


Dispatch

FALL 2009

THE NEWS MAGAZINE OF THE COUNCIL FOR RESOURCE DEVELOPMENT



Foundations for Success

Presidents Speak on Organizational Best Practices for Resource Development

To engage the campus community in its 50th anniversary celebration, Prince George's Community College in Largo, Maryland conducted a commemorative brick fundraising campaign, laying the bricks at the heart of the college in the campus courtyard. For more, see story on page 13.

Dispatch

Fall 2009

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Dispatch is produced three times a year by the
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Design by Nayman Design

www.naymandesign.com

Editor's publication policy: Articles reflect the opinions of the authors and not the Council for Resource Development. Information will not be published without indicating the source of information. For article guidelines and submission information see http://www.crdnet.org/pubs/DISPATCH_Magazine.cfm

The Council for Resource Development connects, educates, supports, strengthens, and celebrates community college development professionals.

The Council for Resource Development is an Affiliate of the American Association of Community Colleges.

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Acting Strategically from the Top Down



Dear Friends,

As the season of color approaches and Nature begins to shed last year's clothing and prepare for the year ahead, many of us are also engaged in activities that will set the stage for the year to come. We are

..... identifying our individual and institutional goals and outcomes and the work plan that we will implement to achieve those goals.

..... moving forward on annual campaigns, preparing for special events, researching upcoming grant competitions, and developing relationships for future collaborations.

..... in short, working strategically today to prepare for tomorrow's success.

Strategic planning is a common theme in this edition of the Dispatch, which is focused on organizational structure and best practice strategies for organizing an institution to achieve optimal success in resource development efforts. This topic elicits a quote by Peter F. Drucker, the guru for organizational success:

*The only things that evolve by themselves in an organization are
disorder, friction, and malperformance.*

In this issue, presidents, superintendents, and chief executive officers from community colleges across the nation speak to this issue and share their perspective regarding organizational structure, each noting, directly or indirectly, the need for strategic thinking and planning. Luck can often play a factor in resource development, particularly being in the right place at the right time, but it is not what leads to consistent, sustained success.

Another common thread voiced in this issue is that this strategic planning and action must take form at the executive level. As Dr. John J. "Ski" Sygielski, who has held the reins at both Mt. Hood Community College in Oregon and Lord Fairfax Community College in Virginia, notes in his article on "10 Ways to Help Ensure Successful Resource Development," institutions should recognize that the president is the Chief Development Officer of the institution and act accordingly. These sentiments are echoed by many of the other contributing chief executive officers of both large and small institutions. Without executive leadership in this crucial institutional function, realizing long term success can be challenging.

In the pages that follow, we highlight not only Dr. Sygielski's words, but also those of several of CRD's other top-notch chief executive officers, as they tell us what they do to foster ongoing achievement in resource development. In the months to come, their stories may incite you to shed some of your old practices and consider a new "wardrobe" for the 2009-2010 academic year. After all, as a quick look out the window will remind you, it is the season for change and new beginnings, for laying the foundation upon which we will generate new growth.

In closing, here's to a great year, and I hope to see you in Washington, DC, for the National Conference in November.

A handwritten signature in black ink that reads "Laurie McQuay-Peninger".

Laurie McQuay-Peninger, Editor

Laurie McQuay-Peninger (McQuay-Peninger_Laurel@smc.edu) is the Director of Grants at Santa Monica College in Santa Monica, CA.

Organizational Development is Resource Development



Dear CRD Colleagues:

Earlier this year I had the pleasure of making a presentation with three CRD colleagues at the 89th Annual AACC Convention. Our topic: Organizational Development is Resource Development. I think this subject blends nicely with the focus on Organizational Structure and Resource Development addressed in this current issue of Dispatch. As such, I wanted to share with you a few key points from our presentation.

Organizational structure is unique to each of our institutions, but the success of resource development at your institution is enhanced if resource development and organizational development are approached in a comprehensive, integrated model. When the two are united, resource development can help function as a change agent, a facilitator of entrepreneurship within the institution, and a procurer of necessary resources to help implement the strategic plan and put in place projects that will improve organizational effectiveness.

What kind of process is in place at your institution to ensure the strategic plan drives resource development initiatives? When development projects are tied to institutional goals, the result is increased buy-in and commitment across institutional constituencies. This also provides a mechanism for monitoring how resources are used and the overall impact they are having within the institution.

In the economic environment we currently face, developing resources is frequently the only way to implement new and innovative initiatives that help our institutions move forward. Thus, resource development truly does follow organizational development.

I want to recognize and thank my co-presenters whose wealth of experience greatly enriched our discussion: Dr. Steve Budd, President, River Valley Community College; Laura Quissaanee, Director, Grants and Institutional Development, Brookdale Community College; and Anne M. Wiley, Faculty, Greenfield Community College.

Sincerely,

A handwritten signature in cursive script that reads "Judy Everett".

Judy Everett
President

Judy Everett (Everett@sctechsystem.edu), President of CRD, is the Executive Director of the South Carolina Technical College System Foundation in Columbia, SC.

Showtime!



Greetings, CRD:

Many of you may not know that my undergraduate degree was in theater. It was great training for real life: setting a corporate goal, interacting with team members of different communication styles, giving a hand where needed to ensure success, then celebrating success together.

I haven't tripped the boards in a long time, but I remember that for every opening, I experienced the same feeling: the first cue and entrance accompanied by butterflies in my stomach, the hot spotlight leaving me blinking, but most of all, the unseen but breathing presence of an audience for the first time – their expectations, and yes, dreams, palpable. Frankly, I never got over experiencing a moment of freeze-brained panic. But weeks of rehearsal always kicked in, like memory muscle, and after the first breath, I did what I was trained to do.

I think, my friends, this is an apt metaphor for the opportunities facing community colleges today. For decades we've labored without an audience, doing our work and serving our communities and students behind the scenes. But ready or not, the curtain has risen and the spotlight is on us. Our audience is.....the President of the United States.....Congress.....Federal Agencies.....WIBs.....

It's enough to freeze-brain any of us.

If community colleges have been laboring behind the scenes of the America education stage, community college resource officers have been the rigging providing much of the support for programs and services. Regardless of where community college development officers are listed in the Playbill, CRD has striven to deliver to our members the highest quality professional development. And now our training, even in the glare of the spotlight of transparency and accountability, will kick in. We can take that deep breath, and show our audience we know how to do this and we can do it well.

When we began the Philanthropy Initiative nine years ago, the goal was to assist our community college presidents to embrace their specific roles in resource development with the same passion and joy their development officers do. The Presidents Issue of the *Dispatch* is one manifestation of that goal. The articles, written by community college presidents, offer insight, instruction, and inspiration.

So here's to our name in bright lights. Break a leg!

Best wishes,

Polly Binns, CFRE
Executive Director

The President's Prayer

Let the community discover my college, and not instead be its best-kept secret.

Let the community see that it is a greater challenge to move a not-ready-for-college student, a single mom, a displaced worker, or a veteran to an Associate degree than it is to move a high school "B" student to a 4-year college degree.

Let us be the college that students choose first and not their last resort.

Let the leadership of our state and nation see, that given support we can and will train the workforce of the future.

And just once... let people say, "It's a great college"... and not follow it with the qualification... "but."

*Pamela Cox-Otto, Ph.D., Interact Communications, Inc
(reprinted with permission)*

Strategic Thinking, Big Dreams

BY ROBERT K. KNIGHT, CLARK COLLEGE

REGION X



Every day, when I walk across our campus, I see students of all ages and backgrounds. I know that each of them has come to Clark College with unique hopes and dreams. Many are balancing jobs and families and their education. Some have overcome personal and professional challenges. Our challenge – our responsibility -- is to do everything we can to support their aspirations and their dreams.

With the economy struggling and higher education facing funding cuts, colleges and universities across the country are searching for ways to bridge the gap between state funding and the dollars needed for programs and classes to support student success. With so many institutions competing for limited dollars, success will come from thinking strategically.

Clark College has a history of surviving economic challenges. Founded in 1933 during the Great Depression, Clark is now the second largest community and technical college in Washington State, welcoming over 13,000 students each quarter.

Because the college has seen historically strong enrollment growth and funding has been relatively stable, requests for grants have been handled one at a time – sometimes on the spur of the moment. Today, no college can afford to do that.

Step One: Promoting Campus Commitment

Last January, to step up our efforts, the college established a Strategic Grants Development Task Force to provide the framework for strategically seeking and submitting grants throughout the college. Guided by the college's Strategic Plan, the task force will focus on identified and emerging needs.

To do that successfully, the college needs ideas – and commitment -- from professionals across the college. The twelve-member task force includes vice presidents, deans, directors, and faculty members representing all units of the college.

The task force began its work by reviewing the college's institutional goals, core plans, as well as the college's 2008 accreditation self-study and a feasibility study recently done by the Clark College Foundation. The task

force also reviewed the strategic plan of the Southwest Washington Workforce Development Council. From their review, the task force members identified three priority areas:

- health care;
- information technology (including eLearning and library services); and
- green programs (including green energy).

Because the college has seen historically strong enrollment growth and funding has been relatively stable, requests for grants have been handled one at a time — sometimes on the spur of the moment. Today, no college can afford to do that.

Step Two: Prioritizing Needs and Opportunities

The next step in the strategic grants development process is to develop a matrix for each of the priority areas. With a focus on opportunities both in Instruction and Corporate and Continuing Education, the matrix will include information on existing programs, existing resources, funding needs, tentative dollar amount needed, and internal and external partnerships/collaborations.

Once the matrix is complete, the college will work to match potential funding sources and specific grant opportunities that will address the needs of the three priority areas. The task force will assess each grant opportunity by a rubric of factors such as the college's strategic goals, sustainability, in-house expertise in the subject, possibility of partnerships and leveraged resources, and reporting and accountability requirements. Based on the assessment, a biennial grant agenda will be developed. Members of the task force will then reach out to the college community to solicit project ideas and volunteers for project work groups.

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Designing Institutional Commitment to Resource Development

BY DR. MARSHA DRENNON, STATE FAIR COMMUNITY COLLEGE

REGION VII



“A number of factors affect the degree of success or failure of any resource development program. However, the success or failure of a development program within an institution depends primarily on the people involved; the board of trustees, the president, the development officer and other key administrators, and others concerned about meeting the needs of the students and strengthening the institution.”

—National Council for Resource Development, *Resource Development in the Two-Year College*, edited by David P. Mitzel, 1988

While that quote was true in 1988, it rings even more true in today’s economy of declining public resources and losses experienced by private investors who are also benefactors. Missouri, like many other states, is facing a budget crisis of mammoth proportions.

Anticipating extraordinary belt tightening of the college’s operating budget and ensuring long-term financial stability of reserve funds, the State Fair Community College Board of Trustees, in December 2008, made the decision to proactively reduce costs and to reallocate, increase and diversify resources.

Constant vigilance, realignment and continuous quality improvement require more than lip service — they require visionary and proactive support by every member of the campus community.

Thankfully, the college was well-positioned to move in this direction. The board’s conservative approach has kept SFCC financially healthy. Additionally, the SFCC Foundation recently completed a successful capital campaign in which there was virtually 100 percent participation from employees, trustees and foundation directors. Bearing witness to the foundation’s success is the fact that it was referenced as an outstanding strength in the college’s recent AQIP accreditation review. Nonetheless, it was clear that we needed “all hands on deck” to carry out the board’s directive.

Integrating Resource Development and Strategic Planning

The Executive Leadership Team (ELT) provides focus and institutional commitment to increasing and diversifying resources. Essentially, the team represents all divisions and departments of the college and every member of the team has primary and/or secondary ownership of strategies in the college’s strategic plan. The team looked purposely to the strategic plan for accomplishing the board’s requirements.

Specifically, one goal in the strategic plan identifies eight strategies to “ensure the long-term financial viability of the college.” The strategies were developed to maximize internal and external partnerships and emphasize the need for the entire campus community, the SFCC Foundation, and community stakeholders to be involved in resource development activities.

As a result, the ELT went to the campus community to share the board’s directive and to ask for input. A number of focus group discussions were held to engage employees in the process and suggestions were gathered—from turning off lights and computers to eliminating costs and generating new revenue ideas—some ideas have been implemented, some not. However, it was important to be forthright with our employees and it was vital to engage them in the process.

Ultimately, the board approved a recommendation to reduce costs and increase resources by \$1.4 million or 8% of the college’s total E & G budget of \$17 million. The plan included the decision to combine educational and student support services under a single vice president and to reassign a vice president to institutional advancement and resource development who will pursue state and federal grants, develop community partnerships and access potential stimulus funding. The plan also included eliminating some administrative positions; reducing maintenance and repair budgets; lengthening computer replacement cycles; limiting out-of-state travel; and eliminating the volleyball program.

Focusing on the End Result

An additional staff person was hired in marketing and communications for planned activities related to enrollment,

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The Question of Independence

BY PERRY HAMMOCK, CFRE



Let me be the first to congratulate you on your preparation for filing your federal return for 2009! Thanks to CRD and your hard work, your institution is better positioned to meet the demands of transparency, efficiency and dedication to mission. Now that you all have your new policies in place and have made ready to file the new 990, you are probably looking around the yard for another bone to pick.

Allow your humble beagle to dig up that bone. One word: Independence. Not the Fourth of July type, but the arm's length from your institution variety.

Where are the Fireworks?

A good bit of the IRS' interest in your organization reflected in the new 990 form is to see that you are well managed. Their logic is that an organization that is well managed is much more likely to be in compliance with regulations and not just serving the needs of a bunch of insiders while returning little of its largess to the targets of its charitable mission. Further, if you want to have a separate foundation to help in the process of making your college a better place to study and its students more successful, then that organization should, indeed, be separate.

Issues include:

- Makeup of the foundation's governing board
- Staffing the activities of the foundation
- Contractual agreements between the college and foundation
- Acceptance of public funds and appropriate disclosure of use
- Financial arrangements with the college
- State law

I should go on and on. In the space limitations of this article, however, I can only scratch the surface before I must (dare I say it?) flea. To learn all you need to know, come to the CRD National Conference in December to hear "Is your Foundation Really Independent?" a presentation featuring Ice Miller partner Marilee Springer and yours truly. This session could well be worth the entire price of conference attendance!

Bottom Line: Independence is a huge issue for institutionally-related foundations like ours and one that presents numerous gray areas ripe for interpretation. Use good judgment and good counsel to put your college on solid, defensible ground. **CRD**

Remember, the Legal Beagle does not offer legal or tax advice. This column and the opinions represented are just how things look from his warm spot near the fire. Direct questions or concerns to phamock@ivytech.edu. Woof!

Strategic Thinking *continued from page 4*

The Strategic Grants Development Task Force was established to align all grant planning and development with the college's strategic plan and institutional goals. Members of the task force serve as points of contact for the college community to discuss any grant-related items. They also become the champions of this process – sharing information and gathering ideas about emerging funding trends, new grant opportunities, and legislative issues related to grants.

We are confident that this strategic process will move us forward. It will create an environment which actively supports and encourages grant and project development. It will bring in new dollars to support the programs which our students and our region need to be successful – today and for the future.

Most of all, by thinking strategically, we support our students' dreams. **CRD**

Robert Knight (rknight@clark.edu) is President of Clark College in Vancouver, Washington.

Creating a Structure for Success in a Multi-College System

BY DR. WRIGHT L. LASSITER, JR., DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

REGION VI



In a system as complex as the Dallas County Community College District, there are initiatives that are system-wide, as well as unique possibilities for each college and the communities they serve. With seven colleges ranging in size from 15,500 to 4,900, from relatively affluent to economically disadvantaged, with enormous diversity in demographics and programs, and with varying levels of experience among campus leadership, finding a structure that is both stable and flexible has been a challenge.

The District has always had a single foundation serving the entire system. It has been successful and primarily focused on scholarships and support for instructional innovation and programs. The Rising Star Program, which provides scholarship support for over 9,000 economically disadvantaged students graduating from county high schools, is one of its signature programs.

The District has also had a resource development office at the system level that has had various configurations over the years—at one point responsible for virtually all grants and then as resource development capacity developed at the college level, providing support for grant management training, coordination of submissions, and other “back office” types of functions with some leadership for District-wide applications.

Stable yet Flexible

With the passage of the \$450 million bond package in 2004, there were many needed items “left on the cutting room floor” that colleges needed. When I moved from the presidency of El Centro College to the role of Chancellor for the system, it became apparent that we needed a more robust and comprehensive approach to funding that would harvest resources for strategic initiatives in health care education, STEM programming, the arts, the five new community campuses, and sustainability. One of my first decisions as chancellor was to bring the public and private funding operations together under the District Development office. In fact, the monograph published by the Council for Resource Development on the Chief Development Officer role and responsibilities became a guide for developing the function.

Merging the two operations, like any merger, has had its successes and difficulties. Finding the right combination

of staff under the leadership of the associate vice chancellor for development has evolved over the past three years. Vacancies in the resource development roles occurred at two colleges with little success in filling them. At the District level, two national searches for a leader with public and private funding credentials and in-depth knowledge of community colleges also failed. We were on the cusp of launching our first comprehensive campaign for the strategic initiatives while still trying to support the college-level resource development officers, who were actively seeking grants for their individual campuses.

We needed a more robust and comprehensive approach to funding that would harvest resources for strategic initiatives in health care education, STEM programming, the arts, the five new community campuses, and sustainability.

In consultation with the associate vice chancellor, I determined that we had leadership in the District that could be successful at the system-wide level and that was already recognized nationally for skills and leadership in resource development in a multitude of arenas. With the creation of the position of Executive District Director for Strategic Funding, we were able to draw that expertise to the system-level and add two development coordinators to work with both public and private opportunities for the District.

Chartered for Success

A Council of Resource Development Officers (RDO) had been somewhat dormant, having lost focus and sporadically attended. Restructuring engaged the senior development officers on a monthly basis at District headquarters with a no agenda, no minutes format that permitted real issues to be brought to the table. Operational needs are handled at the end of the meeting with staff joining the

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Partnerships Serve Roane State's Diverse Service Area

BY DR. GARY GOFF, ROANE STATE COMMUNITY COLLEGE

REGION IV



Roane State Community College, based in Harriman, Tennessee, serves an area with significant differences in geography, culture and economic status.

We teach students in Oak Ridge, Tennessee, home to some of the leading scientific institutions in the world, and a place where the unemployment rate is among the lowest in the state. We also teach students in Scott County, a close-knit rural community where unemployment is among the highest in the state.

Our mission includes serving as the higher education center of choice for both of these communities, and many others, by bringing the highest standards of educational quality within the reach of students wherever they live and work. Carrying out that mission is a challenge, but our multiple locations, investment in technology, and community partnerships are helping us fulfill that mission.



