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Gravitas, Summer 2007

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The Institute for Community College Development

GRAVITAS

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SUMMER 2007

A Newsletter for A New Kind of Leader

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Announcing the EPA's P3 (People, Prosperity, and the Planet) Award for Sustainability: A Student Design Competition

Community Colleges Encouraged to Apply

How can you help your community college students channel their energy toward helping the planet? The Environmental Protection Agency's P3 (People, Prosperity, and the Planet) Award—-a student design competition for sustainability--is one way to encourage their creativity.

As part of EPA's ongoing efforts to make colleges and universities aware of this exciting and successful program, EPA will participate in ICCD's conference **"Sustainability for Community Colleges: Curriculum, Culture, Conservation" August 5-8, 2007**, at Cornell University to present the details of the award program to community college administrators.

The presenter, George Gray, Assistant Administrator in EPA's Office of Research and Development, believes that

(Cont. pg 3)

Now in its fourth year, the EPA's P3 award program is looking for *new college teams* to apply for its $10,000 award.

Applications will be accepted August through December 2007

A student team (right) from Albion College, a private four-year college in Albion, Michigan, competed in 2007 for the P3 Award. The team generated electricity using their campus' exercise equipment "to educate college students on energy conservation and consumption." Their project summary states that "students will pledge to consume (on a given appliance of their choice) for the weekend only as much energy as they produced exercising the prior week." Other winning projects are described on the EPA P3 Web site, http://es.epa.gov/ncer/p3

Gravitational Leadership

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Institute for Community College Development

A SUNY and Cornell University Partnership

ICCD's Gravitational Leadership Program Calendar

August 5-8, 2007

Sustainability for Community Colleges: Curriculum, Culture, Conservation

Leadership Issues Series
ILR School,
Cornell University
Ithaca, NY

Resource Development

October 29-31, 2007

Community College Labor Relations: Effective Contract Implementation and Interpretation

ILR School, Cornell University
Ithaca, NY

Organizational Integrity

November 4, 2007

How to Green Your Campus (EACUBO and ICCD Pre-Conference Workshop)

The Greenbrier Resort
White Sulphur Springs,
West Virginia

Resource Development

November 7-9, 2007

"Growing Giving": Securing Private Support for Your Community College

Shingle Creek Golf Resort
Orlando, FL

Resource Development

November 15-16, 2007

Successful Teaching Conference

Binghamton Regency Hotel
Binghamton, NY

Organizational Integrity

Spring 2008

The Essentials of Community College Labor Relations

ILR School
Cornell University
Ithaca, NY

Organizational Integrity

November 2008

Commmunity College Media Relations

Advocacy

From the Director: The "Tragic Gap"

I recently had the opportunity to hear Parker Palmer (author of *Let Your Life Speak* and *The Courage to Teach*) speak on "Holding the Tensions of Democracy." He described "the tragic gap between what is and what could or should be." "The tragedy," he explained, "is that the gap will never be filled."

Perhaps one reason community colleges have been called "democracy's colleges" is our commitment to addressing this gap, whether it is between our individual potential and what we are able to achieve, or between what society should provide to encourage this potential and what it actually does provide.

Why do you think the gap is never filled?

If you'd like to share your thoughts on this, please email me at Barbara.Viniar@cornell.edu.

Barbara Viniar, Ed.D.
Executive Director

For more information about ICCD's Gravitational Leadership programs, contact Patrick Feely, Program Coordinator, (607) 254-2797 or by email at pef6@cornell.edu.

EPA P3 Award for Sustainability, Student Design Competition (cont. from page 1)

community colleges--with their closely-knit and diverse student bodies–can make unique contributions to the field of sustainable design while using the EPA's P3 program to infuse sustainability principles into their curricula."

