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A PROPOSED RESOURCE DEVELOPMENT PLAN FOR

THE DEPARTMENT OF COMMUNICATION STUDIES,

CALIFORNIA STATE UNIVERSITY SAN BERNARDINO

A Project

Presented to the

Faculty of

California State University,

San Bernardino

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

In

Communication Studies

By

Donna Louise Cooley

September 2005

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THE DEPARTMENT OF COMMUNICATION STUDIES,

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

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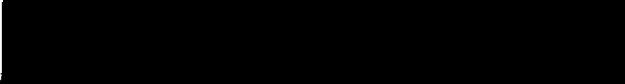California State University,

San Bernardino

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By

Donna Louise Cooley

September 2005

Approved by:

_____   _____
Dr. Mary Hong, Chair,   Date
Department of Communication Studies

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Dr. Risa Dickson

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Dr. Rueyling Chuang

ABSTRACT

This project addresses the challenges of declining
State funding facing public higher educational institutions
and their efforts to supplement at least 10% of budgets
with funds from private sources. Consultations with campus
development staff informed of the need to cultivate donors
and the importance of relationship building in an effort to
acquire donations from private sources.

I have proposed a resource development plan for the
Department of Communication Studies, CSUSB. This project
employs research in the field of organizational
communication and applies the theory of organizational
identification (Cheney, 1983) to the relationship/donor
building aspect of the program. Based on this and other
research in the field of organizational identification and
its relevance to college alumni (Mael, 2002) in this
project I have addressed the importance of creating
positive experiences for students and alumni as well as
developing appropriate giving opportunities for prospective
donors.

In addition, professional experiences in fund
development, including principles and practices learned

from workshops presented by professionals in institutional advancement, are integrated into the findings. Both my educational and professional experiences have included design and implementation of resource development programs, course work in the field of donor development and solicitation, major gifts and annual fund development, alumni relations, event planning.

ACKNOWLEDGEMENTS

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CHAPTER ONE

INTRODUCTION

This project proposes a resource development plan for

the Communication Studies Department at California State

University San Bernardino (Appendix A). The idea of

creating a resource development project for the department

came to me while serving on the committee to plan the

department's annual dinner. The department had no money

and no prospects for soliciting support or sponsorships.

While discussing the situation with faculty members I

learned there were no discretionary funds for any

departmental events. Additionally, there was a shortage of

funds for special projects and supplies. My suggestion

that we needed a fund raising plan met with enthusiasm.

As former director of the San Bernardino Valley

College Foundation, I am familiar with the process involved

in creating a resource development program. My

responsibilities included both "friend raising" and "fund

raising." The prospect of a Master's project that

integrates both my professional experiences and

communication studies theories in the development of a

handbook for fundraising seemed the best way to demonstrate

the application and relevance of my Master's degree. I met with Dr. Jandt and he encouraged me to adopt the plan.

This chapter includes discussion of the problem of reduced funding for institutions of higher learning in the State of California and the consequences and challenges that result. The scope of the project in terms of the intended audience and how the proposed plan can be used to address budget shortfalls as well as the significance of the project and its relevance to the Department of Communication Studies curriculum is also addressed.

Problem Statement

My experience as a development director in the field of public education (community college) informs me of the funding challenges experienced by institutions of higher learning in the state. I also serve as a member of the College of Arts and Letters Community Leaders Board and my role on that board includes seeking support for programs threatened by budget cuts. "Over the past three years, the CSU has seen a net budget reduction of $522 million that has resulted in enrollment reductions, cuts in student services, and an inability to make progress on a growing

faculty and staff salary gap." (CSUSB Alumni Newsletter, January 2005).

In researching information on the impact of budget cuts, I spoke with a number of employees of the University. Associate Dean, Dr. Risa Dickson (former Department Chair of Communication Studies) stressed the fact that state money cannot be used for morale building activities such as graduation receptions or meetings with local community partners. At the department level, examples of funding include needs for student and faculty travel, student development activities, videos, subscriptions to journals and special books for the library. In a meeting with Jeanette Janik, director of development for the College of Arts and Letters, I learned the University is expected to raise 10% of the total budget from private sources. I also learned that many outreach activities and programs that enrich the educational experience and cultural life of the community are in danger of being curtailed or discontinued altogether. Programs sponsored by the Music Department such as the Coyote Conservatory where local elementary through high school students experience theatre, music, dance and art instruction and the concert series are at risk of dissolving because of a lack of funding. Budget

reductions also have a major impact on academics in terms of increases in class size and the reduction of class offerings.

For all these reasons and more, institutional advancement has become an important component of the job descriptions for college administrators. College deans are expected to be active in the community and charged with forging community partnerships intended to result in support for the university either through direct financial support or community partnerships and in-kind gifts. Every college employs a director of development whose major responsibilities include planning and managing capital campaigns and a comprehensive development program for the college which includes major and planned gifts, corporate and foundation relations and support groups. This individual also works with the university directors to coordinate annual fund, alumni and public relations activities, identifies, cultivates and solicits major gift prospects, conducts donor cultivation events, maintains a stewardship program for donor recognition, and other duties as assigned. (Job description: Human Resources Department, CSUSB 2005). Clearly, a great deal of time and resources are expended in an effort to gain support from private

donors to meet the expected goal of 10% of a total

university budget.

The development director is responsible to the entire

college, which includes all departments; to actively

participate in the development process increases resource

opportunities for that department. The significance of a

plan to promote fundraising at the department level is the

opportunity to work with the director of development to

increase awareness of departmental needs as well as

identifying possible donors for purposes of fundraising

activities.

The prevailing philosophy of the Associate Vice

President for University Development is that everyone in

the University community is involved (or should see

themselves as involved) in the fundraising effort.

Instructors and staff who contribute to building lasting

relationships, creating positive experiences for current

students and maintaining links with alumni as well as

participation in the broader community are all essential to

the success of fundraising effort. The grant-writing

program at the University greatly depends on alumni

participation as a qualifier for funding of grant requests.

My purpose in creating a program for resource development is to provide the Communication Studies Department with the fundamental theories of fundraising, the process for creating such a program and suggestions for implementation.

Scope of Project

For this project, I will draw on my professional eight years of experience in the field of resource development as the Executive Director of the San Bernardino Valley College Foundation. I will also review past studies dealing with organizational identification to recognize how and why members identify with an organization and the implications it has for the organization and its members.

The focus of this project is a proposed resource development plan for the Department of Communication Studies at CSUSB with an emphasis on relationship building with alumni to create a prospective donor base. The development of such a program is in response to the challenge facing public institutions of higher learning in terms of past, current and future budget deficits that threaten to compromise the quality of the educational experience of students. My past experience as a development

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director for a community college informs me of the scope and necessity for institutions to seek additional support from the private sector for programs and enrichment experiences for students. Even public high schools are turning to private donors to help foot the bill.

In 2002, New York City's education chancellor appointed Caroline Kennedy as chief fundraiser for the city schools in hopes of increasing private support. The Los Angeles K-12 school district has been fund-raising for more than two decades. Corporations and donors contributed $18 million in 2002 (Gordon, 2004). An article in *USA Today* (March 11, 2004) addressing the generosity of alumni, reports that alumni donations to U.S. colleges and universities increased 11.9% last year. The article also relates that historically, alumni and foundations are the biggest sources of giving.

The intent of this project is to encourage a proactive attitude toward resource development among the faculty of the Communication Studies Department at CSUSB and provide a general plan for the process of building a resource development program that will encourage both fiscal and volunteer support for the department. The emphasis on relationship building with alumni and current

students underscores the importance of the role of faculty and staff in creating a positive collegiate experience that is vital to the success of resource development for the department as well as the University as a whole.