Roane State students take a class in an interactive classroom at one of the college's satellite campuses.

Familiar Faces

Roane State has nine campuses, giving us a local presence within each community we serve. I often hear from students, especially non-traditional students, that having a campus close to their homes was a deciding factor in their decisions to attend Roane State. The campus directors tend to live in the community, and some are lifelong residents.

The familiarity with the people we are serving often helps Roane State connect to students who feel anxious about college. When students walk through the doors of a Roane

State campus, they often see people they know from church, community functions, or civic organizations.

One of the challenges of operating in communities spread across nine counties and two time zones is providing the classes that students need Multiple locations, investment in technology, and community partnerships are helping us.

Student Stacey Jackson lives in Coalfield, a town in rural Morgan County. Roane State has a campus in Wartburg, located just minutes from Stacey's home. A volunteer with a local fire department, Stacey had a lifelong dream to earn her emergency medical technician license. Initially nervous about coming back to school, Stacey said the atmosphere at the local Roane State campus made the transition easier.

"Roane State is a fantastic place," she said. "They help you with everything. The people are from around here, and that helps a lot. There are no strangers here."

Capitalizing on Technology

One of the challenges of operating in communities spread across nine counties and two time zones is providing the classes that students need. To overcome this challenge, Roane State has invested significantly in distance education, which has required focusing resource development efforts on opportunities that will enable the college to build the infrastructure necessary to reach all of Roane State's students.

The college just recently received a \$265,000 grant from the United States Department of Agriculture Rural Development Distance Learning and Telemedicine Grant Program. The college received the grant in partnership with Alvin C. York Institute, Oneida Special School Dis-

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Low Cost Technology Investments to Improve Your Alumni Relations Part 3

BY KARLI A. GRANT

This article is the third in a series of articles highlighting low cost technology solutions for your alumni relations program.

Cost effective technology #3: Your donor management system. Many institutions already have software products to manage their donor relations. If you do, and are not already doing so, be sure to track all of your alumni and former students [and ideally, all of your current students] in there as well. You don't need a separate product to track "alumni" versus "donors"- your database should easily manage multiple constituents and be able to designate them by types that are important to you, such as "student," "alumni," "trustee," "former student," and so on.

Why use your donor management system? Generally speaking, your donor management system is designed to track individuals and corporations, and all the details associated to them, such as relationships, funding interests, giving histories and communications to/from them. These are the same elements you will want to track for alumni as well. And, if your donor management system was designed for alumni relations, you will be able to track the certificate or degree programs with which each alumnus graduated, what clubs or activities they participated in, their employer information, and much more.

Having detailed information on all of your alumni provides you the opportunity to accurately reach out to them based upon their interests. Being able to "slice and dice" within your alumni base results in more meaningful communications and better results, whether you are trying to engage them, recruit volunteers, or solicit donations for your scholarship program.

Your donor management system may also provide a value-add: if you have email capabilities, as well as online giving as part of the technology, you can reach out to your alumni with targeted email solicitations directing them to your online giving form. If you've done this before, then you know concise messages along with an "opt-out" provide the best experience for the recipient of the email.

If you haven't done an online giving campaign before but intend to start one, be sure to launch it with an announcement in your alumni magazine and community newsletter, followed by a direct mail piece, and then with an email to your constituents. Using each of these mediums provides the opportunity to direct people how to find your site online. And don't forget—you can reinforce the message by creating a YouTube video and then posting it on your Facebook site as well.

Investment cost: Your institution has likely already paid for your donor management system, so typically the ongoing cost is for your maintenance and service agreements with the software vendor. There is a common saying of "junk in, junk out" referring to the quality of the information you have in your system, so be sure to invest the time in making sure your records are as pristine as possible.

If you feel your data are not reliable, ask your IT Office for assistance in learning how to clean it up, and then work that into your normal routine, or consider hiring a temporary employee or trustworthy student worker to clean up records for you. Depending on the current state of your data, this could be a low, medium, or high effort project.

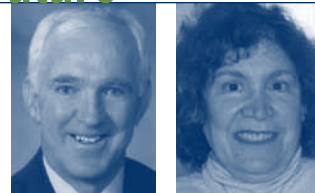
However, having quality data and using your donor management system to its fullest provides you with the highest return on your investment, as it is fundamental in providing you the means to track and manage your alumni records, and target your communications for a high yield in event participation and solicitation results.

The tools available today provide the opportunity to reach out to alumni using a variety of mediums. These technologies are particularly important as we aim to engage alumni more so than ever before, yet in a cost-effective manner. **CRD**

Karli Grant was formerly Institutional Advancement Solutions Product Manager for Datatel, Inc.

Leadership Institute Sets College on Path to the Future

BY DR. ARTHUR L. SCOTT AND MYRA SATUREN, NORTHAMPTON COMMUNITY COLLEGE **REGION III**



Where can community colleges look for leadership once Baby Boomer staff and faculty retire? This issue picks up urgency as many community colleges approach their fiftieth anniversaries and veteran leaders pass the mantle on to emerging generations.

To prepare for this anticipated need, and after extensive study, President Arthur L. Scott of Northampton Community College (NCC) in Bethlehem, Pennsylvania, initiated the President's Leadership Institute in August 2008.

In addition to generational change, NCC is also adapting to an enrollment that is steadily growing. The student body increased 24.3 percent from the Fall 2003 Semester to the Fall 2006 Semester. In Fall 2008, the College included more than 10,000 students, the highest number in its nearly 42-year history. As NCC expands and changes--adopting new initiatives, comprehensive programs and processes--the demand for more staff and faculty with leadership knowledge and ability grows apace.

Our College's greatest strength has always been the people who work here and it is incumbent upon us to provide multiple professional growth opportunities so talented staff look to extend their careers at Northampton.

Promoting Leadership at All Levels

"Successful organizations typically have strong leaders at all levels," says President Scott. "Our College's greatest strength has always been the people who work here and it is incumbent upon us to provide multiple professional growth opportunities so talented staff look to extend their careers at Northampton."

Application for participation in the leadership program is open to all full-time faculty and administrators from all areas of the College. Selection is competitive, and the first cohort graduated in May 2009. Currently, a second cohort is being chosen, and they will begin in August 2009.

Northampton's President's Leadership Institute is distinctive in its intensity; it is designed to be comprehensive, high-impact, interactive, and candid. It encompasses

- monthly half-day educational sessions;
- job shadowing;
- exposure to deans, the NCC cabinet, board meetings, and college-wide initiatives;
- outside readings; and
- guest speakers, including college presidents and others.



NCC's first President's Leadership Institute cohort, including, left to right, top row: Kara Howe (Associate Registrar), Randy Boone (Associate Professor, English), Jaye Beetem (Associate Professor, Communications/Theatre), Ross Bandics (Counselor), Melissa Starace (Director, Alumni Affairs), Rachel Cardelle (Grants Specialist). Bottom row: Jeanine Metzler (Associate Professor, Accounting), Christine Armstrong (Assistant Professor, Communications/Theatre), Karen Rhines (Associate Professor, Psychology), Belinda Austin (Interim Associate Dean, Student and College Services, Monroe)

Through the program, faculty members and junior administrators have the opportunity to advance their careers and develop the competencies necessary to be leaders in a community college setting. Leadership opportunities may encompass broad areas and/or specific projects such as strategic planning.

The program has been designed to develop leadership skills through increased knowledge of leadership theory, an enhanced understanding of the College and higher education, and strengthened networks among colleagues. Participants explore:

- the areas of power, influence and decisiveness;
- their own and others' leadership styles;
- current issues facing community colleges, regionally and nationally;

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Attitude, Attitude, Attitude!

BY DR. KATHLEEN SCHATZBERG, CAPE COD COMMUNITY COLLEGE

REGION I



For an institution of our size (2600 FTE), Cape Cod Community College has a robust resource development operation. In recent years:

- We have raised more than a million dollars a year;
- We completed a \$4 million capital campaign in the years immediately following the 9/11 attacks;
- We have endowments of \$10M (okay, about \$8M now, following the recent downturn -- \$4.1M managed locally and \$4.1M bequest held in a trust, with earnings restricted for scholarships).

Even in this year of dreadful economic chaos, we have seen a drop in the size of donations but an increase in the number of donors, and we will end our fiscal year just shy of our \$1.4M goal. What accounts for this success?

Organizational Structure Matters . . .

In any fundraising organization, structure is critical, of course. In our case, structure is partially defined by statute. The Massachusetts legislature authorized community colleges to form foundations in the early 1980s and specified independent 501c3 non-profits. Colleges may support foundation operations, but the statute requires that no college employee be assigned to foundation duties for more than 25% of his or her time. Besides my time, other college support for the Foundation includes office space and supplies, telephones, computers, printing, public relations, bookkeeping and clerical assistance. Moreover, a college of our size has found it impossible to allocate funds for a chief advancement officer – typically a VP of Institutional Advancement in other institutions. As a result, I am our chief advancement officer, and team with the Executive Director of the Foundation, who is not a College employee.

Some typical organizational processes support the success of this rather complex arrangement. From the College's strategic planning processes emerge funding priorities. Annually, I present to our Foundation board our fundraising priorities for the year, and these inform the strategic and operational goals of the Foundation. I meet regularly with the Foundation's Executive Director and gifts officer to discuss and track our plans – for events, for particular fundraising objectives, for approaching our regular or prospective donors. We are a small but effective team, operating under spare expense parameters and fairly standard operational procedures.

. . . But Attitude Seals the Deal

In my view, the one factor that separates this operation from colleges using similar procedures with less success: it's attitude, and it starts with the president. When I talk with other presidents, whether in formal or informal settings, I rarely hear them say that fundraising is their favorite task. Indeed, often presidents view this as the most distasteful aspect of their jobs. It feels like begging, they sometimes say. Some view the task as that of the supplicant, hand outstretched. And of course, the inevitable “no” in at least some cases is never easy to take.

The key [to successful fundraising]

is to wed that sense of joy in our students'

accomplishments to our fundraising efforts.

I want to advocate for a radically different attitude, and indeed, I would argue that successful fundraising depends on the president embracing this attitude, and successfully infecting everyone – faculty, staff, foundation board members, trustees – with the same attitude.

We in community colleges have a compelling story: we change lives. We see it every day, and that is what provides the most gratification to most of us. So the key is to wed that sense of joy in our students' accomplishments to our fundraising efforts. Moreover, we have a sobering tale to tell: we take all who want to attend, including the neediest students (both academically and financially), and yet our public funding per student is the lowest of all higher education sectors. Marry that fact to the extraordinary success we manage to nurture in our students, and we have the basis for a lively discussion with donors.

And Donors are the Icing on the Cake

The generosity of our donors is another source of endless gratification for me. I have seen, time and again, people with extraordinary resources and a deep desire to “give back” to their communities. They want to know where

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Energy Corridor Plays Integral Role in College's Mission

BY DR. LARRY C. SGOGEN, BISMARCK STATE COLLEGE

REGION VIII



Bismarck State College in Bismarck, North Dakota, is fortunate to house the office of the Great Plains Energy Corridor on our campus.

The Great Plains Energy Corridor (GPEC) is the brain-child of U.S. Senator Byron Dorgan (D-ND) and was funded through his efforts. The GPEC now plays an integral role in Bismarck State College's mission as a national leader in training workers for the energy industry.

Established in 2008, the GPEC was created to explore opportunities to make the best use of our state's abundant energy resources, including fossil fuel and renewable energy sources. The GPEC works within the structure of BSC's National Energy Center of Excellence.

"I believe that, through the Energy Corridor, we can attract businesses, jobs and investment to our state, while helping to achieve our national goal of energy independence."

– Senator Byron Dorgan (D-ND)

Hub for State's Energy Development

When Sen. Dorgan first announced his plan for the GPEC in November 2005, he envisioned a coordinating office that would be the hub in the Upper Great Plains for new energy-related business, fueled by the federal energy bill.

"I believe that, through the Energy Corridor, we can attract businesses, jobs and investment to our state, while helping to achieve our national goal of energy independence," Sen. Dorgan said.

Years before, Sen. Dorgan helped create a similar concept in eastern North Dakota with the Red River Valley Research Corridor, which has spurred economic development and high-paying jobs in North Dakota based on the growing technology sector and industry partnerships with our state's two research universities in the Red River Valley.

Kari Knudson, vice president of BSC's National Energy Center of Excellence, says that in the short time since

Kim Christianson was hired as the first director of the GPEC, BSC has experienced increased activity and collaboration between our energy industry partners, education, and government agencies.

"Not only are these groups partnering to enhance development of the state's energy resources, but they are working to deal with shortages of energy industry workers," says Knudson.

Partnerships with other Higher Education Institutions

BSC recently received federal funds to identify and address energy and related industry workforce development needs in western North Dakota. The \$1.8 million in funds has a two-part approach. The first involves Bismarck State College expanding welding and building trades programs in the northwest part of the state, through collaboration with Williston State College. The latest boom in oil drilling activity is occurring in the northwestern part of the state, and workers in these trades are in high demand there.

The second part of this project involves collaboration between the GPEC and two other universities in western North Dakota to conduct symposia addressing workforce issues.

Before joining BSC, Kim Christianson spent more than 20 years working with state and federal energy programs. After less than a year on the BSC staff, he says it's very evident that Bismarck State College is a major player in providing the workforce training needs of the state's expanding energy development industry.

"This is an exciting time to be involved with all elements of North Dakota's energy industry," Christianson says. "I'm constantly amazed at the level of activity and the innovative approaches that are utilized to address our region's ever increasing appetite for residential, commercial, industrial and transportation energy."

New Opportunities Emerging

Another project of the GPEC is an applied energy technology center. The center would focus on the integration of renewable energy and the associated mass storage requirements for electrical transmission grids where energy

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Cooperation, Cohesion & Momentum Keys to Increased Support for Mission

BY DR. CHARLENE M. DUKES, PRINCE GEORGE'S COMMUNITY COLLEGE **REGION III**



Significant milestones in the life of a college present unique opportunities to raise awareness and solicit support for the institution's work. When Prince George's Community College celebrated its 50th anniversary in 2008, it was a moment that called for celebration and reflection on five decades of service to the community. It was also an ideal time to engage and energize internal and external constituencies.

The immediate emphasis was on creating an anniversary program that would be inclusive and meaningful. However, our hope was that the process would engender a spirit of cooperation and cohesion, as well as a momentum that would outlast the yearlong celebration. We knew that in order to be successful, we would need to enlist the participation of all segments of the college community.



As one of the 50th anniversary events, the inauguration of Dr. Charlene M. Dukes as the eighth president of Prince George's Community College highlighted the official investiture by the board of trustees, faculty, staff and community and emphasized a strong commitment to developing a shared vision.

A coordinated planning effort, supported by the leadership of the Prince George's Community College Foundation and the Board of Trustees, began 18 months in advance, with a college-wide invitation to join a 50th Anniversary Celebration Committee. The committee of 34 included faculty, students, staff, representatives from the college foundation and board of trustees, and alumni. The group grew to more than 100 volunteers with the

creation of eight subcommittees. Committee members oversaw the planning and implementation of events, keeping their colleagues and the public informed and interested through regular updates and news items.

Enlisting the Greater Campus Community

Recognizing that people are our greatest resource, a call went out to all members of the college for help in drawing up a list of prospective donors. We asked them to forward the names of individuals, corporations and organizations with whom they had developed a relationship over the years and who might have an interest in celebrating with us. This resulted in a doubling of the prospect pool, including the addition of a member of the college's inaugural graduating class.

Less tangible, but perhaps even more powerful, are the ways in which the anniversary brought together the college community and created new champions for our mission.

Events were a mixture of fundraising and friend-raising opportunities. A series of themed dances marked each decade since the college's founding. Art exhibitions, campus discussions, musical performances and other occasions highlighted the historic significance of the anniversary. A "One Brick at a Time" project allowed students, alumni, employees and members of the community to purchase personalized commemorative bricks to be laid around a courtyard in the center of campus. Fifty outstanding alumni were nominated and named to the college's "Fabulous 50" wall of fame.

The year culminated in a gala event honoring Maryland Lieutenant Governor Anthony G. Brown, corporate partner Gaylord Entertainment and longtime college employee Alonia C. Sharps. Ms. Sharps was the first employee so honored by the college, and her selection was an employee-led initiative. Employees felt it would be fitting

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10 Ways to Help Ensure Successful Resource Development

BY DR. JOHN J. "SKI" SYGIELSKI, MT HOOD COMMUNITY COLLEGE

REGION X

AND LINNIE S. CARTER, LORD FAIRFAX COMMUNITY COLLEGE

REGION III



Community colleges' budgets continue to be slashed, while employees are being asked to do more with less. In addition, students are being asked to pay more for tuition and books – while losing their jobs and homes. With all these elements at play, the future of community colleges has never been brighter, and their role in economic and workforce development has never been clearer. This positive outlook can be attributed to many factors, including successful resource development, which is more important today than ever before. Because resource development is not for the faint of heart, we offer 10 whys to help ensure your efforts are successful.

1. Tie the college's strategic plan directly to the foundation's fundraising priorities. Use the college's strategic plan to determine the foundation's fundraising priorities. If the initiative is not important to the community college, do not ask your precious volunteers to raise funds for it.

Embrace the fact that the college president is the chief development officer and the most important person — besides the donor — in the philanthropic relationship.

2. Hire a competent vice president of advancement with experience in fundraising, public relations, marketing and/or sales. In too many cases, employees who fail in other positions are moved to fundraising positions at community colleges. Those days are over. Community colleges need to hire professionals with the appropriate level of education, experience, expertise and interpersonal skills.

3. Consolidate the advancement functions – including fundraising, public relations, alumni affairs, community relations, governmental relations, marketing, special events, publications, grants, Web design and development and foundation board activities – under one unit. Community colleges can ill afford to work in silos. They must strategically consolidate and leverage functions that naturally fit together.

4. Give your vice president of advancement the resources to hire additional staff.

Give the vice president of advancement resources that are in proportion to your expectations of him or her. At the same time, hold him or her accountable for results and deliverables.

5. Give your vice president of advancement a seat on the Cabinet and hold him or her in as high esteem as the vice president of academic services. The person charged with raising much-needed funds for the college is as important to an organization as, for example, the person charged with developing academic curricula. Treat him or her as such.

6. Agree that the college president is the organization's chief development officer. Embrace the fact that the college president is the chief development officer and the most important person – besides the donor – in the philanthropic relationship.

7. Join CRD and attend the regional and annual conferences with the vice president of advancement. Do not send your vice president of advancement to CRD activities. Attend them with him or her. Schedule a lunch meeting within 30 days of the activity to discuss what initiatives, if any, you will work together to implement at your community college.

