

A Review of Current Scholarly Research on Alumni Relations and Advancement

Prepared for



**COUNCIL OF ALUMNI
ASSOCIATION EXECUTIVES**

By the



**LILLY FAMILY
SCHOOL OF PHILANTHROPY**

INDIANA UNIVERSITY
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Overview

In spring 2014, Council of Alumni Association Executives (CAAE) commissioned the Indiana University Lilly Family School of Philanthropy (School of Philanthropy) to conduct a comprehensive scan of literature from the last 15 years on the broad topic of alumni relations and advancement. The primary purpose of the scan was to produce an annotated bibliography of relevant literature for use by CAAE members. The first part of this document provides the methodology used in the development of the annotated bibliography, followed by key findings. These key findings are a summary of the trends identified in the literature and are not meant to provide comprehensive conclusions about the literature. The second part of this document includes the annotated bibliography of the most relevant research available on alumni relations and advancement from the last 15 years. Hyperlinks and keywords are included in the annotated bibliography.

The secondary purpose of this literature scan was to identify gaps in the current literature to be used as a catalyst for future research. The gaps identified were developed by paying attention to both the journals in which the most relevant literature were pulled, as well as the themes drawn out from the literature. Working in partnership, the research committee of CAAE and the School of Philanthropy generated the following list of future research needs in the area of alumni relations and advancement:

- Longitudinal studies on alumni engagement and behavior with their alma maters;
- Connecting various aspects of alumni behavior into a unified framework;
- Understanding the role technology has on alumni engagement and giving; and
- How changes in the economy and social environment impact alumni engagement and giving.

Together, CAAE and the School of Philanthropy hope that this annotated bibliography is helpful for you in your research, whether you are a practitioner or scholar. It is our desire to maintain this as a living document wherein current research is constantly added to benefit those working in the fields of alumni relations and advancement.

If you have suggestions or other feedback, or would like to submit an article for inclusion, please Brett Chambers at chambers@case.org.

Sincerely,

Paula Bonner, President and CEO, Wisconsin Alumni Association, CAAE President

Una Osili, Ph.D., Director of Research, IU Lilly Family School of Philanthropy

Council for Alumni Association (CAAE) Executives

We are a membership association made up of the executive directors and CEOs of the leading and largest alumni organizations supporting major private, public and land-grant institutions of higher education in the US and Canada. CAAE members include professionals with extensive and senior-level administrative experience in not-for-profit organizational membership, higher education administration, program development and implementation, consulting, financial management, communications and marketing.

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The Indiana University Lilly Family School of Philanthropy

The Indiana University Lilly Family School of Philanthropy is dedicated to improving philanthropy by training and empowering students and practitioners to be innovators and leaders who create positive and lasting change in the world. The School of Philanthropy offers a comprehensive approach to philanthropy – voluntary action for the public good – through The Fund Raising School, Women’s Philanthropy Institute, Lake Institute on Faith & Giving, and our philanthropic academic programs and scholarly research.

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Methodology

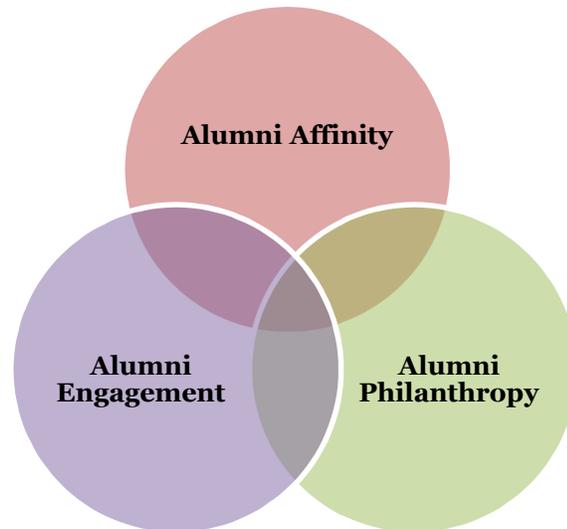
A growing body of research documents shifting patterns of alumni engagement and involvement with their higher education institutions. Scholars and practitioners have emphasized that some changes in alumni involvement with their alma maters may be due to socioeconomic, demographic, and generational differences. In particular, younger alumni have access to broader opportunities fueled by information technology, increased diversity, and global connectedness when compared to their older counterparts. Moreover, today's alumni represent diverse social, ethnic and cultural backgrounds that bring implications for traditional models of alumni engagement.

Higher education institutions have relied on alumni for a range of institutional goals, especially advancement and student recruitment. In order to engage the next generation of alumni, it is important to understand the changing patterns of alumni affiliation, engagement, and identity—all of which are linked with alumni attendance at events, volunteering, advocacy, student referrals, and giving behavior.

The initial three broad areas of focus, as requested by CAAE leadership, included the following:

1. Alumni identity, sense of affinity, and attachment to their alma mater, including factors that influence an adult to self-identify as an alumnus or alumna
2. The generational attributes of alumni, including differences and similarities between different cohorts of alumni
3. Social contexts for giving and engagement, focused on the role of technology, networks, and the affiliation patterns of institutions, including how technology and social media influence the allocation of time and engagement among alumni

Recognizing that these three thematic areas overlap extensively, the School used the following conceptual framework to guide the literature review in explaining the intersection between alumni relations and advancement:



Alumni affinity focuses on alumni's identification with and connection to their alma maters.

Alumni engagement refers to alumni's level of purposeful interaction with their alma maters, either directly with their institutions or indirectly (such as with affiliated groups and persons).

Alumni philanthropy means the giving of alumni's time, money, or resources to their alma maters or related groups and organizations to benefit the alma mater.

The School conducted the literature review of peer-reviewed articles from more than 60 journals from the fields of higher education administration, advancement, technology, and marketing; sociology; marketing; psychology; nonprofit and public sector management and administration; organizational theory and behavior; communication; business administration; and economics.

The primary key words used in the course of this literature review included, singularly or in combination: student, alumni, affinity, engagement, experience, philanthropy, giving satisfaction, loyalty, attachment, success, value, connection, generation, technology, networks, identification, and affiliation.

In addition, the School reviewed non-peer-reviewed reports from reputable higher education research organizations that were found to be particularly relevant for the purposes of this project.

Key Findings

Using the conceptual framework—alumni affinity, engagement, and philanthropy—as a guide for the research, the School developed a set of key findings. These findings were embedded and organized in the context of the aforementioned areas of focus. A more thorough examination of these and other findings were presented in a comprehensive PowerPoint developed for CAAE in summer 2014.

Area of Focus #1. Alumni identity, sense of affinity, and attachment to their alma mater, including factors that influence an adult to self-identify as an alumnus or alumna

The literature revealed that alumni affinity and identity is most significantly affected by having had a positive student experience, strong relationships with faculty and staff, and participation in university extracurricular organizations and campus events. Emerging literature also promotes the idea of cultivating a philanthropic mindset among members of the student body to prepare students for their future role as alumni of the institution. In addition to identifying common drivers of support, literature on alumni outreach and giving emphasizes the importance of keeping alumni informed about causes and campaigns that would benefit from their support.

Area of Focus #2. Generational attributes, as well as differences and similarities between different cohorts of alumni

Research on Millennial donors, specifically, reveals that while this age demographic is eager to lend their support, most do not have the disposable income to do so. Instead, they are more interested in contributing to causes that they can personally identify with and that are mutually fulfilling for both the alumni and the institution. Likewise, community college and nontraditional (online/distance) alumni, though largely ignored as prospects until recently, were found to be willing to support initiatives that assist students that resemble them in age and circumstance.

Area of Focus #3. Social contexts for giving, including the role of technology, networks, and the affiliation patterns of institutions, as well as how technology and social media influence the allocation of time and engagement among alumni

While technology poses a threat to the relevance of traditional alumni association roles, research has identified several strategies for alumni advancement leadership to harness technological tools to expand and improve overall operations. Some of these approaches

include methods for implementation of measurement and benchmarking efforts aimed at enhancing performance and organizational effectiveness.

Annotated Bibliography

Following the initial comprehensive scan of the literature, two additional themes emerged regarding the institutional perspective of alumni relations and advancement: 1.) measurement of institutional capacity and return on investment (ROI) and 2.) evaluation (program and performance). As a result, the School constructed six literature categories for the purpose of developing the annotated bibliography. These categories built on the initial conceptual framework and allowed for a more specific demarcation of the areas of focus: (1) Alumni and Student Affinity, Engagement, and Experience (2) Strategies in Engagement and Philanthropy, (3) Implications of Technology, (4) Benchmarking and ROI, (5) Young Alumni, and (6) Community College and Nontraditional Alumni.

The following annotated bibliography provides the most relevant research available on alumni relations and advancement from the last 15 years. In a few instances, the School provides seminal articles published in prior years. Each annotation includes the complete article citation, a hyperlink to the article, a summary of the article, and key words relevant to the article. Please note that in most cases a hyperlink displayed to download an article will only work if the institution already has a subscription to the journal, publisher, or research center.

The School acknowledges that other relevant articles could have been displayed within the annotated bibliography. It is recommended that reviewers use the bibliography as a starting point for their research, including using the reference pages within these listed articles to further one's specific research.

