

Innovatus

The Magazine of the League for Innovation in the Community College

VOLUME 1 | \$8.95
Winter 2024

**AN EDUCATOR
ON THE MOVE:
FROM POVERTY TO
PRESIDENCY TO
PHILANTHROPY**

PRESIDENTIAL LEADERSHIP:
Chart Your Course With
Entrepreneurial Mindset and
Innovative Action

**SUPPORTING FUTURE
LEADERS**
Through Preparation for
the Presidency

**FUELING DUAL
ENROLLMENT MOMENTUM**
to Combat Declining
College-Going Rates

THE MULTIPLIER EFFECT

**INAUGURAL EXECUTIVE EDITION
OF INNOVATUS**





We Help Colleges Craft Inspiring Stories That Move People to Action

Great communication begins by connecting. We help you connect with your community, students and donors.

We transform outcomes with innovative, educational solutions focused on:

- **Communication Strategies and Workshops**
- **Resource Development**
- **Enrollment**
- **College Magazines**

TOUCHPOINT EDUCATION SOLUTIONS

TRANSFORMING OUTCOMES WITH INNOVATIVE EDUCATION SOLUTIONS

Touchpoint Innovative Solutions

389 Palm Coast Parkway SW, Suite 3 | Palm Coast, FL 32137 | info@touchpointis.com | 386.449.8353



Innovative Solutions to Support Student Progress and Meet Workforce Demand

Through the League for Innovation in the Community College Online Course Sharing Consortium, community colleges can seamlessly collaborate to share in-demand certifications, courses, and programs to support students on their academic pathways.

SUSTAINABLE SOLUTIONS TO HELP COMMUNITY COLLEGES THRIVE IN AN ERA OF PROFOUND CHANGE:



Share courses that serve as just-in-time solutions to keep students on the path to graduation



Launch new or bolster existing academic programs to meet regional workforce demand



Embed certifications to create stackable pathways for learners along the career-education continuum



VISIT WWW.ACADEUM.COM
Contact us to learn more at courseshare@acadeum.com



TABLE OF CONTENTS

04



An Educator on the Move: From Poverty to Presidency to Philanthropy

08



Presidential Leadership: Chart Your Course With Entrepreneurial Mindset and Innovative Action

12



Fueling Dual Enrollment Momentum to Combat Declining College-Going Rates

16



The Power of One Word

18



The Value of Innovative Communications

20



The Multiplier Effect

22



Supporting Future Leaders Through Preparation for the Presidency

26



How to Find Funding Channels to Fill Financial Gaps in Your Organization

28



A Giving Snapshot: Recent Trends

30



10 Ways to Help Ensure Successful Resource Development

CEO LETTER

Welcome to the inaugural executive edition of *Innovatus*, the magazine of the League for Innovation in the Community College. With this issue, we launch a new quarterly publication for college presidents, chancellors, and CEOs that focuses primarily on resource development. We are joined in this venture by our partners at TouchPoint Innovative Solutions and BrightDot, who have expertise and experience in marketing/communications and fundraising, respectively.

Each issue will feature stories and experiences from college leaders and their work in advancement, starting with Timothy L. Beard's journey to the presidency of Pasco-Hernando State College and his commitment to philanthropy that supports increased opportunities for PHSC students. John J. "Ski" Sygielski, President of HACC, Central Pennsylvania's Community College, and Linnie S. Carter, the college's Vice President for College Advancement, offer ten tips for successful resource development.

The executive edition of *Innovatus* will occasionally feature leaders in other organizations that serve the college enterprise. In this issue, Rebecca A. Corbin, President and CEO of NACCE, tells of her early intuitive experience with the theory of effectuation and the impact its five principles have had on the organization she now leads.

We've included "Fueling Dual Enrollment Momentum to Combat Declining College-Going Rates," by Tara Zirkel, Director of Strategic Research at EAB. This reprint from the spring 2023 issue of our standard edition of *Innovatus* offers a review of threats to dual enrollment as well as ideas for driving dual enrollment engagement.

Cynthia Wilson, Vice President for Learning and Chief Impact Officer at the League, considers the role of CEOs in preparing future presidents and provides an overview of the League's Executive Leadership Institute. Items from our partners, TouchPoint and BrightDot, draw on their knowledge and experience in communications and fundraising, and recent trends in giving are highlighted in an infographic from Giving USA Foundation and Indiana University Lilly Family School of Philanthropy.

As we near the end of the first quarter of the 21st century, we note that these years have seen a marked increase in the amount of time college leaders devote to fundraising and advancement. We are sending this magazine to presidents and chancellors as a resource for new and veteran leaders alike as you engage in this necessary work to support the students and communities you serve.

We invite you to share with us the concerns, challenges, and successes you're experiencing in your resource development efforts. Email the editor, Cynthia Wilson, at wilson@league.org to let us know the topics and types of articles that would be most useful to you as well as the innovations you and your team are designing around resource development.

We look forward to hearing from you!



RUFUS GLASPER, PH.D.

*President and CEO, League for Innovation
in the Community College*



Innovatus EXECUTIVE EDITION

PUBLISHER

Rufus Glasper, Ph.D.

EXECUTIVE PUBLISHER

Howard M. Holley

EDITOR

Cynthia Wilson, Ed.D.

MANAGING EDITORS

Jeanne Coates
Kelly Dooling, M.A.

EDITORIAL ADVISORS

Bill Crouch, Ed.M.
Barbara Holley, Ed.D.

PARTNER ENGAGEMENT

Lorene King

ART DIRECTOR

Leslie Proctor

League for Innovation in the Community College

2040 South Alma School Road
Suite 1-500
Chandler, AZ 85286
www.league.org

CHAIR, BOARD OF DIRECTORS

David Ross, Ph.D.

Please send inquiries to
publication@league.org.

For information on advertising, please
contact advertising@touchpointis.com.



The executive edition of *Innovatus* is published
by the League for Innovation in the Community
College in partnership with



*Opinions expressed in articles in the executive edition of
Innovatus are those of the authors and do not necessarily
represent those of the League for Innovation in the Community
College, TouchPoint Innovative Solutions, or BrightDot.*

*All rights reserved. No portion of this magazine may be
reproduced without the express written consent of the
publisher. TouchPoint Innovative Solutions assumes no
responsibility for errors or omissions.*

© 2023 TouchPoint Innovative Solutions. All rights reserved.



ABOUT PHSC

10,000+ Students Served Annually
60,000+ Alumni
Six Locations
More Than \$43 Million in Annual
Financial Aid/Scholarships
Operating Budget of Approximately
\$70 Million

Proud To Be Among the "Great 28"
Florida College System Institutions

AN EDUCATOR ON THE MOVE:

From Poverty to Presidency to Philanthropy

BY TIMOTHY L. BEARD

My childhood experiences undoubtedly shaped me into the man I am today. I am the sixth of eight children, born in the Florida panhandle town of Port St. Joe in 1962.

Impoverished and living in a two-bedroom shotgun-style home, my siblings and I were poor, but enriched by the love and support of our parents, Roosevelt and Dorothy Beard. Bolstered by their wisdom and encouragement, I knew that I could do anything I chose to do. That confidence has been my passport to a long and rewarding career in higher education.

