tests and analyses should be conducted as individual or class projects by students. This is another opportunity to build student awareness through involvement. Important elements to test include:[7]

1. The constituent mailing lists.

2. The appeal letter.

3. The types of appeals.

4. The amount asked for.

5. The type of postage---stamped, indetia, or other.

6. Inserts (brochures, etc.)

Tests should not be conducted for such direct mail elements as:

1. Whether to include a letter (always include one.)

TABLE V

TYPICAL DONOR RENEWAL PATTERNS

Year	Donors at start of Year	Lapsed at start of Year	% Donors Giving	% Orig. Donors Giving	% Lapsed Giving	% Orig. Lapsed Giving	Total % Orig. Giving by end of Year
1	0	0	100% new	100%	-	-	100%
2	100%	0	60%	60%	-	-	60%
3	60%	40%	80%	48%	15%	6%	54%
4	54%	46%	80%	43.2%	15%	6.9%	50.1%
5	50.1%	49.9%	80%	40.1%	15%	7.5%	47.6%
6	47.6%	52.4%	80%	38.1%	15%	7.9%	46.0%
7	46.0%	54.0%	80%	36.8%	15%	8.1%	44.9%
8	44.9%	55.1%	80%	35.9%	15%	8.3%	44.2%
9	44.2%	55.8%	80%	35.3%	15%	8.4%	43.7%
10	43.7%	56.3%	80%	34.9%	15%	8.4%	43.3%

2. Don't test a one-page vs a two-page letter, instead test a one- or two-page letter vs a three- or four-page letter.

3. Subtle differences in color of printed stock.

4. Whether to have a postage paid return envelope (always have one.)

5. Subtle differences in layout design.

6. Whether or not to suggest a specific amount (always do somewhere in the direct mail package.)

7. Type size (always use large type.)

Tests have already been conducted concerning these items and statistics have repeatedly borne out the importance of each element.

TABLE VI

A TYPICAL DIRECT MAIL RESPONSE PATTERN

Weeks After Mailing	% of Total Response Received	Cummulative Response Received
1st	5	5
2nd	15	20
3rd	12	32
4th	13	45
5th	10	55
6th	9	64
7th	8	72
8th	8	80
9th	6	86
10th	4	90
11th	3	93
12th	3	96
13th	2	98

Each annual direct mail campaign should make a specific appeal rather than just a general appeal for dollars to support the CBA. Ideally the appeal should vary with each annual campaign. Appeals for unrestricted dollars are very difficult to obtain support for. Appeals for student financial aids---loans and scholarships---are generally the easiest ways to gain support in direct mail appeals. The CBA's first direct mail appeal should be of the latter type.

All contributions for the CBA should be channeled through the OSU

Development Foundation. The business reply envelopes should be addressed to the Foundation and persons solicited should be instructed to make checks payable to the OSU Development Foundation with a restriction noted on the check for the College of Business Administration or specific projects within the CBA. There are two primary reasons for channeling contributions through the OSU Development Foundation over and above the fact that the regents officially request that private funds be handled by that office. The first reason is that better donor accountability will be gained. Each contributor will be receipted, thanked, recognized through different specially designed recognition efforts, and be awarded certain privileges. This does not excuse the CBA from properly thanking each giver. Every giver must be thanked by the CBA representative of the program or project receiving the gift. The second reason for channeling gifts to the CBA through the OSU Development Foundation is to take advantage of the cost savings realized by using an established accounting and receipting system. The only alternative to using the Foundation system is to establish one for the CBA advancement program.

Direct mail efforts will be instrumental in gaining annual support. Most gifts will probably average around $25 but gifts will range up to $1000. Many companies have matching gift programs where the company will match dollar per dollar an employee's contribution to higher education. Thus additional gifts will be gained over and above direct contributions from individuals.

Personal Solicitation

The small gift is important but the real success of the CBA advancement program depends on large contributions from individuals, corporations, and

foundations. The only effective method for gaining these large gifts is through personal solicitation.

Each person capable of giving a large gift to the CBA has special interests. The right way to approach that person is by appealing to those special interests. People who give do so to satisfy their needs, not to satisfy the needs of the recipient of the gift. Before a prospect is approached for a large gift a lot of time should be spend in researching that prospect and laying the groundwork for the request. People with the means to contribute significantly to the CBA are often best approached by someone with equal social prestige and professional status that they themselves enjoy. Utilize members of the CBA Associates programs, or other prominent persons who can establish a common interest or who have an established relationship, to approach the prospect.

