

Community College Library Fund-raising

Julie Todaro

Finding content specific to fund-raising and community college libraries or learning resource centers is not an easy task! Why? There are several reasons, including the following:

- Like so many other aspects of our work, we don't often sing our own praises. While there are certainly many instances of success of community college librarians in obtaining external dollars, we don't seem to write about them.
- Community college libraries, like other academic environments, are often on a very long list of fund-raising needs of their college environment and reporting successes is often embedded in the umbrella institution's Web site, or in a college's foundation Web site rather than highlighted on library Web pages.

So What Are the Issues?

Definitions

There are numerous terms associated with "outside" dollars and these terms often differ among academic institutions and nonprofit environments. In researching the topic of fund-raising in general, content emerged on fund-raising, development, external funding, gifts and donations, foundations, Friends groups, entrepreneurial activities, grants and grant writing, alumni relationships, donor relationships, planned giving, business partnerships, and partnership content in general. In addition, there is a growing professional literature on efficient and effective spending including membership in diverse groups for nonprofit, local, state and federal government discounts, memberships in groups or consortia for aggregate subscription or buying programs, outsourcing, and lease purchases as well as leasing rather than buying.

While individual and specific definitions are available, they tend to vary from institution to institution, article to article, and book to book. There are, however, general definitions that can be used for "outside dollars" and, for purposes of this article, community college libraries. Fund-raising, external funding, gifts and donations, foundations, Friends groups, entrepreneurial activities, grants and grant writing, alumni relationships, donor relationships, planned giving, and partnerships will be discussed in this context.

General issues

Successes in raising monies from outside sources vary dramatically because local, state, regional, federal, and global social and economic structures change due to economic shifts,

changes in government leadership and disasters such as the September 11 attacks, political strife, terrorism, disease and famine. Based on these situations, foundations change goals and strategies, donors choose to donate differently, and organizations have fewer dollars to give away. Fewer dollars in general are "given away" or spent because of a poor economy.

Community College "Money" Issues

Community colleges have spent the last decade broadening their fund-raising and development to supplement existing budgets for expansion, special projects and new initiatives. The reality of current and future outside funding, however, is that these dollars have become increasingly important as more typical revenue streams have shrunk and these dollars, once used for ancillary activities, are now being sought to assist in both operating and capital funding arenas. In addition, competition for dollars has become fierce internally among college departments; and administrators who, finding more and more of their time now devoted to fund-raising and development, are establishing stricter "money" guidelines for departments and divisions.

Community College Library "Money" Issues

There are many "money" issues at the college library level. Library administrators, similar to college presidents, are not specifically trained in fund-raising and development, nor do they have the time needed to spend on raising outside dollars. Community college library administrative infrastructures do not often support the numbers of higher level managers needed to identify opportunities and then spend significant time on fund-raising and development, grant writing, partnership development or the design and implementation of entrepreneurial activities. And just as managers are not prepared for the external competition for dollars, most are not prepared for the internal or institutional competition for outside dollars. In addition, libraries, as support and often lower level institutional departments, are not permitted to enter into more standard fund-raising and development activities based on college restrictions and, instead, must focus on grants and grant writing.

What Are the Outside Dollar Activities of Community College Library Administrators?

Outside dollars are more often defined in the professional literature as "external funding." Library administrators

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traditionally sought external funding for new and remodeled facilities, special collections, print materials and resources and hardware and software.

Fund-raising and development activities are the most general terms to describe outside or external funding activities. For most community college directors, the college's fund-raising and development department directs this activity. In terms of the library, these activities primarily involve maintaining content on the institution's library needs; educating potential donors on twenty-first century libraries; identifying specific institutional library needs and student needs concerning the institution's library; matching needs to donor interests and donor dollars; distinguishing among special or unique programs, capital, and operating needs; and establishing unrestricted funding lists as well as areas of greatest need.

