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SPECIAL FOR INSIGHTS

INTERNATIONALIZING YOUR PROGRAM

ASJMC Insights
Robert M. Ruggles, Editor

The Association of Schools of Journalism and Mass Communication (ASJMC)
234 Outlet Pointe Boulevard, Suite A
Columbia, SC 29210
803/798-0271
803/772-3509 (fax)

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Submit queries and manuscripts to Robert M. Ruggles, *Insights* Editor, 2318 Hampshire Way, Tallahassee, FL 32309-3107. E-mail: BobRug@aol.com. Phone: 850/893-3518
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Comments from the Editor ...

As you will soon recognize, the thrust of this issue of Insights is fundraising. A majority of the material came from the February meeting of the Association of Schools of Journalism and Mass Communication in Nashville. A major secondary theme is the continuing emphasis on internationalizing j/mc education and how to fund it, also from the Nashville meeting.

As the new editor of Insights, my most difficult decision out of the box was what to do about fundraising, or fund-raising, or fund raising. In the copy I received, it was spelled every which way, so I made an executive decision to go with fundraising, even as an adjective. I made exceptions only for book titles, where I had no choice but to go along with what the printed title said. I hope the grammar/spelling police do not head my way.

Fundraising is possibly the most important matter administrators and faculty have to deal with today, after a modern curriculum. Consequently, I reckon we'll be dealing with the subject off and on over the next few years as the struggle continues to get (and keep) enough money to do what is necessary to teach tomorrow's media leaders.

I have mixed feelings about taking on the editorship of Insights. I replace a friend and colleague, Ferrell Ervin of Southeast Missouri State University, who died much too early. Such occurrences remind me of my own mortality and of the big shoes I have to fill in this role. But I hope that both administrators and faculty in journalism and mass communication education will rally behind me, as many already have, so we can keep Insights publishing useful material.

In the next issue, we are planning a convergence theme that will include, I hope, convergence curricula and course descriptions from several universities, along with the triumphs and pitfalls experienced as they were implemented. And, we hope to have an account of a school that developed a convergence curriculum and then abandoned it. It is my hope that the issue will be instructive to those schools just getting started with convergence or those that have yet to make the first move toward it. Several other articles outside the convergence theme also are in the hopper.

I hope to see you in San Antonio, where I plan to attend as many sessions as I can to get ideas for future issues of Insights. And do not be surprised if I put the arm on you to contribute to the journal.

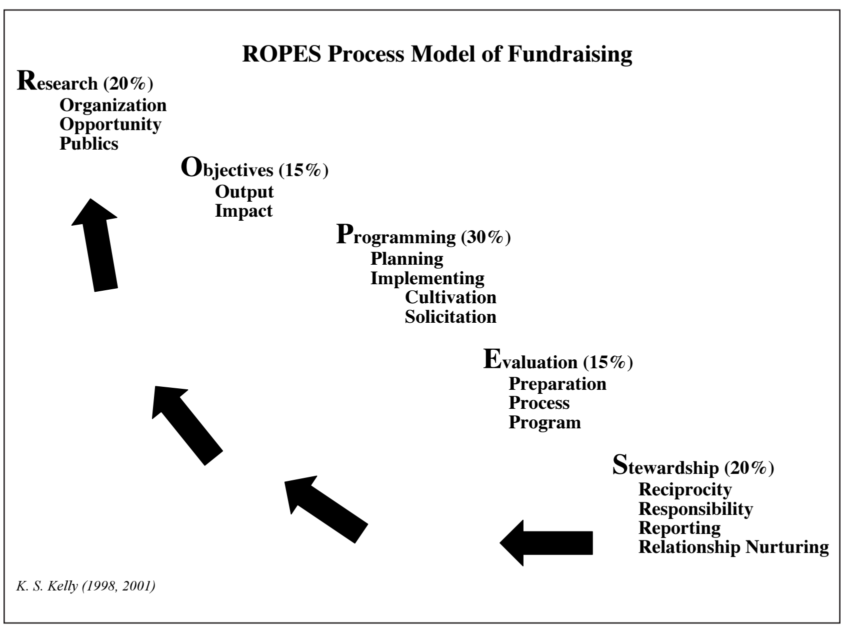
Proceedings of ASJMC Workshop February 2005

The *Why* of Fundraising

KATHLEEN S. KELLY
Department of Public Relations
College of Journalism and Communications
University of Florida

Until recently, there has been little theory to explain the organizational function of fundraising. As a result, most laypeople, including new heads of journalism and mass communication units, approach fundraising as nothing more than the solicitation of gifts. My 21 years of study and 17 years of practice lead me to a different view.

Fundraising is a specialization of public relations. I define fundraising as the management of relationships between a charitable organization and its donor publics. Based on systems theory, the purpose of fundraising is not to raise money, but to help charitable organizations manage their interdependencies with donor publics.



Fundraisers do not *make* people give; they help determine to which organizations people give, the purposes for which they give, and the amount they give. Fundraisers affect giving through a systematic, multi-step process of which solicitation is only a small part. In my 1998 textbook, *Effective Fund-raising Management*, I conceptualized a model I called ROPES to explain the process of fundraising.

ROPES consists of five consecutive steps: Research, Objectives, Programming, Evaluation, and Stewardship. In 2001, I established norms for the percentages of time that fundraisers should spend on the five steps and tested the theory in a national study. Results showed that ROPES is a valid description of the fundraising process; that is, it depicts the actual behavior of fundraisers as they go about their work. The ROPES model with the theoretical norms is presented in the accompanying figure.

ROPES is both a descriptive and normative theory, meaning it describes what fundraisers do and what they *should* do to make their work effective and efficient. The process model is grounded in the literature of nonprofits and theories about their management (for example, Herman and Associates, 1994; Lohmann, 1992). It also is supported by the practitioner literature on fundraising.

Fundraising= the management of relationships between a charitable organization and its donor publics.

For example, consultant Ernest Wood (1989) offered the four-step process of research, cultivation, solicitation, and recognition. He argued that when raising major gifts, fundraisers spend 25% of their time on research, 60% on cultivation, only 5% on solicitation, and 10% on stewardship. Another consultant, Fisher Howe (1991), stated, “It is proverbial that the success of fundraising is 90% in prospect identification, research, cultivation, and preparation, and 10% in the asking” (p. 81).

As shown in the accompanying figure, the fundraising process begins with research in three consecutive areas: (a) the organization for which practitioners work, (b) the opportunity or problem faced by the organization, and (c) the donor publics related to both the organization and the opportunity. Failure to conduct research in all three areas dooms fundraising to sporadic results that contribute little to organizational success. Research is the most important step in the process; it should command 20% of fundraisers’ time.

The second step, on which 15% of time should be spent, is setting objectives that are specific and measurable. They are of two types: (a) output objectives, which deal with the production of fundraising *techniques*; and (b) impact objectives, which deal with the intended *effects* of programming (that is to say, the cognitive, attitudinal, and behavioral responses of targeted publics).

Objectives must be formulated to include five necessary elements: (a) infinitive verb, (b) single outcome stated as receiver of the verb’s action, (c) magnitude of the action expressed in quantifiable terms, (d) targeted public, and (e) target date or timeframe for achieving the specified outcome.

An example of an output objective is as follows: To hold 25 in-person meetings with qualified, prospective donors of gifts of $100,000 or more by December 31, 2006. An example of an impact objective is as follows: To increase the number of annual giving donors by 15% between July 1, 2005 and June 30, 2006.

Regardless of type, fundraising objectives flow from the charitable organization’s goals; that is, their attainment directly supports organizational plans. And money is not always the main concern.

The third step, programming, consists of planning and implementing activities designed to bring about the outcomes stated in the objectives. These activities are grouped into two categories based on their desired results: cultivation and solicitation. Contrary to the belief of many people inexperienced in fundraising, solicitation activities constitute a small portion of the fundraising process and only part of the programming step. Efforts must be spent on research and cultivation before solicitation takes place. Yet failure to ask for a gift is one of the greatest downfalls of newcomers. The programming step requires 30% of fundraisers’ time, divided equally between cultivation and solicitation activities.

The fourth step is evaluation, which is conducted on three progressive levels: (a) messages and techniques are tested (preparation evaluation), (b) programming is monitored and adjusted (process evaluation), and (c) results are measured and compared with the set objectives (program evaluation). Evaluation should account for 15% of fundraisers' time.

Finally, stewardship completes the process and provides an essential loop back to the beginning of fundraising. Four sequential elements are basic to stewardship: (a) reciprocity, by which the organization demonstrates its gratitude to donors, broken down into acts of appreciation and recognition; (b) responsibility, meaning the organization acts in a socially responsible manner to those who have supported it, including in the way it uses gifts; (c) reporting, a basic requirement of accountability; and (d) relationship nurturing. Stewardship is the second most important step in the process, and fundraisers should spend 20% of their time on it.

Justifying emphasis on the fifth step, a fundamental fact of fundraising is that most gifts—large and small—come from individuals, corporations, and foundations who have given to the organization in the past. Therefore, how donors are treated *after* they make their gifts largely determines future success.

It also costs significantly less to raise gifts from past donors than from new donors. Michael Worth (1993), then vice president of development and alumni affairs at George Washington University, summarized practitioner wisdom: "Because the best prospects for new gifts are past donors, programs that provide careful stewardship and provide donors with timely information on the impact of their gifts can pay significant dividends in continued support" (p. 13).

The ROPES process model ensures that fundraising is practiced effectively and efficiently—as well as ethically. It provides a step-by-step guide for newcomers and seasoned administrators who seek charitable contributions to enhance their journalism and mass communication programs.

Note: Kathleen Kelly led off the first session of the 2005 workshop with a 40-minute presentation designed to provide the context for subsequent discussions on fundraising. A fundraising scholar and former practitioner, Kelly covered four major topics: (1) the nonprofit sector as the bedrock of social capital (2) America's tradition of philanthropy (3) a theoretical framework for understanding fundraising and (4) the ROPES process model of fundraising. This article deals only with the last two parts.

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Brand Marketing Strategies to Support Campaign Goals: Trends, Examples, Marketing Concepts, and Practical Ideas for Success

TIM WESTERBECK
Managing Director & Principal
Lipman Hearne, Inc.

