

DISSERTATION

UNDERSTANDING GIVING AT A SUCCESSFUL
COMMUNITY COLLEGE FOUNDATION

Submitted by

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In partial fulfillment of the requirements

For the degree of Doctor of Philosophy

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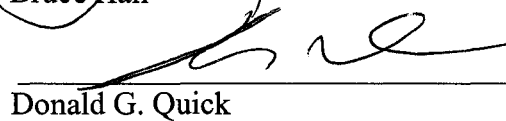
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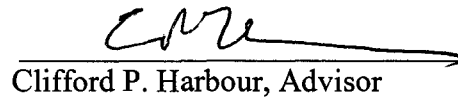
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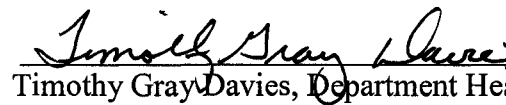
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ABSTRACT OF DISSERTATION

UNDERSTANDING GIVING AT A SUCCESSFUL COMMUNITY COLLEGE FOUNDATION

This case study examined how various stakeholders understood and described giving at a successful community college foundation. The stakeholders were identified as the foundation staff and members of the board of directors as well as the college president and donors. A total of 25 face-to-face private interviews were conducted. Data collection also included a review of documents such as foundation board and committee meeting minutes, a board of directors' job description, and intention form. Observations were made of foundation staff as they conducted their daily work.

Three main themes – communication, collaboration, and commitment - emerged from the data as important components at the foundation. There was continual communication between the foundation staff and board members, donors, and the college president. The foundation staff collaborated with board members and donors as well as within the community with other organizations. Board members were actively engaged with the college president, foundation staff, and current and prospective donors. All of the major stakeholders interviewed were vitally committed to the vision and mission of both the college and foundation.

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I would not have been able to embark upon this journey to complete my doctorate without a love for learning. My parents, Bill (deceased) and Beverly, provided me with a sound ethical and moral foundation along with a love for life and the love for learning. I have always loved being in school and I am grateful to my parents for their support.

The inspiration to attain more than a bachelor's degree came from my brother, Gene (deceased). We had the opportunity to share an apartment when he was working on his master's degree and I was finishing my bachelor's degree. It was a great year that allowed us to learn more about each other, come to appreciate each other, and become friends as well as siblings.

I am not the first person in our family to obtain a doctoral degree. My grandfather, H. G. Rooker, completed his highest degree during the Great Depression. This, too, served as an inspiration for me.

This latest adventure in education has been aided by the love and support of many people. First, my mother, Beverly, has been a source of constant love, understanding, and companionship. I will never be able to thank her enough for believing in me and always being available when I needed her.

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CONTENTS

ABSTRACT OF DISSERTATION	iii
ACKNOWLEDGEMENTS	iv
CONTENTS	vi
CHAPTER 1: INTRODUCTION	1
Educational Foundations	1
Terminology and Functions of Foundations	3
Fund Raising Research	4
Purpose of the Study	6
Rationale	7
Research Questions	7
Central Question	7
Sub-Questions	7
Significance of the Study	8
Theoretical and Conceptual Foundations of the Study	8
Researcher's Background and Perspective on the Study	8
Conclusion	10
CHAPTER 2: LITERATURE REVIEW	12
The History and Purposes of Community College Foundations	15
Growth of Community College Foundations	15
Purposes of Community College Foundations	18
Characteristics of Successful Community College Foundations	19
Summary of Literature on the History and Purposes of Community College Foundations	20
Fund Raising	21
Educational Fund Raising	21
Fund Raising Advantages at Community Colleges	22
Fund Raising Challenges at Community Colleges	24
Role of the College President	25
Summary of Literature on Fundraising	26
Donor Characteristics, Behavior, and Motivation	27

Panas' Study.....	27
Jencks' Study	29
Prince and File's Study	31
Reilly's Study.....	33
Schervish's Study.....	34
Kaminski's Study.....	35
Summary of Literature on Donor Behavior and Motivation	36
Summary	37
CHAPTER 3: METHODOLOGY	38
Characteristics of Qualitative Research	38
Case Study Research.....	40
Researcher's Role in the Research.....	42
Site Selection	43
Data Collection	46
Data Analysis	49
Ethical Issues	51
Trustworthiness of Findings	51
Conclusion	53
CHAPTER 4: FINDINGS	54
Description of Southern Community College.....	56
Description of Southern Community College Foundation	57
Staff.....	58
Board of Directors.....	60
The Participants	63
Carolyn.....	64
Rick	64
David.....	64
Dolores	65
Bob	65
Eileen	66
Anastasia	66
Desmond	66
Jolene	67
Diane	67
Norman	67
Roberta.....	68
Wendell and Patrice	68
Alice.....	69
Dean	69

Tom	69
Beatrice	70
Mary Pat.....	70
Betty	70
Alex.....	71
Paul	71
Janet	72
Melanie	72
Bruce	73
Hillary	73
Donna.....	73
How Participants Became Involved With the Foundation.....	74
Employment.....	74
Industry Related.....	76
Community Involvement	77
Family Connections	78
Long-Term Relationships with the College.....	79
Staff Members.....	81
Summary of How Participants Became Involved with the Foundation....	82
Major Themes	82
Communication, Collaboration, and Commitment: What Staff Members Did to Encourage Giving	83
Communicating and Organizing	84
Communication - Assisting Board Members to Understand and Develop Value	85
Communication - Board Expectations.....	86
Collaboration - Educating People	88
Collaboration - Donor Relations.....	89
Commitment - Professionalism.....	91
Summary of What Staff Members Did to Encourage Giving.....	92
Communication, Collaboration, and Commitment: Foundation Board Members What the Board members Did to Encourage Giving	93
Communication – Selection of Board Members.....	93
Collaboration - Represent the College.....	98
Collaboration - Engaging Others	99
Commitment - Involvement.....	101
Commitment - Fundraising	105
Summary of What Board Members Did to Encourage Giving.....	107
Communication, Collaboration, and Commitment: What The College President Did to Encourage Giving	107
Communication - Telling the Southern Story	108
Collaboration - Involved, Meeting People.....	109
Commitment - Passionate About Helping Students.....	111
Commitment - Inspirational Leader.....	112

Commitment - President's Role in Fundraising.....	114
Summary of What the College President Did to Encourage Giving	117
Giving at Southern Community College.....	117
Good Reputation	117
Building Relationships.....	122
Deliberate Cultivation of Donors.....	124
Personal Stories About Giving.....	126
Wendell, Patrice, and Dean - Good Feeling	127
Tom and David - Giving Back and Financial Ability to Give.....	128
Paul and Bruce - Community Improvement	129
Diane - Being Asked	130
Norman, Melanie, and Anastasia - Seeing Results	131
Carolyn and Desmond - Love for the School	132
Beatrice and Betty - Corporate Giving	133
Staff Comments	134
Summary of Findings.....	136
CHAPTER 5: CONCLUSION	139
Personal Background and Researcher Biases	140
Interpretation of Findings	140
Relating the Findings to the Literature	149
Characteristics of Successful Community College Foundations	149
Advantages of Community Colleges in Fundraising	151
Role of the College President	154
Donor Characteristics, Behavior, and Motivation	157
Strengths of My Study	166
Areas That Could Have Been Strengthened	168
Recommendations For Practice and Future Research	169
REFERENCES	171
APPENDICES	176
Appendix A Letter of Cooperation	177
Appendix B Foundation President's Letter.....	178
Appendix C Letter of Invitation.....	179
Appendix D Follow-up Script for Foundation President.....	180
Appendix E Consent Form.....	181
Appendix F Sample of Coding Strategy	184
Appendix G [Southern] Foundation Board Member Job Description 2006-07..	187

Appendix H Foundation Board of Director Intention Form 2006-07	189
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CHAPTER 1: INTRODUCTION

One-half of the gift dollars given to higher education institutions come from individual donors (Kelly, 1998). But, fund raising and giving at community colleges have lagged behind four-year colleges. Donations to community colleges have increased in recent years as the colleges have recognized the importance of private donors and have stepped up their fund raising efforts (Angelo, 2005). It is imperative for college leaders to understand why individuals give and to nurture relationships with both previous and prospective donors for future gifts (Brittingham & Pezzullo, 1990).

My dissertation research examined giving at one public community college foundation. I used a case study approach to provide an in-depth look at this community college foundation. Giving was viewed from the perspective of foundation staff, the college president, members of the foundation board of directors, and donors. In this introduction, I give general information on educational foundations, some of the terminology used to describe the functions of the foundations, and a synopsis of fund raising research. I introduce topics that were examined in the review of literature in chapter two. Then, I present the purpose and rationale for the study followed by the research questions and a discussion of the significance of the study. I conclude the chapter with my perspective of the study as a researcher.

Educational Foundations

Educational foundations are defined as not-for-profit agencies established for the purpose of raising and allocating private funds for use by the school (Luck & Tolle,

1978). The first foundation established by a two-year institution is reported to have been at Midway Junior College in 1906 (Jenkins & Glass, 1999). Records show that Long Beach City College established an educational foundation in 1922 when the college opened (Jenkins & Glass, 1999). A few foundations were formed during the 1940s and 1950s. The largest growth in community college foundations occurred during the 1960s and 1970s (Jenkins & Glass, 1999; Johnsen, 1995). Generally, a community college foundation is established one to five years after the college opens (Luck & Tolle, 1978). By 1989 82% of all two-year colleges reported that they had an established foundation (Angel & Gares, 1989).

Compared to four-year colleges and universities, community colleges have been in the fund raising business for a relatively short time (Hall, 2002). Funding for community colleges has traditionally consisted of varying proportions of tuition, local taxes, and state funds (Angelo, 2005; Cohen & Brawer, 1996). Recent trends have shown a shift away from significant funding from local districts to more dependence on tuition and state funding (Cohen & Brawer, 1996). Economic downturns in many states over the last few years have increased the pressure to obtain external funding (Keener, Carrier, & Meaders, 2002). Declining support from state and local entities to sustain current programs and services and the need to develop new programs has caused a significant growth in community college foundations over the past 20 years (Keener, et al., 2002).

As costs continue to rise and government funding declines, private funds are more important to institutions of higher education, including community colleges (Pezzullo & Brittingham, 1990). There has been a growing recognition that alternative funding sources are vital to community colleges (Glass & Jackson, 1998; Hall, 2002; Jenkins &

Glass, 1999; Luck & Tolle, 1978; Miller, 1994). In fact, private support has become a necessity for many colleges rather than a supplement (Duronio & Loessin, 1991; Glass & Jackson, 1998; Hall, 2002; Jenkins & Glass, 1999; Keener, Carrier & Meaders, 2002; Luck & Tolle, 1978; Miller, 1994; Pezzullo & Brittingham, 1990).

Terminology and Functions of Foundations

Philanthropy is the broad term used to denote charitable or generous giving. Fund raising in community colleges has been, historically, part of the job for the college president (Luck & Tolle, 1978). Over time, other individuals, teams of individuals, or departments have taken on the role of fund raising to provide additional funds needed by colleges (Luck & Tolle, 1978). The majority of community colleges have formed separate educational foundations with the responsibility of coordinating the fund raising effort (Luck & Tolle, 1978).

The terms “fund raising” and “development” are used interchangeably to describe the function of soliciting funds to support the mission and programs of the community college (Worth, 1993). The word “development” was first used in 1924 in a campaign at the University of Chicago (Luck & Tolle, 1978). It was used as a broader term to encompass three main areas: alumni and alumnae affairs, public relations and publicity, and fund raising (Luck & Tolle, 1978). Worth (1993) described development as a process that begins with the institution’s academic plan and then includes the development of specific financial needs and fund raising goals to meet those needs. Thus, fund raising is a term within the broader areas of development and philanthropy.

Sharron (1982) indicated there are eight vital development services provided by the community college foundation. These areas are planning, budgeting, student financial

aid, faculty enrichment, community involvement, student activities, outreach, and gift solicitation (Sharron, 1982). Over the years the area of gift solicitation has become more refined and there are now more defined divisions within fund raising (Kelly, 1998). Emphasized areas include annual giving, major gifts, planned giving, capital campaigns, individual, corporate, and foundation giving (Kelly, 1998). Special events may also be a separate division. In recent years institutional advancement has become the most widely used term to describe having broader objectives than fund raising (Worth, 1993).

Fund Raising Research

As the area of fund raising became more encompassing, two organizations, the American Alumni Council (ACC) and the American College Public Relations Association (ACPRA), merged to form a new organization in 1984 (Worth, 1993). The new organization, CASE, the Council for Advancement and Support of Education, was formed to be the major professional organization for campus fund raisers (Worth, 1993). Research has been an important component of CASE activities (Pezzullo & Brittingham, 1990). Much of the research has been done on four-year colleges, their alumni, and the relationship of specific programs or interests, such as a winning football team, to fund raising (Worth, 1993). CASE began a concentrated effort to assist two-year schools with the development of fund raising programs in the 1980s, but research on fund raising at two-year schools has lagged behind that at four-year institutions (Worth, 1993).

Even though many community colleges may lack some of the formalized groups traditionally used in higher education fund raising efforts such as alumni associations and athletic teams, they are well situated to appeal to private donors for other reasons (Worth, 1993). Proximity to a donor base is one advantage that community colleges have (Smith,

1993). Community members are generally familiar with the college, its students, faculty, and administration (Smith, 1993) and community college donors typically have a high regard for the mission of the institution (Sharron, 1982). This is not surprising since community colleges serve a small region, and local constituents usually have some knowledge of the programs and services provided by the college (Sharron, 1982). The local community provides unique opportunities for development activities (Keener et al., 2002).

The characteristics of donors have been of interest to practitioners and researchers in higher education fund-raising over the past 20 years. Research has shown that married or widowed people are more inclined to make donations than single people (Pezzullo & Brittingham, 1993). Women, in general, give more money than men. (Pezzullo & Brittingham, 1993). Research has been done on such categories as alumni giving, giving at historically black colleges and universities, and women's colleges (Pezzullo & Brittingham, 1993). Approximately one-fourth of people who have attended college give money at some time to their undergraduate institution (Pezzullo & Brittingham, 1993).

There has been more limited research on donor motivations for giving. Much of the research has looked at giving to private institutions or to charitable organizations. Panas (1984) conducted a study of individuals that gave \$1 million or more to charitable organizations. He developed a list of 22 factors that motivated people to give (Panas, 1984). The major motivation that emerged in his study was a donor's strong belief in the mission of the institution (Panas, 1984). Other top motivations were community responsibility, civic pride, fiscal stability of the organization, spirituality, and sheer joy in giving (Panas, 1984).

Reilly (1995) studied donors that gave \$1 million or more to the University of Arizona. His study included giving by corporations and foundations as well as individuals. Odendahl (1990) conducted interviews with individual donors and this study generated major categories clustered around cultural factors, religious orientation, and lifestyle factors. A major focus of her research was the distinction between a multi-generational tradition of giving inherited funds and giving by people who have earned their own wealth or first generation wealth (Odendahl, 1990). In their multi-year study, Prince and File (1994) used previous studies as well as collecting their own information to identify themes that emerged about donor motivations.

What is missing in the research, however, is in-depth information specifically about private giving at community colleges. The relatively recent history of community colleges, and even more recent beginnings of community college foundations, coupled with the increasing importance of private funding, make this a critical area for research at this time. Miller (1994) recommended a move toward more sophisticated methods of fund raising by community colleges through identifying potential donors and determining how they could be motivated to give. More recently, Keener et al. (2002) emphasized the scarcity of information about community college foundations. Luck & Tolle (1978) indicated that “attention should be given to individual motivation for giving, especially to public community colleges” (p. 106). Thus, my case study of one public community college foundation responds to calls for more specific research on the topic.

Purpose of the Study

The purpose of this case study research was to conduct an in-depth examination of one public community college foundation to gain an understanding of giving as

viewed by the various stakeholders. The study was done at a community college that has had an established foundation for more than 20 years with total assets of more than \$10 million. The stakeholders at the community college foundation, including the foundation staff, college president, members of the foundation board of directors, and donors, were asked to participate in private, confidential interviews. Document analysis and observation were also used to collect data.

Rationale

As stated in the introduction, private gifts from donors have become increasingly important to community colleges. By 1989, 82% of all two-year colleges reported that they had an established foundation (Angel & Gares, 1989). However, research on community college foundations is sparse (Duran, 1998; Jenkins & Glass, 1999; Johnsen, 1995). My study helps increase understanding of giving at a community college foundation. It provides rich detail and description of the issue of giving at the foundation. It also adds to the existing literature on community college foundations and the more general issue of giving.

Research Questions

Central Question

How is giving described and understood by the various stakeholders involved in giving at one community college foundation?

Sub-Questions

1. What do the community college employees, foundation staff, and board members do to enhance giving by private individuals?
2. How do donors describe and understand their giving experience?

3. What experiences of individual donors were critical to the decision to give money to the community college foundation?

Significance of the Study

The study of a particular community college foundation is important for several reasons. First, it offers an in-depth view of the foundation and the roles played by community college employees, the foundation staff, foundation board members, and donors. This can help the foundation in strengthening or restructuring business processes. Second, it adds to the existing knowledge base about community college foundations. As stated earlier, research on community college foundations is very limited. Third, research can help the community college foundation become more sophisticated in its methods of fund raising by better understanding donor motivations to give (Miller, 1994).

Theoretical and Conceptual Foundations of the Study

Because the study was designed to gain a better understanding of giving at one community college foundation, there is no elaborate theoretical foundation imposed for the study. As Stake (1995) did in his qualitative case study of reform at Harper School, my study is a description of giving at a particular community college foundation. As noted earlier, the terminology and conceptual underpinnings are derived from the area of philanthropy. The literature review provides a conceptual foundation.

Researcher's Background and Perspective on the Study

My interest in this study comes mainly from my professional career in public higher education. I am an assistant director in the financial aid office of a mid-size university. My area of responsibility is scholarships. A major part of my job includes working closely with the university foundation to award and disburse funds from private

donors to students. The donors establish agreements with the foundation that specify how the funds can be utilized. If this involves scholarships for students, the eligibility criteria are outlined in the donor agreement. My office manages the scholarship application process by collecting electronic applications from students. The application information resides in a database. Other pertinent student information such as major(s), minor(s), cumulative grade point average, total number of credits earned, home county, high school name, etc. is imported from the student information system into the scholarship database. We then identify the eligible students for each scholarship available by querying the database. Application materials for each potential recipient are sent to established selection committees who choose recipients and alternates for each scholarship.

I often work with the foundation from the time they are accepting funds from new donors. The university development officers help donors write the agreements containing scholarship criteria and often call me for assistance and advice. The information in the donor agreements provides a mere snapshot of the donors' interests. But, it does not present a description of why the donors have chosen to give money to our particular institution. We maintain biographical information on the private donors and include this information with the letters we send to students informing them of their award. We do this so the students will get a sense of who the donor is (or was) and to understand that the funds were given by a private donor. The biographical information is interesting to me, but it usually fails to describe why the gift was given. I find personal contact with the donors to be more satisfying in understanding who they are and why they gave money.

Even though I work at a four-year university, my doctoral program has an emphasis in community college leadership. I hope to eventually work at a community college in a leadership capacity in enrollment services or student services. I want to understand more about giving to community colleges and I believe my career experiences and my research will be of value to me, my institution, and others.

There is a need for more research on community colleges. There is also an increased importance of private giving at community colleges. This is an area of increasing importance, but one that is relatively absent from the current literature. Qualitative inquiry suits my way of thinking about the way to do research and the need for rich, descriptive research in this area. This is why I chose to do a case study of a community college foundation. I wanted to find out what the foundation does to encourage donors to give money and hear how donors describe and understand why they have given to a community college foundation.

Conclusion

This chapter included an introduction to my research on the issue of giving at a community college foundation. The purpose and rationale for the study were discussed and explained. The chapter also presented the research questions that will guide my study. The chapter concluded with a section on my background and perspective on the study. Chapter Two includes a review of the literature in three major areas. These include a historical overview of the development of community college foundations, the broad category of fund raising, and then donor characteristics, behaviors, and motivations. Chapter Three discusses and explains the methodology I used in the study. Chapter Four includes the findings of my study and. I utilize many of the participants' direct quotes to

show how the findings led to three main themes that emerged about giving at one community college foundation. Chapter Five includes an interpretation of the findings, strengths of the study as well as areas that could have been strengthened, and recommendations for further research.

CHAPTER 2: LITERATURE REVIEW

Raising private funds was a relatively new concept at community colleges when Luck and Tolle (1978) wrote their practical book to help community college administrators develop alternate sources of funding. The book helped fill a gap in the literature on community college foundations and included new information gleaned from Luck and Tolle's 1974 national survey of foundations and fundraising at these institutions (Luck & Tolle, 1978). Prior to 1974, much of the research and record-keeping on educational fundraising had been primarily focused on four-year and private educational institutions so this research helped set the course for future research on community college foundations.

Luck and Tolle (1978) noted that the public community college has undergone various changes in organizational structure throughout its development. The organizational structure of community colleges may not have been conducive to fundraising and thus have some bearing on the lack of information about fundraising at community colleges prior to this time (Luck & Tolle, 1976). Some community colleges were associated with local K-12 school districts and viewed as an extension of high school (Cohen & Brawer, 1996; Wattenbarger & Cage, 1971). Local property taxes provided the bulk of the funding for these schools (Tollefson, 1994). Some were part of a state system that encompassed all facets of higher education (Wattenbarger & Cage, 1971). The consequence of these factors was that soliciting private funds for community colleges was deemed unnecessary or inappropriate (Luck & Tolle, 1978). Most public

community colleges are now organized within each state's department of higher education with more dependence on state funds rather than local funds (Cohen & Brawer, 1996; Tollefson, 1994).

A review of the changing funding patterns for community colleges over the past 40 years is critical in understanding the recent emphasis on private funds. Community colleges have traditionally received financial support from three sources of funding: local taxes, state taxes, and student tuition (Keener, 1982; Wattenbarger, 1982). Student tuition at community colleges has traditionally been low in order to encourage attendance (Wattenbarger, 1982). As enrollments increased at community colleges and the number of public community colleges exploded during the 1960s, the demand for public funds also increased (Cohen & Brawer, 1996).

By the mid-1970s, local taxpayers became increasingly reluctant to vote in favor of increased taxes or bond issues to support community education (Luck & Tolle, 1978). As local tax support decreased, community colleges sought an increase in funding from the state and student tuition (Luck & Tolle, 1978). There was a gradual shift to a more equivalent dependence on local funds, state funds, and student tuition (Cohen & Brawer, 1996). However, the fiscal challenges facing many states led to a decline in state funding that caused community colleges to look for alternative funding (Angel & Gares, 1989; Babitz, 2001; Degerstedt, 1982; Duffy, 1982; Earls, 1996; Jenkins & Glass, 1999; Keener et al., 2002; Pezzullo & Brittingham, 1990; Robison, 1982; Roueche & Roueche, 2000). A further decline in state support in recent years has caused community colleges to rely more heavily on tuition charges and to more actively look for private support (Cohen & Brawer, 1996; Keener et al., 2002).

Because of the decline in state funding and the growing reliance on private funds, community college foundations are becoming more important to the fiscal solvency and success of these institutions. Accordingly, the focus of my proposed research is to understand giving at one community college foundation. The need for more research on fund raising, specifically at community colleges, has been noted by several authors (Jenkins, 1997; Jenkins & Glass, 1999; Loessin & Duronio, 1993; Miller, 1994; Pezullo & Brittingham, 1990). This is a broad topic and has been approached from several perspectives. Thus, this literature review is divided into three major sections reflecting the breadth of the literature.

The first section provides an overview of the literature concerning development of community college foundations. These works establish historical background and purposes of foundations and draw attention to the fact that most of these organizations have been established in recent years (Angel & Gares, 1989; Keener et al., 2002). Literature on the characteristics of successful community college foundations is also reviewed.

The second section is dedicated to an examination of the literature regarding the general topic of fundraising. This is a primary responsibility of the community college foundation (Babitz, 2001; Keener, 1982; Luck, 1976; Luck & Tolle, 1978; Robison, 1982; Woodbury, 1973). Many studies have been done on fundraising in general, but only a limited number have focused on fundraising at community colleges (Jenkins & Glass, 1999).

The third section reviews research on donor characteristics, behavior, and motivation. Luck and Tolle (1978) acknowledged the need for research on donor

motivation specifically at community colleges. In a time when community colleges compete against many other organizations for private funds, an understanding of donor characteristics and behaviors is vital (Pezzullo & Brittingham, 1993). Only a limited number of reported studies focus on donor motivation (Panas, 1984; Prince & File, 1994; Reilly, 1995; Schervish, 1997). The studies completed generally relate to four-year colleges or universities, non-profit, or religious organizations. The progression in this literature review moves from a broad base toward a more specific focus. This format enables the reader to gain a focused understanding of the community college foundation, the general area of fundraising, and the more specific issues of donor behavior and motivation. It also reveals the need for research on giving to public community colleges.

The History and Purposes of Community College Foundations

It is difficult to trace the early history of community college foundations because information about their operation was not organized and catalogued on a national level (Jenkins & Glass, 1999). Institutional records suggest the first organized program of fundraising by a two-year college was at Midway Junior College in Kentucky in 1906 (Jenkins & Glass, 1999; Timmins, 1962). Although 18 community colleges reported they had an established foundation before 1960 (Angel & Gares, 1981), Highland Community College Foundation established in 1962 in Illinois is believed to be the oldest non-profit corporation supporting a *public* community college (Robison, 1982; Sims, 1976).

Growth of Community College Foundations

Research on the growth of community college foundations presents a checkered picture of this development. For example, several authors reported that the most significant growth in the number of community college foundations occurred during the

1960s and 1970s (Angel & Gares, 1989; Jenkins & Glass, 1999; Johnsen, 1995). Yet, another source indicates the 1970s and 1980s were the decades in which most community college foundations were established (Keener et al., 2002). What seems evident and unchallenged, however, is the claim by Angel and Gares (1989) that almost 600 new community college foundations were formed during the 20-year period from 1966 to 1987 (Angel & Gares, 1989).

Although these studies provide a general account of the growth of community colleges, investigations focusing on specific aspects of these entities remain limited (e.g., Duran, 1998; Jenkins & Glass, 1999; Johnsen, 1995). The 1974 Luck and Tolle survey used by Luck for his doctoral dissertation was the first comprehensive, nationwide research that focused on specific aspects of public community college foundations (Angel & Gares, 1981).

Luck and Tolle mailed surveys in 1974 to the presidents of 671 public community colleges identified in the 1973 American Association of Community and Junior Colleges (AACJC) Directory (Luck & Tolle, 1978). They received responses from 418 institutions for a response rate of 62.3%. The 72-item questionnaire solicited data regarding the history, structure, and staffing at these foundations, and their financial health (Luck & Tolle, 1978). Most of the survey questions required simple “check-off” responses, although some open-ended questions required a short one or two sentence response (Luck & Tolle, 1978). Statistical analysis consisted of basic descriptive statistics such as frequency counts and cross tabulations (Luck & Tolle, 1978).

Luck and Tolle (1978) found that less than one-half of all community colleges responding to their survey had established foundations. An important finding of this

study was that most community college foundations had been formed within the first five years after the community college was established. The survey results also showed that over one-half of the foundations (108 out of 178 respondents) had total assets under \$25,000 with only 25 reporting total assets over \$100,000, only two of which had assets exceeding \$1 million. Luck and Tolle (1978) concluded that since all of the community college foundations that had been established were non-profit organizations, they were established to encourage giving by private donors seeking the benefit of tax deductions.

Angel and Gares' (1981) study followed up on Luck and Tolle's 1974 survey. They mailed surveys to over 1200 two-year institutions and had a 48% response rate with 592 surveys completed and returned. By this time, over one-half of all institutions reported having an established foundation. They also found that 40 had assets of \$1 million or more. They repeated their study in 1987 and had a higher response with 793 surveys completed and returned (Angel & Gares, 1989). This data indicated that 82% of the community colleges had established foundations and at least 84 of them had assets of \$1 million or more (Angel & Gares, 1989).

In a similar study, Adams, Keener, and McGee (1994) reported on surveys administered by the National Council for Resource Development (NCRD) in 1986 and 1993. The NCRD sent surveys to 1,100 institution members of the American Association of Community Colleges (AACC). By 1993 nearly one-third of the foundations that responded to the NCRD survey reported endowments over \$1 million (Adams et al., 1994). These studies confirmed the growth in the number of community college foundations as well as total assets. While this line of survey research has been valuable, there is also a need for qualitative research on individual foundations (Jenkins & Glass,

1999; Loessin & Duronio, 1993; Robison, 1982) as well as more research on fundraising activities specifically at community colleges (Jackson & Glass, 2000; Jenkins & Glass, 1999).

Purposes of Community College Foundations

Research concerning the growth of community college foundations has been accompanied by publications describing the purposes of community college foundations. These works confirm that the basic purpose has been to raise and allocate private funds for use by public community colleges (Babitz, 2001; Keener, 1982; Luck, 1976; Luck & Tolle, 1978; Robison, 1982; Woodbury, 1973). Several authors observed that public relations and promotion of the institution are also basic responsibilities of the foundation (Keener, 1982; Reid, 2000; Robison, 1982). Luck (1976) emphasized that the non-profit status of foundations encourages tax deductible giving by donors while Beckes (1982) noted foundations provide citizens in the community with an outlet for giving based on their personal desires. Wattenbarger (1982) stated that soliciting funds through the foundation is a way to protect donors and their specific interests. It allows them to designate funds or make “in-kind” gifts to be used by the colleges in more flexible ways than is possible with public funds while demonstrating efficiency and accountability (Wattenbarger, 1982).

Robison (1982) reported similar findings. Raising money is important to the community college foundation so it can help the college accomplish both monetary and non-monetary goals. Non-monetary goals include making facilities available for community activities or helping to attract new businesses to the community (Robison, 1982). Monetary goals include providing funding for such things as student scholarships,

educational programs, and capital equipment (Robison, 1982). Community college foundations can be instrumental in helping the colleges in these areas (Robison, 1982). But, she stated, evaluating a community college on the size of the endowment or the funds raised is simplistic. She recommended looking at both the amount of funds raised and the utilization of those funds in helping the college achieve its stated goals (Robison, 1982).

Characteristics of Successful Community College Foundations

Robison came to these conclusions after interviewing foundation directors identified by colleagues as leading active, successful community college foundations (Robison, 1982, p. 37). The information gleaned from the interviews helped Robison (1982) identify the following characteristics of successful community college foundations. First, presidential understanding and support of fundraising was critically important (Robison, 1982). Next in importance was a commitment from the college's board of trustees. The third characteristic cited by Robison (1982) was the inclusion of community people on the foundation board who represented and had access to centers of influence and wealth within the community such as bankers, lawyers, presidents of corporations, and other well-recognized community leaders.

In addition to the characteristics listed above, Angel and Gares (1989) recommended the following as important to the success of a foundation. They stated that successful community college foundations have a "concise and compelling case statement associated with the college's needs" (p. 12). This clearly identifies the needs of the college to potential donors. Also, such foundations have a strong community relations program and a consistent plan for donor recognition (Angel & Gares, 1989). The final

characteristic they mentioned was accountability. Community college foundations must exhibit good principles of stewardship, accounting, and responsibility (Angel & Gares, 1989).