Gifts and donations activities are most often managed through the college's fund-raising and development process. While this phrase is often used synonymously with fund-raising and development activities, many distinguish this aspect of external funding as a less proactive and more reactive activity. This activity involves the library identifying lists of specific needs that can be donated as actual items as well as needs that will be filled when dollars are available. While some libraries maintain gifts and donations lists on their own Web pages; most lists are maintained in fund-raising and development offices. One of the most important aspects of gifts and donation activities, however, is the importance of the library materials or collection development policies, including some or all of the following content:

- Preferences for undesignated gifts and donations, including benefits, recognition, etc.
- What specific gifts or donations are needed, including priorities
- What specific kinds of materials are needed, such as print publications identified by date, title, subject area, and hardware and software specifications
- Guidelines for accepting materials, such as pick up and delivery condition
- Guidelines for processing materials, such as letters identifying content and tax information
- Guidelines for recognizing donors, such as nameplates, bookplates, signage, public recognition displays, naming opportunities, and so on.
- Guidelines for access to materials and resources, such as the need for general use and specific user profiles
- Guidelines for gathering data on materials/resources use, such as specific or aggregate data, the frequency of use
- What specific facility needs are, including priorities
- Specific elements of new facilities needed, such as square footage, seating needs, shelving needs, wiring and e-capabilities

- Specific elements of remodeling or "e" modeling, such as square footage, seating needs, shelving needs, wiring and e-capabilities

The number of *foundations* in community colleges has grown steadily in the past decade. In many institutions foundations have taken over most external funding functions exclusive of curriculum-driven (specifically workforce) business partnerships and grants and grant writing. The role of the foundation in the life of the library varies dramatically from institution to institution and needs to be specifically articulated by library administrators. Library administrators should strive to establish relationships with foundation staff and boards, assist in the education of board and staff, identify and maintain lists of gift and donation opportunities, and maintain accurate and up-to-date content on twenty-first century libraries and information environments as well as content on the specific library and library needs. Library administrators often have to identify fund-raising and development needs specific to higher education *library* environments, because foundation staff are often more expert in higher education external funding. Library administrators' time is also best spent in studying the foundation mission and goals and identifying connections between external funding and library needs such as:

- Business community workforce donations for computer-assisted design (for example, subject or curriculum specific workforce high-tech labs should be matched to the library's need to support curriculum with relevant and related software available in library environments)
- Fund-raising for health sciences scholarships to expand nursing labs (for example, donations should be earmarked for library materials and resources dollars for print materials and realia needed to support curriculum and an expanded student body)
- Development for new culinary programs or wine-making and grape-growing programs (for example, dollars should be allocated for expanding print book or periodical subscriptions, databases or software to support student/program needs).

Friends groups, most in evidence in public library and four-year and university environments, are growing in number in community colleges. Many issues, however, surround the concept of Friends groups and these issues correspond to the issues found in the very nature of the community college. Community colleges have less of an easily identifiable and accessible alumni base (major members of Friends groups) due to the very nature of a student base that may come and go to college, takes classes in conjunction with other education in the community, and takes short-term or intermittent continuing education to retool rather than a longer course of study or program of credit instruction. Community colleges provide

coursework and services from a variety of locations and in a variety of formats, therefore, their patron base is decentralized and institutional “loyalty” is different. Many Friends groups raise funds through membership dollars as well as activities and often this includes volunteer work. Thus the decentralized, less-than-accessible, short-term community college graduate or student population is not a likely or active Friends member. As higher education—and many community colleges—move to online courses and online programs, the “alumni” aspect is more amorphous and less available for typical Friends activities. In addition and similar to other external dollars issues, Friends groups *just* for community college libraries are infrequent. Instead, if the college has a Friends presence, the library administrator must strive to identify library needs content for Friends involvement as well as maintain gift-giving opportunities, including activities.

Entrepreneurial activities are typically profit-based enterprises within the educational environment, such as product sales of jewelry, furniture, wine, flower arrangements, fine papers) and service sales related to curriculum, such as catering services, car repair, construction, health services, and hardware repair to name but a few areas. As with other fund-raising and development community college issues, entrepreneurial activities are more often in evidence in the greater institutional arena rather than at just the library level. When databases were more exclusive and fee-based, some libraries provided fee-based research services for individuals, noncollege patrons and small businesses. However, those services are less available with the more widely accessible Web-delivered content.