Significance of Project

This project applies theories of organizational communication to real life situations. This project includes applied theories and practices. A project such as this has relevance for all areas of communication studies concentrations. Every aspect of creating a resource development program draws on theories and skills developed in: Public Relations, Media, Interpersonal, Intercultural, Argument and Debate, Dispute Resolution, and particularly for the area of Integrated Marketing.

Designed as a handbook, the intent of this project is to include history about the process of resource development, instructions for implementing the plan, and to persuade department faculty of the feasibility and importance of taking a proactive attitude toward supplementing the budget with private monies. Emphasis will be on alumni related activities to increase their identification with the Communication Studies Department.

Given the background information on the status of fund raising at the university and the reality of the current state of budget concerns, I hope this project will persuade the department to take steps towards implementing a resource development plan. Through the development of relationships with alumni and community partners the department should begin to realize the potential for support, both financial and human. The faculty will become aware of the potential for acquiring funds for programs and activities that enrich the student experience and resources for professional growth. Emphasis will be on relationship building with alumni with the possibility of student internships and professional mentors.

While this project is specific to the department of Communication Studies at CSUSB, it is applicable to any other department in the university and appropriate for a resource development program for any organization with limited resources and staff.

Throughout the text of this project, I use the term "resource development" as well as "fundraising." "What we used to call fundraising, we now call fund development" (Drucker, 1990, p. 85). Drucker's point emphasizes the importance of cultivating the donor not just collecting the

funds. Drozdowski (2004) makes a further distinction between the two terms by defining fundraising as only one component of development. He makes the point there are many functions of a development office that do not directly involve raising money. Related services such as database management, recording and processing gifts; individuals who never ask for money often perform prospect research and donor relations. Drozdowski (2004) offers the explanation that time spent cultivating or soliciting donors is fund raising and time spent with institutional planning is considered development.

It is important to emphasize the human element when seeking support for a program or a cause. Without the human element, fund-raising, in and of itself, would not be successful. Potential for growth of an organization comes from the donor, someone you want to cultivate and have as an advocate of your agency (Hafner, 1990). I use the term "fundraising" specifically when referring to the solicitation of funds or gifts.

The importance of faculty and staff participation in the overall resource development program for the college cannot be overstated. Yet, there is no available information for informing departments of the functions of

the development program and the opportunities available for
participation by individual departments. The significance
of this project is providing departments with a brief
history of the functions of development and an outline for
beginning to create their own resource development plan.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

The basis for developing a resource plan predicated on alumni participation is the assumption that those who identify with the organization will be most involved, both in terms of financial support and human resources. Review of the literature provides previous research addressing the role of organizational identification and its relevance to members and organization. Along with review of formal research I include antidotal results from the informal application of the organizational identification theory in my practice as a development director.

Included in this chapter is information relevant to theory in practice based on professional practices in the field of resource and alumni development as well as a discussion of the theory of organizational identification. A comparison is made between the philosophies of organizational identification theory and a reformulated model of organizational identification.

Professional Practices in Resource Development

Much of the information and materials for this project is based on my professional resource development practices. It is important to include, in this section, my specific experience and areas of expertise. As director of the SBVC Foundation, I include in my accomplishments:

- Developed a database of 4,000 alumni and community addresses and information

- Staged a recognition event to celebrate 35 community members as a prospecting tool for board recruitment

- Foundation Board development included recruiting a board of successful and influential community members all alumni of SBVC – expanded existing board

- Developed programs in resource development that included an annual giving program for groups in Nursing, Athletics, Art, Music and Child Development

- Developed an annual giving program called "Difference Makers" that provided faculty and

staff a giving opportunity in a chosen program through payroll deductions

- Created a program called the "Alumni Hall of Fame" and inducted 15 honorees which involved coordinating appropriate recognition events to celebrate the inductions
- Doubled the number of scholarships and the amount of scholarships funds available to students
- Coordinated two "naming" opportunities and recognition events as the result of major gifts to the college – one gift from an alumni and one from a retired professor
- Planned and coordinated the 65th and 70th Anniversary Celebrations for the college
- Planned and created a fund raising program to refurbish the auditorium, "Buy a Seat" and coordinated a fund raising musical performance by local elected officials
- Created a fund raising opportunity to replace and repair the Carillon Chimes in the Auditorium "Bring Back the Music"
- Piloted a Community Mentoring Program

- Established an Athletic Hall of Fame: The first event 10 former athletes/coaches were inducted with 400+ attendees. Eight inductees were selected for the second event
- Created a publication, the _Scout_, a magazine providing information about alumni, the college and events —mailed to 4,000 alumni and community quarterly
- Expanded alumni membership and created support groups in Nursing, Athletics and Art
- Made numerous speeches at community events and services clubs representing the alumni and the college
- Television appearances with donors and appropriate faculty/staff to promote activities and encourage community involvement
- Membership and participation in community organizations: Rotary, Arrowhead United Way (including appropriations committees), Mayor's Educational Roundtable and other committees assigned by the college president

- Professional membership in CASE (Council for Advancement and Support of Education), NCCCFD (Network of California Community College Foundation Directors) and NSFRE (National Society for Fund Raising Executives).

An office of Community/Alumni Relations was established and I developed and created the role of director of the SBVC Foundation. Advice from development professionals in the field and workshops provided by professional resource development organizations as well as course work from classes at UCR were the sources I relied on for developing a program in resource development.

I relate to my own challenges and successes in a start-up program in developing a plan for this project. Common practices and theories in the field are shared in lieu of formal research. The success of my programs at San Bernardino Valley College is due in large part to the involvement of the alumni of the college. My first prospects for support of the program were those I determined to have a degree of identification with the college.

Research to identify alumni who were active in the community was part of the initial plan. Research focused on the interest and activities of alumni and what common interests they might share. I began with the broad category of athletics as that provided an area of interest beyond alumni tenure. Influential community alumni were recruited for positions on the board of directors and they in turn were successful in soliciting funds and support from fellow alumni as well as business and personal friends in the community. Alumni of the college created new scholarships and volunteered for committees and activities. Shared experiences and gratitude for the education they had received as well as a feeling of sentimentality for the campus and former instructors were often expressed as reasons alumni chose to be a part of the development program. I submit this informal antidotal experience as a testament to current research that people who identify with an organization – who feel that their sense of self is tied to the organization – are more likely to remain with their organizations, expend greater effort, participate in more extra role activities, and serve as good will ambassadors for the organization (Ashforth & Mael, 1996; Cheney, 1983; Ashforth & Mael, 1992,1995).

Development of a donor base is paramount if a resource

development program is to be successful. Resource

development programs in the field of education have

historically looked to their alumni as a major source of

supplemental funding for projects ranging from scholarships

to capital campaigns for brick and mortar. According to

Administrator, 2004, in a survey conducted in April and May

of 2004, 669 graduates were asked to donate an imaginary

$1,000 to charities of their choice. The results indicated

only 5 per cent chose to give to their alma mater.

However, the odds were dramatically improved when their

alma mater stayed in close touch with its graduates.

Thirty-two per cent of the students would have been more

generous to their former schools if the schools had made a

better case for giving.

Organizational Identification

Given the importance of connecting with alumni in the

right way and for the right reasons, my research focuses on

literature dealing with organizational identification and

the predictable consequences or impact it has for the

organization and its members. Do alumni identify with the

institution and to what degree does that affect

involvement, either volunteerism or financial support?

Identification plays a significant role in our lives.