Adams et al. (1994) reviewed community college foundations with endowments of \$1 million or more identified in a 1993 National Council for Resource Development (NCRD) study. They determined that foundations founded between 1950 and 1969 were more successful than foundations formed after that time (Adams, et al., 1994). Second, successful community college foundations were more likely to have at least one person dedicated to external resource development (Adams, et al., 1994). Third, more gifts were received from individuals not associated with the community college at successful foundations (Adams, et al., 1994). This signifies that external donors recognize the value the community college provides to the public and are willing to give to the foundation (Adams, et al., 1994).

Summary of Literature on the History and Purposes of Community College Foundations

The literature on the history and purposes of community college foundations has offered important insights into these organizations. Most importantly, community college foundations are relatively young with a large number formed during the period between 1966 and 1987 (Angel & Gares, 1989). The literature review demonstrates that several studies have examined community college foundations (Adams et al., 1994; Angel & Gares, 1989; Jenkins & Glass, 1999; Luck & Tolle, 1978). But, this body of work is dominated by (a) quantitative research reporting survey results and (b) practitioner articles advising institutions on good practice.

Fund Raising

A significant amount of literature addresses fund raising (Miller, 1994). However, most of the literature on fund raising in higher education concerns four-year institutions (Keener et al., 2002). Jenkins and Glass (1999) attributed this to the fact that community college foundations were relatively uncommon until recent years. I begin this section of literature review with an overview of educational fund raising and then discuss the unique advantages and challenges at community colleges. I conclude the section with a review of the role of the community college president in fund raising because this position is especially critical to the success of these efforts.

Educational Fund Raising

Loessin and Duronio (1991) began their research on educational fundraising at selected research universities in the late 1980s by looking at quantified data such as total enrollment at the school, total amount of endowments, and total gifts from entities such as individuals, corporations, and foundations. They started with what they termed as a somewhat naïve idea that they could easily identify examples of successful fundraising by examining these and other variables (Loessin & Duronio, 1991). They discovered wide variations among the institutions and decided to review data from other institutional categories including comprehensive universities, four-year colleges, and two-year colleges (Loessin & Duronio, 1991). The total number of institutions examined in the quantitative research was 575.

Loessin & Duronio (1991) found variations not only among the various categories of higher education institutions, but within the categories. They concluded that quantitative data alone would not provide the means to identify successful fundraising in

higher education (Loessin & Duronio, 1991). Accordingly, they then collected qualitative data through face to face and telephone interviews, review of documents, and observation at ten institutions. The institutions studied were public and private and represented research intensive doctoral institutions, other doctoral institutions, four-year colleges, and two-year colleges (Loessin & Duronio, 1991). They concluded that no pattern of factors can be used to conclusively describe successful fundraising in higher education (Loessin & Duronio, 1991). Success, they argued, depends more on the nature of the institution and the ability to maximize institutional strengths (Loessin & Duronio, 1991). Even though institutions with large endowments may be viewed as successful, this cannot be used as a factor for measuring success at all educational foundations (Loessin & Duronio, 1991). They noted that fundraising is an ongoing, developmental process and success will depend on a variety of factors (Loessin & Duronio, 1991).

Fund Raising Advantages at Community Colleges

Four-year colleges and universities have typically been involved in fund raising for a longer period than community colleges (Angelo, 2005). This is due to the fact that many of the community colleges were established within the last 40 years while many four-year colleges have been in existence well over 100 years (Angelo, 2005). However, some authors believe that community colleges have certain fund raising advantages over other educational institutions (Duffy, 1982; Keener, Ryan, & Smith, 1991; Worth, 1993). One feature that distinguishes community colleges from many four-year colleges and universities is their closer proximity to alumni and donors (Keener et al., 1991). Thus, community colleges have the opportunity to develop and maintain closer ties with individual donors in the community. This gives community colleges an advantage over

other educational institutions (Duffy, 1982; Keener et al., 1991; Woodbury, 1973; Worth, 1993). Community members are able to see the long-term successes of the college and its students (Hall, 2002). Similarly, Pezzullo & Brittingham (1990) stated that people who see quality results from faculty, students, and programs at the community college are more likely to give money. A positive public perception of the community college's mission and good academic programs provide an advantage in the fundraising effort (Keener et al., 1991). Angelo (2005) stated that people with ties to the community often give in order to help disadvantaged students or to help the community college be a good reflection of the community as a whole. Community members are able to invest in the future of the community by providing financial support to the community college (Duffy, 1982).

Building relationships within the community is another advantage that community colleges have in the fundraising arena (Hall, 2002). The partnerships that community colleges often form with local businesses give them a competitive edge in fundraising on a local level (Roueche & Roueche, 2000). Numerous examples of these partnerships were reported in the fundraising literature (Adams et al., 1994; Keener et al., 1991; Reid, 2000; Zwerling, 1998). These partnerships provide an opportunity to include many community members in potential donor databases by focusing on people who have had a variety of relationships with the school (Keener et al., 1991). This practice of identifying donors, besides alumni, aligns with the suggestion by Jackson and Glass (2000) that community colleges should look for innovative approaches to alumni solicitation rather than patterning themselves after four-year schools.

Another advantage that community colleges have is a multifaceted mission (Keener et al., 1991). Cohen and Brawer (1996) identified five components of this mission. First, community colleges are committed to open access. The community college is available to all adults in the community. Second, the community college serves a vocational-technical function in order to train the workforce of the community (Cohen & Brawer, 1996). Third is the transfer component. Students attend community colleges to earn credits that can be transferred to four-year institutions. Fourth, the community college offers continuing education courses for adults who need additional education to stay keep pace with changes in the professional world (Cohen & Brawer, 1996). Finally, community colleges offer remedial education for adults who have been out of school for some time or whose high school work did not adequately prepare them for college courses (Cohen & Brawer, 1996). Having a diverse mission enables the community college to broaden its appeal to potential donors because gifts could have an impact on many different people and businesses in the community (Keener et al., 1991).

Fund Raising Challenges at Community Colleges

Despite the advantages noted above, however, community colleges have certain challenges in the fundraising arena. Earls (1996) stated that community college alumni often lack the income to donate to the college. They are often busy building their own careers or putting children through school (Earls, 1996). Additionally, alumni of community colleges often continue their education at four-year colleges and devote their allegiance to the four-year school (Earls, 1996; Jackson & Glass, 2000). Roueche and Roueche (2000) pointed out that increasing public questions about accountability, the rising costs of earning a degree, and competition from non-profit colleges also pose

challenges that may impact community college fundraising. In short, these factors may lead many donors to scrutinize community colleges more closely than they did 20 years ago. Hall (2002) echoed several of these observations, recommending that community colleges build on their advantages while paying close attention to the challenges in their continued quest for fundraising.

Role of the College President

As fund raising becomes more important at community colleges, the role of the college president in leading the college's efforts at raising funds is now a major responsibility of the position. Glass and Jackson (1998) focused on the role of the community college president to provide leadership in fund raising. They discussed the community college president's four primary tasks in leading fund raising efforts. First, the president should articulate the vision and mission of the institution (Glass & Jackson, 1998). Establishing the vision for the college is an important responsibility for community college presidents since they are the leaders entrusted with envisioning the capabilities of the college (Glass & Jackson, 1998). This helps potential donors understand what the institution will look like in the future and energizes them (Glass & Jackson, 1998).

Second, the president should create a climate of support from the governing board, faculty, and staff (Glass & Jackson, 1998). Community college presidents should convey the importance of fund raising to the entire campus. Fundraising is more successful when everyone involved understands the mission and vision and is motivated to make the dream a reality (Glass & Jackson, 1998).

Third, presidents should set an example by devoting time and making significant personal gifts to the college (Glass & Jackson, 1998). Presidents must be visible and involved in the community, lead by example, and build relationships with potential donors (Glass & Jackson, 1998).

Fourth, the president should plan and implement strategies for soliciting funds (Glass & Jackson, 1998). As the development team leader, the president should ensure fundraising is tightly linked to the vision and mission of the college. Presidents should also note research on donor characteristics and behavior and hire experienced development officers to help them with this vital task (Glass & Jackson, 1998).

Summary of Literature on Fundraising

A review of the literature shows that most community colleges have been engaged in formalized fundraising for less than 40 years (Angel & Gares, 1989; Angelo, 2005; Jenkins & Glass, 1999). Even though foundations are young, some believe they have advantages over four-year institutions in raising funds (Duffy, 1982; Keener et al., 1991; Worth, 1993). Among the advantages are the close proximity to donors, strong local partnerships, and the comprehensive mission of the community college that helps establish a broader base of donors (Cohen & Brawer, 1996; Duffy, 1982; Keener, Ryan, & Smith, 1991; Worth, 1993). Community college alumni may present challenges for fundraisers (Earls, 1996; Jackson & Glass, 2000; Roueche & Roueche, 2000). Among these challenges are the lack of income to donate and a stronger allegiance to their four-year school (Earls, 1996; Jackson & Glass, 2000; Roueche & Roueche, 2000). Along with these complex issues, the fund raising role of the community college president has also become more important (Glass & Jackson, 1998). Presidents are now relying on

research about donor characteristics and behavior and hiring development professionals to help them with this responsibility (Glass & Jackson, 1998).

Donor Characteristics, Behavior, and Motivation

My review of the literature on donors yielded articles that give insight on donor characteristics, behavior, and motivation for giving. Glass and Jackson (1998) stated that people give money because they want to, but donors typically do not give until asked. They agreed with Hofmann (1990) that people do not give to colleges to remedy weaknesses, but rather to build on strengths or to meet unique challenges. People also give money to make a difference for individuals, the community, and society (Glass & Jackson, 1998). Even though Luck and Tolle (1978) recommended a greater focus on donor motivation when giving to public community colleges, the literature on this subject remains thin.

Panas' Study

When Panas (1984) wrote *Mega Gifts*, he noted there were books on fundraising from a practical, process-oriented viewpoint. What was missing, according to Panas, was a book that answered the question of why people give or what motivates someone to give a large gift. Based on his professional background of working with non-profit organizations, Panas (1984) developed a questionnaire that listed 22 factors that he thought motivated people to give. He called the questionnaire the RPG (Reasons People Give) Quotient (Panas, 1984). Panas sent the questionnaire to several thousand professional fund raisers and non-profit organizations in order to receive feedback on the factors he thought motivated people to give and to determine the format of his interview questions. Panas (1984) received replies from more than 1000 individuals in the health

sector, education, religion, cultural areas, the YMCA, and the Salvation Army. The factor that emerged as being the most important motivation was a strong belief in the mission of the institution (Panas, 1984). Other important motivations were the donor's sense of community responsibility, civic pride, the fiscal stability of the organization, and spirituality (Panas, 1984).

As follow-up to his questionnaire, Panas (1984) contacted over 30 individuals and asked for an interview. He wanted to understand why people give and felt this information had not been acquired with the questionnaire (Panas, 1984). He conducted in-depth interviews with over 20 people. Most allowed him to use their real name in his book, but three people requested a pseudonym (Panas, 1984). All of the interviewees were friends or people Panas knew. He did not seek a representative sample, but the interviewees were from various age groups, all geographical areas of the United States, and included both men and women (Panas, 1984). All interviewees were people who had given gifts of \$1 million or more to some organization. Panas (1984) examined their feelings, attitudes, and the reasons that helped them make their decision to donate a large gift. Giving a large gift is usually a complicated matter so it is often difficult to pinpoint a single motivation for the gift (Panas, 1984).

Nevertheless, one of the themes Panas (1984) found from the interviews was that the financial stability of the institution matters to donors of large gifts along with strong staff leadership and a mission with which they can be emotionally involved. He concluded that donors of large gifts do not give based on a need, but rather they give to support creative, exciting opportunities.

A second theme he found was that there is often a sense of duty and responsibility to society or the community for those blessed with money. This also applies to those with newly acquired money. It is a way of giving back and being thankful for such good fortune. In fact, many of the millionaires Panas' (1984) interviewed stated the more they gave the more they seemed to prosper in their businesses. Contrary to popular belief, the benefit of a tax deduction is not the most important motivator for donors of large gifts (Panas, 1984). Even though they take advantage of the tax benefits available, donors give regardless of the tax consideration.

A third theme Panas (1984) found is that giving is a habit for donors of large gifts. They have usually already given smaller gifts to the organization. While some individuals give seed money to an organization to get a new project started, most individual donors are fairly conservative in their giving. Foundations are more likely to take chances on new or experimental projects that they can support for a limited time.

A theme that occurred in all of the interviews that had not been identified by Panas (1984) in his questionnaire was the satisfaction and sheer joy of giving. While Panas (1984) was able to find persistent themes among the 20-plus interviews with donors of large gifts, he determined that no single factor provides the motivation to give.

Jencks' Study

Like Panas, Jencks (1987) noted that there was a lack of information on why people give. He used information from 1962 Internal Revenue Service data along with data from two Gallup surveys done in 1978 and 1981 to study giving to non-profit organizations. Jencks (1987) asserted that our knowledge of this matter was actually a by-product of the research done by economists to determine how much people give and what

things impact the level of giving such as fluctuations in the national economy.

Sociologists and social psychologists had not done much research on giving (Jencks, 1987). He used multivariate analysis to summarize the impact of age, family structure, gender, ethnicity and religion, education, community ties, community characteristics, and family background. Thus, Jencks (1987) looked at personal characteristics as determinants for giving using quantitative data and analysis.

Jencks (1987) found that, overall, older people give more than younger people. Differences also exist among various birth cohorts (Jencks, 1987). He explained that this makes sense considering that people usually make more money as they get older. He also said this could explain the differences found among birth cohorts (Jencks, 1987). Married couples, and especially those with dependents, give more than single people (Jencks, 1987). He attributed this to the fact that people with families are involved with more organizations. Research that Jencks (1987) reviewed also suggested that women give more than men and married women give more than single women. Jencks (1987) said there is a popular belief that women are more concerned about others and this may be used to explain why they give more than men.

The studies that Jencks (1987) reviewed showed that Protestants give more than Catholics and an extra year of schooling results in higher giving. People with strong ties to their community, as defined by home ownership, and those that live in larger communities are likely to give more (Jencks, 1987). Also, people that grew up on farms tend to give more (Jencks, 1987). Jencks (1987) recognized that these findings represent general observations and there could be other factors that affect giving.

Prince and File's Study

Prince and File (1994) compiled information from Panas (1984) and Jencks (1987) as well as their own research to develop a framework for explaining donor behavior. Working from social science backgrounds, they thought developing such a typology or framework would help define the field of development for further research (Prince & File, 1994). Prince and File (1994) began with a questionnaire they developed using items from previous literature as mentioned above. It was administered to over 400 wealthy people identified by professional service firms in banking, investment, and law or recommended by other wealthy donors (Prince & File, 1994). They used descriptive statistics and cluster analysis to identify profiles of four donor types based on motivation for giving.

Then, they expanded their original questionnaire for a second administration to over 100 of the original respondents (Prince & File, 1994). They segmented wealthy donors into small groups based on similar views of philanthropy. Then, they used focus groups and personal interviews with these donors to finalize their research (Prince & File, 1994). The findings from their multi-year research resulted in the development of a donor-centered framework that includes seven categories of donors identified as Communitarians, The Devout, Investors, Socialites, Repayers, Altruists, and Dynasts (Prince & File, 1994).

Donors in the communitarian category give in order to support the local charities and the community. They are usually business owners who want to improve the quality of life in their local communities (Prince & File, 1994). Devout donors feel it is God's will for them to help others. Most of their donations go to religious institutions. Investors

typically give to a whole range of organizations. Tax and estate benefits are the impetus for them to give. Socialite donors give to specific organizations, mostly by way of special events that are fun. They are usually wealthy community members with connections to other wealthy community members able to write a check and socialites have fun doing this work. Altruists believe that giving money to help others is the right thing to do. People who give anonymous donations generally fall into this category. Repayers are people who have benefited from the organization or institution. Feelings of loyalty or obligation are their motivation to give. Dynasty donors represent people with inherited wealth. These donors may not give to the same organizations as their parents, but they have been socialized, never-the-less, to believe they must support their community or some cause.

Prince and File (1994) recognized that their model, referred to as “The Seven Faces” framework, will not explain every donor, organization, or situation. For one thing, they used only wealthy donors in their research. They defined these affluent donors as those with at least \$1 million of discretionary investment income who had given at least \$50,000 to one organization within the past two years (Prince & File, 1994). They asserted that several factors limit the study of affluent donors. These include a limited number of donors that meet these criteria, their concern for privacy, and the inability to have a sample representative of the various ages, ethnicities, and geographic areas identifying donors (Prince & File, 1994). They concluded major donors want opportunities for personal involvement and they prefer to give to organizations with which they can have a long-term relationship (Prince & File, 1994).

Reilly's Study

Thirty donors who have given or pledged at least \$1 million to the University of Arizona were the focus of the research done by Reilly (1995). His study included 17 individuals and representatives of 13 corporations or foundation (Reilly, 1995). He used four categories developed by Clotfelter to explain the donors' economic motivations for giving. Reilly (1995) used both structured and unstructured questions during in-depth interviews with the 30 donors. He analyzed the responses by donors and attributed the stated motivations to four categories based on altruism, profit maximization, direct benefits, or reciprocity (Reilly, 1995).

Altruism, defined by Reilly (1995) as simple generosity, accounted for the largest proportion of responses at 39%. Reilly (1995) cited examples of donors that wanted to help other people, the community, or society. Profit maximization was cited as the motivation for giving by 32% of donors (Reilly, 1995). This was chiefly mentioned by the corporate donors, but a few of the individual donors also said they would raise the quality of students and thus, future employees in the geographical area (Reilly, 1995). Direct benefits entail receiving specific benefits such as tax breaks or naming opportunities (Reilly, 1995). This was determined as the reason for giving in 24% of the total responses. Reilly (1995) gave an example of a donor who was uncomfortable with having his name used on buildings and facilities and said foundations were more likely to seek naming opportunities as appreciation for a gift. Reciprocity was a motivation in only 5% of the responses (Reilly, 1995). Donors in this study were not motivated by receiving something in exchange for their gift (Reilly, 1995). An unexpected finding in this study was that several donors expected their close friends to reciprocate with donations to their

favorite charities since they have donated to their friends' favorite charities (Reilly, 1995).

Reilly (1995) noted some limitations in his study. For example, there were a limited number of donors and he only studied their contributions to one university. Accordingly, Reilly (1995) reasonably concluded his study could not fully explain motivation to donate.

Schervish's Study

Major motives of major donors were also the focus of the research reported by Schervish (1997) examining money management among millionaires. Schervish (1997) and colleagues interviewed 130 Americans residing in 11 metropolitan areas. There were three sets of findings reported for the multi-year research relating to motivations for giving (Schervish, 1997).

First, Schervish (1997) found a characteristic he referred to as hyperagency. According to Schervish (1997), extremely wealthy people are able to shape or substantially control the world around them. This usually occurs in the areas of business, politics, or philanthropy (Schervish, 1997). Some people without wealth can also be hyperagents, but having money makes it potentially easier to have more influence on one's surroundings (Schervish, 1997). For some wealthy donors, the ability to control personal and social surroundings is a motivation for giving because they feel they can help shape the future with their gifts (Schervish, 1997).

The second characteristic illuminated by the findings was caring (Schervish, 1997). He described caring as spiritual in nature and refers to identifying with the needs of others. Some donors' needs for spiritual identification are met by caring for others.

Schervish's (1997) third characteristic was identified as charity. He found that major donors form a network of associations within their community in relation to their giving. As donors learn more about those who benefit from donations, they are more apt to become more involved in terms of both financial giving and donation of their time. The research completed by Schervish (1997) revealed motives for major donors in the three areas of hyperagency, caring for others, and charity.

Kaminski's Study

Kaminski (1999) reviewed gender differences in donor behavior in her study regarding giving to education. As executive director and co-founder of the Women's Philanthropy Institute in Madison, Wisconsin, Kaminski has done extensive research and writing about women as donors. Kaminski (1999) asserted that no monetary value has been placed on women's volunteer work. She cited several major behaviors of women distinguishing them from men. While men are loyal donors and tend to support ongoing programs, women tend toward creating new programs that meet specific needs of individuals or communities and activities that contribute to social change.

Also, women like to be involved either actively or passively in the activities to which they contribute (Kaminski, 1999). They like to volunteer or, in the absence of being actively involved, want to be informed so they feel connected to the organization. Women are likely to collaborate toward a single goal rather than competing against one another for the highest donation. Along with this, they like to applaud success and prefer personal recognition in small groups rather than a large public statement.

In addition to gender differences, Kaminski (1999) summarized the work done by Judith Nichols on age differences among women donors. She reviewed four groups based

on their years of birth. Women born between 1910 and 1930 were labeled “traditionalists.” They most likely either had not worked outside the home at all or may have done so only during the Depression or war while the men were gone (Kaminski, 1999). These women may have been uncomfortable making their own financial decisions and relied on men, either family members or professionals, for advice. Many women born between 1931 and 1945 were the first females in their professional positions or to sit on various boards. Termed “the new older woman,” they were most likely to give to women’s and children’s issues and education. “Baby boomers” born between 1946 and 1964 were influenced by many of the social changes that occurred while they were younger. Committed to organizations and activities that lead to social change, they were likely to be able to financially support causes that they had cared about for many years. These women were used to making their own decisions about their time and money. Women born between 1965 and 1975 were in the group labeled “baby busters.” Because of their younger ages, there is less research available on this group. They were accustomed to a high-tech lifestyle and tended to expect quality and accountability. They also expected abundant information about and communication from the organizations to which they gave.

Summary of Literature on Donor Behavior and Motivation

A review of the literature on donor characteristics, behavior, and motivation shows that the major studies have been done mostly on millionaires and wealthy people (Panas, 1984; Prince & File, 1994; Reilly, 1995; Schervish, 1997) or have used quantitative data from an economics framework (Jencks, 1987). A recent study by

(Kaminski, 1999) reviewed gender and age difference among donors. None of the studies focused on donors giving to public community colleges.

Summary

Literature on community college foundations is very limited when compared to information on foundations at four-year colleges and universities. This is due, in part, to the recent establishment of community college foundations. The major growth in community college foundations occurred in the 1960s and 1970s. This was reflected in my historical overview of community college foundations and my examination of the general area of fund raising. I concluded the literature review with a focus on donor behavior and motivation. One point was noted by several authors. Fund raising and donor relationships are vital to community colleges. Presidents and others involved in fund raising at the community college have been advised to keep abreast of the social changes and current trends that influence donors. While there is substantial information about fundraising, a limited amount of this is directly related to community colleges. I did not locate any research specifically concerning why donors gave to a public community college foundation.

Given this review, I contend there was a need to investigate the research questions I posed in Chapter One to find out how giving was described at one community college foundation. I wanted to gain an in-depth understanding of giving and how it was described by the major stakeholders at the foundation. I asked the foundation staff, members of the foundation board of directors, and the college president to describe what they did to enhance giving. And, I asked donors to describe what life experiences contributed to their decision to give to the community college foundation.

CHAPTER 3: METHODOLOGY

This chapter includes a review of the characteristics of qualitative research. I then discuss case study research and explain why I used it for my study. The steps I used to gain entry to a particular community college foundation and ethical issues surrounding the study are described. A detailed description of the purposeful sampling used to select the site and individuals is also included. I then explain the data collection methods and recording procedures I used along with the steps used in data analysis and strategies to validate findings.

Characteristics of Qualitative Research

I selected qualitative inquiry for this study due to the fit between my personal interests as a researcher, the characteristics of qualitative research, and the purpose of the study. As shown in the review of literature, no studies were found specifically about why people give to community college foundations. I wanted to gain an understanding of giving at one community college foundation. Qualitative inquiry is well suited for in-depth exploration and rich, holistic description (Merriam, 2002). This type of inquiry is preferable at this time because of the lack of information and research in this area and my desire for a comprehensive, in-depth study. My focus is on a single community college foundation. I explored giving from the perspective of the various stakeholders at the foundation, including the foundation staff, college president, members of the foundation board of directors, and donors, by reviewing publications and materials at the foundation, observing staff in their day-to-day work, and by talking with individual donors.

Creswell (1998) stresses that qualitative research is not a good fit for people who are looking for a quick or easy project. It is used mainly to answer what or how questions and enables the researcher to provide a rich description of what is happening (Creswell, 1998). He also says that qualitative research is used when a topic needs to be explored and variables are not easily identified. An important part of qualitative research is that people are studied in their natural setting (Creswell, 1998). I spent time on-site at a community college foundation and conduct interviews with participants at a location of their choosing. While this may not be regarded as a naturalistic setting, it was as close to a naturalistic setting as possible.

Merriam (1988) points out that “the researcher is the primary instrument for data collection and data analysis” (p. 19) in qualitative research. The researcher’s active role plays an important part in qualitative research (Creswell, 1998). Qualitative research is best for people who are comfortable with a more personal writing style and who have the time and resources to do an in-depth study (Creswell, 1998). Qualitative research involves emergent data (Creswell, 1998) that may cause the researcher to adjust and revise themes identified during analysis. Sampling continues until no new information is forthcoming (Creswell, 1998). It is appropriate to use qualitative research when the audience is receptive to the personal writing style and a very detailed view of the topic. . Process and meaning – how people make sense of their experiences – are of primary concern in qualitative research (Merriam, 1988). Creswell (1998) states the story is told from the participant’s view. Qualitative research also employs purposeful selection of sites and participants (Creswell, 1998). Site selection and participant selection are discussed later in this chapter.

I chose to do a qualitative research project because of these characteristics. They are well suited for my study. Qualitative study enables us to understand the social world through participants' interpretations and allows the researcher to be an active part of the study (Creswell, 1998). The main focus of my study was the community college foundation. I wanted to gain an understanding of giving through the various stakeholders and artifacts at the foundation. Multiple methods of data collection were used. Central methods used were observation, interviews, and document analysis.

Doing an in-depth study is suitable to me. I like being an active learner. Qualitative research enhanced my study by allowing me to hear the participants and see in documents how giving is described. It enabled me to probe further when responses lead to a need for more information and allowed me to provide rich description in my written analysis. The research was emergent. As the research progressed, questions changed slightly and evolved based on observations and information gleaned from interviews. Self-reflection of the researcher is an important part of qualitative inquiry. That is why I included the section on my background and role in the study.

Case Study Research

Case study research involves an intensive study of a phenomenon or a social unit. A social unit may be an individual, group, institution, or community (Merriam, 2002). The choice of what to study is purposeful. A particular institution or a program can be selected as the case because it is typical or unique, successful or struggling (Merriam, 2002). In-depth analysis helps the researcher gain a better understanding of the particular case being studied. Case study can include a phenomenon, the culture of a particular group, or one person's story within the case to become phenomenological case study,

ethnographic case study, or narrative case study (Merriam, 2002). Shank (2002) states case study revolves around the simple idea of, “What can we learn ... that leads us toward seeing the world in different terms?” (p. 53). He also reinforces, as others do, that generalizing to a larger population is not the purpose of case study (Shank, 2002). The final report of case study research includes a comprehensive description of the case and includes thick, rich detail of the data collected (Merriam, 1988; Stake, 1995). This rich description can encourage the reader to live vicariously as part of the case or can help the reader construct the case into something that has personal meaning (Stake, 1995). It can help us see the world in different terms (Shank, 2002).

Stake (1995) differentiates between intrinsic case study and instrumental case study. Intrinsic case study occurs when there is a need to learn about a particular case. Program evaluation can be a type of intrinsic case study. The case is given rather than chosen in an intrinsic case study (Stake, 1995). On the other hand, instrumental case study is used to develop a general understanding of some phenomenon or group. A case is selected in order to understand something else (Stake, 1995). My study was an instrumental case study to gain an understanding of giving at one public community college foundation.

I used one public community college foundation in a southern state as the bounded case for my study. I chose one foundation for several reasons. First, I wanted to look at giving from the perspective of various stakeholders of the community college foundation. This included working with people such as foundation staff members, the college president, members of the foundation board of trustees, and actual donors as well as documents and artifacts. It was more manageable to work through one foundation

(rather than numerous foundations) to gather information and find participants who were willing to be interviewed. By concentrating on one community college foundation, I did an in-depth examination to understand giving at one community college foundation. Second, it was more manageable in terms of time and financial resources to concentrate on one site. Because the foundation is in a different state than the one in which I live, I had to spend a considerable amount of time away from my home and work in order to collect data. I also had travel expenses so I made the most of the time I spent at the site.

Researcher's Role in the Research

As I mentioned in Chapter One, I am currently an assistant director in the financial aid office of a mid-size university. A major part of my job includes working with the university Foundation to award and disburse scholarship funds from private donors. My office obtains biographical information about the private donors from the university foundation. We include this information with the letters sent to students telling them of their scholarship award. The biographical information is interesting to me, but it does not describe why the donor gave money to this particular foundation. Even though I work at a four-year university, my doctoral program is in community college leadership. I hope to eventually work at a community college in an administrative capacity in enrollment services or student services. From my work at a four-year institution and through my doctoral studies, I recognize that community colleges have unique advantages as well as challenges in fundraising.

I wanted to understand why people give money to a community college foundation. This is an area of increasing importance, but one that is absent from the literature available. Qualitative inquiry suits my way of thinking about the way to do

research and the need for rich, descriptive research in this area. This is why I chose to do a case study.

Site Selection

Site selection was based, in part, upon results from my on-line computer search for a successful community college foundation. As shown in the review of literature, Robison (1982) included three main characteristics of a successful community college foundation: (a) Presidential support and understanding of fund raising; (b) a commitment from the college's board of trustees; and (c) the inclusion of community people on the foundation board who represent and have access to centers of influence and wealth. Angel and Gares (1989) added that a successful community college foundation must have goals tied to the college's needs, a strong community relations program, a consistent plan for donor recognition, and an emphasis on accountability. Adams et al. (1994) stated that the age of the foundation and a staff person dedicated to external resource development form the basis for a successful community college foundation.

I systematically reviewed 15 to 20 community college foundation websites over the period of one year to obtain a clear overview of various community college foundations. I found that there is a great deal of variation in the information contained in foundation web sites. All of them included how to give money to the foundation. Many, but not all, included how long the foundation has been in existence. I made the decision to look for a community college foundation that has been in existence for at least 20 years. I based my decision on the belief that the foundation would be well established and have many donors. Many of the community college foundations in my home state and others with which I am familiar have not been in existence for a long period. They also

have smaller endowments when compared to other foundations. For this reason, I looked for a community college foundation outside of my home state.

I narrowed the list of possible sites to three community college foundations. These were selected on the basis of initial review of the foundations' sites on the World Wide Web and whether I would be comfortable spending time in the location. Secondary review was conducted through e-mail and telephone contact with the foundations. Personnel at one college indicated that the foundation has not fully tapped the donor potential in the region, but now has new leadership that has re-energized the board and staff. Another college is part of a statewide system that has fundraising goals for the local college as well as the state system. The third foundation most closely fit what I was looking for – an individual community college foundation that demonstrates the characteristics cited as necessary for success. I also based site selection on accessibility and a welcoming presence from the foundation. The college is located in a large metropolitan area with a major airport and plenty of hotels in safe areas. When I made initial contact with the foundation president she encouraged further discussion about my research project.