8. Fund your fundraising team's professional development activities and encourage them to visit other community colleges to learn new best practices. While it is tempting to cut professional development budgets during times of economic strife, cut the fundraising team's professional development budget only as a last resort. An investment in this team is an investment in your resource development success.

9. Demystify resource development for your internal and external stakeholders. Make resource development as much a part of your college's culture as academic services, student services and workforce development. Include resource development information in written and verbal updates, printed materials, presentations to community groups and board meeting reports.

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Development Officers Meet in the Carolinas and D.C. for Specialist Training

BY MILLIE HYATT, MISSISSIPPI GULF COAST COMMUNITY COLLEGE, AND TOM CAYLOR, DELTA COLLEGE

CRD hosted its annual Specialist Training from April 19 through May 1 in three locations – Charlotte, North Carolina (the home of Central Piedmont Community College, CPCC); Rock Hill, South Carolina (the home of York Technical College, YTC); and Washington, D.C. Who would have thought that two weeks of intense training with 19 total strangers would lead to common bonds and multiple (hopefully lifelong) friendships?

The experience brought together a wide cross-section of community college development staff – grant writers, development directors and VPs of Advancement – from across the country (Washington to Massachusetts, Arkansas to Michigan). Not only did this group of interns study with experts on the front lines, but we also learned a lot from each other and developed a network of peers to call on in the future. CRD was very successful in opening doors to the “other side” and providing the interns very enriching opportunities.

Not only did this group of interns study with experts on the front lines, but we also learned a lot from each other and developed a network of peers to call on in the future.

The Carolina Experience

Central Piedmont Community College hosted the first leg of our journey. We thank Michael Horn, Charmaine Williams, Janice Burkes and Heather Parusel for their warmth and hospitality. We received information ranging from grants planning to fundraising priorities, with a walking tour of the main campus and different facilities. We toured the NC Research Campus in Kannapolis, NC, and Rowan-Cabarrus Community College. We also attended presentations on grant writing, economic development and employer partnerships, along with a visit to CPCC’s Harris campus. The grants staff covered the topics of grant writing,

reporting and innovation. On the final day, we heard presentations about planned giving and the stimulus plan.



York Technical College hosted our second leg. Many thanks go to Ed Duffy (our mentor), Sharon Bodrick, Kimberly Herndon, Angie Shirley, Ruby Jackson and Brenda Floyd. We received information about effective practices for working with local private foundations and political officials. We visited the beautiful Chester Center and learned about collaboration and partnerships, funding, foundations, capital campaigns and “Making the Ask.” We visited with an YTC alumna, Thi Lei, who was a tremendous inspiration and reminded us why we were in the higher education business. We also toured YTC’s construction trades program, the Cattawba Regional Council of Government and 3D University. Grants management, working with the U.S. Department of Labor, special events planning and what to expect in DC was covered on the last day.

The DC Metro and So Much More

Special thanks to our DC hosts, Polly Binns, CRD Executive Director, Allan Jimenez, Mike Gaudette and Debra Wilson, incoming CRD President. While in DC the second week, the group attended meetings and workshops at the CRD offices, the U.S. Department of Education, the National Science Foundation and the U.S. Department of Health and Human Services. We learned about the National Endowment for the Humanities, the American Association of Community Colleges, earmarks (special appropriations), support cases, strategic planning, special events, investment management, campus politics and CRD opportunities. We also visited with Congressional leaders and their aides. It was a whirlwind week, and we certainly learned everything about the city’s Metro system, but it was an enjoyable time and a very valuable opportunity.

Sincerest thanks from all of us for an enriching and memorable experience!

Millie Hyatt is a Grant Writer for Mississippi Gulf Coast Community College in Perkinston, Mississippi. Tom Caylor is Director of Communications & Corporate/Foundation Relations at Delta College in University Center, Michigan.

CRD Hosts Team from the Republic of Georgia

CRD recently hosted a team of higher education professionals from the Republic of Georgia at our office in Washington, DC, and at Bunker Hill Community College in Massachusetts. This group, which included several marketing and public relations professionals, a librarian, and two resource development officers, visited the U.S. under a grant from the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA) to explore institutional advancement for colleges and universities. The Department of State outlined the following specific objectives for the project, and for this visit:

- Examine the structure of U.S. higher education, particularly how it is financed;
- Understand the role of the U.S. Government and state governments in overseeing and funding higher education;
- Gain an overall understanding of the field of educational "advancement" in the United States – what the term encompasses and how it is practiced;
- Learn about the concept of philanthropy in the United States – origins and reasons for success;
- Explore the many potential ways and sources of raising funds for educational purposes; and
- Experience the diversity of viewpoints held by Americans, and how this diversity contributes to a dynamic and resilient pluralistic political system.

During their visit to Bunker Hill Community College, team members met with staff and administrators from BHCC and explored development (fund-raising), alumni relations and related topics, such as student financial aid, foundation and research grants, auxiliary enterprises, management of endowments, and philanthropy in general. While at CRD, Polly Binns, CRD's Executive Director, shared with the Georgian representatives her thoughts and insights on community college development in general. She also outlined the process by which a group might develop a support organization, like the Council for Resource Development.

In addition to visiting BHCC and the CRD National Office, the team visited other higher education institutions and fundrais-



The team from the Republic of Georgia at Bunker Hill Community College, MA



The team from the Republic of Georgia at the CRD National Office in Washington, DC

ing professional organizations, including CASE, and nonprofits actively involved in resource development activities, including the Foundation Center.

Our thanks to Michael Seppala, Vice President for Institutional Advancement and Director of the BHCC Foundation, and his colleagues at Bunker Hill Community College for hosting the team just before their return to the Republic of Georgia. **CRD**

Creating a Sustainable Alumni Association Program

Chapter Development by Alumni

BY BRUCE BERMAN, VICE PRESIDENT OF INSTITUTIONAL ADVANCEMENT AT MONTGOMERY COLLEGE

This is the second in a three-part series on creating a sustainable alumni association program.

As the fall semester arrives, colleges pulse with energy as students return from vacation energized about the new year ahead. All too often colleges assume that students will maintain this same level of enthusiasm after graduation, but the enthusiasm wanes as alumni become busy developing careers, raising families, and volunteering in their communities.

Colleges can overcome these challenges by giving alumni the tools necessary to achieve success as working professionals, parents, and community leaders. Alumni associations must have three major components: college involvement by alumni, chapter development for alumni, and an outreach program to alumni. Each of these components is examined closely in a series of three articles for Dispatch. In this, the second article, we look at the development of alumni chapters to achieve a successful and sustainable alumni association.

Alumni chapters should provide networking and professional development opportunities for alumni. These should be the primary purposes for the chapters, not socializing.

Alumni chapters should provide networking and professional development opportunities for alumni. These should be the primary purposes for the chapters, not socializing. Chapters can have social events, such as going for dinner after a meeting or hosting a family picnic, but the focus should always remain on networking and professional development.

Organizing around Professions

Through my years of experience at Seneca College, the Community College of Baltimore County, and Montgomery College, I learned that profession-based chapters best engage the alumni and keep them coming back. I tried other chapter models, but never found the same level of enthusiasm and success among members.

Among the models that I tried was a corporate-based chapter, which held meetings at a business where many alumni were employed.

This did not succeed because the alumni could not assist one another in finding careers outside of the business and their recent career experiences were limited to that business. I also attempted to establish culturally-based chapters, such as the Caribbean-Canadian Chapter, or a geographically-based chapter. These alternatives did not work either because, during their college years, alumni bonded through their programs of study and the resulting shared experiences, not necessarily by geographic location or other identifier.



Through profession-based alumni chapters, guest speakers discuss new advances in the field, vendors demonstrate new technology tools, and trainers teach new skills relevant to alumni members' own lives. In addition, the chapter provides an opportunity for alumni to reach out to students in their final year to offer guidance and career advice. This involvement will encourage students to stay engaged in the alumni association and the chapter after graduation.

Donors for Life

In addition, profession-based chapters encourage alumni to give back to the college by donating or raising funds for their program of study. For example, alumni of the college's golf course technician program would be more willing to ask their colleagues or their employer to participate in a fundraiser or donate money. The alumni would also be more willing to donate because they understand the benefit of a strong golf course technician program.

If alumni members are spread across the country, colleges should establish virtual chapters online, which would be profession-based, to allow members to connect and interact with one another. For these chapters to succeed, colleges must make a commitment to maintaining the sites and keeping the content fresh.

By developing strong chapters for alumni, fostering alumni involvement in college activities, and engaging alumni through targeted outreach programs, colleges will create sustainable alumni association programs. Alumni will learn and grow in their careers and in their communities and because their alumni associations are relevant to them, they will be loyal advocates and donors for life. **CRD**

Bruce Berman (bruce.berman@montgomerycollege.edu) is Vice President of Institutional Advancement at Montgomery College in Montgomery County, Maryland.

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Garden City Community College (l to r)
Linda Hill, Programmer; Brenda Barrett, Assistant Director,
Information Technology; Pam Caldwell, Office Manager of GCCC
Endowment Association; and Shea Sinclair, Executive Director
of GCCC Endowment Association

Institutional Commitment to Resource Development *continued from page 5*

resource development, and a local tax levy campaign. Typically, the positions that have been added are the ones that are often first cut in down times. While tempting, we felt certain that these were critical areas in need of additional resources, both human and financial.

Staying competitive in today's global markets is a challenge for all community colleges, especially those located throughout rural America. Constant vigilance, realignment and continuous quality improvement require more than lip service – they require visionary and proactive support by every member of the campus community.

Admittedly, our experience has not been easy or pain-free. Yet, it has been absolutely necessary as we continually revise our strategic plan and position the college and its resources accordingly.

Mary Brumbach wrote a “moment of reflection” for the 2008 Benefactors’ Banquet, and I share it here as a

reminder of the work that we are passionate about and painfully aware of as we struggle to find the resources required to meet the needs of the students we serve today and must serve tomorrow:

“Where else in the world would there be 11.5 million students enrolled – of every creed and culture, of every race and age? Their reasons for coming are many and we will be called upon, as never before, to help bridge the gaps between employed and unemployed, between survival and enhanced, sustainable lives for families and communities as this nation’s difficulties are sorted out over the coming weeks and months.”

Where else? Institutional commitment to resource development is not an option in today’s environment! **CRD**

Dr. Marsha Drennon (mdrennon@sccmo.edu) is the President of State Fair Community College in Sedalia, Missouri.

Roane State *continued from page 8*

tract, Scott County Schools, Fentress County Schools and Campbell County Schools. The grant will help Roane State expand its ability to deliver courses through interactive classrooms, a critical tool for providing distance education.

Community Collaboration a Must

The partnerships involved in the grant illustrate the community relationships that strengthen Roane State’s ability to fulfill its mission. The college has collaborated with several local school systems to offer dual studies courses, which allow high school students the opportunity to earn college credit and high school credit at the same time. Offering these courses, in partnership with school systems and local organizations, helps Roane State transition students into higher education before they leave high school.

In one community, a local foundation provides funding that allows students to take as many dual studies classes as they want for free. Some students have finished high school with a year, or more, of college credit, which saves them thousands of dollars in tuition and makes higher education much more accessible.

Roane State has world-class faculty. Our multiple locations, investment in technology, and community partnerships enable us to connect our educators to our students. Once we make that connection, our faculty members, through their hard work, dedication and compassion, change the course of our students’ lives. **CRD**

Dr. Gary Goff is President of Roane State Community College in Harriman, Tennessee.

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Multi-College System *continued from page 7*

group as needed. The group has strengthened over the past 12 months reaching agreement on a charter that characterizes the work of the group and its relationship with the District Development Office:

“External funding from public and private sources is an important element for the DCCCD to enhance teaching, learning, support services, the educational environment, and innovation. The DCCCD seeks grants and gifts to provide support for educational and program needs that cannot be met through operational funds and to further the strategic initiatives of the District. These funds are sought for four purposes:

1. To accomplish District and college goals more quickly and more fully
2. To serve as a catalyst for ideas and programs
3. To provide services to students with educational and economic barriers, above and beyond the routine support for the general college population
4. To create and nurture innovative educational entities and programs that can yield benefits to the District, Dallas County, Texas, and the nation.

The RDO Council seeks to secure the most appropriate funds to support a variety of priorities of the Dallas County Community College District.

Key to success is communication, collaboration and cooperation among all locations within the DCCCD. Doing this enables the opportunity to have success in securing the ‘highest and best’ funds to meet identified goals. The

process is often filled with nuances and subtleties that are not easily identified on an organizational chart.

In general, locations seek external funding for operational and programmatic needs specific to college interests from a variety of funding sources, including the Texas Higher Education Coordinating Board, other state and federal agencies, and local service area donors. The DCCCD Foundation and locations collaborate when soliciting national, regional, and local foundations as well as federal and state agencies for district-wide strategic initiatives.

When there are conflicting opinions as to who and how funds are to be pursued, the RDO Council first works to resolve differences among themselves; then at the location CEO level; next with the location CEO and Associate Vice Chancellor of Development and finally with the location CEO and Associate Vice Chancellor bringing their recommendations to the Chancellor for consideration.

In the three years since the merger, we have developed campaign materials and have begun the cultivation of major gift prospects while identifying public sources (including congressional appropriations) for the strategic initiatives. Our colleges have also benefited from having a skilled and trusted resource for their own resource development efforts, providing assistance with proposals, strategies, research and connections. **CRD**

Dr. Wright Lassiter, Jr., is Chancellor for the Dallas County Community College District in Texas.

Attitude, Attitude, Attitude! *continued from page 11*

their resources might best serve the public good and they have endless choices about where to devote those resources. If we articulate persuasively how supporting our students not only improves their lives and economic security, but also contributes to the vitality of our communities, then fundraising success is easy. It’s a matter of matchmaking: finding out, through conversation with donors, where their interests and our students’ needs intersect.

So, to borrow the real estate mantra – location, location, location means healthy communities wrought by what we in community colleges do... and above all – attitude, attitude, attitude means conveying with verve and passion how funding from our donors supports this success.

CRD

Dr. Kathleen Schatzberg (kschatzb@capecod.edu) is President of Cape Cod Community College in West Barnstable, Massachusetts.

Leadership Institute *continued from page 10*

- diversity;
- ethics;
- change management; and
- directions for the future.

Members also look into themselves, developing their own personal mission statements.

Growing From Within

For Rachel Frick Cardelle, grants specialist and President's Leadership Institute participant, the experience was multifaceted and valuable. "I learned a broad perspective encompassing different styles of leadership," she says. "It was exciting, hearing the different perspectives of faculty and staff. I also learned more about myself." She relished the lively give-and-take and clash of ideas.

Leading from anywhere in an organization means that one can inspire others, whether as a custodian, a professor or a college president, says assistant professor of accounting, Jeanine Metzler. "I learned that I could be a role model for my students," she says. "I also discovered I can be a person students can look to for advice, for example about what career direction to take."

"There is so much talent to tap into, utilize and build upon at Northampton Community College," says Dean of Business and Technology Jeffrey Focht.

Participants in NCC's Presidential Institute hope that the program will position the college for the future and be a model for other community colleges as well. **CRD**

Dr. Arthur Scott is President of Northampton Community College, while Myra Saturen (msaturen@northampton.edu) is a Writer for the Public Information Office at Northampton Community College, in Bethlehem, Pennsylvania.

Energy Corridor *continued from page 12*

is generated primarily for long distance export. A group of energy companies has joined the project's leadership team. Recently this group submitted a proposal for securing an EDA grant to fund a feasibility study and a separate business plan.

Also helping to open the lines of communication among all sectors are two statewide conferences coordinated by the GPEC. Both the Great Plains Energy Expo & Showcase and the Renewable Energy Action Summit bring in national experts to lead discussions of great importance to the region's energy development.

Students in our energy programs attend these conferences, which enhance their classroom experiences and bring them in contact with potential employers.

This is one more reason we are pleased that the office of the Great Plains Energy Corridor is part of our campus and that Senator Dorgan sought out Bismarck State College as the hub for the state's energy development. **CRD**

Dr. Larry Skogen is President of Bismarck State College in Bismarck, North Dakota.

Successful Resource Development *continued from page 14*

10. Make annual contributions to the foundation a requirement of all foundation board members. Make it clear to your foundation board members that they cannot ask donors to do what they themselves are not willing to do. Make annual contributions a requirement for board members. Be prepared to remove foundation board members from the board if this requirement is not met.

Community colleges' resource development functions can no longer be relegated to lower priorities and colleagues who are not worthy of the responsibility. Our

resource development colleagues – if given the appropriate resources and tools – can help to fill the void left by dwindling financial support from our local and state governments and a challenging economy. If presidents and other leaders do their part, our resource development gurus will do theirs. **CRD**

Dr. John J. "Ski" Sygielski is the current president of Mt. Hood Community College and served for five years as the president of Lord Fairfax Community College (LFCC). Linnie Carter is the vice president of college advancement at LFCC and executive director of the LFCC Educational Foundation Inc. in Middletown, Virginia.

Cooperation, Cohesion & Momentum *continued from page 13*

to include one of their own among the evening's honorees and created a process for choosing a suitable candidate. In a departure from previous awards dinners, which were largely supported and attended by external constituents of the college, concerted efforts were made to involve employees. They received exclusive discounts on gala tickets and sponsorship packages and had the option of purchasing tickets and tables through payroll deduction.

Tangible and Intangible Successes

By quantifiable measures, the anniversary year was a success. The gala met its fundraising goal of \$200,000; the commemorative brick project raised \$30,000. Individuals were also inspired to give back. The employee annual giving campaign goal of \$100,000 was met and exceeded by over \$35,000. One alumna contributed \$20,000 to endow a scholarship fund in honor of a professor who served as her mentor. A student was moved to donate \$1,000

for a scholarship in his name to be administered by the Student Program Board. He pledged an additional \$500 a year to keep the scholarship funded after his graduation.

Less tangible, but perhaps even more powerful, are the ways in which the anniversary brought together the college community and created new champions for our mission. The large-scale, sustained collaboration required for this effort helped us to recognize how we can draw on our entire institutional membership, not just those most obviously connected to resource development, to promote the college. Volunteers told us that they felt more of a personal connection to the college and one other and more invested in their work. As we move forward, we will attempt to harness this feeling of goodwill for the long-term benefit of the college. **CRD**

Dr. Charlene M. Dukes is President of Prince George's Community College in Largo, Maryland.