Grants and grant writing activities are time-consuming, highly competitive avenues to external funding. Many college administrators believe that there are many grant dollars available and that administrators “need only apply” to get these external dollars. In addition, many administrators think that shrinking operating and capital funds can be supplanted by grant dollars. The reality, however, is that grant monies are fewer and more targeted than ever before and granting agencies are compelled to be more accountable to funding agencies. Most community colleges have grant writing departments, however, and library administrators need to follow pathways, similar to other fund-raising and development activities, to work successfully with grant specialists. That is, library administrators must:

- Identify grant opportunities unique to libraries
- Design priorities of needs for grant dollars
- Maintain content on the institution’s library needs for grant applications
- Design and maintain methods and processes for accountability within library environments using current outcome and accountability language
- Work with grant offices to insure that grant departments include goals for raising dollars for library materials, resources, services, and facilities

- Prepare content that matches library needs to available grant dollars (workforce, business and community partnerships)
- Identify internal opportunities for matching funding.

Alumni (and donor) relationships are an important aspect of higher education fund-raising, but, as stated above, are more problematic fund-raising and development avenues for community colleges. As described in “Friends groups” community college alumni are less accessible, may have divided loyalties, may have less dollars to give, and have less time to devote to volunteer activities. Current and future alumni relationships now focus on a plan of action that includes not only outreach for scholarships, endowed teaching and learning opportunities, but also providing services and resources that are marketed to alumni. These include alumni being offered customized portals to the Web; a fee-based availability to no or low-cost Web access; no or low-cost access to college databases; access to college facilities and subsequent resources and services; availability to discounts offered to current students; access to training opportunities; access to coursework at no or low cost; access to consultancy; access to job market information and services; and access to other support services such as counseling, health sciences to name but a few areas. In this arena, libraries have an edge as previous students or the more traditionally defined “alumni” often seek out access to facilities and print and database resources as well as personal and professional or business/research services.

Planned giving, also called gift planning, is not a new aspect of the fund-raising and development world and is a vital part of the world of giving. Planned giving can take the form of single donations of cash amounts; however, the true definition of planned giving typically includes more expanded and strategic giving, including gifts of interest earned on principal, securities, stocks, real estate, life insurance benefits or personal property, such as fine art, jewelry, coins and stamps. In addition, planned giving is also called wills and estate giving and can involve a proactive campaign for current students, alumni, faculty and staff. Typically community college library administrators do not launch planned giving campaigns unique to the library; however, as with other fund-raising and development activities, administrators need to proactively provide library content to the college’s offices that offer these giving opportunities. As with other giving areas, donors can and should see the library as an environment with long-term needs and giving and naming opportunities.

Partnerships are natural fund-raising and development relationships for community colleges, given the mission of these institutions, as well as the nature of their curriculum and programs. Current partnerships with the community include sponsorships of cutting edge programs, unique facilities and outfitting special equipment as well as hardware and software labs, in-kind contributions of consultancy or professional expertise, student scholarship

funding, and endowed faculty positions for critical needs programs. Library administrators should identify partnerships needed (such as Web provider and hardware and software needs) and then articulate—as with other areas—how the library would fit in with other college partnerships and how library-giving benefits are articulated. As with other areas where naming opportunities and partnership-type of activities are possible, colleges and libraries must consider the collateral aspects that include:

- Establishing criteria for the types of partners considered acceptable (for example, are there environmental or political issues surrounding partners? Are the partnership credentials questionable?)
- Establishing guidelines for partner criteria that do not restrict library resources or services (for example, is there specialized or restricted access or data gathering involving the use of partnership resources that is either impossible or inappropriate?)
- Establishing realistic naming criteria.

What Are the Internal Dollar Activities of Community College Library Administrators?