Everyday we are asked to identify with someone or something

as a way to influence our actions. In his work on

organizational identification, Cheney (1983 p. 342) has

this to say about the subject:

> "Identification – with organizations or anything else—
>
> is an active process by which individuals link
>
> themselves to elements in the social scene.
>
> Identifications are important for what they do for us:
>
> they aid us in making sense of our experience, in
>
> organizing our thoughts, in achieving decisions, and
>
> in anchoring the self. Perhaps most important for
>
> students of communication, identifying allows people
>
> to persuade and to be persuaded."

The significance of this statement to resource

development programs is the element of persuasion. The

success of a program depends on the ability to persuade

people or corporations to participate in your organization.

The focus for this project is the development of alumni

relations and knowing if and how alumni identify with the

institution informs the strategy for soliciting support.

In his field study to determine the extent to which the process of organizational identification can explain the process of decision-making by organizational members, Cheney (1983) focused on organizational identification as a process rather than a product. Past research treated organizational identification as a belief, attitude or intention that existed in individuals at particular points in time and did not address how they came to identify (Cheney, 1983).

Using the writings of Simon and Burke to provide a theoretical framework, Cheney conducted a study to analyze and interpret some aspects of the process of organizational identification in a corporate field setting (Cheney, 1983). He collected data from 178 participants in division offices of a large industrial and high technology corporation to test for his research question: To what extent does the process of organizational identification explain the process of decision making by organizational members? He scheduled moderately scheduled interviews that produced qualitative data and a questionnaire instrument for the quantitative data.

Cheney used a triangulated method to conduct his research. By combining a questionnaire to focus on the

product or state of organizational identification and

moderately scheduled interviews designed to give

retrospective accounts of individual-organization

relationships, Cheney was able to qualify his claim of

examining organizational identification as a process.

What Cheney learned was that a number of factors in

the process contribute to the product (belief, attitude,

intention, etc.). Among factors that influenced an

employee's attitude, belief or intention and the degree to

which they identified with the organization was: length of

employment, communication orientation of organization,

benefits to employees (concern for individual employee),

fairness, and dedication of top management. Generally the

responses confirmed a link between what the company did for

employees and how employees respond to the company. Often

there was an ebb and flow in employees' identification over

time that suggests the importance of examining organization

identification as a process. Evaluating the low points of

employee identification provides the company an opportunity

to evaluate the contributing factors and intervene.

The value of Cheney and Tompkins (1983) work focusing

on identification as a process has important implications

for organizations. By adopting this theory, organizations

can take a proactive role in making decisions to foster

employee identification, thereby improving employee morale

and company productivity.

While Cheney's study had relevance in the corporate

world, the same variables do not apply in determining

influencing factors in member identification in the

nonprofit industry. This Organizational Identification

Questionnaire is specific to an employment situation and is

not sufficient to test for example, the degree of

identification alumni have for their alma mater. For this

reason, I began to search for more specific studies that

related directly to this project: the solicitation of

alumni of the Department of Communication Studies, CSUSB as

the donor base for a resource development plan.

Reformulated Model of Organizational Identification

In a study dealing specifically with organizational

identification and its relevance to college alumni, Mael

(2001) discusses five primary benefits of and motivations

to identifying with an organization and the extent to which

each benefit may be satisfied by identification with an

alma mater. He includes a discussion of a previous study of

college alumni (Mael and Ashforth, 1992) to demonstrate the value of the identification construct in predicting valued outcomes for the alma mater, as well as the role that student experiences, perceived school characteristics, and individual differences may play in later identification.

In this study, Mael and Ashforth test a proposed model of organizational identification based on the social identity theory (Appendix B). The theory maintains that individuals define a class according to the prototypical characteristics ascribed to or abstracted from the members (Turner, 1985). Social identification is the perception of belongingness to a group classification. The individual perceives him or herself as an actual or symbolic member of the group (ex: a fan of the local football team).

Self-report data from 297 alumni from an all-male religious college indicated that identification with the alma mater was associated with: (1) the hypothesized organizational antecedents of organizational distinctiveness, organizational prestige, and an absence of intraorganizational competition, but not with interorganizational competition, (2) the hypothesized individual antecedents of satisfaction with the organization, tenure as students, and sentimentality, but

not with recency of attendance, number of schools attended, or the existence of a mentor, and (3) the hypothesized outcomes of making financial contributions, willingness to advise one's offspring and others to attend the college, and participating in various school functions.

The significance of these findings for academic institutions is the recognition of the areas that most determine how alumni might identify with the alma mater. The results of this study can provide guidance for colleges and universities for influencing the perceptions and behaviors of this very important constituency. Implications for theory and practice might mean enhancing organizational distinctiveness and prestige by recruiting prominent faculty, naming buildings and local sites after prominent individuals, publicizing the accomplishments of past and present faculty and alumni and the triumphs of varsity teams, establishing school colors and songs, erecting statues and monuments, extolling the geographic region where the school is located, etc. Ceremonies such as graduation, commencement, anniversary celebrations and orientation festivities help to create a feeling of intraorganizational unity.

Research has demonstrated that people who identify with an organization are more likely to remain with that organization, participate in more extra role activities, and serve as goodwill ambassadors for the organization (Ashforth & Mael, 1996; Cheney, 1983; Dessler, 1999; Dutton, Dukerich, & Harquail, 1994; Mael & Ashforth 1992, 1995; Pratt, 1998). According to Mael (2001), alumni of a college are a group whose attachment to and identification with their college may be a prime motivator of the services they provide their alma mater. Services can include financial contributions, recruitment, career advice, and placement for graduates, participation in alumni events and volunteer support for fundraising and other activities (Pickett, 1986; Ransdell, 1986).

In attempting to understand the importance of identification, Mael (2001) discusses the theory of social identity, which describes the self-concept as comprised of a personal identity that encompasses idiosyncratic attributes (e.g., dispositions, abilities) and a social identity comprised of salient group classifications (e.g., nationality, political affiliation) (Tajfel & Turner, 1986; Turner, 1984). Turner (1984) proposed the existence of a "psychological group," defined as "a collection of people

who share the same social identification or define themselves in terms of the same social category membership" (p.530). The group shares a psychological reality apart from specific relationships. Just being part of an entity is sufficient for incorporating that status into one's social identity (Mael, 2001).

This concept rings true for individuals who choose to identify with a particular institution that they perceive as having a degree of prestige that will enhance their social standing or social identification. Alumni of USC, Stanford, Notre Dame and other institutions considered to be prestigious often use their alumni status to influence their employment and social status. Social identification is explained as the perception of belongingness to a group and a sense of oneness with the group, and organizational identification is a specific form of social identification (Ashfoth & Mael, 1989).

It would seem to follow that an individual will identify in the social sense before there is a successful organizational identification. In other words, in order to identify with and support specific programs or projects of an organization, the individual would first share a sense

of oneness and common destiny with the overall organization.

In order to succeed in persuading individuals to support development efforts, it is important to be aware of potential benefits of identification, which benefit appeals to a potential donor and how to satisfy that appeal. Mael (2001) presents five potential benefits and motivations that influence people's identification with particular organizations.

Enhancing self-esteem. Research generally suggests that identification enhances self-esteem by enabling the individual to internalize the status and successes of the identification object (Hogg & Abrams, 1990; Pratt, 1998). Again, a good example of this concept is the USC alumni who attempt to impress with the status of the university.

Transcending self. Authors Wallach & Wallach (1983) present extensive evidence that an outward focus, in which one immerses oneself in others' needs, is more healthy and therapeutic than sole focus on one's own needs and desires (Frank & Frank, 1991; Frankl, 1978; Rawls, 1971; Yalom, 1980). This philosophy of altruism and unselfishness suggests that people are naturally predisposed to identify with entities that are greater or more enduring than the

self.   These are the individual's who create legacy gifts that endure beyond their own existence.

