Fall 2017

# Graduate School Alumni Giving: An Identity Salience Model Of Nonprofit Relationship Marketing Success Approach

Joseph Patrick Neary
*University of South Carolina - Columbia*

# GRADUATE SCHOOL ALUMNI GIVING: AN IDENTITY SALIENCE MODEL OF NONPROFIT RELATIONSHIP MARKETING SUCCESS APPROACH

by

Joseph Patrick Neary

Bachelor of Arts
University of South Carolina, 2002

Master of Education
University of South Carolina, 2004

---

Submitted in Partial Fulfillment of the Requirements

For the Degree of Doctor of Philosophy in

Educational Administration

College of Education

University of South Carolina

2017

Accepted by:

Susan C. Bon, Major Professor

Christian K. Anderson, Committee Member

Kirk A. Randazzo, Committee Member

Henry Tran, Committee Member

Cheryl L. Addy, Vice Provost and Dean of the Graduate School

# DEDICATION

My dissertation would not have been possible without the unwavering support of my family, and I dedicate this to them. To my parents, Joseph and Marian, who always stressed the importance of education and served as amazing examples of commitment and sacrifice. To my brother Kevin, who is the paramount example of persistence in the face of adversity. To my brother Christopher, whose passion for his work is unparalleled. And to my wife, Olivia. Her unyielding support, love, and encouragement, gently guided this dissertation to completion.

# ACKNOWLEDGEMENTS

I would like to take this opportunity to acknowledge the numerous individuals who inspired and guided me in the completion of this dissertation.

Dr. Susan Bon, my dissertation chair, took me under her wing and provided the candid and honest feedback that I needed to move this dissertation forward. I cannot thank her enough for the guidance and support she provided.

My dissertation committee, Dr. Christian Anderson, Dr. Kirk Randazzo, and Dr. Henry Tran for your thoughts, feedback, and guidance. Each of your contributions served to make this dissertation a more robust and well thought out piece of research.

Dr. Katherine Chaddock, an early and uncompromising supporter, guided me through the HESA program and provided regular encouragement along the way.

From my first days reentering the classroom, Dr. Danielle Nicolino and Dr. Louis Becht have been a source of consistent support and friendship. They both have served as inspirations to complete this journey. I am thankful for their friendship and humor, especially in those early statistics courses.

My earliest mentor, Michael Morgan, through his guidance and frequent discussions in the nascent stages of my career, helped shape and mold me into a competent development officer. I cannot thank him enough for sharing his wisdom and always encouraging me to keep my sword sharp and ready to strike.

I would like to thank my higher education, development, and alumni relations colleagues near and far. Their support, thoughts, questions, and suggestions all helped to shape and inform the direction of this dissertation.

And finally, I would be remiss if I did not acknowledge the donors that I have had the fortune to work with throughout my career. Their kindness, generosity, support, and passion are inspiring examples of the amazing things we can do for the benefit of others. Thank you.

# ABSTRACT

Development officers and those who research philanthropic giving frequently explore the factors that motivate donors to give or the demographic variables that enable donating behavior to occur, less often is the concept of identity used as a mediating variable in the study of philanthropic giving. Using the Identity Salience Model of Nonprofit Relationship Marketing Success proposed by Arnett, German, and Hunt (2003) as a theoretical framework, this dissertation explores the understudied giving behaviors of alumni of graduate degree programs at a large, southeastern, Carnegie classified highest research activity, doctoral institution. Using the survey responses from and institutional data for 707 graduate program alumni, the study seeks to determine if identity salience relates positively to donating to the university, relates positively to promoting the university and whether these relationships exist at the same levels for those who hold only a graduate degree as it does for those who hold both undergraduate and graduate degrees from the same institution. The study revealed that identity salience was not an indicator of donating behavior for this population, that identity salience was a predictor of promoting behavior, and that those with undergraduate and graduate degrees from the same institution did not demonstrate higher levels of identity salience, donating or promoting behavior than their peers with only a graduate degree.

# TABLE OF CONTENTS

# LIST OF TABLES

LIST OF FIGURES

# CHAPTER 1
# INTRODUCTION

## Background

**Philanthropy and higher education.** American universities have relied on private sources of funding since their beginnings in the 17th century. Benjamin Franklin, who through his own philanthropy founded the Publick Academy of Philadelphia, precursor to the University of Pennsylvania, had perhaps the first true structured system of soliciting funds for higher education. His approach was quite simple and is still a part of today's modern fundraising approaches. Mr. Franklin would prepare a list, matching each prospect with a particular cause for which he already had an interest, and then call upon each prospect personally to solicit funds for that cause (Franklin, 1996).

The fundamental underpinnings of this approach to fundraising would be the predominant mode of fundraising for nearly three centuries. While watershed moments in fundraising occurred between the 17th and 20th centuries, meaningful change did not occur until 1915 when Harvard University launched the Harvard Endowment Fund. This initiative was significant as it marked the advent of planned, focused, and professionally coordinated fundraising campaigns occurred (Kimball, 2014). The past 100 years have seen incredible changes in the proliferation of fundraising campaigns in higher education. The latter half of the 20th century has seen these types of institutions grow into something more akin to big business (Glazer, 1979). As higher education continues to grow and expand colleges and universities will, by necessity, struggle with how to finance these growing organizations.