Library administrators can and should identify *internal* partnerships with departments to position the library in the fund-raising and development goals and activities of other departments. Internal partnerships with departments and other support services (counseling, adult basic education, continuing education, student services, student activities) increase opportunities for joint grant applications, shared business community partnerships, and expanded opportunities for gifts and donations. Examples include:

- Adult basic education federal grants that can provide funding for multiple copies of resources to support adult learning
- Student activities hardware and software gifts from local businesses for increased access to job searching/resume resources
- Local support to provide access to Student Services online advising and tutoring software in libraries
- Curriculum-specific departmental partnerships to provide access to plagiarism detection and prevention software.

Recommendations

Given the realities concerning the need for and lack of specialized talents and numbers of staff to support fund-raising and development in community college libraries, library administrators need to decide where to focus their dollars and energy. Although it is not realistic for all of the recommendations to be followed, library administrators

should assess what information and data they *do* have to share; what they need to provide for minimal information; and what they should build for maximum fund-raising and development involvement.

Recommendations for individuals include:

- *Identify general library needs and general community college library needs.* Create wish lists for all needs and potential categories of giving.
- *Create a master institutional and library timeline* for asking for dollars and also for accepting, receiving and implementing activities funded through external sources in a timely fashion.
- *Identify community college library needs specific to your institution.* Create detailed wish lists, including priorities, specific facilities issues, products and services, and undesignated monies needed. These more specific wish lists should include, as much as possible, costs and pricing, as well as specifications such as hardware and software information, e-data, square footage, etc. In addition, lists should include both internal and external partnership opportunities that give donors ideas for expanding use and impact of gifts.
- *Articulate giving opportunity policies and procedures* for both the institution in general and how policies and procedures apply to the institution's library.
- *Articulate giving opportunity benefits—internal.* Departments, faculty, staff, and administration can be strong internal partners and donors, but, although it would be the expectation that internal donors would know other internal department benefits in detail, everyone needs information on areas outside their standard work life areas.
- *Intrinsic—Giving for the joy of giving* is natural and occurs; however, articulating the benefits and critical roles that gifts play in the life of the library is extremely important.
- *Recognition—Library administrators* should identify methods and modes of recognition for internal donors that piggyback on institutional recognition and methods and modes unique to the library. Areas of recognition should be detailed and can include Web page notices, signage, advertising, press releases and publicity, articles, award submissions with related organizations, naming opportunities and ceremonies.
- *Articulate giving opportunity benefits—external.* Community members and area or regional partners can be strong donors and although they may be knowledgeable about and interested in certain areas for giving, library administrators must articulate specific benefits for not only donors but for students, faculty and staff and the college in general.
- *Investigate environment guidelines and restrictions.* Institutions have a variety of restrictions for not only

giving and receiving but also for asking. Guidelines for fund-raising and development often include:

- Restrictions on which groups or donors can be approached and by whom
- Guidelines on timelines for seeking external dollars and for implementing funds
- Guidelines for accountability issues for gathering institutional data
- Guidelines for in-kind contributions
- Restrictions on cash matches
- Restrictions—based on political or societal concerns—on who can be a partner or donor
- Restrictions on recognition of donors especially naming opportunities
- Guidelines for institutional profile data.
- *Assess environment support.* Library administrators should assess the knowledge base and interest levels of both internal and external offices regarding library services, including expertise in the college's grant writing office, the college's foundation and Friends group, (if they exist) and the college's administration, faculty, and staff.
- *Design outreach plan—internal and external.* Library administrators should strategically plan for integrating the library into the fund-raising and development processes in the college. A strategic outreach plan with a fund-raising and development focus for the library might include a marketing packet that doubles as an educational packet; specific lists for needs; lists of suggested individual donors and businesses; a general presentation that can be targeted as needed; and a benefits list and recognition categories.

Recommendations for the field in general include:

- Library administrators should share general successes (on general college pages, on the library Web page and in publication and presentation) so that others can benchmark and duplicate best practices.
- Library administrators should take special care to share specific successes to communicate “what works,” making sure to highlight *why* a project was successful rather than just “this is what we did” or “this is what we raised.”
- Library and information science education environments should encourage research on community college library environments and specifically fund-raising and development benchmarking and best practices.
- Publishers and editors should seek manuscripts to expand current fund-raising and development professional literature to include specific community college library successes in external funding.