Make very sure that the person soliciting the gift is enthusiastic and completely sold on the program himself. Realize also that the elapsed time from identification of a prospective benefactor to the solicitation for a donation to the CBA may be several months, sometimes even years. The cultivation process is important and should be carefully planned. Of equal importance is the effort to continue giving attention to the prospect once he or she has made a gift.

After the groundwork has been laid, approach the prospect with a good case for the program which he's going to be asked to support and with a specific amount in mind. Don't ask for the prospect to give according to his or her means, ask for a gift commensurate with the prospect's means for giving. After all, a great deal of research has gone into this solicitation effort and the solicitor by now is very aware of the prospects capabilities. Corporations and foundations can also be sources of large gifts to the CBA.

Researching the educational interests of such organizations is a prerequisite
to making a request for support. Faculty members can be valuable solicitors
of corporate and foundation gifts. There is no better way to approach
a bank, for example, than to have a professor of banking with a knowledge
of the company's interests, previous contact with the bank, and with a
specific program in mind contact the right bank officer.

Corporations and foundations both are impressed with professionalism
and good management. A well presented project, well thought out in advance,
with a past record of fiscal responsibility within the CBA greatly enhances
the chance of securing corporate and foundation support for the College
of Business Administration. Most often the CBA Dean or a faculty member,
along with the advancement program coordinator, will make the best team for
soliciting corporations and foundations.

Donor Recognition

A good advancement program has no ending. There is an organized
beginning but the identification and cultivation of prospects is not a
process which culminates once the gift is secured. On the contrary, once
the donor responds a new phase of cultivation begins, a phase which attempts
to move the donor to a higher giving level or at least maintain the current
level. The second phase of cultivation begins with rewarding the contributor.
Special awards, giving level clubs and privileges must be established for
donors at all giving levels.

Persons who have contributed from $25 to $100 should receive a card, a
wallet-sized reproduction of their diploma for example, with wording to the
effect that they are recognized as loyal supporters of the CBA. This should
be the basis for recognition to all giving levels. Donors should be presented

this plus something else as they reach higher giving levels. In other words, recognition at each level builds upon the previous levels. Plaques or other similar awards could be used for the higher giving levels with each being of a different design and more pretentious as the giving level increases.

Of course, it goes without saying that major contributors should be recognized in special ways. The most successful way of recognizing major givers is by establishing a perpetual monument. Private universities offer good examples. For example, graduates of the Dartmouth School of Business are, and refer to themselves as, graduates of the Amos Tuck School of Business.

The possibilities are limitless. A major donor could be recognized by naming the College of Business Administration for him---for instance, the "John Doe College of Business Administration." Each room could be named for a major giver---individual or corporate. For instance, there could be Room 103, "Acme Associates Accounting Room" or the "Tom Smith Learning Resources Center." This type of recognition is an effective selling point as well as a means of recognition.

Chairs and professorships could be named for major givers. There could be the "Joe Doe Professor of Marketing" or the "A & S Associates Chair of Accounting" for example. Formal recognition, of course, cannot substitute for continuous personal recognition through contact and involving the donor in the affairs of the CBA.

A Corporate Affiliate Program

It is a simple fact that most business schools need to communicate more effectively with the business community. In a rural environment like Stillwater, it is even more essential that a viable business school promote

continuing communication with its counterparts in industry. If the CBA
fails to develop such active communication, it neglects its natural
laboratory and more importantly, the advisory and financial help the
business community can provide.

Successful communication with the business community means much more
than just putting the Corporate Contributions Committee members on the
CBA Newsletter mailing list. Personal contact is very important to a
mutually rewarding CBA--business relationship. Members of the CBA Associates
group should provide as much personal interaction as possible among their
professional counterparts. The CBA Dean, faculty members, and the program
coordinator, as mentioned previously, will also be very important in estab-
lishing an interface with the business community.

Special preparations are necessary to obtain financial support from
business and industrial organizations. An appeal directed toward alumni
is based on loyalty. An appeal directed toward the business community should
be based on the "quid pro quo" approach. The main criteria used in selecting
recipients of corporate contributions is, "How does the company benefit?"
If the company benefits indirectly by supporting the CBA, the CBA will be
in competition with the "charitus universe" for the corporate dollar. If
the company benefits directly, other than just fulfilling its role of social
responsibility, the CBA is in a much more favorable position to obtain
financial support. To ensure that the business community benefits is the
purpose of the Corporate Affiliate Program.

Corporations would gain membership in the affiliates program by making
an unrestricted grant to the CBA and retain membership by making annual
gifts--restricted to a specific department or project, or unrestricted.
The initial contribution should be at least $5,000 and the annual contribu-
tion should be at least $2,000. The responsibility of the CBA is to ensure

that affiliate members get their money's worth. This is accomplished by awarding members with certain benefits.