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2010

Resource Development Specialist

Training Program

**Mount Wachusett Community College, Gardner, MA and Washington, DC
Sunday, March 7 – Friday, March 19, 2010**

Tuition: \$1,500 – Application Deadline: Friday, February 12, 2010
Class size is limited. For more information visit: www.crdnet.org

The Specialist Training Program is appropriate for professionals who are:

- New to fundraising or
- New to community colleges and
- On track to improve their private fundraising and grant writing skills

The comprehensive curriculum assures that each participant will learn the fundamentals of resource development. Experienced faculty, drawn from successful fundraising programs across the nation, will also share best practices. Additionally, the intense cohort experience (limited to 25 participants) and the immediate development of a peer network provide enduring benefit to participants.

Topics:

- Grants Research
- Board Development and Management
- Campus Engagement
- Strategic Planning
- Role of the President
- Federal and State Relations
- Grantwriting 101
- Campaign Overview
- Private Foundations
- E-grants and Fastlane
- Investments/Endowments
- Organizational Structure/Personnel
- Prospect Research
- Grant Management
- Alumni Development
- Federal Agencies and Departments
- Resource Development Ethics
- Earmarks
- Public/Private Partnerships



Week One at the model campus, Mount Wachusett Community College (MA), will feature an overview of fundamentals and advanced training emphasizing skills development in private fundraising and grantsmanship.

Week Two in Washington, DC will continue skills development on private fundraising and grantsmanship and include sessions with public funding sources such as the National Science Foundation, US Department of Education, and many others. While in Washington, DC, participants will visit Congress, the American Association of Community Colleges, the Council for Resource Development, and the offices of many grant makers.



**Mount Wachusett
Community College**

www.mwcc.edu

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Got a Question? Got an Answer? Got News to Share? Join the CRD listserv!

The CRD listserv is one of CRD's members' favorite benefits. It is an unmoderated forum for the exchange of information related to the field of resource development and fundraising at community colleges.

To subscribe to the CRD Listserv

Send an email to crd-subscribe@lists.crdnet.org (leave the body of the message blank)

To unsubscribe to the CRD Listserv

Send an email to crd-unsubscribe@lists.crdnet.org (leave the body of the message blank)

Message Command

To change your preferences: Send an email to: listserv@lists.crdnet.org with a command in subject line or body:

SET crd NOMAIL: Suspend subscription – receive no mail

SET crd DIGEST: Receive compilation of messages once per day

SET crd SUMMARY: Receive a summary of postings by subject line with links to messages

SET crd MAIL: Return to normal reception mode

To access the CRD listserv through your web browser:

1. Visit the listserv site at: <http://lists.crdnet.org/lists>
2. On the left hand side of the screen, enter your e-mail address in the first box, followed by your password in the second box.
3. If you forgot your password, click on the "Request Password" option which can be found beneath the password box.

GUIDELINES

1. Remember that this is an unmoderated email discussion list.
2. Always include your personal contact information (name, institution, phone, email).

3. Use either HTML or plain text email format for best results.
4. Choose a subject line that clearly describes your question or post. *Examples: Grants: Title III eligibility question, Foundation: Organizing a board retreat, Alumni: Defining an alum*
5. You cannot recall a message that you have sent to the Listserv.
6. Hitting "reply" to a Listserv message (with [crd] in the subject line) will immediately send your message to the entire list - more than 800 members! It is good Listserv etiquette to share responses with the entire list whenever possible.
7. When composing a message to the listserv
 - Include your contact information – including your email address
 - Use a descriptive subject line that begins with the topic area (i.e. Grants, Foundation, Alumni)
8. Please do not reply to the list with a "me too" or "I am also interested" message.
9. All list messages are archived and searchable. You can view messages by month, either chronologically or by thread. From an archived message, you can resend it to yourself, reply to the sender, or reply to the whole list.
10. The listserv is not intended for promoting or advertising specific products or services
11. Posting job openings
 - When posting jobs please include 'position opening' in the subject line
 - Or you can e-mail the job posting to Email to CRD staff to distribute

The list administrators reserve the right to delete subscribers who chronically ignore the guidelines set forth above.

If you have problems contact:

CRD National Office at 202-822-0750 or via e-mail at crd@crdnet.org

Campus Connections

Region I

Housatonic Community College

Bridgeport, CT

Andrea Salzburg, Grants Development Specialist, received the Connecticut Junior Chamber of Commerce (Jaycees) Statesman Award for her leadership and dedication to community service with the Milford, Connecticut chapter of the Jaycees.

Mount Wachusett Community College

Gardner, MA

\$500,000 – Commonwealth Corporation, Accelerated Pathways to Health Careers - A three year project that will develop and pilot an accelerated developmental learning + allied health certificate program.

\$10,000 – The College Board - Funding that will develop and implement a service learning outreach project on building financial literacy to low income and disadvantaged high school and college students.

\$196,798 – Massachusetts Department of Education, Inclusive Concurrent Enrollment Program - Funding provides high school students with disabilities the opportunity to participate in a postsecondary learning and social experience.

\$85,784 – Massachusetts Department of Higher Education, Dual Enrollment – Providing funding for dual enrollment courses for eligible high school students.

MWCC received a **Fulbright Scholar in Residence award** to host a scholar from the Czech Republic for the fall 2009 term. The scholar will teach business courses, assist in internationalizing the business curriculum, and guest lecture throughout the college and the community during his semester-long visit.

MWCC has been selected to host **CRD's 2010 Resource Development Specialist Training Program**. The training will be conducted from March 7 to March 19, 2010 in Gardner, Massachusetts and Washington, DC. The deadline to apply is February 12, 2010.

For more information visit www.crdnet.org and click on "Specialist Training" or visit the MWCC Institutional Advancement page at <http://grants.mwcc.edu>.

Region II

Monroe Community College

Rochester, NY

The Monroe Community College Board of Trustees named **Anne M. Kress, Ph.D.** (formerly provost and vice president for academic affairs at Santa Fe College in Gainesville, Fla.) the fifth president of MCC effective July 6, 2009.

Westchester Community College

Valhalla, NY

Paul Krugman, 2008 Nobel Prize winner for Economics, *New York Times* columnist, and professor of Economics and International Affairs at Princeton University, spoke on the current state of the economy at Westchester Community College on May 1.

Two Westchester Community College students presented a scientific study at a meeting of the American Psychological Society (APS), an important professional conference. It is rare for community college students to participate on this level. Most students who present at this gathering of leaders in the field are graduate students. The students' study focused on a potential new treatment for phobias called "Unconscious Exposure." They were mentored by Dr. Paul Siegel, who sponsored their application to present at APS. Last summer, the two students participated in the Purchase College-Westchester Community College Bridges Program which brings community college students from underrepresented background to Purchase for a five-week immersion in conducting scientific research.

The Westchester Art Workshop in White Plains has changed its name to **Westchester Community College Center for the Arts**. The new name reflects the increasingly ambitious and comprehensive scope of the Center's

programming, and its evolving role as the center for art education in Westchester County.

Region III

Community College of Philadelphia

Philadelphia, PA

\$420,961 – The John A. Hartford Foundation – This three-year grant expands on work accomplished under a planning grant to develop and disseminate a set of minimum standards of the knowledge, skills and attitudes required to care for older adults for pre-licensure nursing students.

\$58,000 – Independence Foundation – This project assists students and faculty in associate degree nursing programs in understanding and addressing the complex needs of older adults through provision of health promotion and disease prevention services in the community.

\$45,700 – Motorola Foundation – This Innovation Generation grant will support the Scientifically Speaking Series, which works with public high school students to expand their knowledge about science disciplines and develop skills in critical analysis, creativity and problem solving.

\$15,000 – U.S. Department of Transportation – The Eisenhower Community College Transportation Fellowship program will support three students interested in pursuing a career or further education in the transportation industry.

\$14,545 – School District of Philadelphia – The college is partnering with the school district's Parent University to provide ESL instruction to the parents of school district students.

\$3,000 – Turkish Coalition of America – Funding will support student travel as part of the 2009 Turkey study abroad program.

\$1,000 – Turkish American Friendship Society of the United States – Funding will support the 2009 study abroad program to Turkey for faculty and students.

Luzerne County Community College

Nanticoke, PA

\$5,000 – P&G Foundation for the Health Sciences Center Children's Dental Program - Funding will purchase equipment and supplies for use with children in the new dental clinic.

\$56,185 – Pennsylvania Department of Education's Office of Commonwealth Libraries – Funding for various library supplies to support dual enrollment students, and help with establishing basic reference libraries at LCCC's permanent sites and increasing resources to high school libraries.

\$150,000 – US Department of Justice 2009 Omnibus Appropriations Bill (earmark) for Phase III of the PSTI project - Funding for an indoor and outdoor firing range and "Hogan's Alley" for training of regional and Federal law enforcement officers.

\$80,000 – Pennsylvania Department of Education – Funding for a 2+2+2 nanotechnology program.

Region IV

Roane State Community College

Harriman, TN

\$80,000 – Roane State Community College hosts free, appointment-only, monthly dental clinics at its Oak Ridge campus for uninsured and underinsured adults. The clinics are funded by an \$80,000 grant from the Tennessee Department of Health

\$265,000 – Roane State Community College received a \$265,000 grant from the United States Department of Agriculture Rural Development Distance Learning and Telemedicine Grant Program. The college received the grant in partnership with Alvin C. York Institute, Oneida Special School District, Scott County Schools, Fentress County Schools and Campbell County Schools. The grant will help Roane State expand its ability to deliver courses through interactive classrooms, a critical tool for providing distance education.

Celeste Gruner, CFRE, has been selected as director of the RCCC Foundation. Gruner comes to RCCC with seven years of community college foundation experience. She is currently the chief development officer for Countryside Montessori Schools in Charlotte. Previously, she worked as the executive director of the Kellogg Community College Foundation in Battle Creek, Mich. Prior to that, she served as the foundation annual fund and special events coordinator at Washtenaw Community College in Ann Arbor, Mich. Gruner earned a bachelor's degree in public relations/communication studies from North Central College in Naperville, Ill., and a master's degree in public administration from Walden University in Minneapolis.

Rowan-Cabarrus Community College Salisbury, NC

\$237,672 – Duke Energy – Funding to provide upgraded, high-tech equipment for the machining technology program. The new equipment will allow RCCC to expand the program and offer a two-year, associate-degree option. The grant will provide students advanced training using computer numerical control (CNC) and computer-aided drafting/computer-assisted manufacturing (CAD/CAM) equipment. The grant also will help RCCC create a cutting edge CNC simulation lab.

\$25,000 – The Blanche and Julian Robertson Family Foundation Inc – Funding to enhance the college's continuing education emergency services program. The grant will provide firefighter personal protective equipment (PPE) for RCCC instructors. RCCC serves as the primary delivery agency for fire and rescue training in Rowan and Cabarrus counties.

Celeste Gruner, CFRE, has been selected as director of the RCCC Foundation. Gruner comes to RCCC with seven years of community college foundation experience. She is currently the chief development officer for Countryside Montessori Schools in Charlotte. Previously, she worked as the executive director of the Kellogg Community College Foundation in Battle Creek, Mich.

Prior to that, she served as the foundation annual fund and special events coordinator at Washtenaw Community College in Ann Arbor, Mich. Gruner earned a bachelor's degree in public relations/communication studies from North Central College in Naperville, Ill., and a master's degree in public administration from Walden University in Minneapolis.

Region V

Clark State Community College Springfield, OH

\$850,000 – Kresge Foundation, Challenge Grant – Award for the construction of the Creative Arts Commons.

Kristin Culp, CFRE, has been promoted to Vice President of Advancement.

College of DuPage Glen Ellyn, IL

\$381,000 – US Department of Education – Funding to establish curricula for didactic and experiential training models in veterans counseling. Deliverables will include a classroom based certificate program in veterans counseling; a distance learning certificate program in veterans counseling; a template for fieldwork experience; and instructional materials development. Curricula will initially engage postgraduate students, and will later be adapted for the entry-level or paraprofessional student, suitable for credit toward associate's degree and baccalaureate degree transfer.

\$29,900 – National Science Foundation – Funding to support student participation in an industry led STEM research project providing access to a real-world application with high-powered semiconductor laser diodes. Students work under the direction of electronics technology faculty in the final design and construction of a wiring stand to test and monitor equipment, providing key reliability data required for commercialization.

\$2,750 – The Nippon Foundation – The value of books donated to enhance the college library collection with authoritative texts about modern Japanese culture through the 100 Books for Understanding Contemporary Japan initiative.

Normandale Community College Bloomington, MN

Normandale Community College (Bloomington MN) received a **2008-09 Minnesota State Colleges and Universities Academic and Student Affairs Award**. The award honors the college's Academy of Math and Science program, established by the Normandale Community College Foundation in 2007 for students who want to major in a STEM field or pursue a career in teaching mathematics or science. Students admitted to the Academy possess academic potential but have some barriers to success, which are addressed by a supporting tripod of cohorts, scholarships, and full-time mentors. Of 58 students who have been in the Academy for two semesters or more, all but two maintained a 3.0 GPA. Seven students in the Academy are participating in the Minnesota Future Doctors program. One student received a Jack Kent Cooke Undergraduate Transfer Scholarship this spring.

Moraine Park Technical College Fond Du Lac, WI

\$1,707,828 – U.S. Department of Labor, Community-Based Job Training (CBJT) – Funding to provide resources for Moraine Park and its partners in the new Regional Health Care Talent Development Partnership Project to engage in health-care training and capacity-building activities. It targets workers who are unemployed, underemployed, incumbent or dislocated, as well as youth.

\$612,555 – A collaborative grant was awarded to Blackhawk, Madison Area, Moraine Park and Southwest Wisconsin Technical Colleges to create mobile simulation labs within the Workforce Development Board of South Central and Southwest Wisconsin WIRED region.

\$104,751 – Moraine Park Technical College was awarded a RISE grant to help build career ladders and bridge programs in the welding and industrial maintenance programs in collaboration with Gateway, Milwaukee Area and Waukesha County Technical Colleges.

Region VI

Dallas County Community College District Dallas, TX

\$100,000 – The Bill J. Priest Institute at El Centro College, part of the Dallas County Community College District, received the Emerging 200 grant. This award from the United States Small Business Administration will allow sixteen existing businesses training.

\$48,256 – Richland College, part of the Dallas County Community College District, received the Youth in Technology grant from the Texas Workforce Commission. This funding will provide financial aid and academic assistance for up to 20 students in Richland's Electrical Engineering transfer program.

\$153,000 – Richland College, part of the Dallas County Community College District, received an Intensive Summer Program grant from the Texas Higher Education Coordinating board. With this funding Richland College will provide intensive summer instruction in developmental mathematics to 180 area students.

Midland College Midland, TX

\$100,000 – Texas Mutual Insurance Company – Award provides course funding to promote knowledge of the Texas Workers' Compensation System; to promote safer workplaces in Texas; and to combat workers' compensation insurance fraud.

Region VIII

Bismarck State College

Bismarck, ND



U.S. Senators Byron Dorgan and Kent Conrad (D-N.D.), ND Governor John Hoeven, and Ron Harper, CEO, Basin Electric, listen to **U.S. Energy Secretary Steven Chu** during a news conference at Bismarck State College. Chu and the senators held the event to announce a \$100 million federal grant that was recently released to Basin Electric Power Cooperative for a project aimed at reducing carbon dioxide emissions from coal-fired power plants. Senator Dorgan, who chairs the Senate's energy and water appropriations panel, provided funds for this project through the American Recovery and Reinvestment Act of 2009.

Region IX

Arizona Western College

Yuma, AZ

\$3,580,297 – U.S. Dept. of Education, College Cost Reduction and Access Act grant for Hispanic-Serving Institutions: This two year grant will support renovation of an old building into a state-of-the-art math learning center, in tandem with redesigned curricular approaches for developmental math and diagnostic placement testing. Together these elements will strengthen students' ability to prepare for careers in science, technology, engineering, or mathematics.

\$600,000 – National Science Foundation, Scholarships for Science, Technology, Engineering and Math: This five year grant will provide scholarships for students pursuing STEM degrees and careers.

\$5,724 – National Science Foundation, STEM Talent Expansion Program: Arizona Western College received a one year subaward from Arizona State University to recruit and retain engineering students, in collaboration with ASU and several other rural community colleges. A five-year collaborative STEM Talent Expansion Program for the same purpose was just recommended for funding. Arizona Western College will receive \$94,000 over five years.

Barstow Community College

Barstow, CA

\$1,250,000 – California Community Colleges Chancellor's Office Career Technical Education Community Collaborative Grant: This collaborative grant will provide outreach to both middle school and high school students to generate interest in emerging vocational careers through an array of outreach and instruction programs, targeting careers in alternative energy (solar), construction design and planning, and geological, archeological, wetlands, and environmental technology. Regardless of the career, an emphasis will be placed on math and reading skills.

\$750,000 – Perkins IV Grant funded by the Chancellor's Office with federal funding: These funds will establish a Career and Job Placement Center on the Barstow campus. In addition, grant funds will be used to provide qualified students enrolled in specific vocational courses with textbook assistance, transportation, and childcare expenses. Lastly, grant funds will advance and modernize existing CTE programs including accounting, automotive/diesel, business management/marketing, carpentry, culinary arts, customer service academy, electrical, logistics/warehousing, office technology, and welding.

El Camino College

Torrance, CA

\$688,730 – California Community Colleges Chancellor's Office Aerospace Fastener Manufacturing Training Center Alliance: Designed to meet workforce challenges in Los Angeles County, Orange County and the Inland Empire's growing aerospace fastener

manufacturing industry, this grant helps to fund an alliance ECC's Center for Applied Competitive Technologies (CACT) formed with industry partners, area workforce investment boards and the Los Angeles Chamber of Commerce to find solutions to the skilled worker shortage. The eight-week training program includes 96 hours of paid internships at a local aerospace fastener manufacturer, giving students the skills to obtain jobs in an industry that needs new workers as quickly as possible. [Funding status is dependent on final State budget.]

\$121,000 – California Community Colleges Chancellor's Office and Workforce Development, Statewide Strategic Initiative Hub: This grant involves the El Camino CACT, as well as the CACTs at Riverside and Sierra Colleges, and will provide for: marketing services and outreach to industry; implementation of Manufacturing Skill Standards Certifications; and robotic camps to colleges and high schools supporting youth outreach.

\$272,057 – California Community Colleges Chancellor's Office Responsive Training Fund for Incumbent Workers: Through this third grant to support the CACT, ECC will collaborate with Honeywell Industries, Inc. to develop a program that focuses on specific skills requested by the company. Approximately 350 current employees will be trained at no cost to the employees through this grant. [Funding status is dependent on final State budget.]

\$170,000 – California Chancellor's Office Economic and Workforce Development, Career Pathway Projects: The proposed project is designed to address objectives at both the El Camino College and ECC Compton Educational Center campuses to: align existing technical preparation programs and curriculum between high schools and community colleges in support of SB 747; provide accelerated education and training for students; support professional development in-service workshops for instructors; explore new and more relevant career and technical practicum models that integrate coursework and pre-apprenticeship; expand personal linkages

and exchanges between community colleges, high schools, and the private sector; and upgrade the technical skills of community college, and high school teachers/faculty.