**New fiscal pressures.** The traditional funding models for higher education, in both public and private sectors, are facing new and immense pressures. As Elfin (1992) predicted, the last decade of the 20th century would be an “Age of Scarcity,” marked by rising tuition, declining governmental support, and increased competition. The financial crisis in the latter half of the first decade of the 21st century has exacerbated the problems facing higher education. With diminishing support for higher education at all levels, both public and private institutions have been and will continue to be affected. In the public education sector, there are growing trends of declining state budgets for higher education, decreased federal support for research due to sequestration as well as other pressures that have only served to increase reliance on private funding by colleges and universities. As Zare (2013) notes, public education has shifted from publicly funded to publicly subsidized. In many cases private support has assumed the roles and work once done by state appropriation and student tuition (Poock & Siegel, 2005). Even where state funding or tuition has not declined, private philanthropic dollars are increasingly relied upon to provide a competitive funding edge for recruiting, faculty retention, campus development, and student support (Cash, 2001; Cockrum, 2005)

**Philanthropy as a fiscal remedy.** The Council for Aide to Education (2016) reported that in 2015, voluntary support for higher education, from all sources, totaled $40.3 billion dollars, increasing 7.6% over 2014. In 2015, alumni giving increased 10.2% to $10.85 billion, amounting to 26.9% of all giving to higher education. It is important to note that the 2015 report indicates that, although the percentage of total dollars given increased, participation dropped. It is important to explore why these fluctuations occur and why dollar amounts have increased. From this data, it is not difficult to argue that alumni contribute a substantial amount to the operating and endowment budgets of colleges and universities in the United States. For public college and universities, according to a report by the Pew Charitable Trusts, private gifts, endowment income, and investment revenues accounted for up to eight percent of institutional budgets (Pew Charitable Trust, 2015). Year after year, regardless of whether to maintain the status quo or to simply provide that extra margin of excellence, colleges and universities make every effort to surpass the fundraising accomplishments of the previous year. Ever increasing dollar goals have become the new norm. This behavior leads to fundraising officers being tasked with maintaining relationships with current donors, increasing the size and frequency of gifts, and bringing new donors into the fold. Yet, while maintenance of current relationships is the least costly of those three efforts, as Wilson and Primm (1996) asserted, donor management and long-term retention strategies are not prevalent practices (Sargeant, 2001).

**New sources of alumni philanthropic support.** In the United States, the lion share of degrees awarded, and by extension the newly minted alumni who have earned them, are undergraduate degrees. According to the national Student Clearing House Research center, 2,804,133 were awarded in 2014 alone. A much smaller number go on to graduate from master's programs and even fewer receive doctoral degrees. The National Science Foundation's Survey of Earned Doctorates showed that 54,070 received a doctoral degree (2015), just 1.9 percent of the undergraduate degrees awarded.

To date, alumni relations and fundraising programs have primarily focused solely on the undergraduate alumni population, with cursory attempts made to appeal to graduate populations. Given the vast numbers of undergraduate alumni and the relatively small number of graduate program alumni, this approach is logical. However, as mentioned earlier, institutions of higher learning are seeking new ways to cultivate and engage alumni more broadly and alumni of graduate programs represents a new pool of potential donors, with highly specified experiences, that have not traditionally been engaged.

In fiscal year 2016, at one large southeastern university, the revenue from private gifts and grants accounted for 2.5 percent of the system wide revenue or $37,652,887 of a $1,517,595,842-dollar budget. In an examination of institutional data from the same institution, one can see distinct giving trends among alumni that demonstrate the need to explore new avenues to consider in donor retention and acquisition. In Table 1.1 below, you can see that, at this particular institution, while the average gift size rose between 2011 and 2016, the participation declined by 14% and the number of gifts declined by 19%. While it may seem more efficient to raise greater dollar amounts from fewer donors, development officers are generally tasked with securing larger gifts and expanding the pool or pipeline of donors at the same time. The data show that the overall donor retention rate also declined by 4.4% over the same period. The implication here is that fewer donors are giving more, and participation is in a state of decline, a trend that reflects the national averages reported by the Council for Aide to Education.

Table 1.1 Overall Giving Trends 2011 - 2016

| Indicator | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | % Donation Change 2011 - 2016 |
|---|---|---|---|---|---|---|---|
| **Donors** | 10,595 | 10,421 | 11,213 | 10,999 | 9,666 | 9,107 | -14% |
| **Gifts** | 14,128 | 14,091 | 14,898 | 13,173 | 12,160 | 11,438 | -19% |
| **Average Gift** | $291 | $309 | $337 | $388 | $454 | $464 | 59.40% |

Table 1.2 below reports the undergraduate and graduate giving rates in the various subunits of the University, exclusive of programs in law, pharmacy and medicine which do not have programs coordinated through the graduate school. Delving further into the institutional data it is apparent that giving rates between undergraduate and graduate populations are relatively inconsistent between colleges and schools at this particular institution. For example, the data reveals a discrepancy as little as .07% in the College of Arts and Sciences and as high as 3.6% in the Nursing School. While these numbers may seem insignificant, as percentages they reflect much greater number of potential donors.

Upon review of giving data for these populations it is apparent that giving from graduate program alumni is similar to that of the undergraduate population.  While these giving rates are similar, relatively few resources are directed toward the retention and acquisition of new graduate alumni donors, with the majority of resources focused on undergraduate populations.

Table 1.2 Undergraduate /Graduate Donor Percentage Per College / School

| College / School | Percentage of undergraduate alumni who are donors | Percentage of graduate alumni who are donors | Difference between graduate and undergraduate giving percentages |
|---|---|---|---|
| **Arts & Sciences** | 7.23% | 7.16% | 0.07% |
| **Business** | 11.63% | 8.97% | 2.65% |
| **Education** | 6.78% | 7.16% | 0.38% |
| **Engineering and Computing** | 9.51% | 6.65% | 2.86% |
| **Hospitality/Sport Management** | 6.40% | 8.18% | 1.79% |
| **Mass Communication & Information Studies** | 7.60% | 5.77% | 1.83% |
| **Music** | 5.48% | 4.62% | 0.87% |
| **Nursing** | 5.78% | 9.38% | 3.60% |
| **Public Health** | 6.00% | 5.59% | 0.42% |
| **Social Work** | 5.65% | 4.03% | 1.62% |
| **Total** | 8.08% | 7.00% | 1.09% |

**Statement of the Problem**

Alumni from graduate programs at this large southeastern institution are giving at similar rates as those who attained undergraduate degrees yet little to no resources are allocated to their further cultivation as donors. For perspective, in fiscal year 2016, this institution allocated only $15,000 in funding to augment one development officer’s salary and made no comprehensive attempt at differentiation in annual appeals to alumni of graduate programs. This segment of alumni represents an underutilized opportunity for development officers to seek additional private support. Research should be done to explore graduate student giving.  Specifically, research should determine if there is a difference in the giving among those graduate alumni who completed their undergraduate experience at a different institution and those who completed their undergraduate degree at the institution studied.