Meaning. Identification with others or with valued causes can be a source of meaning and purpose in life (Haughey, 1993; Royce, 1908; Schaar, 1958; Shea, 1987). Being part of a larger or nobler goal adds purpose and meaning to one's life.

Belonging.   Mael (2001) describes belonging not in the sense of interpersonal interactions, but in depersonalized belonging, a sense of community based on common identity (Brewer, 1981). Belonging, in this sense, is a shared social identity that presumes shared goals, values, and or beliefs, including commitment to the organization and acts as an antidote to the alienation often felt in modern urban life (Cheney, 1983; Haughey, 1993;).

Raising aspirations. Seeing what others are capable of achieving and identifying with such others provides a person with the motivation to strive and achieve (e.g., Ibarra, 1999; Schaar, 1957). The importance of having major or lead donors who present a model for philanthropy and involvement is extremely important in encouraging others to aspire to their level of giving or commitment.

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This research to identify perceived benefits from identification with an organization is of prime importance to a development director. Using the benefits as a guideline, one can analyze potential donors and determine which benefit(s) will appeal to the individual and will determine your solicitation plan.

Based on these potential benefits of identification, a development director should have a plan that will appeal to donors of all persuasions. Using this concept, there should be an opportunity for those who seek enhanced self-esteem to display their association with the organizations such as clothing (t-shirts, sweat shirts) license plate frames or a coffee cup for their desk. These objects would also satisfy those who have a desire of belonging. Keep in mind the value of marketing with these gifts – your organization's name and logo on the clothing and cups. These gifts may or may not be important to those whose giving is truly altruistic or those seeking meaning in the contributions they make to your organization. Often these donors prefer to remain anonymous; however, it is in the best interest of the organization if you can persuade them to have their generosity publicly acknowledged for the

purpose of raising aspirations for other potential donors. It is important to provide a giving opportunity such as establishing scholarships or contributions to existing ones for those donors who seek to find meaning in their involvement with your organization.

The results of the study conducted by Mael and Ashforth (1992), indicates that alumni were more likely to identify with their alma mater if: the alma mater was seen as clearly distinctive from other colleges; the alma mater was seen as more prestigious than similar colleges; the alumnus or alumna was satisfied with his/her college experience; the alumnus or alumna tended to generally be more sentimental. Identification was determined to be a function of the individual's experiences as a student, perceptions of the college characteristics, and individual characteristics that increase the likelihood of identification in all spheres of life.

When identification was linked to desired outcomes for the college, those who identified more strongly with the college were more likely to:

- Prioritize the college for financial contributions.

- Advise their children to attend the college.

- Advise others to attend the college.

- Attend special lectures held by the college.

- Listen to tape recordings by current and deceased
  lecturers sent to alumni.

Those more strongly identified were also more likely to read the alumni magazine and attend campus events. Mael and Ashforth (1992) determined that identification was the consistent predictor of participation across all desired outcomes. This is a strong indication of the power of the effects of identification and emphasizes the usefulness and importance of finding ways to enhance the likelihood of identification both during and after a student's attendance at the college.

While the above survey was conducted at an all-male private college where a sense of community is more likely to exist than a large university, the correlation between the desired outcomes and the degree of identification with the organization is applicable to any organization. Cheney (1983) conducted his study on the various and changing meanings of organizational membership in the field of

organizational identification within the context of a large
contemporary organization.

The importance of the study of organizational
identification is addressed by Cheney (1983) as being
linked to each of a variety of work attitudes, behaviors,
and outcomes—including motivation, job satisfaction, job
performance, individual decision making, role orientation
and conflict, employee interaction, and length of service.
He also believes organizational identification studies can
explain a variety of polices and activities including
socialization, personnel selection, training, promotion,
transfer, internal organizational communication and public
relations. These are typical of the kinds of
communication-related phenomena organizations use to
encourage identification. Referent power is another aspect
of identification with an organization that can be studied
and explained. "Referent power, with identification as its
source, may be one of the most salient types of power in
organizations" (Katz & Kahn, 1978, p. 530).

Focusing on organizational identification as a process
rather than a product (belief, attitude, etc.) Cheney seeks
to examine the ways members identify with their
organization. While Cheney relied on questionnaire

instruments to uncover information about a person's

attitudes, beliefs, and intentions with respect to their

organizational life, he felt they offered little

opportunity for understanding the dynamics of the

individual-organization relationship (Cheney, 1983). His

use of interviews provided insight into the dynamics of the

individual-organization relationship.

While this study focuses specifically on the process

of organizational identification and its effects on

decision-making of organizational members, several findings

have implications for other situations as well. There was a

positive relationship between the amount of interaction the

members had with others in the organization and their

degree of satisfaction. In general, the employees

indicated openness to messages from the organization that

was related to their identification. It seems reasonable

to assume that the degree to which alumni interact with the

college and other members would positively affect their

tendency to be supportive. It is extremely important to

have alumni open to messages from the college, as this is

the vehicle for persuading potential donors of the needs

and giving opportunities that appeal to them.

The common theme in the literature is the importance of organizational identification. Organizational identification is the link between organizations and their members and is a determinate factor in positive outcomes for the organization. The studies indicate the degree of interaction alumni/employees had with others in the organization positively increased their degree of satisfaction and likelihood of participation with the organization. When an appeal for support is predicated on the interest and intentions of the donor, how they identify with your institution can determine the degree of their participation and the amount of their gift(s).

I feel the inclusion of research from both the private sector and academia is important in predicting behavior across the broad spectrum. This is particularly applicable in the field of development where resources from the broader community including corporate/private sector as well as alumni are an important part of the success of a program. I believe Mael's (2001) reformulated model of organizational identification (Appendix B) is more applicable for use in an alumni office since it includes the element of emotion, perceived prestige and sentimentality. Emotional appeals are often the most

effective for nonprofit organizations as their missions

address a need within a community. Sentimentality is of

particular importance to relationship building with alumni.

In my experience, I found sentimentality to be one of the

strongest factors in alumni participation. For these

reasons I find Mael's research and instrument of

measurement most appropriate for this project.

CHAPTER THREE

METHODOLOGY

Introduction

In the process of determining the most relevant and applicable information to include in a proposed resource development plan for the Communication Studies Department at CSUSB I chose to draw from my professional experience in the field of resource and alumni development as well as seek input from campus staff who are stakeholders in the plan. A discussion of the choice of qualitative methodology for compiling data to be analyzed and incorporated into a proposed plan is explained. This chapter covers the process I followed for data collection and interpretation. This project is not an empirical scholarly research study. The information and material included in the project is based on the analysis of a compilation of works of other researchers and data collected from narrative interviews as well as materials from course work and professional organizations.

Data Collection

The data for this project consists of interviews, analysis of a resource development program, materials from professional organizations and education course work, and my professional expertise. It is my plan to interpret and compare the research with results from the interviews and analysis of the successful program.

Previous research has indicated that identification with an organization is often associated with feelings of sentiment and personal experiences. I believe personal interviews are the best method to tap into people's personal experiences. Because I wanted to gain a more in-depth explanation of how participants related to their experience with the organization, I conducted interviews to provide a richer description of their experience and their view of the college culture. Conducting interviews with particular administrators, faculty, and staff will provide data that includes their insightful perceptions, feelings, and information that will strengthen and show the importance of relationship building in resource development.