\$6,254 – U.S. Department of State American Business Fellows (ABF) Program: With these funds, the assistant director of ECC's Center for International Trade Development (CITD) will travel to Nicaragua for an 8-week period, a trip designed to foster long-term links between the United States and Latin America through the exchange of technical resources and expertise. The program offers a unique opportunity to business professionals to gain hands-on experience and interact with peers throughout the Americas. By exchanging methods, techniques, and information, the Business Fellows establish valuable relationships with their hosts, expand their knowledge of international business methods, and serve as conduits for economic growth and job creation.

\$134,268 – California Community Colleges Chancellor's Office Responsive Training Fund for Incumbent Workers: This second RTF grant will support the Center for International Trade Development through the development of training programs focusing on international trade regulations. The training will be delivered in three forms: group seminars open to all participants; company-specific workshops tailored to management needs; and customized training to help companies set up in-house compliance systems. [Funding status is dependent on final State budget.]

\$225,000 – California Community Colleges Chancellor's Office CTE Teacher Preparation Pipeline grant: This grant aims to increase the number of Career & Technical Education teachers by developing pathways from high schools to ECC and from ECC to university programs, and boosting student recruitment in those programs. During 2009-2010, the project will expand its partners to include the South Bay Center for Counseling and Exxon-Mobil, while reaching out to high school and college students.

The **El Camino College Workplace Learning Resource Center (WpLRC)** is a partner in a recently funded **CA Green Jobs Corps pilot program grant** awarded to the Pacific Gateway Workforce Investment Network (Long Beach WIN) for \$935,796 through the CA Employment Development Department (EDD). The proposed Pacific Gateway Green Job Corps Initiative will serve 125 at-risk youth ages 17-24 who are interested in developing skills and gaining employment in green and eco-friendly industries. With the partnerships developed and employers committed to this initiative, the Network plans to engage local youth through education, community service, environmental stewardship and civic responsibility, and training and employment opportunities.

El Camino College in partnership with Long Beach City College has been awarded a **\$72,797 Fulbright-Hays Group Projects Abroad grant** from the U.S. Department of Education for a four-week seminar in Vietnam with an extension to Cambodia. The project will provide selected community college faculty with an opportunity to gain discipline-related knowledge of Vietnam and engage in research, training and curriculum development for the purpose of creating a representative coverage of Vietnam and Cambodia across multiple disciplines. The program will take place in summer 2010.

Gateway Community College Phoenix, AZ

\$3,000,000 – Department of Commerce, Economic Development Administration: This grant will support the design and construction of a bioscience incubator that will offer laboratory research space available for lease by start-up companies. The incubator will serve as a mechanism to strengthen the bioscience industry in the state of Arizona by helping to grow new companies, market new technologies, and support workforce training needs.

Long Beach City College Long Beach, CA

\$630,945 – California Community Colleges Chancellor's Office Industry Driven Regional Collaborative Grant: This two year grant will provide support for the development of a Cyber-Security Technician Training program for incumbent workers in the Port of Long Beach. This project is a strategic response to the needs identified through statewide and regional environmental scanning processes in the area of cyber-security and radio frequency identification. The grant will be catalysts for future vocational, career and technical education in the system by focusing resources on short-term intensive projects for the high-growth port security industry. These projects will be used as pilots to guide the state in new directions that will lead colleges to offer training in new areas that will need technical workers in the next 5 – 10 years.

Mt. San Antonio College Walnut, CA

Richard H. Morley, CFRE/CSPG, has been named the new director of development and executive director of the Mt. San Antonio College Foundation. Morley, who has served as interim director of the Mt. SAC Foundation for the past year, is credited with improving Foundation operational processes, including the use of Web 2.0 technology to cultivate donors and to process donor transactions more efficiently. He also established 10 new scholarships, preserved 105 existing scholarships despite today's difficult economic climate, and secured the Foundation's largest gift ever.

"We are pleased and fortunate to have a professional of Richard's caliber, who brings a solid and diverse portfolio of experience and skills to the leadership of Mt. SAC's fund development efforts," said Mt. SAC President/CEO John S. Nixon. "In spite of tough economic times, we are confident that Richard will be effective in securing needed gifts and



funds from willing donors who believe in and support our mission to provide quality education for our students."

Prior to Mt. SAC, Morley served as the director of development for Community Care Health Centers, the largest non-profit health care provider in Orange County. He also served as director of corporate and foundation relations for the Council for Adult and Experiential Learning, an \$18-million adult learning/workforce development agency in Chicago. In the 1980s, Morley founded and was the CEO of CraneMorley, Inc., one of the premiere corporate training and development firms on the West Coast. Previously, he was a teacher and assistant principal at Ocean View High School in Huntington Beach.

State Center Community College District Fresno, CA

\$800,000 – Kresge Foundation, Challenge Grant: This project will support SCCC's \$4 million capital campaign to refurbish the Old Administration Building, a 90-year old educational building on the campus of Fresno City College, listed on the National Register of Historic Places.

\$300,000 – U.S. Department of Agriculture: These funds will develop a seminar program for high school students interested in majoring in agriculture at Reedley College. Students will attend weekend seminars at five top university agriculture programs and/or research facilities throughout California, in preparation for transitioning into agriculture majors.

\$60,000 – Kaiser Permanente Community Benefit Grants Program: This grant will help Fresno City College and five partner hospitals address the nursing shortage in Central California by adding clinical and theory instructors for additional students in the nursing pipeline.

\$100,000 – American Council on Education and WalMart Foundation: This initiative will expand the existing pre-employment utility line worker training at Fresno City College. The training, along with supportive services such as financial counseling, personal counseling,

and career advisement, will be offered to a cohort of 25 veterans. Job placement assistance will also be offered.

Ventura College Ventura, CA

The Ventura College Foundation received the following awards this year for its Ventura College Promise program:

1. Recognition for excellence from the Campaign for College Opportunity for being one of 15 "Practices with Promise" statewide.
2. The Ventura College Promise received a national League for Innovation award for being an "Innovation of the Year."

The Ventura College Promise program underwrites all first-year enrollment fees at VC for new high school graduates and GED certificate holders throughout Ventura County. So far the Foundation has assisted over 3,000 students in the two and a half years the program has been in existence. Promise students are taking more units, performing better academically, and persisting from semester to semester and from year to year at much higher rates than their non-Promise counterparts.

Region X

Highline Community College Des Moines, WA

Highline Community College received a substantial bequest from the **trust of Dr. Shirley B. Gordon**. Dr. Gordon was instrumental in the development of Highline Community College in the early 1960s and later served as the College's president from 1976 – 1990.

Revitalizing Resources

Council for Resource Development | 43rd Annual Conference



**The Premier Conference for Community
College Resource Development Professionals**

NOVEMBER 9 – 13, 2009 • WASHINGTON, DC

Conference Overview

Who should attend?

- ✓ Alumni Staff
- ✓ College Board Trustees
- ✓ College CEOs and Presidents
- ✓ Deans and Faculty interested in resource development
- ✓ Economic Development Staff
- ✓ Foundation Executive Directors, Staff and Board Members
- ✓ Grant Officers
- ✓ Institutional Advancement/Effectiveness Staff
- ✓ Resource Development Executive Staff
- ✓ Everyone directly or indirectly involved in, starting, or advancing alternative funding skills in a two-year college setting
- ✓ YOU!

CONFERENCE HIGHLIGHTS

Executive Institute for Fundraising Leadership

CRD's Executive Institute is a unique training and networking experience designed for your fundraising team. This one-and-a-half day program is customized to provide you with the tools to build a cohesive, focused approach to fundraising in collaboration with your institution's executive management and volunteers. For more information see page 55.

Benefactors Banquet

Join us for our annual Benefactor Awards Gala honoring ten outstanding benefactors. Nominated by your peers for their outstanding contributions to CRD member community colleges, these individuals/foundations/corporations represent incredible generosity and an inspiring vision for the success of our nation's community colleges. Tickets are complimentary for conference attendees. Please RSVP on your registration and pick up your ticket in the registration room. You may also purchase tickets for spouses and guests.

Campus Impact Awards

The 2009 Campus Impact Awards recognize outstanding contributions to resource development at two-year institutions. CRD honors the efforts and achievements of community college individuals or teams that have made a significant positive impact on an institution and/or the students it serves in one of four categories: grants professional, private fundraising professional, non-development professional and volunteer.

NEW! Making the Most of Your Hill Visit — free

This year we'll help you prep for your Hill visit while you are in Washington, DC. This pre-con session is FREE! Join us from 11:00 am – Noon, Tuesday, November 10, then spend the afternoon making your calls. REMINDER: Wednesday, November 11, is Veterans Day, and all Federal offices will be closed. You should schedule your appointments before you arrive in D.C.

NEW! Nighttime Walking Tour of the Mall and Monuments — free

Lace on those walkin' boots and join CRDer Mike Gaudette for a fabulous nighttime walking tour of the National Mall and monuments. It's a great way to see the sights, network, and pick the brain of one of CRD's best! We never know what the weather will be like in DC this time of year, so layer up!

Pre-Conference Professional Development Seminars

CRD offers in-depth three-hour seminars in selected topics of current interest to both beginner and advanced development professionals. You may register for up to two sessions. For more information see page 36.

Concurrent sessions

CRD is proud to offer the finest in programming scope and content to its members. Conference tracks include sessions for beginner to advanced practitioners in the public and private resource development arenas, as well as additional sessions on integrated topics for the public and private fundraiser, federal agency representatives and product demonstrations.

NEW! Presidents' Track

This year, CRD offers a full slate of sessions addressing resource development issues and concerns appropriate for community college presidents, suggested by and/or presented by community college CEOs. They will be designated by the symbol: **P**

Alumni Development Sessions

CRD offers a slate of sessions that of interest to Alumni Development Officers. They are noted in the program by the symbol: **A**

Federal Funding Task Force

Sponsored in part by 

Each year CRD invites volunteers to come to Washington, DC, to update information on federal funding available to two-year colleges. The Federal Funding Task Force visits dozens of federal agencies, departments, and grant programs to gather information needed to produce the Federal Funding to Two-Year Colleges Report, available to all CRD members on the CRD website.

Federal Agency Resource Room

Program officers from numerous federal agencies will present concurrent sessions and also be available to meet informally, answer questions, and provide current funding guidelines in the resource room.

Don't miss the 2009 CRD Resource Showcase!

CRD is pleased to welcome back so many exhibitors and sponsors to this year's Resource Showcase. Find valuable information on the latest products, services, and programs that can help you succeed in resource development. Fun and exciting events make this a favorite spot for conference attendees. For up-to-date Partners in Philanthropy listing, see www.crdnet.org.

Peer Networking

Chances are, someone's already tried what you're thinking of doing at your campus. The annual conference is an exceptional venue for peer networking, consulting, and just plain friend making.

Special Events

Don't forget about CRD's gala opening reception, stimulating keynote speakers, and networking roundtables.

Newcomer Activities

CRD extends a special welcome to individuals who are either new to community college resource development or attending the annual conference for the first time. Special programming introduces newcomers to Washington, DC and to the many benefits of CRD membership. Be sure to attend to pick up your newcomer packet.

Hotel Accommodations

The Hyatt Regency Washington on Capitol Hill is again the site of the annual conference. Reservations must be made no later than Thursday, October 1, by calling the hotel directly at 1-800-421-1442 or 202-737-1234. Or, book your reservation online by visiting the CRD conference webpage. After the reservation deadline, rates and availability cannot be guaranteed. In fact, the room block may sell out before the deadline, so please make your reservations early. Room rate is \$209.00 per night for single/double occupancy. When making reservations, ask for the CRD Annual Conference room rate. Visit www.crdnet.org for more information.

What to wear and eat

Most conference participants will wear business clothes for day and evening events. Dress for the gala Benefactor Awards Banquet is evening business or cocktail attire. At the time of the conference, the weather in Washington, DC can be warm, cool or cold and may include rain and/or snow. Travelers are advised to check the forecast before packing. If you have any special dietary needs, please consult the staff in the conference registration room and they will do their best to accommodate you.

CRD WISHES TO ACKNOWLEDGE THE FOLLOWING 2009 ANNUAL CONFERENCE SPONSORS:



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43rd Annual Conference – Agenda Overview

Sunday, November 8

7:00 pm – 8:30 pm FFTF Orientation/Dinner
FFTF members only

Monday, November 9

8:00 am – 5:00 pm FFTF Site Visits
FFTF members only

Tuesday, November 10

8:00 am – 5:00 pm Registration Room Open

8:00 am – 5:00 pm FFTF Site Visits
FFTF members only

8:00 am – 3:00 pm CRD 2009 Board Meeting

8:00 am – 5:00 pm Executive Institute for Fundraising Leadership
admission by pre-registration

11:00 am – Noon How to Make the Most of Your Hill Visits—*free*

Noon – 5:00 pm Schedule your own Hill Visit before arriving in Washington, DC

3:00 pm – 6:00 pm CRD 2010 Board Meeting

7:00 pm CRD 2009 and 2010 Board Dinner

Wednesday, November 11 – Veterans Day

7:30 am – 5:00 pm Registration Room Open

8:00 am – Noon FFTF Debriefing
FFTF members only

8:00 am – 3:30 pm Executive Institute for Fundraising Leadership
admission by pre-registration

9:00 am – Noon 2009 Regional Directors Orientation

9:00 am – Noon Pre-Conference Sessions
admission by ticket only

1:30 pm – 4:30 pm Pre-Conference Sessions
admission by ticket only

3:00 pm – 4:30 pm Newcomers Session & Reception: Getting Started with CRD

5:00 pm – 6:30 pm Opening Plenary Session

6:30 pm – 8:00 pm Opening Reception in the Resource Showcase

8:00 pm – 9:30 pm Specialist Intern Alumni Reception
Reception by invitation

8:15 pm Nighttime Walking Tour of Mall & Monuments—*free*

Thursday, November 12

7:30 am – 5:00 pm Registration Room Open

7:30 am – 5:00 pm Resource Showcase Open

7:30 am – 5:00 pm Internet Café

7:30 am – 9:00 am Browsing Breakfast

9:00 am – 10:15 am Concurrent Sessions

10:15 am – 10:45 am Coffee Break

10:45 – Noon Concurrent Sessions

Noon – 1:00 pm Lunch on your own/ Resource Showcase open

1:00 pm – 2:00 pm Browsing Dessert and Roundtables

2:15 pm – 3:30 pm Concurrent Sessions

3:45 pm – 5:00 pm Concurrent Sessions

5:15 pm – 6:15 pm Regional Meetings

6:30 pm Regional dinners or dinner on your own

Friday, November 13

7:30 am – 1:30 pm Resource Showcase Open

7:30 am – 4:30 pm Registration Open

7:30 am – 1:30 pm Internet Café

7:30 am – 8:30 am Browsing Breakfast

8:30 am – 10:30 am Plenary Session

10:45 am – Noon Federal Agency Room Open

10:45 am – Noon Concurrent Sessions

Noon – 1:00 pm Lunch on your own

12:30 pm – 1:30 pm Browsing Dessert/Roundtables

1:00 am – 3:00 pm Federal Agency Room Open

1:45 pm – 3:00 pm Concurrent Sessions

3:15 pm – 4:30 pm Concurrent Sessions

5:00 pm – 6:00 pm Benefactors Reception
admission by invitation

5:30 pm Cash Bar Opens in Ballroom

6:30 pm – 9:00 pm Benefactors Banquet – join your region!

9:00 pm Conference adjourns

Keynote Speakers

OPENING PLENARY SESSION—WEDNESDAY, NOVEMBER 11

5:00 pm – 6:30 pm



Dr. Freeman Hrabowski

President, University of Maryland Baltimore County (UMBC)

Leadership Strategies for Resource Development in Challenging Times

Rapid and dramatic economic and demographic changes early in the new century present America's colleges and universities – particularly its community colleges – with major challenges related to resource development. These challenges range from new and growing educational and workforce demands generated by an increasingly diverse and aging population (e.g., increasing student retention and graduation rates and closing the achievement gap) to heightened competition for educational resources in difficult economic times.

Dr. Freeman Hrabowski, now in his 18th year as president of the University of Maryland, Baltimore County (UMBC), will discuss his institution's successful resource development efforts and transformation into one of the country's top five "Up-and-Coming" national campuses according to U.S. News & World Report, and one of the nation's "Best Value" campuses according to the Princeton Review. He will relate his campus's success, including its emergence as one of the nation's leading producers of underrepresented minority STEM graduates, to best practices and effective leadership strategies for institutional advancement and resource development.

PLENARY SESSION—FRIDAY, NOVEMBER 13

8:30 am – 10:00 am

CRD has invited senior advisors from several Federal Agencies to address our membership at 43rd Annual Conference. As those invitations are accepted, we will notify the general membership.

THE COUNCIL FOR RESOURCE DEVELOPMENT PROUDLY HONORS THE

2009 Benefactors of the Year

Join us **Friday, November 13 at 6:30 pm**
for our Benefactors Banquet.

Receive a complimentary ticket when you RSVP
with your Annual Conference registration.

Hyatt Regency Washington on Capitol Hill
400 New Jersey Avenue, NW, Washington, DC 20001



Pre-Conference Professional Development Sessions

Wednesday, November 11

9:00 am – 4:30 pm

This is a Full Day Workshop

Columbia B

NSF Workshop

This one-day grant writing workshop is co-sponsored by the National Science Foundation (NSF) and the Council for Resource Development (CRD). The workshop targets faculty from science, technology, engineering, mathematics and the social sciences who are considering submitting a proposal to the NSF, but are not versed in the complexities of grant writing. The workshop is also open to grants and development teams, as well as academic administrators. The workshop will consist of review and discussion of sample NSF proposals, as well as a panel discussion of experienced NSF grantees. These activities will provide participants with the opportunity to seek advice from successful grant applicants, direct questions to an experienced and knowledgeable funding representative, review sample proposals, learn components that make a successful proposal, as well as common pitfalls to avoid.

To build upon the knowledge gained through the workshop, faculty participants are encouraged to submit a one-page “concept paper” to the workshop coordinators. As incentive for completing this “concept paper,” individual faculty will be eligible for an award of up to \$200, and faculty teams of up to \$400.

Wednesday Morning Pre-Conference Seminars

Wednesday, November 11

9:00 am - Noon

Columbia Foyer

Effective Employee Performance Evaluations: A Win-Win Situation!