Alumni and Student Affinity, Engagement, and Experience

The School identified 23 articles focused broadly on alumni and student affinity, engagement, and experience. These articles derived from a number of scholarly journals and research centers and held a wide range of research objectives. Some articles directly relate to alumni and student affinity, engagement, and experience in terms of such factors as trust, attachment, identification, loyalty, value, socialization, interaction, and giving. Other articles, while not directly related to alumni affinity, have implications for how students and alumni might engage or disengage from their alma mater. Articles focused on students were included in this review as student affinity, engagement, and experience with their college or university, and the factors inherent within these themes, have significant implications in their future role as alumni. In addition, this review includes articles concerning how social network ties and institutional marketing affect student and alumni affinity, engagement, and experience.

Arambewela, R., & Maringe, F. (2012). Mind the gap: Staff and postgraduate perceptions of student experience in higher education. *Higher Education Review*, 44(2), 63-84.
Retrieved from <http://www.highereducationreview.com/news/new-article.html>

Synopsis: Arambewela and Maringe examined the perceptions of international postgraduate students and staff on how university support services affect student experience and satisfaction. The researchers conducted a qualitative study within the School of Education at a UK university because of the overwhelmingly high ratio of international postgraduate students. Six postgraduate students and four staff members participated in the study. The research indicated that some postgraduate and staff perceptions were congruent while other perceptions between these two groups were divergent, particularly in the areas of the quality of UK higher education, purpose of student services, need and importance of English language competence, and importance of cultural integration. Although specifically in reference to the UK university, other higher education institutions can utilize this information to provide better experiences and satisfaction for international students.

Keywords: experience, perception, postgraduate, qualitative, retention, services, staff, student

Borden, V. M. H., Shaker, G. G., & Kienker, B. L. (2014). The impact of alumni status on institutional giving by faculty and staff. *Research in Higher Education*, 55(2), 196-217.
Retrieved from <http://link.springer.com/article/10.1007%2Fs11162-013-9318-3>

Synopsis: Findings from this article emphasize the influence certain faculty and staff characteristics have on giving to institutions of higher education—specifically, their status

as institutional alumni or academic employees. Using donor records, the researchers developed a model for predicting giving among these populations.

Keywords: alumni, faculty, giving, institution, staff

Boyle, B. A., & Magnusson, P. (2007). Social identity and brand equity formation: A comparative study of collegiate sports fans. *Journal of Sports Management*, 21(4), 497-520. Retrieved from <http://journals.humankinetics.com/jsm-back-issues/jsmvolume21issue4october/socialidentityandbrandequityformationacomparativestudyofcollegiatesportsfans>

Synopsis: This research tested the effect of a university men's basketball team on the social identity of three fan groups (students, alumni, and the general public) to inform university strategy on brand development. Feedback from 44 questionnaires distributed at a private Midwestern research university indicates that while students were most influenced by athletics, affinity for the team across all groups translated to self-identification with the university's overall brand equity.

Keywords: affinity, athletics, basketball, brand, identity, students

Burt, R. S. (2001). Attachment, decay, and social network. *Journal of Organizational Behavior*, 22, 619-643. Retrieved from onlinelibrary.wiley.com/doi/10.1002/job.106/pdf

Synopsis: Burt examined the emotional connection between alumnas and their respective alma maters, including causal elements of decayed relationships. A questionnaire was sent by mail to 4,673 female graduates (of which 814 responded) of the University of Chicago's Graduate School of Business. These alumnas graduated between 1937 and 1997. The results indicated that attachment decays during the years following graduation, but decay slows when graduates are embedded in stable relationships with other alumni or when programs during enrollment encouraged relationship building between peers. Therefore, alumni attachment appears to be largely determined while students are still enrolled in school.

Keywords: alumni, attachment, decay, network, relationship

Buultjens, M., & Robinson, P. (2011). Enhancing aspects of the higher education student experience. *Journal of Higher Education Policy and Management*, 33(4), 337-346. Retrieved from www.tandfonline.com/doi/abs/10.1080/1360080X.2011.585708#.VBBuI IdUTo

Synopsis: This study examined the satisfaction level of current university students concerning available services and activities to better understand student satisfaction and retention through engagement. This study used a previously conducted electronic questionnaire at an Australian university to create five focus groups of 10 students using a stratified sampling method. The results revealed that overall awareness of activities and programs were low among the student population and that locally centered, flexible,

transparent, and systematic services would be most valued and utilized by students. Alumni and student service programs can use these results to better engage students now in preparation for alumni engagement in the future.

Keywords: alumni, engagement, experience, services, student, retention

Carvalho, S. W., & de Oliveira Mota, M. (2010). The role of trust in creating value and student loyalty in relational exchanges between higher education institutions and their students. *Journal of Marketing for Higher Education*, 20(1), 145-165. Retrieved from <http://www.tandfonline.com/doi/abs/10.1080/08841241003788201#preview>

Synopsis: Using survey results from 431 students across 21 institutions of higher education in Brazil, Carvalho and de Oliveira Mota explored institutional factors that contribute towards the development of student trust, perceived degree value, and loyalty. The researchers' framework suggests that increased trust often converts into increased perceived degree value and then to loyalty, informing strategy on cultivating alumni for their role as organizational benefactors.

Keywords: alumni, cultivation, institution, loyalty, student, trust, value

Dua, A. (2013). *Voice of the graduate*. Retrieved from McKinsey & Company, Chegg, Inc. website: <http://mckinseysociety.com/voice-of-the-graduate/>

*not peer-reviewed

Synopsis: In partnership with Chegg, Inc., McKinsey & Company surveyed 4,900 graduates of two-year and four-year public and private, vocational, and for-profit educational institutions to assess graduates' attitudes concerning their educational experience and outcomes, including preparedness for the workforce. Results revealed that relatively high proportions of graduates feel that they are overqualified for their current positions and underprepared for the workforce. In addition, many graduates regret their chosen degree field and lack of preparation in selecting a college. These results can help inform student engagement and services offices, as well as alumni offices, of appropriate, responsive programming to the current challenges that recent graduates face.

Keywords: alumni, attitudes, degree satisfaction, degree value, graduate

Gaier, S. E. (2003). *The impact of alumni satisfaction with their undergraduate academic experience on alumni giving and participation* (Doctoral dissertation). Retrieved from ProQuest, UMI Dissertations Publishing (3124154), <http://docs.lib.purdue.edu/dissertations/AAI3124154/>

*Doctoral dissertation

Synopsis: This study investigated how the level of an undergraduate's satisfaction with their college experience impacted their subsequent alumni involvement. Gaier surveyed

1,608 students from a Midwestern public university to assess level of satisfaction in the domains of academics and social experience. Results revealed a positive association between academic experience and alumni giving and participation. Other drivers of alumni support included having strong relationships with campus faculty and staff and living in the same state as the institution.

Keywords: academic, alumni, experience, faculty, giving, involvement, relationships, satisfaction, staff, student

Ghosh, A. K., Whipple, T. W., & Bryan, G. (2001). Student trust and its antecedents in higher education. *The Journal of Higher Education*, 72(3), 322-340. Retrieved from <http://www.jstor.org/stable/2649334>

Synopsis: Relying on the notion that increased student trust for their academic institution reduces institutional costs through greater alumni support and lower turnover while also increasing the quality of the institution, the authors examined the antecedents of student trust for their academic institution. Using survey data from 257 students and alumni from a small, Midwestern liberal arts college, the researchers found correlations between student and alumni trust and institutional expertise, congeniality, openness, and sincerity.

Keywords: alumni, institution, student, support, trust

Gibson, A. (2010). Measuring business student satisfaction: A review and summary of the major predictors. *Journal of Higher Education Policy and Management*, 32(3), 251-259. Retrieved from www.tandfonline.com/doi/abs/10.1080/13600801003743349#.VBB4bvldUTo

Synopsis: In this study, Gibson explored the most important factors linked with students' satisfaction with their overall academic experience, specifically within business schools and departments. Using past studies, Gibson summarized the conclusions of other research to create a thorough understanding of student satisfaction, as well as suggestions for future research. His findings suggest that two variables, academic staff/teaching and classes/curriculum, were important predictors of student satisfaction in nearly every study. Other important factors across the studies include skills developed, preparation for the future, student centeredness, and social integration. Student engagement professionals can use knowledge about these factors to build high satisfaction in current students and future alumni.

Keywords: academic, experience, retention, satisfaction, student

Grady, B., & Edgington, R. (2008). Factors influencing word-of-mouth recommendations by MBA students: An examination of school quality, educational outcomes, and value of the MBA. *Journal of Marketing for Higher Education*, 18(1), 79-101. Retrieved from <http://www.tandfonline.com/doi/abs/10.1080/08841240802100303#preview>

Synopsis: This study investigated which factors are most likely to encourage word-of-mouth referrals and recommendations amongst MBA alumni. Using survey methodology, results from a sample of 16,297 business school alumni revealed that alumni's perception of school quality, satisfaction of educational outcomes, and education equity (i.e., value of degree) all positively relate to alumni providing positive recommendations for their alma mater.