Participants and Materials

I chose to interview five campus administrators who had direct experience with resource development at CSUSB. These administrators were chosen for their knowledge of the process of fund development as well as their up to date information on the status of budget issues. Formal semi-structured interviews were held with the Dean of the College of Arts and Letters, the Assistant Dean of the College of Arts and Letters, the Director of Annual Giving and the Associate Vice President of University Development. These interviews lasted from one-half to one hour in length and a set of structured and unstructured questions was used (Appendix C). Interviews with the Director of Development were on going and more informal in nature and lasted over a period of several months. An interview with an alumni donor of the San Bernardino Foundation became several interview sessions. I conducted three telephone interviews with participants of the SBVC program. I chose three individuals who had been active in college activities. One individual participated in a mentor program and the other individuals had received recognition as outstanding alumni. I was looking for reasons the participants had chosen to participate in college activities and what reaction they

experienced when they were given special recognition.

Informal interviews were held with six members of the

faculty and two members of the staff of the Communication

Studies Department. The importance of interviewing these

individuals was to gain insight and knowledge about the

status of the department's needs and also to assess the

degree to which a resource development plan might be

accepted. These were narrative interviews as they were

often with friends and acquaintances and were conducted in

a conversational give-and-take manner.

I have also used my professional experience in the

field of resource development for compiling and creating a

resource development plan as my graduate project. Much of

this presentation is based on information and practices

acquired in attending numerous workshops presented by

professional organizations whose object was to share the

latest research and resource development practices with the

professionals in the field. Organizations I used as a

resource: CASE (Council for Advancement and Support of

Education, NCCCFD (Network of California Community College

Foundation Directors), and NSFRE (National Society of Fund

Raising Executives). Through membership in these

organizations and my position as director of the

foundation, I attended and participated in workshops in: alumni relations, annual fund, planned giving, special events, community relations/ partnerships, etc. I also completed the coursework and earned certificates in Fund Raising and Management of Non Profit Organizations offered by the University of California, Riverside.

Through years of membership and participation in fundraising organizations and practice I have accumulated considerable resource materials. I reviewed materials from coursework, member organizations, periodicals such as the Chronicle of Philanthropy and notes and materials from conferences for inclusion in this project.

CHAPTER FOUR

RESULTS AND DISCUSSION

Interpreting Mael's (2001) research with college alumni and using his variables of enhancing self-esteem, transcending self, meaning, belonging and raising aspirations to evaluate a successful development program lead me to predict that such benefits would motivate or inspire individuals to identify with and support an organization. Interviews with individuals who participated in the program suggests to me that Mael's (2001) research supports the theory that alumni of a college are a group whose attachment to and identification with their college may be a prime motivator of the services they provide their alma mater.

Using the information from Mael's (2001) research with college alumni, I chose to evaluate the San Bernardino Valley College Foundation Alumni/Community Development program to determine whether a successful resource development program included the five potential benefits proposed to motivate and influence members to identify with an organization. The program being evaluated began as part of a Title III Grant. The expectation for this segment of

the grant was to develop relationships between the college, the alumni, and the community to lay the groundwork for future fundraising. There was to be no direct fundraising for the three years the grant was funded. Working in tandem with the already established SBVC Foundation, the activity became a success at alumni/community development and relationship building. Due to the success of the development phase of the program, the Foundation fundraising for scholarships and college programs doubled, as did participation by the alumni and greater community in college activities. Two major legacy gifts were made to the college. The alumni/community development program was the only component of a three-part grant the college elected to retain and fund.

To begin the evaluation process I made a list of the activities and programs that were implemented in the first five years of operation. Since this was a start-up program, I included activities such as board development and data base building. I chose to take each potential benefit and examine the list to see in what way an activity or program might benefit or motivate identification with the activity or program and ultimately, the college.

As research suggests that identification enhances self-esteem by enabling the individual to internalize the status and successes of the identification object (Hogg & Abrams, 1990; Pratt, 1998), I looked beyond the specific object of the college and included events and activities that might have motivated identification. To the alumni of the first fifty years (1926-1976), the college was remembered fondly and held in high esteem so to this group a program or event that reminded them of their tenure was more likely to motivate their participation.

The first recognition event honoring thirty-five community leaders included a number of alumni from the first fifty years. The success of the event was due in part to the name recognition of some of the honorees and the fact that it was held on the campus. Sponsors of the event gained name recognition and an enhanced sense of self-esteem by associating with the event and the honorees. This list of honorees was used to solicit new members to serve on the SBVC Foundation Board. Membership on the Board of Directors is considered a prestigious position and therefore enhances self-esteem.

SBVC has a history of very successful athletes and athletic programs so it would seem to follow that special

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recognition would enhance the self-esteem of honored athletes and coaches. The two "Athletic Hall of Fame" events were highly successful and very well attended – 400 attendees each. The benefit of enhancing self-esteem no doubt motivated the attendance of both honorees and the guests and renewed their identification with the college. An added benefit to the recognition events was often the creation of new scholarships in the names of the honorees.

Two other successful programs also have the appeal of enhancing self esteem. A program to refurbish the historic auditorium included an opportunity for donors to "purchase" a seat and have a special nameplate placed on the chair arm. The auditorium was the appeal. The building was constructed in the Mission style in the 1930's and has been an important part of the college's history and a real source of pride for alumni.

Another important part of the history of the college is the bell tower in the auditorium and the carillon bells that were purchased and donated to the college by a class of students from the 1950's. The activity to raise funds to repair the bells included an opportunity to request certain music on a particular day and time to be played by the bells. Donors requested music for anniversaries, birthdays

and a number of different occasions. Research revealed that a very popular congressman was the president of the presenting class and he was invited to "kick off" the campaign. I believe in both cases, the objects (auditorium and bells) and the name recognition of the presenter qualify for an opportunity to enhance self-esteem by internalizing the status and success of being part of the history and the effort to sustain that history.

The benefit of transcending self can best be identified by the major gifts to the School of Nursing and the Child Care Center. The donors of these legacy gifts were retired professors who wished to create something that would benefit students for years to come. Their focus was truly outward and their concern for the needs of others paramount in their decision. The gifts they gave will endure beyond their own existence.

The other programs I chose that I believe exemplify Mael's (2001) benefit of transcending self are scholarships and the annual giving program called "Difference Makers" that provided faculty and staff a giving opportunity in a chosen program through payroll deduction. Making contributions to scholarships and to programs that aid

students requires considering the needs of others beyond a selfish interest.

Since the goal of non-profit organizations is to address some need in society, it is hoped that all programs and activities will add meaning to the lives of those who choose to support the effort. An excellent example of programs and activities that add the benefit of meaning to one's life through being part of a larger or nobler goal is the "Shoes for Little Feet" activity sponsored by the Child Development support group. When it was discovered that a little boy was coming to the Child Care Center wearing his older sister's shoes because he had none of his own, the group began a drive to provide shoes and socks to the children in need.

I believe the majority of the programs and activities developed by the Alumni/Community Development Office were created with the intent to promote the benefit of belonging. Being part of an organization whose mission is to support student success and participating as a donor or volunteer presumes shared goals, values, and beliefs and indicates a commitment to the organization. Participants could find meaning in a number of opportunities: as a mentor, scholarship donor, honoree, event participant,

volunteer, board member, support group, and/or committee member.

Members looking for a sense of belonging started the support groups in Athletics, Nursing, Art, Music and Child Development. They worked together toward a common goal to provide financial and volunteer support for the various campus groups. Opportunities to attend anniversary and recognition events provided those members with little time to volunteer with a sense of belonging to the larger college community.

The generous legacy gifts to the School of Nursing and the Child Care Center created a naming opportunity for those areas that served as a model for raising aspirations. The donors surely presented a model for philanthropy and involvement that encouraged others to aspire to a higher degree of giving or commitment. A significant lead gift by a local businessman in the campaign to resurface the athletic field track, presented a model of philanthropy that raised the aspirations of others to contribute to the ultimate success of the campaign.