Once viewed as serving different purposes, brand marketing and campaign communications are now becoming integrated partners in meeting fundraising goals—as well as the basis for communications with all stakeholders. Intense competition in higher education—for students, funds, alumni affinity, and reputation—has made product positioning and articulating a more compelling "value proposition" in all contexts a necessity. This means that an institutional marketing mindset is critical when conceptualizing and executing campaign communications as well as in other areas. In fact, helping to build a powerful brand becomes part of the campaign's purpose.

New Strategic Partners: Branding and Fundraising

With increasing competition in higher education, the development of a quality "brand" is now aggressively cultivated at institutions to protect their "premium product" position. Conversely, "non-branded" institutions struggle to set themselves apart and compete—for top students, faculty, alumni affinity, and reputation—in a complex, competitive environment. The pressure is great for institution presidents, deans, development officers, and administrators to set their institutions apart in the marketplace among all target audiences. Trustees, major donors, alumni, and others increasingly define institutional success in terms such as "brand positioning" and "brand value."

Whether institutions are in capital campaign mode or not, individuals are increasingly asked to "invest in the brand" rather than to provide funds for specific needs or to support the institution's "mission" or its "case." Brand strategy, therefore, becomes a critical first "market softening" step in campaign communications strategy—and must also become part of the permanent fabric of all institutional communications to key constituents.

Schools of journalism and mass communication are not immune from the competitive pressures driving the need for institutions to seek more aggressively to build a value-added brand that will drive recruiting, alumni relations, and fundraising goals. Competition for top students, faculty, and financial resources has escalated in the JMC sector as well.

A New Fundraising Mindset

What is needed is a new approach to campaign communications that focuses first on building the institution's brand when communicating with potential alumni and corporate donors. This requires a re-orientation of the fundraiser—whether it is the dean or development officer—toward the development of communications strategies and messages that focus on the school's unique value proposition, differentiating characteristics, and competitive position against similarly situated enterprises, rather than exclusively on institutional need. Further, it requires that the institution's marketing program and its fundraising become part of the same ongoing stream of strategic communications.

> ***University leaders have little experience with "integrated brand marketing."***

Implications and Challenges

This new market reality presents a number of challenges to academic institutions. Foremost among them, academic enterprises are not typically structured and staffed to be "integrated marketing organizations." Many presidents, deans, alumni directors, admissions officers, and development staff, while highly effective within their functional areas, have limited experience with "integrated brand marketing."

Further, true branding requires that "product" issues—*how the program is offered and what it offers*—be on the table as one of the means through which the institution competes and builds its brand. Such issues cannot be sacrosanct in a marketing environment, but they often are at an academic enterprise. Administrators often find themselves wedged between the market reality that requires them to compete with other "product offers" for reputation and resources, while facing strong resistance from faculty who may feel that academic integrity is taking a back seat to marketing. This need not be the case.

Getting a "Brand"

It sounds obvious, but in order to do brand-based marketing and fundraising, you must, of course, first have a brand. In a nutshell, branded products or services are those that are well defined in the marketplace as having superior, compelling, and well understood value that exceeds those of others competing in a particular product category. These organizations communicate the brand through value-laden words, symbols, images, tactics, and customer experiences that reflect their unique value proposition and accentuate their value-added differences.

The objective of brand marketing is to *move beyond statements about product characteristics* (we are student focused, have small class sizes, a flexible curriculum, we have this or that program, etc.) and *generalizations that have no genuine differentiating value* (we're "global," have "outstanding faculty," and are "committed to excellence") to an actual *product positioning* and *unique and relevant value proposition* that is based on a thorough analysis of the product environment and reflected through compelling messages, words, images that reflect the values of target audiences and genuinely reflect customer (students, alumni, corporate sponsors, major donors) *experiences*.

It is important to reiterate that branding is more than a graphic design assignment—the creation of a logo, a tagline, or the visual integration of a diverse array of marketing materials. It is also more than a creative advertising or public relations campaign. These things are all essential, but at its core, branding is about product differentiation and marketing strategy, executed in a manner that truly "speaks" to the marketplace about its value.

The example below represents a move from "characteristic" to brand-level marketing at a school level (in this case a business school), in support of both school-level fundraising, alumni relations, and related institutional level brand marketing in support of a larger university capital campaign.

University of Chicago Graduate School of Business

As one of the world's top business schools—and the first to offer the Executive MBA degree—the University of Chicago Graduate School of Business attracts high-achieving individuals from global companies. With campuses in Singapore, Chicago, and London, and more Nobel laureate faculty than any other business school in the world, the program has product characteristics unmatched by other programs.

Despite these formidable assets, awareness of the program in Europe and Asia was low. A proliferation of quality EMBA offerings in these markets further challenged the Chicago GSB to define more clearly the value of its distinctive approach to business education. Program leadership sought to integrate its marketing efforts globally, leveraging resources and reinforcing messages among executives in leading companies throughout the world. Lipman Hearne was challenged to create a strategy to build the GSB's global brand.

An extensive competitor analysis, followed by prospective and current student surveys and focus groups, clarified the Chicago GSB's image in the marketplace and established a baseline for measuring change in perceptions. Research determined GSB's product differentiation, including its: top-tier global student cohort; intense, analytical, questioning environment; presence of Nobel laureates; personally challenging, transformative, and intellectual experience; and history of "world changing ideas" in business.

Our marketing campaign sought to position the "product" as the most value-added EMBA program by suggesting that it best prepared students to succeed when they faced their "moment of truth" as business leaders. The themeline, "Moment of Truth," captured the Chicago GSB's long-term value to students and other stakeholders. This positioning was executed through a family of integrated tactics, such as advertising, print, and interactive media as well as public relations and campus stakeholder communications. Note that there was literally no mention of actual product "characteristics" within the value proposition.

The new Executive MBA program brand articulation drew enthusiastic response from an array of campus stakeholders, including program leadership, alumni, and students. Program marketing staff have quickly adopted the new tools in their recruitment efforts, and alumni and development officers—including the dean—are using this value proposition as the context for their efforts.

University of Chicago

At the institutional level, the University of Chicago also sought to strengthen connections to its alumni and build brand awareness among both local and national influencers as part of its long-term development and campaign efforts. The strategy was to execute an integrated communications campaign in November of 2004 around several major developments—including the dedication of a new business school building and a new children's hospital—that reflected the overall theme of "Chicago Changes the World." Tactics were developed to showcase how Chicago's longstanding tradition of rambunctious debate and spirit of imaginative inquiry had yielded a history of "world changing ideas," not only in the business school or other centers of quality (sub-brands), but also across the entire University enterprise.

Some elements included:

Advertising for the *Chicago Tribune* and *Wall Street Journal*, which centered on the concept of "Supply. Demand." The ad's witty visual components were also printed on T-shirts, which became so popular that they are now sold in the University's bookstore. An animated version of the ads appeared on the University's Web site.

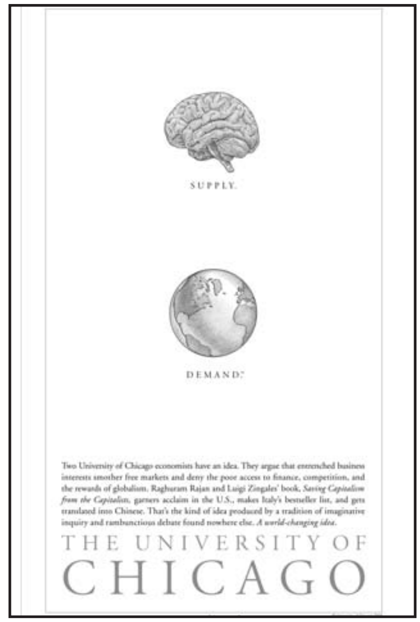
An ad in the *Chicago Tribune* recognizing the University's Nobel Prize winners for 2004. Although modest in tone, the ad reminded audiences of Chicago's impressive Nobel legacy, promoted the value of its undergraduate experience, and subtly reinforced the theme of the November events.

An ad in the alumni magazine with the headline "112 years, 11 days, 1 Chicago." The ad explained how the events were promoting the University and drove readers to the Web site for more information on the November events.

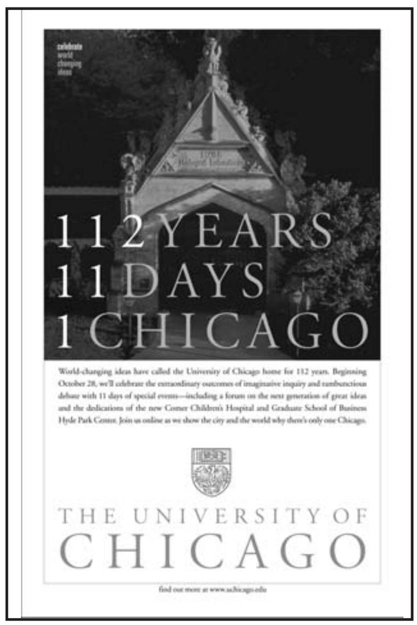
Street banners at the University's downtown and Hyde Park campuses, heralding Chicago as the home of "World-Changing Ideas."

A faculty forum, "World-Changing Ideas." This event brought together three eminent faculty members, including a Nobel laureate, to discuss what thinking will shape medicine, economics, and the metropolis in the next generation. Trustees, other key donors, and members of the press were invited. The event had overflow attendance.

A short documentary, produced on DVD, featured the University president, faculty, and students talking about the ways the campus is changing to enable the next generation of ideas. The DVD was distributed to faculty forum guests, major donors, and other special friends of the University.



The University's annual report, which appeared in November with the theme "Chicago changes the world." The report featured Chicago's impact on business, public discourse, medicine, secondary education, and the development of young leaders in human rights.



Marketing: The Foundation of Fundraising Success

Brand marketing, of course, does not happen by accident. The following section outlines the process and method that development, marketing, and alumni development staff need to consider as they move into the realm of brand marketing in support of fundraising—or other institutional marketing initiatives. It is the basic process of developing a framework through which a brand strategy can be created and implanted through all institutional communications.