Keywords: alumni, business school, marketing, MBA, quality, recommendations, satisfaction

Granovetter, M. S. (1973). The strength of weak ties. *American Journal of Sociology*, 78(6), 1360-1380. Retrieved from <http://www.immorlica.com/socNet/granstrengthweakties.pdf>

Synopsis: In this seminal paper on social network theory within institutional or organizational settings, Granovetter explores the effect of individual social ties and network overlap on broad-based information exchange, social mobility, and organizational administration. This article is useful for understanding how persons, such as alumni, make connections among themselves and with institutions.

Keywords: interaction, intrapersonal, interpersonal, macro-level, micro-level, sociological theory, social networks, social ties

Grebennikov, L., & Shah, M. (2012). Commencing student experience: New insights and implications for action. *European Journal of Higher Education*, 2(2-3), 267-289. Retrieved from dx.doi.org/10.1080/21568235.2012.683663

Synopsis: This focus of this study was to determine whether surveying first-year students about their current university experience early in the year, as opposed to surveying students at the end of the year, provides for better student engagement and retention. Using the Commencing Study Survey (CSS), the researchers released the survey to more than 8,200 first-year students (of which 3,871 responded) in a large Australian university in the first four to six weeks of the school year. The findings suggest that surveying first-year students early in the year can improve student engagement and first-year retention through a number of interventions. Utilizing surveys early in the school year may be helpful in creating a positive student experience, leading to higher retention and therefore a larger, more engaged alumni base in the future.

Keywords: engagement, experience, feedback, first-year, retention, student, surveys

Grebennikov, L., & Shah, M. (2013). Student voice: Using qualitative feedback from students to enhance their university experience. *Teaching in Higher Education*, 18(6), 606-618. Retrieved from dx.doi.org/10.1080/13562517.2013.774353

Synopsis: This study used qualitative data from a large Australian metropolitan university over a 10-year span to analyze students' perceptions of their academic experience, with the goal of strategically using this data to enhance the student experience. Approximately

78,800 open-ended student survey answers submitted between 2001 and 2011 were analyzed for key words linked with positive student experiences. The results revealed the importance of using student feedback, including specific keywords, to incorporate into strategic improvement of student satisfaction. Providing students with the opportunity to affect their academic and non-academic spheres through feedback may have positive implications for student engagement programs, student services, and alumni programs.

Keywords: academic, experience, feedback, qualitative, retention, satisfaction, student

Helgesen, O., & Nettet, E. (2007). What accounts for students' loyalty? Some field study evidence. *International Journal of Educational Management*, 21(2), 126-143. Retrieved from <http://search.proquest.com/docview/229110223/fulltextPDF?accountid=7398>

Synopsis: Working on the premise that student loyalty translates into increased revenue, Helgesen and Nettet analyzed the relationship between student satisfaction with their university, students' perception of the reputational status of their university, and student loyalty. Using 364 survey responses from students at a four-year university in Norway, the results revealed positive associations between student satisfaction and loyalty, between reputation and loyalty, and between satisfaction and reputation. Findings from this study provide practical insight into how institutions of higher education might allocate funding and develop programs in support of activities that induce student loyalty.

Keywords: loyalty, Norway, reputation, satisfaction, student

Johnson, J. W. (2014). *Decision to join the Iowa State University Alumni Association: Experiences of five African American alumni of Iowa State University* (Doctoral dissertation). Iowa State University. Retrieved from <http://lib.dr.iastate.edu/cgi/viewcontent.cgi?article=4830&context=etd>

*Doctoral dissertation

Synopsis: Using case study methodology, Johnson explored the factors that influenced five African American alumni to join the Iowa State University (ISU) alumni association. Johnson interviewed each of the five alumni concerning their prior experiences with the university, their current relationship with the university, and other factors that influenced their decision to be dues-paying members of the association. Johnson's research revealed that these alumni association members believe that they are receiving value from their ISU degrees and that they were "maintaining connections" after graduating. Moreover, these alumni revealed that they became alumni association members because they felt "academically supported while enrolled" and were socially engaged with the university prior to graduating.

Keywords: African American, alumni, alumni association, case study, connection

Ledden, L., & Kalafatis, S. P. (2010). The impact of time on perceptions of educational value.

International Journal of Public Sector Management, 23(2), 141-157. Retrieved from <http://www.emeraldinsight.com/journals.htm?articleid=1846509&show=abstract>

Synopsis: Ledden and Kalafatis examined how emotions and knowledge impacted students' perception of the value of their education over time. Relying on a sample of 66 master's students from the United Kingdom, the authors found a dynamic relationship between emotions and value and between knowledge and value over time. Emotions were found to have a more powerful impact on students' perception of value earlier in their program than did knowledge.

Keywords: education, emotions, experience, knowledge, students, value

Mael, F., & Ashforth, B. E. (1992). Alumni and their alma mater: A partial test of the reformulated model of organizational identification. *Journal of Organizational Behavior*, 13(2), 103-123. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1002/job.4030130202/abstract>

Synopsis: Mael and Ashforth tested a model of organizational identification using self-reported data from nearly 300 alumni of an all-male religious college. The authors found that alumni identification with their college was associated with organizational prestige and distinctiveness; the absence of intra-organizational competition; and self-reported satisfaction, length of tenure, and sentimentality. In addition, stronger organizational identification with alumni was associated with later financial support of the institution and participation in institutional events.

Keywords: all-male, alumni, organizational identification, prestige, religious, satisfaction, support

McAlexander, J. H., & Koenig, H. F. (2010). Contextual influences: Building brand community in large and small colleges. *Journal of Marketing for Higher Education*, 20(1), 69-84. Retrieved from http://oregonstate.edu/bci/sites/default/files/contextual_influences_journal_of_marketing_for_higher_education_0.pdf

Synopsis: Drawing on data from a national survey administered to 1,956 college graduates, McAlexander and Koenig examined the impact that institutional size has on the "alumni brand community." Alumni brand community "provides a framework that can inform and guide marketing investments in ways that lead to affinity and stronger loyalty." Results revealed that alumni from small schools feel a stronger sense of integration in terms of brand community than those from larger schools.

Keywords: alumni, brand, colleges, community

McDearmon, J. T. (2011). Hail to thee, our alma mater: Alumni role identity and the relationship to institutional support behaviors. *Research in Higher Education*, 54(3), 283-302. Retrieved from <http://link.springer.com/article/10.1007/s11162-012-9271-6#page-2>

Synopsis: This study investigated how different dimensions of alumni role identity, as measured by a role identity scale, affect alumni support of their alma maters. Results from an online survey of 668 alumni of a large Midwestern research university revealed that the greater an alumnus' or an alumna's identification with their alma mater, the greater the likelihood of their participation in the alumni association, university events, university campaigns, and other activities.

Keywords: advancement, alumni, alumni association, campaigns, identity, support

Merkel, R. E. (2010). *Managing the relationship between the student and the university, a case study in the context of development and alumni relations* (unpublished doctoral dissertation). University of Maryland, College Park. Retrieved from http://drum.lib.umd.edu/bitstream/1903/10479/1/Merkel_umd_0117N_11341.pdf

*Doctoral dissertation

Synopsis: Merkel explored how the “relationship management perspective” can foster understanding of the relationship between students and the university and how this “informs the relationship between alumni and the University.” Merkel’s findings suggest that students’ relationships with their universities are “comprised of a number of smaller relationships with various components of the University community.” Such information, according to Merkel, can provide a “positive and useful contribution to the development and alumni relations body of knowledge.” Merkel recommends that alumni professionals identify which connection dimensions are critical toward furthering their mission and establish benchmarks to gauge whether or not these efforts are successful.

Keywords: alumni relations, case study, exchange relationships, fundraising, qualitative study, relationship management

Pike, G. R., & Kuh, G. D. (2005). First- and second-generation college students: A comparison of their engagement and intellectual development. *Journal of Higher Education*, 76(3), 276-300. Retrieved from <http://eric.ed.gov/?id=EJ713679>

Synopsis: This study investigated differences between first- and second-generation college students, in terms of their university engagement and learning outcomes. In an effort to calculate unbiased estimates of effects, the researchers conducted this study using “multigroup structural equation models with latent variables” from a stratified random sample of 3,000 undergraduate students from across the U.S. Results showed that first-generation students had low levels of engagement academically and socially as an indirect result of being the first in their families to attend college and as a direct result of living away from campus and having lower educational ambitions. These findings have important implications for alumni and student services programs in determining how to engage students from different familial backgrounds.

Keywords: engagement, first-generation, involvement, second-generation, student

van der Velden, G. (2012). Institutional level student engagement and organisational cultures. *Higher Education Quarterly*, 66(3), 227-247. Retrieved from onlinelibrary.wiley.com/doi/10.1111/j.1468-2273.2012.00521.x/pdf

Synopsis: This study explored the relationship between a university's internal culture and student engagement. Van der Velden compared two British universities that were similar in size, status, and history against a previously developed organizational typology that was expanded on by the researcher to include institutional engagement. The researcher also explored university documents and employed leadership surveys. The results indicate that corporate and bureaucratic cultures within higher education are not favorable conditions for engagement and open student opinions. Students were found to prefer a collegial, partnership-oriented approach within student engagement experiences. Therefore, those wishing to increase university student engagement should consider implementing a more collegial culture to encourage the full participation and engagement of students.