Next, I interviewed a number of people who had been instrumental in the success of the program and who had participated as an honoree, mentor, donor, attendee and/or

hoped that it would be perceived that way, particularly in her community. Knowing the generous spirit of this woman is evidence to me of the benefit of transcending self and focusing on others.

For my next interview I chose a recipient of an "Athletic Hall of Fame Coaches Award." Sadly, when I called, his wife told me that he had passed away. I explained the reason for my call and she was eager to share with me the reaction her husband had to his honor. She said that in the years prior to the recognition event he had been in a deep depression and felt no one remembered him or cared. The recognition he received from the college and his colleagues delighted him and boosted his self-esteem so that the last year of his life was one of his happiest. The family has continued to be contributors to athletic scholarships, which adds meaning to their lives.

My interview with a community mentor was particularly fun as he told me the greatest benefit of his participation in the program was meeting his future wife. He told me that mentoring students had made him feel like he was doing something good, giving back to the community and he enjoyed meeting new people and feeling connected to the college community. He continues to attend college events. This man

is not an alumni so the benefit of belonging is a perfect example of belonging in the sense of shared social identity with shared values and beliefs which includes commitment to the organization and acts as an antidote to the alienation often felt in modern urban life (Cheney, 1983; Haughey, 1993, Mael, 2001).

The donor of the major gift to the School of Nursing became a close and valued friend and in our conversations about the gift he and his wife made to the college he always told me, "I am so happy about this, this is the best thing we have ever done." He became very emotional when he talked about the legacy he and his wife had created. Their gift also gave them a sense of belonging. They participated in every pinning ceremony for graduating nursing students and came to feel like these students were the children they never had. They stayed connected with the college until their death and increased their gift over the years.

I recall interviews I conducted with event attendees who often traveled long distances to participate. When I expressed surprise I always got the reply, "We wouldn't miss the chance to visit with old friends and see the campus again." These were people who came to celebrate their association with the college and faculty and renew

their sense of belonging. These attendees were part of the database and very often became supporters of programs and scholarships.

Mailing a quarterly news magazine informing them of new programs, successes and always photos of events and honorees facilitated contact with distant alumni. This effort resulted in responses for support and a desire to be kept informed about the college. There was huge support from alumni who were anxious to reconnect with their alma mater and renew a sense of belonging. These contacts became a major source of donations.

In an effort to make the plan as user specific as possible, I solicited information from the CSUSB development staff. I interviewed the director of annual giving to discuss the process and policies involved in processing gifts, acknowledging gifts and access to funds. Fiscal responsibility and trust is vital to the success of any fund development program. Donors need to be assured their gifts are going to the designated programs and faculty need to know how to access the funds. There is a process in place in the Advancement Office where donors are furnished with an acknowledgement, gift receipt and tax identification information that alleviates the department

of that responsibility. The director was very supportive

of the proposed project and suggested including other

campus departments.

To strengthen the case for the need and importance of

this project I had conversations and interviews with

faculty and staff to learn how the idea of development is

perceived and how a resource development plan for the

Department of Communication Studies would be received.

Some interviews were scheduled and other consisted of

casual conversations with faculty and staff as well as

spontaneous meetings in the community. I have included a

list of typical interview questions (Appendix C). Meetings

with the Dean of the College of Arts and Letters, the

Development Director and membership on the Community

Leaders' Board has kept me informed of the continuing

fiscal challenges faced by the College of Arts and Letters

due to continued budget shortfalls. For an overall

perspective on resource development at the University

level, I interviewed the Associate Vice President for

University Development.

Out of the research, the analysis and interpretation

of Mael's (2001) work, a successful development program

that focused on alumni and interviews with participants, I

find the basis for creating a proposal for a resource development program based on alumni development. The common theme throughout the analysis of the SBVC program and comments from participant interviews verify and strengthen the importance of identification with an organization. The success of the organization was largely due to efforts that created opportunities for alumni to identify with the organization and participate in activities that were perceived as beneficial and often altruistic.

CHAPTER FIVE

CONCLUSION, LIMITATIONS AND RECOMMENDATIONS

Conclusion

The ongoing struggle that educational institutions experience with declining funding from the State budget has forced public institutions to seek private funding in order to maintain their programs. This project addresses the challenge faced by the University to supplement at least 10% of the total budget with funds solicited from private and/or corporate donations and grants.

Job descriptions for college administrators stress the importance of community building and fund raising activities as a major function of their positions. All of the colleges within the University employ development directors for the sole purpose of seeking prospective donors to support their programs. Identifying the prospective donor is the beginning of a process, often over a period of time, to persuade the donor to pledge financial support to the college.

Research has suggested that members of an organization who identify with that organization will have a positive relationship with that organization and be open to

persuasive messages (Cheney, 1983). Based on Cheney's
research and studies dealing with organizational
identification and its relevance to college alumni (Mael,
2001), the focus of this project is relationship building
with potential donors both alumni and community.

This project is directed specifically to the
Department of Communication Studies at CSUSB; however, the
principles and practices cited are transferable to other
departments on the campus. Included in the proposed
program are suggestions for relationship building,
department involvement and the process for working in
concert with the College of Arts and Letters development
director, the Advancement Services Office and the Office of
Annual Giving in a cooperative effort to increase private
relationships and private funding.

With a fund raising goal of $1,725,500 for the College
of Arts and Letters for the 2004-2005 year, it is evident
that all areas of the college should be aware of the
challenges and process involved in meeting such a goal. A
development program at the department level can
significantly impact the process of identifying potential
donors. The department faculty has contact with students
and alumni and their participation in creating a positive

experience for both, will enhance the success of fund raising solicitations.

Limitations of the Project

The success of any resource development plan is dependent on the availability of staff and the commitment of time and resources of the organization. It is imperative that the department faculty supports the program, not only monetarily but also by participating in the process of identifying and recruiting prospective donors as well as identifying programs in need of support.

It is difficult to gain support for a project or cause from those outside the institution if it is not perceived as being supported by those making the case for donor support. I do not see this so much as a limitation as a concern for the success of the program.

The obvious limitation to implementing the plan is the lack of funding for paid staff. Creating an internship for a Public Relations student and/or including the program, as a class project should be considered.

Recommendations

The relevance of a project such as this is the feasibility of implementing a program that can have positive consequences for the University, college, department, faculty, students, alumni and the broader community. In the process of creating this project, I connected with members of the university staff who were enthusiastic about the project and willing to assist in any way possible. I was encouraged by their support for the project and the prospect of the project becoming a reality.

Further study in organizational identification as it pertains to the alumni of CSUSB or specifically to the Communication Studies department could become a Masters project. An actual study of alumni could be completed to determine the feasibility of this proposed project, perhaps in coordination with the development staff and/or the Alumni Office.

APPENDIX A

A PROPOSED RESOURCE DEVELOPMENT PLAN FOR

THE DEPARTMENT OF COMMUNICATION STUDIES,

CALIFORNIA STATE UNIVERSITY

SAN BERNARDINO

A PROPOSED PLAN FOR RESOURCE DEVELOPMENT FOR THE DEPARTMENT

OF COMMUNICATION STUDIES, CALIFORNIA STATE UNIVERSITY,

SAN BERNARDINO

A Bit Of History

Institutional advancement is by definition a total

program to foster understanding and support for a college

(Muller, 1977, 1986). While private institutions have a

long history of fundraising, public institutions are fairly

new to the game. The idea of institutional advancement as

a vital part of college and university planning was

developed in 1958 at a conference sponsored by the American

Alumni Council (AAC) and the American College Public

Relations Association (ACPRA), the two parent organizations

of the Council for Advancement and Support of Education

(CASE)(Wallenius, 1999). Institutional advancement is as

vital and as essential as any other major function of a

college or university (academics, business, research,

student affairs) – in fact, in the long run, it makes

possible the maximum achievement of all other functions of

an institution (Rowland, 1986).