A major benefit of affiliate program membership is the awareness within each member organization---at various levels of management---that the company is contributing generously to the training of society's future business leaders. Affiliates should be awarded special privileges in the CBA placement office. These privileges should include: special lists of the best graduates, special interviewing facilities and a pre-interview mixer with the Dean and faculty members, and the fullest cooperation of the placement office in locating candidates. Research reports, papers, and other publications of the CBA should flow regularly to affiliate members. Affiliates should be sent advance invitations to participate in a variety of continuing education courses offered by the CBA to assist active managers in keeping abreast of their fields. Registration preference should be accorded executives of affiliate companies. Member organizations should be invited to send representatives to periodic seminars and conferences on business subjects offered in locations throughout the state.

Corporate donors are allowed by the IRS to give up to 5 percent of their pre-tax profits for charitable deductions. Typically they give 1 percent of pre-tax profits. A successful CBA Development Program must have corporate support. Such support can be ensured by demonstrating that corporations stand to benefit if the CBA carries out its mission of education.

CHAPTER VI

CONCLUSION

Evaluating and Updating

The broad purpose of the CBA Development Program is to advance the understanding and support of the OSU College of Business Administration. The long term objectives are increased funds, community understanding, and professional recognition. A comprehensive program of public relations, alumni relations, and fund raising efforts has been developed to accomplish these objectives. To be effective, these various activities must complement each other.

Given this, it is difficult to offer criteria for evaluating the CBA Development Program. The mix of ingredients, and the importance of the various programs, will vary with the relative degree of importance of the three objectives. If increased funds far overshadows community understanding and professional recognition in importance, gift dollars would naturally be the central measurement factor of performance. The problem is, however, is that it is a circle of interrelationships in which one relationship is dependent upon the others. If increased funds don't come, is it ineffective public relations, alumni relations, or fund raising efforts?

At this early stage in the development of meaningful evaluative criteria for advancement programs of institutions of higher learning, the amount and cost of gift dollars appear the best measurement of productivity. It should be realized that certain advancement activities, may have only tangential

results in the fund raising program. Institutions must make special
management decisions regarding these activities, and, if the activities
are to be continued, institutions must realize that gift dollars as a
portion of development program expenditures might cost a bit more than
those of some other similar institutions.[12]

The programs and activities of the CBA Development Program are de-
signed to be carried out in a three-year period. By design then, this
development effort must be updated at least at the end of the three-year
period. It is very possible that circumstances will occur or situations
will arise within the three-year plan which necessitate making changes in
the plan. The likelyhood of such contingencies is provided for and the
program is flexible by design. Each activity or program has a definite
starting point but they should be retained as long as they have positive
effects on the overall CBA goal. This will be a decision that must be
made at a later time by the PC, the Dean, and the faculty-student advance-
ment council.

Summary

The preceding presentation is a plan developed with specific goals
and objectives for a specific time period. Like all plans, it needs to
be evaluated to determine the feasibility of application. And like all
plans, it needs to be updated.

The programs and procedures outlined do not represent "arm chair
philosophizing." On the contrary, these ideals presented have been applied,
at least in concept, in many different situations. Similar plans have
been established and are working successfully for many universities faced
with fiscal inadequacies and by many non-profit charitable organizations.

The concepts have been adapted for the OSU College of Business Administration and tailored to fit the current and future needs for the time period indicated. Although the plan is tailored to fit the CBA, a great deal of flexibility is built into this design. Because the problems are unique to this situation and because there is no solid development foundation to build on, flexibility is necessary to make the plan workable.

Other things are just as necessary to make the plan workable. The most important thing is enthusiastic commitment and dedication by the CBA faculty and staff. Selecting the right person to run the program is just as important as the program selection itself. And, of course, the formal organization of the advancement program has to be sound for the program to be a success.

It is vital that the College of Business Administration act quickly in adopting a formal plan for a business advancement program. While the CBA is the second largest division on the OSU campus it is far behind other academic divisions in terms of private financial support.

One of the college deans recently remarked, "The routine of education is financed very poorly---the ingredients for excellence not at all." Legislative appropriations, student fees and federal grants can finance the routine of education thus assuring the CBA's physical survival. But, survival is not the questions in the truest sense---quality is! The true purpose for the existence of the CBA is to provide a quality education, to sufficiently prepare students to fulfill their productive roles in society, Private support is necessary to fulfill this purpose. A business development program is necessary to gain adequate private support.

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