1. Marketplace analysis

Perhaps the single most important dimension of successful brand building is completing a comprehensive analysis of the total environment in which your product or brand competes. This includes:

(a) Conducting "bench research" that carefully dissects your constituents in terms of their demographics and the "channels" though which they receive information. You must also build the systems and mechanisms that allow the ongoing gathering and analysis of this information.

(b) Performing objective "outside/in" research that allows you to see your institution through the eyes of the marketplace, rather than making marketing decisions based on projecting internal institutional mindsets and beliefs that are seldom wholly accurate.

(c) Defining and studying your competitors analytically, right down to a multi-dimensional "product by product" comparison. The goal is to understand and compare all of the dimensions that determine your competitive environment—so that your institution can clearly see where opportunities exist to differentiate itself from others in the marketplace.

(d) Researching and knowing with confidence the demographic trends affecting your institution. This allows you to factor in the larger trends (i.e. flight of major corporate donors from your regional economy, a downward shift in numbers of potential students) that may impact your brand positioning and marketing strategy decisions.

(e) Researching and knowing how your "product" is actually experienced by your key customers. This is where the "rubber meets the road" in branding.

2. Organizational analysis

Having the right internal structures in place to integrate strategic communications in marketing, alumni relations, and development is critical to achieving brand level marketing. Performing an analysis of your institution's structure can be difficult, particularly when the distribution of resources, authority, and control may be perceived to be at stake. But answering some of the following questions together with all of your organizational partners is the first step to discovering how your institution ultimately can work toward building a better brand.

Can you describe the organizational marketing structure of development and how it incorporates university partners? Do you have a marketing strategy in place? What are the objective strengths and weaknesses of your "products"? What is the organization's strategic business plan? What are your best sources of revenue? Where do you lose money? What do your significant communications look like and what message do they send?

Beginning to answer these questions will help shine a light on your organizational structure in a way that reveals where gaps need to be filled before making the structural and process changes that lead to the ability to execute brand marketing.

3. Positioning, brand messages, and creative strategy

At this stage, institutions can make inferences drawn from the fact finding and market research to determine the best strategies to realize their marketing objectives. This involves, among other things, a determination of the core strengths of the institution that can be taken to the level of a brand value proposition that will resonate with target markets; how the institution should be "positioned" in the marketplace. What is learned through the analytical stage is turned into words, pictures, images, and messages that—if properly executed—will set your institution apart in the marketplace in a relevant, memorable, and value-added manner. Some friendly advice: Your brand is not "excellence." That one is already taken. It's not "quality" or "global" either. Do not insist that "our brand is explained in our mission statement." Be brutally realistic about your institution—its strengths, weaknesses, and major characteristics.

4. Strategy

Your institution must ask and determine, specifically, what it wants its constituents to think, feel, and do. What are the obstacles to changing perceptions or creating awareness? What are the best channels (avenues of communication) to reach individuals and why? Does success require a greater frequency of contact with your brand? Will it require a clearer delineation between your positioning and that of another particular institution? Will the strategy require a highly visible new initiative? The answers to these questions should arise from your market research. Considering the answers, relative to your objectives, provides you with an informed basis for creating strategies. This is how corporations approach their marketing—and the most effective nonprofits are adopting these same methods.

5. Tactical planning and execution
At this stage, marketing plans that detail all tactics to be used in the marketing program are created. This should also include a variety of sub-plans that support specific objectives, such as a capital campaign. The goal, however, is to make sure that all communications coming from the institution are about projecting the right brand, in the right way, to each individual audience member you are trying to influence. While the specific content of that communication may vary depending on who you are reaching, the brand communication remains consistent and must always link back to strategic business/organizational objectives. In this plan, each tactic for each priority audience, including publications, interactive/Web, public affairs/media relations, advertising, special events, and other marketing tools is specified.

A Word About Measurement

Brand marketing can be expensive, although in the long run it also requires a consolidation and integration of communications activities that can lead to efficiencies that actually save your institution money over time. For this reason, an appropriate set of metrics should also be attached to the branding initiative in whatever context is executed. These include pre-, during-, and post-campaign awareness testing, tracking of Web traffic, media clippings, direct mail responses, event attendance, phone inquiries, advertising rating points, and competitive share of voice measurements—in addition to measurements of the volume of admissions applications or funds raised.

Key points to remember:
* You are not only a fundraiser, you are a marketer.
* Your most important fundraising techniques do not necessarily involve asking for money.
* Marketing who you are is more powerful than marketing what you do.
* Start with the needs of the marketplace, not your institutional needs or self-perception.
* Respect the power of marketing and be analytical and strategic.
* Work toward integrating the marketing function across all functional areas within the institution.
* Marketing and fundraising are sustained activities and must be strategically integrated to be most effective.

Tim Westerbeck is managing director and principal of Lipman Hearne. Lipman Hearne is the nation's largest marketing consulting and communications firm exclusively serving the nonprofit market. He is an expert on branding and marketing strategy and heads the firm's branding and professional school marketing practice. He has provided strategic marketing counsel, branding, and program implementation services to a blue-chip list of America's leading corporations and nonprofit organizations including the University of Chicago's Graduate School of Business, the Stanford Law School, The University of Georgia's Terry College of Business, American Medical Association, the St. Louis University Medical Center, Duke University, the Graduate Management Admission Council, UCLA, The Robert Wood Johnson Foundation, the John D. and Catherine T. MacArthur Foundation, CNA Insurance, and Northwestern University's Kellogg Graduate School of Management and Medill School of Journalism.

Fundraising from All Perspectives

Luncheon Speaker:
JIM SPANIOLO
President, University of Texas at Arlington;
former Dean, College of Communication, Michigan State University;
former Journalism Program Director, John S. and James L. Knight Foundation

Let me start by saying that it has been a year this week since I became president at UT-Arlington, and it has been a wild year. As you might imagine, moving from Michigan to Texas was a big change. I describe this first year as a little like drinking through a fire hose, so much to learn, so many people to meet and remember.

One of the things I've learned when you have to meet a bunch of new people over a period of time is that you stop saying it is good to *meet* you because inevitably you will say it to someone you've already met. So I say it is good to *see* you. That is a good lesson for deans and directors, too.

The other thing I've learned to do is to try to be part of Texas. The former president of the University of Texas at Arlington is 80 now and still teaching in the College of Engineering. A very wonderful man and very supportive, he has become a good friend. He moved to Texas more than 40 years ago from Iowa. I asked him, "How do you become a Texan?" He said, "I asked that same question when I came here, and here is the advice I was given: 'You just have to be willing.' "

So that is what I have done. You embrace the environment. Texas is a great place. It is a dynamic place, and it is filled with people who are not only from Texas but other places. I have felt extremely welcome.

Before starting to talk about development, I want to say a couple of things about the transition from being a dean to being a president. The first one: Even in Arlington, a city of 350,000 in the Dallas-Fort Worth area of 5 million people, you'd think I would be anonymous. But within the city of Arlington, there is almost no place I can go, and certainly there is no place on campus I can go, without people saying "Hello!" or "How do!" It happens in the most unexpected places, the drug store, Starbucks, or the grocery store. And people come up and ask you, "Aren't you…?" So I've gotten so I try not to identify myself.

This week I was in the drug store, and I had on pin that says UTA, and the fellow behind the counter said, "What do you do at UTA?" And I said I was on the faculty, which is true. He said, "Well, what do you teach?" and I said, "I'm on the communications faculty." And then the person behind me who overheard all this said, "Did you say you were on the communications faculty?" So I said, "Yes." He said, "I go there and don't think I've seen you teaching class." I said, "Well, I'm new here."

The other thing that has been very instructive, particularly coming out of communication and working with the press most all my life – as a journalist, as a lawyer, as a foundation executive working with journalism organizations and journalism schools, and then as a dean – when you are the president of a university, the press takes on a whole different quality.

I was at a meeting of college presidents not too long ago, and I was a bit distressed that a number of them spent a fair amount of time complaining about the press. "They make my life miserable." "How do you deal with the press?" And I didn't say anything since I am still the new guy on the block, but I was thinking that the press is not the enemy. The press is not your biggest problem. Maybe your unwillingness or your inability to communicate effectively with the press could be the problem.

> ***"... when you are the president of a university, the press takes on a whole different quality."***

I have experienced that on a regular basis, especially with the student press. For the first month I was there, it seemed they asked me something every day that would become a page one story whether it really was or not. "President says weather was welcoming." After a while, you have nothing left to say. But the press takes on a new role, not of an adversary, but while you find yourself wanting to engage and to be accessible, you also find yourself wanting to be very careful.

And you also experience this thing that I knew public figures and public officials experienced, but I never really could identify with them very much before. And that is seeing the press at your home or having a reporter make a public records request for all the payments you received since you arrived at the university. And to have the reporter say, "Yeah, I know. I didn't really suspect anything. I just wanted to check and see if you were honest."

Having those experiences gives you a little different perspective on your approachability and responsiveness to a given reporter. You will experience very good examples of journalists, but you will also meet some who cause you to pound your fist on the table.

This week in particular, with my first anniversary as president, there were several stories in the local press about what has happened, what kind of first year it has been. One reporter who interviewed me came in and said he had talked to a dozen people and all of them said I was doing a great job and they really like me, but they had no real knowledge of my vision. So I gave him some idea of what that was. The lead on the story was, "The people aren't clear about the president's vision."

It has been a very exciting year of 24/7 experiences, but one of the things I have realized is that no one thing prepares you to be a president of a university. But being a dean of a College of Communication, or a dean of any college, within a major university, is excellent experience. To some degree, you may be on a lower profile, but the things you do on a daily basis, on an annual basis, that I did as a dean for seven years, magnified to a higher level, are the things I do as president. The other thing it has given me is an appreciation of the value and impact and role that deans play in a university. I see the 10 deans that we have at UTA as true academic leaders at our university and not just as academics who are dealing with the faculty.

The other thing I have realized — from my brief experience of one year — is that the president's relationship with the provost is crucial to the success or progress and the smooth operation of the university. There needs to be a bond of trust and a sense of joint vision that doesn't always exist between provosts and presidents. And it really makes life that much more difficult for the deans when there is a contest between the provost and the president.