Moving an institution forward in terms of raising

money, increasing student enrollment and generating a

higher level of community understanding and support is the

job of the advancement "intrapreneur" – an entrepreneur working within an institution. Creativity, innovation and leadership are the trademarks of the advancement intrapreneur – institutional success is the result (Wallenius, 1999).

Getting Started

It is important to approach this project with a long-range goal in mind. Resource development is a process and it is unrealistic to expect immediate results either in terms of funding or volunteers. Fund raising is never just about raising funds. Fundraising organizations are created in response to a need or to help solve a problem. According to Rosso (1991) fund raising is purposive, should be value driven and always serve a larger cause. The first step in this process is to identify the need or the problem existing in the Department of Communication Studies at CSUSB and identify constituents. According to Rosso (1991, p. 30), "constituents are people, people are prospects." Constituents are the people who need the service you plan to provide as well as those who support your mission. Constituency can also be identified as those currently involved with the organization, those who have been

involved in the past, and those with the potential for some level of involvement in the future (Rosso, 1991).

Consider those currently involved with the Communication Studies Department: faculty, staff, and students; involved in the past: alumni and retired or former faculty and staff; future prospects: current students, alumni and business partners who might benefit from association with your programs.

Developing a Mission Statement

The mission statement should provide an organization's reason for existence - the definition of the social, political or economic needs being met by the organization (Herman, 1994). Consider that the mission should be a source of inspiration to key constituents - what will compel people to commit to the mission.

The process of developing the mission statement should involve as many of the constituents as possible: faculty, current students and alumni. It is best to state the mission as briefly as possible and focus specifically on what you are attempting to do (Drucker, 1990). Consider visiting web sites of other colleges or non-profits and compare mission statements.

Developing a Case Statement

According to Rosso (1991) every not-for-profit organization is created to respond to a human or societal need (the cause served) and the case statement should clarify its effectiveness in serving that cause. A compelling case for support will draw prospective donors to the mission of the organization. Rosso (1991) suggests answering the following questions when preparing a statement of the case:

- What is the problem or societal need that is central to the organization's concern? Why does the organization exist?

- What special services or programs does the organization offer to respond to that need?

- Who should support the program?

- Why should any individual, corporation, or foundation contribute to a specific organization?

- What benefits will accrue to the contributor who makes such gifts?

A statement of the case or case statement is also important for keeping all members of the organization "on track." When talking to groups or seeking support it is

important that representatives of the organization all tell the same story and make the same case for support. A case statement should include all the information needed to solicit support – objectives (financial assistance and enhancing experiences for students) and how the need can be met (scholarships, grants for participation in conferences), available facilities, staff and budget and accomplishments of the department should be included as well as reasons why anyone should support the organization, benefits that will accrue for donors such as improved workforce in the community and new community leaders, etc. In brief, the case for support should say: 1) who you are, 2) the need you are addressing, 3) how you are providing a solution to the need, 4) how well you do what you do, 5) what makes you special and/or unique and 6) who else supports you. Use your case as your resource document.

Working With The Development Director/College Of Arts & Letters

It is important to work in concert with the development director for the college to avoid duplicate solicitations and embarrassment. Members of the Dean's Advisory Board can also be an important resource for support of department programs. It is in the best interest

of the dean and the development director to have a
successful fund development program in the Communication
Studies Department. First, it will lighten the load for
the development director and second, the funds raised will
be counted as part of the overall expectation for the 10%
goal of acquiring private funds for the CAL. The mission of
this board includes increasing public awareness of the
College and its programs as well as seeking philanthropic
support through direct participation in fundraising
planning and implementation (College of Arts and Letters
Community Leaders Board Mission Statement (2003). By
keeping the development office aware of your plans and
priorities for fund development, you increase the
opportunity for making contact with a donor interested in
your specific area. Remember, the dean and the development
director spend a great deal of time in the community with
the goal of meeting the right donor for the right program -
keep them up-to-date about your needs and programs!

Building the Donor Base

Start with including alumni in plans for the end of
the year celebration - include current students (both BA
and MA) on the committee to plan. Attempt to get more
recent former students to participate on the committee.

Make use of e-mail – list from former graduates and a list of communication studies alumni from the Alumni Association.

Suggestions for implementing the program:

Involve current students – get them accustomed to being involved – part of the process – part of the success. Create focus groups and have current students identify programs they feel would enhance their college experience. They may have suggestions for programs that have more to do with the human element of the program – mentors, exchange groups to meet specific challenges i.e. babysitting, ride-sharing, study sessions. Create an atmosphere of involvement that will lead to investment – future donors, volunteers and internships beyond graduation. The idea is to begin creating an alumni support base while you still have contact with the students. The department might consider creating a curriculum for a course in "development" that becomes part of the public relations and integrated marketing majors. Given the number of non-profit organizations and the agencies they support, there is great potential for employment opportunities.

A common complaint from graduate students is the lack of practical experience for job searches. An internship

would create an opportunity for a student to apply communication studies theories in an employment situation, and create work experience for a resume/interview. The job description for the internship should include the day-to-day operation of the development program.

Encourage faculty to integrate functions of this program into their curriculum: PR, Marketing, Media (news stories, etc.). Use the *Chronicle*, run ads and articles on your activities, interviews with alumni, and features on the radio station.

The advent of e-mail is a tremendous help since those addresses tend to stay the same even when people move from place to place. Important to maintain these lists!! Include adjunct faculty and encourage their participation on committees – they are part of your constituency. Coordinate with the Alumni Office to be a part of their planned celebrations. By "piggybacking" on other events you can often curtail expenses and get excellent exposure for your alumni group. Special events can be costly and work intensive so take every opportunity to be a part of a bigger event – consider a booth at graduation and market to graduating students. Team up with the advancement office to participate in phonathons. Consider developing an Annual

Fund so your alumni will be expecting a request for support. The idea is to get them to write that first check - get them accustomed to including you in their personal philanthropy.

There has been a department newsletter in the past. Revive the "Communicator" newsletter and reconnect with alumni encouraging their participation by requesting information to share in the publication. Consider creating an on-line newsletter and eliminate the cost of printing, paper, envelopes and postage. A newsletter is important for communicating the accomplishments of the department as well as the special needs. Eventually you can use your newsletter as a solicitation tool for fund raising. The newsletter is also a way to publicly acknowledge donors. Have a class create a web site for Communication Studies students and alumni. Check out web sites from other institutions such as Cal State Fullerton @ www.fullerton.edu/supportCSUF/priorities comm.htm. This site contains information about the College of Communications, their mission and gift opportunities and encourages alumni participation.

The Role of Events

While events have a role to play in resource development, they should not be perceived as a serious source of funds. Typically, an event is a public relations opportunity to share the successes of the organization and to recognize and honor donors. Incorporate fund raising projects that can be supervised and managed by students and staff to create an opportunity for involvement and encourage participation. Students could create class competition to raise funds for a specific project such as travel funds for conferences. This is an excellent way to introduce current students to the culture of philanthropy and encourage them to continue support for the department after graduation. A competition to design a "Comm Studies" T-shirt to be sold to raise funds for scholarships could become a project for the Public Relations students.