Given the distinct nature of graduate education, with its focus on a distinct discipline and closely mentored study, it is reasonable to question what might cause some graduate program alumni to give or lend support to their alma mater while others do not. Are there common traits that graduate program alumni who give all share? Are there motivations that exist or do not exist among this population that are unique? What is it about the relationship between graduate program alumni and undergraduate alumni that changes motivation to give? In an effort to answer these questions, the following conceptual framework was adopted as a critical foundation to guide the following study.

**Conceptual Framework**

Understanding alumni identities and how an individual associates those identities with the self, are critical pieces to understanding charitable giving behavior (German, 1997). Drawing upon the work of Arnett, German, and Hunt (2003), which explored the behaviors of alumni en masse, without differentiation of academic level, this study will utilize the Identity Salience Model of Nonprofit Relationship Marketing Success (ISMNRMS) to gain a better understanding of the dynamic that exists between the identities formed by alumni of graduate programs and the University as it related to charitable giving behavior. The ISMNRMS model, which is a relationship marketing model, uses the concept of identity salience as the "key mediating construct between relationship inducing factors and relationship marketing success" (Michalski & Helmig, 2008, p.47). In the context of higher education, the identity salience construct is comprised of several relationship-inducing factors, or social interactions, between alumnus and institution. For this study, these included participation in university activities, perceived reciprocity of the relationship, perceived prestige of the university, and satisfaction with the university experience. The study also took into account two non-relationship-inducing factors, income and perceived need, which were identified by Arnett et al. as parts of the relationship marketing success model and were evaluated by evidence of alumni engaging in supporting behaviors, specifically, donating and promoting. Figure 1.1 illustrates the essential elements of the ISMRMS. In this model, donating is the act of contributing financially to one's Alma Mater. Promoting encompasses a wider array of

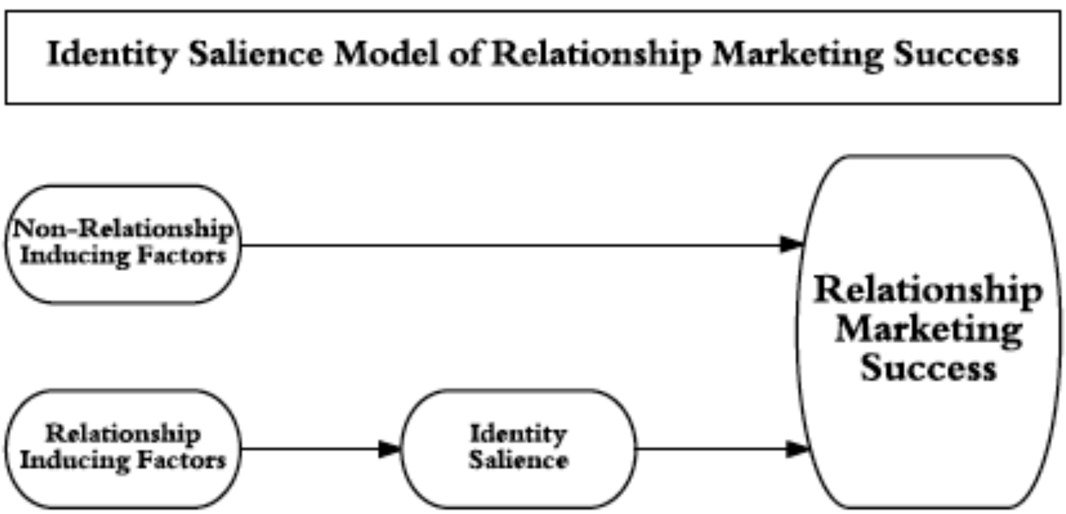


Figure 1.1 The Identity Salience Model of Relationship Marketing Success. Source: Arnett et al. (2003)

behaviors that can be generally understood as advancing the reputational standing of the institution.

The work of Arnett et al. (2003) is based on identity theory research (Burke, 1981; McCall & Simmons, 1978; Stryker, 1968, 1980, 2002), which establishes the premise that individuals have several identities. Furthermore, this research demonstrates that these identities exist simultaneously, are arranged hierarchically, and that identities that are more salient are more likely to affect behavior than those that are lower on the hierarchy.

For this study, the author utilizes the identity salience construct proposed by Callero (1985) and adapt it to a higher education context. Callero's research focusing on blood donors and their donation behavior provides a mechanism to operationalize identity salience. This study follows the Arnett et al. (2003) hypothesis model, with minor modifications to the survey assessment questions in order to fit a graduate program context, again evaluating the suitability of the ISMNRMS model for application to higher education settings and investigating the giving behavior of graduate program alumni in a new manner.  The ISMNRMS model is illustrated by the model in Figure 1.2.