Why is giving effective feedback often so difficult? In this interactive session you will learn about the “good” that comes from receiving an effective performance evaluation as well as the “good” done by giving one. Become the type of supervisor who truly promotes professional development

and growth, and in so doing brings greater productivity and efficiency to the organization. In this interactive session we will explore reasons why supervisors avoid talking to employees about problems, effective strategies for giving instructional feedback, how to create and use employee review forms and work improvement plans, how to avoid common pitfalls and maintain fairness, and how to make the evaluation process meaningful for all involved

Learning Objectives:

- Learn effective strategies for giving instructional feedback
- Learn how to develop and use work improvement plans
- Understand the essential components of an effective evaluation form/process
- Learn tactics for dealing positively with difficult employees
- Identify common pitfalls

Kimberley Sturgeon, Assistant Vice President, Advancement, Trident Technical College, SC

Wednesday, November 11

9:00 am - Noon

Columbia A

Effective Evaluation Plans Start with a Program Logic Chart

In this workshop, participants will create Program Logic Charts that illustrate the correlation between the development of program plans (i.e. program goals, measurable outcomes, process objectives, activities, inputs, data collection, and staff responsibilities) and effective evaluation plans.

Learning Objectives:

- Review/learn the difference between program goals, measurable outcomes, and process objectives
- Learn the importance of using a program logic chart in the initial development stage of a grant application
- Learn to develop program plans that include evaluative measures from the beginning

Rebecca Vermillion Shawver, Director of Grant Administration, Brazosport College, TX

Wednesday, November 11

9:00 am - Noon

Columbia C

Ready, Set, Social Network!

Social networks and blogs are now the 4th most popular online activity ahead of personal email and these member communities are visited by 67% of the global online population according to a Nielson report. Are you and your college prepared for the changing face of interaction, advertising, engagement, and even recruiting that these social networking will bring? During the session we will explore in depth the changing aspects of social networking sites such as Facebook, MySpace, Twitter, LinkedIn, and others and utilize a hands-on learning experience that will have participants prepared to launch a networking strategy for the alumni association, foundation, or college. In addition, participants will gain a working knowledge of various social networking sites and see examples of how to integrate these sites into their existing marketing.

Learning Objectives:

- Understand the importance of social networking to 21st century communications
- Explore the cross-generational marketing aspects of social networking sites
- Gain a working knowledge of Facebook, MySpace, LinkedIn, Twitter, and Wikipedia
- Complete a written basic networking strategy utilizing these social networking sites

Erik Williams, Alumni Relations & Annual Giving Coordinator, Virginia Western Community College Foundation, VA

Wednesday, November 11

9:00 am - Noon

Concord

Perfect Time for a Capital Campaign

In today's roller coaster economy, colleges are rethinking their plans for the next major campaign. This session will provide the information you need to be successful in the critical planning of a major fund raising campaign.

Learning Objectives:

- Critical Thinking
- Critical Planning
- Insitutional Master Planning

Douglas A. Heesten, Vice President of Insitutional Advancement, Cincinnati state Technical and Community College, Ohio

Wednesday Afternoon Pre-Conference Seminars

Wednesday, November 11

1:30 pm - 4:30 pm

Columbia Foyer

Making the Ask

Rumor has it that this is what we are supposed to do. And our volunteers. And our presidents. But are there tricks of the trade upon which we can capitalize as we make requests for charitable investment? Sure there are! Using two great books on the subject, Jerry Panas' *Asking* and Jeffrey Fox's *How to Become a Rainmaker*, as background, this workshop will focus on making the fundraising process effective and efficient. Group discussion, role-playing and homework assignments will all be part of the session. The group size will be limited to increase interaction and individual coaching.

Perry Hammock, CFRE, Executive Director of the Foundation, Ivy Tech Community College of Indiana, IN

Wednesday, November 11

1:30 pm - 4:30 pm

Columbia A

Using Compression Planning® with Storyboarding in Resource Development

This hands-on session provides an overview of a highly successful and structured process to plan projects (proposals, special events, websites, etc) in a shorter period of time than traditional meetings.

Learning Objectives:

- Understand the benefits of Compression Planning® with Storyboarding
- Adapt and adopt segments of Compression Planning® with Storyboarding to facilitate a planning session
- Improve your resource development program through more efficient project planning

Neil Herbkersman, Senior Director of Advancement, Office of Grants Development, Sinclair Community College, OH; Karla Hibbert-Jones, Assistant Director of Grants Development, Sinclair Community College, OH

Wednesday, November 11

1:30 pm - 4:30 pm

Columbia C

Basic Blueprint for Establishing Your Successful Alumni Association

Developing and operating a successful alumni association is far more than taking a mailing list and asking your alumni for financial support or putting on a few unrelated activities for your alumni. In this time of economic difficulty one of the first sources of financial help is thought to be alumni. That is fine if you have a well established alumni association. However most community colleges do not and turning to alumni for financial help prematurely will in

fact turn them away. Alumni associations are investments in the future and will provide a vast array of supports to your institution. As such, careful thought and planning must go into their development. This pre-conference workshop will describe the basic blueprint for a successful relevant alumni association and give you the tools to develop an initial strategic plan to help you get there.

Learning Objectives:

- The role of an alumni association
- The basic tenants of a successful alumni association
- The basic components of an alumni strategic plan

Bruce Berman, Vice President of Institutional Advancement, Montgomery College, MD

Annual Conference Concurrent Sessions November 11 – 13



TRACKS

Leadership

Public/Grant

Private/Foundation

Alumni

Plus, CRD offers a slate of sessions of interest to Presidents and Alumni Development Officers that are interspersed among all the tracks. They are noted in the program with an **A** for Alumni and a **P** for Presidents.

Learning Objectives:

- Describe origins and goals of Faculty Inquiry Groups
- Review activities of California Faculty Inquiry Network
- Provide "Close-up" of FIG at East Los Angeles College
- How FIGs can contribute to college development

Dr. John Rude, Associate Dean, Resource Development, East Los Angeles College, CA

P

The Role of a President in a Comprehensive Major Gifts Campaign

This session will cover the role of a community college president in providing the top-down leadership for cultivating and soliciting major donors in a comprehensive gifts campaign.

Learning Objectives:

- Presidents will learn their role as the primary leader for a campaign.
- Presidents will learn how to cultivate potential major donors.
- Presidents will learn how to solicit gifts from potential major donors.

Dr. Steve W. Batson, Senior Vice President, Cargill Associates, Inc., TX

LEADERSHIP SESSIONS

Faculty Inquiry Groups: From Theory to Practice

Development is more than a matter of writing grants FOR faculty; the most effective way to surface needs is to participate WITH faculty in solving problems. This session presents a case study of a Faculty Inquiry Group (led by grants administrator) confronting urgent basic skills challenges at East Los Angeles College.

P

Partnership for Progress: Presidents & Trustees

Strategic planning amid uncertain economic times requires a thoughtful evaluation and prioritization of initiatives; and therefore, highlighting the importance of strategic partnerships. This session punctuates the interconnectedness of the president, advancement team, Board of Trustees and Foundation Board. Both presidents and trustees will discuss the importance of progressive partnerships.

Learning Objectives:

- To advance one’s understanding of progressive partnerships
- To acquire strategies for developing and maintaining board relations
- To gain an appreciation for leadership involvement in advancement efforts

Dr. Marsha Drennon, President, State Fair Community College, MO; Judy Parkhurst, Trustee, State Fair Community College, MO/Region VII Benefactor of the Year, State Fair Community College, MO; Mr. Richard Parkhurst, MO

From Doghouses to Playhouses: Developing Institutional Naming Opportunities

We believe the watchword in creating institutional naming opportunities is consistency. Moreover, the careful coordination and cooperation between the foundation board and the governing board of the college is paramount to avoiding not only inconsistencies, but to assuring agreement between the entities, avoiding embarrassing PR issues, and following documentation processes that ensure that the joint decision is properly carried out and maintained in the future.

Learning Objectives:

- To develop thorough and consistent written policies for naming/commemorating facilities, facility maintenance endowments, and programs
- To develop cooperative protocols for the acceptance of named/commemorative gifts by the college governing board and the foundation board
- To develop appropriate documentation of all named/commemorative gifts to protect all parties

Suzanne Berger, Vice President of Institutional Advancement & Executive Vice President Rock Valley College Foundation, Rock Valley College, IL; Missy Matthey, Executive Director, Howard Community College Educational Foundation, MD

P

Purposeful Organizational Planning

Though organizational planning is typically associated with the more taxing duties of community college leaders and managers, it is regarded as necessary in realizing the college’s goal of maximizing stakeholder value. The P-GOATS Organizational Planning model provides a structured approach to developing your own Purposeful Organizational Plan.

Learning Objectives:

- Practical organizational planning
- The difference between strategic planning and implementation planning
- How to instill a sense of purpose in the organization
- A step-by-step approach to organizational planning
- How to unify an organization under a cultural banner

Dr. Stan Brings, Director of Institutional Effectiveness and Grants, College of Western Idaho, ID

P / A

Why Community Colleges Are Poorly Covered in the Press – And What You Can Do About It

Community colleges are largely ignored in the national press and frequently covered poorly in their local communities. This session explores why that’s the case and, more important, how community colleges can change that. The session starts with an overview of the kind of coverage community colleges get, then discusses the pitches community colleges make and why the vast majority stand little chance with the national or local press. The session then focuses on what works for a local paper or a national publication, with a discussion of techniques for pitching. Current issues in higher education will be discussed, and the last half hour will be devoted to group brainstorming and helping attendees identify great stories on their campuses.

Learning Objectives:

- Understanding the local and national press
- Identifying stories to pitch
- Learning how to pitch stories successfully

Scott Jaschik, Editor, Inside Higher Ed, Washington, DC

P / A

Donors Are People Too: Building Relationships That Raise Money (Even in Tough Times)

Fundraising can not just be about the money. Learn how to build relationships between your college and your past, present and future donors--in ways that will strengthen the development department's effectiveness overall.

Learning Objectives:

- Building relationships with major gifts prospects/donors
- Building effective donor stewardship program
- Understanding donor-centered fundraising principles

Melanie Brandston, Associate Managing Director, Brakeley Briscoe, NY

How to Plan and Execute a Successful Conference/Meeting

Join the professionals from Hyatt Regency Capitol Hill to learn the ins and outs of planning of a conference/meeting/workshop - from the sales phase to the actual execution of the meeting.

Learning Objectives:

- How to book a meeting
- How to get the most for your money when booking at a hotel
- How to organize and plan the meeting
- What to do while you are on site
- What to ask for once you leave

Isabelle Jabart, Catering/Convention Services Manager; Kelly MacIntyre, Senior Sales Manager, Hyatt Regency Washington DC

PUBLIC/GRANTS SESSIONS

P

Aligning Grant Strategies to the Institutional Plan

Most successful college grants professionals agree—grant projects must move your college forward in meeting its mission and objectives. Learn how to align your grants effort to the priorities of your college and strategies to address requests for grants support for projects that are not aligned with the mission.

Learning Objectives:

- To learn the importance of aligning grants strategies to the institutional plan and priorities
- To learn strategies for gaining input from institutional leaders on critical projects
- To learn strategies to address requests for grants support that are not aligned with the institutional plan or priorities

Sharla Trimm, Senior Consultant, Grants Services, SunGard Higher Education, VA

P

Resource Development and Consultants: Working Together to Generate New Funding

When should you use a grant consultant? This session will assess your need for a consultant by identifying what talent you have on staff (how much time is devoted to grant writing), your need for grants from a variety of sources, how to find outside talent and at what cost.

Learning Objectives:

- To identify and assess the need for a grant consultant
- To understand contractual agreements
- To understand the pros and cons of hiring consultants
- To establish outcomes of outsourcing grant writing

Cheryl Dettrick, Owner, Consultant, Resource Development Services, CA; Laura Qaissaunee, Director of Grants and Institutional Development, Brookdale Community College, NJ

When Great Grants Go Bad

Sometimes great grants can turn into disasters. Learn strategies to implement in the proposal stage and when first awarded to ensure project success. We will also discuss strategies for when, despite everything, the project goes wrong. Please come ready to share your war stories and ways to save a troubled project.

Learning Objectives:

- Learn good strategies to use in developing a proposal
- Identify must do strategies when starting a new project
- Learn steps to take when problems occur

Susan W. Meslang, Director of Grants and Sponsored Projects, Tidewater Community College, VA

Writing Grants to Increase Development Capacity – Two Title III Models

Writing a Title III grant to establish or improve a development office is an allowable activity in the Strengthening Institutions Program. Learn about this model approach for campus-wide sustainability from two community college experiences. This session will review details of these successful proposals and lessons learned throughout the grant award cycle.

Learning Objectives:

- Why this is one of the strongest proposals you could write for your college
- How will your activities address institutional weaknesses and problems
- Developing a viable sustainability plan
- Getting administrators on board
- Lessons learned

Beth Kohler, Coordinator of Alumni and Resource Development, CFRE, Monroe County Community College, MI; Suzanne Wetzel, Executive Director, Monroe County Community College, MI; Paul Jennings, Vice President for Planning and Development, Columbia State Community College, TN

Take the Lead in Bringing Order to Your Institution's Grants Function

Are there inconsistencies in how grants are developed or managed at your college? Are any of your grants in danger of being in noncompliance? Learn how one grants director led her organization in establishing consistent procedures, creating standardized forms, and developing handbooks for grants development and grants management.

Learning Objectives:

- To understand the consequences of inconsistencies in grant development
- To recognize the many college policies and procedures and funding agency regulations that project directors need to know
- To know how to assist project directors with their responsibilities in managing grant projects
- To become familiar with ways to improve the efficiency and effectiveness of your college's grants function

Linda Mesics, Director of Academic Grants, Lehigh Carbon Community College, PA

P

Congressional Earmarks are NOT a Bad Thing—They Can Help Our Students!

Locally directed appropriations are either misunderstood or held to an impossible standard. This session deals frankly with the issues of federally directed appropriations (Earmarks) and the pros and cons of engaging in the political environment in which these appropriations are vital to local community colleges.

Learning Objectives:

- Understand what types of programs make for a realistic earmark request
- Understand how the appropriations process on capitol hill works
- Receive tips on how to approach and cultivate legislators about college projects

David A. Buonora, Assistant Director-Programs, National Association of State Directors of Career Technical Education Consortium, MD

Text and Texture: Mastering the Genre of Proposal Writing

In-depth discussion on text and texture (content and style) as it relates to proposal writing. Learn how to master this genre by identifying and balancing advanced concepts of “what to say” and “how to say it.”

Learning Objectives:

- To identify necessary elements of style and content
- To balance style and content for maximum effectiveness
- Proposals as art: creating a polished work of literature
- Language and logic: understanding the Philosophy of award winning proposals
- Implement the subtleties that make all the difference

Daniel Marangoni, Grant Writer, Tulsa Community College, OK

The Hidden Costs of Stimulus (ARRA) Funding

All grant funds come with strings, but funding through the American Reinvestment and Recovery Act comes with a magnifying glass. Grant implementation and accounting personnel must be aware of the stringent requirements and added staff costs for reporting and record keeping attached to these funds. Have you accounted for the monthly reporting required? Have you read the OMB circular on record keeping and viability of matching funds or in-kind contributions? What about compliance and performance requirements after funding ends? These are just some of the areas to be discussed in this presentation.

Mary Brumbach, CFRE, Executive District Director of Strategic Funding, Brookhaven College, TX and Douglas Van Nostran, Ph.D., Director of Grant Development & Administration, Louisiana Community and Technical College System, LA

How to Master the Beast of Proposal Development and Submission

Kirkwood has developed a "Compliance Matrix and Timeline," that incorporates all the RFP related documents when an opportunity is first announced. From this announcement, we synthesize these materials by required, specific sections and develop a proposed work plan/timeline for the specific opportunity, including individual team member assignments

Learning Objectives:

- To increase awareness of how to streamline the proposal development process
- To increase awareness of how to more easily manage the submission process
- To increase awareness of how to build the proposal development team for a specific grant project
- To increase awareness of how to recognize the importance of pre-planning for any type of grant proposal submission

Debbie Mrkvicka, Grants and Contracts Officer, Kirkwood Community College, IA

Share the Load! Collaboration Leads to Winning Grants

Grant projects impact your entire college, so why are you doing all the work? Collaboration internally and with other resources can make the difference in the quality of your grant applications. We will examine ways to share the load by identifying the roles of collaborators in developing winning proposals.

Learning Objectives:

- To learn strategies to gain institutional support for grant efforts
- To learn strategies for addressing common challenges encountered in a collaborative process

Sharla Trimm, Senior Consultant, Grants Services, SunGard Higher Education, VA

Grants Management Techniques and Practices

Presentation will focus on grants management techniques and practices used in two different community college systems: a single college district and a multi-college district. Session will include: hands-on grants management techniques, financial and project tracking, subgrantee monitoring, interaction with faculty and project directors, and much more.

Catherine Crary, Grants Development Specialist, Maricopa Community Colleges, AZ; Adrienne Price, Director of Grants, Mt. San Antonio College, CA

Successful Collaborations Begin with a Plan

Having written a successful Community-Based Job Training Grant for the 2008 Department of Labor competition, the presenter will share with participants the methodology and strategies she employed to bring together four independent community colleges in a collaborative initiative for nuclear programs in the southeast Texas Gulf Coast region.

Learning Objectives:

- To learn key components of collaborations in regards to proposal development
- To learn strategies for developing collaborations that successfully secure partner commitments
- To learn the importance of timeline commitments and how they apply to key components of collaboration

Rebecca Vermillion Shawver, Director of Grant Administration, Brazosport College, TX

P

Legislative Update

What's the forecast on Capitol Hill? This panel session will bring you up-to-date on legislative issues related to federal grants and other issues impacting community colleges.

Laurie Quarles, Legislative Associate, American Association of Community College, Washington, DC; Jee Hang Lee, Director of Public Policy, Association of Community College Trustees, Washington, DC

Show Me The Money!

This workshop will provide multiple ways to enhance your grant proposals. We will cover various reporting requirements and discuss the best way to prepare the budget for your grant.

Learning Objectives:

- Have increased knowledge to enhance your grant proposals.
- Learn how to prepare a grant budget to the fullest capacity.
- Increase confidence with completing a grant application.

Gail Vertz, Chief Executive Officer, American Association of Grant Professionals, KS

Green Jobs for Grant Writers

When it comes to green jobs, it seems only one thing is clear: there is money available. Unfortunately when it comes to implementation, it's difficult to have a concrete notion of exactly what green jobs are. By defining green jobs regionally and their growth in the local economy, grant writers will have the ammunition to submit more competitive grants.

Learning Objectives:

- How do I define green jobs?
- How do I decide which green jobs to target in my region?
- How do I establish a need for that particular green job?

