

## EDITORS' NOTES

Looking at the fundraising picture for higher education over the last ten years, one would have to argue that there have been major successes in garnering support from the private sector for educational institutions (Babitz, 2001; Reid, 2000). From billion-dollar capital campaigns to individuals donating millions for medical research and other educational activities, record support for higher education is at hand. However, in the midst of this community largesse, community colleges have not fared as well. Their traditional funding streams—local taxation, state funding, and federal programs—have begun to dry up (Roueche, Roueche, and Johnson, 2002), and they are increasingly turning to fundraising as a major method to support their vital missions to provide open-access and high-quality postsecondary education (Milliron and de los Santos, *in press*). Many community colleges are relatively new to fundraising and are just beginning to develop tools, techniques, and strategies that make sense for them. This volume outlines key contextual issues in institutional advancement, provides success strategies from institutions that have successfully addressed fundraising over the last ten years, and outlines major issues for those interested in community college fundraising.

We engage a broad range of authors to take on this task, and what follows is a big-picture look at college fundraising and development issues. The reader will likely notice that many of these chapters reflect emerging best practices and strategies more than detailed research on the topic. Given the lack of longstanding programs and active research protocols in community college fundraising, this tack seemed most appropriate.

In Chapter One, Brenda Babitz uses Monroe Community College in Rochester, New York, as a prime example to explore the role of a foundation in support of a community college. An important aspect of this chapter is its examination of how a successful community college advancement program practices an institutionwide responsibility for fundraising. With a specific focus on strategies that work in the community college sector—scholarships, business partnerships, and broader institutional support—Babitz describes how a community college can truly build on its foundation.

In Chapter Two, David Bass outlines key differences between the university and community college sectors that must be considered by community college fundraisers as they take steps forward to prepare their initiatives. With years of experience in this arena, the Council for the Advancement and Support of Education (CASE) is unequalled in its programming for college foundations. However, its leadership is also clear that there are distinguishing community college foundation dynamics that make applying traditional university models difficult, if not impossible.

William Wenrich and Betheny Reid, in Chapter Three, describe how many senior community college presidents express the same sentiment: fundraising was not a major part of the job when they became presidents, but now it is beginning to dominate their time. The authors examine the changing role of the community college CEO, particularly focusing on how fundraising is becoming a major expectation for community college leaders. Strategies to perform this role well are shared, as well as ideas for keeping the fundraising activities from interfering with the day-to-day operations of the college.

Chapter Four analyzes the relationship between the trustees of the college and the trustees of the foundation. Norm Nielsen, Wayne Newton, and Cheryl Mitvalsky examine the overlapping yet often distinct role that institutional trustees can play in supporting their college's foundation and foundation board members. Moreover, there is the responsibility of foundation trustees to support the core mission of the institution and to coordinate efforts with institutional trustees.

Drawing on their experiences as college presidents, the authors of Chapters Five and Six offer insight into how leadership and involvement from the president creates successful foundations and development opportunities. They discuss how bringing foundation activities into the mainstream culture of an institution is imperative; building support, involving staff and faculty, and communicating ongoing activities are topics specifically addressed. In Chapter Five, Ann McGee describes successful strategies used as a foundation director and college president and discusses the pivotal role of the president in promoting the foundation. In Chapter Six, Charles Carlsen discusses the importance of presidential leadership and involvement within the community and explores the role of the president as enabler and leader in promoting fundraising opportunities.

In Chapter Seven, Tony Zeiss focuses on successful community college practices in fundraising through four types of opportunities: educational enterprises, contracted services, business partnerships, and entrepreneurial activities. Examples of successful programs at colleges are highlighted, and Central Piedmont Community College (North Carolina) is discussed as a model of an enterprising college in terms of taking advantage of these opportunities.

Based on years of experience in supporting community college fundraising, and grant writing in particular, in Chapter Eight, Neil Herbersman and Karla Hibbert-Jones represent the Council for Resource Development (an affiliate council of the American Association of Community Colleges) and explore strategies for obtaining grant funding to support community college programming and activities. A special focus is given to the dynamics between grants management and foundation management, and how these twin fundraising strategies can work together to advance a community college agenda.

Mark Pastorella, in Chapter Nine, describes distinctive strategies for defining and relating to alumni in community colleges, along with basic principles for ongoing community relations based on broad, comprehensive programming and relationship building. Defining community college alumni and building ongoing relationships with former community college students are difficult propositions. Community college programs are shorter than those at universities, and students often transfer or move on to work before certificates or degrees are obtained. Given these dynamics, traditional university models of alumni development are hard to apply in the community college context.

We argue in Chapter Ten that comprehensive and institutionwide fundraising and advancement efforts are an integral part of a fundamental shift and transition point for community colleges (Milliron and Neil, 2003). We compare Toffler's (1989) work on transformation and the "third wave" framework to our own transitions surrounding fundraising and advancement in community colleges. While we may not be making as huge a leap as Toffler suggests that broader society has made in the move from the agrarian age (first wave) to the industrial age (second wave) to the information age (third wave), community and technical colleges have experienced their own waves of change. The authors in this chapter outline key community college waves, including comprehensive integration of academic and vocational programming (our first wave), entrepreneurial expansion and workforce development (our second wave), and now institutional advancement and fundraising (our third wave). Finally, we argue that the third wave is a welcome transition for community colleges, enhancing their role as fully engaged partners in their communities.

In Chapter Eleven, the concluding chapter, Edward Ryan summarizes resources from the literature on fundraising and development activities, the role of various constituencies in the fundraising and development process, and the best practices that have emerged.

Mark David Milliron  
Gerardo E. de los Santos  
Boo Browning  
Editors

## References

- Babitz, B. "Building on Your Foundation." *Leadership Abstracts*, 2001, 14(4). [<http://www.league.org/publication/abstracts/leadership/labs0801.html>]. Accessed Oct. 8, 2003.
- Milliron, M., and de los Santos, G. "Making the Most of Community Colleges on the Road Ahead." *Community College Journal of Research and Practice*, 28(2), forthcoming.
- Milliron, M., and Neil, W. *What Do CEOs Want to Know About Key Trends in the Community College?* Phoenix, Ariz.: League for Innovation in the Community College, 2003.

- Reid, B. "Rising Star: A Community College Foundation at Work." *Leadership Abstracts*, 2000, 13(6). [<http://www.league.org/publication/abstracts/leadership/labs1200.htm>]. Accessed Oct. 8, 2003.
- Roueche, J., Roueche, S., and Johnson, R. "At Our Best: Facing the Challenges." *Community College Journal*, 2002, 72(5), 10–14.
- Toffler, A. *The Third Wave*. New York: Random House, 1989.

*MARK DAVID MILLIRON is president and CEO of the League for Innovation in the Community College.*

*GERARDO E. DE LOS SANTOS is vice president and COO of the League for Innovation in the Community College.*

*BOO BROWNING is associate editor at the League for Innovation in the Community College.*