My passion for learning, inspired mainly by my mother, was perhaps too exuberant at times. For example, I was so excited about starting kindergarten that I attempted to self-enroll a year early. I was only five when the minimum enrollment age was six. I thought my mom might be impressed by my ambition; a sore backside and verbal tirade told me otherwise. At five years old, I walked to Duran's grocery store to return used soda bottles to earn change that would allow me to purchase the newspaper for the sports section. Walking a two-mile round trip for nickels (and later dimes) was well worth the effort in exchange for building reading skills and knowledge of sports.

Before Florida's public schools were fully integrated in 1970, I attended first and second grades at the former Washington High Elementary School in Port St. Joe. Used books, typically handed down by predominantly White schools, could not leave the premises, inhibiting Black students from studying at home. I was unaware that in public schools, Black and White children were educated differently at the time. I was simply thrilled to be a student.



► *Second Grade Class, Washington High-Elementary School*

At my nearly all-Black school, a White teacher, Ms. Jo Anne Smith, was so impressed by my perfect attendance and excellent grades that she told my mother to “do whatever it takes” to send me to college. As a result, I excelled in academics, baseball, and football, graduating in 1980 from Port St. Joe High School as a top honor student and all-region athlete.

I was thrilled to attend Florida A&M University (FAMU) and graduated in 1985 with a degree in general education. I earned a master’s degree (1987) and a Ph.D. (1998) from Florida State University (FSU). I also served in staff, faculty, and administrative positions at FAMU and FSU. After 22 years in Tallahassee and earning FAMU’s Teacher of the Year award in 2001, I accepted a post as Dean of Student Affairs, then later Acting Vice President, at the University of South Alabama in Mobile; I was the first African American senior administrator in the university’s history.

In 2006, the Pasco-Hernando State College’s (PHSC) third President, Katherine M. Johnson, Ed.D., offered me a position as Vice President of Student Affairs and Enrollment Management. I enjoyed supporting the college’s amazing growth during those years. In 2015, after a national search and more than 100 applicants, I was honored to be offered the role of President by the college’s district board of trustees. The



► *Dr. Beard with Mobile, Alabama, Mayor Sam Jones, also a trustee at the University of South Alabama.*

position as PHSC’s fourth President has been the crowning achievement of my career.

As President, I aimed to provide PHSC and our students with the best possible opportunities. During my tenure, the college, community, and residents benefitted from \$125 million in new state and federal funds. During the same period, PHSC received an approximately 35 percent increase in recurring dollars for operating funds. Additionally, the college foundation increased assets by 40 percent – thanks to donor, faculty, and staff support and the hiring and engagement of professional fundraising and philanthropic professionals.



▶ *Tim with siblings Terrell, Veronica, Roosevelt, Jr., and Carl Beard at the Presidential Inauguration*

Witnessing the advancement of students, faculty, and staff, and providing workforce and higher education opportunities to the residents of our district, has been rewarding beyond words. As I plan to retire in January 2024, after 17 years at PHSC and nearly nine years as President, I know that PHSC is poised for even greater success.

Thanks to everyone who has supported PHSC's growth and development, I am ready to pass the baton to a new leader who will usher the college into a dynamic new era of possibilities.

Timothy L. Beard, Ph.D., is President of Pasco-Hernando State College. His commitment to creating opportunity for community college students is evidenced by his support for resource development at PHSC.



▶ *Dr. Beard presents Derrick Brooks with a PHSC Bobcats shirt after he interviewed the NFL Hall of Famer at a PHSC event hosted in 2022.*



PRESIDENTIAL LEADERSHIP: Chart Your Course With Entrepreneurial Mindset and Innovative Action

BY REBECCA A. CORBIN

Fueled by inexpensive credit and lax lending standards, the 2008 financial crisis in the United States was a boon for community college enrollments. In fact, the American Association of Community Colleges (AACC) published a policy brief in 2009 reporting that, “Full-time enrollment at U.S. community colleges increased 24.1% in a two-year time period from fall 2007 to fall 2009.”¹

In recent times, the global pandemic, economic crises, and a demographic shift created an adverse environment in which college enrollments declined. The National Center for Education Statistics reported,

In fall 2021, total undergraduate enrollment in degree-granting postsecondary institutions in the United States was 15.4 million students, 3 percent lower than in fall 2020 (15.9 million students). This continued the downward trend in undergraduate enrollment observed before the coronavirus pandemic. Overall, undergraduate enrollment was 15 percent lower in fall 2021 than in fall 2010, with 42 percent of this decline occurring during the pandemic.²

More than a decade apart, these two crises had vastly different impacts on student enrollment and presented many new leadership challenges for college presidents. We don't know what the next national or global crisis will be, but it's wise to assume there will be one, which will impact enrollment, workforce development, and/or revenue generation for colleges at some point in the future.

This brings us to the million-dollar question for aspiring and current college presidents: How can we strengthen our abilities to successfully adapt to challenges and move beyond a survival mentality to get to a place where we can lead our colleges and communities to thrive in an age of uncertainty?

EFFECTUATION AS A FRAMEWORK FOR LEADERS

When I started working at Rowan College at Burlington County (RCBC) in 2009, our nation was in the throes of a financial crisis. My initial role as executive director was to re-start the RCBC Foundation, which had been inactive for years. My approach to raising funds at the time was counterintuitive: give away funds to build momentum by engaging foundation trustees, capture and promote stories for the local media, and leverage the assets of RCBC. Because expectations to set and attain fundraising goals were low during this time, it was a safe time to experiment with new approaches. We successfully launched two new fundraising events: the Celebration of Philanthropy event and Dress for Success Showcase. Both far exceeded our fundraising expectations.

While I didn't realize it at the time, this action was the result of entrepreneurial thinking. Unknowingly, I had applied many of the principles of effectuation, a theory created by researcher Saras Sarasvathy, a professor at the Darden School at the University of Virginia. She describes the framework of effectual thinking as five distinct principles:

Bird in Hand Principle – Start with your means

Don't wait for the perfect opportunity. Start taking action, based on what you have readily available: who you are, what you know, and who you know.

Affordable Loss Principle – Set affordable loss

Evaluate opportunities based on whether the downside is acceptable, rather than on the attractiveness of the predicted upside.

Lemonade Principle – Leverage contingencies

Embrace surprises that arise from uncertain situations, remaining flexible rather than tethered to existing goals.

Crazy-Quilt Principle – Form partnerships

Form relationships with people and organizations willing to make a real commitment to jointly creating the future—product, firm, market—with you. Don't worry so much about competitive analyses and strategic planning.

Pilot in the Plane Principle – Control the controllable


The four specific principles above represent different ways entrepreneurs interact with the environment to shape the environment. Of course, not everything can be shaped or controlled, but effectuation encourages you, as the pilot of your venture, to focus on those aspects of the environment which are, at least to a certain degree, within your control.³

APPLYING EFFECTUATION

Fast forward to 2014 when I attended my first conference of the National Association for Community College Entrepreneurship (NACCE) in Phoenix, Arizona. At the time, I was serving as Vice President of Institutional Advancement for RCBC in New Jersey. This was my first immersion into the theoretical construct and practical application of entrepreneurial mindset and innovative action. It marked the beginning of my professional journey into understanding and applying effectuation to meet challenges and create opportunities.