Keywords: culture, engagement, organization, student, university

Strategies & Engagement in Alumni Philanthropy

The school located 29 articles on the topic of strategies and engagement in alumni philanthropy. A large portion of these articles centers on factors associated with alumni giving, such as alumni association membership, motivation, family legacy, prestige, demographics, institutional characteristics, among others. Other articles are more descriptive and describe trends associated with alumni giving among different types of populations and institutions.

Clotfelter, C. T. (2003). Alumni giving to elite private colleges and universities. *Economics of Education Review*, 22(2), 109-120. Retrieved from <http://www.sciencedirect.com/science/article/pii/S0272775702000286>

Synopsis: Clotfelter's econometric research confirms that higher levels of contributions from alumni at private universities are correlated with higher income levels and higher rates of expressed satisfaction among alumni. Having a positive relationship with faculty or staff and being related to alumni from the same university were also found to positively impact alumni giving.

Keywords: alumni, faculty, giving, private college, private university, relationship, satisfaction

Cunningham, B. M., & Cochi-Ficano, C. K. (2002). The determinants of donative revenue flows from alumni of higher education: An empirical inquiry. *The Journal of Human Resources*, 37(3), 540-569. Retrieved from <http://www.jstor.org/stable/3069681>

Synopsis: Cunningham and Cochi-Ficano's empirical analysis of alumni databases from 415 sample institutions reveals that academic reputation and organization, the caliber of the student population, student-faculty ratio, and graduates' career choices within institutions all play a significant role in the flow of alumni donations to their alma mater.

Keywords: alumni, donations, institutions, predictors of giving, reputation, structure

Dvorak, T., & Toubman, S. R. (2013). Are women more generous than men? Evidence from alumni donations. *Eastern Economic Journal*, 2013(39.1), 121-131. Retrieved from <http://search.proquest.com/docview/1221164726/fulltextPDF?accountid=7398>

Synopsis: Using 31 years of data of alumni giving at a small liberal arts college, Dvorak and Toubman found that women are more likely to give more often than men but in smaller amounts. Dvorak and Toubman suggest that men may be more likely to give because of recognition and that women may be more reciprocal in their giving behavior.

Keywords: alumni, giving, liberal arts, men, women

Ehrenberg, R. G., & Smith, C. L. (2003). The sources and uses of annual giving at selective private research universities and liberal arts colleges. *Economics of Education Review*, 22(3), 223-235. Retrieved from <http://www.sciencedirect.com/science/article/pii/S0272775702000730>

Synopsis: Using panel data from 30 major private research universities and 30 selective liberal arts colleges, Ehrenberg and Smith econometrically analyzed sources of contributions to these institutions and how these institutions allocated private funding to ascertain the variances between the “sources” and “uses” of contributions by institution characteristics. Among other findings, the average amount given by alumni was found to be highest at institutions that had the highest ratios of Fortune 500 CEOs and those that were listed among the top 25 educational institutions on the *U.S. News & World Report*. In addition, universities and colleges where the male-to-female ratio is higher were found to receive higher alumni giving amounts.

Keywords: allocation, alumni, contributions, funding, giving, institutions

Gottfried, M. A. (2009). School urbanicity and financial generosity: Can neighborhood context predict donative behavior in spite of the economy? *International Journal of Educational Advancement*, 9(4), 220-233. Retrieved from <http://www.palgrave-journals.com/ijea/journal/v9/n4/full/ijea200942a.html>

Synopsis: Gottfried examined the relationship between a university’s neighborhood setting and local infrastructure (urban or rural) and charitable support of the institution. Using panel study data, Gottfried found little to no relationship between alumni’s charitable support of an institution and their neighborhood setting. However, results revealed a positive relationship between fundraising campaigns and alumni donations, as well as per pupil expenditures and alumni donations.

Keywords: alumni, fundraising, geography, giving, neighborhood, rural, support, urban

Gunsalus, R. (2005). The relationship of institutional characteristics and giving participation rates of alumni. *International Journal of Educational Advancement*, 5(2), 162-170. Retrieved from <http://www.palgrave-journals.com/ijea/journal/v5/n2/abs/2140214a.html>

Synopsis: Gunsalus analyzed which institutional characteristics, beyond fundraising practices, facilitate greater participation in giving among alumni. Data collected from 196 private colleges and universities ranked in the top two master’s tiers of the *US News and World Report* revealed that the following characteristics statistically significantly affected alumni giving rates: First-year retention, graduation rate, percentage of students living on campus, tuition rates, student to faculty ratio, and full-time graduate population.

Keywords: alumni, characteristics, giving, institutional

Heckman, R., & Guskey, A. (1998). The relationship between alumni and university: Toward a theory of discretionary collaborative behavior. *Journal of Marketing Theory and Practice*, 6(2), 97-112. Retrieved from <http://www.jstor.org/stable/40469904>

Synopsis: Heckman and Guskey hypothesized that relationship marketing theory—an approach that involves the institution viewing alumni as valued customers—is key to successful alumni relationships. Examining discretionary collaborative behavior (DCB), wherein alumni engage in institution enhancing behavior without a return, and surveying more than 1,000 alumni of a private Midwestern university, Heckman and Guskey found that antecedents of DCBs by alumni include their satisfaction with their educational institution's performance, their relational bonds with the institution, and specific individual attributes.

Keywords: alumni, discretionary collaborative behavior (DCB), marketing, private, relationship, satisfaction

Holmes, J. (2007). Prestige, charitable deductions and other determinants of alumni giving: Evidence from a highly selective liberal arts college. *Economics of Education Review*, 28(1), 18-28. Retrieved from <http://www.sciencedirect.com/science/article/pii/S0272775708000319>

Synopsis: Holmes investigated determinants of alumni giving to a private liberal arts college. Analyzing 15 years of alumni giving data, Holmes found that alumni giving is positively linked with alumni who are female, have attended one or more reunion, have participated in campus activities while in college, live in a state that allows a charitable tax deduction, live in a wealthy neighborhood within 250 miles of the campus, and have close relatives who are also alumni. Academic prestige was also found to positively relate to alumni giving.

Keywords: alumni, charitable tax deduction, determinants, female, geography, liberal arts, predictors, prestige, private

Holmes, J. A., Meditz, J. A., & Sommers, P. M. (2008). Athletics and alumni giving: Evidence from a highly selective liberal arts college. *Journal of Sports Economics*, 9(5), 538-552. Retrieved from <http://jse.sagepub.com/content/9/5/538.full.pdf+html>

Synopsis: Using longitudinal data on the annual giving habits of 22,641 active alumni at Middlebury College and employing econometric analysis, Holmes, Meditz, and Sommers found that former athletes are more likely to contribute than those who did not play a sport and to give at higher levels than other alumni donors. In addition, a winning season for hockey, specifically, was found to correlate more strongly with giving compared with other sports.

Keywords: alumni, athletics, giving, sports, winning

Johnson, Grossnickle, & Associates. (2013). *Million dollar ready: Assessing the institutional factors that lead to transformational gifts*. Retrieved from Johnson, Grossnickle, & Associates website:
http://www.philanthropy.iupui.edu/files/research/million_dollar_ready_report_v3.pdf

*not peer-reviewed

Synopsis: Using case study methodology on four distinctive university campuses, this report outlines factors that lead to institutional readiness for raising million-dollar donations.

Keywords: advancement, case studies, cultivation, fundraising, higher education, institutional readiness, million-dollar gifts

Meer, J., & Rosen, H. S. (2009). Family bonding with universities. *Research in Higher Education*, 51(7), 641-658. Retrieved from <http://www.nber.org/papers/w15493>

Synopsis: Family legacies aid institutions in maintaining relationships of interest, loyalty, and support with existing alumni. In this research, Meer and Rosen examine the effect of familial enrollment on giving. Using anonymous data from a research university, Meer and Rosen's findings suggest that an individual is more likely to make a financial contribution if a younger relative attends their alma mater. In addition, married couples were found to give lower amounts, although they are typically more inclined to make regular gifts.

Keywords: alumni, family, giving, legacy, relative

Meer, J., & Rosen, H. S. (2009). Altruism and the child cycle of alumni donations. *American Economic Journal: Economic Policy*, 1(1), 258-286. Retrieved from <http://www.nber.org/papers/w13152>

Synopsis: Using observational data on 32,488 alumni from an anonymous research university, Meer and Rosen produce evidence for the child cycle of alumni giving. In other words, giving levels by alumni with children are predicated on their perception that their children will be admitted to the university.

Keywords: admission, alumni, children, giving, legacy donors, reciprocal

Meer, J., & Rosen, H. S. (2012). Does generosity beget generosity? Alumni giving and undergraduate financial aid. *Economics of Education Review*, 31(6), 890-907. Retrieved from <http://www.nber.org/papers/w17861>

Synopsis: Meer and Rosen tested how the receipt of student financial aid affects alumni giving. Research findings suggest that students who have to repay student loans may be triggered by the "annoyance effect," a psychological burden that results in decreased affinity and giving. Scholarship aid and work study was found to minimally impact the likelihood of alumni giving.