The Arnett et al. study was chosen for three key reasons. As Michalski and Helmig (2008) acknowledge, the study is one of the first to empirically demonstrate identity salience as a key mediating construct for non-profit relationship marketing success (p.59). Secondly, the ISMNRMS model also demonstrates how other avenues of research and models for alumni giving correlate to giving behaviors and align with the identify salience model. This model incorporates and finds support for using concepts such as participation, which has been explored by Monks (2003), satisfaction with the institution (Weerts & Ronca, 2007) and perceived prestige (Holmes, 2009) and

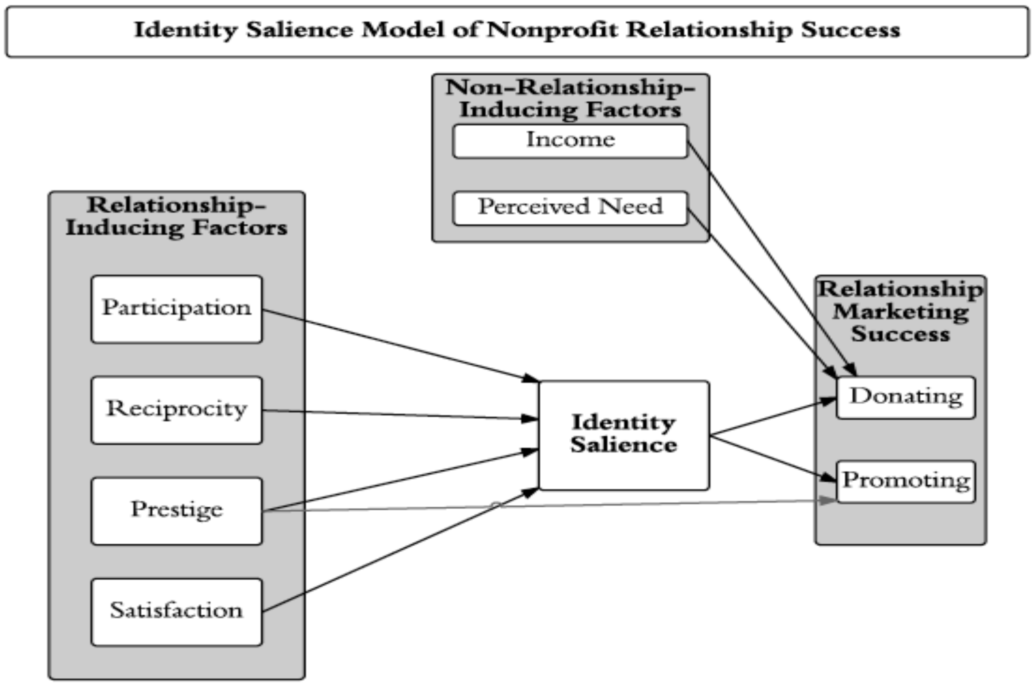


Figure 1.2 The Identity Salience Model of Nonprofit Relationship Marketing Success.
Source: Arnett et al. (2003)

reciprocity in predicting alumni giving behavior. Finally, this model goes beyond simple motivational studies, discussed in the following literature review, which have been the predominate means for investigating donor behavior and guiding development in practice.

**Research Questions**

The purpose of this study is to examine the giving behavior of alumni across a broad spectrum of graduate degree programs. While other researchers have explored other subsets of alumni populations, this is an area with ample opportunities for exploration as little has been studied about graduate student populations. The study examines the motivations for giving and the influences that help those students and alumni make the decision to support their alma mater. The intent of this study is to gain greater understanding of the graduate program alumni population's giving behavior and provide insights and approaches for development officers as a means for more effective cultivation and solicitation.

To that end, this study sought to determine if the Identity Salience Model of Relationship Marketing Success, as proposed by Arnett et al. (2003), can serve as a predictive model for graduate alumni giving. This study sought to answer the following questions:

1. Does University Identity Salience among graduate program alumni relate positively to donating to the University?
2. Does University Identity Salience among graduate program alumni relate positively to promoting the University?
3. Do these relationships exist at the same levels for those who hold only a graduate degree as it does for those who hold both undergraduate and graduate degrees from the same institution?

## Significance of the Study

Alumni are one of the most misunderstood, yet important constituencies of an institution (Levine, 2008). Previous studies have produced a volume of descriptive and predictive data about donors giving to their charity of choice (Bekkers & Wiepking, 2007). It is not common for these studies, however, to focus on the relationship between donor and institution (Clotfelter, 2003). More acutely, these studies focus on who gives and what those donors look like, rather than the motivations and relationships that help paint a more robust picture of why they give. In large part, the realm of the relationship between alumnus and alma mater, in terms of implications for giving, is ripe with avenues of exploration.

Until recently, most research that has focused solely on higher education fundraising has centered on either undergraduate alumni or alumni in the broadest sense of the term from their respective institutions (Baade & Sundberg, 1996; Clotfelter, 2003). A growing body of literature has begun to focus on smaller subsets of alumni populations such as LGBT and minority populations (Gasman & Bowman, 2012; Garvey, 2013; Simone, 2009; Sun, Hoffman & Grady, 2007; Tsao & Coll, 2005; VonKotzebue & Wigger, 2010; Weerts & Ronca, 2007). The continually developing body of research has given development and alumni relations professionals some of the resources necessary to gain better understanding of how these alumni groups see themselves as a part of the larger alumni puzzle.

This study continues in that tradition, but examines giving behaviors of alumni of graduate student programs at an institution in the southeastern United States which meets the Carnegie Classification for highest research activity. There has been limited research, primarily qualitative in nature, that has explored graduate populations (Mastroieni, 2010) and quantitative in nature that explicitly studied graduate populations (Okunade, 1996). It was the aim of this study to gain a better understanding of the motivations and drivers of those who do support their graduate institutions, not simply as a function of demographic variables that indicate who would make a potential donor, but through understanding the deeper context of the alumnus' own relationship with the institution. Understanding the role of graduate alumni with respect to their institutional giving practices is essential to practitioners who establish fundraising policies and practices. Specifically, practitioners could use this information to guide the development of advancement programs that strategically target graduate student populations based on their unique graduate experience.

**Operational Definitions**

***Advancement/Development:*** Advancement is a strategic, integrated method of managing relationships to increase understanding and support among an educational institution's key constituents, including alumni and friends, government policy makers, the media, members of the community and philanthropic entities of all types (CASE, 2016).