Southern Community College Foundation (a pseudonym) seemed to fit best what I was looking for. Initial screening showed that it met most or all of the characteristics above. The web site included the most comprehensive information of all sites reviewed. For example, the website included their guiding principles, donor bill of rights, and philanthropic code of ethics. I did not find these on other websites. The president of the college sat on the foundation board. Other members were representative of people with influence and wealth such as lawyers, bankers, and chief executive officers and

presidents of major companies and employers in the community. These were representative of the characteristics of a successful community college foundation as outlined by Robison (1982).

I contacted the president of the foundation by e-mail to see if I could make an appointment to talk about the feasibility of doing a study at their institution. An appointment was granted and a campus visit transpired two weeks later while I was visiting the area. The particular community college foundation had a strong history and endowment. The current foundation president had been at the foundation for five years. A complete reorganization of the foundation had occurred during that time. The president indicated a strong feeling about the need for research at the community college level and was particularly interested in research focused on a community college foundation. Therefore, the president was willing for me to use the foundation for the case study.

During the initial appointment with the president of the foundation, I learned that she believed the college board of trustees understood and valued the responsibility of the community college foundation. This was an important part of my decision to select Southern Community College Foundation as my site. She also indicated that the college president sat on the foundation board and was supportive of the foundation's initiatives. The foundation had a staff of five people at that time and had been reorganized within the previous four years. Programs at the foundation included an annual campaign, a faculty and staff campaign, special projects, and a donor recognition program. The foundation did not currently have an organized planned giving program. Formed in the mid-70s, the foundation had total assets exceeding \$30 million at the time I first researched it.

Southern Community College Foundation's commitment to ethics was evident in two ways. One was the inclusion of their statement of guiding principles on their web site and on the back of each staff member's business cards. As stated earlier, the web site also included the Philanthropic Code of Ethics and Donor Bill of Rights. The openness on the part of the foundation president to show me everything they had was also evident of their commitment to ethics. The president said she was willing to show me everything, while providing appropriate protection of donor identities, because they had nothing to hide. She also believed that all community college foundations should agree to be involved in research and surveys, but understood the importance of timing and time constraints. She said if she had been contacted five years earlier when she was new and trying to reorganize the foundation, she would not have been so willing for me to use their site for my research. Once I decided to use the foundation at Southern Community College for my study, I obtained signed letters of cooperation from the foundation president and college president (Appendix A).

Data Collection

Stake (1995) explains that in case study research, the purpose is not to understand others, but to understand this one case. A single community college foundation was chosen as the case that was examined. I used three basic methods of data collection for my case study. I requested that the foundation president send copies of foundation brochures, letters, and other documents they use with prospective or past donors prior to my visit. I had already accessed information on their web site. I reviewed minutes from board meetings and committee meetings as well as annual reports, print and electronic newsletters, other information available in print or electronic format, and artifacts that

were available. Artifacts included logo material that the foundation gives to donors at special events and as recognition gifts.

In addition to the document analysis outlined above, time was spent at the community college foundation observing the day-to-day activities of the staff members. I spent a considerable amount of time the foundation office over a two week period. The purpose of the observations was to see how staff members interacted and communicated with donors to enhance giving and to see what part giving plays in the daily work flow. Permission was sought from individual employees to be observed. Each person who was observed signed a consent form. Data was not used for individuals who did not sign a consent form.

A major part of data collection consisted of in depth interviews. There were a total of 25 interviews. I utilized the assistance of the foundation president in the selection of participants to be interviewed in the following ways. First, I asked the foundation president to mail introduction letters at my expense to donors and members of the foundation board of trustees who live within a 50-mile radius of the foundation. This constituted a convenience sample as it was the easiest way for me to obtain participants. There was one letter from the foundation president (Appendix B) introducing me and stating that the foundation board and the college had signed letters of cooperation regarding participation in my study. The second letter was my letter to potential participants (Appendix C). It described the focus of my study and included information about how I can be contacted if the donor or board member wished to volunteer to participate in my study. I printed my letters and put postage stamps on envelopes which I sent in a batch to the president. The foundation administrative assistant added the

director's letter, applied address labels to the envelopes, and mailed both letters to potential participants.

The letters were sent approximately two months before my initial planned site visit for data collection. I asked volunteers to contact me within two weeks. I did not get an adequate number of volunteer participants from the initial letter. I anticipated this might happen so my initial research proposal contained an alternative plan for finding participants. I asked the foundation president to personally contact some individual donors or board members to ask them to participate (see Follow-up Script in Appendix D). This represented a nominated sample. The foundation administrative assistant contacted individual participants to arrange the time and place for each individual interview. Interviews occurred at a mutually agreed upon location which included some personal offices around the local area as well as a conference room at the college. A private location away from external noise and foot traffic was preferred for purposes of confidentiality and noise reduction on the audio-tapes. I only contacted people who have volunteered to participate in the study. Each participant was asked if they wanted to choose a pseudonym to protect their identity. If they did not wish to choose a pseudonym, I assigned one in the transcriptions of the audio tapes.

I interviewed thirteen foundation board members. They offered a perspective based on their personal background as well as their involvement as a donor and volunteer for the foundation. This included their personal stories of giving as well as their perspective from the foundation board's point of view on what the community college foundation does to enhance private giving. Five foundation staff members including the foundation president, chief financial officer, donor relations manager, board relations

manager, and marketing manager were also interviewed. In addition, donors with various levels of involvement with the college and foundation were involved.

Individual interviews were tape recorded with the individual's written permission documented through a Colorado State University Human Subjects approved consent form (Appendix E). I personally transcribed each tape. The tapes from the first ten interviews were transcribed and delivered to the individuals for member checking. This is when the individual reads the transcript to make sure I have accurately captured their words from the interview. I kept a written journal to mark progress and note personal feelings and attitudes throughout the research as well as for daily observations during the site visits. Field notes were also written during site visits to capture the daily activities that were observed. The foundation president provided copies of documents to me. They were used in data analysis.

Data Analysis

I began reviewing and analyzing documents that I was able to find on the internet prior to the site visit. I transcribed interview tapes as soon as I could after completion of the interviews. Data analysis continued throughout the interviews and observations. I constantly reviewed the data from document analysis, observations, and interview transcriptions to look for major themes. Merriam (1998) stated that the development of categories or themes is largely intuitive. It is systematic while being mindful of the purpose of the research, the researcher's orientation, and the meaning made by participants (Merriam, 1998). Copies of printed material were important so I could keep going back to the data. Permission was sought from the foundation president and included in the letter of cooperation to retain copies of printed material. I requested

permission to do follow-up interviews with individual participants in person, by phone, or electronic mail. This was not necessary as I felt I had enough data without follow-up interviews.

Data was analyzed throughout data collection by means of coding the data available from observation, document review, and interviews. Each segment of data, whether it was a document that was reviewed or an interview that was transcribed, was sorted into chunks of meaning that could then be grouped into categories and themes that emerged from the data (Merriam, 1998). The process of using open codes to initially organize the data followed by the development of axial codes that identified categories or themes was used.

I read through each interview transcript, my researcher's notes, and the documents collected numerous times. I added notes as I read through each piece. I grouped the notes and comments that were related in the first interview (Merriam, 1998). I worked through each interview, set of notes, and document in this manner, comparing each new one to the previous ones. I developed a list of categories that emerged and constantly compared the data from each succeeding analysis. The final step in analysis was to make assertions from the categories identified. I went back through the transcripts, notes, and documents to find examples from the data for each of the categories that helped make the categories more robust (Merriam, 1998). Thick description utilizing specific examples from the data is presented in chapter four. Continuous reflection on the data added to the strength of analysis.

Ethical Issues

Doing research with human subjects is an invasive procedure. Making it as least invasive as possible is preferred. I requested copies of publications and materials used with potential, current, and past donors before making the site visit. Information that is available on the website was not requested again. I attempted to respect the rights, needs, values, and desires of the participants (Creswell, 2003). The objectives of the research were clearly identified for the informant. Written permission was obtained from the community college foundation and college president via letters of cooperation for the case study to be conducted (Appendix A). I received proper approval from the Human Subjects Committee at Colorado State University before collecting any human subjects data (Appendix E). Information is reported in a confidential manner. Transcriptions from interviews were shared with individual participants for member checking. Participants' rights, interests, and wishes were considered for the final report.

Trustworthiness of Findings

The intent of the study was to gain an understanding of giving at a community college foundation. Stake (1995) places importance on two procedures to ensure credibility and authenticity of a case study. One is triangulation of information or searching for the convergence of information. He points out that there are certain times that you need to pay more attention to triangulation. When data is critical to assertions for key interpretations, extra steps should be taken to look for convergence among data sources (Stake, 1995). Merriam (1988) describes triangulation as using multiple sources of data and multiple methods to confirm findings. In case study, it is vitally important to keep checking to "make sure we have it right" (Stake, 1995, p. 112). Thick, rich

description is used so that readers get a sense of what is going on like they had been there to see it themselves. I used observation, interviews, and document analysis to achieve triangulation.

Member checking is the second procedure recommended to ensure credibility and authenticity (Merriam, 1988; Stake, 1995). The choice of a single foundation to research as a case study means the researcher will spend a considerable amount of time in the field or on-site as the case may be. A close relationship will be established with the participants. In one form of member checking, the transcription of a participant's interview is shared with the participant to make sure the researcher got it right (Stake, 1995). Another way to use member checking is to allow a participant to read the portion of the draft of the report that includes information about them. Participants may be asked if the interpretation is credible (Merriam, 1988). Even though participants may be asked to submit their opinion, it may or may not be used by the researcher in the final copy (Stake, 1995). I used member checking to allow participants to check the transcriptions from their interviews for accuracy.

In addition to triangulation and member checking, Merriam (2002) included peer examination or review as another way of ensuring reliability. I shared samples from the raw data with my methodologist during analysis and discussed my coding strategy to see if my findings were consistent with the data. The use of an audit trail is another strategy discussed by Merriam (2002) as a way to authenticate findings. I included a sample of my coding strategy in Appendix F as an audit trail. I utilized all of the above procedures including triangulation, member checking, peer examination, and an audit trail to ensure trustworthiness of my study.

Stake (1995) included a comprehensive checklist for assessing a good case study. I used the checklist to provide a report that is easy to read and coherent, with well defined and developed issues. I provide a thick description of the case so that readers are provided some vicarious experience (Stake, 1995). The use of thick description allows readers to share the experience of the researcher (Merriam, 1988). Self-reflection of the researcher also gives an account of any bias on the part of the researcher and helps define the interest of the researcher in the project.

Conclusion

This chapter included an overview of the characteristics of qualitative inquiry. Case study research, the particular strategy used for the project, was also reviewed. The rationale and steps in choosing a single community college foundation as the research site were described. Data collection and data analysis methods are stated. Finally, ethical consideration and strategies for ensuring trustworthiness of my findings were discussed.

CHAPTER 4: FINDINGS

It was November the first time I met Alice, the president of the Southern Community College Foundation. I had been researching community college foundations for over a year, trying to find the best place for my dissertation research. It was a fluke, really, that brought me to Southern Community College. I was going to be in the local area for a brief visit and saw the name of the community college in a journal article. I was not familiar with the school and decided to check out their website. When I reviewed the foundation's website I felt I had found just the "right" place. I sent an e-mail to Alice, told her who I was and what I wanted to do, and asked if I could meet with her while I was in town. She sent an e-mail back to me that said simply, "I could meet with you Tuesday at 2:45."

That first November meeting lasted about a half hour. We talked about how important research is to community colleges and how not much research had been done specifically on community college foundations. The meeting ended with Alice telling me she would be interested in allowing me to do my research there. I was still reviewing a few other schools, but was enthused by her positive response. Over the next few months I spoke by phone with a Vice President at another community college and with another college's foundation president. One college foundation was struggling with low donations and minimal community support according to the college Vice President. The other foundation was part of a district-wide fundraising consortium. Neither of these gave me the good feeling when I first reviewed Southern Community College Foundation's

website. It felt like the “right” place to do my research. The positive response from Alice was also a deciding factor in where to do my research. I still had to complete my coursework, comprehensive exams, and my proposal and get it approved before I could make arrangements to visit the Southern Foundation again, this time for an extended stay. In the meantime, I hoped and prayed that she would stay there and not change jobs!

The time finally arrived – two years later – when I was ready to visit the Southern Community College Foundation to collect data for my research project. It was November again when I arrived at the office to meet the staff. Alice was out of town that week, but the staff was well prepared for my visit. They knew who I was, why I was there, and what I would be doing. I was in and out of the office between interviews with stakeholders, observing the staff in their daily activities and writing notes from my interviews. I used various conference rooms and offices for most of the interviews and used the college President’s office for one interview with a college trustee. Some of the participants preferred that I come to their offices to conduct the interviews.

I open this chapter with a description of Southern Community College and a description of the foundation. This is followed by a brief description of each participant so you get to know more about the stakeholders at Southern Community College Foundation. Three broad themes – communication, collaboration, and commitment – emerged from the interviews, observations, and review of materials from the foundation. I have divided the chapter into sections on what the foundation staff members, foundation board members, and college president do to encourage giving and show how the three main themes emerged among each group. I include a substantial amount of text directly from participant interviews for two closely related reasons. First, the participants’ words

provide the majority of the data for my research project and I believe it is difficult to convey a deep understanding of their perspectives without extensive quotations. Second, I believe that no matter how accurate my paraphrasing may be, such a presentation of data would lead to losing their voice. I conclude the chapter with an overview of giving at Southern Community College, personal stories of giving, and the chapter summary.

Description of Southern Community College

Like many other community colleges in the United States, Southern Community College was founded in the mid-1960s. The college was located in a metropolitan area in a Southern state. There was a main campus and three additional campuses and two academic and administrative centers in a two-county service area. Carolyn, one of the participants, gave the following account about the formation of the college.

It's the youngest of the community colleges in this state and that beginning was probably delayed in this area because we had a private community college. It was a junior college and there was an element in the community, before it grew quite as much, that was very protective of that culture and institution. But, at that time, it would be very difficult for a minority to get into that private junior college or someone with no money, someone with skin color, someone with a little bit of differences might find it less hospitable. Yet it wasn't commonly known that those things were there. But there was a delay and there was a bit of an undercurrent to fight to get it [Southern Community College] So that's just maybe an accident of time and space that that would happen in this community and those who were aware of that struggle and who participated in it were very vested in making sure that our community college was successful in reaching out to those other communities.

Southern Community College was one of more than twenty community colleges in the state and it was located in a town that also had a four-year public university. As noted in the college catalog, Southern Community College was accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. It was a publicly supported comprehensive community college that offered forty-two majors

leading to the Associate of Arts degree, thirty-three programs leading to the Associate of Science or Applied Science degree, and over sixty certificate programs. Degree programs ranged from accounting and business to mathematics, English, languages, social sciences, natural sciences, and health administration. Certificate programs were offered in the areas of arts and entertainment, business, engineering and architecture, health sciences, hospitality and culinary, information technology, landscape and horticulture, and criminal justice. Southern Community College also offered several pre-collegiate opportunities to earn college credits including dual enrollment for high school students, a tech prep partnership program with local school districts, credit for Advanced Placement (AP) courses, and College Level Examination Program (CLEP) exams. The annual full-time equivalency enrollment was over 20,000 students. The average age of the student population was 23 years. The ethnicity of students was predominantly Caucasian (46%), followed by Hispanic (24%), and African American (15%). The annual operating budget excluding grants and financial aid was over \$120 million. When I read articles in the *Chronicle of Education* and searched websites that listed the top community colleges in terms of the number of association degrees granted annually and total foundation assets, Southern Community College was in the top tier of community colleges nationwide.

Description of Southern Community College Foundation

The Foundation at Southern Community College was formed in the mid-70s, seven years after the college opened. It received tax benefits under the Internal Revenue Code as a 501(c)3 organization with all gifts being tax deductible to the fullest extent of the law. The foundation's mission statement was "to enhance learning, workforce training and economic development in [the community] through scholarships, teaching

chairs, programs and buildings for [Southern] Community College.” The Southern foundation had net assets exceeding \$40 million at the time of my visit.

The foundation office was located in a 4-story brick building centrally located in the community. The foundation owned the building. There was a security officer at a desk inside the main entrance. One doorway led to a pod of offices for the foundation president and three other staff members. A separate doorway led to another pod of offices for the remaining staff members and student interns. In addition to the foundation offices, there was a large conference room and some other offices on the main level of the building. The offices were basic business offices with desks, chairs, office equipment, and bookshelves. They were small, neat, and clean – nothing fancy. The top three stories in the building contained other administrative offices for the college.

Staff

At the time of my first visit there were five full-time employees at the foundation. By the time I arrived to do the interviews two years later there were eight full-time employees and two student interns. The full-time employees consisted of Alice who was the President and Chief Executive Officer, Janet who was the Chief Financial Officer, Tara who was the Bookkeeper, Dolores who was the Donor Relations Manager, Eileen who was the Campaign and Foundation Relations Manager, Hillary who was the Resource Development Manager, Megan who was the Special Events Coordinator, and Donna who was the Administrative Assistant. The President served as the Chief Executive Officer of the foundation and was responsible for hiring employees and general oversight of the foundation. The Chief Financial Officer served as the Vice-President of the foundation and was responsible for the budget and financial statements

issued for the foundation. The Bookkeeper maintained and recorded the daily financial transactions and payroll duties. The Donor Relations Manager worked with individual donors and groups who wanted to establish scholarships. She coordinated the scholarship committee and maintained the scholarship information and application process. The Campaign and Foundation Relations Manager worked closely with the foundation board members to maintain communication and coordinated events in which they participated. The Resource Development Manager was responsible for the foundation's marketing efforts. She prepared brochures and other printed material, media presentations, and novelty items that helped get the Southern Foundation name out in the public. The Special Events Coordinator was responsible for organizing, managing, and evaluating the annual fundraiser and the annual donor recognition dinner in addition to working with other organizations that sponsored fundraisers for Southern Community College. The Administrative Assistant maintained all board and committee minutes. She coordinated meeting schedules and sent notices of meetings to board and committee members.

When I visited the foundation in November I observed that the staff was quite busy. Three staff members in addition to the President were out of the office. The Foundation Relations Manager was in the process of sending Thanksgiving cards to all board members to thank them for their service. She indicated that the President signed each card individually and wrote a personal note to each person. She was also busy answering the phone and greeting people who came to the office. The Donor Relations Manager had several meetings with individuals and groups regarding scholarships they wanted to establish. She also talked with staff at the college about students who needed funds and what could be done to help them. The Administrative Assistant helped

coordinate meeting locations for the interviews I conducted and pulled minutes from board and committee meetings to be copied for me. She also answered phone calls and worked on minutes from the most recent committee meeting. The Bookkeeper was in her office, but I did not meet her or observe while she was working.

In December the staff was preparing for the annual donor recognition dinner. The Resource Development Manager packaged gift items such as pens and coasters and worked with the media department at the college to produce a CD highlighting several students who received scholarships. The Foundation Relations Manager and Donor Relations Manager were busy tracking reservations and coordinating with people who would speak at the dinner. One of the nicest touches for the dinner was the use of quotes from students' thank you letters at each table setting. The quotations were printed on parchment paper glued to bookmark-sized pieces of construction paper. A small bow made from gold ribbon was glued to the top. Everyone in the office spent some time during the week helping to make the 500 bookmarks. The donor recognition dinner was the foundation's way of thanking all people who have donated during the previous year. It was a first-class event held at a local hotel.

Board of Directors

I reviewed board information on the Southern Foundation website that said the board was responsible for four main areas. One was setting policy to enable the foundation to respond with financial assistance for Southern Community College in areas not met with federal or state funds. Second, the board was responsible for overseeing foundation operations by hiring and evaluating the foundation president. Third, the board was to represent the college and foundation by serving as the foundation's ambassadors to the

community. The fourth responsibility was to contribute financially each year and to participate in raising monies through individual contacts.

There were three standing committees of the foundation board identified on the website and in board documents that were given to me. One was the Executive Committee which included the board officers – chair, vice-chair, and secretary, college trustees, college president, foundation president, alumni association representative, lifetime appointees, and some at-large members. The Executive Committee met quarterly and retained the authority to make decisions and approve policies. The foundation board chair led the Executive Committee.

The second committee was the Board Development Committee. This committee served to encourage recruitment of new board members, oversaw nominations, and provided continuing development to board members. As part of their duties, members of the Board Development Committee monitored board terms, made recommendations to the full board to elect new members, oriented new board members, and evaluated board performance as a whole.

The third committee, Finance, was responsible for oversight of operational and investment financial matters. This included overseeing the hiring of fund investment managers and consultants, evaluating the performance of managers and consultants, recommending the annual audit firm and processes, reviewing financial statements on a regular basis, and recommending financial policies and revisions to the full board. The Finance Committee met quarterly.

I reviewed the Board Development Committee Minutes from March 2006 which outlined the demographics of foundation board members. At that time there were 47 total

members – 26 males and 21 females. The By-Laws allow for 60 members. The ethnicity breakdown showed 42 Caucasian, 3 African American, 1 Hispanic, and 1 other. The ages ranged from two people in their 30s, fifteen in their 40s, twenty-one in their 50s, and ten who were age 60 or older. The industries/occupations of the members included five people in the construction industry, six lawyers, five educators, four architects, two bankers, three in finance, five in real estate development, two in utilities, five in the hospitality/tourism/food and beverage industries, one in automotives, one in government, and one in agriculture. Three board members were retired. According to the Minutes, there was no one on the board in health care, media/public relations, transportation, information technology, or sports. I noticed considerable discussion in the Minutes regarding the desire to add people to the board from these unrepresented areas, especially health care.

The process for adding people to the board began with a nomination given to one of the Board Development Committee members. It appeared from notes and Minutes that potential members were generally nominated by a current board member although there were a few occasions where people nominated themselves or were nominated by someone else. Basic facts about the nominee were included with the initial nomination and then new candidates were reviewed by the Board Development Committee.

The Board Development Committee reviewed nominations by considering such things as where nominees worked, to which organizations they belonged, and with which board members they had a relationship. Basic screening criteria included whether they had given money to the foundation and whether they had the potential to give and to bring in others who could give. Once they met the basic screening criteria they were

placed on the Potential Candidates list. A member of the Nominating Committee or other board member followed up with a phone call or meeting to assess the potential candidate's interest in becoming a board member. Often a luncheon meeting or campus tour was scheduled so they could become more familiar with the college and foundation. If the candidate was interested in becoming a board member then the Board Development Committee forwarded the name to the Executive Committee for approval. The candidate then met with the president of the foundation board (if available) to learn more about the attendance expectations, giving responsibilities, and fund-raising responsibilities. Finally, the candidate's name was presented to the full foundation board for a vote.

The Participants

I previously identified the major stakeholders of the community college foundation as the staff, board members, college president, and donors. These were the people I wanted to interview to find out about giving at one community college foundation. I prepared letters of introduction which were mailed by the foundation president to fifty people asking if they would serve as participants for my study. She made personal calls after the mailing to encourage people to participate. I provided a choice of four weeks for the interviews to occur and asked the participants to determine which weeks would work best for them. Based on their preferences, I scheduled two trips – one the first week of November and one the first week of December. I interviewed five of the foundation's full-time staff members, fourteen board members, the college president, and six people who were donors and friends of the foundation. I now give a description of the participants.

Carolyn

My first interview was with Carolyn (a pseudonym) who was one of the foundation board members. She appeared to be in her late 50s or early 60s and had what I thought was a classy, well-dressed appearance. She was quite pleasant and was interested in some photographs on the wall of the conference room where we met. She explained who the people were in the pictures and talked about some of the events that had been held at the college. During the course of the interview she mentioned her grown children and grandchildren. She had a long history with the college and had been involved with the foundation for twenty years.

Rick

The second participant was Rick who was one of the newer members of the foundation board. He appeared to be in his late 30s or early 40s. He rolled up the sleeves of his shirt at the beginning of the interview as if he was ready for the task. He was very friendly and was a proud alumnus of Southern Community College. He was a local business owner. He described himself as a “poster boy” for Southern Community College.

David

David was the third participant I interviewed. He was a busy lawyer in his mid-50s. I met David at his office and conducted the interview in a small conference room. He was very businesslike with a matter-of-fact demeanor. David’s family had a revered history with the college. David served on the foundation board.

Dolores

The fourth participant, Dolores, was the Donor Relations Manager at the foundation. She said her job was to provide “stewardship of the funds and to keep the donors happy.” She said another part of her job was to promote scholarships that were hard to award. Dolores was very soft spoken and talked about strategies to give more information to the faculty and students about the foundation and the scholarships available. She appeared to be in her 30s and was very businesslike. Dolores wore a skirt and jacket and said she was meeting later that day with a prospective donor who wanted to establish a scholarship.

Bob

The fifth participant was Bob and his interview was held in the college President’s office. Bob was retired from one of the major local employers and served as one of the college trustees. That position was an appointment by the governor. Bob previously served on the foundation board for about 14 years, but resigned from that position two years before we met to concentrate on his position as a college trustee. He had been a trustee for six years. When I introduced myself to Bob he mentioned that he once visited the town where I live - Greeley, Colorado. The college president came in to retrieve some information from his computer and Bob told him the story about being in Greeley. The president left and I began the interview with Bob. He and his wife established two scholarships through the foundation and donated on a regular basis. He believed in “putting your money where your mouth is.”

Eileen

Eileen was the next person I interviewed. She was the Campaign and Foundation Relations Manager and worked primarily with the foundation board members. She also assisted with special events and fundraisers. Her desk was the first one you saw when you entered the office. She was a bubbly young woman who always smiled. Eileen graduated from Southern Community College and went on to get a bachelor's degree at the local four-year college. She completed her master's degree while working for another non-profit agency.

Anastasia

The next interview was with Anastasia. She said she was nearing 50 and was very interested in the arts. She appeared to be quite creative and said she liked to have fun. She had a big voice and carried a big purse. Anastasia was very animated and you could tell she was very excited about her work for the foundation. She served on the board and said she loved to turn events like birthday parties into fundraisers for Southern Community College. For instance, she helped plan a birthday party for Alice, the foundation president, and asked those who attended to make donations for scholarships in honor of Alice rather than bringing gifts. Anastasia also established two scholarships through the foundation.

Desmond

I met Desmond at his office. He was an older gentleman who was very pleasant and we had a nice conversation. He had to shove things aside on his desk to make room for my tape recorder. It was a cramped space but comfortable – almost like being at grandma's house with lots of knick-knacks and fun things on the desk and in the office.

Eclectic was the word that came to mind when I met Desmond and saw his office. He was charming and had served on an advisory board at the college for almost twenty years and on the foundation board for ten years.

Jolene

The ninth interview was with Jolene. She had lived in the community since the 1950s and said she felt like she had “outlived all of the natives” in the area. Jolene sold her business four years ago and devoted her time exclusively to volunteer work since then. She had an extensive history of volunteer work over her lifetime. Her first involvement with the college included serving on a committee to evaluate the nursing program when it started. She had been on the foundation board for a short time.

Diane

The tenth interview, and the final one on my first visit to Southern Community College, was with Diane. Her father was involved with the founding of the college and also helped charter the foundation. She had been on the foundation board for five years, but said she was not involved even as a donor before that. She was a business owner who had been involved in other community organizations. Someone who knew her family background and their relationship with the college’s founding asked if she would be interested in getting involved with the foundation.

Norman

I met with Norman in his office at the college where he served as Vice President for Administration and Chief Business Officer. He appeared to be in his late 50s. He was very easy to talk with and I felt that he treated me as a colleague who understood his job. In fact, he said they were looking for a new financial aid director and asked if I was

interested in moving to their state. He said he was first a donor to the college, was asked to join the foundation board about six years ago, and then became employed at the college three years ago. He had lived in the area a long time and had been involved in education as a volunteer for 25 years. He was quick to point out that all of his children attended Southern Community College.

Roberta

My twelfth interview was with Roberta, the Assistant to the Mayor. She appeared to be in her late 40s, had lived in the area for twenty years, and was involved with the college and foundation as a donor. She was the chairperson of the Hispanic Heritage Scholarship Fund which was an organization that raised funds for Hispanic students in the local area. She said she also worked closely with Alice, the foundation president, on many community events at which the mayor's office requests assistance from the Southern foundation. She said Southern Community College and the foundation were integral parts of the community in preparing the labor force of tomorrow.

Wendell and Patrice

My next interview was scheduled with Wendell who was a retired Provost of Southern Community College. He brought his wife, Patrice, with him. She also retired from Southern Community College after serving in a variety of positions including Associate Director of the Foundation in the 1980s. Both were dressed in what I would classify as business casual and Wendell reminded me of the stereotypical professor wearing a tweed sport coat. He and Patrice were both soft spoken and very thoughtful about their responses. They sometimes finished sentences for each other or were quick to

add agreement to what the other one said. They were a delightful couple who had a long history with the college and foundation.

Alice

I ended the day with Alice, the foundation president. We met in a private business club that caters to select business, professional and community leaders on the top floor of a nearby office building. It was a very comfortable space with couches and chairs around coffee tables. We found a small area in a corner away from some of the noise. A few people came to say hello when we first arrived, but we were able to talk without interruption. Alice was in her early 40s and said she loved where she was right then. She said, "It's the best place." She was very personable and it was obvious from my observations and from the interviews that she was well-liked by people she met.

Dean

One of the most enjoyable interviews I had was with Dean. He appeared to be in his 40s and was very friendly. He was very knowledgeable and was thoughtful about his responses. It appeared that he really had a handle on how things worked at a community college foundation. Dean had a deep, rich voice that reminded me of a radio or television announcer. He had been on the foundation board for nine years.

Tom

Interview number sixteen was with Tom who was involved with the foundation as a donor. He was one of the most engaging people with an excitement in his voice and a sparkle in his eyes when talking about his involvement with the foundation. He belonged to an organization that sponsored a fundraiser for Southern Community College each year. He had been involved with the fundraiser and the foundation for six years. Tom

appeared to be in his early 50s and had a job that required some international travel. He was not aware of all the programs offered by the community college until he became involved six years ago and said he believed that Southern Community College was a “catalyst that changed lives.”

Beatrice

Beatrice was the Director of Diversity and Community Affairs at a large local employer. She appeared to be in her 50s and had been on the foundation board for four years. She became involved with the foundation through the Hispanic Heritage Scholarship Fund. Since being on the board she had sat on all of the committees so she could get a better idea of what each one did to contribute to the foundation. She said time was her biggest challenge because she traveled extensively for her job. She was very proud that her daughter graduated from Southern Community College and then continued her education at the university.

Mary Pat

The next person I interviewed was Mary Pat, a woman who appeared to be in her 40s. Mary Pat was a graduate of Southern and a member of the foundation board. She established a scholarship in memory of her mother and was proud to be an individual donor. Previously a nurse, she was a realtor and had been on the board for six years.

Betty

Betty used to work with the Economic Development Commission and had close ties to the community college for over twenty years. She changed jobs a few years before we met and established a new relationship between her company and the college. She was involved with the foundation as a donor and her company's president was on the

foundation board. She belonged to a work-related organization that sponsored a fundraiser for Southern Community College. She believed “education is a lifelong process” and said she felt there should be a personal commitment as well as a company commitment to give. Her daughter-in-law graduated from Southern Community College.