EPA's P3 program awards grants to teams of students, along with their faculty advisors, to design and develop sustainability projects in water, energy, agriculture, materials and chemicals, information technology, or the built environment. These student-led projects also include a requirement for the integration of sustainability into higher education curricula. Students research, develop and design scientific, technical and policy solutions to sustainability challenges that help achieve the mutual goals of economic prosperity, a higher quality of life, and protecting the planet. Teams also compete for additional funding in a second "phase" to implement their designs or move them to the marketplace. The national competition and award have already spun off several successful businesses and helped many people around the world.

Applications for Phase I of the P3 program will be accepted in the fall of 2007. The $10,000 awards will be announced in the autumn 2008 semester.

Winners of Phase II of the award receive additional funding of up to $75,000 to further develop the teams' designs, implement the projects in the field, and move them to the marketplace. These Phase II awards will be announced immediately following the Spring 2009 National Sustainable Design Expo on the National Mall in Washington, D.C. (photos, below, center and right). The awards are based on written project summaries and student presentations made at the Expo.

Several other organizations independent of the EPA offer awards (cash or in-kind services) to P3 teams at the Expo.

Applications for EPA's 2008 P3 awards will be accepted August through December 2007.

"Community colleges--with their closely-knit and diverse student bodies–can make unique contributions to the field of sustainable design while using the EPA's P3 program to infuse sustainability principles into their curricula."

- George Gray, Assistant Administrator in the EPA's Office of Research and Development, and a presenter at ICCD's Leadership Issues conference **Sustainability for Community Colleges: Curriculum, Culture, Conservation," August 5-8, 2007**, at the ILR School, Cornell University, Ithaca, New York.

For more information about the P3 awards

visit their Web site,

http://es.epa.gov/ncer/p3

or contact

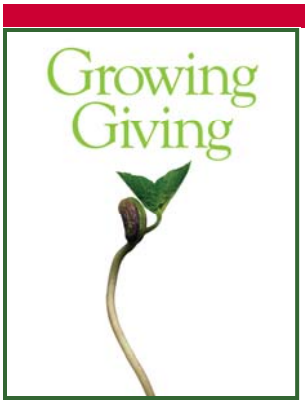
Cynthia Nolt-Helms,

at EPA's Office of Research and Development,

at 202-343-9693, or by email at

nolt-helms.cynthia@epa.gov.

In 2006 a student team from Virginia Wesleyan College, a private four-year college, below right, won an EPA P3 award to design, install, and monitor living green roofs for several dormitories on their campus. They plan to use their data to support the inclusion of a green roof on their campus' new LEED-certified science building to be built in 2009.



"...although community colleges serve nearly half of the under-graduates in this country, and unquestionably do the best overall job with poor, first-generation, and minority students, they receive maybe two percent of the financial gifts made to higher education. Comparatively speaking, they are raising peanuts."

- Donald C. Summers, Director, Principal Consulting LLC.

Why are Community Colleges So Slow to Jump on the Fundraising Bandwagon?

By Donald C. Summers, Director, Principal Consulting LLC. This article first appeared in the October 27, 2006, issue of the *Chronicle of Higher Education*

America is in the midst of the greatest transfer of wealth in human history. By several measures, well over $100-trillion will exchange hands in the next decades as baby-boomer wealth passes to the next generation. Along with the rest of the non-profit sector, higher education is already harvesting those riches, with an average of more than $25-billion donated to postsecondary education in the United States each year.

Compared with four-year colleges and universities, community colleges receive only a small fraction of that money. According to the Council for Aid to Education, the average two-year institution received about $1.4-million in voluntary support in 2004-5; the most that any community college reported raising that year was about $16-million.

This means that, although community colleges serve nearly half of the undergraduates in this country, and unquestionably do the best overall job with poor, first-generation, and minority students, they receive maybe two percent of the financial gifts made to higher education. Comparatively speaking, they are raising peanuts.