You asked me to talk about development and my experience with development. I was thinking about the different roles I have had in and around development over the past 15 years. The first part of that experience was as a journalism program officer, vice president for the Knight Foundation. I started back in 1989. I remember when we awarded our first Knight chair in journalism, and I think Bob Ruggles is here somewhere, and his school received one of the first three. We got proposals from all over the country.

We used to see university presidents who would visit our offices in Miami every winter on their way to visit alumni. While development in those days — the late 1980s and early 1990s — was important to some institutions, mainly the elite institutions, the rest was a more casual, less sophisticated, less committed, less involved engagement at the time. In the 15 years since, it has changed substantially.

If you want an honest answer, it is definitely easier to give away money than to go after it. But it is more rewarding and more exciting to go after it. You have a greater sense of contributing something when you are able to secure the resources to take on new initiatives or make major projects happen, endow chairs, or begin new programs. It is more difficult work, and the success rate isn't as high

When you work in a foundation, everyone says, "You are so smart at this foundation." You can say anything and people just nod. They laugh, they smile, and they thank you. It doesn't matter what it is.

It's in the world of development from the grass roots — the place where you work today, where I work today and where I worked as a dean — that it gets very real. The interaction with prospective donors, the planning, all of it involves work, but it also is very rewarding.

The other thing that has happened, I don't need to tell you this, but without development — the funds secured through our development efforts — we would be in terrible shape. Private universities have always done a good job at development, but public universities haven't always done a good job.

We used to talk about how our development dollars were value-adding, extras to do new things with, but we are well beyond that with the states' cutbacks on support of public higher education. The money we raise and the endowments we create are the ones that keep us going. They are essential to our mission. You cannot underestimate the value and the importance of having good development.

I say that because I have gone to a university that really did not do development to start with — UTA. We are really rebuilding it from the ground up, starting with a new vice president and trying to create infrastructure, trying to create a culture on campus and within our alumni. It is a long-term process, and we are going to be committed to that over the next decade. I am certain that we can make a real difference.

You are from large programs and small programs, and some of you are far, far along the road, and there are people in this room who have tremendous records of accomplishment. There are some of you who are new at raising money and doing development. I wanted to share with you my personal philosophy and that isn't to say that it is the "only" philosophy or the "only" approach that makes sense. But for me it has been instrumental in moving forward where I have been. I hope it is instrumental in moving us forward at the University of Texas at Arlington.

I start with a premise that whether you are a dean or a president you have to be passionate and fearless in your commitment to do what is required — obviously within legal and ethical limits — to raise funds, to build relationships, to strengthen your program for your university over a period of time. This cannot be done overnight, and there are very few quick fixes. There may be some easy gifts, but the long term is about building relationships and listening.

You need to listen as well or better than you talk because you learn a lot from donors and prospective donors. Just as they have a lot to hear from you, and they want to hear from you, it says something very significant if you are able to communicate a willingness to listen to their ideas. In the end, to have donor-driven development, you need to think big and listen carefully.

At our university — and I used to say this at our college at Michigan State — sometimes your vision is not big enough. I think deans and presidents need to get people to think bigger. If you think bigger, think you can accomplish bigger things, then you have a chance to do it. If you don't think in large terms, don't believe you can achieve your goals, then you never will.

This starts with the dean, director, or president, whoever is in charge, but one person cannot do development alone. You can do some indispensable things, but you cannot do it alone. You need to have a very strong and positive interactive relationship with your development person, whether it is the vice president at the university level, or the program officer/development officer/development director at the college or school level. That is the key relationship.

It is also about creating a culture within a college or university that says development isn't anything we have to be ashamed of. It is not cheap. It is contrary to that – it is essential and of overriding importance because we cannot accomplish our goals without securing major funding from private sources. When I talk about private sources, I am really talking about individuals — alumni, friends, corporations, and foundations.

I have always believed that you need to lead by example and set high expectations for others. At the risk of sounding self righteous, it makes a statement not only to your faculty, the people with whom you work, but also to your department heads and alumni. The people you are talking to need to know you are not just committed professionally but personally to development. That means that you are willing to take money out of your pocket to make a personal commitment to support your program.

One thing that I did at Michigan State is to make a monthly contribution to the discretionary accounts of each of our departments. I have decided that is a good thing to do at the university level, too. Each month I make a personal contribution to a different school or college's discretionary account. There are some other things that I would like to do at the university level, but I will always do that. It is a symbolic way of saying to the dean that what you do is important, I value your contribution and effort and care about the faculty you hire and the constraints of your college operation. It is one step beyond saying that I am going to invest personally to try to help in a small way. There has been a very positive reaction to this.

There is a flip side to that point. I had separate conversations with deans and vice presidents, and I looked at the giving history of people in those roles at the university. I noticed that there was no history. I told them I wanted to challenge them as deans and vice presidents to decide how to do it. I am not going to tell them how much, I am not going to tell them how, I am not going to tell them where, but I will tell them what I'm doing.

I am asking you each to make a decision, a commitment, to support your college or your university in some tangible financial way. I want you to involve the people that work with you and give them that same challenge.

Until we believe from top down and bottom up in the importance of development and what it will do for our universities, it will make it more difficult for us to go outside and ask alumni, friends, corporations, and foundations. We want to show them that there is an internal commitment to the university in addition to our own professional lives.

My experience as a dean with a number of our alumni was that I got a very positive reaction from people talking about endowing a scholarship or putting the university in their wills, as I did. We were able to endow a family scholarship in my father's memory. What that means to them is, "The dean did this, so he is not asking me to do anything that he, at his own level of capability, isn't doing himself."

Likewise when you ask someone, "Would you consider putting the university, or our college, or school in your estate plans?" the question becomes more persuasive if you can say, "I've done it." The point is that leading by example without drawing a lot of attention to yourself speaks powerfully to people with whom you are interacting on a regular basis.

I want to share one other example I have learned this year at UTA, and that has to do with recognition. We are always thinking about what you can get for this gift you've given us. We can name this room after you. We can name this building after you. We can name this restroom after you. I want to name every room in every building after someone who gives us money.

But there are some people who have a lot of resources who do not want to see their names mentioned. I had this made very real to me earlier this year.

We have a donor who has been supporting scholarships, and his only stipulation is that no one says anything to him. Don't invite him to any lunches. Don't recognize him. Just leave him alone.

So I got him on the phone one day, and I said that we wanted to honor his intentions. We will not violate them, I told him, but would he mind if I called him just to talk. He said that was okay, so I had this conversation with him.

He told me that he had been giving all of this money to another university in Texas — he is not one of our alumni. But the president there had insisted on featuring him at a luncheon. The donor said that was the last dollar he gave to that school. He did not want the recognition, but they insisted on it.

So I told him we would do as close as we can to nothing to recognize him at UTA.

One of the things that impressed me is that after we had that conversation, and I assured him we would be sensitive to his concerns, we got a huge contribution to our scholarship program — and I am talking about several hundred thousand dollars unsolicited. All that said to me is it is really important to listen. I didn't even call him to say thank you. I am going to leave him alone.

As leaders what is the lesson we learned? Obviously there is not a single approach to effective development. I think that whether you are a dean or director or a president, you always need to be thinking about development. It never is out of your mind. You need to develop a consciousness that you try to build throughout your faculty.

"I don't want to do that. I could never ask anyone for money," you say. My answer to that is, "I'll never ask you to ask anyone for money if you are uncomfortable." That is not what you do best, but the relationships you have with alumni, former students you know are vital. You are the institutional history in many cases. It must be tapped. The connection that students and former students have tend to be with their faculty and the other people who made a difference in their lives when they were students. We need to know about that, and we can use that to build relationships. So it is everybody's job to be thinking about development.

I have absolutely no inhibitions or embarrassment about letting people know it is our business constantly. I also have no inhibitions about asking for major gifts. You have to do your homework, but that is part of our job. We do it in the most intelligent way, but it is not anything we can do alone. I think this has to be the most collaborative, all-encompassing process, where you tap into other people's expertise in contributions. It doesn't mean you need to push everybody to think about development all the time, but it needs to be part of everybody's mindset at some point in time.

In closing, this is from an ancient Chinese philosopher. "As for the best leaders, the people do not notice their existence. The next best, people honor and praise. The next, people fear, and the next (the lowest) people hate. When the best leader's work is done the people will say, 'We did it ourselves.'"

Special for Insights

Fundraising for Rookies—a Primer

ROBERT M. RUGGLES
ASJMC Insights Editor
Former Dean, School of Journalism and Graphic Communication, Florida A&M University

My credentials to talk about fundraising are not super, like those of my colleagues Terry Hynes and her predecessor Ralph Lowenstein at Florida, but they're not totally shabby either. In my 34 years as a journalism administrator, I was responsible for raising more than $15 million for the two j-schools with which I was affiliated. So, what follows is advice culled from those years based on my experiences in separating people, foundations, and corporations from their money in a mutually satisfying way.

During the last 29 years, I was basically a one-man band, though my long-suffering wife graciously made copious suggestions about my proposals. I had no development officer on my staff or even someone assigned to assist me from our Development Office. In fact, our Development Office was set up basically to receive money, not to go out and get it. My point? Whatever your situation, you, too, can raise money.

Any person thrust into an administrator's position today will be expected to do it all, and that includes effective fundraising. An immediate program assessment will turn up weaknesses that need to be addressed or opportunities that can be exploited. But they must be prioritized. Rarely, if ever, these days are monies available to do everything that needs to be done.

Once priorities have been established (try to tackle only two or three at one time; a scattergun approach leads to dilution of effort and frustration), possible funding sources must be identified. Begin looking at alumni of your unit, other graduates of the university (check with your Development Office first), local wealthy individuals with an affinity for your program or for the university or who, through courting, might develop such an affinity. Corporations and foundations will most likely become your major targets unless you have a number of wealthy alumni. Alumni, faculty, staff, and friends of the unit may know some people who can help you get your foot in the door at some possible sources. Use them.