Alex

I met Alex, the college president, briefly on my first visit to the foundation in November. When he came into the conference room for his interview, he loosened his tie and leaned back in the chair as if it was the most relaxing thing he had done all day. Alex was in his mid-50s and had a very charismatic demeanor. His charisma reminded me of presidents John F. Kennedy and Bill Clinton. In fact, one participant made this comparison during their interview. He was very humble, giving much credit to the people around him at the college and at the foundation. He was soft-spoken and occasionally his sentences fell off at the end on the audio tape so I had to listen numerous times while transcribing to catch what he said.

Paul

My cell phone rang on the way to meet with Paul. It was a foundation staff member telling me Paul called and said I needed to come to his office rather than the original location for the interview. I pulled into a parking lot so I could write down the directions. Luckily, his office was near two major roads with which I was familiar and I was traveling in the right direction. I had allowed extra time so traveling twice the distance to meet with him still got me there at the appointed time. Paul was in his 30s – he mentioned he had young children – and was on the foundation board. His interview was the shortest and most difficult of all the interviews. Most of his responses consisted

of short (one- to five-word) answers to my questions. It got a little better toward the end, but I never really felt that I connected with Paul like I connected with the other participants. I found out later that he was the current chairman of the foundation board. Paul had no involvement with the college or foundation prior to being asked to be on the board. He said he was asked because of a professional connection and he was considered a leader in the construction industry. He said that “becoming educated about what Southern was and what it meant to the community was the reason” he gave.

Janet

Janet was the Chief Financial Officer for the foundation. She had been in that position for six years. She was in her late 30s or early 40s and was not feeling well the day I talked to her. She was the first person hired by Alice and had weathered two changes in staff since she started. She appeared to be a very dedicated staff member and was proud that she had clean audits every year. She said the first year was especially challenging because she had to implement a new software program.

Melanie

The twenty-third interview was with Melanie, the Assistant Director of Alumni and Community Relations for the college. She appeared to be in her 30s and said her position was dually funded by the college and the foundation. Melanie worked with alumni who wanted to establish scholarships and also wrote grant proposals to corporations for gifts. She said all of those funds were deposited and processed through the foundation so she worked closely with foundation staff. She was an individual donor to the foundation.

Bruce

Bruce's interview was scheduled immediately after another interview and I didn't realize that he was there. He seemed slightly irritated at the beginning and that might have been because he was waiting or it might have been because it was late on a Friday afternoon. Luckily, we established some rapport and he provided good input in his interview. Bruce appeared to be in his late 50s or early 60s and said he had a lot of experience with non-profit agencies and businesses. He had done the same work for 35 years and had lived in the area for 22 years. He said he considered giving to the Southern Foundation as an investment in the community.

Hillary

The last interview was with Hillary who was the Resource Development Manager at the foundation. She appeared to be around 40 and had worked at the foundation for just over a year. Her job included marketing, advertising, promotions, and developing printed materials for the foundation. Hillary was very friendly, enthusiastic, and straightforward. She was dressed the most casually of all participants – maybe because it was Friday afternoon. Hillary's office was full of promotional articles with the Southern foundation name that they give to donors and prospective donors at events. She happily provided me with pens, CDs with student testimonials, coasters, and brochures.

Donna

The other participant with whom I interacted was Donna, the Administrative Assistant for the foundation. I did not interview Donna, but she was instrumental in helping me to arrange locations for interviews and providing directions around town. I observed Donna in her daily tasks at the foundation. She was in her late 40s or early 50s

and was the sole employee on the foundation staff when Alice became the president. She appeared to be very organized and provided me with a variety of documents including copies of board and committee minutes from the previous two years.

How Participants Became Involved With the Foundation

There was a wide range of years in which participants had been involved with the foundation. I started each interview by asking how the participant was involved with the foundation. That is how I found out if the participants other than staff members were board members or donors/friends of the foundation. Three of the board members indicated they were alumni of Southern Community College. One board member was a retired college administrator from Southern Community College and one was a current college administrator. I have divided this section to show how participants became involved with the foundation. The categories include employment, industry related, community involvement, family connections, and long term relationships with the college. I put the staff members' responses at the end of the section.

Employment

Southern Community College and the foundation had special relationships with many of the employers in the area. As you may recall, workforce training and economic development of the community was a very important component of the foundation's mission statement. The collaboration between the college, local employers, and the foundation was exhibited partly in having representatives on advisory boards as well as on the foundation board. Bob, who was a Trustee for the college, became involved with the foundation as part of his employment. Prior to retirement he was vice-president of one of the large local employers. The foundation typically included one person from that

business as a board member. He felt that being on the foundation board was a good fit for him for two reasons. He attended a community college as part of his academic pursuits and later managed a multi-billion dollar budget as part of his job. He said, "I was asked if I would like to join the foundation board, and being a graduate of a junior college ... it intrigued me." After serving as both a college Trustee and foundation board member for several years, he resigned from the foundation board two years ago. He continued to serve as a college Trustee at the time of the interview.

Several other participants became involved with the foundation through their employment. Desmond, a business owner, had hired Southern Community College students for many years. His involvement with the college spanned approximately 20 years.

Desmond told me:

My background is in the hotel business, the hospitality business. I was in that business for about 25 years and had a chance to own several hotels, be involved in the ownership of hotels and the management of hotels and restaurants. ... Through the hotel association we funded a chair for the hospitality management [program] which has gone on.... It was the head of the department that really got me involved and the president. At that time they had a pretty outgoing president and I started talking to him and he suggested ... that they'd like to have some representative from the hospitality industry on their board of directors and I said yes and I've been involved ever since that time.

Betty had also been involved with the college for more than 20 years, first with the academic programs and more recently with the foundation. She was employed with the local Economic Development Commission for 16 years and worked closely with the school-to-work and on-the-job training programs and formed a close relationship with the college. When she changed jobs several years ago her current employer encouraged her to develop a relationship between their business as a general contractor and the college.

That became a positive partnership and her CEO was a member of the foundation board. Her current involvement with the foundation was mainly as the chairperson of a fundraiser as part of a professional work-related organization that benefited Southern Community College Foundation. This is what she said:

Southern and the Foundation and the college as a whole are successful because they're engaged with the business community and that's one thing I love about [this town] and this region. There are huge partnerships between business, government, education and we've gotten away from a lot of the turf battles and that.

All of these examples show how the collaboration between the academic programs at the college, local employers, and the foundation were an integral part of workforce development and economic well-being of the community. These relationships came about through communication, collaboration, and commitment.

Industry Related

A similar story was told by two other participants who described their involvement with the foundation as industry related. Dean served as an officer in a work-related organization that adopted Southern as one of their fundraising benefactors. He was also active in Rotary and got various Rotary clubs involved in raising funds to donate to Southern Community College Foundation. He said, "I think that's been helpful to the community college's foundation of having people that were very active in the community and have a lot of resources and knowledge of people that can help what we're doing."

Tom described how his organization got involved with Southern Community College Foundation.

We got to a point where, is this really just self-serving our organization or could we do more to give back to the community? We looked around where we could partner with certain individual organizations and Southern became the one that we really wanted to partner with.

Again, the collaboration within the community of various industries with the college was evident. Both Dean and Tom described industry-related organizations that raised funds to support the college. There was a high level of commitment on the part of the individuals as well as the organizations to which they belonged.

Community Involvement

Community involvement was mentioned by some participants as the catalyst that prompted their involvement with Southern Community College Foundation. Bruce said, "I'm active in the community and see the community college process as an integral part to developing the workforce and building value with the community." He was acquainted with some members of the foundation board through other organizations and said, "A woman on the Southern Community College Foundation board suggested that I take an interest in this board and she explained to me what community foundations' interests were and they fit me pretty well."

Rick said,

I was asked to become a part of the board because I'm pretty involved in the community at large and I was also a student at Southern Community College. ... I think in forming the board ... they've done a very good job here at Southern in ... getting people involved that may have a personal connection to the school.

Mary Pat had two degrees from Southern Community College, established a scholarship in honor of her mother, and was on the foundation board. She received a nursing degree from Southern Community College after high school and said she became the first nurse on the foundation board. "I have several connections with Southern as a board member and graduate and as an individual donor as well."

As evidenced above, these individuals were very committed to the college and the foundation. They talked about using their personal and professional connections to get others involved with the foundation. I noticed throughout the interviews and record review that the notion of clustering small groups of people together seemed to be an effective means of developing commitment. I found that people with high commitment to the foundation communicated the mission of the college and foundation to others who might be interested in helping making the community better through collaboration between local government, employers, and the college.

Family Connections

The commitment to Southern Community College and the foundation was intergenerational for two participants. Family connections played an important part for two of the participants who were involved with the college and the foundation. David's father was the first chairperson of the Board of Trustees. David had been on the foundation board for fifteen years. David told me:

I was in my early 40s and it was perceived that I ... needed to get involved in community affairs and step up and learn how to be a community leader. And so I think that my father, either my father would have initiated it or one of the administrators at the college would have said [I should] get on the foundation board. ... My father ... was the opening connection.

Diane was born in the town and had known about Southern Community College from its beginning. She said, "I knew about the foundation. My father actually started the college 35 years ago and he was on the original board and foundation and so I feel like I've grown up with Southern Community College."

Long-Term Relationships with the College

Three people described long-term relationships with the college that began with volunteer work and led to their involvement with the foundation. Jolene was on a committee to evaluate the nursing program when it first got started. “I knew nothing about nursing and it was an opportunity for me to learn and see the campus and meet some of the people who were involved in the program.” After being on that committee she was involved in a community literacy program that partnered with the college. She said:

At one point we found that we were growing too big and we needed some assistance from people that really knew what they were doing ... and I knew the president of the college. I came over and talked to him and he said, ‘Sure, we can do that.’ So we moved the literacy work into the college ... and the college applied for matching funds from the state because literacy was becoming something that was very well recognized.

More recently Jolene became involved with the foundation through another organization for which she volunteered. She invited the college president, foundation president, and several board members to an event sponsored by the organization. Jolene indicated that:

... what started off to be a little tiny group of people interested in serving and saving some of the historic buildings in this little town has now grown to the point where we are overwhelmed with the responsibilities. ...the college has been so supportive and active in giving us as a small not-for-profit organization in its infancy ... expertise from a developed group ... and their interest has been wonderful. ... that invitation from me to [the president] and the ... board members [led to my being invited to be on the foundation board]. ... It never occurred to me that they would be interested in me as part of what they’re doing.

Carolyn, who had early connections with the college, recalled helping to establish the ‘open campus.’ She said there were many people that wanted to attend the community college before the permanent campus was built. “They let us make a facility anywhere we

could get a table and a blackboard.” Later she was part of a community group that did a year-long assessment of critical areas in the community. Carolyn told me:

We were, at the time, having one of our wars on drugs There’s always the crisis of education. There’s always the crisis of environment and transportation. We were having lots of those. But as part of our assessment we met with the president of the community college He went back to his staff and later we were introduced to [some faculty who] were working in human development, psychology and education and family support things, just looking at a lot of things that were happening in the 70s and decided that they could match our group’s interest in community improvement with an advisory structure at the time and create a parent resource center doing parenting education. ... There are a lot of people in this community who still have a certain affinity for their college because they had such a role in developing the departments ... the curriculum, and supporting the initiatives and just watching it grow.

For Anastasia a request from a friend sparked an interest that developed into becoming a member of the foundation board. During our conversation, Anastasia told me:

I was asked by a friend to go speak with a group called the Displaced Homemakers ... They needed help in getting their credit reports repaired and I was a mortgage banker so I went over there to try to help these, they were all ladies at the time, try to get their credit reports repaired after a divorce or a death in the family. I helped some of them get through college because they needed funding. ... I started the Displaced Homemakers Scholarship to pay for books and child care, not tuition, because they could usually get tuition. So that’s where it started and it’s only snowballed since. ... Think of it as a little piece of sand inside the oyster that becomes a pearl.

Roberta had lived in town for 20 years and had known about Southern Community College the entire time. She managed some art groups in the Hispanic community that utilized theater and performing arts space at the college. She was also associated with the college through her employment. She said, “I am involved with Southern because of the nature of my job. I’m the assistant to the mayor and... he’s a graduate of Southern Community College and so he likes to keep a close tie.” She was involved as a donor to the foundation and served as the chairperson of the Hispanic

Heritage Scholarship Fund that raised funds for Hispanic students in the local area.

Roberta said:

Because we [Hispanics] are a new community here we are not as established and financially established as probably the older generations and the older groups are, but we're getting there. They have opened their arms and they have opened their doors to that community. They have looked for leadership within the Hispanic community and they have said, 'Come and join us. Be here with us,' making us a part of their board of trustees, making us a part of their foundation, making us a part of the school.

As seen above, these participants became involved with the foundation through other activities at the college. They were asked to help with specific events which established their interest in the foundation.

Staff Members

I interviewed five of the full-time foundation staff members. All of them were familiar with Southern Community College before they became employed at the foundation. Dolores said, "I moved back. I grew up here ... I knew a lot about Southern and that it's an exciting organization to get involved with. I wanted to work with a non-profit agency."

Eileen, a staff member who graduated from Southern Community College said, "I wasn't even aware the foundation existed when I went to Southern. So that was my first experience with the Southern Foundation is when I went to work here." Janet said, "I didn't know about the foundation. I knew about Southern. ... There's just a lot of goodwill in the community about Southern so I knew it would be a good place to work."

Hillary previously worked for a man who was chairman of the Southern Foundation board for "a couple of years." She was involved, as his assistant, with the

foundation staff – primarily the president and administrative assistant – preparing the agenda for the board meetings and assisting with the flow of communication.

Summary of How Participants Became Involved with the Foundation

There were various ways that participants became involved with the Southern Community College Foundation. Some cited their employment as providing the conduit for their involvement. Others stated that they became involved through industry related organizations to which they belong. Several participants mentioned that they have strong community involvement. Two people had family members who were founding members of the college and foundation. Three women told about volunteer experiences that marked the beginning of their commitment to the college and foundation. Most of the staff members who were interviewed lived in town or in the region before becoming employed at the foundation. None of the staff members were involved with the foundation prior to their employment.

Major Themes

Three major themes – communication, collaboration, and commitment – emerged from the data as important components at Southern Community College Foundation. Communication among the stakeholders was one of these themes. I found that commitment was critical in moving activities, events, meetings, and fundraising forward to positive results. There was continual communication between the foundation staff and board members, donors, and the college president. Likewise, there was regular communication between the foundation board members and the staff, college president, and donors (both current and prospective). The college president spent a great deal of his

time communicating with the foundation staff (mostly with the foundation president), foundation board members, and donors (both current and prospective).

Collaboration was another essential theme in the success of Southern Community College Foundation. The foundation staff collaborated not only with the board members and donors, but also within the community with other organizations. The board members were actively engaged with the college president, foundation staff, and current and prospective donors, collaborating on various activities and events. The college president constantly collaborated with individuals and groups to participate in the work of the college and the community.

Commitment was the third theme that emerged as a critical component for success at Southern Community College Foundation. All of the major stakeholders at the foundation were vitally committed to the vision and mission of both the college and foundation. It was apparent that everyone believed their role was important in serving students and in improving the community. I will give illustrations to show how each of these themes – communication, collaboration, and commitment - emerged within the different stakeholder groups.

Communication, Collaboration, and Commitment: What Staff Members Did to Encourage Giving

As I noted in the description of the foundation earlier in this chapter, the foundation staff worked hard to coordinate and manage the day-to-day work at the foundation. They constantly communicated and collaborated with board members, donors, and people in the community.

Communicating and Organizing

Several people mentioned that the staff organized events and meetings and communicated with board members and donors. Rick said:

The staff does a phenomenal job organizing events, organizing meetings, communicating, you know, if there are different things going on at the school that we should be aware of. So I think they do an excellent job of communicating and organizing.

Roberta said, "... they seem so active all the time. They are very active in creating events and things you really enjoy. ... They develop programs. They develop events."

Roberta utilized the skills of the foundation staff to help with some community events with which she was associated. "They've come to meetings and contributed with their knowledge, their skills, advice, helped us pull that one along."

Janet, a staff member, said, "...we attend a lot of events ourselves. We go to a lot of community events to get our name out, letting people know we're with Southern and this is what we do and this is what we support." She indicated one way of doing that was to wear a Southern lapel pin or shirt with the Southern logo. Hillary, another staff member, said, "If I'm wearing a Southern shirt or something, hopefully it will strike up a conversation with somebody."

Anastasia, a board member who likes to host small events and fundraisers said:

I get involved with the staff more than they probably like me to get involved. ... I hold events to raise money, to raise awareness of Southern so then the staff has to be involved. So, I'm real involved with the staff. ... They're great. They're easy to work with. They're real professional. They take care of the details and they let me go about trying to do these synergies and some of these events work out well and some of them are like, we'll never do that again.

During the time I was at the foundation office I observed that staff kept very busy. They were friendly and accommodating of requests from board members for information

both by phone and in person. During the second week of my visit many of the staff members were busy preparing for the donor recognition dinner to be held that weekend. The responsibilities of the staff were well defined although it was apparent that everyone worked together for the common cause. They were very involved in organizing board activities and communicating with board members.

Communication - Assisting Board Members to Understand and Develop Value

Foundation staff members spent a considerable amount of time communicating with board members to help them utilize their individual talents on the board. Carolyn said she believed that the foundation staff helped board members understand and develop their value. She said:

What do I think they do to encourage ... people to give? Now that's a 700 page book! Primarily it's the approach of generating a feeling of ownership. They're benefiting from those things that were done in the 70s that weren't visible so much in the 90s but I think they're still very much a residue of that and they are mining it. They're going back. They remember peoples' names. They invite people to things ... They do small group, I don't know what you call that, but to build a large group in small cells. ... They definitely are able to manage the small group building structure ... and they have the advantage of the personalities ... of the staff here – very personable, very thorough. ... They have, I think, an ability to show us our values. ... They have a way to show me, to say, 'Well, you do have value. This is what you have done.' It's a fundamental encouragement tactic. Not, 'You ought to be doing more.' But, 'these are the things you've already done. These are the people you already know. These are the things you've already done and we're just asking you to do that some more because you're great at it.' And that's, maybe it's a skill. Maybe it's a fundamental attitude. ... What is it? It's an approach. And they do that very well. I think it's conscious.

Rick, another board member, echoed some of this by saying,

They want you to be very active and in your own way. They encourage you to tap into whatever talent you have any way you can. ... They want you to capitalize on the talents that you have they help you understand what those talents are.

Jolene said she had some initial concerns with the staff. She admitted that this was partly based on their ages as the staff members are younger adults. She said:

I had some concerns when I first became involved because ... they didn't catch on to what needed to be done as far as old volunteers. That's a difficult chore and it can be a challenge. You don't handle volunteers the way you do staff. And you don't handle volunteers the way you do somebody who comes in to buy a product of some sort. It's different and I think they've responded very well and matured considerably. And that's important. I don't care how good the top people are. If the staff doesn't follow up in the same tone, it's going to cut the ground out from under those top people. ... I've seen great differences in the response when I call or when I have to deal with one of the staff. It's very encouraging.

Diane commented specifically on the foundation president. She said, "[Alice] has done a great job keeping everybody heading in the same direction. I think she ... stays very busy in the community, active in various community functions and she's been a good foundation president."

As seen in the quotations above, foundation staff helped board members understand their value to the organization. They did that by forming close relationships with each board member and helping them to find their individual talents that could be used to help the foundation.

Communication - Board Expectations

Staff members told me that the expectations for board members were clear. They were expected to participate regularly in meetings, make Southern Community College one of their top three financial commitments, and invite other people to get involved in the Trailblazer's Society. The Trailblazer's Society was a group of donors who had given a minimum of \$1,000 annually. Members of the Trailblazer's Society received invitations to special events. Not only was this information communicated verbally with potential board members, but each board member was given a Board Member Job Description form (Appendix G) and Foundation Board of Director Intention form (Appendix H) annually. Hillary, a staff member, said:

... The expectations are fairly clear as to what we hope that they will do. One is the financial commitment of being at least a Trailblazer's Society member or a minimum of a thousand dollars per year. Beyond that, we expect them to attend all or most of our board meetings which are three or four a year and to really be that advocate out in the community because, after all, that's why we've invited them and voted them on our board. ...

The foundation president, Alice, said:

... basically they're supposed to show up to ... board meetings ... and that includes the board retreat and the donor recognition dinner. ... they must join the Trailblazer's Society which is a minimum \$1,000 ... and then they're supposed to get a Trailblazer's Society member, somebody new...

From the quotations above it was evident that board responsibilities were clear.

They were communicated through various means including regular meetings,

Trailblazer's Society events, and written documents such as the Board of Director

Intention form.

Alice also talked about the formation of the Trailblazer's Society. It was a response to the need for unrestricted funds that could be used for periodic needs. She said:

As I was explaining to the board at the retreat, I need you to role model unrestricted giving and they said, 'Well, hm' and that's when they came up with the idea of creating the Trailblazer's Society for that purpose.

Alice told me that the funds had been used for a variety of activities such as mini-grants for students who were experiencing unexpected life circumstances. The SOS Grants as they were called helped prevent some students from dropping out of college.

Alice went on to say:

Southern will be one of your top three philanthropic priorities and if it's not then this is probably not the right place for you.... They give. You probably saw that they have given more as a board in the last two and a half years than the entire cumulative, every board member giving in the previous years of our existence to put that into perspective. They made a commitment. They did it and I'm proud of them. So they give.

One of the most important expectations for board members is to be active in their community. Alice continued:

They do all sort of things. And they're fun. ... They really are proud of their association with Southern and they seem to take every opportunity to [say], 'Oh, let me tell you about Southern.' I see them doing that in the community.

One staff member said it was the board's responsibility to make contacts in the community. Staff members follow up by providing information to community members as requested. Dolores said:

I think that a lot of our board members ... come up with ideas that we as a staff do to encourage and to contact a friend of theirs to talk about setting up a scholarship. There's always that key group that's more active than others. ... Certain board members ... formed groups with other members of the board and they have monthly meetings or get-togethers talking about what [and] who they know that could help ... to bring in more funds and who needs to know more about the foundation and they come back and report. We send information to their contacts.

As seen in the above quotations, communication about the board responsibilities were critical in making Southern Foundation a success. The board expectations were clear and communicated on a regular basis. It was evident that all stakeholders had a good understanding of the expectations.

Collaboration - Educating People

Another element that was mentioned in several interviews was that staff members helped educate people, whether they were board members or people in the community.

Dean, a board member, said,

I think the foundation staff's job is to coordinate, obviously, the day-to-day operation of the foundation, to communicate, to motivate, and to educate our board members as far as where we are, where we're going, and how we're going to get there.

Mary Pat, another board member, said:

The staff's very good about coordinating ... and if there are other things going on in the community, to make us aware that we can always go there and network, to meet people and tell them about Southern if they're looking for places to put their money. It's a little sales and knowledge enrichment.

Beatrice said, "The foundation staff is very supportive. It's almost like if you ask for it you'll get it ... I call on them and they always respond. They do a good job."

Paul responded to the question about what the staff does by saying, "Meet with people. Meeting with people, educating people, letting them know why Southern is here, what its purpose is, and how it's a part of the community body that can't be severed."

It was evident from the interviews that even though each specific group of stakeholders had their job descriptions, it was a collaborative effort that made everything work. The foundation staff helped educate others about the foundation and the important work that was being done.

Collaboration - Donor Relations

Donor relations were discussed by several participants. Staff members themselves honed in on their relationships with donors. Dolores said:

Well, a lot of my position, ... all of us, is the stewardship of the funds and to keep the donors happy. We do some donor recognition events like the donor gala that we have coming up next month. We do acknowledge all gifts within 48 hours...

Another staff member, Eileen, said,

From a staff level, I think what we do is small things like even writing thank you notes to them or just developing that relationship. ... I think it's all about developing those relationships with them and educating them, of course, about what we do at the college. ...

Eileen went on to say:

I think from a staff standpoint, we're ambassadors ... and it's our job, of course, any opportunity. If I'm wearing a Southern shirt or something, hopefully it will strike up a conversation with somebody. Other than that, I think that our mission is to implement the focus and the goals that the board itself sets out. We take

direction from them and implement some of these things. ... we're a small staff ... It's tremendous what we're able to do. But that's because we garner assistance from anywhere that we can. We're a small staff, but we're pretty bold. I think we do a good job of running a big event ... and doing some of the other stuff that we do. ... We're just about as busy as we can be.

Patrice, one of the donors who previously worked at the foundation, said:

I think one of the vital roles the foundation staff plays is the personal contact. If you are a donor to any organization and you call up, you need to have somebody recognize who you are and what's the nature of your business and so you feel really important, that you are appreciated. I think that's a critical part of the foundation staff, and that's been historically all the way through so that when you make a call to Southern it's, 'Oh, yes, Nancy. How are you? It's good to hear from you again. How's the weather in Colorado?' I think taking that from the initial contact on a daily business office basis, the staff, in conjunction with other members of the college staff, spend a tremendous amount of time on special events that are staged to raise money ... or smaller events which are used to inform or honor board members or for other purposes. Once again, to make sure that it's done in a very, very personal way, that donors and community members aren't numbers, that they truly are appreciated and recognized on an individual basis. I think that's a vital role of the staff. ... the giving bunch needs to be recognized. So, the foundation staff ... as well as the foundation president, those are critical roles.

Alex, the college president said:

Behind the scenes there's a lot of good, detailed communication with donors, a lot of donor relationship work that goes on. We don't do a lot of events so we don't spread the staff energy out on things that are high investment, low yield. So we really only do a couple of events a year... That leaves the staff to do the real work of development which is with individuals, not events.

The topics of building relationships and maintaining relationships with donors were evident in many of the interviews. In addition to the information above, staff members talked about the importance of a personal touch with donors. I saw many instances of this in my observations of staff as they dealt with board members and donors on the telephone and in person.

Commitment - Professionalism

One way the foundation staff demonstrated their commitment to the vision and mission of the college and foundation is through their professionalism. One board member talked about the professionalism of the staff and their ability to develop relationships. Norman said:

I think we have a very strong staff. They are very professional. I think they are also in the business of developing relationships, more so with the president of the foundation. That's a primary part of her job, to make friends who will later become donors to the college and to work closely with all the board members and major donors and to help develop relationships among them.

Alice described her staff this way. "... they're real professional. ... they're smart, they're talented, they're educated. ... our staff really believes in serving. It's in their very nature."

Tom, a board member, added, "Alice is an extremely hard worker. She has surrounded herself with some very passionate, intelligent, committed folks that just, they live and breathe 'how can we help these kids?' They do a phenomenal job."

One of the donors belongs to an organization that does a fundraiser for Southern Community College Foundation. These were Betty's comments.

We have the best foundation staff in the world... it's not just 'give us money, give us money, give us money.' It's involvement, involvement, involvement, partnership, partnership, partnership. We have a lot of fun together. And I think sometimes people don't look at that. Raising money is a tough job, but when you do it in partnership, it's just a lot of fun.

One board member summed up his response with a global answer. Bruce said:

They speak with a single message. They act with a single message. They execute as a team. They tell the same story. The story is consistent. It's uncomplicated, unfettered. ... They get it. They understand it. They understand what they're about and they execute well. ... So I'm answering about all three of the pieces

that you talked about. ... They understand what the purpose of our organization is and how we fit in the community and how we serve the community.

Foundation staff members were friendly and caring toward board members and donors while maintaining a professional demeanor. The commitment each staff member had to the college, the foundation, and to their specific job was evident in the way they worked hard and in their interviews. All of them mentioned how much they enjoyed what they were doing.

Summary of What Staff Members Did to Encourage Giving

Several participants said staff members had good communication and organizational skills. Participants also talked about the role played by staff members in educating not only board members but others about what is going on at the school and how they can be a part of it. Staff members themselves, the college president, and other participants discussed the aspect of collaborating with others through donor relations and building relationships that are a major way that staff encourage giving. Another role staff members played in encouraging giving was to help board members understand and develop value. Some participants including the foundation president indicated that the staff members exhibited their commitment to the vision and mission of the foundation through their professionalism.

All of these things together helped to encourage giving by board members and other donors as staff were perceived to be helpful in organizing, communicating, educating, and building relationships. As I have indicated here and also below, the data that led to development of the themes of communication, collaboration, and commitment were present in many contexts through my interviews, my observations of staff members and in foundation documents I examined.

Communication, Collaboration, and Commitment: Foundation Board Members What the Board members Did to Encourage Giving

Another question I posed to participants was what they perceived foundation board members did to encourage or promote giving. Communication, collaboration, and commitment emerged as the main themes with sub-themes clustered around selection of board members, involvement of board members, representing the college, fundraising, and engaging others. I give examples drawn from the interviews to show how communication, collaboration, and commitment emerged as the main themes.

Communication – Selection of Board Members

Several participants talked about the board selection process and the different roles played by board members. Dean, a board member, said:

Our job is to make sure that we're putting the right people in the right slots, that we get the highest level people, but that they're willing to roll up their sleeves or pull out their checkbook or do something to bring value to the table, not just have their name or that they're rubbing shoulders with some high powered people. We have a good cross-section of community leaders and workers. Some people can write checks. Some people can go out there and open up the doors and some people can get the deals closed. That balance of diversity of the community and people that can do different things, I think, is what makes our board so strong.

Another board member, Beatrice, specifically talked about the leadership role of the board. She said:

I've always found that people do not understand the meaning of being a board member. But, having said that, every board, their members have to be utilized for what they bring to the table ... and I think that the balance on this board of high influence to big thirty thousand foot thinkers down to people who just know their community ... So I think the components of the board are probably the most important to the success of the board. That's why I enjoy being on the board. I just enjoy watching the roles people take and how they add to make us more than we might have been without them. Leadership comes from the board, not the head of the foundation. Although [the president with] her personality, her intellect, and her ability to navigate the foundation is one of those that you don't realize how

impacting it is because of her personality, but it's right on. She's really very capable of doing what's right and I think that's a large part of it.

Several people mentioned that there were some influential people on the board.

As the board matured in their leadership role, members realized that it was important to include people who were well respected and had wide circles of influence in the community. Here is what Tom said:

I think the community part of it is where the board of directors fit in. They are industry leaders. They are the movers and shakers ... and they have a keen, focused interest in [this community]. They love the city. ... I think the city does have some opportunities to make it a better place and I think the industry leaders that are here represented on the board bring that to the table.

Beatrice said:

I do know those people that sit on the board have the influence to bring many people to the table. We have key players so I would think that more than just the foundation and its leadership, the board component of who was picked to be on that board has really helped because of its influence and people with very large circles of influence and I think the board itself was a good pick.

One participant pointed out that the foundation as an organization is still a fairly low profile organization in the community despite the addition of more influential people on the board. Norman said:

I think that we have continued to enhance the board. An organization that is a low profile organization, and we were fairly low profile as a board and still aren't at the level that I'd like to see us at. They attract a certain level of people into the board and do not attract a higher, what I might refer to as a higher level of people on the board. We have moved and made some major steps at increasing the profile of the organization, increasing the profile of the board member and enhancing the level of board members that we've been able to attract and engage in the organization. ... So what I'm seeing, as we grow and develop as a board and mature, is that we're attracting senior executives from major organizations, both for profit and nonprofit and corporate organizations that are better connected in their outreach and all of those things are very positive.