What is going on? Sadly, it's too easy to say "Shucks, they're just community colleges" and ignore the reality that this hugely important gateway to the American dream is missing out on a massive source of badly needed money. The Chronicle has reported a few examples of community colleges' dipping their toes into fund-raising waters, but the data, sparse as they are, show beyond doubt that most two-year colleges have not made the investments in fund raising that four-year institutions made decades ago. That is a tragedy of national proportions. Just for starters, it could mean fewer scholarships — millions of dollars' worth of education — for hundreds of thousands of needy students. Given how community colleges are financed — with unpredictable public dollars — and who they serve — the neediest — it is stunning that community colleges are not aggressively pursuing the billions of dollars laid annually at the doorsteps of other institutions of higher education.

From my experience as a senior development professional at both two-year and four-year institutions, and my research on entrepreneurial behavior in public higher education, I've concluded that the failure of community colleges to raise significant amounts of money is partly a result of their organizational culture and their leadership. Some of the cultural obstacles include:

- **Inbreeding.** How many community-college employees come from entre-

(Cont. page 5)

The author of this provocative article, Donald C. Summers, will be opening ICCD's conference

'Growing Giving': Securing Private Support for Your Community College

November 7-9, 2007, at the Shingle Creek Golf Resort in Orlando, Florida, with a panel of community college presidents responding.

For more information about **"Growing Giving,"** visit **www.iccd.cornell.edu,** or contact Patrick Feely, Program Coordinator, at (607) 254-2797, or by email at pef6@cornell.edu.

Fundraising (Cont. from page 4)

preneurial organizations, like businesses or even four-year institutions? Low pay, good benefits, and job security combine to attract a work force that is probably less comfortable with the pace, risk, and reward of the entrepreneurial world. Many employees of community colleges know little about how other organizations do things — especially how other higher-education institutions raise money. A stale, change-averse culture results.

- **Identity.** Is a community college more like a big high school or a major university? Community colleges share many traits with both institutions, but unfortunately most two-year colleges raise money as if they were public high schools. In other words, they think small, running auctions and bake sales, a sure path to fund-raising inefficiency and ineffectiveness.
- **Equity.** Concern about equity in the treatment of faculty members is often cited as the reason community colleges do not solicit money for supplementing faculty salaries in the form of professorships and endowed chairs. But most public four-year institutions got over those concerns decades ago, and many now have at least some non-state reserves for recruiting and retaining the best faculty members. That behavior may even be encouraged by states themselves. In Washington State, the Legislature supports both merit-based pay scales and private support for faculty salaries at public colleges and universities. For example, legislators grant budget support to the University of Washington to support faculty recruitment and retention; legislators also provide millions of matching dollars for privately financed professorships and chairs — dollars that are routinely gobbled up. (Notably, at the community-college level, public matching funds for private gifts often go unused.)

  Do community colleges know something that the best research universities don't when it comes to retaining the most-desirable faculty members? Do community colleges refuse to consider the potential benefit of supplementing faculty pay with private money be cause of concerns over the social and cultural differences that policies promoting equity attempt to ad dress? Or is "culture" just an excuse for maintaining the status quo?
- **Introversion.** Because of the enormous variety in the types of students they serve and the resulting complexity in service delivery, community colleges must meet unique demands. But compared with universities, the two-year institutions have yet to clearly articulate their mission and broadcast it to the world. The diminutive size of their development offices is matched by that of their external-relations and alumni offices. And frequent, intense infighting between administrations and faculty unions makes it hard to build a team and focus on attracting external investment.

Another set of obstacles holding community colleges back involves issues of leadership. Most of their administrators are hired from within, contributing to two-year-

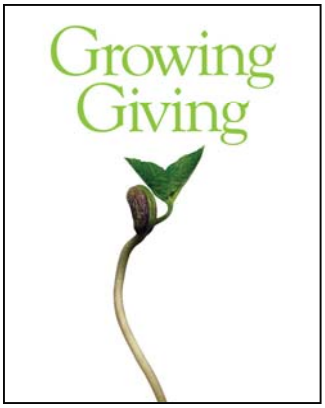
(Cont. page 6)

> " Many employees of community colleges know little about how other organizations do things — especially how other higher-education institutions raise money."
>
> - Donald C. Summers, Director, Principal Consulting, LLC, and the provocative opening speaker at ICCD's conference **"Growing Giving: Securing Private Support for Your Community College" November 7-9, 2007**

"As a fundraising professional for 20 years, I am new to the community college fundraising world. I look forward to hearing from experts in community college fundraising who are utilizing the best practices and strategies from the broader non-profit and educational fundraising arena. The presenters at ICCD's "Growing Giving" conference have demonstrated their leadership and success in the field."