At NACCE, we have witnessed the model of effectuation at work with some of our most impactful programs, serving thousands of professionals on college campuses that represent a diverse range of positions and academic disciplines. NACCE's 2022 annual report⁴ shares the impact of professional development trainings, the Verizon Innovative Learning STEM Achievers Program, the Everyday Entrepreneur Program and Fund, and the \$8.1 million NACCE awarded to colleges to implement enrichment and engagement programs that year.

When I joined NACCE in early 2015 as the President and CEO, the framework of effectuation became increasingly useful in



working with a network of 300+ community colleges across the nation in rural, suburban, and urban areas. In the course of this work, I've conducted trainings in over 20 districts, made dozens of college visits, and delivered keynotes and a commencement address focused on the power of effectuation.

NACCE is one of the nation's foremost nonprofit associations working with leaders from the League for Innovation in the Community College (League), Association for Community College Trustees, and AACCC to advance opportunities and success for the community college sector. Here are a few suggestions for how to apply effectuation in your higher education environment.

FOR ASPIRING COLLEGE PRESIDENTS

Several organizations, including the League, offer preparation courses that provide opportunities to learn about the search process and the role of the college president. The time invested in these programs will help you to prepare for the public search and identify the type of institution that meets your needs. You also might want to ask these questions:

- What bird-in-hand assets do I offer to a potential college I might lead? How do I stand out and differentiate myself from other candidates?
- What is my affordable loss, or what am I willing to give up, to secure a presidential position? Am I willing to relocate to a new area, and how is that culture a fit for my lifestyle and family? How much do I risk in my current position by engaging in a public search?

FOR NEW COLLEGE PRESIDENTS

Now that you have secured a position as president, the work of building relationships at different levels, if you were promoted from within, or in a community, if you relocate, begins. If you participated in a presidential preparation program, you have developed a network and learned from the experiences of other presidents. Still, as a new president you will encounter both positive and negative surprises. In effectuation, the key is to remain flexible, learn from your mistakes, and turn challenges into opportunities. You might ask yourself these questions:

- When I become responsible for the challenges in my institution as president, how might I turn challenge into opportunity, or lemons into lemonade? How might I use a design thinking approach to solve problems that are inclusive of many stakeholders? How can I map existing assets and develop new approaches to problems?

FOR LONG-SERVING COLLEGE PRESIDENTS AND CHANCELLORS

With the world changing at a rapid pace, longer-serving presidents can benefit greatly from looking at challenges and opportunities through a new lens, including an effectuation framework. You might ask yourself these questions:

- Who are the people in my inner circle that I turn to for innovative solutions to complex problems? Is my crazy-quilt network diverse enough? Entrepreneurs know that many of the most successful ventures include people with different opinions, skills, and perspectives.
- What pressing challenges and opportunities do I control? How can I be a better pilot in the plane by focusing on the data, strategic planning, and making pivots as needed?

In 2024, NACCE will launch an ELEVATE Academy to provide networking, learning, and mentoring opportunities for college presidents and advancement leaders who want to learn how to apply entrepreneurial mindset and innovative action to their work in a cohort model.

¹Mullin, C. M., & Phillippe, K. (2009). *Community College Enrollment Surge: An Analysis of Estimated Fall 2009 Headcount Enrollments at Community Colleges*, Policy Brief 2009- 01PBL. American Association of Community Colleges.

²National Center for Education Statistics. (2023). *Undergraduate Enrollment. Condition of Education*. U.S. Department of Education, Institute of Education Sciences.

³Effectuation (n.d.). *What is effectuation? Effectuation 101*.

⁴National Association for Community College Entrepreneurship. (2022). *2022 Annual Report*.

Since 2015, Rebecca Corbin, Ed.D., has served as President and CEO of NACCE, the country's leading organization focused on promoting entrepreneurship through community colleges and a growing number of Historically Black Colleges and Universities, serving over 3.3 million students.

ATTRACT & RETAIN STUDENTS WITH ONE-TO-ONE MARKETING CAPABILITIES.



TouchPoint Innovative Solutions offers a suite of products and services that optimize student recruitment and enrollment. Make every touch point count to increase student acquisition, retention and long-term alumni participation. It starts by identifying meaningful touch points with prospects and students - next we design messages and select channels to drive the best results. All of our solutions and services are measurable, allowing you to easily quantify the success of your communication efforts.

Our offerings include:



DATABASE ENHANCEMENT

- Data modeling and analysis
- Segmentation
- List procurement
- Data app ends



MOBILE APPS & DIGITAL VIEWBOOKS

- Works on desktop, tablets and mobile devices
- App development
- Tracking and reporting



1:1 DIRECT MARKETING

- Direct marketing print and mailing
- Personalized/variable digital print
- Promotional products



RESULTS & ANALYSIS

- Campaign reporting
- Marketing ROI
- Engagement surveys



MULTI-CHANNEL CAMPAIGN DEVELOPMENT

- Concepting and creative design
- Email, print and social
- Interactive development and deployment



FUELING DUAL ENROLLMENT MOMENTUM

to Combat Declining College-Going Rates

BY TARA ZIRKEL

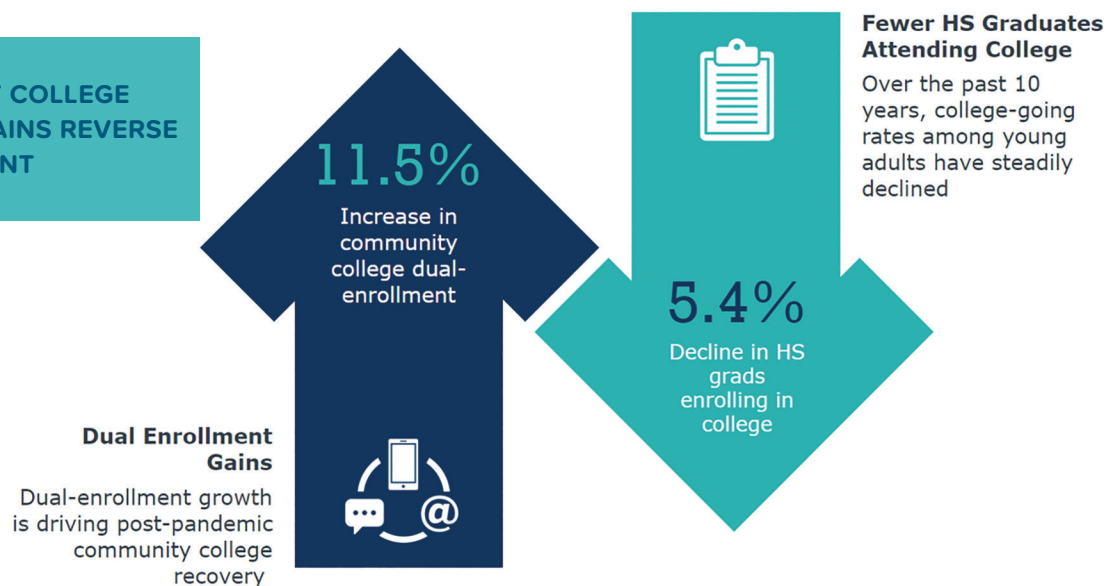
Since 2020, enrollment at community colleges has declined 5.4 percent,¹ which has prompted institutions to reflect on practices that impact student success and on barriers students face in their pursuit of higher education. Most of the enrollment that has been recovered at community colleges is through an uptick in dual enrollment. As of fall 2022, enrollment declines at community colleges had slowed to 0.4 percent compared to the prior fall, driven entirely by the growth of dual enrolled high school students (+11.5 percent) and 18- to 20-year-old students (+1.4 percent).²

While this growth in dual enrollment is encouraging, college-going rates for high school graduates have steadily declined over the past decade. Even as high school graduation rates climbed by 7.6 percent since 2010, college-going rates declined by 5.4 percent.³ And while students who participate in dual enrollment are historically more likely to go on to college, the pandemic has shifted the focus of some young adults to full-time employment, family obligations, and alternatives to traditional postsecondary education. This shift makes it imperative for community colleges to keep dual enrolled students highly engaged if they intend to retain them.