***Advancement/Development Officer:*** Professional staff member of an institution tasked with carrying out one or more facets of the advancement enterprise.

***Alma Mater:*** The school, college, or university which an individual has attended.

***Alumna(e):*** Female past attendee / graduate(s) of an institution.

***Alumni:*** The plural form of alumnus; general term for all past attendees of an institution. It is important to note that many institutions consider an individual an alumnus after completion of only a certain number of credit hours, this term does not necessarily denote degree completion.

***Alumnus:*** Male past attendee / graduate of an institution.

***Capacity:*** A donor's ability to give.

***Council for Advancement and Support of Education (CASE):*** A professional association serving educational institutions and the advancement professionals who work on their behalf in alumni relations, communications, development, marketing and allied areas. CASE helps its members build stronger relationships with their alumni and donors, raise funds for campus projects, produce recruitment materials, market their institutions to prospective students, diversify the profession, and foster public support of education (CASE, 2016).

***Cultivation:*** The process of developing a relationship between a prospective donor and the institution. The goal of this process is to engage the prospective donor with the institution in a manner, which increases the likelihood of securing an individual's support (Caulkins, Cole, Hardoby, & Keyser, 2002).

***Donor:*** An individual who has chosen, of their own volition, to support a cause of institution.

***Fundraising:*** Programs at educational institutions secure private support in the form of annual gifts, major gifts, planned gifts and corporate and foundation gifts, often through strategically developed fundraising campaigns.

***Identity:*** The manner in which individuals act to protect and verify their conceptions of self (Burke & Stets, 2009).

***Participation:*** Level of involvement in university activities during time at the institution.

***Perceived Prestige:*** The extent to which and alumnus/a feels their self-esteem is enhanced through identification with the institution (Bhattacharya, et al., 1995). In other words, the greater the level of prestige the alumnus/a believes the institution to have, the greater their level of self-esteem.

***Perceived Reciprocity:*** The extent to which and alumnus/a feels that they receive something from the relationship with their institution.

***Philanthropy:*** This term can and does encompass a broad range of meanings. For the purpose of this study, the term is considered as voluntary action for the good of the community or public (Payton, 1988). This definition serves to encompass not just monetary gifts, but those of time and talent as well.

***Promoting behaviors:*** A wide array of behaviors and actions that are generally positive and serve to advance the reputation of an institution.

***Satisfaction:*** The extent to which an alumnus/a' experience at an institution reaffirms their identity (Arnett, et al., 2003).

***Solicitation:*** The process of making a formal request to a prospective or current donor for a charitable gift in support of the institution.

**Assumptions and Limitations**

This study makes several key assumptions. The first is that the institutional data is accurate. The researcher is assuming that contact information is up to date and that giving data has been correctly recorded and stored. The second assumption is that participants will provide honest and accurate responses.

Another limitation of this study is that it explores the graduate alumni populations at one institution and is not broadly generalizable. Given that the population is from an institution categorized by the Carnegie Foundation's classification schedule as a Doctoral University with Highest Research Activity, it does not take into account how the graduate experience may vary at other institutions with different student characteristics.

A further limitation to this study is that is relies on survey data from graduate program alumni with email addresses on record. This brings with it the possibility of bias in that those alumni with email records may be more engaged with the institution than those without.

A fourth limitation is that this study assumes that the model proposed and tested on alumni in the broadest general sense are able to be mapped directly onto a population with a specific graduate experience. Given the distinct differences between undergraduate and graduate education it is possible that the model may not be sufficient for study of this population. As this study is being conducted on undergraduate and graduate alumni from the same institution the study has the capability to explore these relationships and draw conclusions from the results.

A fifth limitation is that this study does not explore selection bias. The study simply seeks to determine the degree to which a donor participates in donating or supporting behaviors, and does not explore the binary chose to give or not to give.

**Conclusion**

Philanthropy has long been a part of institutions of higher education. The current climate in both arenas has brought about a new set of fiscal pressures, challenging the traditional funding models for many aspects of today’s colleges and universities. To lessen some of these pressures many institutions have shifted resources and have asked development officers to find new and greater sources of private finding. This new impetus for professionals in the field has fostered a growing body of research and theoretical frameworks for the exploration of what makes donors give. The following literature review and study will identify current theories of donor motivation, will evaluate a newer model of philanthropic behavior, the Identity Salience Model of Relationship Marketing, and provide greater insight into an under studied university alumni subpopulation, graduate program alumni.

# CHAPTER 2
# LITERATURE REVIEW

**Introduction**

This literature review is comprised of four parts. The first part will briefly describe the evolution of philanthropy as a field of study and the relationship development officers have with empirical data. The second will explore the dominate theories of fundraising and philanthropic motivation. The third will address identify theory and the final part will present the Identity Salience Model of Nonprofit Relationship Marketing Success (ISMNRMS), which will serve as the theoretical framework for this study.

**Philanthropy as a Field of Study**

The concept of generating private support for social causes, like education, is deeply rooted in American culture and has emerged as a profession and field of study in the past 100 years. As Graddy, Ferris, and Sohn (2011) observe, past research on philanthropy has occurred across various disciplines, only emerging as a stand-alone field in the 1980's. This literature review will also explore the research that forms the social scientific basis of donor motivation to give, explore the various facets of identity theory as they relate to philanthropy, and discuss the merits of using the identity salience model of relationship marketing as a mechanism for donor evaluation.

While the profession of institutional advancement in higher education has evolved, empirical research to guide it has not maintained the same rate of growth. Often colleges and universities will look solely at their own data without looking at overarching trends. Or if trends are examined they are not built on strong theoretical bases but more simply on basic statistical analysis. Drezner (2011) asserts that "Historically, development officers did not rely on theory to guide their practice.  Even today, most fundraising literature is written for practitioners offering supposed best practices that are often not grounded in theory" (p.60).