Luke Jankovics, Business Development, Economic Modeling Specialists Inc. (EMSI), ID; Tom Prendergast, Director of Institutional Research & Grants, North Central State College, OH

Best Practices in Grants Development

This session will cover several issues important to successful grants development, including techniques for developing projects and gaining buy-in from faculty and staff and external stakeholders; issues in identifying funding sources; skills necessary for grant writing; and processes helpful for tracking funding resources and submitted proposals.

Learning Objectives:

- Determine techniques necessary to develop successful and strategically sound projects
- Identify processes that engage internal and external partners
- Determine ways to correlate institutional needs with funding opportunities
- Design adaptable proposal submission tracking processes
- Develop general grant writing skills

Nancy Smith, Director of Grants Development, The Community College of Baltimore County, MD

Federal Agencies Sessions

Concurrent sessions in the Public/Grant track include presentations by program officers from several Federal Agencies. Invited include:

HUD	LABOR
Agriculture	NSF
Title III	TRIO
HRSA	Energy
Homeland Security	OVAE
Commerce	

Federal Agency Resource Room

Program officers from numerous federal agencies will be available to meet informally, answer questions, and provide current funding guidelines in the resource room.

PRIVATE/FOUNDATION SESSIONS

P / A

Your Planned Giving Marketing Program

Legacy gifts are typically the culmination of a long and fruitful relationship with your donors. However, there are others who can lead donors to make your institution the beneficiary of planned and legacy gifts.

Learning Objectives:

- To identify basic planned gifts.
- To identify several groups in the community, aside from annual fund and major gift donors, to approach
- To get ideas for stewarding their planned giving donors appropriately
- To get ideas for how to work with internal constituency groups

Elana Lippa, Director of Gift Planning, Montgomery College, MD

Understanding Changes in Fiduciary Responsibility and Liability

UPMIFA has changed the way boards oversee their investment responsibilities. Additionally, scandals in the investment and securities industries have exposed areas of concerns for board members.

Learning Objectives:

- How an ERISA fiduciary differs for a board member
- Updates on UPMIFA and investment implications
- Duties of fiduciaries in light of recent securities investigations

Gerard V. Tamparong, CFA, Vice President, Sales and Marketing, Payden & Rygel, CA

Developing Your Resources: The Process of Philanthropy

An informative, entertaining overview of how charitable giving works, the session covers the history of philanthropy, and the basics of annual, capital, planned and major giving. Introducing the donor pyramid, it highlights the Giving USA sources of charitable giving and shows where contributions go. A good starting point for beginners and a refresher for pros, the session provides participants with a common knowledge base and helps build board consensus. It underscores the importance of individual giving.

Learning Objectives:

- Know what constitutes a comprehensive development program.
- Understand the importance and implications of the donor pyramid.
- Know why and how various solicitation techniques are used with different prospects.
- Understand the importance of individual giving.

Alexander "Sandy" Macnab, FAHP, CFRE, President, Alexander Macnab & Co, IL

P Today's Vision-Tomorrow's Reality Campaign in a Rural Region

A committed rural community college President initiated many stimulating "firsts"; started an Area Institutional Advancement office, created a culture of giving, embarked on the largest campaign, negotiated through a charged political environment and enlisted outstanding campaign leadership. This interactive session will present a unique college budgetary plan and scenarios of cultivating multiple million dollar gifts.

Learning Objectives:

- Build an integrated approach to cultivating donors through extensive involvement
- Learn unique practices that coordinate campaign efforts in two separate foundations and geographic environments
- Understand the importance of enlistment of significant campaign leadership and how to make it happen
- Gain insight from the President's perspective on the "firsts" for the college district in Institutional Advancement

Terri Burchell, Area Director of Institutional Advancement, Mid-Plains Community College, NE; Dr. Michael R. Chipps, President, Mid-Plains Community College, NE; Janet "Jan" Van Note, Senior Vice President, The Clements Group, UT

A Will Their Wills Be Known?

Because bequests and gift annuities are the most popular planned gifts, learn how to launch an effective wills and bequests campaign every year. Listen to the practical approach of a college that was able to successfully implement the initiative and hear about their increased responses. Move forward with an effective gift annuities campaign. Make a greater impact with websites, newsletters, ads, and brochures. Discover how electronic and print media can boost results. Learn the latest trends that are being used to successfully increase responses for these two popular types of giving.

Learning Objectives:

- Senior Surfers Today
- Implementation of a Wills Campaign
- Implementation of a Gift Annuity Campaign
- Integration of print and electronic marketing

June Kim, Assistant Vice President, Crescendo Interactive, Inc., CA; Erik Williams, Alumni Relations & Annual Giving Coordinator, Virginia Western Community College, VA

P Major Giving: Building a Sustainable Program

The CPB Major Giving Initiative (MGI) was a \$10 million capacity building project that engaged 111 PBS stations in developing sustainable major giving programs that increased their aggregate major gifts receipts by \$33 million. Drawing on MGI web resources (<http://www.majorgivingnow.org/>), this session will show participants how to establish and operate a sustainable major giving program. The presentation of this session at the 2008 CRD conference was a resounding success. This response was due to the remarkable power of the MajorGivingNow website as a teaching tool and program management resource. If you missed it last year, this session will help you develop a foundation of knowledge that you can build upon with continued use of the MajorGivingNow web resource.

Learning Objectives:

- Building a compelling case
- Identifying, researching and cultivating major giving prospects
- Creating an effective prospect management system
- Successfully engaging board volunteers in cultivation and solicitation
- Learning how to draw on the MGI website to develop and operate a sustainable major gifts program

Scott Lyons, Principal, Living Legaacies Community College, VA; Marvin Leroy, Chief Development Officer, Hudson Valley Community College, NY

P

Managing Your Fundraising Performance — A Panel Workshop

Most community colleges lose money on donor recruitment activity (particularly in the realm of direct marketing). Indeed, community college foundations can lose half of what they invest in this area (i.e. returning only 50 cents on the dollar). Losing 10% fewer people means that the College doesn't have to spend money replacing these individuals. Factor in the cost savings from recruitment and the impact on the long term value of the fundraising database climbs to an improvement of 100%. We're going to be spending time together reviewing the results of the Fundraising Effectiveness Project survey conducted by AFP and the Urban Institute's Center for Nonprofits and Philanthropy, and more importantly, talking about how to improve donor retention and fundraising performance.

Learning Objectives:

- Key results of the Fundraising Effectiveness Project survey
- Why donor retention is an issue
- Development strategies for retention
- How to use predictive analysis to improve performance
- How to use cost analysis and budget realignment to improve performance

John Elliott Joslin, CFRE, Sr. Consultant, Donor2 / Campus Management Corp., NC; Mary Ann Amelang, CFRE, Institutional Advancement Officer, Lee College, TX; Lynn Wagner, Director of Foundation and Grants, Wilson Community College, NC; Kathy Pfeffer-Nohre, Executive Director, Alexandria Technical College Foundation, MN

P

Is Your Foundation Really Independent?

One of the key areas of concern in your relationship with the IRS and state regulators is the independent nature of your foundation. This session will focus on those areas of primary review, including the basic agreement between the college and foundation, board structure, staff compensation, and governance documents. NOTE: This is a double session.

Learning Objectives:

- To understand the basic areas of concern in establishing and maintaining independence for your institutionally related foundation
- To know and apply the basic guidelines of a good agreement between the foundation and the college
- To review your foundation's governance documents and make recommendations for changes to increase the independence of the organization

Perry T. Hammock, CFRE, Executive Director, IvyTech Foundation, IN; Marilee J. Springer, Partner, Ice Miller, IN

A

Revitalize your Annual Campaign with a Volunteer Blitz!

This session will help you learn how to plan, organize, and execute a 1 to 3 day annual campaign blitz using community volunteers.

Learning Objectives:

- Recruitment of community volunteers
- Organization of the annual campaign blitz
- Preparing your advertising campaign
- Identifying your prospects
- How to kick-off and follow-up the campaign

Beth P. Mathews, Vice President for Institutional Advancement, Ogeechee Technical College, GA

Legal Issues in Endowment Management

There are a number of issues surrounding endowment creation and management that fall more in the legal realm than in accounting or investing. This session will focus on proper donor agreements, reporting and distribution, as well as issues raised by the Uniform Prudent Management of Institutional Funds Act (UPMIFA).

Learning Objectives:

- To understand the basic areas of concern in crafting proper gift agreements with donors
- To know and apply the basic guidelines of good stewardship
- To review their own foundation's governance documents and make recommendations for changes based on UPMIFA

Perry Hammock, CFRE, Executive Director, Foundation, Ivy Tech Community College, IN; Gina Giacone, JD, Partner, Ice Miller, LLP, IN; Marilee J. Springer, Partner, IceMiller LLP, IN

Going Behind the Numbers

Investment performance is often misunderstood and usually confusing. Returns can often be clouded by many different factors, including: hidden transaction costs, fees on top of fees, and different methods of calculating total return.

Learning Objectives:

- What questions should be asked of your investment manager
- Avoid the usual traps and pitfalls
- Create the kind of transparency you need

Gerard V. Tamparong, CFA, Vice President, Sales and Marketing, Payden & Rygel, CA

A**The Ethics of Development Research**

This session will discuss basic concepts of ethics as it relates to development research and the information collected and used as part of the fundraising process. Questions of privacy, confidentiality, accountability and conflicts of interest will be addressed. Discussion will focus on guidelines and best practices for the ethical collection of information and subsequent uses.

Learning Objectives:

- To understand what types of information can be collected on individuals as part of the fundraising process
- To understand how personal information should be properly used in fundraising
- Adherence to professional standards such as the Association of Professional Researchers for Advancement International Statement of Ethics
- Best practices for proper, ethical collection and use of individual information as part of the fundraising operation

Stephen M. Knight, Manager, Client Service, WealthEngine.com, MD

P**What's Special About Private Fundraising When a Statewide Authority, a Community College District or a Multi-campus College is Involved?**

Private Fundraising that involves a central coordinating authority working with a number of individual college or campus units presents special challenges for both the central authority and the institutional units. Current efforts by the Louisiana Community and Technical College System (LCTCS) and Central Florida Community College a multi-campus college offer strategies to enhance system-wide private fundraising success.

Learning Objectives:

- Review of strategies employed to encourage and support enhanced fundraising success
- Discussion of key issues such as "donor ownership," resource sharing, database management and role of common policies and procedures
- Expanding the network of those interested in strengthening community college fundraising where multi-campus or multi-college units are involved

Dr. William Craft, Partner, Eaton Cummings Group, MA; Leah Goss, Executive Director of System Advancement, Louisiana Community and Technical College System (LCTCS), LA; Joan Stearns, Executive Director, Central Florida Community College Foundation, FL; Dr. Charles Dausance, President, Central Florida Community College, FL

Stewardship: An Often Fatal Flaw in Most Foundation/Nonprofit Operations

A donor relations and stewardship recognition program is a critical element in promoting and maintaining donor relationships. A stewardship program seeks to enhance the donor's commitment to your organization and to motivate the involvement and investment of others. It is your organization's responsibility to facilitate on-going coordinated stewardship activities for your donors, to ensure uniform standards throughout the organization, working in collaboration with colleagues in development.

Learning Objectives:

- Major components of a successful stewardship program
- Why the acknowledgment process is key
- Giving Societies (annual and cumulative) and how to create a major donor giving society
- Recognition of the donor
- Communication strategies to develop a comprehensive stewardship program

Melanie Kandel, Stewardship Coordinator, Montgomery College Foundation, MD

A**Community Collaborations — Building a Community College Access Program from the Ground Up**

The VWCC Foundation wanted to establish a community college tuition free program for current high school graduates, but had no major donor in sight. Learn how the Foundation collaborated with local governments, school boards, corporations/businesses and individuals to build a program that is directly impacting its region's economic growth.

Learning Objectives:

- To learn cultivation strategies to use with local governments, business and industry
- To learn how to engage your Foundation Board and College President and make them the best advocates for your programs
- To build alumni investment in your program
- To learn steps to build media exposure and coverage that positively impacts your programs

Katherine (Kay) Strickland, Executive Director, Virginia Western Community College, Virginia

A**Celebrating Success: Planning for Your Milestone Anniversary**

Milestone anniversaries are noteworthy moments wherein an institution celebrates their past achievements, present hallmarks and future possibilities. However, successful celebrations take behind the scenes effort. This presentation outlines the process and challenges involved in creating an upbeat, festive atmosphere and the necessity of galvanizing support from constituents.

Learning Objectives:

- To learn more about the importance of engagement opportunities
- To acquire event planning know-how
- To find ways to link fundraising to the celebratory atmosphere
- To see the value added in galvanizing support from constituents

Jacqueline C. Almquist, Executive Director, State Fair Community College Foundation, MO

The Cycle of Securing Major Gifts: A Case Study

Learn from a dialogue with experienced facilitators how to analyze your database, target major donors, and cultivate through successful solicitation. This session will focus on specific steps in the cultivation and solicitation cycle, and emphasize the importance of building relationships by brining potential donors to campus, involving them in events and other unique functions, and using effective strategies for moves management to the final ask.

Learning Objectives:

- Understand your target donors and segmentation techniques for prioritizing your work
- Build an integrated approach to cultivating donors through extensive involvement
- Learn unique and persuasive techniques to gain potential donor involvement
- Track donors through the “moves” to a successful ask

Joseph E. April, Director of Institutional Advancement, MassBay Community College, MA; Jan Van Note, Senior Vice President, The Clements Group, UT

Making Your Case for Funding from Private Foundations: How to Build a Compelling Case for Support

Private foundations can be excellent funding prospects for community and technical colleges. Once you have done the research to identify who to apply to, how do you effectively communicate the value of their investment in educational and community benefits? What should a prospective funder know about your organization. Build a narrative of your strengths and success. Create a case for support.

Learning Objectives:

- Why your college needs a case for support
- The stakeholders at your college that will build the case
- The components of the case
- Pitfalls in the process
- Putting it all together

Connie Hubbs, Director of Fundraising Support, Metasoft Systems, British Columbia, Canada

Starting an Employee Campaign: Can the Culture be Shifted?

This session will outline a new initiative at Montgomery College. Approach and lessons learned from starting a new campaign in the midst of a recession will be shared.

Learning Objectives:

- Share approach and lessons learned in starting an employee campaign.
- Involve audience members in a simulated focus group.
- Gather feedback and other approaches.

Kathy Stevens, Annual Fund Director, Montgomery College, MD

A**The Annual Fund Today: Building the Base in the Current Economy**

A fast-paced “how-to” session for development professionals, this session covers the basics of starting and administering an annual giving program with emphasis on direct mail and the internet, including insider tips and practical skill building ideas. The session includes effective, affordable ideas for small and medium sized shops.

Learning Objectives:

- Build a plan based on the current economy.
- Know how to build an annual giving program.
- Understand the importance of donor market segmentation.
- Know how upgrade gift tables work and why they are used.
- Understand the role of annual giving in a comprehensive development program.

Chris Downing, Director of Development, Heartland Community College, IL

Revocable or Irrevocable Pledges: Which are Better for Your Foundation?

There are pros and cons for irrevocable (enforceable) pledges. You want to count on pledges being honored, but do you want to write off bad pledges or go to court to enforce a pledge? Explore the benefits, challenges and potential solutions to this important issue and also how to address donor restrictions and naming rights.

Learning Objectives:

- To learn the disadvantages of irrevocable (enforceable) pledges
- To learn the advantages of irrevocable (enforceable) pledges
- To learn about alternatives to enforceable pledges including “Statement of Intent to Make A Gift” and “Revocable Enforceable Pledges”
- To learn how to manage donor restrictions and naming rights

Mike Gaudette, President, Lighthouse Consulting, Inc, OR

Are You on Track in Your Fundraising Efforts?

The Voluntary Support of Education (VSE) survey can help you find out if you are; and if you're not, the VSE can help you get back on track. How do you know if you're on track in your fundraising efforts? What set of metrics help you determine goals and objectives? The Voluntary Support of Education survey by the Council for Aid to Education is one of the most valuable tools you can use in designing your metrics, but community colleges are underrepresented in submitting it. This session will afford you an opportunity to gain insight into the value of reporting your data as well as provide you with preliminary training in filling out the survey.

Learning Objectives:

- Find out if you are on track in your fundraising efforts.
- Find out how your fundraising performance measures up.
- Find out how to design more effective metrics to help you determine your goals and objectives.
- Pinpoint strengths and weaknesses in your fundraising performance.
- Receive preliminary training in filling out the VSE survey.

Ann E. Kaplan, Director, Voluntary Support of Education Survey, Council for Aid to Education (CAE), NY

A

An AMAZING Faculty and Staff Annual Fund Campaign

This session will walk through a 2009 Annual Fund employee campaign format that resulted in a 63% increase in participation from faculty and staff. All elements of the campaign from its silent phase, convocation kick-off and multi-campus campaigns will be shared. It was an “Amazing Race” to make a difference!

Learning Objectives:

- The benefit of using a traditional silent phase, kick-off and public phase format for internal campaigns
- How to engage employees to feel comfortable and excited making peer to peer asks
- How to keep a campus excited about its own Annual Fund

Lisa E. Lombardo, Director of Development, Central Florida Community College Foundation, FL

A

Apoyo Sin Igual: Fundraising in Hispanic Communities

Fundraising for and by Hispanics has often been misunderstood, underestimated, ignored, or riddled with myths. This session will address the philanthropic and fundraising preferences of Hispanic populations and professionals, using key research findings as well as best practices to inform on this highly relevant topic in today's environment.

Learning Objectives:

- To understand the giving preferences and practices of Hispanic populations in the U.S.
- To put into practice the best professional actions in fundraising from and for Hispanics
- To develop an appreciation for diversity in fundraising which includes many minorities in the U.S. who often are misunderstood when it comes to philanthropic action.

Dr. Lilya Wagner, CFRE, Director, Philanthropic Service for Institutions, MD

“We’re Faculty—Why Should We Care?”: Building a Partnership Between Academic Affairs & Development

One of the strongest ways of solidifying this relationship is sharing the jointed mission of the College and its Foundation with faculty in an institution as often and in as many ways as possible. Valuing excellence in teaching and service on many levels is a means to that end. Recognition awards are one way, but structuring a re-granting program whereby faculty submit grants competitively that enhance teaching excellence is another. The Rock Valley College Foundation has granted in excess of \$450,000 since 2000 to RVC faculty and staff in the form of grants. Phase II of the Foundation’s Grants Program has begun, which is to secure Named Endowed Program Grants that provide a permanent income stream to specific academic programs designated by the donor(s). The endowed grant program is a fitting funding opportunity in addition to the general (annual) program grants awarded each year.