Special events and projects are labor intensive and require volunteer assistance and supervision. Following are some responses to a survey conducted by the Internet Nonprofit Center (2000, January) Are events really a good way to raise money for an organization?:

I have a GREAT idea for fund raising! Instead of selling things and only getting part of the

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profit, why don't we go out and (get this) ASK people to give us $$$ for our causes! No middleman, and 100% profit for our organizations! Of course, I'm being somewhat sarcastic, but my point is that this newsgroup is filled with the latest schemes/gimmicks/ideas. Part of that is salesmen selling their wares, but it's also people who are ignorant of the fundamentals of fundraising looking for quick $.

No gimmick can replace a sound fund raising program. You must have a solid cause, mission statement, involved board & volunteers, identified constituency, well-thought-out marketing plan, clearly articulated needs and rewards for donors, good evaluation, and regular review of all of these items. This is the "high road" to fundraising and done well, can produce the resources needed for current program and future needs.

Anyone wanting to raise $ for a legitimate cause should know that special events and selling products (or services) are some of the LEAST effective ways to raise money!

I agree with your post about gimmicks being

useless. I'm sick of hearing about credit cards

and flower delivery and all the junk one can push

to raise a very little bit of money.

However, I do think appropriate special events

can be important to the overall campaign of a NP.

For instance, the church reading series I worked

for did a production of writing by residents of

the homeless shelter. This is a benefit event

that can become a "signature" event for a

company.

Signature events can bring public attention

around to that company once a year, just in case

some major givers want to get their recognition—

it's a good way to highlight them, too. Finally,

it can be an interesting way to get new people

involved as volunteers and individual donors,

even if the CASH doesn't add up to much after the

special event. Down the road, there may be a

larger benefit.

I agree that some nonprofits can overlook the

bottom line by special events and products that

they fail to actually raise money. However, the

organizations I work with run membership programs that are very successful. These benefits can be as simple as membership cards allowing discounted or free admissions or as expensive as signed art. However, the cost of the membership outweighs the cost of the benefits, and ultimately the organization raises money, while encouraging people to use their museums, parks, etc. Also, these members are more likely to give year after year, and more likely to give above and beyond their membership dues. I am also struck by how many members forgo their benefits for tax purposes; yet still give hundreds of dollars each year. Perhaps it's the 'status' of the membership?

Events rarely raise serious money until they have become well-established, much-anticipated community traditions. This requires a great deal of work, faith, and donor cultivation, as well as years of refining and expanding the event. Unless your community is hungry for events, time and energy might better be spent in other ways. Most organizations considered successful in

fundraising regard events as public relations

efforts and important elements for donor

recognition, rather than significant fundraisers.

While there are differing opinions about the role of

special events in fundraising, it is generally accepted

that this should not be the primary source of income.

However, the Communication Studies Department end of the

year celebration has the potential for a recognition event

and an opportunity to raise some funds. From the data base

select possible sponsors for the event – encourage a

prospective donor to be the event sponsor or multiple

persons or businesses to "buy tables" or sponsor students.

Recognition of a special alumni, preferably someone with a

degree of recognition in the community who will bring

additional guests to the event, can increase attendance and

provide an opportunity to "get the word out" about the

success of former and current students and the needs of the

department. The event becomes both a public relations and a

fundraising opportunity.

For an event or project to be successful, there must

be participants. If you have done a poor job identifying

and communicating with your constituency, building

relationships, creating meaningful experiences for students

(current and former) and building a reliable data base,
your chances of a successful outcome is seriously
compromised.

Extending the Plan

Once you have established a database and created a
program for alumni participation you can begin to expand
your plan to include an annual giving opportunity and
encourage donors to increase their participation both
financially and personally. At this point in the
development of the plan, working in close collaboration
with the other campus development staff will increase your
opportunities and the overall success of the program.
Remember to evaluate your programs and determine whether
you are offering the kinds of benefits that appeal to your
donors and potential donors. Review Mael's (2001) list of
potential benefits: enhancing self-esteem, transcending
self, meaning, belonging and raising aspirations.

APPENDIX B

REFORMULATED MODEL OF ORGANIZATIONAL

IDENTIFICATION: MAEL AND ASHFORTH

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REFORMULATED MODEL OF ORGANIZATIONAL IDENTIFICATION

Mael and Ashforth

With the exception of sentimentality, all the variables below are measured with items specific to an educational organization. However, these variables can be modified for use in other organizations. For example, the terms student, alumni, instructor, school, and conference can be replaced with employee, employees, manager, organization, and industry.

Organizational identification
    [1=Strongly agree; 5=Strongly disagree]

1. When someone criticizes (name of school), it feels like a personal insult.
2. I am very interested in what others think about (name of school).
3. When I talk about this school, I usually say 'we' rather than 'they'.
4. This school's successes are my successes.
5. When someone praises this school, it feels like a personal compliment.
6. If a story in the media criticized the school, I would feel embarrassed.

Perceived organizational prestige
    [1=Strongly agree; 5=Strongly disagree]
1. People in my community think highly of (name of school).
2. It is considered prestigious in the religious community to an alumnus of (name of school).
3. (Name of school) is considered one of the best (conference schools).
4. People from other (conference schools) would be proud to have their children attend (name of school).
5. People from other (conference schools) look down at (name of school). (R)
6. (Name of school) does not have a good reputation in my community. (R)
7. A person seeking to advance his career in (conference academia) should downplay his association with (name of school). (R)

8. When other (conference schools) are recruiting new
    students, they would not want students from (name of
    school).   (R)

Perceived interorganizational competition
    [1=Strongly agree; 5=Strongly disagree]

1. There is a rivalry between the (conference schools).
2. Each (conference school) tries to stress its
    superiority over the other schools.
3. Students are constantly comparing and rating the
    (conference schools).
4. Students at (name of school) often measure the school
    against the other (conference school).
5. Each (conference school) points to reasons why it is
    the best (conference school).
6. Each (conference school) tries to demonstrate that it
    has the most illustrious alumni.
7. The (conference schools) do not see themselves as
    competitors. (R)

Perceived intraorganizational competition

Given the necessarily retrospective assessment of this
variable in the present study, all items are phrased in the
past tense. However, applications of the measure to
current organizational members should utilize the present
tense.
    [1=Strongly agree; 5=Strongly disagree]

1. People at (name of school) felt left out unless they
    competed with each other.
2. The competition at (name of school) was intense.
3. Classmates at (name of school) did not compete with
    each other. (R)
4. The system at (name of school) made people try to be
    better than everyone else.
5. Students at (name of school) found it painful when
    others were getting ahead.
6. Students at (name of school) would try to find out
    how their peers were being evaluated.
7. The instructors at (name of school) did not foster
    competition between the students.   (R)
8. Students at (name of school) tried to outdo each
    other at impressing their instructors.

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Sentimentality

[1=Strongly agree; 5=Strongly disagree]

1. I like to reminisce about my youth.
2. I am a sentimental person.
3. I have no desire to save mementos from the past. (R)
4. I like to save souvenirs or other reminders of interesting places or events.
5. I enjoy conversations in which we recall events from the past.
6. Anniversaries of special events are not important to me. (R)
7. I am moved emotionally when recalling scenes from my youth.

APPENDIX C

SAMPLE INTERVIEW QUESTIONS

SAMPLE INTERVIEW QUESTIONS

- What would you say are the budget challenges facing the University? The Department?

- What needs does the department have that are not funded by State monies?

- Do you see the value in a resource development program at the department level?

- How can the department best work with your office to avoid duplication of solicitation?

- Can funds be designated for specific department projects? How are the funds handled?

- What is the status of resource development at the University?

- What role does fundraising and resource development play in the future plans for the University?

- Would you say the University has a reasonable measure of success with fundraising?

- In terms of prospecting, how important is the emphasis on alumni as prospective donors?

- What suggestions do you have for a resource development plan for the Department of Communication Studies?

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