As recently as the 1960's, researchers have conceded that there has been little to no research into this distinctly American phenomenon of fundraising for higher education. Marts (1961) illustrates this succinctly when he states, "within only the past few years has there been any evidence of a scholarly interest in philanthropy, 'the love of mankind', as a vital force in civilized society" (p. 10) Philanthropy, as a field of study in the social sciences, truly emerged in the 1980's (Katz, 1999). The academic approach to philanthropy, however, largely failed to appear in the fundraising handbooks or literature (Bekkers & Wiepking, 2011, p. 2). Practitioners today rely heavily upon commonly accepted best practices, surveys, and advice from professionally paid consultants. Frequently colleges and universities will rely on outside consultants and their proprietary formulas to develop campaign strategies. Although these strategies are presented as best practices by the consultants, the empirical evidence has simply been non-existent since the earliest campaigns.

Bekkers and Wiepking (2011a, 2011b) suggest that a multidisciplinary approach is the best path towards building a theoretical basis for the study of philanthropy. The majority of research on charitable giving emanates from the disciplines of economics, psychology, and sociology. In these disciplines, researchers have focused on the motivation to give and the characteristics that distinguish between alumni who give and who do not give to their colleges and universities. As Lindahl and Conley (2002) discuss in their literature review, most studies concede that no single donor characteristic is a causal indicator of donor behavior.

**Theories of Fundraising and Philanthropic Motivation**

Researchers from a wide array of disciplines have long sought to identify what causes an individual to give their time, talent, or treasure to support a cause, individual, or organization. To date, there is yet to be a single definitive answer that has emerged. This next section of the literature review will briefly discuss and assess the predominate theories that guide both research and proactive of philanthropic motivation.

**Neoclassical Microeconomic Theory.** This theory relies heavily on three critical assumptions of individual behavior (Weintraub, 1985). First this theory assumes that individuals have preferences for specific outcomes. The second is that individual seek to maximize utility. The third is that individuals will act independently of others with complete and relevant information. While this theory seems to be a simple and straight forward approach it fails to tap into the complexity of charitable giving. While it may work in a strict economic sense, it assumes an individual will function in a strictly rational manner and does not consider the multiple facets that can influence rational choices.

**Public Good Theory.** Public good theory is one of the most often used explanations for the choice one makes to give to another. This form of prosocial behavior, arises out of the desire to help others, or altruism. Roberts (1984) defines altruism as "the case where the level of consumption of one individual enters the utility function of another" (p.137). While this definition is rooted in economics, one can see that altruism implies a shifting of resources from one individual to another individual or entity. The classical definition of altruism hinges on the assumption that one will behave with unselfish regard for or in devotion to the welfare of others. Bekkers and Wiepking (2010) assert that the lion share of the research on altruism emanates from the field of economics. Economists generally label the concept that individuals give because they care about an organization's production or the benefits for that organization, as a result of their contribution as altruism.

Altruism can also be understood through an examination of the concept of pro-social behavior, or behavior that is held in high regard by society (Dovidio, 1984). Pearce and Amato (1980) conducted a study with 72 first year, male and female, Australian college students. The goals of this research were two-fold. First the researches sought to develop a cognitive map of different kinds of helping behaviors. The second goal of the study was to adapt that map to different bipolar directions in order to provide a dimensional understanding of helping behavior, or vectors. From the study, Pearce and Amato (1980) classified three distinct vectors, or directionalities, of prosocial behavior as (1) spontaneous, informal help, versus planned, formal help; (2) serious versus non- serious help; and (3) indirect versus direct help. These vectors apply specifically to fundraising for higher education in the following manner. Donations of money and time should be considered formal, planned helping. Fundraising efforts of many organizations, and higher education in particular, are more often than not, planned formalized approaches such as annual giving campaigns or extended capital campaigns. Given the budgetary cycles of these organizations, the planned approach is most in line with their needs for regularity and consistency and as such, philanthropic behaviors directed towards universities are generally a fall on the formal, planned help end of the spectrum. Planned approaches do not involve unanticipated situations, little reaction time to make a giving decision, and generally do not involve an unfamiliar setting (Amato, 1985).

Fundraising in higher education is not typically based on emergencies, which arguably impacts the altruistic motivations for philanthropy. For example, while the American Red Cross experiences surges in giving during times of crisis, colleges and universities as a norm do not have an opportunity or ability to capitalize on crisis. In this regard, fundraising for higher education can be seen as non-serious, or non-emergency helping behavior. While it is a serious and meaningful endeavor, it is not guided by the sense of responding to a crisis.

Piliavin, et al. (1981) assert that the severity of an emergency and the personal connection to the victim or cause, influences the level of arousal and drives giving. One caveat to evaluating higher education fundraising in this light is the growing need for institutions to find new sources of revenue as direct state and federal support for higher education diminishes (Pew Charitable Trust, 2015). The literature on crisis fundraising does not address the newer role of the capital campaign in fundraising for higher education. In the modern-day campaign, fiscal year deadlines and campaign life span are used to create artificial deadlines and “crises” to prompt giving.

Pearce and Amato (1980) describe the act of giving money as a largely impersonal and transactional process, or non-direct. This is a severe limitation of this vector of giving. It does not take into account the various interactions that one could have with an organization. In particular, this provides a very limited view of alumni giving to higher educational institutions and should be reexamined.

**Social Exchange Theory.** Social exchange theory focuses on the human interaction that occurs during an exchange. Halfpenny (1999) finds that an exchange will occur when both parties find the rewards of that exchange to be attractive or beneficial. As applied to alumni studies, social exchange theory addresses the relationship between the institution and the alumnus, and specifically looks at both financial and non-financial transactions between the two entities. Chadwick- Jones (1976) described social exchange theory as suggesting that relationships, which are at times unbalanced between partners, are evaluated in economic terms to determine if the relationship should continue. More simply put, an alumnus will decide whether or not to continue to support their Alma Mater with their non-financial resources (time, connections, and expertise, etc.) or their financial resources, after consideration of their experience with the university, both past and present. Support for this construct has been found in several studies, which indicate that the past perceptions of overall university experience held by an alumnus(a) predict supporting behavior such as volunteering (Leslie & Ramey, 1988; Brittingham & Pezzulo, 1990; Taylor & Martin, 1995). Weerts and Ronca (2008) found that alumni who give back, tend to do so when they sense that they were provided with a strong education and professional/life benefits.