Do solid research first. Before you approach any possible sources of funding, learn as much as possible about each one, using the resources of your Development Office or working with your own. Those resources might include:

- The Foundation Directory, Parts 1 and 2 and Supplement, published in print or online by The Foundation Center, New York.
- National Guide to Funding in Higher Education, The Foundation Center, New York.
- America's New Foundations: the sourcebook on recently created philanthropies, The Taft Group, Rockville, MD.
- Annual Register of Grant Support, R.W. Bowker Co., New York (includes both federal and private grants in the arts, humanities, and social sciences).
- Corporate 500: Directory of Corporate Philanthropy, Public Management Institute, San Francisco.
- Directory of International Corporate Giving in America and Abroad, The Taft Group, Rockville, MD.

In addition, publishing houses in some states issue directories of state philanthropies that may not be listed in larger, more comprehensive directories. And there are even directories of rich people.

Directories may become your bibles, as they did mine, because they can tell you much about those entities listed.

Foundations also must submit IRS returns to maintain their tax-free status. Sometimes, those returns can be found on file in state libraries. They, too, can provide useful information.

Your research also should include finding out if your state has formulas for matching private grants of various kinds. In addition, find out what university or state policies are on naming things for donors. Both pieces of information can be useful in talking with donors and for placing in your proposal. They also prevent you from making promises you later can't keep.

Now is the time to talk with people who may be familiar with some of your proposed funding targets, who the key individuals are, what the targets will and won't fund, how they prefer to be contacted initially, etc. All in the name of further research. Much of this information will be available in the various directories, along with addresses, phone numbers, Web sites, assets, amount of grants awarded last year, officers and directors, deadlines for applications, availability of grant guidelines, and the kinds of projects typically funded and not.

Before you invest any more time, check with your Development Office to be sure no one else has submitted or has in preparation a proposal to go to the same donors you want to target. It is institutionally embarrassing when two competing proposals from the same university wind up on a potential donor's desk at the same time. Such careless duplication may doom both proposals and reduce the university's chances for success in the future. Your Development Office can help you adhere to the internal process for getting institutional backing for your proposal.

Some of the directory information, especially for so-called family foundations, may indicate that they do not accept applications and give only to pre-selected institutions. Do not be discouraged. Some entity out there will like your well developed, carefully tailored proposal.

Next, it is time to talk to or correspond with a contact at the corporation, foundation, or family. This conversation should center on what you are proposing so you can verify if your project fits what the donor funds. Other subjects to be covered include verifying proposal guidelines (ask for them if they are not on the entity's Web site), grant amount parameters, time-lines and deadlines. While this information may be in directories, donors sometime change their interests between directory publication dates.

Chances are good that the potential donor may not know much about your university or your program, so put the donor on your mailing list, call the donor periodically as you develop a proposal to provide a progress report if nothing else, take the donor to lunch, maybe with your dean, provost, or president (depending on what you are asking for and how much it will cost). Really big grants call for the president. Keep the potential donor on your mailing list even if your effort the first time is not successful. It keeps your university and your unit before the donor, and next time there may be a more satisfying outcome.

The priorities are set, the research is done, and the initial contacts have been made. Now comes the writing. One idea as a way to get started is to take a look at successful proposals others have written, perhaps available from your Development Office. You might even be able to get your target, especially if a foundation or a corporation, to provide one to you. Finally, there may be some colleague at another college or university who might provide a copy of a successful proposal for you to ponder.

Continue to assume a potential new donor knows nothing about your university or your unit. It makes no difference if your basketball team won the NCAA championship last year or ended the football season ranked first in the nation. Donors want to know what the university and your unit's missions and histories are (briefly), what you do well and why, how many graduates you have and where they went to work, and information about outstanding graduates and faculty and some of their major accomplishments.

What is your need? Why can't it be met in any other way except by private funds? Why will funding your project be an excellent investment for the donor? Are there collaborations being proposed, and what benefit will they be to your program, the collaborators, and the funder? Be sure to include a comprehensive budget that details how the grant will be spent over time and how you will evaluate the results of the grant. Use of charts, graphs, or photos as necessary is encouraged.

The proposal should be as long as it needs to be and not a word longer. Be careful with grammar, spelling, and sentence structure. Donors know you are teaching tomorrow's leaders, so what they see in your proposal may give them a picture you don't want them to see. Typos and other errors send a message that you don't pay attention to details.

The proposal should be submitted with a good cover letter from your president, provost, or dean (depending on the amount requested). Be sure your name, phone number, and e-mail address are displayed prominently so donors with questions may contact you.

If you are fortunate enough to receive a favorable reaction to the proposal from the donor, some negotiation may take place. When we received our Knight chair (Florida A&M University was fortunate to receive one of the first three chairs), Jim Spaniolo, then a Knight Foundation vice president and now president of the University of Texas at Arlington, came to campus and sat down with my president and me. Jim wanted to know what FAMU was willing to do if given the Knight chair (sometimes, local participation or in-kind commitments in a major grant are required in the proposal). My president and I badly wanted the chair, for obvious reasons, so I suggested that the university place the chair on an existing faculty line (60 percent of the salary, with the other 40 coming from investment revenue) and that the university provide the funds for the Knight chair's secretary. That also allowed us to use some of the investment revenue for Knight scholarships. That arrangement continues to this day.

Coordination with the donor and the university about announcing the gift is critical to getting maximum mileage out of the event.

You have the grant now. Your job is not done. There are more grants to get and there is continuing cultivation of the donor to be done. You may want to ask your donor for more dollars later.

Another personal story will illustrate this point. Years ago, I asked several small Florida foundations to contribute $2,500 each toward purchasing holdings for our library.

One of the donors was a relatively small Jacksonville foundation comprising several trusts. I received the $2,500 from this foundation (and others, too) for the purpose, and it continued annually for several years. Then it jumped to $7,500 a year, all this without my asking. A check arrived early every December. I think this continuing giving resulted from two factors. First, we told the foundation how its money was being spent. Second, we kept the managing trustee on the mailing list for Criterion, our twice-a-year newspaper about the activities of the school sent to alumni and friends. Later, we asked for a much larger donation for our new building fund and received $50,000. A visitor to the trustee told me one day that the trustee had told him, "They do good work over there."

Cultivation should be continuous, sufficient to make the donor feel a part of the success of your program. Cultivation makes the second and third pitches easier, too.

Fundraising can be exhilarating, exhausting, and disappointing, but if you like challenges, there's nothing like it, and it can be really fun, a lot more so than the mundane stuff you have to do.

Robert M. Ruggles, editor of Insights, was founding department chair and founding dean of the Florida A&M University School of Journalism and Graphic Communication, the first journalism program in the nation at a historically black university to be accredited by ACEJMC. He retired in late 2003.

Some Funders Have Tips:

Point, Clarity, Brevity Essential

ERIC NEWTON
Director of Journalism Initiatives
John S. and James. L. Knight Foundation

The best proposals, like the best pencils, have a point. They are clear. They are brief. They do not exaggerate. They take an accurate, fair, contextual look at the issue. They tell of others who are doing good work in the field, even if they are competitors. They separate what will really actually be done from what we may reasonably expect will happen and from that larger utopian thing everyone hopes might happen. They are a joy to read. (And since Knight journalism programs are national in scope, those are the proposals we are interested in.)

The worst proposals are the opposite. They pretend to be national when they are really only helping one campus. They pretend to be innovative when others have already pioneered that turf. They pretend to be important, but when you strip away the adverbs, there is nothing there. They are not clear and they go on too long.

Collaborative Projects Applauded

IRMA SIMPSON
Manager
Gannett Foundation

Most of the requests we receive start with a letter (or e-mail) of inquiry. Then we get to work, usually with a number of e-mails or phone calls between the school and me (and the media committee, in some cases). Sometimes, the proposal ends up being nothing more than a collection of those e-mails and some faxes. I am sure this is not the case with multi-million dollar requests, but in our case, at the level we fund, this is the norm, not the exception. I do know, from talking to other media funders, that a "joint-effort" proposal is usually the standard when working with j/mc schools.

Regardless, there are some common threads that run through proposals written by journalism schools. The first is that the proposal usually is done by someone who doesn't write proposals for a living. So here's what a grant request needs to include, whether it's from a tiny program or a huge, accredited school: a statement of need, a description of how this need will be met (including qualifications to carry out the need), and a realistic and a clearly presented budget.

Often, j-schools simply have an idea for a project. In most cases, that's the first and only bit of information I get. To be successful, a grant proposal has to have more information and research included, such as an indication of why there is a need for it, or whether the school is the right place to do it. Many schools assume they don't need to elaborate on their qualifications for a program because they are academically well known. (This is also prevalent among well-established non-academic nonprofit organizations, too.) Granted, most media funders have a good sense of what the schools are doing, and where particular strengths lie, but the school needs to articulate its strengths and unique abilities to run the project they are pitching. For example: What makes their program stand out? How many of their students win journalism contests? What's their percentage of placements after graduation? What innovative methods of increasing diversity in the student body do they use? These are the types of things funders need to know. "Standing out from the pack" is another way of putting it…conveying a uniqueness that grabs the donor's attention.

Is this the only program of its kind? And, if not, why should this particular one be funded? The school needs to find out what's happening on other campuses. Many times, a proposal will indicate that a project is being done <u>only</u> at X College, when in fact it's been implemented elsewhere in one form or another. Because of the numbers of inquiries we receive and support, funders are usually "in the loop" as to what's going on in the j/mc world, especially regarding what's happening in the world of professional development by such organizations as IRE, FACS, SPLC, the minority media associations, API, Poynter, etc. Collaboration between j/mc schools and these types of organizations is oftentimes valuable, and projects can be accomplished with a richer depth and more than occasionally at less cost.

A detailed, clearly presented budget is critical. It's the first thing most funders look at after reading the purpose of the request. Annotating each line item should be a requirement; the more detail the better. It gives a clearer picture of the grant request, and cuts down on phone calls and emails back to the school. In-kind contributions from the school should be listed below the line or in a separate column to avoid confusion. Often, we will see an item in the salary category of "program director@15% for 3 weeks" and an amount, and it is above the line. Will the grant pay a salary that is being paid anyway? Further inquiry reveals this to be an in-kind contribution, so any donated time, salary, supplies, etc. should be listed separately from the actual request amount.