Keywords: alumni, annoyance effect, financial aid, loans, scholarships, work study

Newman, M. D. (2011). Does membership matter? Examining the relationship between alumni association membership and alumni giving. *International Journal of Educational Advancement*, 10(4), 163-179. Retrieved from <http://www.palgrave-journals.com/ijea/journal/v10/n4/pdf/ijea20115a.pdf>

Synopsis: Newman investigated the relationship between giving by alumni and “membership in a dues-based alumni association.” Using giving data on alumni from a Southern research university, Newman found that association members were more much more likely to be donors than non-members and gave at much greater levels than non-members. Life members of the alumni association were also found to be the best donor prospects.

Keywords: alumni, alumni association, giving, membership

Newman, M. D., & Petrosko, J. M. (2011). Predictors of alumni association membership. *Research in Higher Education*, 52(7), 738-759. Retrieved from <http://link.springer.com/article/10.1007%2Fs11162-011-9213-8>

Synopsis: Newman and Petrosko investigated predictors (and barriers) of alumni association membership, informed by data derived from 7,535 questionnaires distributed to alumni of a Southern research university. Responses indicate that alumni are more prone to membership if they are donors, are more frequently involved with their alma mater, are aware of other members, have current contact information on record, and have positive experiences and/or perceptions related to the alumni association.

Keywords: alumni, alumni association, membership, retention

Pumerantz, R. K. (2005). Alumni-in-training: A public roadmap for success. *International Journal of Educational Advancement*, 5(4), 289-300. Retrieved from <http://www.palgrave-journals.com/ijea/journal/v5/n4/abs/2140221a.html>

Synopsis: Pumerantz tested the relationship between alumni giving rates and fundraising performance and institutional factors at four California State University (CSU) campuses and four comparable peer institutions. Using qualitative research methodology (i.e., interviews with institutional leadership), the findings suggest that institutions that had a clear vision and communicated that vision in an impactful way with students were more likely to have alumni who gave. In addition, institutions that had an alumni program that “recruited” pre-matriculated students were also found to be successful in cultivating alumni giving, as well as those that cultivated student relationships built on respect.

Keywords: alumni, cultivation, fundraising, giving, relationships, students, vision

Rissmeyer, P. A. (2010). Predictors of alumni association membership. *New Directions for*

Student Services, 2010(130), 19-29. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1002/ss.357/abstract>

Synopsis: Rissmeyer's article emphasizes the benefit to be gained when student affairs and alumni relations offices share their respective resources and knowledge to promote overall advancement of the entire university. For instance, according to Rissmeyer, student affairs representatives are well-placed to involve alumni in large campus activities and are often more likely to have information on the current activities of recent graduates—advantages useful for facilitating alumni solicitation initiatives.

Keywords: alumni, alumni association, alumni relations, coordination, membership, student affairs

Schanz, J. M. (2012). *Differences in university fundraising: The role of university practices and organization* (Doctoral dissertation). State University of New York at Albany, Albany, NY. Retrieved from <http://gradworks.umi.com/35/49/3549421.html>

*Doctoral dissertation

Synopsis: The primary focus of Schanz's research was on institutional factors that relate to fundraising success at four U.S. public universities. Schanz used a two-step research process. First, Schanz statistically analyzed data on fundraising outcomes and institutional factors at 22 public universities. Findings suggest that universities with higher than 70% graduation rates were found to have less of a decline in alumni giving participation rates than universities with lower graduation rates. Moreover, these findings suggest that alumni giving rates appears to have no relationship to the cost of attending the university. These findings were used to inform selection of four universities in which Schanz conducted key informant interviews. Using the findings from the interviews, Schanz provides recommendations to public universities to improve their fundraising success.

Keywords: alumni, fundraising, intuitional, participation, success

Sun, X., Hoffman, S. C., & Grady, M. L. (2007). A multivariate causal model of alumni giving: Implications for alumni fundraisers. *International Journal of Educational Advancement*, 2007(7), 307-332. Retrieved from <http://www.palgrave-journals.com/ijea/journal/v7/n4/full/2150073a.html>

Synopsis: Using a multivariate causal model generated from survey data provided by students at a Midwest public university, the researchers explored the institutional determinants of alumni giving. Findings suggest that alumni giving can be increased through collaborative communication programs, enhancing the educational experience of students, building relationships between students and graduates and faculty, employing focused alumni programs, and expanding “efforts to connect with older female alumni.”

Keywords: alumni, determinants, faculty, giving, institutional, students

Sung, M., & Yang, S. (2009). Student-university relationships and reputation: A study of the links between key factors fostering students' supportive behavioral intentions towards their university. *Higher Education*, 57(6), 787-811. Retrieved from <http://www.jstor.org/stable/40269159>

Synopsis: Using survey research of 336 undergraduates of a private university in Seoul, Sung and Yang employed structural equation modeling (SEM) to investigate factors that influence "students' behavioral intentions toward the university." Findings suggest that to gain the supportive behavior of students, including the giving of gifts as alumni, universities must build strong relationships with students, increase or maintain institutional reputation, employ effective communication with students, and increase the quality of students' educational experience.

Keywords: alumni, communication, experience, giving, intention, relationship, reputation, students

Thompson, J. D., Katz, S., & Briechele, P. (2010). A high level annual fund without the annual ask. *International Journal of Educational Advancement*, 9(4), 273-279. Retrieved from <http://www.palgrave-journals.com/ijea/journal/v9/n4/full/ijea200946a.html>

Synopsis: Thompson, Katz, and Briechele's research suggests a donor-centric approach to expanding the annual fund and the employment of resources using a coordinated, centralized, personal approach in the development of loyal alumni and to inspire larger, more frequent gifts.

Keywords: alumni, annual fund, fundraising, innovation, loyalty, resources, solicitation, stewardship, strategy

Vineburgh, J. (2012). *Findings from the field: The donor motivation study in practice. An inside look at the attitudes and preferences of more than 50,000 champions, friends, and acquaintances.* Retrieved from Converge Consulting website: http://convergeconsulting.org/files/3413/8076/1144/CASE_WP-_Findings_From_the_Field_.pdf

*not peer-reviewed

Synopsis: This study investigates the giving habits of alumni donor constituencies at three different university settings and compares them to the national average. As the title suggests, donors are classified as champions, friends, and acquaintances in order of decreasing affinity. Included in this publication is how alumni prefer to be contacted and where alternative philanthropic interests may lie. The authors propose suggestions for using this information for the purposes of stewardship, outreach, and solicitation initiatives and suggest possible future research implications.

Keywords: affinity, alumni, attitudes, donors, fundraising, motivation

Wastyn, M. L. (2009). Why alumni don't give: A qualitative study of what motivates non-donors to higher education. *International Journal of Educational Advancement*, 9(2), 96-108. Retrieved from <http://www.palgrave-journals.com/ijea/journal/v9/n2/full/ijea200931a.html>

Synopsis: Wastyn's research provides a narrative lens for the attitudes and perspectives of alumni non-donors. Analyzing responses from 12 face-to-face interviews with alumni, Wastyn claims that an alumnus' or alumna's failure to donate is often justified by perceived social constructs influenced most significantly by the on-campus student experience.

Keywords: alumni, fundraising, non-donor, non-giving, motivation

Weerts, D. J., & Ronca, J. M. (2007). Profiles of supportive alumni: Donors, volunteers, and those who "Do it all." *International Journal of Educational Advancement*, 7(1), 20-34. Retrieved from <http://www.palgrave-journals.com/ijea/journal/v7/n1/pdf/2150044a.pdf>

Synopsis: Using survey data from 1,441 alumni at large research university, Weerts and Ronca investigated characteristics that distinguish inactive alumni from those who give regularly and/or volunteer. The researchers used economic, social exchange, expectancy, and investment theories to explore these differences. Key findings suggest that alumni who feel compelled to contribute are more informed about the needs of the university and express a greater sense of expectation to be invited to campus events.

Keywords: alumni, active vs. inactive, giving, volunteering

Weerts, D. J., & Ronca, J. M. (2009). Using classification trees to predict alumni giving for higher education. *Education Economics*, 17(1), 95-122. Retrieved from <http://www.tandfonline.com/doi/abs/10.1080/09645290801976985>

Synopsis: Using classification and regression tree analysis, Weerts and Ronca explored the characteristics of alumni donors and non-donors at a U.S. research university. Findings suggest that alumni giving is largely based on expectancy theory—the belief that alumni giving vs. non-giving relies largely on whether or not the donor believes or realizes that the institution needs their money. As such, the researchers suggest that practical application of their findings should include more informative outreach campaigns that notify alumni of university campaigns and causes.

Keywords: alumni, donor, non-donor, expectancy theory, giving vs. non-giving, research university

Williams, L., Bonner, F., Monts, A., Louis, D., & Robinson, P. (2014). Recasting college outreach approaches to engage African-American alumni. *Journal of African American Studies* 18(2), 1-15. Retrieved from <http://link.springer.com/article/10.1007%2Fs12111-014-9279-4>

Synopsis: Using case study methodology, the researchers explored alumni giving within the African-American population at a Southern state university. Success of the African-American alumni program was attributed to the university's numerous scholarships for African-American students and implementation of inclusive opportunities for these graduates.