--Stacey Sickels Heckel, CFRE, Executive Director of the Foundation, Anne Arundel Community College, Arnold, Maryland

Fundraising (cont. from page 5)



"...the best candidates [for community college presidencies] are presidents and vice presidents of smaller four-year colleges, as well as second- and third-tier administrators at big universities. Those folks know and appreciate community colleges [and] would be more likely to have big-league fund-raising experience…

- Donald C. Summers, Director, Principal Consulting LLC.

colleges' insularity and fear of change. A few colleges are experimenting with hiring presidents from outside academe (see "The Outsider," The Chronicle, March 31), with mixed results. Some community-college leadership problems are:

- **Weak trustees**. Governors appoint so many wealthy, influential leaders as trustees of the big, public four-year universities that they seem to have exhausted their Rolodexes when it comes to trustee selection for community colleges. Fund-raising results would improve in a hurry if community-college trustees were more of the caliber of their big-gun counterparts at large universities.
- **Weak presidents and system heads.** Neither large universities nor modest four-year colleges would ever hire a president or chancellor who did not have considerable fund-raising experience, yet community colleges don't seem to think that such an obviously valuable skill is important. Community colleges need as presidents the seasoned fund raisers they deserve. While some two-year systems have attempted innovative presidential hires, they are looking in the wrong places. Like public-school districts desperate for new superintendent blood, some community colleges hope that retired corporate CEO's or army generals will give them the leadership they need. That is a start in the right direction, but the best candidates are presidents and vice presidents of smaller four-year colleges, as well as second- and third-tier administrators at big universities. Those folks know and appreciate community colleges, would be more likely to have big-league fund-raising experience, and probably would be more able to avoid pitfalls that someone from outside academe would never see.
- **Inadequate fund-raising staffs.** Over the past three decades, there has been an explosion in the hiring of development-staff members at four-year colleges and universities. And for good reason: The return on in vestment makes it a no-brainer. It is an axiom of the fund-raising trade that investing one dollar now in your development operation yields 10 dollars in the not-too-distant future. For example, in the early 1990s, the University of Washington bravely quadrupled its development budget, despite a budget crunch. Today the university employs nearly 400 development-staff members, and the payoff is crystal clear as the university approaches the finish line of a $2-billion campaign. On the other hand, consider the largest community college in the country, one that enrolls half again as many students as major research universities like Washington. Miami Dade College, in Florida, employs a total of nine people in fund-raising and alumni relations, and the last update of the "Fundraising Campaign News" on its Web site is dated September 2003.

Have Miami Dade and other community colleges prompted their governors to help them beef up their boards and hire the right presidents? Not likely. Have the governors taken the initiative? Apparently not. But until something courageous happens, Miami Dade and other

(Cont. page 8)

Why Spend Three Days in the Height of Summer at ICCD's Leadership Issues Conference? Comments from Past Participants

It's hot and muggy, and some air-conditioned space—perhaps your office or living room--conspires with the neighborhood pool to keep you tethered close to home. Why stir yourself in the heat of early August to drive or fly to the heart of Upstate New York for the Institute for Community College Development's annual three-day Leadership Issues conference?

Past participants in Leadership Issues have included community college presidents, administrators, faculty and trustees from around the United States and Canada. They've returned to their campuses and communities inspired not only by the speakers and workshop presenters but also by networking with their colleagues from other institutions. Encouraged to champion issues that are important to them, they were prepared, with hands-on techniques, to get things done. And in their free time between sessions they found both this small college town on the southern tip of Cayuga Lake, and the green, shaded Cornell campus, beautiful and delightful to explore.