Several participants mentioned the financial expectation as well as being actively involved. Anastasia told me that:

Basically the expectations are, it's not a name only board unless it was such a name, like [Bill Gates] or something and you had millions of dollars that you were going to give. Well, then I think there could be an exception made. But typically it's not a name only board. Everyone's here to do a job. There are expectations in terms of financial support, you know, a level of financial giving, because how could I as a board member say to you, 'hey, would you support Southern with your checkbook' if I don't support it with my checkbook?

Jolene specifically mentioned that not everyone can devote the time, but can still be an active board member through the contacts they have in the community. She shared with me the following observation. She said:

Oh, I think they do a good job. I'm very pleased with the way the board has come to the fore. ... The college has built a large board and obviously, there are some people who are not active, do not always attend the meeting, but still can be important in their contacts in the community. Not everyone has a lot of time to devote to being a volunteer. That's primarily where I am right now. I sold by business about four years ago and it's been wonderful. I've had a lot of fun.

Hillary, a staff person, said:

We want them [the board members] to feel that financial commitment as well as putting their time into it. ... I think the Southern board is really the driver when it comes to [encouraging or promoting giving] because [the foundation president] and the current board really kind of hand pick and are very careful through our nominating committee to bring people on board who are out there in the community, our civic leaders, our community leaders, the movers and the shakers, that sort of thing. So they really are the ones in the driver's seat as far as that peer communication to other people in the community.

A few people including the college president talked about the process of "weeding out" people who are not actively engaged at the level that is needed to help make the board successful. Norman was careful but direct in expressing himself. He stated that:

There are always a few people on any board, and you have to go through a kind of culling process, that kind of just want to be on there to add it to their resume. But the people that really want to get on a board and become effective understand all of the things that I laid out and get involved.

Alex, the college president talked about the rebuilding process and how the board developed their own expectations with the guidance of the foundation president.

We had to rebuild the board. We had to build a board that was going to be actively involved, not passive so there are much higher expectations for board membership. The foundation had to develop its own identity related to, but separate from, the college so it was clear to board members that they were brought in to make the foundation successful and to support the college, not run the college or to help with running the college. They had to let some board members go in that process who had done all they could do for us. ... What makes the expectations work is that the board developed them. [The foundation president] nurtured them through processes that helped them decide, 'what do we expect of one another?' Their expectations grew over a three or four year period and are expressed now in the nominating committee and in the annual board commitments. So she helped them through the process and then she helps them enforce the process. ... I would say the accurate way to describe raising board expectations is they were helped to raise them for themselves.

Several board members talked about the diversity on the board and how there has been a conscious effort to include a wide range of people with different abilities to enhance the board. Dean said:

We're really proud of what we've accomplished. ... We're not trying to be exclusive. We'd like to be as inclusive as we can and help other colleges and campuses around the country share from what we've learned through the hard school of knocks, I guess.

Melanie said:

Our foundation board, I think it's who you have as your leadership, speaks to the community. I know it does. That's important for me. ... I know the foundation board is more of the elite, you know, the entrepreneurs, the business people, the community leaders, but we also rely on these others, like these budding leaders, for inroads into the community and that's where I feel like I come in with community outreach ... We are working hard to diversify our board.

Carolyn, a board member who has been involved for many years said, "I really wanted to join because I thought more women should be on the board and I understand, I think the last time I looked, we were about 50-50 so that's progress. I think so."

Finally, Mary Pat discussed the emergence of the board into a more recognized, prestigious organization. She said, "It's somewhat prestigious now to be a member of the board. It's getting more known which is nice. We have lots of board members now."

My review of board meeting minutes and nominating committee minutes also revealed the importance of the board selection process. I found that this is an on-going process, not an event that occurs once a year when new members are needed on the board. Prospective board members were typically nominated by current board members, the college president, foundation president, or one of the college Trustees.

Detailed records were kept of each contact that was made in regard to prospects. The record contained the date, time, who made the contact, the type of contact (e.g. invitation to a college event, attempt to schedule a meeting or lunch, research into other affiliations or giving history of the prospect, etc.), and the results of the contact. During meetings of the nominating committee, it was determined whether to have further contact with the prospect or whether contact should be put on hold for a period of time. If further contact was determined a decision was made regarding who would follow up with the prospect. Most of this work was done by the board members. They then involved the foundation president for a personal contact with the prospect before an actual invitation to join the board was made. Often the personal contact from the foundation president was a joint meeting with the board member who recruited the prospect. In some cases it was determined that the college president should also be involved to help bring the prospect on board.

Any correspondence between a board member and the foundation president regarding prospective board members was included in a file for the nominating committee. This included notations from phone calls, e-mails, and any written correspondence. I noted that the records were very thorough and gave a good indication of how each prospect would fit into the organization as a board member. The foundation

administrative assistant kept all records organized for the nominating committee and board.

Collaboration - Represent the College

As mentioned earlier, one of the most important jobs of board members was to be actively involved in the community. They were expected to talk about Southern Community College and its many success stories. Dean stated:

We really encourage all our board members to get actively involved, not only in giving, but in representing the college in the community and talking up Southern and our story. ... It's not just raising money, but it's actual stories of successes of people whose lives have been changed because of what we've done. And I think that's really important.

One person mentioned the "two-minute elevator speech" as a way to talk about Southern Community College. Janet, a staff member, offered this observation:

As far as the board, they will go to events in the community as representatives of Southern. They're always perfecting what we call their two-minute elevator speech. If they only have a couple of minutes with someone they've learned how to tell a story that means something to them, how to get the information across to someone that they've never met before that, hey, this is what Southern does and this is why they are great and this is why I'm a part of them. They all believe so much in Southern that they all personally give or get their company to give. So there's a level of commitment that they have to give, not just of their time, but of their own financial resources. So if they didn't believe in Southern, they wouldn't do it. They also have been very big on hosting events in the community to get the awareness out.

Mary Pat talked about the professional contacts she had. She indicated that she could do more activities in the community than previously. She said:

You have to get the word out there. ... I have more contacts now [since I changed professions] so that I can even be better for my board to get out there and do community stuff. ... It is about marketing the school and what we do. ... If there are events, represent the board and the college.

Dean, another board member, said:

... there's a lot of indirect work where we're knowingly representing our role as a member of the foundation board in the community and people recognize us as being on the foundation board. I think that's kind of critical. We're proud of the job the community college does. We're proud to be board members and we want the community to recognize that we are one of those board members who are helping the community succeed, the college succeed.

As noted in the quotations above, foundation board and staff members recognized the importance of representing the college by being involved in the community. They were recognized in the community as being involved with the college. They said that it took a collaborative effort to represent the college and it was important to use personal contacts and affiliations to do so.

Collaboration - Engaging Others

Along with being actively involved in their community and raising funds for the college, another responsibility of the board was to get others in the community engaged with the college. Here is the observation from one participant on how board members engaged others. Dean said:

... we have a lot of different functions that we do... where we'll invite our prospects and donors to come as our guests. It's a continual cultivation process of getting them engaged and involved with that the community college is doing to that they feel a part of it and that they're willing to step up and make that kind of a large commitment.

Mary Pat said,

I give and I try to make others that I work with aware of Southern so they know they can give back in that way... it's networking. Sometimes I'll bring that into it, too, that I'm a board member and people will ask me about that. Then I can go into my spiel about Southern. ... mailing, networking, business functions, board meetings, other functions that are associated, not just with Southern, but other community associations that are out there. If I have the chance, I'll go and represent the board in that way. ... The board has grown. And that's helped, too. The board has gotten bigger and more diverse so that helps with the people sitting on the board to be able to go out into the community and tell others about it. ... When more people are involved the more work that gets done. Everyone knows ten people who know ten people who know ten people. ...

Anastasia talked about creating synergy by “know[ing] what Southern stands for, basically know the Southern story so that when you’re talking to your friends, your neighbor, your colleagues, people at work, you can explain to them what Southern does to maybe build some kind of synergy that can benefit them and Southern.”

One board member said he always keeps Southern Community College in mind when meeting with people he knows. If they have an interest in higher education he tells them how they can become involved with the college and the foundation. Norman stated:

Some of the things that we do is that we ... go out into the community and meet people that we already have relationships with. We talk about what we’re doing. We help to show the need. ... you’re looking for things that they may be interested in. You’re giving them opportunities and in doing so, I may mention one of the organizations that I’m involved in. ... If they have an interest in higher education I would be talking about what Southern’s doing and opportunities that the college may have that they may be interested in... so, connecting people. It’s the whole issue of connecting wants and interests together. We’re always doing that as we go forward.

Diane explained that she became involved because of other people engaging her. She also talked about the college and foundation presidents bringing the foundation to the next level. Diane said:

Other board members, or other members that I knew on the board attracted me. I think that the one thing I looked for when I joined, I knew what a gem we had in the community and I knew that the community didn’t know about it. And so that was ... my focus when I first joined, was more people need to know what a great job they’re doing. [The college president and foundation president] had just come on board and I think they brought Southern to the next level and it was exciting to be a part of that.

Dean talked about how the college president models behavior for the board members. He noted:

[The college president] tries to encourage all of us to either have functions in our homes or in our community or in some organization where he can come out and share the mission and the vision of the college and he’s very good about doing

that on a regular basis ... Our job, I believe, as board members, is to do similar things to take advantage of the contacts we have in the community, both professionally and personally, to share the vision and mission and get people engaged and involved in supporting programs that the college is undertaking, mostly through fundraising, and again, having fun as they're giving. ... It allows board members to invite their spheres of influence to come and participate in this fun fundraising event, helping the college, and then promoting the story.

The foundation president talked about what the board members do to engage others in the college and the work of the foundation. Alice told me:

... They have receptions in their homes. They have receptions at their office. They do a lot of cross-pollination, too, where they get us involved with other organizations to support us. ... So they try to make those connections, sort of build those bridges for me which is really helpful. ... we've got a fantastic board. I think they look for ways to help. And they show up for the icky work, you know, redoing the investment policy or 'I need you to be host for this special event.'

Another staff member, Hillary said:

It's also their opportunity to invite guests, invite people that they know, to come see what we have to offer to our students and to our community because it's really a partnership. We're not just teaching students. We're actually hopefully helping out the economic status in this area.

Foundation board and staff members gave examples such as the ones above to show how they engaged others with the college and foundation. Building upon relationships and inviting friends and colleagues to know more about the college helped widen the circle of donors and board members.

Commitment - Involvement

A strong sense of commitment to the college and foundation was exhibited by the participants of my study. Board members talked about the importance of the board being actively involved in the work of the foundation. One board member talked about the previous foundation president's extensive involvement and lack of board involvement.

She mentioned a cyclical process that has occurred with changes in the college and foundation leadership. Carolyn said:

The whole foundation became, during the tenure of [the previous college president], ... very efficient and had a very knowledgeable director... He knew how to invest the money and went through a stage when he really held back a lot of money in order to build the capital that would multiply. That's always a hard choice between 'shall we give the money as a scholarship this year or shall we keep it and put it in the corpus in order to get it matched and make it grow.' He was very much on the 'get it matched and make it grow.' At that time the board was less active in its own development because he took the ball and a lot of people didn't agree with him and maybe they pulled back a little. But when [the current college president] came in with [the new foundation president], they, I think, shifted more towards the 'let the board become more involved again' approach. I'm seeing the board shift back toward more involvement, more generation of money, more responsibility, even to making up these small groups where we actually are looking for other people to get them involved again on the board. So it's gone in three stages, three stages where the programming generates so much ownership where the ownership of the board is kind of taken over by the leadership and now given back to the board.

Another participant echoed his thoughts on previous practices. Bob offered this point:

I'm hoping that it's more board involvement and less staff. I mean, you're always going to need staff, but I've seen where they've added a number of new board members and hopefully that the direction that they're going where [the foundation president] and her staff are doing less of the asking. Coordinating, for sure ... because at the beginning it was just good old boys and 'let the director go and do his thing' and everybody was happy.

Other board members described a different organization at the time of my study.

One person spoke about board members being involved because they were passionate about the school and the students who were there. Rick, a Southern alumnus and board member said:

Well, for one thing I think we have a very organized group. If you've looked at our structure and how we have our board meetings, what expectations there are for the board members ... Well, I ... think part of why we're successful, and I think I would speak for most of the board members, is that we are doing this out of some passion. I mean, we all really love it. What I mean, not loving, not asking people for money. We love the school. We think it's meaningful. We think it produces great quality students and great people that will end up hopefully in

business and some other area in the community. So I think ... we're all pretty passionate about it.

Another board member talked about the ability to help change peoples' lives. Anastasia said:

We do all kinds of cool things now. And, as a board member, you can get involved. You've got to get involved to a certain extent because there's [sic] expectations. But you can become really involved and you can have great fun and you can change the world is what I say. I mean, we can honestly change peoples' lives that come through the doors here.

Betty talked about the involvement from the business community. She said:

I think one of the philosophies I see in this community is, if we're going to ask you to give, we need to be giving ourselves. ... I can't go out and champion the cause of giving if I'm not leading the way or if my company's not leading the way. So I think there has to be a personal commitment and there has to be a company commitment. I know from [the college president] all the way down to the staff of this college supports, financially, the foundation. So it becomes a very easy sell to the business community because, again, it's that philosophy. ... You can't go out and ask if you're not doing it, too. ... If you don't believe in it then you shouldn't be involved in it. ... I have my own personal giving and my company gives. That should be expected of board members.

Paul, the foundation board chairman, talked about what he does as a board member. He noted:

[I am on the board because] they thought of me as an industry leader and they wanted to have certain segments of the community represented on their board. [I] meet with people, meeting with people, educating people, letting them know why Southern is here, what its purpose is, and how it's a part of the community body that can't be severed. ... I'm a participant and attending and planning and things like that. ... It runs the gamut. It's a wide range [of activities in which the board members participate]. Everybody has a different interest.

David shared his understanding of the expectations of board members. He said:

... finding a critical mass of people to be on the board, articulating the expectations that the board has of those people, and constantly reminding folks that these are the commitments and the expectations and those don't need to be hard and fast expectations, but they need to be firm ones. Maybe it would help if I told you what I understand the expectation of a board member is at our community college foundation. Well, we'd like to cultivate our board members to

where, if they're able, that they are thinking in terms of donating ten or fifteen thousand dollars per year to the organization, but telling somebody that in those blunt terms when you're still inviting them to come on the board, is not really kosher so the better way to do it is to ask them to come to the meetings, listen to what we're doing, learn about the college. But our expectation is that they will have Southern as one of their top three beneficiaries. After they've gotten acclimated and in their heart they decide this is where they want to put their time and energy. So saying that to a prospective board member and then having fun meetings where they're getting educated and they're seeing students whose lives have been changed and they are seeing progress made by the administration, and the building of campuses, and they're seeing all the parts put together, moving forward, then folks say, 'Hey, I've already made the decision that I'm going to give back to my community monetarily and yes, I'm convinced that this is one of the ways that we're going to get the best bang for our buck in terms of helping people over the long term.' And so a good percentage of the people that come to the meetings ... decide that this where they want to ... be a part of as far as a philanthropic organization that is going to make a difference in our community.

Diane talked about the importance of having a variety of jobs on the board so people could find something that works for them while being a productive member of the board.

... we have some people that are retired and they're just straight volunteers ... they have a whole lot more time during the day maybe than I do. And so I think that there's a mix and we have come to a place where we offer enough things that you can pick and choose what you want to do and be involved in.

Mary Pat summed up the importance of knowing what was happening at the college and at the foundation. Her view of the board's expectation was "To participate in the board meetings is the big thing. You know that. Come and show up and see what's going on."

One board member highlighted how the board works in small groups as well as a larger group and touches on another expectation for some of the board members who have been involved for a longer time. Jolene said:

I have a group of the board members that I talk with and encourage. It's a small group. I think there are eight people and they're sort of my little bunch. We get

together two or three times a year and talk about what we need to do and how we need to do it. It's all fundraising. That's what the board is all about.

As evidenced in the quotations above, involvement of the board at the time of my study was different from the previous administration. There were clear expectations for board members to be involved and committed to the work of the foundation.

Commitment - Fundraising

All participants talked about the importance of fundraising. The general tone of their remarks was that it was the responsibility of the board to do fundraising. The quotations below show that members of this board understood that it was part of their responsibility. Jolene said:

I'm primarily involved in the fundraising side of it which I love doing. I think that's probably another reason why they asked me to come on the foundation board because I really do enjoy it, funding, looking for underwriting, looking for people who are philanthropists who give.

Mary Pat said,

To be able to give to the foundation is another one which I don't have a problem with that. We have a Trailblazer's Society [a pseudonym]. ... We give to that and then whatever else we want to give. And then to find donors to perpetuate the foundation and the college and the fund so that students can go to school if they don't have money. ... That [is] part of our job, our duties as a board member to get out there and try to make people aware of what's going on and what Southern is.

Dolores, a staff member, believed there was a good commitment on the part of the board.

The board that we're building now, we're bringing on a lot of new folks, but we're also making it known that it's a requirement that they need to be here to help fundraise or raise funds. I think there's a good commitment on the part of this board.

Jolene pointed out that the board was not responsible for making academic decisions. In fact, several people mentioned that the college president was very clear about that at a board retreat. Jolene said:

We do not get involved in the academic side or anything else. Our job as a 50-member board, plus or minus, is to go out and make money. You know, I have six or eight people that I ... encourage. That's not a formal position. There are, I think, eight of us that have that commitment. It's been fun. It's been interesting.

A couple of participants talked about the mission and the vision for the college as being the basis for fundraising. Norman said:

I think anytime you're on a, particularly a foundation board, and most any nonprofit board in which you're involved, you have to understand that part of your job is getting money, part of your job. You may say, 'well, my major expertise is in general management or in technology skills.' All of these things can be helpful in what you're doing, and in developing a well-balanced board you need to have different skill sets to make a connection. But a lot of what you're doing is trying to raise dollars for that organization. So, from that standpoint, when you step onto a board, you know that you're looking to make personal contributions, your own corporation that you're coming from, looking for corporate contributions, and that you're going to work your relationships around the community or around the state to help build additional contributions. And that's just part of what your job is. And they like giving people opportunities. It's not, 'well, I brought in x number of dollars.' It is, 'I presented the story and the mission of what we're doing to people who are looking for things to give to and we happen to be the one that they connected with and they're giving.' That's kind of my vision of why or how a board works, especially a nonprofit board.

Dean added:

We've seen some tremendous increases and I think it's because the commitment and shared vision and mission and engagement and having fun raising funds. That's the real key. Otherwise, people lose interest. There's lots of other groups, heart, cancer, you name it, that you can spend your time and money at. Why do they do it here? Well, I think we present a good reason, rationale, and case for them for getting engaged and involved and keeping them engaged and involved.

Dean also pointed out that this board has fun raising funds to support the college.

He continued:

Anyone can raise money, but fund raising, I use the acronym, three-quarters of 'fund' raising is 'f-u-n.' We try hard as a board having fun raising funds. ... But we can't forget the last quarter of 'fund' raising, the 'd' which is for dollars. We can have all the fun in the world, but if we don't raise the dollars, we're not accomplishing our goal. So, I think that acronym really resounds, at least in my mind, that we try to have fun raising funds and it's not about us. We've got some real moves and shakers that serve on our foundation board, but the reason people

are on that board is not to build their egos or resumes. It's to help the students in our community that need the funding to further their education and we're very focused on that important goal of raising funds for scholarships to help those students succeed. We just try to have a lot of fun as we do it and I think we're pretty successful.

Commitment of the board members was also evidenced in the comments about fundraising. My participants exhibited a good understanding about their role in fundraising for the foundation.

Summary of What Board Members Did to Encourage Giving

My interviews with participants and my examination of foundation documents revealed that board members played an important part in encouraging giving. I also observed how the selection of board members was a very important communication process. There were high expectations for board members to be actively involved in the foundation as evidenced from the interviews and review of printed board material. Board members were viewed as representatives of the college and all that it had to offer. My interviews also confirmed that fundraising was seen an important function of board members, not foundation staff. Board members sought ways to engage others in the community with the college and the foundation. Collaboration with others was an integral part of being a foundation board member. This required a high level of commitment.

Communication, Collaboration, and Commitment: What The College President Did to

Encourage Giving

Participants used words like magical, awesome, amazing, and wonderful to describe the college president. They described him as passionate about his job and helping students. The president was often depicted as an inspirational leader during participant interviews. His communication skills and the ability to tell a good story also

emerged. All of these come from a president who was involved hands on with meeting people and representing the college and the students. Therefore, communication, collaboration, and commitment emerged as major themes in this section on the college president. Sub-themes in this section include telling the Southern story, being involved with and meeting people, being passionate about helping students, an inspirational leader, and the president's role in fundraising.

Communication - Telling the Southern Story

It was critical that the college president had the ability to tell others about the successes of Southern students. One of the most common comments made about the college president was what a good storyteller he was. Desmond said:

[He] is a very good communicator, great about being in front of a group, speaking, showing examples, being visible in the community, being on tv, whatever it takes to tell the story about what Southern's doing, the success we've had. ... [He] is a very ambitious guy. [He] has big plans and has helped set the vision up here.

Jolene spoke to the president's ability to connect with any size group.

I have seen [the college president] a number of times, in his talking to people, on a one-to-one situation or in a large crowd. It doesn't make any difference. ... And he is able to quickly identify the interest of the person or people that he's talking with which is a real gift. ... It's a wonderful gift that he has.

Several people talked about how the president could quickly develop relationships.

Norman said:

Alex is a very warm, outgoing person. He has a very wonderful ability to quickly develop relationships in just a matter of a few moments. I've talked to people in the community that may have only been with him ten minutes, but feel like they have a strong relationship with him and feel very comfortable with him.

Alice, the foundation president said his storytelling was a natural gift. She said:

He has a natural gift for storytelling. ... He absolutely had [one group he met with] in the palm of his hand. ... He really has a gift for communicating with

people whether it's the person who is serving your lunch, or parking your car, or the CEO of the organization, or anyone at any point in the organization.

Beatrice said:

He's just phenomenal. And I have never met anyone that hasn't thought the same from all different levels. I think some of that's innate. That's a gift. He's able to meet with people and really tell the Southern story and that helps.

One participant mentioned that the president was well respected beyond the local area.

Melanie stated:

Our president ... is just adored. He's very well thought of and not just in this community, but nationwide. ... Everyone loves our president. It doesn't matter who they are. I don't know if you've seen him in groups, but if you have that opportunity. He's just great. He's a very friendly, loving man. ... He has that ability to talk to anybody and he's sincerely interested. He asks you how you are and he listens to the answer. He remembers and that's really meaningful.

As you can tell by the participant comments above, the stakeholders felt the president's ability to tell the Southern story was a gift. That ability was seen as a vital part of his communication skills.

Collaboration - Involved, Meeting People

Another common remark made about the college president's role in encouraging giving is that he was very involved in the community, meeting people, and working with people to get them involved with the college. One participant compared the current administrative practices with past practices. Anastasia said:

Our president is out there meeting with everyone and talking to everyone. The administration before [the current president] wasn't necessarily at the level that they would be hands on with the students, hands on with making sure that it was a leadership, learning-centered type institution. They were more at the top looking down whereas I honestly believe [the current president] is down here on the bottom with us in the trenches. We're all looking up together... and I honestly think that he cares more than anyone else in the past. I've been with Southern a long time so I've seen the comings and goings and the administration and so forth.

Beatrice talked about the president's work in the local area as well as his involvement at the state level. She said:

I think the president, just being who he is, ... is so respected and so appreciated in this community, that just his mere presence really makes people want to support, and he does a good job on his own with or without the foundation ... on getting what he needs in order to make this so successful. He's key. [The college president] is wonderful. He's very active in the community, active with legislative bodies, talking with people about Southern in general. He's very active with the board members. He actually comes to board meetings and meets with the board members and gives his input on what's going on in the community and at Southern and what we need and how to get out there and raise money. ... He goes to the state capitol and meets with people as far as the community college in general, information that affects us. ... I know that legislatively, just getting Southern out there, making contact with people that are interested, and donors. I know that he networks a lot as part of his job. It's that belly-to-belly kind of thing. You have to get out there and meet people and let them know who you are and see people face-to-face so you can start building some kind of relationship so that you can build the trust down the line so if they're comfortable enough to give, they know where it's going to go.

Paul also honed in on the president's work at the state level. He said:

He's very active. He's constantly meeting with people and not only people, but meetings with the state. Part of his big job is to get funds appropriated for Southern through the state dollars. He has to spend a lot of time up at the state level to get the ear of the representatives and so forth to make sure we're getting the funding, but then he spends a lot of time meeting with everybody he can meet with just to tell the story and see if he can spark some interest.

As evidenced in previous sections, one person talked about the president being active and included his ability to build relationships quickly. Janet said:

The college president ... does anything and everything. He is very involved with our board and he is very involved in the community. He makes a lot of personal connections. I think that's his gift, his ability to connect personally with people, people that he meets instantly. He is such a kind person and you just know he's a good man. He's a really powerful speaker. ... He's made a lot of personal connections in the community that way, just by being him.

Hillary concluded that the president does not spend much time in his office because he is out meeting with people and making connections. She said:

[The college president] is always out there. ... He is the best ambassador we could ever ask for. He's just a godsend. We don't see him very much here in these walls at all because he's out there talking to everybody else.

The quotations above touched upon the wide variety of opportunities the college president had to communicate about Southern. His job constantly put him in the position to talk about the needs of the students and how funding helped meet those needs.

Commitment - Passionate About Helping Students

Many participants talked about the college president's passion for helping students. Rick said, "You can tell he's very passionate towards students." Another said, "We know his passion is really for the students." Others expanded on this. Here is what Hillary said:

He's a blessing to this college and to the foundation. I'm not just saying that. He really is. The knowledge that he has, the passion that he has and the love that he has for our students is very evident every day when he comes to work.

Dean called the president visionary. He said:

[The college president] is really one of a kind. He has really taken us to the next level both from an academic standpoint as well as bringing [the foundation president] on board from a foundation standpoint and I think his message is really apropos. ... His whole focus is putting the student first, not the faculty, not that the faculty and administration isn't important, but we're all really here for the students. ... He is a real visionary. We are so fortunate, really, to have him and he has had offers, I know, to go to other places, but luring him away with money isn't a hot button for him. The students are really for him and I think he's trying to put together a model that other community colleges and universities around the country need to wake up and learn.

Another participant talked about the vision he has set for the college. Tom said:

[The college president] is very approachable. He is passionate about what he is doing. He's got a clear vision of where he wants to take Southern Community College. I think at the core of his being he wants to be an instrument of change and hope in the lives of young people. ... [He] is very articulate and he is very precise in the kind of people that are teaching these ... young people.

Bruce said the president's vision is shared by other employees at the college. He said:

The president is a passionate individual who tells a great story. He exudes the mission and the purpose of the community college process and the purpose of it and that matriculates down through the staff.

Janet said she felt the president's passion for student was truly inspirational. She said:

When he's talking about a student, you know he's talking about a student that he has actually met and that he has actually worked with and helped. He has a way of sharing that passion with other people and you just know that this is a good thing. You have to get on board.

One of the ways the president exhibited commitment was through his passion for working with and helping students. The president was able to present a clear vision for the college and foundation by putting students first.

Commitment - Inspirational Leader

Many participants affirmed that successful community college foundations are aided by having inspirational leaders. Some participants noted that Alex, the college president, was very involved with the foundation. His level of commitment was described in the following ways by participants. Carolyn said:

He's done a phenomenal job of inspiring everybody to kind of give their time to help raise money for the school. ... He's an awesome guy. ... He encourages us to come and spend time with him. He hosts [events] at his house. There's lots of things that he does to stay involved with us and ... He's business minded and ... he's just one of those guys who likes to see students do well. He likes to see people on the board do well. ... He's a great leader and very inspirational, a major inspiration factor in the success of raising money for Southern.

David said he was a good role model. He said:

It certainly helps having a college president that is better at raising money and inspiring people. We probably have the best college president in the entire nation of the community college and we are all constantly feeling ... if I can do one or two percent as much good for Southern as this man is doing, then it's a good train to be connected to.

Dean said he thought the president was a role model for his peers. Dean said:

There's no question that [he] is definitely the leader of this college, both from a foundation fundraising standpoint as well as an educational standpoint, and really is a role model for his peers around the state representing the community college and the educational system on the state level. He gets very involved in a lot of advocacy issues that are before the legislature for funding and trying to get some parity for the community colleges.

More than one person talked about how the president appreciated others'

successes. Anastasia said:

He instills a feeling of success, and not just for him, but for everyone and basically for everyone first and then he's really thankful for what we do and it's really him that's making it successful so I like that modesty type humility.

One person said he empowered others. Betty said:

I think that one of the keys to the success of both Southern and the foundation is the leadership. [The college president] is just a tremendous leader and he instills, he empowers his people within the college to do what they need to do to get done.

Roberta felt the president's ability to build confidence was important. She said:

[The college president is] magical. He's just incredible. It's a level of confidence. I think that people feel comfortable with giving, producing because they trust him. They see the results that have come from him. It's really easy to see the results of your work and the results of what you are giving. There's no hidden agenda here. Everything is really, really crystal clear. [He] has done an extraordinary job in raising the level of confidence of this community and this community school. I think he is essential in that. I can't remember how long he's been here. It seems like it's been along time and he's taken his time to meet everybody, to know people at all levels. He really brings that level of confidence with everyone.

One of the ways Alex showed commitment was by forming close relationships with foundation board members and donors. He was described as a role model and an advocate. His ability to empower others and build confidence proved essential to exhibiting his commitment to the students, donors, and community.

Commitment - President's Role in Fundraising

There was unanimous consensus from participants that the president played a vital role in fundraising. He was described as a salesperson for the college by one person.

Desmond said:

[He] has turned out to be an excellent president and somebody that I can relate to on the fundraising side because he is a real salesperson for the college. ... The president [of the college] has to be appreciative of people that come out and raise money or give money to the college, has to show appreciation. ...

Dolores talked about the importance of fundraising as more students needed funds to attend the college. She said:

I think [the commitment to help fundraise or raise funds] is a commitment that our president has because we are growing as a college and our students are growing. There's more need on the part of our students at the college to get them to school, to be able to afford school. It's definitely a priority for him.

More than one person talked about the president's directness in separating the duties of the foundation from his job of running the college. Diane said:

He is very persuasive in the need for raising money for the college and he does it in a very low-key, simple, direct way. I think [the college president] has done a good job of separating the duties of the foundation from running the college. You know the foundation should not run the college. We should raise money to support the college. He was, to his credit ... brave enough at one of our first little retreat board meetings to state that. And I think it had never been stated before and I think that past boards and past presidents had had this little conflict. So good for him for making that distinction and [providing] clarity for everybody. And so [his] role in our foundation, I think, is updating us, of course, with what's going on with the college and government issues that affect the college and certainly in helping us go out and talk about the college.

Alice, the foundation president also talked about the separation of duties. She said:

He's a very good natural fundraiser. ... He's amazing. He absolutely believes in the mission of the college and foundation, but he gets the separation. In fact, he sometimes has to help with the board members. They want to help him run the college and that's not really their job.

Another person mentioned how the president has been helpful to the foundation to make connections and help obtain new donors. Norman said:

He has been a very strong ambassador for the foundation in helping us get connected with donors and then to quote, unquote, close the sale. You know, to get someone to step up and write a check, not just have an interest in, but show that interest through their financial involvement.