FIGURE 1: COMMUNITY COLLEGE DUAL ENROLLMENT GAINS REVERSE DECLINING ENROLLMENT



EXTERNAL THREATS TO KEEPING YOUR DUAL ENROLLED STUDENTS

Today's prospects are considering a wider set of institutions at every stage of the funnel. For enrollment leaders, this means that students' attention is increasingly divided. Data from EAB student surveys and partner institutions have shown a steady increase in the average number of applications per student from just over six to seven across the pandemic.⁴ Knowing that dual enrollment students are likely casting a wider net when considering their long-term college options means that early, targeted communications with these students is vital in order to successfully stand out among their other options.

In addition, more students may be open to nontraditional pathways to access postsecondary knowledge. A national survey conducted in 2022 suggests that the number of high school juniors and seniors planning to attend fully online colleges has more than doubled since before the pandemic, despite the fact that the majority of these colleges do not market to younger students.⁵

Compounding the lure of multiple education pathways are rising wages among young adults. Many students who may be considering attending community college are having to weigh their need to provide for themselves and their loved ones with their desire to attend college. And often, financial obligations take precedence over postsecondary education pursuits. Atlanta Federal Reserve's Wage Growth Tracker⁶ shows that the 12-month moving average of median hourly wage growth stands at 3.8 percent overall. In 2022, this number jumped to 10.5 percent for 16- to 24-year-olds,⁷ demonstrating that young adults are gaining access to better paying jobs, which can press pause on their college-going plans.

INTERNAL THREATS TO KEEPING DUAL ENROLLED STUDENTS

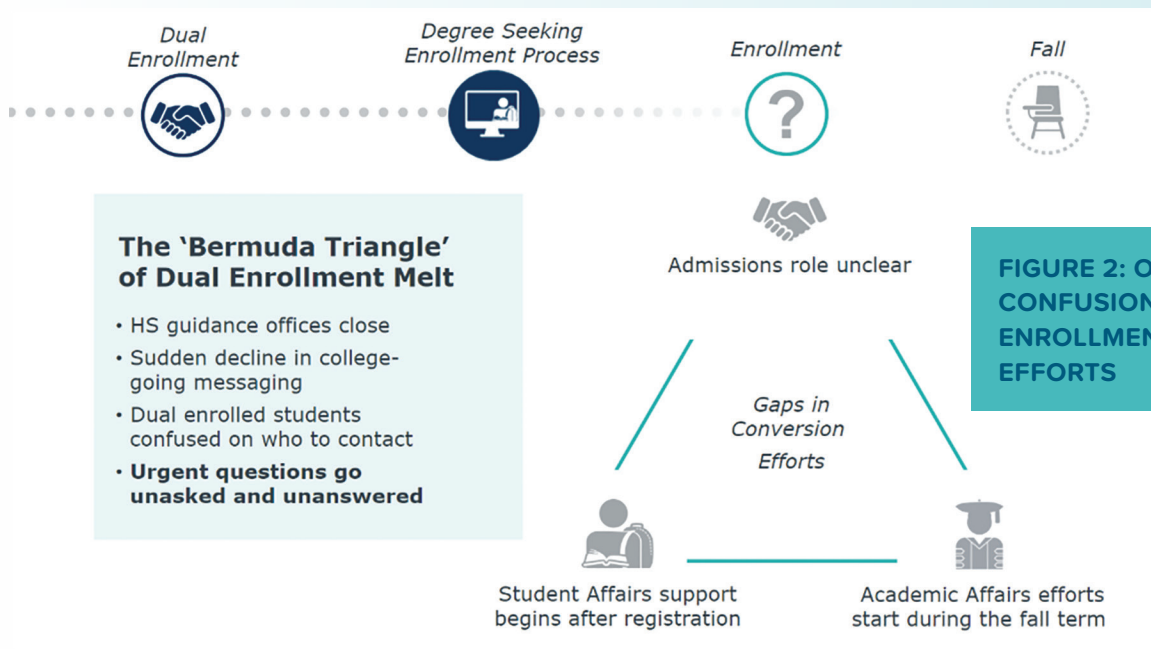
Even for students who haven't opted out of college, getting through the enrollment process can be a challenge, and younger students have high expectations of rapid and tech-enabled processes. Unfortunately, during the pandemic, it took community college students an average of three weeks to register for courses after being admitted,⁸ significantly slowing student momentum. The swirl caused by redundant processes can result in unnecessary visits to campus and frustration,⁹ and cause community colleges to spend time course-correcting to get students on track.

EAB's secret shopper research¹⁰ shows the largest barriers to community college enrollment are:

- ◆ High school transcript requirements
- ◆ Inaccessible staff
- ◆ Delayed acceptance or ID delivery
- ◆ No (or limited) nudges about next steps
- ◆ No guidance on program choice
- ◆ No guidance and limited website information regarding transfer options

Younger students, who have always had access to instant information, expect a rapid and transparent turnaround when interacting with colleges. Uncluttering the enrollment process and providing clear, concise, easy-to-understand calls to action will become even more paramount as higher numbers of young students explore their college options.

Finally, with changes in staffing levels both at high schools and community colleges, having enough hands to keep dual enrollment students moving forward has been a challenge. Student-facing professionals such as advisors and admissions



staff have been difficult to retain, and this lack of bandwidth can create bottlenecks in engaging dual enrollment students through to continued enrollment.

HOW CAN COMMUNITY COLLEGES INNOVATE TO DRIVE DUAL ENROLLMENT ENGAGEMENT?

- ◆ **Offer Early Admission:** Providing early admission to your college and prioritizing enrolling students before they graduate high school can help students to maintain their dual enrollment momentum. For example, Houston Community College has begun to close the gaps on retaining younger students through their PSOAR program, which provides early admission and helps students complete their enrollment before summer break.¹¹
- ◆ **Engage Families:** During the pandemic, students relied more on their families when making decisions about college, but first-generation students were 23 percent less likely than successive-generation students to name their families as a top resource.¹² Knowing that community colleges service many first-generation students, it's important to pull their families into the conversation early to make sure everyone's questions are answered. Consider holding information sessions that are explicitly for dual enrolled students and their families and that outline your value proposition and specific enrollment steps. This will help to build trust and eliminate confusion.
- ◆ **Streamline Onboarding:** In 2016, only 20 percent of students at Pikes Peak Community College were matriculating directly from high school, and 60 percent of applicants never enrolled.¹³ After discovering that 93 percent of non-enrolled applicants did not go on to enroll at another institution, college leadership decided to survey lost applicants. Student responses revealed numerous communication breakdowns, including long turnaround

times, unclear messaging, and inflexible practices. By leveraging self-guidance technology, offering 1:1 advising after hours, and streamlining placement testing processes, advising appointments increased 7 percent in one year. And students who engaged with self-guidance technology were twice as likely to register for classes than those who did not.