In their own words, past participants in Leadership Issues conferences found that

"The presenters were all superb and top in their field."

"The keynote speakers were especially informative and entertaining."

"I could apply the presentations immediately to my classes and department."

"The group discussions with a variety of colleagues gave me the opportunity to hear ideas from other institutions, and alternate perspectives."

"I had the opportunity to engage with colleagues from around the country."

"The diverse roles of the attendees--having institutional presidents, vice presidents, board members, faculty, institutional researchers, and others--brought forth such rich conversations."

"There was ample time for discussion," and

"The program was well planned and the staff very friendly and helpful."

- By Martha Stettinius, ICCD Staff

This summer's Leadership Issues Conference,

"Sustainability for Community Colleges: Curriculum, Culture, Conservation"

will be held **August 5-8, 2007,** at the ILR School at Cornell University in Ithaca, NY.

For more information visit our Web site, **www.iccd.cornell.edu,** call (607) 254-2797, or email Patrick Feely at pef6@cornell.edu.

Participants At ICCD's 2006 Leadership Issues program at Cornell, **"A New Era of Accountability,"** (below, left to right): Emmanuel Awuah of Onondaga Community College, Syracuse, NY; and Faye Murphy and Doris Jones of Tarrant County College, Forth Worth, Texas.

ICCD's Applied Research Grants Available for 2007-08

ICCD's Applied Research Grants are available to community colleges for projects related to one or more of ICCD's *Gravitational Leadership* competencies of core skills (communication, collaboration, ethics, and professionalism), advocacy, resource development, and organizational integrity. Grants will generally not exceed $5,000 for one-year projects.

Examples of fundable projects include:

- A comparison of trustees' and presidents' perceptions of the community college leadership competencies
- A case study of a leadership development initiative to create an entrepreneurial college.

Grants are awarded to faculty and staff who most effectively propose studies that:

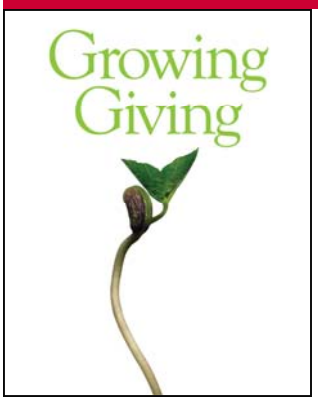
(Cont. page 8)

Core

Advocacy

Resource Development

Organizational Integrity



November 7-9, 2007

"Growing Giving": Securing Private Support for Your Community College

Shingle Creek
Golf Resort
Orlando, FL

More information:
www.iccd.cornell.edu

Fundraising (Cont. from page 6)

public community colleges will continue to miss out on the billions of dollars their students desperately deserve.

None of the obstacles to community-college fund-raising success would be particularly hard to change if governors and legislatures expected their community-college systems to start doing better. The colleges would probably cry foul — few people like more work, even if it is good for them — but that is why change must start at the top. At the same time, states need to provide community colleges with the financial incentives and support necessary to expand their fund-raising operations.

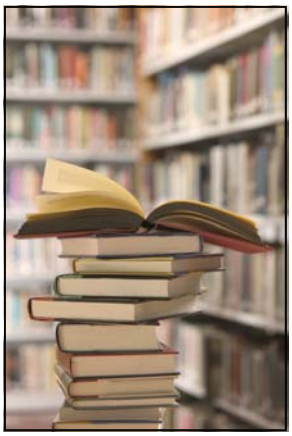
If governors and legislatures were smart, they'd carve out a slice of their community-college budgets and allocate that money for development at the institutional level. They'd also beef up community-college boards with the type of financial heavyweights apparently now reserved for boards of big four-year institutions. And they'd make sure their community-college systems hired more (lots more) presidents with fund-raising experience at four-year colleges and universities. States could start down this road with gentle steps. For example, they could invite leaders from both two-year and four-year systems to a series of luncheons. The four-year leaders would be required to listen to the two-year administrators talk about recruiting poor and nonwhite students; the two-year folks would have to take notes on pulling in money.