Norman also described how the president has personal contact with donors. He said:

His practice has been with ... senior administration and board members, foundation board members, college administration to 'give me a list of names of five people that you think could impact in terms of [giving money]. If they're your friends and you don't mind, bring them over to your house and let me come down and talk with them. I'm not going to ask them for any money. I just want to tell them about the Southern story.' And he's very, very good at that and very effective with it. So that kind of personal contact with donors, I think, is really powerful.

Other people told similar stories about the president's personal contact with donors. Janet said:

He's gotten a lot of people to come on board to be a board member, to be a donor, to be a major donor. He's been very critical to our success. ... He's on our board here and he stays very involved with the board. He goes to the board meetings and the finance committee.

They also pointed out that the relationship does not end after someone commits to be involved with the college and the foundation. Wendell said:

The previous college president played less of a direct role, in my opinion, in fundraising than the current president. [He] works with the foundation board members directly, follows up. 'What's your goal? What are you doing? How's it going? How can we help?' [He is] much more hands on than, I think, the previous president. ... [He] is very much hands on, active in the retreats of the board, active in setting the policy directions in ways that meet with board approval.

Patrice added:

I think [his] presence [at a recent event] made a tremendous impression. Now, all of the donors were already committed, but he came to thank and to work on donor relations which is very powerful.

She talked about the importance of the president's involvement for corporate giving.

Patrice went on:

On a strategic level, having the president of the college is important, especially in the corporate giving as well as the private example, because if the board members or the decision maker has to go to the highest level of that organization, they need to feel like it's a peer-to-peer transaction. So if the president of a local bank is going to make the decision to give, he doesn't want the director going. He wants the college president going so it's credible.

Wendell added:

Alex understands all that and makes the right connections, at the right levels. But [he] also wants to engage the community in what Southern's doing. ... The president's got to be intimately involved.

These observations were also reinforced in my interview with the president. He was very thoughtful about his role in fundraising and his behavior clearly reflected a sincere desire to seek out people who had a passion for the community college. Alex said:

I love raising money. ... I love getting them connected, keeping them connected, building friendships with them. I just love having as friends people who are genuinely committed to the work rather than paying their social dues. I have no interest in those friendships. One of the advantages of community colleges is you don't get a lot of donors who are here for selfish reasons because they don't get those selfish reasons met here. They might at the university or the art museum get the kind of recognition that they seek, but you don't really get that here. You've got to give here because you've got a passion for it or because you are committed to the people who are asking. I have some of those. I'm great at the ask and love building relationships. I can inspire boards as part of my job. ... You have to be completely and utterly above reproach. That's number one. ... People know who I am. There's nothing hidden.

It was obvious from participant input that the president played a vital role in fundraising. It was pointed out that the president had a clear understanding of his role and that of the foundation board in fundraising. He was instrumental in helping others make connections with the foundation.

Summary of What the College President Did to Encourage Giving

The college president was a key player in the encouragement and promotion of giving at Southern Community College. He was a good communicator who was able to connect with people and tell the Southern story. He was very involved, both on a local and state level and had a very hands-on, collaborative approach to everything he did. His passion for helping students was paramount in providing the vision and the direction for the college. He was described as an inspirational leader who instilled trust and confidence among colleagues. The president was committed in his role in inspiring and making connections for the foundation board members so they could be instrumental players in fundraising.

Giving at Southern Community College

At the end of each interview I asked if participants had anything else they would like to add about giving or being a donor. The information clustered around several areas. They were the school's good reputation, building of relationships, and the deliberate cultivation of donors.

Good Reputation

The good reputation of the school was mentioned by several participants as being a main catalyst in the promotion of giving to the foundation. When they referred to the good reputation they mentioned the quality students, the ability to assist with workforce development, and personal success stories. The quotations below explain how participants understand this. David focused on the quality and the need of the students. He said:

We think it produces great quality students and great quality people that will end up being hopefully in business and some other are in the community so I think ...

we're all pretty passionate about it. ... They help me and others believe that there is an unmet need out there that Southern and other community colleges are the way that folks can help themselves. There's an axiom that it is better to teach a man how to fish than to just get a fish, teach a man how to plant a field instead of giving him the grain. And so giving a person that doesn't have the tuition so that student can become educated and can become a productive member of society is better than giving that person a house, giving that person food stamps. It is a much more respectable way of helping somebody. ... We are giving them life ... and so it is truly the way for us to institutionally and in large numbers help our community and help people in our community.

Workforce development was cited in several interviews as an important mission of the community college. By giving to the foundation, donors were able to help fund future employees in the region. Dolores talked about the importance of the school to help educate the local workforce. She said:

I also think there's a focus because [our town] is growing so quickly and there's such a need for trained individuals and educated workers that a lot of corporations will see Southern as an important resource. I think there's a feel for that commitment of helping in the community. This is my first experience with a community college and it really is a community effort. ... It's in our general marketing effort to say we're educating the masses. I think there will continue to be that connection with the community.

Student success stories were cited as one of the best ways to engage new donors with the foundation. One participant gave a specific example of a student who attended Southern Community College and how the financial assistance he received changed his life. Desmond said:

Southern's phenomenal. ... It has got success stories coming out. You wouldn't believe it. ... We had one student who just graduated from a four year [college], went on after Southern, got scholarships, everything. ... His parents were so poor that he never would have had the chance to go to college. He's been a great success story. Those are the kinds of things you see with Southern. ... It's easy to see the effects that you see and like I described for you in the story. You see the effects of the foundation, giving a hundred dollars or two hundred dollars to Southern versus giving to [a four-year or private college]. You see what your money can buy for you at Southern. You know, you help some kid out, get a scholarship, buy books, whatever. It's great benefits for the giver. And ... we've got a great team. One of the things that we're very blessed with at Southern, and I

think this would be important at any community college, [is] get the right leadership at the college foundation and the president. ... You find out a lot of times colleges have somebody that are too academic and they may be very smart and have a great program, but very hard to get people to commit money to benefit the college. ... I think that getting people that have personal experiences helps in getting people for fundraising.

One of the printed materials used at Southern Community College Foundation provided people the opportunity to give different amounts of money. It allowed people to give large amounts or to "Help One Student at a Time." It did not just list the amounts. It specified what the amount equals. For example, it had \$2090 – annual tuition, \$1045 – tuition, one semester, \$900 – textbooks, one year, \$125 – nursing student uniform, etc. As the participant above said, it was easy to know how far your money went at Southern.

Desmond went on to say:

I'm a great believer in the community college system. ... I really just think it serves a great need in our community. I'll tell people that and I think a lot of people just really feel good about Southern in our community. It's got a great reputation. That isn't always easy to have. We're blessed here. ... They reach out to a lot of people. ... It's a great opportunity. ... You look at the stories you'll find out of Southern and [the foundation president] could show you examples that have changed peoples' lives. It's great.

Other participants talked about the good reputation of the school and the many success stories. Jolene pointed out that many of the community leaders got their start at Southern.

She said:

I think the college has a very good story to tell. It reaches into a community that is in need, men and women who have wanted to continue their education, some of them just getting out of high school and wanting to stay here, go to school, not have the finances or the wherewithal or the inclination to go to college someplace away from home. To offer that here in this community and to offer the quality that Southern offers, I think, is fantastic. I love it! And I love being able to be part of it and I love to be able to tell the story. I know folks that have been here at this college, got really their start in leadership by attending Southern and then moving on to another higher education, but the base was right here. Some of our finest leaders here in this area have a year or two here at Southern before they ever went on to a four-year college and I think that the community needs to know that. They

need to be aware that their financial support that they give to the college is an investment that just can't be beat. ... I think people give ... because they hear a story that they can believe in.

I heard from more than one participant that Southern does not separate the word 'community' from their name. Roberta, the assistant to the mayor emphasized the community part of community college.

If I were to chalk it up to one thing, other than academic excellence, it has to be that they put their soul into the community, that they have not separated the word community from the word college. It goes together and they really live it. They really, really live it. I don't know about other schools. I don't know if that's so of other schools, but I know it certainly is here. It's an integral part of the community. I applaud their efforts.

Along with workforce development that was mentioned earlier, a couple of participants talked about the impact that Southern has on the local economy. There is a reciprocal relationship between educating the workforce and keeping people in the community to work and put money back into the local economy. Beatrice said:

I think that Southern has proven its impact on this community and how essential it is to ensure economic wealth in our community. Many of our citizens go to Southern. The size alone, when you hear those numbers you realize, and then how well we do it, how we stack up against other community colleges. We do it well. It's a pride thing. You want to support something that does it well. You don't want to just let it be good without your support.

Hillary also emphasized the importance of the local economy. She said:

We're actually hopefully helping out the economic status in this area because if we educate these students who are coming out of high school and at least get them a two-year degree, and hopefully even more for many of them, that's helping out the area economy. ... The whole economy is better off for it. ... I'm just thrilled to be a part of it because I think there's so much we have to tell and so much we have to offer, not just for students, but for everybody. It's such a positive environment. ... It's very exciting to see these students who want to be here.

One person talked about the tie to the business community and also the ease of transfer to the local public university after students attend Southern Community College.

Many students start at Southern because it has such a good reputation and then transfer to a four-year university. Betty observed:

Again, I think one of the keys is the college and the foundation's relationship with the business community. You don't see that everywhere you go. ... They have great programs and you'll see Southern continue to grow in this region. There's so much going on. ... I know one of the greatest things about it is that we have a great relationship with the public university and there's a reciprocal agreement and it's really much cheaper to send your children two years to Southern and then the last two years at the university and it just makes sense. We see more and more families doing that. I think also the class size is a lot smaller. Things are a lot more intimate at the community college here.

As noted earlier, student success stories are a main component in marketing the school. One participant noted that the successes help validate the mission of the college.

Bruce said:

... Southern has a great story. It's a real story. It's not made up and there are any number of success stories that will validate the purpose and the mission of this organization.

Alex, the college president said:

Student stories are powerful. ... Our student stories are our most powerful tool and the more often and the more compellingly those stories get told, the more leverage we have with people. ... It's really hope building to see what opportunity can do, to see what people can do given that opportunity. A whole bunch of them do it against all the odds. It's a good story.

As you can see from the quotations above, Southern Community College had a good reputation in the community. The college aided in developing a trained workforce which, in turn, helped the local economy as people stayed in the community and worked. Student success stories were used to engage new donors as it would not have been possible for many of the students to succeed without the financial assistance provided through the foundation.

Building Relationships

Above all else, building relationships and working together were mentioned throughout the interviews. Norman discussed finding the right opportunities to link people together. He said:

And that's what keeps people connected, finding that they've been able to touch somebody else's life in a positive manner. And they feel good about it and they want to give that opportunity to three of their friends to do the same kind of thing down the road. ... There's an extreme amount of wealth in this community and we've just begun to touch some of the people that have the wherewithal to make significant contributions and impact in that process. ... There are so many untapped resources that we have to find the opportunities. You don't just knock on a famous person's door and expect to get invited in. So, who is the person, for example, who would be connected to the college that might also be connected [to the famous person]? [It's] that whole linking thing. ... They hook each other together and then they reach out and connect other people in the community. ... And those linkages are what generates the dollars that make a foundation, a community college foundation or any other nonprofit organization, strong.

While most participants looked at building relationships within the community at large, Roberta talked about building a relationship with the Hispanic community. She said:

They did a specific event for the Hispanic community to talk to them about Southern, to tell them, this is what we are, this is what we do. What do you want from us? What do you need from us? This was years ago when being Hispanic was not fashionable. We didn't have Ricky Martin or Jennifer Lopez. It wasn't that easy. And they were saying, 'We need to do something. What can we do to help you?' They made us part of the process. When you do something like that, there's a local loyalty, a community pact. ... I like to talk about Southern.

The foundation board focused on engaging people with the activities and initiatives at the college. Dean used the term 'friend raising' to describe building relationships. He said:

And that's part of the fundraising initiatives, I think, that we're trying to send out. We're not just asking for money. We're asking people to get involved with the vision and the mission and to be a part of the team and to feel good about knowing that they're making a difference in the lives of students, not only this

year, but by endowing scholarships and things like that, in perpetuity, in their family's name, in honor of somebody, in memory of somebody, however they want to set it up. We're going forward in perpetuity, providing scholarships to many students, where they can put whatever parameters on that scholarship they want, knowing that each and every year a student is going to have the benefit of an education at Southern because of their donation. And I think that's really what it's about, is making donors feel good that they're doing something that's worthwhile, that's appreciated, that's need and following it up, little things like having the student write a thank you note at the end of the year ... telling their story, just saying 'Thank you for your donation. Your scholarship allowed me to do this and I'm grateful.' What better holiday gift can you get back, knowing that you made a difference in somebody's life and that just tends to make you say, 'You know what? If I think I've got an extra thousand, I think I'm going to add to it.' And that's the whole name of the game is getting them engaged and involved and then sharing the story and letting them be part of the successes. It's proved to be a successful method of increasing our foundation and increasing our friend raising as well as our fundraising.

The college president talked about re-establishing some relationships that had stagnated over time as well as building some new relationships. Alex said:

One of the things we did well early was we renewed those friendships and they had a chance to get to know us and who we are, how we live, what we care about, what our characters are, to hear the vision recast in language they hadn't heard before, to get excited about what we were doing in the community. Those efforts were with people who had already had a connection with us whether they were active or passive. I spent a huge amount of energy and continue to in the community building relationships, business relationships and friendships with other leaders, some of which had to be restored from the earlier regime, which happens, many of which were already very solid, and a lot of must brand new relationships pulling them into our orbit. ... People want to be a part of something that is distinctive. We have some attributes that make us distinctive, unlike other community colleges. In many ways we're like a lot of other colleges. ... I bring people we're cultivating into [the] environment to make friends with one another, to share a little of the vision behind Southern, and to experience something they didn't expect. ... You have to be completely and utterly above reproach. That's number one.

As noted in the quotations above, building relationships was a major component of engaging community members with the college and attracting donors to the foundation. Southern Foundation took great strides to build relationships. Their fundraising philosophy was focused mostly on the relationships rather than just the

money. I felt they truly wanted people to know about the college and the students.

Therefore, foundation board members, the college president, and foundation president spent a major part of their time establishing relationships with individuals and community groups.

Deliberate Cultivation of Donors

Part of building relationships, besides educating the community about the great academic programs and opportunities at Southern Community College, was the deliberate cultivation of donors. The philosophy at Southern Foundation was focused on getting as many people involved as possible who would want to give. They were not just looking for people to write checks. One person talked at length about it. Dean said:

I think what really differentiates us [is] that we recognize the importance of building friends in the community as well as raising funds. There's all kinds of opportunities to give money and everyone's looking for the home run, the million dollar gift, you know, the large gifts, and there's a lot of people with the capacity to do that, but I find that people don't give to organizations. They give to people and you have to be involved with a good organization, but that isn't enough. They're going to give to the right person who asks them to contribute to that good cause and I think that's what we do a lot of, is cultivating, asking the right people, by the right people, for the right type of gift and not going in and just saying, 'Can you give us a check for fifty thousand dollars?' and they write a check real quick because they were thinking you were going to ask them for five hundred thousand dollars and they're getting off cheap. A lot of times organizations make that mistake. I think we do a lot of our due diligence and research and making sure, you can never insult anybody by asking them to donate too much money. They can always back down, but you can make a fatal mistake by not asking them for enough money and they quickly write the check and get off cheap. You're happy that you got the fifty thousand, but you left four hundred and fifty on the table that maybe you could have gotten with a little more homework and preparation. So I think that all comes into it. We try to go through this very scientifically of not only meeting the vision and mission, but going about the fundraising in the proper way to have fun, but to do the right homework and make sure we're making the right ask, but the right people to the right people. ... We're not just looking for that one-time gift. We're looking to bring people in at maybe ten or fifty or a hundred dollars a year and then cultivate them and nurture them to where maybe now it's five hundred or a thousand or five thousand dollars a year. Somebody who writes you a check for a thousand dollars could probably give you ten or fifty

thousand if cultivated and asked properly. We really try to target those type of people and figure out how we can bring them to the next level, not just asking them for money, but giving them a reason of why they'd want to contribute and be part of the college. ... We've taken the whole concept to the next level and that's not to say that we weren't very successful before. Obviously, we were, but a whole different emphasis, a whole different direction of ... putting students first, talking about the importance of building a foundation and scholarship opportunities and endowments and things like that, not that we didn't have endowments before. We certainly did, but I think there's been a renewed emphasis, a new vision and mission that's really driving the faculty and the administration and the board to get out into the community and engage as many people as we can, to share the Southern story and to get them on board and engaged. We've ratcheted it up tremendously. ... the more people we get engaged and involved, the more success we're going to see and really it's limitless what we can accomplish if we're all on the same page, dancing and singing the same song.

Other participants also talked about long-term cultivation of donors and possible results. Like Dean said in the previous example, Anastasia talked about not rushing the request for a donation. She said:

The other thing they do well is they cultivate [donors]. ... I would say that Southern does the cultivation of the donor while they're alive probably better than anyone else because some of the other not-for-profits, they just say 'we have a need, we need a hundred bucks.' So you give them the hundred dollars, but what they've done is they've left so much other on the table. They've just walked right past that. It's hard for not-for-profits to get that into their mind, ... to the mindset of knowing that there's other money on the table, that if they cultivate them a little bit longer, they would come out ahead.

Paul also talked about the importance of building a relationship before determining the kind of gift someone could give. He said:

You've got to figure out what the person's excited about and see if you can cultivate that and then hopefully that will turn into a donor. That's what you've got to do. It's very, very difficult. It's tough. I've met with several donors. It's very difficult to figure out what they're wanting and it may take two years to figure that out. But, hopefully you can get enough people cultivating, enough people nurturing, enough people establishing relationships. You set up a consistent system and it just multiplies over time.

Alex, the college president, talked about raising the philanthropic spirit in the community. He said:

We've always felt like there are more people out there ready to give us money than we could possibly ask if they understood what we're about. In fact, we think a part of our mission is to raise the philanthropic spirit of our community because there's more capacity than the community knows. It's worked for us. Every year we've grown. In the worst years when everybody else was down, we were up because our expectations were high and we did our homework.

Cultivation of donors was an extension of building relationships at Southern Foundation. Participants noted how important it was to spend time getting to know potential donors and figuring out their interests. The college president noted that it was partly their mission to help raise the philanthropic level of the community. By doing that, people understood the importance of giving in the local community. He felt that they had been successful at Southern using that approach.

All three components together – the good reputation of the school and foundation, building relationships, and the deliberate cultivation of donors – were noted numerous times by participants as important elements of giving at the Southern Foundation. These components formed the underlying basis for giving at the foundation. Without these components it would have been difficult for the major stakeholders of the foundation to rally together to tell the Southern story and convince others that this was a worthwhile effort.

Personal Stories About Giving

I asked participants to talk about their own experience of giving and what it means. This was a topic I usually brought up at the end of the interview after participants had an opportunity to reflect on giving to a community college foundation. The stories about giving were mostly tied to the reason they were involved with the foundation

and/or the college. Some of their responses were framed in a generic answer of why people give rather than focusing on themselves.

Wendell, Patrice, and Dean - Good Feeling

One reason people gave to the foundation was the good feeling they got from knowing how much their contribution helped students. Wendell was connected to the foundation as both a board member and a retiree from the college. After a 30-year career with Southern, he knew how valuable the college and foundation were. Both Wendell and his wife, Patrice, talked about the role honesty played with donors. They mentioned how much they appreciated the honest approach used by Alice, the foundation president.

Wendell said:

We continue to give because [of] what Southern does for students who may or may not otherwise be able to go to college and move on to the university... so the cause is powerful. And the feeling that you get for really what is very little contribution, to know that somebody got to start college who might not have been able to, is tremendous. ... Honesty and integrity have to be at the very top. ... If you're not going to be able to follow through with a donor on something that you think is important to the donor, never tell them that you're going to be able to do that. ...

Patrice added, "There's the honesty and integrity, the trustworthiness, and then the efficiency. They both have to be there."

Many participants talked about the good reputation the Southern Foundation had in the local area and how that helped attract donations. Dean talked about the approach used by board members when they worked with donors and how they wanted donors to feel good about giving. He said:

I truly believe in the concept of community college. I'm really proud to be associated with Southern's foundation. ... I think we have a philosophy that we don't want anyone to give until it hurts. ... I think we want people to give until it feels good. If you write a check to Southern Community College Foundation for one hundred dollars and you don't feel good, simple, add another zero. Do

whatever it takes until you feel good and that's what we're looking for in donors. We don't want them to give until it hurts. We want them to give until they feel good about it. If ten dollars is what they feel good about, God bless them. Write a check for ten dollars and try to do it every year. But if ten dollars doesn't really make you feel good, make it a hundred. Make it a thousand. Make it ten thousand. Wherever your capacity is, but not just your capacity, wherever you feel good about what you've done.

These comments from participants exemplified one of the basic characteristics that stakeholders at the Southern Foundation believed in which was honesty. It was mentioned by Alex, the college president, as well.

Tom and David - Giving Back and Financial Ability to Give

Tom talked about how fortunate he has been and his ability to give back to the community and to individuals as his reason for giving. He talked about giving in terms of time and money. He chaired a golf tournament that raised funds for the foundation. In addition, he talked about financially helping an individual student who is a friend of his family. Tom said,

I want to give back. I've been absolutely blessed beyond imagination. Someone stood up for me. It's my time to stand up for them. ... Southern is very good at getting our young people exposed to the many different facets that are available to them. ... Financially I've been blessed and it's only right that I give a little bit back. ... [The foundation] does such a phenomenal job of making sure that the money that you give gets in the hands of the students. If you give a hundred dollars, there's going to be a hundred dollar bill on the other side. A lot of charitable organizations have ... handling fees where maybe sixty percent gets to the cause.

David, a participant who had been on the board for several years talked about his financial giving as a reflection of his earnings over the years. Even though he had been on the foundation board for fifteen years, he said he did not give much money in the early years. David said:

On a personal basis giving during the first ten years of my fifteen years on the board was miniscule. During those years I was slowly establishing myself [in my

career]. As I saw a more consistent pattern of making more money than my [family] and I needed, you get a little more confidence that you can give money away. ... A lot of times the bigger gifts are going to come from the folks that basically feel secure with their financial situation.

Both Tom and David talked about the financial ability to give. Tom was grateful that he was able to help others. David talked about being financially secure so that he felt able to give money to help others.

Paul and Bruce - Community Improvement

Paul, who has only been a board member and donor for several years, talked about learning more about the college. As a member of the construction profession, he was seen as a leader in the industry and asked to be part of the foundation board. He said he understood the significance of giving as he learned more about the college and foundation and their impact on community improvement. He said:

Becoming educated about what Southern is and what it means to the community is the reason why we're giving now. Once you understand the dynamics of the community and understand that this is an essential aspect of that, then that's basically why we're giving. ... I think the main reason that people give to Southern is simply because ... better education ... improves the community through all facets. ... Everybody has a different reason [for giving].

Bruce also shared that the reason he gave to the foundation was because of the ability to help improve the community. He talked about giving as an investment in the community. He shared his thoughts about giving. Bruce said:

I'm active in the community and see the community college process as an integral part to developing the workforce and building value within the community. ... I was interested in getting involved with something else in the community. I thought this interesting and I found several people on the board that I knew. ... [A former board member] explained to me what community foundation interests were and they fit me pretty well. ... It's part of my philosophy of life. I think that I have to be a part of the community. It's important to give back to the community that has allowed me to attain what I've attained. It's uncomplicated. I've benefited from being in the three communities I've worked in and I've accumulated enough net worth that I'm in a position to help organizations so that's what I do and

Southern is on my list. ... I don't have a lot of experience with wealthy people in the area of philanthropic giving. What I have experience with is working in the community and getting involved with things I believe in and making things happen. ... I don't have any qualms about asking people to consider investing in what Southern is doing because that's what it is, an investment. It's an investment in the community and you either get it or you don't. And it's okay if you don't. It's okay if you do. But if you do, it would be nice if you could write a check. ... If you believe in what you're doing, you want to help young people make a better transition into college or junior college and you believe in that and you're going to find people who also believe in that and you're going to kick around enough to make something happened in that arena and if you have to go ask for money to do that instead of a foundation, then that's what you're going to do because you believe. ... You've got to have a better educated community. ... The challenge that we have is doing a better job of educating our workforce. ... What we have now is an opportunity to take those people who are out of high school and need to transition back into education or whatever. The community college is it. That is the magnet for these people and if that magnet is communicating with the business community to serve their needs, then it will all work together.

As seen in these quotations, both Paul and Bruce felt the importance of helping to improve the community. Paul admitted he did not know much about the foundation before he became involved as a board member. Once he learned more about the foundation he realized how important the college was in community improvement. Bruce had prior experience working with organizations that helped improve the community. He also attended a community college and understood the importance community colleges played in local communities.

Diane - Being Asked

Diane, one of the participants, said people have to be asked to give. She explained that even though she had a family history with the college and foundation, she did not give before being involved with the foundation because no one asked her to give previously. Diane said:

They [donors] give because they're asked first and foremost. I think the people join committees and get on boards because they're asked. ... It's rare when somebody just out of the blue sends a check for no reason. ... I give because I'm

actively involved with the foundation, but I was asked. And then probably the second reason that other people give is because the effect it has on a family member, friend, associate or something. It's a result of someone coming here. ... We have a lot to be proud of. We need to continue to get the word out to the community.

As Diane pointed out, people did not usually give unless they were asked or had been impacted by an organization. She also said that she donated to the foundation because she was involved.

Norman, Melanie, and Anastasia - Seeing Results

Several participants said they gave because they saw the results of their giving. One way they did that was to constantly see students who were being helped. It was part of the foundation board meetings and all promotional materials to focus on student stories to show how lives were impacted with the financial assistance provided through foundation scholarships. Norman said:

I think that each person's heartstrings get plucked in a different manner. Some people it's the same type of story that I'm telling you that sees that outreach. For others it might be a specific person that they know that triggers them to go forward. Other people see the general mission of the college and feel connected through that or through the president and the way he is able to portray the mission and follow through or relationships they have with other board members or other donors and they want to be a part of that. So there's a myriad of ways that people get connected to Southern and its cause or any other organization. ... We continually try to showcase how the dollars are being spent. ... It's one thing to showcase how big of an endowment you're building. Most people would feel good about that. We've got [one of] the biggest endowments of any community college in the country now. But what they're interested in is how many dollars do we give, what do we give those dollars for? How many dollars came from the foundation coffers and who was touched? That's what people want to give for. They want to feel like they're touching peoples' lives. ... We'll have someone come in [to foundation board meetings] whose life has been touched through contributions and donations to the foundation.

Melanie talked about giving both time and money and seeing results. She pointed out that stakeholders in the foundation gave money, but also gave their time to engage others. She said:

I think we all give because we see the results. We spend not just our cash donations, but more so our personal time is devoted ... speaking on behalf of Southern ... talking it up and knowing two hundred percent that your money is well spent.

Anastasia talked about seeing results as a business owner who needed trained employees. She also talked about the foundation not having to use part of the scholarship endowments to pay overhead expenses for the foundation. She said:

I think [people give] for a couple of different reasons. First of all, as a business owner, it's hard to find good help. When you find the help, you want to be sure they have somewhat of an education and if they don't have an education, but you believe in the person, you want to be able to send them somewhere where they can better themselves and get more of an education so they can be a better employee. Southern fills that niche. ... Plus the fact that we have an endowment and [some rental property] that pay all of our expenses. We're very blessed in that way.

The participants above shared various ways they saw the results of their donations. One way was when students who received scholarships attended board meetings and told how their lives were impacted by the donations. Another way was when business owners hired students and graduates of the college.

Carolyn and Desmond - Love for the School

Several participants had been involved with the college and foundation for many years. Carolyn talked about being giving and being involved because of a true love for the school and what it represents. As a long-time board member she said:

They move you from a giver to an asker in a very gentle way. They absolutely have as their mantra, 'don't give us one cent more than you want to give. I would rather have nothing at all than for you to leave thinking that you've given me too much. I always want you to feel like you should've done more and never that I've

been forced in any way.' They have, I think, an ability to show us our values. I wasn't seeing where I was too much value added. I was enjoying what I was doing but I was thing, 'you know, this is important to me because of the learning aspect and the ability of this particular institution to meet people where they are.' ... I think part of why we're successful, and I think I would speak for most of the board members, is that we are doing this out of some passion. I mean, we all really love it. What I mean, not loving, not asking people for money. We love the school. We think it's meaningful.

Desmond had also been involved with the college and foundation for many years.

He talked about having a passion for the school. He considered it a privilege to give.

Desmond said:

What I've seen having been involved with the foundation, what I would tell anybody, if you can find people that have some kind of passion for the college, that's ... what I would require. ... you've got to have the passion. ... In my own case, where I got the passion was when I saw that this was a great asset to the community and to my business because these students were willing to work part-time while they were going to college. ... And giving, not only money, but time, it's a privilege. It's something that you really have to believe in. Otherwise, it's a burden. It's no fun at all.

Both Carolyn and Desmond talked about their passion for helping students by being involved with the foundation. Their involvement was expressed through giving money and their time.

Beatrice and Betty - Corporate Giving

Two women who were involved as stakeholders with corporate ties talked about giving from a company standpoint as well as being a personal donor. Beatrice said:

I have the ability with what I do, to give money away. That's part of my job so, of course, I'm going to give it to an institution that I think not only has the impact ability, but does it well. I will try to convince anyone to give Southern money. ... It has a great reputation. It has a great educational reputation. They do a good job here.

Betty talked about the community partnerships and the importance of collaboration among government, education, and businesses. She said:

We find that if we're going to be doing work in our community, then we need to give back, too. ... Our company's philosophy is to give back. We're very, very much involved and we find that by being involved in the foundation and the programs themselves, it makes us a better [employer] as time goes on. ... Southern and the foundation and the college as a whole are successful because they're engaged with the business community and that's one thing I love about [the city] and this region. There are huge partnerships between business, government, education and we've gotten away from a lot of the turf battles and that. There's enough in it for everybody. ... I believe that no matter who you are, you have to give back and I like to give where I can see my dollars making a difference. ... to me it's an obligation, but it's something that you have to, in your heart, want to do. ... We realize that a lot happens because of the strength and the growth of this community. So there is a giving back atmosphere. ... We're community minded. It's fun to live in a community like this. ... One of the keys to this foundation is they're not out beating people up to get money. It's very factual. 'This is what we're doing and we can't do it without your help.' ... It's putting the right people in those positions that really start the ball rolling. ... they only do things first class.

Beatrice and Betty talked about corporate giving. Both worked for companies that donated to the foundation. They said their companies understood the part the community college played in the community. They said giving to the Southern Foundation, both personally and from a corporate standpoint, helped make a difference in the community.

Staff Comments

Two of the staff members echoed the thoughts above about giving factual information even though it might not have always been good news. Alice, the foundation president said:

One of the things that's important for us, and ... both donors and board members as well as sometimes college staff get confused. It's all about the donors. ... We went through a lot of hard conversations, a lot of mending fences. We told the truth always. ... Southern has [on] good days, bad days, rainy days, sunny days provided a real service to this community and they've reached into so many different pockets of the community through workforce development, through English as a Second Language, through students who are training for a new career, through internships. ... Even when things didn't go well Southern Foundation managed to do well because the college has been such a good steward in the community for such a long time...