Keywords: African-American alumni, Black alumni, case study, inclusion, initiatives

Wunnava, P. V., & Lauze, M. A. (2001). Alumni giving at a small liberal arts college: Evidence from consistent and occasional donors. *Economics of Education Review*, 20, 533-543. Retrieved from <http://theunbrokenwindow.com/Higher%20Ed/Readings/Wunnava.pdf>

Synopsis: Using longitudinal giving data on alumni donations from a small, private liberal arts college over a 23-year span (1972-1994), Wunnava and Lauze observe historical characteristics of alumni giving among consistent and occasional donors. After identifying several predictors of alumni generosity, the authors suggest several strategies for more effective advancement operations.

Keywords: alumni, consistent, donors, giving, occasional, private, strategy

Wunnava, P. V., & Okunade, A. A. (2013). Do business executives give more to their alma mater? Longitudinal evidence from a large university. *American Journal of Economics and Sociology*, 72(3), 761-778. Retrieved from http://community.middlebury.edu/~wunnava/Recent_Papers/AJES_July2013_Wunnava.pdf

Synopsis: From a sample of 10,244 individuals of alumni who give annually at a large urban university, Wunnava and Okunade find that business executives with high-ranking titles (e.g., CEO) are more likely to give than are other business school alumni. Being male, being friends with other alumni donors, participating at university events, and having had recent athletic championship wins were also found to be associated with alumni giving.

Keywords: alumni, athletics, business, donors, executive, urban

Yang, G. (2014). Evaluating conformity and reciprocity in university alumni donation. *Undergraduate Economic Review*, 10(1), 1-22. Retrieved from <http://digitalcommons.iwu.edu/uer/vol10/iss1/10/>

Synopsis: Using survey methodology to analyze giving motives for 70 randomly selected alumni from Ohio Wesleyan University, a liberal arts institution, Yang tested conformity and reciprocity as motivations for giving. Using both relative and absolute data gathered from survey respondents, Yang's findings suggest that alumni donors perceive themselves to have higher incomes than those who do not contribute, have more real-world experience, visit the campus more frequently, and are more likely to subject themselves to conformity measures when among their peers.

Keywords: alumni, conformity, giving, liberal arts, motivation, reciprocity

Implications of Technology

The School located six articles related to implications of technology, all of which were not peer-reviewed. These articles included those introduced at conference proceedings, from the Council for Advancement and Support of Education (CASE) membership database, Pew Research, and academic departments. The topics of these articles ranged from using technology in the area of alumni relations to social networking to generational use of technology.

Council for Advancement and Support of Education. (2010). *Use of technology for development and alumni relations among CASE members.*

Retrieved from Council for Advancement and Support of Education website:

http://www.case.org/Browse_by_Professional_Interest/Advancement_Services/Assessment_and_Benchmarking.html?cat=225

*not peer-reviewed

Synopsis: This Council for Advancement and Support of Education (CASE) white paper provides an analysis of technology used in the arena of alumni relations, including barriers to effective use of technology and strategies for effective deployment. According to CASE, “by identifying institutional needs and understanding the role of technology tools in meeting those needs, this research can help improve the ability of advancement professionals to perform well and serve their educational purposes during these changing times.”

Keywords: alumni, benchmark, performance, relations, ROI, social media, technology

Duggan, M., & Smith, A. (2013). *Demographics of key social networking platforms.* Retrieved from Pew Research Internet Project website:

<http://www.pewinternet.org/2013/12/30/demographics-of-key-social-networking-platforms/>

*not peer-reviewed

Synopsis: Using survey data, Pew analyzes the popularity of several different social media platforms and the characteristics of those platforms. Among other findings, Pew found that while Facebook boasts the most users, other sites have cultivated appeal among their own specific audience demographics. This article would be useful for developing alumni outreach strategy.

Keywords: Facebook, Instagram, LinkedIn, Pinterest, social media, social networking, technology, Twitter

Gilbert, E., & Karahalios, K. (2009). CHI 2009 Proceedings of the SIGCHI Conference on Human Factors in Computing Systems: *Predicting tie strength with social media*. Retrieved from <http://dl.acm.org/citation.cfm?id=1518736>

*not peer-reviewed

Synopsis: Gilbert and Karahalios' exploratory research tests the tie strength (i.e., strength of a relationship) of relationships within social media networks. Using a data set of 2,000 social media ties, the researchers built a model of tie strength in the context of social media. Further development of this model may be useful for alumni professionals in exploring the strength and significance of relationships within alumni networks.

Keywords: relationship modeling, relationships, social media, social networks, tie strength

Shaindlin, A. B. (2010). *Technology, relevance, and control* (master's thesis). Claremont Graduate University, Claremont, CA. Retrieved from http://www.academia.edu/2988612/Running_Head_TECHNOLOGY_RELEVANCE_AND_CONTROL_1_Technology_Relevance_and_Control_in_Alumni_Relations

*not peer-reviewed, master's thesis

Synopsis: In his master's thesis, Shaindlin reviews the relevance of alumni associations, as alumni no longer require membership organizations to act as conduits of connection due to social networking and the ease of electronic communication. Shaindlin provides suggestions for how alumni professionals might utilize online platforms to maintain relevance, in addition to offering other alumni strategies for success.

Keywords: alumni, associations, communication, social networking, strategies, technology

Thompson, C., & Casteuble, T. (2008). *Results of the CASE 2008 survey of online social community use in alumni relations*. Retrieved from Council for the Advancement and Support of Education website: https://www.case.org/Documents/protected/CASEReports/2008Survey_OnlineSocialCommunityUseinAlumniRelations.pdf

*not peer-reviewed

Synopsis: This Council for Advancement and Support of Education summit presentation uses survey data to illustrate the ways in which various universities coordinate and administer online social communities. This research is helpful in informing alumni relations offices how to manage online social communities.

Keywords: alumni, alumni relations, online community, social media, strategy, technology

Zickuhr, K. (2011). *Generations and their gadgets*. Retrieved from Pew Research Internet Project website: <http://www.pewinternet.org/2011/02/03/generations-and-their-gadgets/>

*not peer-reviewed

Synopsis: This report provides a useful summary based on polling data regarding the technological preferences of the past six generational cohorts: G.I., Silent, Older Boomers, Younger Boomers, Gen X, and Millennials. As such, this research is useful for informing alumni outreach strategy across age demographics.

Keywords: device, generations, technology

Benchmarking & ROI

The School identified 11 articles relevant to benchmarking and ROI. Many of these articles were of a scholarly nature. Others were not peer-reviewed and derived from either Council for Advancement and Support of Education or archives of conference proceedings. Some of the cited articles focus on how to measure or benchmark alumni relations or alumni advancement programs, others examine models of measurement, and others provide comparative statistics on alumni relations through a benchmarking approach. In addition, some of the links provided below provide tools for measuring and benchmarking within alumni relations and advancement departments.

Association of Private College and University Alumni Directors (PCUAD). (2009). *PCUAD alumni relations benchmarking template*.

Retrieved from Council for the Advancement and Support of Education website:

https://www.case.org/Samples_Research_and_Tools/Benchmarking_and_Research/Benchmarking_Resources/CASE_Benchmarking_Toolkit/Alumni_Relations_Benchmarking_Template.html?site=mobile

*not peer-reviewed

Synopsis: This benchmarking survey was developed by the Association of Private College and University Alumni Directors as a means to determine the effectiveness of their alumni programs. While initially intended for use by private institutions, this template has been adopted by CASE for use as a resource at larger institutions.

Keywords: alumni advancement, alumni relations, benchmarking, program management, tool

Cabrera, A. F., Weerts, D. J., & Zulick, B. J. (2005). Making an impact with alumni surveys. *New Directions for Institutional Research*, 2005(126), 5-17. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1002/ir.144/pdf>

Synopsis: According to the researchers, the outcomes approach of alumni assessment rests on the assumption that institutional quality, effectiveness, and degree value can be measured by frequently surveying indicators of competency, engagement, and success following graduation. Results from these inquiries can be applied toward making curricular and organizational changes aimed at improving the quality of education and alumni satisfaction.

Keywords: alumni, assessment, outcomes, satisfaction, surveys

Council for Advancement and Support of Education. (2014). *CASE alumni advancement self-assessment checklist* [interactive webpage]. Retrieved from Council for the Advancement and Support of Education website:

http://www.case.org/Samples_Research_and_Tools/Management_Checklists/Management_Checklist_for_Alumni_Relations.html

*not peer-reviewed

Synopsis: This checklist is intended to assist alumni advancement professionals in assessing the strength and scope of their programs. CASE notes that this resource would also be helpful during hiring phases and board training orientation.

Keywords: alumni, assessment, benchmarking, internal measures

Council for Advancement and Support of Education. (2014). *CASE benchmarking toolkit* [interactive database]. Retrieved from Council for the Advancement and Support of Education website: <http://benchmarking.case.org/>

*not peer-reviewed

Synopsis: This site serves as a resource to CASE members for data and tools to assist with benchmarking measures in their alumni programs.

Keywords: alumni, benchmarking, data, resources, tools

Council for Advancement and Support of Education. (2014). *International CASE alumni relations survey*. Retrieved from Council for the Advancement and Support of Education website: http://www.case.org/Samples_Research_and_Tools/Benchmarking_and_Research/Surveys_and_Studies/International_CASE_Alumni_Relations_Survey.html

*not peer-reviewed

Synopsis: This biennial CASE survey illustrates the climate and accomplishments of alumni relations. It also lists the characteristics of the top one-third of successful alumni programs.