Those are big changes, but not inconceivable. What is inconceivable is that so few community colleges and state legislatures are trying to make them — or even to start the conversation.

Donald C. Summers has worked as a development director at both two-year and four-year institutions. He is currently director of Principal Consulting, a provider of fund-raising advice.

This article first appeared in the *Chronicle of Higher Education*: http://chronicle.com Section: Community Colleges, Volume 53, Issue 10, Page B22

Applied Research Grants (Cont. from page 7)



- incorporate a systems perspective,
- respond to a well-developed and significant issue faced by today's community colleges, and
- contain explicit goals to use the findings to inform the decision-making of community college leaders.

If you have a project that meets these criteria, please e-mail a 1-2 page letter that addresses how this project will contribute to community college leadership development to Barbara Viniar, Executive Director, ICCD, Barbara.Viniar@cornell.edu. The letter should briefly describe the project goals, activities, budget and projected outcomes or product. Please provide complete contact information.

(Cont. page 10)

Outstanding Women Leadership Series

Dr. Jerilyn Fisher, Hostos Community College Professor and Coordinator of their Women's Studies Option, has been selected by ICCD and AAWCC, Region II, to be the third woman to be honored in their joint *Outstanding Women Leadership* Series.

by Lee Riddell,
ICCD Assistant Director

"On Empowerment"

Dr. Jerilyn Fisher, professor of English and coordinator of the Women's Studies Option at Hostos Community College in the Bronx, has been selected by the American Association of Women in Community Colleges, Region II, to be interviewed by the Institute for Community College Development as part of their joint "Outstanding Women Leadership" series. The AAWCC's Region II includes New York, New Jersey, and Puerto Rico. The series honors women who have made outstanding contributions to creating and broadening opportunities for women in community colleges.

The Women's Studies Option is a nine credit course of study that is transferable to four CUNY senior colleges as requirements for their majors or minors (Queens, Hunter, Lehman, and York).

Fisher believes that as a teacher it is important to blend compassion with standards that are both fair and appropriately challenging. "This is a hard line to walk," she says, "but I think many women manage to do it." Three-quarters of the students at Hostos are women, and many of the students Fisher teaches are single parents who have challenging social and economic lives. "Some ask for exceptions to be made for them, others for some kind of understanding," she says. "But sometimes what they are asking for is not quite fair to the other students who have completed work while under strain."

"It's about the line between discipline and unleashed passion," she says. When asked if holding on to integrity becomes more of an issue as women move up the leadership ladder, Fisher replies, "Yes, especially when you have more responsibility for guiding people other than yourself."

Fisher is a life-long learner, bringing with her life's lessons and inspirations from past experiences. She is inspired by the prospect that each day is a chance to empower others, which in turn empowers her. "I enjoy helping people connect with their strengths," she says. "Acknowledging a weakness or limitation and making sense of it, perhaps learning from it, helps us to be better people in whatever we want to accomplish."

Sometimes making the right decision isn't easy. "I am very consultative in both my personal and professional lives," she says. "If something happens and I feel unsure of myself, it doesn't take me thirty seconds to reach out and ask somebody to help me think it through—either for practical advice or just to tell me what they are hearing me say as I struggle for clearer vision."

Fisher has co-edited a collection of feminist essays that look at fiction with psychological theories of women's development in mind. Her own essay in that collection (co-authored) is entitled "Fairy Tales, Feminist Theory and the Lives of Women and Girls." About Grimm's tales, Fisher says, "These portraits of mothers and daughters don't reflect very well the reality of girls' lives." At the end of each tale, the girl is either alone with the prince or alone with her father and brother. All the adult women are gone. So, the message in the tales expresses the view that girls don't need their mothers—or any extant female role model—very much.