A couple of other comments:

Collaborative projects are attractive to funders. Working with other departments within the school such as journalism cross-training with law, medicine, business, or technology is one way to invite funders' attention. Another interesting idea is partnering with other schools. One program we supported was a partnership with a mostly non-diverse school and a historically black college in a converged newsroom with a student exchange program. For a week at a time, students swapped campuses and worked on a multicultural news program which was run on the HBCU's public TV station, and a Web site was temporarily housed on PBS's Web site.

Another form of collaboration is to work with a media funder's other resources – people and facilities. Taking advantage of local media properties' staff and offices can enhance a grant application, especially when applying to media companies and/or their foundations. A good example is the Gannett Foundation's funding of the minority high school workshop at Central Michigan University. Employees from some of Gannett's Michigan properties act as volunteer teachers and mentors for the week, and students get off-campus exposure to Gannett's newsrooms. Town-gown relationship building is and will continue to be important to j/mc schools.

Foundations MUST Give

VIVIAN VAHLBERG
Director of Journalism Programs
McCormick Tribune Foundation

If your palms get sweaty, you break out in hives or want to hide at the prospect of having to do fundraising, relax. There's something you should know that will make the job a lot less daunting.

It's a very simple truth —- so simple you may not have realized its significance. The simple truth: there are people and organizations out there that WANT and NEED to give away money.

Take foundations. Think of them as a peculiar form of venture capitalism. Like venture capitalists, philanthropoids have a pool of money they use to generate returns. They hire people to figure out how to maximize those returns. But for foundations, the "return" is not monetary; what they seek is a certain kind of "change" or "good." Usually, they make conscious decisions about what kind of change or good they want to achieve with their "investments." But unless they operate their own programs, they can't accomplish much themselves. They accomplish their goals by giving their money to others. And the tax laws say they have to give away a certain amount each year.

So what does that mean for you? First, you have to find foundations that share similar goals and objectives. Next, you have to explore ways you and the foundation might productively work together toward those goals. And then you have to convince them that "investing" in you will provide them a better "return" than investing in some other program. Remember, you're not trying to convince them to do something they don't want to do. They're going to "invest" in someone; that's why they exist. So why not invest in you?

The same is true for people who have been fortunate enough to amass some wealth. You can be sure the wealthy people you would like to court are not going to go hungry if they decide to write you a check. Many of them WANT to donate money to worthy causes.

Donating isn't just good for the recipient; it's good for the donor too. Many people enjoy donating, and they enjoy being asked. It makes them feel good. It makes them feel important. They like being able to support impressive people and make important things happen. And sometimes, when naming is involved, donating even provides a little hedge against the impermanence of life. But you have to realize that before they give you very much money, they must come to believe you won't squander it. They must come to trust you. So your job becomes, once again, to identify those who share your goals and then to earn their trust. That usually takes time and cultivation.

So fundraising isn't just an unpleasant form of begging or a sales job where the fanciest presentation or the fastest talker wins. It's not about writing the perfect proposal; there isn't one. It's much more about matchmaking —- about finding a foundation or an individual interested in what you and your organization are pursuing. And it's about building relationships —- getting to know them, learning what they want to accomplish, figuring out how your work fits with their goals, and building mutual trust.

That doesn't sound impossible, now does it?

Internationalizing Journalism and Mass Communication Units

(and how to help find it)

ROBYN S. GOODMAN
Associate Professor, Communication Studies Program
Alfred University

A major segment of this year's Nashville ASJMC workshop emphasized the need to internationalize j/mc units nationwide. While a first panel focused on why internationalization is necessary and how it can be achieved, a follow-up panel focused on funding such efforts. This article highlights the speakers' main conclusions to help administrators kick start and/or continue their internationalization pursuits.

Background

ASJMC's decision to highlight internationalization at its February conference grew out of a brainstorming session among former AEJMC president (2001-2002) Joe Foote, the University of Oklahoma's Gaylord Chair; AEJMC and ASJMC Executive Director Jennifer McGill; ASJMC President-Elect Pamela Creedon; and AEJMC's International Communication Division (ICD) head and Associate Professor Robyn S. Goodman, Alfred University. Foote initiated the creation of these panels to update administrators on creative approaches to internationalizing their j/mc units and on AEJMC's International Task Force's (ITF) efforts to internationalize AEJMC.

Foote created the ITF to help make AEJMC not only the nation's premier educational association focused on *American* j/mc practices, views and scholarship, but also the leading *world* j/mc education association. For the past four years, the ITF, consisting of some 50 AEJMC ICD members, has been working to make this goal a reality. The ITF's first major undertaking was the recent creation of the Global Journalism Education Congress, which should draw j/mc leaders from most continents to discuss the current state of journalism education worldwide.

The congress is scheduled for Singapore in July 2007. It will be hosted by the Asian Media Information &

Communication Centre (AMIC), an Asian media non-government agency. AMIC is a professional/academic media organization that, like AEJMC, holds an annual conference. AMIC was chosen to host this congress because it has a staff that can handle this event, and it will host it at its home-base in Singapore, a central international location that possesses excellent conference facilities. The congress will be held immediately before or after AMIC's 2007 annual convention, also scheduled for Singapore in 2007, in hopes of drawing appropriate AMIC convention-goers to this distinctive global journalism event.

> ***"U.S. engagement with and awareness of the world have declined over the last 20 years."***

Foote's decision to initiate internationalization sessions at the Nashville workshop support his strong belief that the ITF's efforts, and companion internationalization efforts at university campuses nationwide, cannot succeed without strong support from ASJMC members.

As Foote recently elaborated:
"This congress will be an opportunity to meet with administrators from programs around the world and build relationships. We hope to attract leaders from major media programs in addition to the organization representations. We could even schedule a series of programs targeted just to administrators. The Task Force hopes that not only will ASJMC send representatives to Singapore in 2007, but also that it will consider holding one of its meetings there. Having American administrators at this meeting would give it a major boost and provide a chance to compare notes with the leaders of the world's most prominent programs. We hope that ASJMC will seize this historic opportunity" (personal communication, 2005).

For more information on the congress, contact Foote at: jfoote@ou.edu

Internationalizing J/MC Units: The Why and How

Since both panels concentrated on helping and inspiring ASJMC members to internationalize their own j/mc units, this article will focus on why such efforts are crucial and how they can be achieved.

The Why

Since most administrators seem to agree on the serious need to internationalize their j/mc units, more panel time was spent on "the how" than "the why" of internationalization. However, no discussion of this matter is complete without a quick review of why internationalization is necessary. Therefore, consider the following statistics, presented at a post-9/11 global education conference at Roanoke College, which strongly support the fact that "U.S. engagement with and awareness of the world have declined over the last 20 years" (Sinton & Myers, 2001):

1. The percentage of students taking a foreign language in U.S. colleges and universities has shrunk from about 16 percent (in 1960) to about 6 percent today;

2. Fewer than 40 percent of American colleges have foreign language requirements;

3. Fewer than 4 percent of U.S. higher education students study abroad and, while the absolute number of U.S. students studying abroad has increased, about two-thirds go to English-speaking countries;

4. Fewer students than ever study abroad for a year. Most study abroad for one semester or, increasingly, for short trips lasting a month of less (ie., the U.S. student's experience is often shallow);

5. Only about 7 percent of Americans have passports; and

6. In a recent Gallup Poll, 75 percent of the public could not locate the Persian Gulf, 50 percent could not

identify South Africa and 25 percent could not identify the Pacific Ocean (p. 1).

Drawing from such facts, ASJMC internationalization panelists stressed the following main point: 9/11 taught Americans the danger of ignorance about world affairs. They agreed that educators, especially j/mc educators, are especially obligated to help produce the most globally-oriented students possible. After all, j/mc educators need to teach future journalists how to think about, and cover, an increasingly complicated world in a manner that truly educates the American public. Nothing less than our national security and world peace are at stake.

However, at a time when exposing Americans to international views is crucial, fewer U.S. students are traveling abroad and fewer international students, due to restrictive government policies, are being admitted to U.S. colleges. Since fewer international interactions are taking place on campuses nationwide, j/mc educators need to spend more time in all courses encouraging their students to study abroad and exposing them to as many in-class international lessons and experiences as possible.

The How

Journalism and mass communication educators seem to agree on the urgent need to offer their students international perspectives as quickly and thoroughly as possible. But with already packed academic schedules, this pursuit can seem daunting. How can we initiate or continue our j/mc units' internationalization efforts as effectively as possible? And, once we determine this, how can we fund such efforts? While the Nashville conference's first set of international experts, administrators, and teachers, from large and small j/mc units alike, dealt with this first question, the second set of international experts, administrators, and government representatives dealt with the second.

Panel No. 1: How To Internationalize

This panel consisted of four international experts, two administrators and two journalism professors: Dean Loren Ghiglione, Northwestern's Medill School of Journalism; Dean Paul Parsons, Elon University's School of Communications; Professor Zeny Sarabia-Panol, Middle Tennessee State University's College of Communication; and Associate Professor Robyn S. Goodman, Alfred University's Communication Studies Program. While Ghiglione and Sarabia-Panol represented larger programs, Parsons and Goodman represented smaller ones. However, audience members soon learned that regardless of a unit's size or treasure chest, internationalization strategies are often quite similar and effective. As Parsons told ASJMC conference attendees, even the smallest program's most modest efforts can lead to amazing results: "A mere two to three degrees of change can make all the difference."

Administrators' Advice

Parsons and Ghiglione stressed the following tips for successful internationalization (Both stressed the first four points, and Parsons added the fifth, Ghiglione the sixth):

1. Connect with your institution's already established international programs;

2. Build a faculty possessing a strong international perspective;

3. Reach out to alumni abroad and/or alumni with careers possessing strong international elements;

4. Create innovative courses and curricula;

5. Seek out international students; and

6. Tie into your institution's strategic plan.

During this panel, the administrators fleshed out these points. Their strategies, and key examples, are summarized below:

1. Connect with your institution's already established international programs.

Administrators building a strong relationship among j/mc units and on-campus international programs are laying significant groundwork for developing more internationally-oriented graduates. After all, such relationships can help administrators achieve their internationalization goals via a wide variety of avenues. For example, university international programs can help get j/mc faculty abroad and j/mc faculty and students hooked into many types of on-campus international activities, such as hosting international visitors and attending international film festivals.