- ◆ **Focus on Flexibility:** As wages for young adults climb, the strategies that have historically attracted working adults are becoming more applicable to young adults. These are students who are interested in ROI,¹⁴ hybrid and online programs, short-term options, and workforce training. Using dual enrollment connections as a vehicle to showcase the variety of paths forward—not just a traditional campus-bound associate degree—can help keep the attention of students who are actively seeking the highest return on both their time and financial investment.
- ◆ **Leverage Summer Melt Strategies:** Converting dual enrollment students doesn't stop once they have applied to the college as degree-seeking students. Make sure each student service area is informed of its role in working with former dual enrollment students, what students' specific enrollment milestones are, and which enrollment steps students may get to skip. This is critical in ensuring that students stay on track. After registration, these students still need college support, especially if they registered earlier in the spring, because they lose their existing dual enrollment infrastructure, such as guidance counselors and dedicated dual enrollment advisors.

This article was originally published in the Spring 2023 issue of Innovatus. Visit www.innovatusmagazine.com/fueling-dual-enrollment-momentum-to-combat-declining-college-going-rates for the reference list.

Tara Zirkel, Ed.D., serves as Director of Strategic Research at EAB. During her career, she has worked at and with community colleges, including leading national initiatives to strengthen community college access.

The Power of ONE WORD

BY BILL CROUCH



If you want to improve the donor experience and impact your organization exponentially, virtually overnight, start using the word “mattership.” It’s the next level of stewardship.

I shared this realization with an audience of nonprofit executives and college presidents who were in attendance at a recent Meet The Donors forum hosted by BrightDot, the national fundraising firm I founded in 2015.

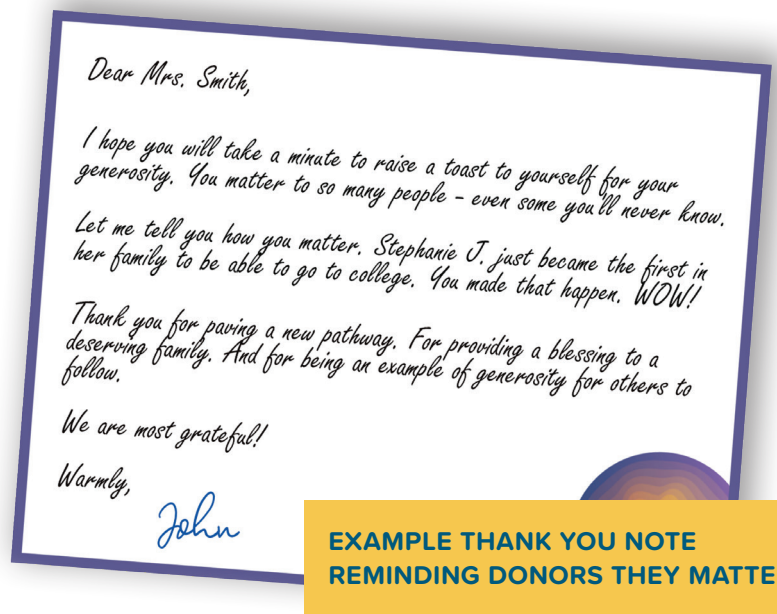
We brought in our team of fundraising experts, alongside three hand-chosen high-wealth donors, who shared their experience and advice on how development teams can elevate their fundraising game in our ever-changing world. I shared the story behind the term mattership.

During a recent conversation with the owner of funeral homes who is a renowned expert in the industry, he shared that in his many years of working with grieving families, he has concluded that the most important question to be answered by any individual is, “Does my life matter?”

That one phrase rocked my world with an important insight – the next level of stewardship is mattership.

Stewardship is about *things*. It’s the careful and responsible management of something entrusted to one’s care.

Mattership is about *people* and the considerate management and actions one uses to show joy, gratitude, and love to someone important to them.



EXAMPLE THANK YOU NOTE REMINDING DONORS THEY MATTER

Here is a wonderful opportunity for development professionals to help donors and supporters know the extent of how much they matter to your organization.

In the short time we’ve been using this word and sharing the vision behind it, we have been astonished by the impact on our team, our clients, and those they serve.

William H. “Bill” Crouch is Founder and CEO of BrightDot LLC. He served 22 years as President of Georgetown College and was Senior Managing Partner of Jerold Panas, Linzy and Partners. He is a purpose-driven leader passionate about impacting the lives of clients and the people they serve. A graduate of Wake Forest University and Southeastern Baptist Theological Seminary, he is an Honorary Fellow at Regents Park College, Oxford University.



Tell your college's innovation story
in League publications:

- *Leadership Abstracts*
- *Learning Abstracts*
- *Innovation Showcase*

CALL FOR MANUSCRIPTS

Featuring innovative practices in community college leadership, teaching and learning, student services and support, workforce and economic development, community connections, and more.

See www.league.org/callformanuscripts

Publication Descriptions | Author Guidelines | Submission Details





THE VALUE OF INNOVATION

The difference between mere management and leadership is communication.”
- Winston Churchill

Communication is imperative to the success of a leader. In many leadership training programs, participants go through an exercise where one person whispers something to the person beside them, and that person relays that message to the person beside them until the message comes full circle. It always comes out different from the original message as it goes through the filters of the people relaying the message. The more participants, the greater the change. You cannot rely on word of mouth to share your vision and the state of your organization.

One of the most important principles in your organization is trust, and clear communication is the basis of trust. This affects everything from staff hiring and retention to enrollment, community support, alumni engagement, and fundraising.

Our world has changed and continues to change at an unprecedented rate. We have gone in my lifetime from television with three channels that had to be manually changed on the box, to cable, DVDs, and now streaming on

a device that you can carry on your person. Right now, you think you understand the situation but may not realize that the situation has already changed.

With the change in the world around us, communication methods and frequency must change. We need to be innovative in the way we reach our stakeholders, and we need to be clear about who those stakeholders are. They may be students, faculty, staff, prospective students, the business community, alumni, donors, or others. It is important to look at each group and determine the touchpoints that will make an impact, resonate, and build the trust you seek so that they will take action to have trust in you and your organization.

It is crucial to arrange the object of communication as concrete and comprehensible, and as oriented toward the stakeholders as possible. Innovative communication poses particular challenges, which in turn require special routines. It needs to be personal and relevant, with illustrations, examples, and stories. Communications should be shared in a way that can be experienced and felt. It is important that the passion of the leader is reflected in the communication, especially to potential and current donors.



TIVE *Communications*

BY BARBARA C. HOLLEY

Innovation can occur in messaging or method. Innovation in messaging that changes the focus from an annual report to an impact report is one example of this. Instead of communicating your actions, an impact report communicates the results of your actions and the funding that is received. Being innovative in your methods includes using a multi-channel approach and reaching your stakeholders with digital, text, and print touchpoints.