As proposed by Kotler (1972), this theory defines these transactions as exchanges of values as well. This theory proposes a useful model as substantial individual financial gain is rarely seen for the individual donor and suggests that giving is a means by which an individual can support organizations to change the world in ways that align more closely to the donor's values and world view. In this sense, the decision to give is a physical manifestation of one's own value system. One of the limitations to research on values is that they can be difficult to manipulate as variables (Bekkers & Wiepking; 2010).

This motivator for giving affords an individual the chance to help an organization impact the world in a manner consistent with their world views. Examples of this present in everyday life are contributions to political parties, health causes, community organizations etc. which all fit into this model.

One model of social exchange theory posits four distinct categories of individual donor behavior. File, et al. (1994) propose that alumni who give, will generally fall into one of these categories; affiliators, pragmatists, dynasts and repayers. What one will see with each of these categories is that the donor receives something that they value and the institution sees some financial gain. Affiliators will seek to be or appear to be in a group. One can consider an alumnus who gives for the sole purpose of being recognized on an honor roll or some similar donor listing in this category. Pragmatists give largely to take advantage of the incentives that giving entitles them too. Consider the alumnus who makes a gift at tax year end for financial incentives in this category. Dynasts give out of a sense of familial legacy or tradition; great grandfather who went here gave and so must the descendant. Studies have shown that having generational ties to an institution, such as having a child or grandchild attended the same Alma Mater is linked to providing support (Okunade & Berl, 1997; Wannuva & Lauze; 2001). One possible explanation for this dynastic mechanism for giving is that parents have passed on pro-social behaviors to their children through a process called child modeling (Holden & Zambarano, 1992; Staud & Feinber, 1980; Bryan 1972).

The repayers' giving decisions are based on the premise that they have personally benefitted from the philanthropy of others. Consider here a scholarship recipient who goes on later in life to give their Alma mater a scholarship for a future student. Several studies have examined the case of the repayer (Dugan et al., 2000; Monks, 2003). Dugan, Mullin, and Siegfried (2000), conducted a two-stage study at Vanderbilt University that explored the giving behaviors of 2,822 university graduates in the first eight years after graduation. Stage one employed a probit model, a regression model that uses a dependent variable with binary outcomes, to distinguish donors from non-donors. The second stage they conducted a regression model examining the average gift size of individuals identified as donors in stage one. Monks (2003) found, in a study across 28 institutions that alumni who had financial aid as a major source of funding, were 5% more likely to give and that loans had a dampening effect on later giving. These two studies indicate that those alumni who have received support while a student were more likely to give financially. The overall finding that receiving some sort of non- loan based aid increases the likelihood of donation lends support of the repayer concept and suggests the need for additional qualitative research into the phenomenon.

Social exchange theory, as it relates to higher education provides a mechanism to think about alumni in very broad strokes. From a practical view, it gives a development officer clear and simple buckets they can use to categorize alumni and subsequently engage them with the end goal of successfully soliciting gift. While practical and simple, this approach leaves much to be desired. Social exchange theories fail to adequately address myriad factors that can influence giving motivation and how these simple buckets might overlap and influence each other.

**Expectancy Theory.** This theory of alumni donor behavior asserts that individuals make choices about their level and direction of involvement predicated on their underlying expectations about future events. Expectancy theory argues that donors will be moved to donate or engage in other supporting behaviors based on expectations that their involvement will result in positive outcomes for the institution.

Expectancy theory of alumni donor behavior is rooted in organizational psychology, specifically the work done by Victor Vroom. Vroom's (1964) work argues that motivation is based on three factors, valence (the value of the perceived outcome), instrumentality (belief that engaging in supporting behaviors will help the organization), and expectancy (feeling capable of performing supporting behaviors).

Expectancy, sometimes referred to as efficacy, refers to the perception that donors have the ability to make an impact for the cause of charity they are supporting. In terms of higher education, the perception that the donor is making a difference in an individual student, program, department or other aspect of their respective college or University. Bekkers and Wiepking's (2010) review of studies in this area reveal that there has been little to no research that has manipulated the variable of efficacy.

Research indicates that the effectiveness of a donor's gift is typically overestimated by the donor and that this is particularly the result with lower income donors (Kerr, 1989; Buraschi & Cornelli, 2002). This point is particularly salient for development officers who must learn how to overcome the sentiment that a donor's gift is irrelevant. In response to this concern, many fundraising campaigns should include a deliberate effort to share that every gift matters and that every gift is meaningful to the institution.

Expectancy theory has broad applicability to the challenges faced by development officers. When working with an individual, the development officer can use this framework to develop a coherent cultivation strategy to engage the donor or prospective donor. For instance, a development officer can work with an alumnus to develop a vision of how a gift would impact the institution (valence), then work over time to demonstrate how others have made a difference through their support (instrumentality) and finally to share the vast array of volunteer opportunities and gift mechanisms that exist so that they can see how they are capable of engaging in such support (expectancy). This framework can also be seen manifesting itself in a wide variety of alumni and development publications that highlight gifts made by others, the mechanisms used to make such gifts, and opportunities to engage as volunteers.

One limitation of the expectancy theory approach is that there can be significant ambiguity as it relates to how these viewpoints develop. A development officer may have a vision for a donor that is misaligned with the vision developed by the donor. Weerts and Ronca (2008), while exploring volunteerism along alumni donors, found that there was no significant relationship between donor engagement and external relations efforts, suggesting that these views may be more personal in nature and not a function of established roles.