In summary, community college library administrators must strive to position the library within the community college's fund-raising and development policies and pro-

cesses at the very least. A best practice for “A to Z” external dollar outreach would include a commitment to integrating fund-raising and development into the roles and responsibilities of library staff and policy and practice.

Resources

Friends of the Libraries USA, Aug. 5, 2005. Accessed Aug. 9, 2005, www.folusa.com. This site focuses on Friends activities and contains current fund-raising and development news, winners and best practice Friends activities, Internet entrepreneurial activities available to Friends groups, grant information, and an extensive idea bank—with an idea bank archive—for extensive benchmarking opportunities. Although many FOLUSA activities are centered on public libraries, FOLUSA membership and the Web site is valuable to academic libraries as well.

Harrison, Jon. *Grants and Related Resources: Academic Fund-raising Web Resources*. May 9, 2005. Accessed Aug. 12, 2005, www.lib.msu.edu/harris23/grants/4acfrai.htm. Extraordinary list of 139 sources that include some of the standard Web pages for fund-raising and development as well as many unique pages from fund-raising experts and organizations.

Lake Sumpter Community College. Cyberlibrary. June 2, 2005. Accessed Aug. 8, 2005, <http://lsc.edu/library/cygra.htm#GOV>. Sumpter's Web environment includes an extensive Web list with links to resources in grants and fund raising, foundations, government resources, journals, newspapers and newsletters, nonprofit organizations, and proposal writing. Under seven categories there are forty-three links that connect the user to literally hundreds more general fund-raising, development, and grant information Web environments.

Library Fund-raising on the Web: A Practical Guide for Libraries. Sept. 6 2005. Accessed Aug. 15, 2005, www.lights.com/how-to/libraries.html. A commercial site, this Web environment offers a variety of more unusual Web techniques for raising money. It includes information on entrepreneurial activities, presentation information on fund raising specific to academic libraries, and links to an alumni portal, a Web storefront, and a public library foundation Web site.

Librarians Index to the Internet. 2004. Accessed August 14, 2005, www.lii.org. An in-depth, searchable index about libraries and for librarians. When searching “fund-raising” users find more than 20 sources; when searching “grants” users find more than 180 sources. “Development” searches end up retrieving, more often than not, collection development information rather than fund-raising and development resources. One of the strengths of the site is that when searching “foundations,” more than 340 hits are retrieved with a rich set of links to library foundations and related groups.

McNamara, Carter. *Nonprofit Fund-raising and Grantwriting*. 1999. Accessed Aug. 15, 2005, www.managementhelp.org/fndrsng/np_raise/np_raise.htm. Any Free Management Library Web page is an extraordinary source, and the fund raising and development section is no exception. Although the Web page date is 1999, most sources are updated frequently with many unusual links, including excellent sources on board fund raising roles and responsibilities.

Niederlander, Mary. *Fund-raising for Libraries: Links and Resource*. Accessed Aug. 12, 2005, www.librarysupportstaff

.com/find\$.html. One of the most extensive Web sites available for librarians and fund-raisers for libraries, this site offers—in a searchable Web environment—twelve categories with dozens of links to other meta fund-raising Web information. When searching under “community college,” eighty-six general hits are offered. Those interested specifically in fund-raising and development, and especially grantwriting, shouldn’t miss this site.

Schuyler, Gwyer. *Fund-raising in Community College Foundations*. ERIC Digest. 1997. Accessed Aug. 12, 2005, www.ericdigests.org/1997-4/foundations.htm. Schuyler’s work offers a brief review of the successes of nonprofit foundations, specifically in higher education, as well as a brief history of community college foundations and the role of foundations in community colleges.



CALL FOR ENTRIES

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- Library and institutional transitions: how they impact organizations and individuals;
- Professional transitions, including: changing demographics of the library profession and the communities libraries serve, diversity concerns, the effectiveness of library school education programs, blurring of librarian and support staff roles; and
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