The goal of these communications is to establish a relationship with your prospective student, colleague, donor, or supporter. This cannot be achieved with a one-time touch. Regular, anticipated touchpoints are needed to build a relationship, and the message and method must match that of the recipient. This article is coming to you in a print version of *Innovatus*, written specifically to reach community college presidents in our executive edition. It was sent in an envelope to your office specifically to avoid the digital clutter that someone at your level experiences. The fact that you are reading this says that this was a valid method for sharing information with you.

Audience and stakeholder definition and modeling are imperative. You need to determine who you need to communicate with before you can determine how you want

to reach them. The identification of what will engage these stakeholders is also crucial to successful communications. One innovative college piloted a digital crowdfunding campaign for various student-led projects. A sector of alumni who had never given previously loved the opportunity to pick and choose projects and the ability to give small amounts to multiple endeavors. This had two benefits. One is obvious: funding that previously had not been attained. The second benefit is that it started the giving relationship with previously unengaged alumni. By looking closely at your stakeholders, you may find innovative ways to engage those who have not yet become your supporters.

Engaging with stakeholders through various omni-channel platforms fosters a strong bond between the institution and its key stakeholders. By prioritizing innovative communication, you can adapt to the changing resource landscape and continue to evolve.

Barbara Holley, Ed.D., is President of TouchPoint Innovative Solutions. She served as a school principal for 15 years before taking on her current role.

The Multiplier Effect

BY BILL CROUCH



What if I told you that you can exponentially multiply the impact that every person and every dollar has on an organization? Any organization. Particularly in the fundraising space.

BEFORE: 1 person = 1 person **BEFORE:** \$1 = \$1
AFTER: 1 person = 10 people **AFTER:** \$1 = \$10

Let me share a perfect example of how this worked in the real world.

Dr. Timothy Beard, President of Pasco Hernando State College (PHSC), asked for my company BrightDot's help to turn a modest development budget into a donation that was more than 10 times the funding available to build the campaign. We were able to institute our 95/5 Strategy by building the campaign around a specific outcome – the naming rights for their baseball stadium.

“Our funding pool got much smaller when we became laser focused,” explained Beard. “We were able to exert far less effort and resources with far greater results once we understood and implemented the strategy.”

We were able to define and hone our prospect list by building a specific “ask” that was designed for a specific target – a local company. We positioned the campaign so the benefits for the company were easily seen, the marketing value was recognized, and the impact their contribution would have on lives for years to come was understood.

The Multiplier Effect has continued to work as if by magic, providing continued funding for PHSC through events, sponsorships, and experiences that have enriched thousands of lives over the years.

WHAT WE KNOW

1 **Many community college staff come from lower to middle class families, like me.**

To learn to spend from another, wealthier wallet (not our own) involves a major shift in perspective. This can be learned. We know this because over 70 percent of BrightDot clients received their largest gift ever after training. Staff, volunteers, and supporters started asking for 10X their normal ask. And guess what? They get it.

2 **The 80/20 rule no longer applies.**

With the great increase in very high wealth individuals, we've seen a steep decline in middle class donors – even

a decline in donations from wealthy people. In this new world, the rule is 95/5. You'll receive 95 percent of your donations from just 5 percent of your supporters. But this is good news. Why? Because your reach becomes much smaller, and you can spend more time engaging the donors who will write a check. A very big check.

3 **In a community college, without money, mission simply does not matter.**

It doesn't matter because all the passion in the world can't help you feed a hungry family if you don't have the funds to buy the food. Far too many leaders of the hundreds of nonprofits we've met are not trained in how to run a business.

Running a community college is not easy. It cannot, must not, be run like a hobby. If you want to serve the masses, then you must first serve yourself and learn how to ask for the funding to make it possible.

Nine out of ten development officers tell us that what's holding their organization back is the lack of funds.

We beg to differ.

It is the leaders who set the stage for how things are done, and by empowering them with the necessary skills and knowledge, we can pave the way to build an organization of multipliers.

To become a multiplier, certain skills, audacious confidence, and processes can be learned and put into place. Leaders must be the first to adopt and master this mentality. It will become a transformative strategy that holds the key to unlocking an organization's full potential.

Beyond the financial aspect, embracing a multiplier culture enables leaders to spend less time on fundraising and more time on guiding the organization toward its mission and vision.

William H. “Bill” Crouch is Founder and CEO of BrightDot LLC. He served 22 years as President of Georgetown College and was Senior Managing Partner of Jerold Panas, Linzy and Partners. He is a purpose-driven leader passionate about impacting the lives of clients and the people they serve. A graduate of Wake Forest University and Southeastern Baptist Theological Seminary, he is an Honorary Fellow at Regents Park College, Oxford University.

Supporting Fu **THROUGH PREPARATION**

BY CYNTHIA WILSON

As headlines continue to proclaim the decreasing number of years community college presidents hold their positions, the need for quality leaders to fill these ever more frequently vacated roles continues to grow. This ongoing trend of shortened presidential tenure emphasizes an urgent need for sitting presidents to actively support preparation of the next generation of community college leaders. Presidents can do this through local succession planning efforts and by supporting employee participation in a range of broader community college leadership development activities, from workshops to doctoral degrees. Among the longer standing of these programs is the League for Innovation in the Community College's Executive Leadership Institute (ELI).

For thirty-six years, ELI has prepared aspiring presidents for the pinnacle role through an intensive program in which cohort members fully engage in on-site and, more recently, virtual programming, taking time away from their jobs to actively participate in the institute. Through its sessions, ELI includes opportunities for participants to “analyze their abilities, reflect on their interests, refine their skills, and engage in leadership discussions”¹ with college leaders from across North America.

The League launched ELI in 1988 with support from the W.K. Kellogg Foundation as part of a collaboration with The University of Texas at Austin. ELI and a second program, Expanding Leadership Diversity (ELD), which merged with ELI in the early 1990s, focused on preparing women and minorities for leadership and the presidency.²

The League already had a record of supporting diversity in the presidency when it developed ELI. For a decade during the 1970s and 1980s, the League held conferences for community



uture Leaders **FOR THE PRESIDENCY**





college presidents and administrators. In 1980, the League began a collaboration with the American Association of Women in Community and Junior Colleges on “Leaders for the 80s,” a FIPSE-funded program to increase the number of women in presidencies at these institutions.³

League President and CEO, Dr. Rufus Glasper, has a long and close connection to League leadership programming. Chancellor Emeritus of the Maricopa Community Colleges, Glasper was a member of the first ELD cohort and is deeply involved in ensuring that ELI is relevant and meaningful for all participants. He observed that, “Today’s ELI continues the League’s legacy of supporting diversity, equity, and inclusion at the highest levels of community college leadership” (personal communication, September 29, 2023).

The League’s commitment to diversity includes embracing the multiple pathways community college leaders take on their way to the CEO role. As Glasper put it, “The journey to

becoming a college president varies with each individual. During and after an executive leadership program, personal awareness and growth occur in many ways.”