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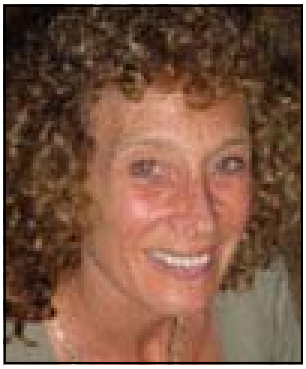

"For women, in particular, it's so easy to lose sight of what is important to us… under the pressure of trying to maintain all the different roles we are supposed to be good at—partners, parents, family members, caregivers, workers. It's easy to lose sight of what really defines us as women, what we want to have define us, and the principles we want to live by."

- Dr. Jerilyn Fisher, Hostos Community College

The Institute for Community College Development

The Institute for Community College Development provides leadership programming and research support for community college CEOs, administrators, faculty and trustees nation-wide. Founded as a partnership between the State University of New York and Cornell University to address the critical issue of leadership succession, ICCD offers a comprehensive program assessing leadership ability at the personal and organizational level, and targeted educational opportunities that develop those skills.

Institute for Community College Development, Cornell University
403 ILR Extension
Ithaca, New York 14853

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E-mail: iccd@cornell.edu

www.iccd.cornell.edu

Outstanding Women Leadership Series

(Cont. from page 9)

"The women who are portrayed as evil step-mothers use deceptive means to try to get their aims achieved," she says, "which is what one has to do if one cannot use the regular channels of power to get things done. What lessons about women and ambition, or women and power, are girls learning from these characters who have no choice really but to lie and deceive?" According to Fisher, research shows that mothers are very important to adolescent girls' development and that these relationships are not nearly as negative as popular psychology or certainly Grimm's fairy tales portray. In the media, especially, the mother-teenage daughter bond gets a bad rap. Sadly, exposure to this misconception can detract from girls' perception of their mothers as sources of support and guidance.

On the day of Fisher's fiftieth birthday, after years of persistence, passion, and struggle, the Women's Studies Option, supported by Provost Cocco de Filippis, was accepted by the Hostos' College Senate. "Women's Studies and feminist education is my life's work," states Fisher. Impacting both the personal and professional lives of many women, the Women's Studies Option extends the AAWCC's mission of changing women's lives through leadership and education. "I felt so strongly that this college in the south Bronx should have this program. There are women here who have never had access to some of the ways of thinking and tools of analysis that feminist theory and women's studies provide. I wanted to give them texts and critical thinking questions that would be helpful and stimulating, and not just abstract knowledge, but something immediate in its usefulness."

Fisher's hope for women is that they can find their passion and a way to live it. "For women, in particular, it's so easy to lose sight of what is important to us and who we are as independent, autonomous, and worthy human beings. We lose sight of all that under the pressure of trying to maintain all the different roles we are supposed to be good at—partners, parents, family members, caregivers, workers. It's easy to lose sight of what really defines us as women, what we want to have define us, and the principles we want to live by."

She pauses. "My message to women is to try to really listen to yourself, to pay attention to the small thoughts, to assign value to the meaningful moments and the attendant feelings, so you can build a sense of who you are that is not chameleon-like in relation to men, not 'helpless before the iron,' the evocative last lines from Tillie Olsen's short story, but instead a sense of self that is coherent, vibrant and steady."

For more information about the Outstanding Women Leadership series, contact Lee Riddell, ICCD, (607) 254-8260, or by email at Lee.Riddell@cornell.edu.

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Martha Stettinius
mcs73@cornell.edu

Applied Research Grants

(Cont. from page 8)

If your project meets ICCD's priority areas you will be asked to provide a more detailed proposal and budget.

Awards will be made on an ongoing basis as proposals are received and approved. ICCD expects its awards for 2007-08 to total $15-$20,000.

For more information visit **www.iccd.cornell.edu.**