Janet also talked about the importance of being honest with stakeholders. She talked about why she thought people gave to the foundation. Janet said:

There's just a lot of goodwill in the community about Southern so I knew it would be a good place to work. ... People give for a lot of different reasons... Most of our donors are corporate donors instead of individual donors because we have such strong ties to the community. ... Corporate donors realize the benefit of having a relationship with us. We also provide interns and we have a pool of graduates that they can utilize for new job openings. That's really important, especially with the [growth in our community] and the hospitals and the nursing shortage. ... When I first started working here it seemed like we had nothing but bad news to share. ... The investments were way down. They were losing money so we had no money to give out in scholarships and we were fixing a lot of things, undoing a lot of situations that were created by the previous staff. ... There was a lot of relationship mending. [Alice] did a lot of work getting donors to believe in us again. A lot has changed.

Eileen shared her thoughts on why people gave. She touched on several of the areas mentioned above such as corporate giving, love of the school, community improvement, and feeling good about giving. She said:

I think that there are different reasons for everybody [for giving] and different donors. We have some large corporations that give us gifts ... if they have a vested interest because of the students, like for a hospital. They're basically providing us with money to educate these students [who are] going to be working for them. ... And then I think we have some great donors that just absolutely love the cause and give because they want to make a difference and have that good feeling afterwards when they give. We have some generous donors.

Finally, another staff member talked about giving as a character issue. Hillary said:

Personally, I feel like because I work for this non-profit, it's important for me to feel like I'm part of the process. So, I am a Trailblazer's Society member which is a minimum of one thousand dollars and I feel like that's my commitment to what I'm doing. I love what I'm doing. I am committed to it. Even if I wasn't, I'd feel that commitment to our mission here and our goals and what we're trying to accomplish and really helping people. That's a character thing. You're a giver or a taker and when you're working with non-profits, you're a giver. ...

Foundation staff members talked about some issues in regard to giving that other participants mentioned. One area was honesty. Alice and Janet talked about the

importance of being truthful with donors about where the money was spent and whether investments were growing. Another area was helping the community. Eileen talked about people giving because they liked helping others and helping the community. Hillary also talked about helping people and said giving was a part of her character.

Summary of Findings

Carolyn, one of the participants in my study, talked about the controversy about starting Southern Community College in the mid 1960s because they already had a private junior college in town. From that rocky beginning to the stories I heard from participants and in my observations, it was apparent that the community was supportive of Southern Community College and the Foundation. Some of the participants had been involved since the beginning of the college and foundation. Others had only been involved for a few years. The ways in which participants became involved range from their employment or industry relations to community involvement and long-term relationships with the college. Some had family connections with relatives who were instrumental in the founding of the college and some were involved as staff members at the foundation.

I asked participants how the various groups of stakeholders encouraged giving. Three main themes – communication, collaboration, and commitment - emerged regarding how staff members, board members, and the college president encourage giving. Staff members exhibited communication through organizing, identifying board expectations, and assisting board members to understand and develop value. They exhibited collaboration through educating people and through donor relations. They showed a high level of commitment through professionalism.

The foundation board exhibited communication through the selection of new members. They exhibited collaboration through representing the college at various functions and out in public as well as by engaging others. Board members showed commitment through their involvement in board committees and events and through fundraising.

The college president was described as a good communicator who was very effective in telling the Southern story. He exhibited collaboration by being involved and meeting people. He was committed in his passion to help students and as an inspirational leader. His commitment was also seen in the role he took in fundraising.

When participants were asked to talk about why people give to Southern Community College three main areas were mentioned. One was the good reputation of both the school and the foundation. Another was the deliberate cultivation of donors. They were not looking for a one-time donation but rather a longer relationship. Many people talked about building relationships within the community whether with the government, the four-year university, or other groups. It was quite apparent that Southern Community College and the foundation were important entities within the community.

Finally, participants were given an opportunity to talk about why they gave to the foundation. Reasons ranged from a good feeling and giving back to community improvement, being asked, seeing results, love for the school, financial ability to give, and corporate giving. It was pointed out by many participants that people have many reasons for giving.

In Chapter Five I expand on the findings described in this chapter. I further develop how the emergent themes of communication, collaboration, and commitment

were a vital part of giving by stakeholders at the Foundation of Southern Community College. In addition, I relate the findings back to the literature discussed in Chapter Two. I also identify strengths and limitations of my study and provide recommendations for future research. I provide recommendations for practice that could be used by other foundations to become more successful.

CHAPTER 5: CONCLUSION

My research focused on giving at one community college foundation. I used the following questions to guide my research. How is giving described and understood by the various stakeholders involved in giving at one community college foundation? What do community college employees, foundation staff, and board members do to enhance giving by private individuals? How do donors describe and understand their giving experience? What experiences of individual donors were critical to the decision to give money to the community college foundation?

I conducted interviews with people I had identified as stakeholders at the foundation at one community college. These stakeholders included members of the foundation board of directors, foundation staff members, donors, and the college president. I conducted a total of twenty-five face-to-face private interviews. I also utilized document review and observation to collect the data for my study. I traveled to the study site to do the interviews and observations. The foundation president and her staff gave me copies of documents to review at home. These documents included copies of minutes from foundation board meetings and committee meetings, foundation board materials such as a job description and intention sheet, and promotional materials used by the foundation. My analysis of interview transcript data, documents, and notes from my observations was conducted using constant comparative analysis (Creswell, 1998).

I start this chapter with a brief synopsis of my personal background and what influenced my choice of a research topic. I then provide an interpretation of my findings

and relate them to the literature I reviewed in chapter two. I provide some strengths of my research as well as an area that could have been strengthened. I conclude with recommendations for practice and future research.

Personal Background and Researcher Biases

I am a financial aid professional at a four-year public university who has worked directly with scholarships for the past eleven years. I have had the opportunity to learn about private scholarship donors at the university where I work. I work closely with the university foundation. My decision to conduct research on giving at a community college foundation was influenced by my professional work and the particular emphasis on community college leadership in my doctoral program.

Research cannot be devoid of personal biases and assumptions. That is why it was important for me to share what I do as a professional. At the onset of my research I thought it would be easy for participants to tell me about a specific event or a personal story about why they give. However, I found that giving was not based upon a single event for most of my participants. Giving seemed to be the consequence of a process that developed over time and was related to the individual's involvement with the foundation.

Interpretation of Findings

In every tapestry a viewer's first glance tends to follow and then take in the overall structure... A second glance probes further and discovers patterns full of subjects.

- The Book of Tapestry, p.116

After the first few days of interviews I noted that the participants' stories were rich and seemed to build on one another. For example, my first participant Carolyn, a long-time board member, asked, "...what triggers someone into serving and improving the quality of the entire community?" The second participant Rick, an alumnus, talked

about how he grew up in the community. He said, “You want to give back. It makes me feel good that I’m giving back.” David was the third person I interviewed. He was a board member whose family had a long history with the college and foundation. David said he was glad he could be part of an organization that helps “make a difference in our community.” Dolores, who was one of the foundation staff members, said “I think there’s a feel for that commitment of helping the community.” This is just one example of similar statements I heard from participants at the beginning of my interviews. These statements progress from Carolyn asking the question of why someone would serve the community to Rick and David who talked about giving back and making a difference to Dolores who made a statement about the commitment of helping the community. Similar to the quotation above, these statements added more layers of meaning. During data analysis I constantly sorted out statements made by my participants that were related. I carefully examined each of them and then put them back together through the main themes that emerged.

I found that three central elements – communication, collaboration, and commitment – were essential qualities of work at the foundation at Southern to make it a successful community college foundation. These are the themes that appeared time and again in the stories told by the participants. There was constant communication among the major stakeholders at the foundation. According to my participants, the college president was very effective at communicating the mission and the vision of the college to foundation staff members and to the foundation board of directors. Bruce, an active board member, said, “He exudes the mission and the purpose of the community college process and ... that matriculates down through the staff. They get it. They understand it.

They understand what they're about and they execute well." Participants said he was also good at telling the Southern story and inspiring others to utilize their talents to raise funds. Bruce went on to say, "Our organization ... has a great story. It's a real story. It's not made up and there are any number of success stories that will validate the purpose and the mission of this organization." I found evidence that showed the college and foundation presidents communicated with the board of directors to keep the foundation moving forward toward the goals they established. Diane, a board member whose father helped start the college, said, "They've done a lot with giving the board members direction in the past couple of years. And I've seen, because I've been involved with it long enough, to see the progress that they make from year to year." Communication is the thread that weaves the stakeholders, especially the board members, into the design of the tapestry.

Over the course of the last months in working on my dissertation I began to consider metaphors and other literary devices that might help me interpret my research. I found that the one thought that consistently resonated was the image of a loom with an unfinished tapestry being created one thread at a time. The vision of the tapestry emerged as I worked on data analysis and writing. The picture on the tapestry became clearer as I continued my analysis and interpretation. The work of the stakeholders at the Southern Foundation mirrored the tapestry in the loom. Just as the threads in the loom varied by color and sometimes texture, my participants had different reasons for being involved with the foundation.

I am not an artist nor have I had much art training. I know that my favorite activities in any art class were those that involved textiles. I enjoyed the step-by-step

processes of doing batik, pottery, and weaving. I had to touch what I made. Maybe that is one reason why the vision of the tapestry kept coming back to me as I worked on my data. My research was a step-by-step process that I kept touching as I progressed through the data collection, analysis, and writing stages. Each new step built on the last one.

Alice, the foundation president, was very visible and out in the community meeting people and getting involved with others and coordinated communication among the college president, her staff members, and board members. Mary Pat, a board member who established a scholarship in memory of her mother, said, “Alice has done a great job since she’s been here. She’s very organized and getting everybody on the same page.” She was instrumental in guiding the board toward setting their own expectations and then she helped them to monitor those expectations. Diane said:

They have it pretty well defined what their expectation is [for foundation board members]. Alice has done a great job keeping everybody heading in the same direction. ... She stays very busy in the community, active in various community functions and she’s been a good foundation president.

The tapestry I visualized had rich, dark colors – navy blue, green, and deep maroon. I also saw metallic gold threads woven throughout the tapestry. Alice was the highly visible connection that ran among all stakeholder groups at the foundation like the gold thread that ran through my tapestry.

Collaboration was the second element I found that made the foundation at Southern successful. The stakeholders I interviewed said it takes all of them as well as working with other community entities to make the foundation a success. Collaboration was evident in business partnerships. Desmond, a long-time board member, and Anastasia, another board member, talked about hiring Southern students and graduates to work in the businesses they owned. Desmond said:

[I] found out by hiring Southern students I got a great employee... I found out by hiring those students I got somebody who was able, was much more dedicated to working at the job and more appreciative of having a job.

Anastasia said, "First of all, as a business owner, it's hard to find good help. ... Southern fills that niche." Beatrice and Betty both worked for companies that had strong ties to the college and foundation. Beatrice, who was a board member, said, "I started realizing just how important Southern was to the economic impact of this community. ... So many of our employees are students at Southern." Betty, a donor who had a long-term connection with the foundation through her work, added:

Southern and the foundation and the college as a whole are successful because they're engaged with the business community and that's one thing I love about ... this region. There are huge partnerships between business, government, education and we've gotten away from a lot of the turf battles. ... I think one of the keys is the college and the foundation's relationship with the business community.

The partnerships that participants talked about signify the collaboration that was an important element in making the Southern Foundation successful. Much like the threads in a tapestry, there was a weaving together of business, government, and education to form strong partnerships within the community.

The third element I found that made the foundation at Southern successful was commitment. I saw evidence of commitment to the foundation among all of the stakeholders I interviewed. My participants were involved with the foundation in various ways. Dean, a board member, said, "We've seen some tremendous increases and I think it's because [of] commitment and shared vision and mission and engagement and having fun raising funds." Tom, one of the donors, also talked about the commitment of people involved with the foundation. He said, "[Alice] has surrounded herself with some very passionate, intelligent, committed folks that just live and breathe, 'How can we help these

kids?”” Another donor, Betty, added, “I think there has to be a personal commitment and there has to be a company commitment.” She works for a company that supports the Southern Foundation through financial donations and her boss is a foundation board member. She is also part of a separate non-profit organization that lists Southern Foundation as a benefactor of an annual fundraiser. Hillary, a staff member, also talked about commitment. She said, “I love what I’m doing. I am committed to it. Even if I wasn’t [working here] I’d feel that commitment to our mission here and our goals and what we’re trying to accomplish and really helping people.”

As part of their commitment, participants realized that they had different talents and felt comfortable in utilizing their talents for the good of the organization. Rick said, “They encourage you to tap into whatever talent you have any way you can.” Beatrice said, “Board members have to be utilized for what they bring to the table. And there’s usually a frustration if you think that everybody brings the same [thing].” Mary Pat talked about helping with mailings, networking, and representing the college and foundation at other community functions. She said, “I have more contacts now so that I can even be better for my board to get out there and do community stuff.” Along with using various talents, a major component of board commitment was their involvement in fundraising and active participation on committees. Jolene, a board member, said, “It’s all fundraising. That’s what the board is all about.” Norman, who was the Chief Business Officer for the college, talked about the expectations of board members. He said, “You have to understand that part of your job is getting money.” The board developed their own set of expectations. Alex, the college president talked about the board expectations. He said, “What makes those expectations work is that the board developed them. [Alice]

nurtured them through the processes that helped them decide ... their expectations.” One of the expectations was that each board member must sign an intention form on an annual basis. The intention form listed service requirements for board members as well as leadership opportunities and additional opportunities to serve (Appendix H). All of these signs of commitment from the stakeholders are like the design on the tapestry. It takes various objects to make the picture complete.

The promotion of and encouragement for giving was not viewed by my participants as the responsibility of one person or even a few people. All of the stakeholders who were interviewed – directors of the foundation board, donors, foundation staff, and the college president – said they were responsible in some way for encouraging others to give. Thus, I envisioned each stakeholder as a thread in the tapestry and the others they engaged as new threads that provided the next layer. The colors of the threads changed to reflect each person’s unique interests and talents as new people became interested and involved in the foundation. But they all added to the picture that was being created in the tapestry.

Alex, the college president set the vision for the college and communicated that vision to the other stakeholders. The participants that were interviewed had a good understanding that the foundation existed to support the programs and students at the college. This would not have happened without a clear notion of the mission and vision of the college. As described earlier, the president was very effective at communicating the vision and telling the Southern story. This is much like the first step in producing a tapestry which is creating the model or cartoon of the design (Verlet, Flonsoone, Hoffmeister & Tabord, 1978).

There were regularly scheduled meetings and retreats held for foundation board members. The purpose of the meetings and retreats was to provide information to board members to educate them and update them so they could be productive partners in the foundation. The college president and foundation staff as well as other foundation board members educated and informed each other about fundraising and engaging others in the activities of the college and foundation. These activities prepared the board members to go out into the community and share information about the Southern Foundation with friends and colleagues. This is much like the second step in creating a tapestry which is preparing the wool by dyeing it and winding it on large reels, arranging the colors in a prescribed order (Verlet et al., 1978).

The work of the foundation staff, board, donors, and college president involved interacting with other people to get them engaged in the activities of the college and foundation. This was done by inviting people to events, sharing their own story of why they are involved with the Southern Foundation, helping others find their passion, or establishing scholarships. Anastasia said:

[Board members should] know what Southern stands for, basically know the Southern story so that when you're talking with your friends, your neighbor, your colleagues, people at work, you can explain it to them, what Southern does, to maybe build some kind of synergy that can benefit them and Southern.

Some examples that participants gave to show they were involved with the Southern Foundation included wearing clothing or lapel pins with the college or foundation name. People in the community then associated them with the organization and often initiated conversation about the college or foundation. Visibility in the community was very important in the success of the foundation. These activities were much like the third step in creating a tapestry which is the actual weaving (Verlet et al., 1978). This is where two

threads intersect – one lengthways and one crossways – to form the design or picture. The participants told me about their interaction among the stakeholder groups as well as their activities within the larger community which reminded of threads being woven together.

The ultimate goal at the foundation was to engage new people as donors, participants in activities, or onto the foundation board. The methods used to involve and engage new people with the college and foundation proved to be effective ways for Southern Foundation to encourage new donors. The foundation board members used their personal and professional contacts to determine if there were people who were interested in learning more about Southern Community College and the foundation. They invited people to events so they could learn more and develop an interest in the college and foundation. They utilized a process of “friend” raising in order to fund raise. This is much like putting the finishing touches such as tasseled ends or finished edges on a tapestry (Verlet et al., 1978).

Tapestry has been used for warmth and decoration, to tell a story, to show dreams and sorrows, legends and heroes, and everyday life (Verlet et al., 1978). One style of tapestry contains mostly landscapes with a building or small objects in the background (Verlet et al., 1978). Others contain a subtle background with objects or people as the main subjects (Verlet et al., 1978). The tapestry I envisioned over the past year was a combination of these. I saw people in the foreground with smaller objects in the background. To me this represented the present time in the foreground and the future in the background. The people who made the foundation successful before and during my study were the people in the front. The ones they were engaging and cultivating as future donors and partners were in the back coming forward. The three elements of

communication, collaboration, and commitment were the common threads among the people in the front of the tapestry.

Relating the Findings to the Literature

A review of the literature showed that little research has been done on giving at community colleges. Quantitative studies were conducted on topics such as the characteristics of foundations, size of endowments, staff configuration and duties. Other studies concentrated on the characteristics, behaviors, and motivations of donors. The literature that guided me in my choice of a particular foundation dealt with the factors that make a successful foundation.

Characteristics of Successful Community College Foundations

I used the three main characteristics of a successful community college foundation identified by Robison (1982) to help me select a foundation for my case study. These characteristics were: (a) presidential support and understanding of fund raising; (b) commitment from the college's board of trustees; and (c) inclusion of community people on the foundation board who represent and have access to centers of influence and wealth. In my review of the foundation website I noticed that the President at Southern Community College sat on the foundation board. I viewed this as an indication that he was involved and supportive of the foundation's focus on fundraising. During my initial visit with Alice, the foundation president, she confirmed that the college president did indeed have a good understanding of the importance of fundraising and was very supportive of the foundation board and staff. The president indicated during his interview that he understands the importance of raising money and enjoys his part of the fundraising process.

The college board of trustees was also supportive of the foundation and individual trustees had a good understanding of the importance of fundraising. One college trustee was a member of the foundation board of directors. Bob, the college trustee who participated in my study said he felt it was very important for the trustees to financially support the college. He and his wife had established scholarships through the foundation in addition to being regular donors.

The foundation board included members of the community who worked in various professions. As Robison (1982) indicated, the board members represented and had access to different spheres of influence within the community. As noted in chapter four, the makeup of the Southern Foundation board included members from the financial, legal, educational, and hospitality professions as well as service and government. The foundation board at Southern Community College utilized and depended upon each board member to use their contacts to educate and engage other people in the community regarding the school and the foundation. Board members were expected to invite people to events at the college and the annual foundation fundraiser.

In addition to the characteristics listed by Robison, Angel and Gares (1989) said that a successful community college foundation must have goals tied to the college's needs, a strong community relations program, a consistent plan for donor recognition, and an emphasis on accountability. I found all of the factors above at Southern Community College Foundation. I thought that I would when I embarked on the research, but it was reassuring to hear that in the participants' stories.

Advantages of Community Colleges in Fundraising

Janet, the Chief Financial Officer at Southern Foundation indicated that most of the donors were from the local area. Both she and Melanie, the Assistant Director of Alumni and Community Relations, said that many of the Southern Alumni continued to live in the local area after completion of their educational goals. This was similar to information I found in my review of literature about some advantages community colleges have over other educational institutions. Closer proximity to alumni and donors was cited by Keener et al. (1991) as one advantage.

The local mayor and many other community leaders began their educational pursuits at Southern Community College. According to one participant, a woman who is now a dean at the college received the encouragement to pursue education through a parent-child resource program at the college. Carolyn said:

I first met [Dr. Pauline Garner] at the parent resource center. She came to the [center] because she had two little boys. She continued her education after taking those courses at Southern ... and then she got her Ph.D. and now she's queen of the campus.

It was beneficial for community members to see these and other graduates who made a difference in the community. This parallels the finding by Hall (2002) that community members are able to see the long-term successes of the college and its students. This is another advantage community colleges have over other educational institutions.

I heard from several participants that giving to the community college foundation was a way to invest in the community. Carolyn, a long-time board member, talked about some needs assessments in which she participated to determine how the college could help address the needs of the community. Betty was employed with the Economic Development Commission for sixteen years and worked with the school-to-work and on-

the-job training programs. These programs were good examples of an investment in the future of the community. They were joint efforts between local government and the college. This was a third advantage of community colleges. Community members were able to invest in the future of the community by providing financial support to the community college (Duffy, 1982).

The relationship between Southern Community College and local businesses was vital to the success of both the college and the foundation. Desmond talked about the many students he hired over the years. He said they were good, hard working employees who had received good training. Beatrice, the Director of Diversity and Community Affairs at a large local employer, talked about the students they hired. She said it was essential for her business to find trained workers. Beatrice said:

Many of our employees are students at Southern so there is a commitment to their education in what I do. ... What we do for our employees and the communities that impact their lives and ultimately our business is where we put our money.

Because of the good relationships with local businesses, Southern Community College and the foundation received donations from many of the local businesses. Building relationships within the community was another advantage of community colleges cited by Hall (2002).

Norman, the Chief Business Officer for the college, thought people had various reasons for giving to a community college foundation. He said:

I see a lot of disadvantage and want to look for ways to help them take that next step forward. I think that each person's heartstrings get plucked in a different manner. [For] some people it's the same type of story that I'm telling you... For others it might be a specific person that they knew that triggers them to go forward. Other people see the general mission of the college and feel connected through that or through the president and the way he is able to portray the mission.

This statement aligned with Keener et al. (1991) who said that community colleges have an advantage in fundraising because of their multifaceted mission (Keener et al., 1991). There is a broader appeal to potential donors because gifts could impact many different people and businesses in the community (Keener et al., 1991).

Cohen and Brawer (1996) separated the community college mission into five main components. They included (a) a commitment to open access; (b) a vocational-technical function to train the workforce; (c) credits to be transferred to a four-year institution; (d) continuing education courses for adults who need additional education to keep pace with professional changes; and (e) remedial education. This broad range of functions was evident at Southern Community College and provided giving opportunities for donors from any background. Anastasia touched on the idea of open access. She said, “Everyone can get an education at Southern that wants to.” Rick talked about the close relationship between Southern Community College and the local four-year university. He said, “There’s something we call the 2-plus-2 program which [allows students to] get a two-year degree and then take that AA degree and go to a four-year school.” Jolene’s comments covered several areas included in the mission of the community college. She said:

[The college] reaches into a community that is in need, men and women who have wanted to continue their education, some of them just getting out of high school and wanting to stay here, go to school, not have the finances or the wherewithal or the inclination to go to college someplace away from home. To offer that here in this community and to offer the quality that Southern offers, I think is fantastic.

Desmond talked about the impact of your donation at the community college. He said,

“You see the effects [of] the foundation, [of] giving a hundred dollars or two hundred dollars to Southern versus giving to the local university or a private college. ... You know, help some kid out, get a scholarship, buy books, whatever.

This was also evident in some of the marketing materials used by the foundation. One of the donor cards listed what certain donation amounts would buy. For instance, \$200 would purchase one year of art or music supplies or \$450 would purchase textbooks for one semester. The ability to help students in a variety of programs and who had many different educational goals was evident from the statements made by my participants.

Role of the College President

Alex, the president at Southern Community College was very effective in articulating the mission and vision of the college. Several people mentioned that he had an outstanding ability to tell the Southern story. Dean, a board member, said it was apparent that the college president was the leader of the college from both a fundraising and educational standpoint. He called Alex a role model for his peers around the state.

Dean said:

I think both Dr. Smith and Alice have done a great job of getting across the message and the mission of both the college and the foundation, to not only our board, but getting it out to the larger community and then bringing on people that share that vision and mission and not only talk the talk, but walk the walk.

The statements above aligned with the work done by Glass and Jackson (1998). They identified establishing and articulating the mission and vision for the college as one of four tasks in relation to the role of the college president in leading fund raising efforts (Glass & Jackson, 1998).

The second task that Glass and Jackson (1998) identified for the college president was creating a climate of support from the governing board, faculty, and staff. Alex, the college president, was described by participants as being more hands-on with students and faculty than previous presidents. One participant, Anastasia, described him as being “down here on the bottom with us in the trenches.” That personal approach was identified

as providing inspiration and feelings of success for those around him. Two of the participants, Wendell and Patrice who were retired faculty and staff from the college, talked about the ability of college personnel to have donations deducted for their paychecks. Along with the encouragement for faculty and staff to donate, this made it a seamless process. While the president was not directly responsible for this process, he certainly encouraged it. Roberta summed it up by saying, “He’s magical. He’s just incredible. It’s a level of confidence. I think that people feel comfortable with giving, producing because they trust him.”

The third task identified by Glass and Jackson (1998) was that the president should set an example by devoting time and making personal gifts to the college. Part of this was that the president should be involved in the community and build relationships with potential donors. As evidenced in chapter four, the college president was described as being very involved in the community. For example, Roberta, the assistant to the mayor, said, “He’s taken his time to meet everybody, to know people at all levels. He really brings that level of confidence with everyone.” Alice, the foundation president, also talked about his ability to connect with people from all walks of life. She said, “He really has a gift for communicating with people whether it’s the person who is serving your lunch, or parking your car, or the CEO of the organization, or anyone at any point in the organization.” She said the entire fundraising process was based upon building relationships.

The fourth task identified by Glass and Jackson (1998) for the college president was to plan and implement strategies for soliciting funds. Part of this was to hire

experienced development officers to help with this task. Alex told me that when he hired Alice she was not the candidate with the most experience. He said:

I believed the kind of leader that we needed was someone who was all in, who would not be frightened away no matter what work had to be done, who could live through a period of transition... We got down to two people. One was a very seasoned development officer... The other was a woman who had worked for me at my previous college... I knew her deep desire was to move into the philanthropic world and that she had worked hard to earn her CFRE designation and I knew her character and knew that it would never quit. At the end of the day I recommended her for the role even though she did not have the same experience that the other candidate did.

Alex also said he knew she would do a good job and she had, in fact, done a magnificent job in her position as foundation president. The two worked closely together so she knew the vision he had for the college. Alice helped the foundation board establish goals to support the college.

My data analysis and interpretation supported the work done by Glass and Jackson (1998) on the tasks related to the college president's role in fundraising. Alex set the mission and the vision for the college and foundation. He inspired people by creating a comfortable environment for giving. David said:

It certainly helps having a college president that is better at raising money and inspiring people. We probably have the best college president in the entire nation ... and we are all constantly feeling like, 'Well, if I can do one or two percent as much good for Southern as this man is doing, then it's a good train to be connected to.'

The examples above also showed that Alex was effective in creating a climate of support from the governing board, faculty, and staff. Even though she was not the most experienced candidate, Alex recommended that the board hire Alice to lead the foundation because he knew she had the characteristics to do a good job in the position.

The ability of a president to do these things helps establish a foundation for successful fundraising and a positive climate for giving.

Donor Characteristics, Behavior, and Motivation

The participants in my study told me why they gave to the Southern Foundation. I heard about passion and believing in what they did. Rick, a Southern alumnus said, “We are doing this out of some passion. ... We all really love it. We love the school.” Anastasia said, “You can change the world. ... We can honestly change peoples’ lives that come through the doors here.” Desmond said, “I’m a great believer in the community college system. I really think it serves a great need in our community.” These comments reflect one of the most important factors Panas (1984) found in his study. He found that belief in the mission of the organization was the most important factor in donor motivation. This was also one of the underlying reasons why the participants in my study were involved with the foundation. They truly believed in the mission of the foundation which was “to enhance learning, workforce training and economic development in [the community] through scholarships, teaching chairs, programs and buildings for [Southern] Community College.”

Panas (1984) also found that there was often a sense of duty and responsibility to society or the community for those blessed with money. Several of my participants talked about giving back to the community. One donor, Tom specifically mentioned being blessed and being able to give back. He talked about Southern Community College as a catalyst that changed lives and he was pleased to be able to be a part of that process as a donor to the foundation. Tom said:

I want to give back. I’ve been absolutely blessed beyond imagination...
Financially I’ve been blessed and it’s only right that I give a little bit back...

[Southern is] the catalyst for providing opportunities and hope for the young people in this community and I don't think any of them [faculty and staff at the college, foundation board members, and donors] understand the vastness or the profound impact they have on the lives of these young people.

Tom also talked about how his own father dropped him off at college with ten dollars and wished him luck. He said because he has been blessed financially maybe he can help make it easier for someone else.

Some of my participants mentioned that their giving had increased over the years of their involvement. One in particular, David, said the amount of his giving in the first years of his involvement with the foundation was minimal. He felt that he was more financially able to contribute in later years. David said:

On a personal basis giving during the first ten years of my fifteen years on the board was miniscule... As I saw a more consistent pattern of making more money that my kids and I needed, you get a little more confidence that you can give money away...A lot of times the bigger gifts are going to come from folks that basically feel secure with their financial situation and so I've really just in the last few years, the last couple of year, have been contributing more financially than I was in all those other years.

Wendell and Patrice, both retired from Southern Community College, also talked about increasing their giving over time. Wendell is now a member of the foundation board. He said:

In the late 70s or early 80s there was an initiative to get staff members inside the college to give... We agreed that we would do some salary deductions directly into the foundation... I think it was \$350 a year or something and for that you got a plaque for your wall and a clock and all those heartwarming things. That was kind of neat. So it was payroll deduction for a lot of years. Then after we left the college, we decided we wanted to continue to support the college. I did that before I actually got on the foundation board. I'm not talking about a lot of money, maybe \$1000 a year. And then after I got on the board, we raised the amount we were giving. We [also] got a scholarship together... That's the level at which we're plugged in now.

The experiences of giving for David, Wendell, and Patrice represent a third theme that Panas (1984) found which was that giving was a habit for donors of large gifts. The donors he talked with had already given smaller gifts to the respective organizations.

An unexpected theme in Panas' (1984) study was the satisfaction and joy in giving. Panas (1984) said he did not ask specifically about satisfaction and joy in giving although those themes repeatedly appeared in the interviews he conducted with major donors. Wendell and Patrice, two of my participants, talked about how good it felt to know they helped with such a worthy cause. They said they felt the return on what they felt was a small contribution was huge. Wendell said:

We continue to give because [of] what Southern does for students who may or may not otherwise be able to go to college and move on to the university... So the cause is powerful. And the feeling that you get for really what is very little contribution, to know that somebody got to start college who might not have been able to, is tremendous. So I'm sure we get a lot better feeling out of it than the money we contribute. It goes so far.

Rick also talked about the good feeling he got from being able to give back and help other people. Rick said, "...it makes me feel good [to give], but the main reason is ... it's really fun to see younger people ... grow as far as school." He described how he was able to get his start in higher education at Southern and how he was a successful businessman in the community.

The experiences described by the participants in my study reflected the themes Panas (1984) found in his study. Belief in the mission of the organization was the most important factor in giving. Some participants talked about a sense of duty and responsibility to give. This was expressed by my participants as giving back, especially to a community that had provided a good living for them. Some participants also talked about an increase in their giving over time. Panas (1984) identified giving as a habit

among major donors. Finally, Panas (1984) described the satisfaction and joy of giving as a factor in giving. Even though he did not anticipate hearing this from participants, it was a recurring theme among the people he interviewed.