Drawing on his own nontraditional pathway from positions in finance to the chancellor role, Glasper said,

At the end of my experience in the ELD program, I was convinced that being a college president was not in my future, and over nine years, I changed my mind and intentionally broadened my scope of responsibilities and knowledge. Recently, I was reminded by a past participant in ELI that deciding not to become a college chancellor or president is okay. I chose to serve as a community college CEO, and the experience emboldened my life.

This acknowledgement that the top job may not be for everyone is also part of the ELI program, which can prepare participants to further their journey toward a presidency or,

in some cases, help them realize they need to pause and reexamine their career goals or timeline.

ELI participants are selected through an application process that includes review by a committee of established presidents. Selected participants typically hold doctoral degrees and have reported to the college CEO in senior leadership positions for at least three years. Although designed primarily for professionals who have not served as president, ELI is also beneficial for new community college CEOs and leaders considering a move.⁴

Among the almost 1,000 graduates of ELI is its current director, Dr. Mary Spilde, President Emerita of Lane Community College, who emphasized that, “Future presidents need both theories of change and practical strategies for leading their organizations.” She continued, noting that, “these competencies should be developed prior to appointment to the position so that candidates can begin the presidency prepared and ready to tackle some of the most intractable problems that higher education is facing in this moment” (personal communication, September 28, 2023).

ELI can help aspiring presidents develop these skills. As Spilde explained,

ELI offers a carefully curated experience that builds systemic leadership, exposes the fragility of current strategies, and provides a roadmap to design new ways of being and doing that will better meet the needs of the students and communities we serve.

Among the comments from ELI graduates on the League’s website is one from a member of the ELI Class of 2021, Dr. Linda Kingston, Vice President for Academic and Student Affairs at Lake Superior College, who said of her experience,

Participating in the Executive Leadership Institute was one of the best professional development opportunities I have ever had. It helped me garner a better understanding of college leadership from the institutional perspective and has prepared me for when I choose to take the next step in my career. I’m grateful for the mentorship and collegiality that the Institute provided to me.⁵

In another comment, ELI Class of 2022 graduate Dr. Rushton W. Johnson, Vice President for Student Affairs at Pellissippi State Community College, characterized the experience as taking him “from the little engine thinking he can to the engine knowing he can.” Continuing, he described moving “forward with this experience knowing the why and centering the why in my preparation to offer myself to serve.”⁶

The League has provided thoughtful leadership training programs for community college personnel throughout its 55-year history, from early leadership workshops for division chairs, student personnel staff, and educational managers to ELI’s intensive program focused on the presidency. Decades of experience offer a long-term perspective on leadership trends in our field, but also heighten the immediacy of the current challenges facing the presidency. Deeply rooted in innovation, the League continues to adapt and adjust the Executive Leadership Institute to help prepare the leaders our colleges need now and in the future.

Note: The Executive Leadership Institute application process opens in spring, with acceptance announcements made to applicants in early fall. The on-site program is held in December, with a virtual component in January and additional convenings at the League’s Innovations Conference and in online events scheduled during the cohort year. To learn more about supporting ELI participation for aspiring college presidents, please contact Mary Spilde at spildem@lanec.edu.

^{1/4} League for Innovation in the Community College. (n.d.). Executive Leadership Institute.

^{2/3} League for Innovation in the Community College. (2008). *40 and Forward: Celebrating Forty Years of Community College Innovation*.

^{5/6} League for Innovation in the Community College. (n.d.). 2023 Executive Leadership Institute Participants.

Cynthia Wilson, Ed.D., is Vice President for Learning and Chief Impact Officer at the League for Innovation in the Community College. She served as a faculty member prior to joining the League staff in 1999.



fundraising

HOW TO FIND FUNDING CHANNELS

to Fill Financial Gaps in Your Organization

BY BILL CROUCH AND LORENE KING

In today's challenging world of labor shortages, the Great Resignation, increased operational costs, and reduced federal and state allocations, it doesn't take long for conversations in the community college environment to turn to the state of limited resources or doing more with less.

Many state community college systems and individual colleges are facing long-term budget shortages along with decreasing enrollment and have come to realize that the financial gap can only be filled from private funding.

Yet, in many cases, this funding channel has been overlooked, dismissed, or considered just a social and community connection for the college rather than a strong source of revenue. The link between enrollment and fundraising is missing. Consider these resource-multiplying tactics.

- **Turn the foundation into an enrollment multiplier.**

How often is the perception of the foundation simply to raise money, and to do so in stand-alone isolation?

Reconsider the foundation as the “why voice” for the college and employ cross-matrix activities with marketing, athletics, academic affairs, and enrollment to showcase donors who have invested in scholarships; programs; and the availability of an affordable degree, certificate, or training.

- **Create an alumni magazine that brags about institutional outcomes.**

How are you reporting the college’s impact? A print and/or digital publication is a key communication tool that can reach internal and external constituents for multiple purposes. All constituent groups need communications that drive the appeal of the college.

Students want to attend where they will be engaged and can achieve their educational goals. Parents want their children to attend a college that has proven success for its graduates. Donors want to invest where their dollars will be used to make a difference for people and the community.

- **Develop the PTK chapter into a recruitment opportunity.**

Phi Theta Kappa (PTK) chapters should be looked at as more than a campus organization for academically eligible students. Studies show that PTK members graduate at a higher rate than the general student consort and on average earn higher salaries in high-profile industry and business fields.

Build a partnership between the foundation and your PTK chapter to ensure that all eligible students take advantage of the organization’s lifetime membership and benefits by offering scholarships for membership. Sadly, many eligible and invited students don’t join because they can’t afford the one-time membership fee, and they lose the benefits of additional transfer scholarship funds, networking, and a myriad of other resources available through PTK corporate partnerships and connections.

An active PTK chapter of current and alumni members can drive social media conversations and can bring a surge in new student recruitment as well as greater participation in annual, scholarship, and capital giving from all sources.

- **Invest in signage that recognizes donors as investors in students.**

Have you noticed that enrollment increases after positive news, such as winning the state soccer championship or the announcement of a partnership or large donation? Why?

Because everyone wants to be associated with success, including donors. Donors give where others are giving.

Repurposing a portion of marketing dollars to recognize the investments of donors on billboards and in local newspapers and business magazines, along with your own publication, shares the success and impact of the college and encourages others to give.

- **Engage foundation board members as recruiters of students and future donors.**

Too often, foundation board members join to fulfill a community or business commitment. And many times, board members have no understanding of the expectations of their roles.

Consider engaging board members to take part in college events and community activities. For example, invite them to introduce a musical concert and announce the goal of endowing the Performing Arts Division Chair. Or, ask them to speak to local organizations like Rotary and Kiwanis about why they joined the foundation board and to encourage consideration of the college as the educational choice by pairing them with a student scholarship recipient to be introduced. This requires equipping board members with impact information and stories and engaging with them for success in their efforts.

The resource-multiplying efforts discussed here may result in:

- **An Engaged Board.** Board members want to do more than attend a monthly or quarterly meeting. Their community connections and skills should be utilized to share the impact of the college and grow support from diversified groups.
- **Multipled Staff Impact.** Utilizing the foundation board and partnerships with organizations like PTK can multiply the impact and reach of a limited staff.
- **Revenue.** Revenue increases as the stories and impact of the college permeate the community.