Parsons said his unit's successful lobbying of on-campus international programs has already led to j/mc faculty members participating in a China and a London exchange program and developing creative study-abroad courses.

This solid relationship also resulted in a last-minute visit by Russian journalists. When Duke University contacted Elon to gauge its interest in entertaining its Russian guests, the fact Elon's international officers knew the School of Communications would be interested made the visit a reality. "Our international office knows that we say 'yes' to almost all things international," Parsons said. "With only a couple of days' notice, we hosted 15 Russian journalists …."

2. Build a faculty possessing a strong international perspective.

While using one's campus-wide international programs to get scholars abroad is an excellent approach to creating a faculty with international perspectives, several additional approaches should be considered. For example, when building one's faculty, it is a true plus to hire international-minded candidates. As Parsons stated: "The [Elon] School of Communications has added nine new faculty positions during the past two years. While we didn't intentionally set out on this course, six of the nine have lived abroad. This is going to have a huge impact on the internationalization of our program. It's inevitable."

In addition, faculty members should be encouraged to take part in already established off-campus international programs, such as Fulbrights.

Finally, administrators should encourage their faculty to set up and pursue their own international exchanges and experiences.

For example, Ghiglione stated that Lee Huebner's Paris-based International Media Seminar is an excellent example of a successful faculty-initiated program. Huebner, a Northwestern professor of communication studies and journalism and a former *International Herald Tribune* publisher (1979 to 1993), organizes this innovative one-week seminar. The program sends future journalists and their educators to Paris to interact with prestigious professional media experts and Parisians, take extensive media tours and visit important cultural sites. This seminar operates in conjunction with the Paris-based Center for the Study of International Communications, in cooperation with American University of Paris (www. mssu.edu/paris)

3. Reach out to alumni abroad and/or alumni with careers possessing strong international elements.

There are three main advantages to this strategy. First, alumni based abroad can offer first-hand help facilitating student exchanges. Second, alumni may make financial contributions to a j/mc unit's international programs. And third, alumni are often willing to return to campus to take part in a variety of activities, such as discussing international aspects of their careers.

Medill's Global Journalism Program's global residency experience for graduate students is a key example of an innovative, successful program aided by internationally-based alumni. As described on Medill's Web site, the global residency experience is the "heart" of the Global Journalism Program, which combines an intensive front-loaded seminar series in Paris followed by a faculty-supervised 10- to 12- week residency …. [The] residencies [are] established and coordinated at Medill at primary English-language news organizations and publications in Europe, Asia, the Middle East, Africa, South America, and other regions (www.medill.northwestern.edu/journalism/global/program description).

According to Ghiglione, although he relies heavily on Medill faculty member Jack Doppelt and staff boss Lois

Shuford to grow and oversee the global residency experience, alumni in cities such as Paris, New Delhi and Cape Town have made important contributions to its success.

In addition, U.S.-based alumni with international interests have provided Medill with $50,000 annually, which has made possible undergraduate reporting programs in India and South Africa.

Finally, returning alumni with international perspectives, whether based in America or abroad, are often instrumental in convincing students that global views will be highly valued in their future media careers.

Parsons stated that Elon's School of Communications "enthusiastically" participates in International Week, in which internationally-minded alumni return to campus to share their global perspectives with students.

4. Create innovative courses and curricula.

Medill's Global Journalism Program is a good example of an innovative curriculum. Before students take part in this program's international residency, they must complete an intensive global journalism course. This class helps prepare them for their professional j/mc experience abroad. Medill's Web site describes this course as follows: "[In this course] students discuss issues such as the role of the foreign correspondent, immigration, refugees, the globalization of economies, international health issues and other subjects that force students to look beyond the `American' viewpoint of the world. Lectures include discussions with local consulates, foreign correspondents for Chicago news publications, and experts on topics of international interest" (www.medill.northwestern.edu/journalism/global/desc-edit410).

Elon has also successfully altered its course content/curriculum to accelerate its internationalization process. One key example: Elon's main introductory course in the major has been re-named "Communications in a Global Society" in order to emphasize the importance of an international perspective in the communications field. "A name influences course content over time," Parsons said. "We want students to recognize and appreciate the international dimension of what they do."

This name change was meant to inspire, over time, a more global approach to Elon's main introductory course and its major, not to take over its already established international communication course. However, Parsons said the name change has already affected the course's content. For example, twice so far, students taking this course, regardless of their international interests, have been required to read works featuring strong international perspectives, such as Thomas Friedman's *The Lexus and the Olive Tree* and Susan Moeller's *Compassion Fatigue*.

5. Seek out international students.

Parsons said that since admissions and financial aid offices and student self-selection predominantly determine which students attend an institution, this goal may be among the most difficult to achieve. However, he said it is still important to encourage these offices to find, pursue, help fund, and admit more international students. Parsons stated: "Work with the admissions and financial aid offices to pursue scholarships for international students. Having international students in our classes is a powerful reminder of global communications. I taught Media Law & Ethics during our recent winter term and had a Jordanian student in class who added valuable perspective to issues such as free press, censorship, and copyright law."

6. Tie into your institution's strategic plan.

All institutions have a major strategic plan, and chances are that your j/mc unit's internationalization efforts tie nicely into it. Convince your institution that internationalization is paramount to achieving it strategic goals, and institutional support may follow.

The Faculty Weighs-in: Classroom Internationalization Techniques

Also during this first panel, Zeny Sarabia-Panol, an internationalist specializing in public relations and advertising, and Robyn S. Goodman, an internationalist specializing in journalism, were asked to answer the following question: How can you begin creating the international mindset, exercises, and examples you will need to truly internationalize your courses?

Internationalizing Public Relations/Advertising Classes

Sarabia-Panol offered the following tips (all which can be easily modified for journalism courses):

1. Simulate a news conference in a foreign country;

2. Conduct e-mail interviews of PR and advertising professionals in the country of a student's choice;

3. Use international PR/advertising case studies;

4. Keep in contact with professional organizations; and

5. Invite PR/advertising professionals to class who have conducted overseas projects.

Sarabia-Panol's strategies for achieving each tip follow:

1. Simulate a news conference in a foreign country.

As a final project in her "PR Communication" class, she has students simulate a news conference. In one scenario, a hostage situation unfolds in a hotel in the South Pacific. In another scenario, an American product launching takes place in a European nation. Students enjoy this project because they get to research different countries and practice everything they learned throughout the term, including writing news releases, press statements, media advisories and bios and putting them together in a media kit for the "news media" in attendance. They also get to role play the parts of the hotel or company CEO, the local security and hotel officials, and embassy diplomats.

2. Conduct e-mail interviews of PR and advertising professionals in the country of a student's choice.

In her "PR Campaigns"class, Sarabia-Panol has students interview PR practitioners. Since she allows them to conduct their interviews by e-mail, she encourages them to choose practitioners from abroad. As a result, past interviews have taken place with practitioners in Singapore, Thailand, Italy, and Spain.

3. Use international PR/advertising case studies.

She also uses a variety of case studies in her courses, such as the marketing of Australia's Kiwi fruit and a Pepsi promotion nightmare in the Philippines wherein a computer glitch produced thousands of winners of a one-million-peso reward.

4. Keep in contact with professional organizations.

Quality professional organizations include the Public Relations Society of America (PRSA), the International Association of Business Communicators (IABC) and the American Advertising Federation (AAF).
Such organizations have helped Sarabia-Panol reach her fifth and final internationalization teaching tip, described below.

5. Invite PR/advertising professionals to class who have conducted overseas projects.

Through the PRSA, Sarabia-Panol found a nearby professional who oversaw Dell projects in Europe. She invited her to Communication Week events.

Internationalizing Journalism Classes

Goodman offered the following tips for internationalizing j/mc courses:

1. Take advantage of all opportunities, large and small, to make classes as international as possible;

2. Invite international guests and internationally-minded speakers to class;

3. Help students find appropriate international sources;

4. Internationalize courses with quiet confidence; and

5. Encourage students to travel and/or study abroad.

Goodman's approaches to successfully achieving each tip are described below:

1. Take advantage of all opportunities, large and small, to make classes as international as possible.

In Goodman's current advanced beat reporting class, during a class discussion, she suggested that a student on a sports beat covering the latest Sammy Sosa controversy (alleged illegal steroid use) interview campus-based Dominican Republicans to see whether such coverage is damaging Sosa's superstar reputation in his country of birth. When the student balked at this suggestion, stating he had no way of finding such individuals, her students would not let him off the hook. Hands shot up, and several classmates suggested that this class member could easily find students from the Dominican Republic via the campus Caribbean student groups.

Although this student never did add a Dominican Republic source to his Sammy Sosa story, Goodman said that students' negative response to his lack of international initiative illustrated that they were beginning to understand the value of international perspectives. Now the majority of her students are not only trying to explore their beats' international possibilities, one even decided to create an international beat of his own.

2. Invite international guests and internationally-minded speakers to class.

Goodman attributed the fact that a student this term took on an international beat to her steady stream of speakers, both international and international-minded. These speakers included everyone from the new director of her university's study abroad program, a Dutch woman, to the dean of students, who possesses very strong international interests. These speakers, by reinforcing the underlying international values in her teaching, helped solidify them.

3. Help students find appropriate international sources.

It takes guts for a student to report on international topics. After all, international sources and contacts are more difficult to find and maintain, especially at small, remote campuses. If a student shows interest in such topics, help him find an appropriate list of sources to get him started.

Goodman said she used to assume that students could find such sources on their own. However, after many gave up on international coverage, she researched the matter herself. She found that although many administrators had lists of international students and faculty on campus, such as the admissions and student affairs offices, all considered them private information and would not share it with students.

Most said they would give out such information on a case-by-case basis, but they would have to ask each individual first if it was OK to give out his or her contact information to a student reporter. It is not surprising that this cumbersome process dissuaded students from international coverage.