I also heard this from some of my participants. Wendell, a retired Provost and member of the foundation board, said, “And the feeling that you get for really what is very little contribution... is tremendous.” Eileen, the Campaign and Foundation Relations Manager, said, “I think we have some great donors that just absolutely love the cause and give because they want to make a difference and have that good feeling afterwards when they give. We have some generous donors.” Norman, the Chief Business Officer at the college, echoed these thoughts. He said, “And that’s what keeps people connected, finding that they’ve been able to touch somebody else’s life in a positive manner. And they feel good about it and they want to give that opportunity to three of their friends...” Along with hearing the words, I could see the joy on the faces of my participants as they talked about giving.

Jencks (1987) used data from the IRS and Gallup surveys to look at personal characteristics that determine giving behavior. Similar to Panas’ (1984) finding that giving was a habit for donors of large gifts, he found that older people usually gave more than younger people. He explained that it made sense considering that people usually made more money as they got older. That was the point made by David, one of my participants, who said that as he made more money and was able to provide all that his family needed, he became more confident that he could give money away.

Prince and File (1994) compiled research from Panas (1984) and Jencks (1987) and added their own research to develop a framework for explaining donor behavior.

Their framework consisted of seven categories of donors. Communitarians gave in order to support local charities and the community. Devout donors gave because they felt it was God's will for them to help others. Investors gave in order to reap tax benefits. Socialites usually gave in connection to fun events. Altruists gave out of a feeling that it was the right thing to do. Repayers gave because they benefited from the organization or institution. Dynasty donors were people who inherited wealth. Prince and File (1994) recognized that their model would not explain every donor or every situation.

I found that the participants in my study fit into some of these categories but not others. There were several participants who mentioned that they were pleased to be able to help the community. They fell into the Communitarian category. One participant, Mary Pat said:

The board has gotten bigger and more diverse so that helps with the people sitting on the board to be able to go out into the community and tell others about it... When more people are involved the more work that gets done.

She went on to explain that "it's somewhat prestigious now to be a member of the [foundation] board." She said there are more alumni on the board now and she thinks that is nice.

The annual fundraiser has become a social event and a good way for people to contribute. Anastasia talked about buying extra tickets and inviting friends and business clients. She said:

We have this [fundraiser] that the foundation does... We invite people that we think should get to know Southern or some clients or some of the people from the local university... We had 50 guests... They see this wonderful event. They hear all the great things Southern's doing. They think, "Wow, this is great!" which is what you want them to say and then they want to do more...

This exemplified the Socialite category. People get together for a social event and raise money. The fundraiser at Southern Foundation made money from ticket sales and a silent auction. All of the food and beverages as well as the location of the event were donated by local businesses.

Rick talked about people who made anonymous donations. He said, “It may just be some kind of anonymous gift where you don’t know what the reason is. You know, people give for different reasons.” People who gave anonymous donations fell into the Altruist category. Rick was an alumnus of Southern Community College and was convinced to become a donor and board member because of that connection. He was an example of a Repayer. He talked about his own motivation for giving by saying,

There was someone else on the board and he sat down with me and said [I] could end up being kind of a poster child for the foundation... I grew up here... You’ve probably heard this a thousand times... You want to give back so my decision to kind of give back so to speak was really through three organizations. One is Southern...

Bruce was another participant that talked about giving back. He said if he is a part of the community, then he needs to give back to the community by helping organizations that help other people. Both Rick and Bruce are examples of Repayers.

My data did not include examples from people who were in the Devout, Investors, or Dynasty categories. The data did not offer any suggestions as to why this may be the case. I did not address either of these areas in my research questions as I allowed themes to emerge from the data.

Reilly (1995) studied donors who had given at least one million dollars to the University of Arizona. He found that donor motivation fell into four categories – altruism, profit maximization, direct benefit, and reciprocity. He defined altruism as

simple generosity and found that it accounted for the largest proportion of his responses. Profit maximization was related to raising the quality of future employees in the geographic area. Direct benefit entailed receiving specific benefits such as tax relief and naming opportunities. Reciprocity was motivated by receiving something in exchange for their gift. I found that participants in my study fell most closely into the altruistic and profit maximization categories defined by Reilly (1995) although Janet, the Chief Financial Officer at the foundation said some donors may have been motivated by the tax credit they received. Alex, the college president, said that one of the advantages of being at a community college was that there were not donors who gave for selfish reasons because they did not get those selfish reasons met there. He said people gave because they had a passion for the mission or because they were committed to the people who were asking for money.

Schervish (1997) looked at the major motives for giving among millionaires. Schervish (1997) found three characteristics that influenced giving. He referred to one as hyperagency. It was described as the ability to shape or substantially control personal and social surroundings. It was easier for people with money, more than those without, to help shape the future with their gifts. The second characteristic was caring. He referred to this in a spiritual way and said some donors' needs for spiritual identification were met by caring for others. The third characteristic was charity. This was described as donors who learned more about those who benefited from the donations were more apt to become involved in more giving of both their time and money.

I found that some of the participants in my study fit into at least two of these characteristics. Several mentioned that they gave to the Southern Foundation in order to

help prepare the workforce for the community and to help better the community. Paul said the reason he gave was that he learned more about the foundation and who was helped. His reason for giving fits in with the characteristic of charity. Paul said:

For me, becoming education about what Southern is and what it means to the community is the reason why we're giving now. Once you understand the dynamics of the community and understand that this is an essential aspect of that, then that's basically why we're giving.

Paul said he had lived in the community most of his life and was aware of the foundation but did not contribute to it before he was on the board. As he learned more about the role the college and foundation played in the community he realized he could help improve the community through his giving of time and money to the foundation. My study did not contain data regarding donors who gave for spiritual reasons. However, Anastasia talked about creating synergies. The work she did with displaced homemakers to help them repair their credit after a divorce or death in the family was an example of caring

Kaminski (1999) reviewed gender differences in donor behavior. She also reviewed work done by others regarding age cohorts. I did not make an effort to have a representative sample nor did I collect demographic data from my participants. However, I observed some behavior that reflected the findings of Kaminski (1999). She reported that men tended to support ongoing programs while women tended toward creating new programs that met the specific needs of individuals or communities and activities that contributed to social change (Kaminski, 1999). Anastasia talked about turning almost any event into a fundraiser. She gave an example of turning Alice's fortieth birthday into a fundraiser by asking people to make donations to the foundation. Carolyn and Jolene both talked about their initial involvement with the college and the foundation through community needs – one a parent resource center and the other an adult literacy program.

These were both examples of women who helped create new programs that contributed to social change in the community.

As noted above, many of the discoveries I made through data analysis and interpretation coincided with the literature that was written previously. Southern Community College Foundation demonstrated the criteria outlined by Robison (1982) and Angel and Gares (1989) that made a successful community college foundation. The foundation also shared some of the fund raising advantages reported by Keener et al. (1991), Hall (2002), and Duffy (1982). Alex, the college president, exhibited the four tasks identified by Glass and Jackson (1998) as the president's responsibilities in fund raising. Finally, the donors who participated in my study exemplified many of the characteristics, behaviors, and motivations noted by Panas (1984), Jencks (1987), Prince and File (1994), Reilly (1995), Schervish (1997), and Kaminski (1999).

My study was not a perfect match with any of the prior research discussed above. It was unique in that I focused on giving at just one community college foundation. As an individual researcher, the questions I asked were unique and the stakeholders I talked to also had their own individual characters and personalities. The college and foundation were unique. Certain information on the foundation's web site stood out in my early search to find a location for my study. As Alex, the college president, said, "People want to be part of something that is distinctive. We have some attributes that make us distinctive, unlike other community college. In many ways, we're like a lot of other colleges." The metaphor of a hand-made tapestry resonates well for my study since the basic elements are the same for all pieces and yet each piece is unique. Like the quote earlier in this chapter, a first glance at the college and foundation might give the

impression that they were much like any other community college and foundation. However, further probing suggested that the individual nature of individuals and the institution prevent meaningful generalization of many subtle points.

Strengths of My Study

I think the greatest strength of my study was the rich data I collected and analyzed and the story it tells us. The stories that were shared by my participants told of a college and community that had grown over time. I gleaned information that led me to conclude the college was open and flexible to meeting the needs of the community. The foundation was essential in raising funds to support the programs and students at the college. The rich data I collected was a consequence of the deliberate selection of a foundation to use as a single case. I focused on one foundation to discover how giving was described and understood by the major stakeholders. I am convinced I could not have found a better site to visit. My initial review of the foundation website revealed that the foundation had developed sound guiding principles. The website was easy to navigate and included comprehensive information. My first visit with Alice, the foundation president, reinforced the positive feeling I had about the foundation. Her willingness to allow me to pursue my research at the foundation was appreciated.

The second strength of my study was the participants. They were a diverse group in terms of the length of time they were involved with the college and foundation and in the ways they became associated with the foundation. Each person I interviewed was vitally interested and invested in the success of the foundation. Dean summed it by saying:

We really encourage all our board members to get actively involved, not only in giving, but in representing the college in the community and talking up Southern

and our story... It's not just raising money, but it's actual stories of successes of people whose lives have been changed because of what we've done. And I think that's really important.

He described the Southern Foundation board as "one of the premier boards in the entire state" and a "board that a lot of people want to join." Janet, a foundation staff member, said she gives because of her own personal experience of seeing a friend from her small town become successful because of the opportunity to start college at a community college. She said:

[He] didn't plan on going to college at all and ended up finishing and going on to the local university and he got a degree in biology. We came from a small town. He never thought he would do anything like that. He thought he would go work for the local company. That's why I give... I've had students cry on the phone and thank me profusely... it's worth it when I hear a student tell me how thankful they are. It's hard sometimes not to get emotional.

Other participants told about the students who received scholarships that came to board meetings and other activities to tell their stories. The student stories had a great impact on those who gave to Southern Foundation. They were reminders of why people gave and were involved as board members, foundation staff, and donors.

The third strength of my study was the triangulation of data. Besides the interviews I conducted, I also reviewed documents from the foundation and made observations on site. The Minutes from foundation board meetings and committee meetings helped me to get a deeper sense of how processes worked and how committed the foundation board members were to the work they did. Of particular benefit were the copies of the minutes from the Board Development Committee meetings. They showed the deliberate process that was used to select and cultivate new donors and board members. My many observations of the foundation staff members over the course of

numerous days also helped me understand the work of the foundation, its staff, and donors.

Areas That Could Have Been Strengthened

One area that could have been improved upon was the number of donors who were not board members or heavily involved with the foundation. Only four of my participants were not board members, previous board members, or staff members. Several participants who were interviewed during the last few days of my site visit recommended that I interview other people who they thought would have a different perspective of the foundation. They were people who were not on the board. I might have made arrangements to interview some of them if I had more time. A faculty member had been added as a member of the foundation board. I did not interview the faculty board member or any other faculty who give. They might have added a different perspective as well.

Looking back, I felt the method used for the study was appropriate. I could have done a quantitative study to ask how people were involved and why they gave to the community college foundation. However, using a qualitative approach was more suited to my personality and how I view the world. I could not have obtained the rich data I got using a quantitative method. I might have collected demographic data from my participants and used quantitative analysis to determine if there were differences in giving among gender, age, ethnicity, and level of education for example. However, the purpose of my study was to listen to the participants' stories to see how they described and understood giving.

Recommendations For Practice and Future Research

Three elements emerged as essential in making the Southern Foundation successful. These elements – communication, collaboration, and commitment – appeared throughout the participant interviews, documents that I reviewed, and observations that I made. I would recommend that other community college foundations pay close attention to these areas as well as those criteria cited in previous literature that make foundations successful.

Community college foundations could also do a self assessment using the questions I used in my study. Evaluation of success at fundraising usually entails looking at the total amount of money raised in a year, the total number of donors in a given year, and the growth of investments during the year. However, it is important to also focus on qualitative data as well. This could give increased insight into donor gratification and could help in long-range planning.

The materials used at Southern Foundation such as the Board Intention Sheet and Job Description could be adapted by other community college foundations to help foster commitment among board members. The participants who were board members had a clear understanding of the expectations and took them seriously. Donors who were not board members were equally as committed to giving. Materials used at the foundation for all activities were clear and concise.

Future research might include a case study of a foundation that is not very successful or struggling to find out if the three elements I found at Southern that made it successful are missing or if there are other elements or conditions that inhibit success. As I stated in chapter three, one of the foundations with which I had contact was struggling

and would have welcomed me to do my study there. I deliberately chose a successful foundation for this study, but was also intrigued by the idea of looking at a struggling foundation. As mentioned earlier, future research might also include a mixed methodology whereby some quantitative data collection and analysis would occur in conjunction with the qualitative data collection and analysis.

As private funding becomes more important at community colleges research to understand giving at community college foundations will become increasingly important. My study provided an in-depth view of one community college foundation and the roles played by the major stakeholders. It also added to the existing knowledge base about community college foundations. Last, it provided information that leads to more understanding about giving at a community college foundation.

The techniques and materials used in tapestries varied depending on the time in history, the materials available, and the evolution of new technologies to assist the artist (Schoeser, 2003; Verlet et al., 1978). There was evidence from my interviews that the Southern Foundation had evolved over time. It adapted to changes in the economy and the needs of the college and the community. The stakeholders I interviewed showed how communication, collaboration, and commitment are woven in and infuse new color into the tapestry that is Southern Community College Foundation. I thank the stakeholders at Southern Community College Foundation for allowing me the opportunity to do my research with their organization.

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APPENDICES

Appendix A

Letter of Cooperation

(Official Letterhead)

Month & date, 2006

Clifford P. Harbour, J.D., Ed.D.
Associate Professor
Community College Leadership Program
School of Education
Colorado State University
Fort Collins, CO 80523

Dear Dr. Harbour,

This letter follows my conversations with your doctoral student, Ms. Nancy Gray.

I understand that Nancy has proposed to complete a study of [Southern] Community College Foundation regarding understanding giving at one community college foundation. Data for this qualitative case study will be collected through interviews, observation, and document analysis. Nancy's study will attempt to determine how giving is described and understood by the major stakeholders of our foundation.

After considering the research proposal she has outlined, I am convinced that I am familiar with the scope of the project and that persons she interviews will be adequately protected as human research subjects. I understand that the participation by any participant will be completely voluntary. I also understand that our organization will share documents relevant to Nancy's study and provide access to participants.

Please accept this correspondence as a letter of cooperation for your Human Subjects review process.

Sincerely,

Name
Title

Appendix B

Foundation President's Letter

(official letterhead)

September 2006

Dear [Southern] Community College Donor:

Enclosed you will find a letter from Nancy Gray, a doctoral student at Colorado State University in Fort Collins, Colorado. Nancy's dissertation topic is "Understanding Giving at One Community College Foundation." She asked if [Southern] Community College Foundation would be willing to have Foundation staff, board members, and donors participate in her study. The reason she approached [Southern] is because we are a successful community college foundation. Dr. [Smith] and I have signed letters of cooperation indicating that the foundation and college are willing to participate in the study. Your participation, if you agree, will be completely voluntary.

Nancy will come to [our state] later this fall to conduct individual interviews lasting approximately one hour. The interviews will take place at a mutually agreed upon location of the participant's choice. A follow-up interview of 30 to 45 minutes (in person, by telephone, or by e-mail) may be conducted if necessary. In addition, Nancy will spend time at the Foundation office observing the day-to-day activities of the foundation staff as we work with the various stakeholders of the Foundation.

The anticipated benefit of the research is that through presentation or publication of research results, researchers, academicians, and practitioners may learn about understanding giving at a community college foundation. My personal belief is that community colleges and the people involved with the colleges should participate in research whenever possible so that people will know more about us and have a greater understanding of what we do.

I would appreciate you considering Nancy's request for volunteers. Pseudonyms will be used in her study for all individual participants as well as the name of the college. I appreciate all you do for [Southern] and hope you will agree to spend an hour or so of your time in this worthwhile endeavor. Nancy's contact information is included in her letter.

Sincerely,

Alice

Appendix C

Letter of Invitation

Nancy Gray
Street Address
Greeley, CO 80634

September 8, 2006

My name is Nancy Gray and I am a doctoral student in the Community College Leadership Program at Colorado State University. I am doing a case study research for my dissertation titled "Understanding Giving at One Community College Foundation." I am examining [Southern] Community College Foundation because it is an example of a successful foundation and am asking for volunteers to participate in private, confidential interviews.

The interviews will last approximately one hour and will be mutually arranged at a time and location convenient for you if you choose to participate. I will be in [your state] for an extended period of time to conduct interviews, observe the day-to-day work at the foundation, and review documents such as brochures and letters used with donors. Participation is entirely voluntary. The questions will focus on your involvement with the foundation and how you describe giving to the foundation.

If you would be willing to participate, please notify me with your contact information by October 1, 2006. I may be reached the following ways:

By electronic mail at address@comcast.net

By phone at 970-xxx-xxxx (evenings or leave a message) 970-xxx-xxxx (days)

By postal mail at Street Address, Greeley, CO 80634

Please indicate a first and second choice from the following weeks that would work best for your interview:

October 30 - November 3

November 6 – 10

November 27 – December 1

December 4 – 8

I appreciate your time and consideration to participate in my study.

Sincerely,

Nancy Gray

Appendix D

Follow-up Script for Foundation President

Script for personal recruitment by foundation president if initial letter does not yield enough participants

Hello, [Name].

As you may recall, I sent a letter to you [x] weeks ago regarding the research on Understanding Giving at One Community College Foundation that will be done by Nancy Gray, a doctoral student at Colorado State University. Did you receive my letter?

[If no] May I tell you about the research and then send you the letter in the mail? [If yes] read the information in the original letter.

[If yes] Do you have any questions about the research process that I could answer?

If you have not responded affirmatively to Nancy, I would ask you to reconsider if you will be available any of the weeks that she proposed.

I feel it is important for those of us involved with community colleges to participate in research so people understand more about us. Understanding giving to a community college foundation is vital to the future of community colleges.

I appreciate your time today and hope you will volunteer to participate in the study. Your participation is completely voluntary. If you need Nancy's contact information I will be happy to give that to you again.

[If yes] ask if they want it by phone or to have it mailed to them again.

Appendix E

Consent Form

Consent to Participate in a Research Study Colorado State University

TITLE OF STUDY: Understanding Giving at One Community College Foundation

PRINCIPAL INVESTIGATOR: Clifford P. Harbour, J.D., Ed.D., Associate Professor, School of Education, Colorado State University, Fort Collins, CO, 80523 Tel: 970.491.5425 E-Mail: cliff.harbour@colostate.edu

CO-PRINCIPAL INVESTIGATOR: Nancy Gray, Street Address, Greeley, CO 80634 Tel: 970.xxx-xxxx E-Mail: address@comcast.net

WHY AM I BEING INVITED TO TAKE PART IN THIS RESEARCH? We are asking you to participate in this study because you are a stakeholder at [Southern] Community College Foundation (staff member, college president, member of the board of trustees, or donor). If you agree to participate in the study, we will ask you about your perspective in a private, confidential interview that may last up to one hour. You will be asked a series of open-ended and focused questions about how you describe and understand giving to the community college foundation.

WHO IS DOING THE STUDY? Nancy Gray, doctoral candidate, and Clifford P. Harbour, Associate Professor

WHAT IS THE PURPOSE OF THIS STUDY? The purpose of this study is to conduct an in-depth examination of one public community college foundation to gain an understanding of giving as viewed by the donors, foundation staff, college president, and foundation board members (stakeholders).

WHERE IS THE STUDY GOING TO TAKE PLACE AND HOW LONG WILL IT LAST? The study will take place at and in the vicinity of [Southern] Community College, [city], [state]. The study is scheduled to run from August 15, 2006 to December 31, 2007. We estimate an initial interview will take about one hour. A follow-up interview of 30 to 45 minutes (in person or by telephone or electronic mail) will be conducted if necessary.

WHAT WILL I BE ASKED TO DO? This study will collect data through an analysis of official college documents (like foundation brochures and letters) and interviews. If you agree to participate in the study we will interview you in private at a date, time, and location that we both agree upon. It is possible that you may be asked to participate in a follow-up interview. If needed, the follow-up interview might be in person or by telephone or electronic mail. Your identity and the identity of your institution will remain confidential. During the site visit, foundation staff will be observed in their day-to-day activities of working with various stakeholders of the foundation. Field notes will be used to gather information from the observations.

ARE THERE REASONS WHY I SHOULD NOT TAKE PART IN THIS STUDY? There are no known reasons why you should not take place in this study.

WHAT ARE THE POSSIBLE RISKS AND DISCOMFORTS? There are no known risks or discomforts to you if you participate in this study. It is not possible to identify all potential risks in research procedures, but the researchers have taken reasonable safeguards to minimize any known and potential, but unknown, risks.

WILL I BENEFIT FROM TAKING PART IN THIS STUDY? There are no known benefits to you if you decide to participate in this study. The anticipated benefit of the research is that through presentation or publication of research results, researchers, academicians, and practitioners may learn about understanding giving at a community college foundation.

DO I HAVE TO TAKE PART IN THE STUDY? Your participation in this research is voluntary. If you decide to participate in the study, you may withdraw your consent and stop participating at any time without penalty or loss of benefits to which you are otherwise entitled.

WHAT WILL IT COST ME TO PARTICIPATE? The only cost to you for participating in the study will be the time needed to conduct your interview(s).

WHO WILL SEE THE INFORMATION THAT I GIVE? The Co-Principal Investigator, Principal Investigator, and Methodologist will see the transcript of your interview. You will be given an opportunity to check the transcript of your interview to ensure they are accurate. Data from your interview may also be included in a paper to be presented at a conference or in an article published in a scholarly journal. As noted above, your identity and the identity of your institution will remain confidential.

CAN MY TAKING PART IN THE STUDY END EARLY? We are unaware of any reason why your participation in the study would be ended once your interview begins.

WILL I RECEIVE ANY COMPENSATION FOR TAKING PART IN THIS STUDY? No, you will not receive any compensation for taking part in this study.

WHAT HAPPENS IF I AM INJURED BECAUSE OF THE RESEARCH? The Colorado Governmental Immunity Act determines and may limit Colorado State University's legal responsibility if an injury happens because of this study. Claims against the University must be filed within 180 days of the injury.

WHAT IF I HAVE QUESTIONS? Before you decide whether to accept this invitation to take part in the study, please ask any questions that might come to mind now. Later, if you have questions about the study, you can contact the principal investigator, at 970-491-5425. If you have any questions about your rights as a volunteer in this research, contact Janell Meldrum, Human Subjects Administrator at 970-491-1553. We will give you a copy of this consent form to take with you or (if a photocopy machine is not available) one will be mailed to you immediately following the interview.

WHAT ELSE DO I NEED TO KNOW?

Your signature acknowledges that you have read the information stated and willingly sign this consent form. Your signature also acknowledges that you have received, on the date signed, a copy of this document containing three pages.

Signature of person agreeing to take part in the study

Date

Printed name of person agreeing to take part in the study

Name of person providing information to participant

Date

Signature of Research Staff

Appendix F

Sample of Coding Strategy

The following are “chunks of meaning” or open codes taken directly from participant interviews in the first step in my coding process. Together (and with many other open codes) they led to the second level or axial code that I labeled ‘Board member expectations’. Ultimately they were included within larger samples of text in chapter four in the discussion of one of the themes that emerged in my study which was ‘commitment’.

Rick: They’d like for you to participate at the level in which you can.

Rick: They want you to be an active member, not just a passive member.

Rick: They want you to capitalize on the talents that you have and they help you understand what those talents are.

Rick: We are doing this out of some passion.

David: Finding a critical mass of people to be on the board, articulating the expectations that the board has of those people, and constantly reminding folks that these are the commitments and the expectations.

David: Ask them to come to the meetings, listen to what we’re doing, learn about the college, but our expectation is that they will have Southern as one of their top three beneficiaries.

David: After they’ve gotten acclimated and in their heart they decide that this is where they want to put their time and energy.

Dolores: We’re bringing in a lot of new folks, but we’re also making it known that it’s a requirement that they need to be here to help fundraise or raise funds.

Dolores: There's a good commitment on the part of this board.

Eileen: We can't really ask anybody else to give if we're not giving money ourselves.

The following are examples of open codes also taken directly from participant interviews. They were part of the axial code I labeled 'community ownership' and were included in chapter four within the theme of 'collaboration'.

Carolyn: ... they are energized ... into serving and improving the quality of the entire community.

Eileen: They're basically providing us with money to educate these students, but they're, in turn, going to be working for them.

Roberta: You are not giving money. You are investing in your future because these students that are preparing themselves now will be the ones that will be working for you in the future.

Beatrice: What we do for our employees and the communities that impact their lives and ultimately our business is where we put our money.

Betty: There are huge partnerships between business, government, education and we've gotten away from a lot of the turf battles and that.

Betty: I think one of the keys is the college and the foundation's relationship with the business community.

Paul: Once you understand the dynamics of the community and understand that this is an essential aspect of that, then that's basically why we're giving.

Janet: Corporate donors realize the benefit of having a relationship with us.

Bruce: I'm active in the community and see the community college process as an integral part to developing the workforce and building value within the community.

Bruce: It's an investment in the community and you either get it or you don't.

The following examples were included in the axial code I labeled 'good story'.

They were included in the text in chapter four within the theme of 'communication'.

Jolene: I think people give, and I believe I said this before, because they hear a story that they can believe in.

Norman: We'll have someone come in [to the board meeting] whose life has been touched through contributions and donations to the foundation.

Dean: It's not just raising money, but it's actual stories of successes of people whose lives have been changed because of what we've done.

Dean: And that's the whole name of the game is getting them engaged and involved and then sharing the story and letting them be part of the successes.

Janet: We bring in student speakers for our board meetings and they talk about how the scholarship has helped them and what their goals are and what they want to do with their life.

Melanie: I think we all give because we see the results.

Bruce: Southern has a great story. It's a real story. It's not made up and there are any number of success stories that will validate the purpose and the mission of this organization.

Appendix G

[Southern] Foundation Board Member Job Description 2006-07

The board of [Southern] Foundation operates as a direct-support organization of Southern Community College and is incorporated under Section 501(c)3 of the US Tax Code. This gives it exemption from income taxes and makes it eligible to accept tax-deductible contributions. The foundation is chartered by the state of [state name]. The board's responsibilities include the following four areas:

Setting policy. The board responds to an expressed community need and decides the mission and scope of the foundation in meeting that need. The board plans for the future and is responsible for the policies that carry the foundation and college into that future.

Overseeing foundation operations. The board is responsible for hiring the foundation president and for evaluating his/her work on an annual basis. The board works with and through foundation staff to ensure that policies are carried out in a financially, ethically, and legally sound manner.

Representing the college and foundation to the community. By serving as the foundation's ambassadors to the community, board members build enthusiasm for college and foundation programs, encourage contributions and recruit new board members, advisers and supporters.

Giving to support college and foundation activities. Board members adhere to the "give and gather" responsibility of non-profit leadership. We aspire that 100 percent of the board members agree to give by making the foundation a personally significant contribution each year. Board members gather resources by participating in foundation fund-raising efforts with corporations, foundations and individuals, and by raising monies through their individual contacts.

Job Duties

1. Have or develop a passion for the role community colleges have in the success of [our region] and our nation.
2. Learn enough details about the [Southern] academic, technical and/or career development programs that interest you to be an ambassador in your various communities and social groups.
3. Financially support the students and the activities of [Southern] to the best of your ability.
4. Join [Trailblazer's Society], a \$1,000 annual commitment.
5. Bring in at least one new [Trailblazer's Society] member each year.

6. Participate in the fund raising events sponsored by the foundation, and encourage your friends and colleagues to attend events they would enjoy.
7. Participate in donor identification to create an unduplicated list of potential donors for annual, planned and major gifts.
8. Commit to cultivate three to five individuals or couples each year. The cultivation can include but is not limited to:
 - Bringing them on tours of campus programs,
 - Hosting luncheons, dinners or other social gatherings where college personnel explain their programs,
 - Inviting them to special events on campus, either staged by the foundation or other parts of the college,
 - Talking to them in various social settings about the innovative work taking place at [Southern].
9. Ask for an annual gift from at least one community organization or business, and participate with the college president, foundation president, provosts or program directors in making a request for a major donation if and when appropriate.
10. Attend four quarterly board luncheon meetings, one strategic planning retreat, the annual donor recognition [dinner], and possibly a half-day training on topics including planned giving.
11. Participate enthusiastically on at least one committee of the board.
12. Consider a foundation board leadership position that brings together your talents and interests.

Appendix H

Foundation Board of Director Intention Form 2006-07

I, _____, do pledge to my fellow directors of [Southern] Community College Foundation, the following intentions for this upcoming year. *Please check your commitments and indicate your specific financial goals for the year in the blank spaces. **[The first section includes] requirements for the board of directors.***

2006-07 BOARD SERVICE REQUIREMENTS

- 1) ☐ To attend at least 5 of the 6 full-board meetings during the year (including retreat and donor dinner).
 2) ☐ To serve on a committee (check your areas of interest) which will meet at least 4 times during the year.
- | | | |
|---|---|--|
| ☐ Board Development | ☐ Nominating | ☐ Board Learning |
| ☐ Finance | ☐ Board Assessment | ☐ Budget, Investment, Audit |
| ☐ Capital Campaign | ☐ Planned Giving | ☐ Scholarships |
| | ☐ Planning/prospecting | ☐ Advocating, making introductions, seeking support |
- 3) ☐ To personally join the [Trailblazer's Society] (\$1,000 for unrestricted use).
 4) ☐ To personally bring in at least one new [Trailblazer's Society] member.
 5) ☐ To personally donate \$ _____ (please fill in) for unrestricted scholarships for [Southern] students in need.
 (Does this donation include your \$1,000 [Trailblazer's Society] contribution? ☐ yes ☐ no)

ADDITIONAL OPPORTUNITIES TO SERVE

- ☐ To nominate _____ community leaders to the board of directors or for committee assignments or for introductions.
☐ To provide a \$ _____ corporate contribution (please fill in blank).
☐ To raise \$ _____ in the community for [Southern] programs and services (please fill in blank).
☐ To encourage _____ organizations to commit to a \$10,000 scholarship pledge over a period of 1 to 3 years.
☐ To host an _____ in-home reception OR _____ luncheon to introduce Dr. [Smith] and [Southern] to friends and colleagues. _____ Month for reception _____ Month for luncheon
☐ To provide in-kind contribution of good or services: _____

LEADERSHIP OPPORTUNITIES

I am interested in a board leadership position to serve in 2006-07, 2007-08, 2008-09 or 2009-2010 (please circle years)

- | | |
|--|---|
| ☐ Chair/Vice Chair | ☐ Planned Giving (two-year) |
| ☐ Capital Campaign (two-year) | ☐ Board Development (two-year) |
| ☐ Finance (two-year) | ☐ Alumni Relations |
| ☐ Audit | ☐ Signature Event Chair (two-year) |
| ☐ Investment | ☐ Trailblazer's Society |
| ☐ Other _____ | |
| ☐ Leadership in area of greatest need | |

I agree to honor these commitments, which I make in good faith, to support [Southern] Foundation and [Southern] students.

Signature

Date

THANK YOU FOR YOUR COMMITMENT TO [SOUTHERN] STUDENTS.
 Questions? Please e-mail Alice at address@southern.edu or call xxx-xxx-xxxx