Learning Objectives:

- To learn ways to recognize teaching excellence through recognition
- To develop a competitive annual Grants Program for faculty that rewards innovation and supports college priorities
- To develop an annual Grants Program into a planned giving opportunity to create permanent funding streams for academic programs
- To develop specific roles for faculty to fulfill in the fundraising process

Suzanne Berger, Vice President of Institutional Advancement & Executive Vice President, Rock Valley College Foundation, Rock Valley College, IL

The New Normal: What Fund Raisers Should Know and Do About It

How has the economy changed the landscape of philanthropy and, more specifically, community college fund raising? All of us—donors, foundation board members and development professionals—are living the change. Through presentation and audience participation, learn how we have successfully shifted our short and long-term fund raising strategy to produce positive results for our colleges.

Learning Objectives:

- Learn effective communication approaches with established donors that encourage them to redouble their commitment.
- Learn how to keep your foundation board energized and engaged.

- Learn that metrics are more important than ever to focus attention of advancement officers and communicate our sometimes-esoteric work.

Dr. Kathleen Guy, Vice President for Institutional Advancement, Northwestern Michigan College, MI; Dr. William Craft, Founding Partner, Eaton Cummings Group, MA

INTEGRATED SESSIONS

Branding for Resource Development Success

What is branding, how does it impact your development efforts and what easy steps can you take to make sure your institution’s development team is in synch with your marketing team? We will discuss e-marketing, social networking and the latest trends in public relations as they relate to fundraising.

Learning Objectives:

- Understand the link between communications, marketing and development
- Understand the concept of “branding”
- Understand the impact of branding on resource development
- Take away best practices to apply at participant institutions

Brett Eaton, Director of Communications, Montgomery College, MD



An Overview of Corporate Partnerships and Sponsorships

The session offers an overview of corporate and non-profit partnerships designed to meet the needs of beginner/intermediate grant seekers interested in prospecting and partnering with businesses. The presentation will be framed from a donor-centered perspective and will cover three major steps: First, grant seekers must first do due diligence to establish rapport with your prospect donor. Second, you must assess your institution’s value with relation to the prospective donor’s strategic interests. Third, you must approach the prospective donor in the best way—considering the benefits of printed vs. on-line marketing, for example.

Learning Objectives:

- Understanding why corporations/businesses give
- Identify AND articulate your institution’s value to potential corporate donors
- Promote your institution effectively—i.e., print vs. on-line
- Prospect

Carolina Zumaran-Jones, Director of Development, American Association of Community Colleges, Washington, DC; Sarah Lawler, Manager, Marketing and Public Relations, American Association of Community Colleges, Washington, DC

Winning Grants from Corporations and Foundations

Winning a grant from a corporation or a foundation usually requires more than a well-crafted proposal. Successful initiatives rely on trust, communication and engagement. Learn how to build, maintain and sometimes resurrect relationships with grantmakers. As a result of a changing economic landscape, corporate and foundation fundraisers are challenged like never before to creatively serve our valued donor partners while advancing our institutional missions. This presentation will focus on innovative strategies designed to help corporate and foundation programs move forward during these difficult times. Participants are encouraged to bring questions and share best practices.

Learning Objectives:

- Understand how to match donors' interests with institutions' needs
- Recognize corporations/foundations' move to investment rather than funding
- Assess corporations' shifting interest from philanthropic donations to branding goals
- Explore how to strategically position your fundraising program to capture grants
- Learn how corporations/foundations, our educational institutions and communities can work collaboratively

Charles Wood, Director, Grants and Special Projects, Tallahassee Community College, FL

Foundation, Corporate and Public Sector Grants: A Key Ingredient to a Successful Community College Advancement Program

Montgomery College has been restructuring its Grants Department and reallocating resources to be more strategic in seeking private and public sector grants. We will share how the College is adapting to the current economic situation, the increased competition for fewer corporate and foundation dollars, and the challenge of stimulus-package funding. We will focus on staffing, prioritizing funding needs, and planning. Session attendees will be encouraged to share their own departmental structure and strategies as a way to learn from each other.

Learning Objectives:

- Achieving organizational effectiveness
- Developing strategies to cope with the challenging economy

- Optimizing partnerships in the federal stimulus environment
- Strengthening accountability.

Rose Garvin Aquilino, Director of Corporate and Foundation Relations, Montgomery College, MD; Nancy Nuell, Director of Business Development and Grants, Montgomery College, MD

Leveraging "Other Revenues" through Collaborative College Team in the Middle of Stimulus Funding

MCC-KC Advancement & Workforce Development team is formed of resource development, foundation, business solutions, continuing/community education, and workforce development personnel with a goal of increasing other revenues to the college. Presentation will describe forming, storming and operationalizing during the stimulus funding and ways in which team members interact with each area to advance multiple causes simultaneously.

Learning Objectives:

- Intercollege collaboration in lean times for greater impact
- Distinctions of college financial impact among RD, Foundation, CCE. etc.
- Interactive rapid response for Stimulus turnarounds (or any unexpected opportunity)
- Chaos, complexity, and the fractals of development

Christine A. Butler, Director, Resource Development, Metropolitan Community College-KC, MO

It's a Gift, It's a Grant, No It's a Contract!

It can take a Superwoman (or Superman) to determine how to process some funding. The differences, why they are important, and federal and private guidelines will be discussed.

Learning Objectives:

- Identify the differences between gifts, grants, and contracts
- Understand the federal requirements and why they are important
- Understand how gifts, grants and contracts are handled at a large or a small institution

Susan W. Meslang, Director of Grants and Sponsored Projects, Tidewater Community College, VA

Staff Compensation and Retention Strategies for the Institutional Advancement Office

In the current economic climate the Office of Institutional Advancement is challenged more than ever to attract, recruit, and retain qualified fund raising professionals. This session will review compensation basics first, and then explore ways to develop quantifiable performance objectives for each position in the advancement office. Non-compensatory reinforcement strategies will also be presented to help staff morale and motivation.

Dr. James Wilburn, Director of Human Resources, Cecil College, MD

Research That Makes a Difference

This presentation will provide an overview of today's research challenges where information is literally at everyone's fingertips. The focus will be on the fundraising advantages unique to the community college environment and will include a discussion of the key elements in tracking prospects to maintain a vibrant pipeline of donors. Research tips will be provided with an emphasis on identifying "key wealth moments" in the life cycle of a prospect/donor.

Learning Objectives:

- Understanding Today's Research
- Your Community- Your Donors
- Tracking to Create a Pipeline
- Key Wealth Moments for Donors
- What Research can't Provide

Anne M. Bunai, Research Associate, Montgomery College, MD

Five Pro-Activities That Will Pave a Path to Building Winning Corporate Partnerships

This session will present five proactive strategies that will increase the number of qualified prospects in the corporate donor pipeline. This session will utilize hands-on samples and case studies of corporate cultivation strategies.

Learning Objectives:

- To gain insight into corporate donor needs and expectations
- To develop a set of cultivation strategies geared towards increasing corporate donor participation
- To learn, through analysis of case studies, five proactive ways to increase the number of qualified corporate prospects
- To gain insight into utilizing "for-profit" marketing principles in a "non-profit" environment

Joseph E. April, Director of Institutional Advancement, MassBay Community College, MA; Robert LePage, Senior Vice President, The Clements Group, UT

College Entrepreneurship Efforts As a Means of Raising Friends and Funds

Patrick Henry Community College created its Small Business Investment Forum to provide funding, mentoring, and incubator space to burgeoning entrepreneurs in our service area. It is a Pay-to-Play group of public and private organizations and companies.

Learning Objectives:

- How to approach the academic side of the house with a new idea
- Why "Pay-to-Play" is not a dirty term for a college/foundation initiative
- Capacity development for a public-private partnership

Natalie Harder, Vice President for Institutional Advancement, Patrick Henry Community College, VA; Cian Robinson, President, RobinsonVentures LLC, VA

A Using Web 2.0 Tools to Drive Donor Development and Alumni Relations

The worldwide web (Internet) is changing from static, one way communication to a set of dynamic, interactive tools that can be used for working with all constituents, but especially for donors and alumni. This session will introduce you to the jargon, tools and information you need to understand how to harness the power of these tools to increase alumni participation and to cultivate and solicit donors. We'll take a look at how community colleges (and other alumni and donor sites) are using tools such as Facebook, MySpace, LinkedIn, Twitter and many others. We'll also explore alumni/donor centric vendors who specialize in Web 2.0 services for community colleges.

Learning Objectives:

- Know the basic jargon of Web 2.0
- Understand how Web 2.0 tools can be used to drive donor and alumni development
- Be able to initiate a plan to incorporate Web 2.0 tools into your donor and alumni development strategy
- Know how to work with vendors who provide specific alumni and donor Web 2.0 interactive tools for colleges
- Use Web 2.0 tools hands on.

Richard H. Morley, CFRE, CSPG, Executive Director, Mt. San Antonio College Foundation, CA

A

**Give Your Alumni Association a Jump-Start...
Going Beyond Maintenance**

Your alumni association has been in existence for a decade or so. You have volunteers with great credentials and dedication to your institution, but they don't really seem connected. They attend meetings, but are not engaged. How do you motivate them to take responsibility? Discover how Montgomery College is turning their Alumni organization from staff-led to volunteer-driven from both perspectives--volunteer and staff.

Learning Objectives:

- Ways to increase communication creating camaraderie and cohesiveness among the alumni board
- Value of board retreats: team-building, mission statement, planning, restructure if necessary
- Sharing the responsibility
- Holding alumni accountable

Jessica L. Warnick, Alumni Director, Montgomery College, MD; Tookie Gentilcore, Immediate Past President, Montgomery College, Alumni Association, Montgomery College, MD

P

Trends Impacting Community Colleges

Murky crystal ball? Watching the world shift under your feet? This session will bring some order to the chaotic changing landscape of community colleges as they stand in the spotlight to put the nation back to work. Led by one of the thought leaders in community college resource development, the discussion will include trend research, possible wild cards, and the unexpected things that can keep you awake at night. Leave with a handle on tomorrow.

Dr. Mary A. Brumbach, CFRE, Executive District Director of Strategic Funding Dallas County Community College District Dallas, Texas



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- ! Expand and increase fundraising efficiency
- ! Engage constituents with best-of-breed Internet solutions

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www.harrisconnect.com/CRD**

3rd Annual CRD Campus Impact Awards

Please join us as CRD presents the 3rd annual Campus Impact Awards. Winners in the categories of Grants Professional, Private Fundraising Professional, Non-development Professional and Volunteer will be honored on Friday, November 13 at the plenary session. The awards recognize the efforts of individuals or teams that have made significant impact on a community college and the students it serves. The creativity and dedication of these critically important people have helped realize the visions of their colleges. You will be inspired!



Roundtables

New format!

Enjoy dessert during Roundtable discussions that offer an informal, discussion-oriented networking opportunity. There will be two rotations of 25 minutes each. This year Roundtable discussions will be held twice, once on Thursday and once on Friday, giving you an opportunity to visit four discussions. Exchange ideas with colleagues, vendors, federal agency representatives, and other higher education fundraising professionals. Roundtables will be added right up to the conference. For a complete list of topics and presenters, visit www.crdnet.org.

Partners in Philanthropy Product Demonstrations

Check on-site program for schedule information

Take advantage of a unique opportunity to see first hand how various products and services can make your job easier and increase your productivity. Get the chance to personally visit with and maybe even test out the products that you've been wondering about for too long. From technology to consulting, our partners in philanthropy are here for you. For up-to-date Partners in Philanthropy listing, see www.crdnet.org

Same Great Resource Showcase in 2009



The Resource Showcase is once again the heart of the conference.

- **Valuable information from our Partners in Philanthropy**
Welcome our new exhibitors and say hello to those you've come to rely on
- **Delicious refreshments and meals**
*Outstanding opening reception with delicious hors d'oeuvre and sweets
Breakfasts, coffee breaks and desserts*
- **Networking Opportunities**
Gather with colleagues, participate in Friday's roundtable sessions, reach out to a newcomer

2009 CRD Executive Institute for Fundraising Leadership

November 10 – 11, 2009 • Hyatt Regency Washington on Capitol Hill, DC

sponsored by  **the Clements Group, L.C.**
www.clingroup.com

Make a strategic investment in increasing your college's fundraising success.

The Executive Institute for Fundraising Leadership is considered one of CRD's best professional development offerings. College teams of presidents, volunteers and development staff come together for this intensive, interactive learning experience. Well-seasoned and experienced development professionals will lead sessions. Your team will leave with a set of strategies, adapted to your institution, to increase your capacity, effectiveness and efficiency.

Register your team early as space is limited. The institute sold out in 2008. Each workshop session will be followed by hands-on planning sessions when your fundraising team will have the opportunity to put session ideas, tips and tools to practice.

PRELIMINARY AGENDA

Tuesday, November 11

- 8:00 am – 8:30 am Networking and Continental Breakfast
- 9:00 am – 12:15 pm Workshop
- 12:15 pm Luncheon
- 1:45 pm – 4:45 pm Workshop

Wednesday, November 12

- 7:45 am – 8:15 am Networking and Continental Breakfast
- 8:15 am – Noon Workshop

FACULTY

- Les Fout, Director of Major Gift Development, Pellissippi State Technical College, TN
- L. Pendleton Armistead, Ed.D., President, The Clements Group, LC, UT
- Ed Coulter, Ed.D., Chancellor of Arkansas State University Mountain Home, AK
- Mike Gaudette, President, Lighthouse Consulting, OR
- Perry Hammock, CFRE, Executive Director for Resource Development, Ivy Tech Community College of Indiana
- Martha Smith, Ph.D., President, Anne Arundel Community College, MD
- Stacey Sickels-Heckel, Director of Development and Executive Director of the Foundation, Anne Arundel Community College, MD
- Carter Heim, CPA, President, HeimLanz, and Chair, Anne Arundel Community College Foundation

SESSIONS TOPICS

- **Overview of Fundraising in America**
- **Getting started with a Development Audit**
Assess your strengths, weakness, challenges and opportunities in order to plan for your success.

- **Strategic Fundraising**

Where do you wish to go? Learn how to create a strategic plan that will help to guide and ensure your fundraising success.

- **Making the Ask**

- **Cultivating Donors** The key to a successful ask begins with proper donor cultivation. Learn how proven experts build relationships and set the stage success.

- **Ethics in Fundraising**

- **Positioning Yourself for Success in Capital**

Campaigns and Planned Giving Using your strategic plan, learn how the way that your development office is structured will determine what fundraising mechanisms that you can utilize to ensure results.

See www.crdnet.org for more information and additional session information.

PRICING

Early Bird Rates Until September 30:

- \$650 fundraising team of 1 – 3 participants*
- \$150 per additional team member

Rates After September 30:

- \$700 fundraising team of 1 – 3 participants*
- \$190 per additional team member
- \$250 non-member surcharge
(if no team members are CRD members)

*At least one team member must be a current CRD member

REGISTER

http://www.crdnet.org/pubs/Executive_Institut.cfm

See www.crdnet.org for more information and additional session information.

CRD 43rd Annual National Conference Information

Hotel • Registration • Fees • Deadlines & Policies

HOTEL INFORMATION

Hyatt Regency Washington Capitol Hill

400 New Jersey Ave NW, Washington, DC 20001

Phone: 202-737-1234

Toll-free reservations: 1-800-421-1442

Hotel Website: www.washingtonregency.hyatt.com

Online reservations: http://www.crdnet.org/pubs/Annual_Conference.cfm

Room rate: \$209 per night for single/double occupancy

Remember to ask for the CRD Conference room rate

Room reservation deadline: **October 1, 2009**

Enjoy free health club use and 15% restaurant coupons as part of the CRD Conference group benefits!

REGISTRATION AND FEES

43rd Annual Conference

November 11-13, 2009

- \$525 (*members only*) EARLY BIRD ENDS SEPTEMBER 30
- \$595 (*members only*) AFTER SEPTEMBER 30
- \$295 day rate – Thursday November 12
- \$295 day rate – Friday November 13
- \$825 (*non-members – early bird September 30 – join CRD and save!*)
- \$895 (*non-members – after September 30 – join CRD and save!*)

REGISTER: www.crdnet.org/pubs/Annual_Conference.cfm

Pre-Conference Sessions

Wednesday, November 11

- \$140 per session
 - 9:00 am – Noon
 - 1:30 pm – 5:00 pm
 - 9:00 am – 5:00 pm NSF Workshop

Executive Institute for Fundraising Leadership:

Tuesday, November 10 - Wednesday, November 11, 2009

EARLY BIRD RATES UNTIL SEPTEMBER 30:

- \$650 fundraising team of 1 – 3 participants*
- \$150 per additional team member

RATES AFTER SEPTEMBER 30:

- \$700 fundraising team of 1 – 3 participants*
- \$190 per additional team member
- \$250 non-member fee (*if no team members are CRD members*)

*At least one team member must be a current CRD member

REGISTER: http://www.crdnet.org/pubs/Executive_Institut.cfm.

Benefactors Banquet

Friday, November 13

- FREE when you RSVP with your conference registration
- \$100 per ticket for guests of conference attendees

REGISTER: www.crdnet.org/pubs/Annual_Conference.cfm

CRD Pro-Rated Membership Application

Membership covers the period from when you join to December 31, 2009

Professional: For individuals employed by two-year institutions. You can now join CRD at a half-year pro-rated price of \$150. This professional membership will cover the period from when you join to December 31, 2009!

- Enclosed is a check payable to the Council for Resource Development.
- Please bill me Please bill my college on P.O. Number: _____
- Credit Card: Visa or MasterCard

Account Number _____ Expiration Date _____
CSC number _____ (The CSC number is the 3 digits on the back of your credit card)
Name on credit card _____
Institution on credit card _____
Billing Address of credit card _____

Single Contact Person or Primary Group Contact:

Name: _____ Position: _____
Organization/Institution: _____
Address: _____
City: _____ State/Province: _____ Zip: _____
Phone: _____ Fax: _____
E-mail: _____

Group Members (if any of these addresses are different from that of the primary group contact, above, please attach a brief explanation along with the addresses):

Name: _____ Position: _____
Phone: _____ Fax: _____
E-mail: _____

Name: _____ Position: _____
Phone: _____ Fax: _____
E-mail: _____

Name: _____ Position: _____
Phone: _____ Fax: _____
E-mail: _____

Name: _____ Position: _____
Phone: _____ Fax: _____
E-mail: _____

Total Amount: \$ _____

Return to

Council for Resource Development, Membership Processing
One Dupont Circle, NW, Suite 365, Washington, DC 20036
Phone: (202) 822-0750; Fax: (202) 822-5014 Federal TIN 52-1735975
This application is valid from July 2009 – December 2009 only.

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*National Director Gift Planning
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