Goodman said she was able to help students sidestep this problem through a few phone calls to internationally-minded administrators. After explaining why students were giving up on international coverage, they began bending over backward to help students find appropriate sources on deadline.

4. Internationalize courses with quiet confidence.

Goodman said students are more likely to resist obvious internationalization efforts. Those educators adding "diversity" to their classes have experienced resistance from students who often believe such changes are more political than educational. However, topics many students used to strongly resist, such as minority issues in a general mass media class, are now being taught with overwhelming student acceptance. Educators will go through a similar process "internationalizing" their courses. Those who automatically, naturally weave international content into their general j/mc courses will be most successful, while those who dwell on this process with their students, or overzealously promote it, will likely be met with student resistance.

5. Encourage students to travel and/or study abroad.

Goodman has not only invited the new head of study abroad to her beat reporting class, but she has also invited study abroad experts nationwide to visit this class during a special university one-day study abroad fair. As a result, a young woman on a student activities beat covered the fair with such enthusiasm that it became the school paper's lead front-page story. This student is now seriously considering study abroad herself.

An unexpected plus: Although Goodman had known these students for some time, it was not until study abroad representatives visited her class that she learned many of them have lived abroad or traveled extensively. Oddly enough, these students had never previously mentioned their travels to her.

How Administrators Can Support Faculty Efforts

Sarabia-Panol concluded her presentation with a list of 10 ways administrators can help faculty achieve their internationalization objectives:

1. Recognize, support and provide incentives for faculty internationalizing their courses and/or conducting international-related research;

For example, internationalized classes and international research should take on special significance in the tenure and promotion process. In addition, faculty working actively to internationalize their classes and research should be eligible for a variety of incentives, such as special teaching awards, research grants, subsidized travel to international conferences, international memberships, books and supplies.

2. Organize workshops on how to internationalize courses successfully;

3. Provide incentives and support for faculty to develop a course dedicated to international advertising or international PR, such as release time, summer funding, etc.;

4. Identify resources within units, such as international faculty, Fulbright scholars, faculty presenting at international conferences, and faculty members of international professional organizations;

Then, get this group to compile a database of international PR/advertising resources within units, from the library, international office, Web, and community;

5. Encourage faculty to become members of academic organizations interested in international aspects of journalism and mass communication or based abroad, such as AEJMC's ICD, ICA, IAMCR, AMIC, etc.;

After all, through such organizations faculty will be consistently exposed to international topics and concerns.

6. Build a library of international publications, Web sites, videos, etc., within the unit;

7. Invite international scholars to existing workshops or lecture series in the unit or university;

8. Make available new technologies, such as video conferencing, to help faculty network with international scholars and practitioners;

9. Declare a day for international research or teaching; and

10. Establish sister journalism and mass communication schools abroad.

Panel No. 2: Funding Internationalization

Since special funding certainly helps speed up and secure the internationalization process, the conference's second internationalization panel, created and moderated by Joe Foote, focused on the following question: Now that we know the "why" and "how" of internationalization, how can we secure extra funding for the process?

Dean Mills, professor and dean of the Missouri School of Journalism, and two international funding specialists, senior program officer Andy Riess, Council for International Exchange of Scholars (CIES), and senior exchanges specialist Thomas Johnston, Office of Citizen Exchanges, tackled this question.

Mills described many of his unit's international characteristics, followed by five tips for funding internationalization efforts.

Missouri's International Highlights

Dean Mills reported that the Missouri School of Journalism oversees substantial international grants and has an unprecedented number of students and faculty taking advantage of international experiences.

The School of Journalism currently manages $1.2 million in international grants and will possibly administer an additional $1 million in the near future. The funding is used for faculty exchanges, curriculum development, etc. The "biggest chunk" of these funds, $250,000 a year, is devoted to Missouri's Moscow program. The grants also support additional programs in a variety of countries, including Moldova and South Africa.

The School of Journalism's operating budget for international programs is $400,000 annually. As for study abroad, 15 percent of Missouri's J-school students are currently involved in such programs, more than four times the national average. And international internships and faculty-led programs are augmenting current semester-long programs. And when it comes to J-school faculty travel, in 2004 alone, 63 faculty members took week-long trips to support international programs. Overall, about one-half of the faculty has traveled abroad in the last two years.

Five Important Tips

1. Use release-time to secure a part-time international coordinator and/or grant writer. A "point person" is needed to pursue international initiatives successfully.

Missouri's J-school appointed an international programs coordinator 11 years ago. Originally, a professor with a one-course teaching reduction ran this program. Although the professor currently involved in this program still receives the same course reduction, he is now aided by a full-time study abroad advisor, an administrative assistant and a grants coordinator.

2. Conduct an extensive search for on-campus "pockets of money" and opportunities. Such searches can lead to surprising results.

For example, Mills said an extensive on-campus search led to the j-school taking over the university's London program.

3. Charge students fees for taking part in special international programs, such as between-semester short courses and summer abroad experiences, and refund some of this money through discretionary scholarship funds.

4. Make international scholarships an important fundraising objective.

5. Pay faculty with extensive professional experience to train students and other professionals abroad.

Additional Funding

Riess and Johnston also presented many additional funding opportunities. While Riess updated the audience on the Fulbright Program, Johnston introduced them to his office's citizen exchanges.

Fulbright Program

Riess told audience members that if they have not been involved in a Fulbright exchange, they should apply for one as soon as possible. And, if they have already taken part in a Fulbright exchange, they should apply again – new opportunities await them.

Riess summarized Fulbright opportunities as follows:

The "old," but very vital, core of the Fulbright program remains the traditional Scholar Program. Every year some 800 American scholars are given grants to work in 140 country and regional programs while an equal number of foreign scholars come from around the world to work and teach in America's colleges, universities, and laboratories.

In fields such as communications, journalism, and media arts … there continue to be numbers of awards specifically targeting these disciplines as well as more than 150 "All Discipline" awards in nearly every country program. Also there are subsets of the program, including the Distinguished Chairs, the topically-oriented German Studies Seminar, and others that highlight special opportunities in various countries. That is the traditional part of Fulbright.

Over the last several years, Fulbright has expanded its reach in an effort to create new programs and new opportunities. These initiatives – the innovative part of Fulbright – have opened up short-term programs, thematic programs, and programs designed to support ongoing linkages between foreign and American institutions.

The most notable of the new programs are:

The Fulbright Senior Scholar Program features two- to six-week consulting opportunities intended to meet the needs of hosting institutions and are limited to specific discipline areas, journalism and communications among them. The application process is entirely electronic and there are eight reviewing cycles throughout the year. This program has proven very popular due to the shorter grant periods and the highly focused nature of the projects;

The New Century Scholars Program brings together 30 outstanding research scholars and professionals from around the world to address topics of global significance. Drawn from multiple disciplines and focusing on an individual topic, one-third of the scholars are American and two-thirds foreign. For 2005, the topic is "Higher Education in the 21st Century: Global Challenge and National Response" and is under the guidance of Philip Altbach (Boston College). The topic for 2006 will be announced in late spring 2005;

The Alumni Initiatives Program accords returning Fulbright scholars, both American and foreign, the opportunity to build longer-term linkages between their home and host institutions. Applications are limited to those whose grants have been within the last three years and must include at least some cost sharing on the part of the institutions.

The Fulbright Scholar Program has just launched the competition for Academic Year 2006-2007. Information on the program, interactive and downloadable applications, and various tips and directions can be found at the CIES Web site (www.cies.org). The deadline for applications is August 1, 2005. Contact Riess at ariess@iie.org.

Other Possibilities

Johnston described his position, and the funding options he represents, as follows: "The Bureau of Educational and Cultural Affairs' mandate is to enhance international mutual understanding through international exchanges. The Office of Citizen Exchanges, which I represent … provides grants to American-registered non-governmental, non-profit organizations to develop and implement multi-year, multi-phased bilateral or multi-lateral exchanges of mid-to-upper level professionals to conduct collaborative, substantive projects focused on issues of crucial importance to both the United States and the countries of origin of the foreign participants."

These exchanges represent a cooperative relationship between the Department of State and an American institution - often a university - and focus on diverse areas, such as democratization, rule of law and the administration of justice, education, journalism and information dissemination, public health, the environment and natural resource management, conflict resolution/management, human rights and good governance. Grant competitions are announced in the "Federal Register" (always on Thursday), on the Department of State Web site (http://exchanges.State.gov/education/RFGPS) and on "grants.gov." The grants may range in size from $60,000 to $250,000 (with a cost-sharing requirement), they are awarded for the time period requested (with a five-year statutory limit on the validity of the funds), and the competition is rigorous.

For example … the branch of the Office of Citizen Exchanges that focuses on the Near East, North Africa and South Asia (NEA) has approximately 60 to 80 current exchange projects at various stages of implementation, with a total value of $8 million to $10 million.

Approximately 400 persons travel between countries/institutions annually under these projects. The Office of Citizen Exchanges receives approximately 50 to 60 grant proposals annually.

Proposals are judged on diverse criteria, with follow-on, or evidence of sustainability after the initial U.S. government funds have been expended, one of the most crucial. Applicants are usually allowed three months between the announcement of a competition and the deadline for submission; the review and awards process is complex and multi-faceted, requiring up to six months before awards are announced.

Once a grant has been awarded, the responsibility for its implementation rests with the grantee institution, with the program officer in the Office of Citizen Exchanges serving as consultant. Contact Johnston at: JohnstonTJ@state.gov.

Your Personal Internationalization Efforts

Whether you are about to kick start your unit's internationalization efforts or are already deeply involved in the internationalization process, it may help to share your ideas, actions and concerns with like-minded individuals. AEJMC's International Communication Division is here to listen and respond. You can contact the division through the aejmc.org Web site. And while you are there, check out the ICD's newly published, hands-on internationalization booklet, titled "50 Fabulous Ways to Internationalize Your Courses."

Finally, AEJMC's International Task Force is eager for your guidance and participation in its upcoming 2007 Global Journalism Education Congress and its overall internationalization efforts. To find out how to get involved with ITF activities, contact Joe Foote at jfoote@ou.edu.

References

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