Keywords: alumni, alumni relations, benchmarking, best practices, metrics, program development, standards, success

Godfrey, J. M., & Godfrey, P. J. (1999). Benchmarking quality management: How does it apply to the university alumni office? *Benchmarking: An International Journal*, 6(1), 40-59. Retrieved from <http://www.emeraldinsight.com/journals.htm/journals.htm?articleid=842974>

Synopsis: Godfrey and Godfrey tracked both internal and external benchmarking techniques of Australian university alumni offices. Results revealed that only about half of the alumni offices conduct benchmarking. Among those that do, wide variance exists

between benchmarking practices. Godfrey and Godfrey provide barriers to effective benchmarking, as well as outcomes associated with effective benchmarking practices.

Keywords: alumni offices, Australia, benchmarking, performance evaluation quality management practices

Kroll, J. (2012). *CASE advancement investment metrics study (AIMS)*. Retrieved from Council for the Advancement and Support of Education website:
https://www.case.org/Samples_Research_and_Tools/Benchmarking_and_Research/Surveys_and_Studies/AIMS.html

*not peer-reviewed

Synopsis: To improve cost-benefit analysis in alumni relations offices, CASE conducted this study to standardize guidelines, definitions, and methodologies related to the process of gathering alumni expenditure data. Consistent use of these strategies has the additional benefit of facilitating CASE's ability to track trends over time.

Keywords: advancement, AIMS, alumni offices, benchmarking, expenditures, metrics

Paradise, A., & Heaton, P. (2013). *Benchmarking alumni relations in community colleges: Findings from a 2012 CASE survey*. Retrieved from Council for the Advancement and Support of Education website:
https://www.case.org/Documents/WhitePapers/AR_Benchmarking_in_Community_Colleges.pdf

*not peer-reviewed

Synopsis: This CASE survey outlines the standard structure and operating processes of community college alumni associations across the country, with reference to which practices resulted in higher levels of giving.

Keywords: benchmarking, community college, effectiveness, fundraising, operations, strategy, structure

Rubens, N., Russell, M., Perez, R., Huhtamaki, J., Still, K., Kaplan, D., & Okamoto, T. (2010, April 4-6). *Alumni network analysis*. Paper presented at the 2011 IEEE Global Engineering Education Conference (EDUCON): Learning Environments and Ecosystems in Engineering Education. Amman, Jordan. Retrieved from
<http://activeintelligence.org/wp-content/papercite-data/pdf/rubens-educon-2011-alumni-network-analysis.pdf>

*not peer-reviewed

Synopsis: Using relatively new web-crawling technology, the researchers collected data on alumni in leadership positions to develop an alumni network and to analyze the relationships contained within the network. This technology can be used to assess alumni's connections with one another, as well as to companies and institutions of higher education. The visualizations that result from networking analysis can help institutions evaluate social and corporate relations, as well as alumni's individual influence in these circles.

Keywords: alumni, data, network, technology, web-crawling

Thomas, H. (2007). Business school strategy and the metrics for success. *Journal of Management Development*, 26(1), 33-42. Retrieved from <http://www.emeraldinsight.com/journals.htm?articleid=1585401>

Synopsis: In this literature review, Thomas provides “a range of metrics for [UK] business schools” to “formulate strategy, assess performance and adapt to change.” Thomas uses the balanced scorecard approach to measure performance and to develop strategy.

Keywords: balanced scorecard, business school, metrics, performance, strategy

van Nostrand, I. (2003). A quantitative model for evaluating advancement effectiveness. *The CASE International Journal of Educational Advancement*, 2003(4), 166-178. Retrieved from <http://www.palgrave-journals.com/ijea/journal/v4/n2/abs/2140022a.html>

Synopsis: Traditionally, alumni metrics are often program-specific and only serve as proxy measures for quantifying the relationship between an institution and its graduate constituency. As van Nostrand notes, these metrics also fail to identify which ties or characteristics inspire or discourage affinity via various dimensions. Using case study methodology at an Upper Canadian university, van Nostrand developed five indices to measure the relationship between alumni and the institution. The quantitative data drawn from the indices can be used to measure “how well the mission of an advancement operation is being fulfilled.”

Keywords: advancement, alumni, indices, institution, metrics, performance indicators, quantitative, relationship

Young Alumni

The School identified five scholarly articles specifically related to young alumni in the context of alumni giving and one non-scholarly report on the general topic of millennial characteristics and habits. The focus of the scholarly articles ranges from characteristics of young donors versus young non-donors, giving among young African American students, and patterns of giving among young alumni across specific institutions.

Drezner, N. D. (2009). Why give?: Exploring social exchange and organization identification theories in the promotion of philanthropic behaviors of African-American millennials at private-HBCUs. *International Journal of Educational Advancement*, 9(3), 147-165. Retrieved from <http://www.palgrave-journals.com/ijea/journal/v9/n3/pdf/ijea200939a.pdf>

Synopsis: Using case study methodology, Drezner “explores how organizational identity and social exchange theories apply to African-American students and young alumni of the millennial generation” within the context of private HBCUs (Historically Black Colleges and Universities). Information drawn from the case study interviews shed light on how young, African-American students engage philanthropically and the role of HBCUs in the “cultivation of these behaviors.”

Keywords: African-American philanthropy, alumni, HBCU, Millennial Generation, organizational identity, social exchange theory, students, United Negro College Fund

McDearmon, J. T. (2010). What's in it for me: A qualitative look into the mindset of young alumni non-donors. *International Journal of Educational Advancement*, 10(1), 33-47. Retrieved from <http://www.palgrave-journals.com/ijea/journal/v10/n1/full/ijea20103a.html>

Synopsis: Using qualitative methodology, McDearmon analyzed open-ended responses given by 204 non-donor alumni during an institutional survey conducted by the annual giving office at a large, public university. Data from these surveys revealed several key themes as barriers to alumni giving, providing insight into how programs might be revised to encourage more consistent support.

Keywords: barriers, development, millennials, non-donors, young alumni

McDearmon, J. T., & Shirley, K. (2009). Characteristics and institutional factors related to young alumni donors and non-donors. *International Journal of Educational Advancement*, 9(2), 83-95. Retrieved from <http://www.palgrave-journals.com/ijea/journal/v9/n2/pdf/ijea200929a.pdf>

Synopsis: McDearmon and Shirley surveyed 2,273 alumni at a large Midwestern university to analyze which institutional factors influence young alumni to donate. Data drawn from the survey reveal that residential status, receiving financial aid, and making contributions

to other charitable organizations had a positive influence on young alumni giving. Positive student experience and in-state status were also found to be correlated with giving by young alumni.

Keywords: donors, institutional, millennials, non-donors, young donors

Monks, J. (2003). Patterns of giving to one's alma mater among young graduates from selective institutions. *Economics of Education Review*, 22(2), 121-130. Retrieved from <http://www.sciencedirect.com/science/article/pii/S0272775702000365>

Synopsis: Using survey methodology, Monk analyzed “individual characteristics” related to alumni giving across 28 “private, highly selective” higher education institutions. Monk sorted the results according to those individual characteristics that would be observable by the university development office. Monk concluded the most-significant determinant of alumni giving is “satisfaction with one’s undergraduate experience.” Thus, according to Monk, alumni offices would do well by soliciting younger alumni “who met or exceeded expectations.”

Keywords: advancement, characteristics, cultivation, determinant, development, private, strategy, young alumni

National Chamber Foundation. (2012). *The millennial generation research review*. Retrieved from National Chamber Foundation website: <http://www.uschamberfoundation.org/sites/default/files/MillennialGeneration.pdf>

*not peer-reviewed

Synopsis: This informative study outlines major trends, characteristics, and habits of the Millennial Generation.

Keywords: generational studies, millennials

Wampler, F. H. (2013). Bridges to a lifelong connection: A study of Ivy Plus young alumni programs designed to transition recent graduates into engaged alumni. Dissertations available from ProQuest. Paper AAI3592393. <http://repository.upenn.edu/dissertations/AAI3592393>

Synopsis: Colleges and universities who can cultivate, engage and steward young alumni well now are those who will be rising to the top in the next ten to twenty five years – as these alumni become the central benefactors and leaders of their institutions. Truly, young alumni represent the future of alumni relations and development efforts, and they are an opportunity not to be taken for granted or missed. However, the phenomenon of young alumni engagement and connection is one not often directly addressed by many alumni relations and development offices in colleges and universities around the country. The general thinking is that traditional mass outreach and solicitation approaches

will work with young alumni just as they work for older alumni. Recent graduates are simply dropped into the larger alumni pool like everyone else. A more deliberate and intentional approach is needed.

Keywords: engagement, cultivation, private, strategy, young alumni

Community Colleges and Nontraditional Alumni

The school located eight articles, both peer-reviewed and not peer-reviewed, centered on alumni relations and advancement in the context of both community colleges and nontraditional alumni. In the arena of community colleges, some articles focused on predictors of giving within the community college environment and strategies for community college fundraising, while others looked at improving and building alumni relations. Concerning nontraditional alumni, one article focused on the differences in giving between traditional and nontraditional students in the context of a particular public university.