William H. “Bill” Crouch is Founder and CEO of BrightDot LLC. He served 22 years as President of Georgetown College and was Senior Managing Partner of Jerold Panas, Linzy and Partners. He is a purpose-driven leader passionate about impacting the lives of clients and the people they serve. A graduate of Wake Forest University and Southeastern Baptist Theological Seminary, he is an Honorary Fellow at Regents Park College, Oxford University.

Lorene King is Regional Vice President at BrightDot LLC. With over 20 years as a fundraising executive, she is skilled at identifying, training, and helping clients prepare and achieve successful philanthropic campaigns. She earned an A.A. from Northwest Florida State College, a B.S. from University of South Alabama, and an MBA from University of Memphis.

\$499.33 billion

In 2022, Americans gave \$499.33 billion to charity, a 3.4% decline compared to 2021. Adjusted for inflation, total giving declined 10.5%.

Where did the generosity come from?

Contributions by source

By percentage of the total

64% \$319.04 billion

Giving by Individuals

↓ declined by 6.4% from 2021

21% \$105.21 billion

Giving by Foundations

↑ increased 2.5% over 2021

9% \$45.60 billion

Giving by Bequest

↑ increased 2.3% over 2021

6% \$29.48 billion

Giving by Corporations

↑ increased 3.4% over 2021



*All figures on this infographic are reported in current dollars unless otherwise noted. Inflation was especially high in 2022, at 8.0%, and results may differ when adjusted for inflation. Learn more in the chapters.

Donor-advised funds are among the fastest growing forms of giving. Learn more about where grants from DAFs go in the chapter on donor-advised funds.



Giving to **international affairs** organizations grew by 10.9% in 2022, in part due to donors responding to world events. Despite uneven results in 2022, six of nine subsectors continue to exceed pre-pandemic levels, even when adjusted for inflation.

Where did the charitable dollars go?

Contributions by destination

percentage of the total contributions* ←



← change in comparison to total raised in 2021

*Percentages for recipient categories do not include unallocated giving, which totaled -\$28.54 billion in 2022.



Giving USA Foundation™, The Giving Institute, and the Indiana University Lilly Family School of Philanthropy are pleased to continue their partnership in providing the most comprehensive, longest-running, and most rigorously researched resource on U.S. charitable giving, *Giving USA: The Annual Report on Philanthropy*. It is a privilege to report on Americans' generosity and related historical trends on U.S. charitable giving.



Visit givingusa.org



10 Ways to Help Ensure **SUCCESSFUL RESOURCE DEVELOPMENT**

BY JOHN J. "SKI" SYGIELSKI AND LINNIE S. CARTER

Community college budgets continue to be slashed, while employees are being asked to do more with less. In addition, students are being asked to pay more for tuition and books. With all these elements at play, community colleges' roles in economic and workforce development have never been clearer. This positive outlook can be attributed to many factors, including successful resource development – which is more important today than ever before.

Because resource development is not for the faint of heart, we offer 10 ways to help ensure that your efforts are successful. This advice is especially important for community college presidents.

1. Tie your college's strategic plan directly to your foundation's fundraising priorities. Use the college's strategic plan to determine the foundation's fundraising priorities. If the initiative is not important to the community college, do not ask your precious volunteers to raise funds for it.
2. Hire a competent Vice President of Advancement with experience in fundraising, public relations, marketing, and/or sales. In too many cases, employees who fail in other positions are moved to fundraising positions at community colleges. Those days are over. Community colleges need to hire professionals with the appropriate level of education, experience, expertise, and interpersonal skills.
3. Consolidate the advancement functions – including advertising, alumni affairs, branding, fundraising, grants, graphic design, marketing, photography, public relations, publications, scholarships, special events, sponsorships, videography, and website development – under one unit. Community colleges can ill afford to work in silos. They must strategically consolidate and leverage functions that naturally fit together.
4. Give your Vice President of Advancement resources that are in proportion to your expectations of the position, including funding to hire additional staff. At the same time, hold the advancement VP accountable for results and deliverables.



5. Give your Vice President of Advancement a seat on the cabinet and hold this leader in as high esteem as the Vice President of Academic Services. The person charged with raising much-needed funds for the college is as important to an organization as, for example, the person charged with developing academic curricula, and should be treated as such.
6. Agree that the college President is the organization's chief development officer and the most important person, besides the donor, in the philanthropic relationship.
7. Join professional associations and attend their regional and annual conferences. Presidents, please do not send your Vice President of Advancement to these activities. Instead, attend them with your advancement VP. Schedule a lunch meeting within 30 days of the activity to discuss what initiatives, if any, you will work together to implement at your community college.
8. Fund your fundraising team's professional development activities and encourage them to visit other community colleges to learn new best practices. While it is tempting to

cut professional development budgets during times of economic strife, cut the fundraising team's professional development budget only as a last resort. An investment in this team is an investment in your resource development success.

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

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

Community college resource development functions can no longer be relegated to lower priorities and colleagues who are not capable of performing the job duties. Our resource development colleagues, if given the appropriate resources and tools, can help to fill the void left by dwindling financial support from our local and state governments. If presidents and other leaders do their part, our resource development colleagues will do theirs.

John J. "Ski" Sygielski, Ed.D. is President of HACC, Central Pennsylvania's Community College. Before launching his community college career, he served as a teacher in an inner-city school and as a corporate trainer for two Fortune 500 companies.

Linnie S. Carter, Ph.D., APR is Vice President of College Advancement at HACC, Central Pennsylvania's Community College, and Executive Director of the HACC Foundation. She describes herself as a "dreammaker" who works with staff and donors "to make our students' dreams come true."



Innovations CONFERENCE

March 17-20, 2024 | ANAHEIM, CA



Share your college's innovations and learn from others at the
LEAGUE'S 27TH ANNUAL INNOVATIONS CONFERENCE!

MARCH 17, 2024

Special One-Day Events

- ◆ **Presidents Track**
- ◆ **Vice Presidents Track**

Examine critical issues with peers and prominent thought leaders in these special events for sitting presidents and vice presidents.

Conference Tracks – March 17-20

- Leadership and Organization
- Learning and Teaching
- Student Support and Development
- Workforce Preparation and Development

Conference Features

- Solutions Center
- Keynote Speakers
- Breakout Sessions
- Celebrations of Innovation and Excellence
- And more! See www.league.org/inn2024

Registration information is available at
www.league.org/inn2024/registration



"The State cut our funding."

"How do I raise capital support and annual support?"

"My staff is so small."

"Our campaign has stalled."

"How do we begin?"



85% of Community College Presidents say
FUNDRAISING is a Top Concern*

We think differently.

70% of our clients have received their **largest gift ever** using BrightDot's groundbreaking Pathway to Larger Major Gifts.

At BrightDot, we have an entrepreneurial approach to fundraising. Our proven success with innovative methods allows you to connect with supporters in ways you may not have previously considered. Let's work together to create a new fundraising experience that results in goals achieved and more lives impacted.



BrightDot

DONORS. DREAMS. DELIVERED.



Special opportunity for Innovatus readers.

Scan the code at right to book a 15-minute strategy call with former college president of 20 years, and current BrightDot CEO, Bill Crouch.