Babitz, B. (2003). Strategies for leveraging a community college foundation. *New Directions for Community Colleges*, 2003(124), 5-14. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1002/cc.128/abstract>

Synopsis: Babitz begins by tracing the history and the emerging prominence of community colleges in the higher education landscape and relates how their corresponding alumni advancement programs are changing to adapt to the growth of these institutions. Babitz then provides a list of key strategies for campus leadership to develop and maintain successful community college foundation programs, including those focused on alumni giving.

Keywords: advancement, alumni, community college

Bass, D. (2003). From the foundations up: Contexts for change in community college advancement. *New Directions for Community Colleges*, 2003(124), 15-26. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1002/cc.129/abstract>

Synopsis: Bass sets the scene by listing several of the threats facing higher education today, emphasizing the need for effective fundraising by the university. Bass then recommends that community colleges build consensus among intimate constituencies by familiarizing them with programs that align closely with their unique interests as well as the university's mission and vision. In addition, Bass stresses the uniqueness of these strategies for use in community colleges, as opposed to those used in four-year institutions, as the two differ in access to resources and scope.

Keywords: advancement, community college, development, fundraising, strategy

Carter, L. S., & Duggan, M. H. (2010). Philanthropic motivations of community college donors. *Community College Journal of Research and Practice*, 35(1-2), 61-73. Retrieved from <http://www.tandfonline.com/doi/abs/10.1080/10668926.2011.525178>

Synopsis: Using survey responses from 2,865 “current, lapsed, and major gift donors” of a multi-campus community college in Virginia, this study sought to identify (1) donor

characteristics, (2) philanthropic motivations, (3) best practices in outreach efforts, and (4) which fundraising initiatives proved most successful. The findings suggest that the “impact of college communications and financial support of various fundraising projects differ significantly by donor profile.”

Keywords: communications, community college, donor profile, donors, fundraising, motivations

Council for Advancement and Support of Education. *Community College Alumni Relations*. Retrieved from Council for the Advancement and Support of Education website:
http://www.case.org/Samples_Research_and_Tools/Samples/Cmty_Coll_AR_Samples.html

*not peer-reviewed

Synopsis: Following this link, CASE provides members a wide array of template materials for various alumni purposes (e.g., membership forms, applications, data forms, student flyers, brochures, postcards).

Keywords: advancement, materials, resources, templates

Grant, K. A. (2008). Building an alumni support network. *Community College Journal*, 79(1), 18-21. Retrieved from <http://eric.ed.gov/?id=EJ807722>

Synopsis: This short article sums up best practices regarding community college alumni strategy—in particular, alumni relationship building. As examples, Grant recommends that colleges establish a mission statement that students on and off campus can identify with; define the term alumni; cultivate alumni with institution-specific benefits; utilize volunteers virtually and personally; and recognize and appreciate the alumni's value to the school.

Keywords: alumni, best practices, community college, cultivation, relationships, strategies

Herbin, P., Dittman, T., Herbert, J., & Ebben, K. (2006). *Council for resource development: Status of alumni development in America's community colleges* (New century series Resource Paper #12). Retrieved from Council for Resource Development website:
<http://go.epublish4me.com/order/print?id=10017486&pages=1,2,3,20,23,26,29,30,31,32,33,34,38,44>

*not peer-reviewed

Synopsis: This report illustrates the state of alumni relations (from the institutional and student perspective) at community colleges through visual representations in charts and

graphs. In presenting this information, the authors use the data to identify nine keystones for programmatic success.

Keywords: alumni, community college, development, relations

Hurst, F. M. (2008). *Philanthropic giving preference differences: Nontraditional and traditional alumni at Northern Arizona University* (Doctoral dissertation). Union Institute and University, Cincinnati, OH. Retrieved from http://www.academia.edu/797271/Philanthropic_Giving_Preference_Differences_Nontraditional_and_Traditional_Alumni_at_Northern_Arizona_University

*Doctoral dissertation

Synopsis: This article explores the differences in giving habits of traditional and nontraditional (executive/commuter) students at Northern Arizona University through analysis of survey responses received from both cohorts. Although the study found no differences between these two groups on a number of factors, significant disparity existed with regard to the interest in funding certain on-campus initiatives (i.e., scholarships for traditional students, faculty, new buildings, research, the annual fund) between these two cohorts. Hurst suggests that alumni are more likely to give to causes that support those students similar in age and attendance to themselves. Hurst also provides insight into the giving habits of different minority populations.

Keywords: alumni, giving, motivations, nontraditional students, traditional students

Skari, L. A. (2014). Community college alumni: Predicting who gives. *Community College Review*, 42(1), 23-40. Retrieved from <http://crw.sagepub.com/content/42/1/23>

Synopsis: Using data collected from surveys distributed to the alumni of 18 community colleges in six states and relying on social exchange theory, Skari developed a predictive model of community college alumni giving. The findings suggest that drivers for alumni giving at four-year institutions, such as age, student experience, wealth, and general charitable giving, are also found at two-year institutions. In addition, Skari concludes that earning an associate's degree from a community college increases an individual's likelihood of making a financial contribution and that "those who gave to their 4-year alma mater were...more likely to give to their 2-yr alma mater."

Keywords: 2-year, 4-year, alumni, associates degree, donor characteristics, community college

Other Survey Tools

Included below is a compilation of survey tools for use by professionals in higher education administration retrieved from Stanford University website:

http://web.stanford.edu/group/ncpi/unspecified/assessment_states/instruments.html#institutionalEffectiveness

Adult Student Priorities Survey (ASPS): "The Adult Student Priorities Survey measures satisfaction of students age 25 and older."

College Student Experiences Questionnaire (CSEQ): "Applies to all enrolled students, the College Student Experiences Questionnaire measures the quality of students' experiences inside and outside the classroom, perceptions of environment, satisfaction, and progress toward 25 desired learning and personal development outcomes."

Community College Student Experiences Questionnaire (CCSEQ): "The Community College Student Experiences Questionnaire measures students' progress and experiences."

Graduating Student or Program Completer Questionnaire: "The Graduating Student Questionnaire (Four Year College and University Series) or Program Completer Questionnaire (Community College Series) can be administered to any student who is about to earn a degree or certificate from a college or university. A survey of students using these questionnaires would provide demographics, background data, and information on students' satisfaction with various institutional services."

Institutional Functioning Inventory: "Using eleven scales, the Institutional Functioning Inventory helps to show how faculty, students, administrators, and other constituent groups perceive the institution in terms of teaching practices, governance arrangements, administrative policies, types of programs, characteristic attitudes of groups of people, and other important aspects of campus life."

Institutional Goals Inventory: "The Institutional Goals Inventory consists of a series of 90 statements of possible institutional goals which are rated on a five point scale both in terms of existence and desirability to assist with the development and definition of education goals, to establish priorities among goals, and to facilitate planning."

Institutional Performance Survey (IPS): "IPS assesses institutional performance and effectiveness."

Institutional Priorities Survey: "The Institutional Priorities Survey assesses faculty, staff, and administrative perceptions and priorities (recommended with the Student Satisfaction Inventory to determine where priorities overlap with those students)."

National Survey of Student Engagement (NSSE): "The National Survey of Student Engagement gathers outcomes assessment, undergraduate quality, and accountability data."

It measures students' engagement in effective educational practices (level of challenge, active learning, student-faculty interaction, supportive environment, etc.)."

Program Self-Assessment Service (PSAS) and Graduate Program Self-Assessment Service (GPSA): "The Program Self-Assessment Service and Graduate Program Self-Assessment Service surveys students' opinions on undergraduate and graduate programs."

Recent Alumni or Follow-Up Questionnaire: "The Recent Alumni Questionnaire (Four Year College and University Series) or Follow-Up Questionnaire (Community College Series) can be administered to any recent alumni of a four year college or university or former students of a community college who were enrolled in degree, certificate, or vocational programs. A survey of former students of a community college or recent graduates of four year institutions using these questionnaires would provide demographic and background data of students' progress at the institution as well as considerable detail about (a) the first degree program a student enrolled in since leaving the school and (b) the first fulltime job a student held since leaving the school."

Student Outcomes Information Services (SOIS): "The Student Outcomes Information Services collects information about entering, continuing, former, and graduating students and recent and long-term alumni concerning their educational needs and reactions to their educational experiences."

Student Satisfaction Inventory (SSI): Four-Year College and University Version: "The Student Satisfaction Inventory: 4-Year College and University Version measures student satisfaction and student priorities. The scales allow the institution to compare itself with national standards in 12 areas: academic advising, campus climate, campus support services, concern for the individual, instructional effectiveness, recruitment and financial aid, registration effectiveness, responsiveness to diverse populations, safety and security, service excellence, student centeredness, and campus life. Two sections of the inventory can be customized to answer special institutional needs."

Student Satisfaction Inventory (SSI) - Community, Junior and Technical College Version: "The Student Satisfaction Inventory: Community, Junior and Technical College Version measures student satisfaction and student priorities. The scales allow the institution to compare itself with national standards in 12 areas: academic advising, campus climate, campus support services, concern for the individual, instructional effectiveness, recruitment and financial aid, registration effectiveness, responsiveness to diverse populations, safety and security, service excellence, student centeredness, and academic services."