**The Investment Model.** The investment model of the commitment process provides a useful structure for exploring the relationship between alumnus and institution.

Developed originally in the 1980's by Caryl Rusbult (1980; 1983), this model established a framework for predicting the level of commitment from one individual to another, and to understand the factors that cause commitment to occur. One of the major features of this model posits that relationships persist not only because of the positive features of each member of the relationship (satisfaction), but that investments made by each member and lack of other viable alternatives also contributes to commitment. One of the strengths of this model is its broad generalizability and applicability to other targets, beyond interpersonal relationships as it was originally intended.

Weerts and Ronca (2008) used this model to explore the investments of time, resources, and emotion, made by alumni of a large doctoral/research intensive institution. They posit that alumni volunteerism is dependent upon satisfaction with the balance between rewards and costs in the relationship. In their study Weerts and Ronca (2008), using a binomial regression to examine a large sample of donors, analyzed degree count as a variable. They found that those with multiple degrees from the institution were more likely to engage in supporting behaviors. It is interesting to note that they also found that having generational ties was not critical to predicting support for the institution which contradicts the finding of several other researchers (Okunade & Berl, 1997; Wannuva & Lauze; 2001).

From a practical standpoint, many solicitations and appeals strive to reach the emotional views of alumni, appealing to the emotional investment that alumni have with an institution. Seeking to trigger an emotional response rather than the non-emotional rational decision is a valuable philanthropic strategy that humanizes the process of giving. For example, previous studies revealed that a coldly rational approach to life correlates to lower levels of giving and volunteering (Bekkers, 2006b; Todd & Lawson, 1999). Hoyt (n.d.) suggests that several other studies have found that those alumni who are satisfied with their experience and have strong emotional ties are more inclined to give (Baker, 1998; Calvario, 1996; Klostermann, 1995; Mael & Ashforth, 1992; Melchiori, 1988; Miller & Casebeer, 1990; Patouillet, 2000; Pearson, 1999; Rosser, 1997; Simari, 1995). This strong emotional appeal is often represented by photos of an iconic building or area of campus, videos of student recounting their stories of time honored traditions, images of a legendary professor in front of a class room, and other archetypal imagery and messaging, with the aim to appeal to an alumnus' sense of nostalgia and good feelings.

**The Life Cycle Hypothesis.** The life cycle hypothesis of giving rests on the assumption that individuals will base financial decisions, for consumption and saving, in relation to their stage of life. Thurow's (1969) work on the lifecycle hypothesis outlines the cycles in the following manner. Cycle one, between ages 25 and 40, is marked by lower income (Bryant, 1990), higher consumption and limited discretionary income. Cycle two, between ages 41 and 55, is marked by consumption leveling off (Thurow, 1969) and saving becoming more important than spending (Bryant, 1990). Cycle three, ages 56 and older, consumption levels decline at net worth peaks (Bryant, 1990). Fuchs (1983) describes these cycles as a time for planting, cycle one, a time for cultivation, cycle two, and a time for harvesting, cycle three.

When applied to higher education, this model, at its most basic level, states that the older an alumnus/a is, the more financial resources they will have and in that regard the more they will have to give (Olsen et al., 1989). Olsen et al. examined alumni giving at a small liberal college and found that the growth rate of donations followed an age-income profile of donors. Other researchers have found support for this theory (Drollinger, 1995; Drollinger & Johnson, 1995) and other still have used this approach to investigate younger and older alumni alike (Lindahl & Winship, 1992; McDearmon & Shirley, 2009 Okunade et al., 1994). Okunade et al. (1994), using a covariance regression model to study undergraduate alumni at a public institution, found that alumni donation growth rates tended to decline after age 52, as the population neared retirement age.

This theory has practical implications and limitations for development officers. Primarily, it provides a stable framework that can be used to categorize and group alumni for cultivation and solicitation purposes. For example, this hypothesis suggests that it would be more beneficial to ask younger alumni for a smaller gift, and an older alumnus for a larger gift, based on predicted life cycle income levels. It also helps to demonstrate how age and income both influence giving decisions. While broadly applicable, it does not take into account a wide array of circumstances that can influence giving. This hypothesis is broadly applicable to the entirety of the non-profit sector and does not take into account the relationship a donor has with the charity in question.

**Organizational Identity Theory (OID).** The organizational theory of development, which is largely based in social identity theory, posits that as an alumnus(a) develops a stronger identification as an alumnus of a particular institution, they will become more likely to engage in supporting behaviors. Organizational identification is defined as a perceived oneness with an organization and the experience of the organization's successes and failures as one's own (Mael & Ashforth, 1992, p.103). As Katz and Kahn (1978) assert, organizational identification affords the individual the opportunity to live vicariously through the success and failure of the organization or its representatives. Consider, if you will, the jubilation some alumni feel after a successful college football season, the alumnus may have never been close to the playing field but can be just as emotionally tied to the outcome as the players themselves.

Ashforth and Mael (1989) use social identity theory to assert that individuals often retain multiple, loosely coupled identities that are not mutually exclusive. For instance, one might consider themselves an alumnus of their undergraduate institution and at the same time also identify as an alumnus of their high school, in the same way that a man can identify as both a father and a son. These identities can coexist, compete for position in the hierarchy, and even support each other, all at the same time. One does not need to completely set aside one identity in deference to another. This implies too, that the number of organizations in the same social level can influence the intensity of identification with another institution or group. According to social identity theory, people tend to choose activities that are congruent with the important aspects of their identities and support those institutions that represent their identities (Ashforth & Mael, 1989).

Mael and Ashforth (1992) identify four aspects that they deem critical to the conceptualization of organization identification. First, identification should be considered as a perceptual or cognitive construct, not associated with any specific behavior of affective states (Gould, 1975; Turner 1982). The second aspect is that identification defines an individual relative to individuals in other categories. In other words, one identity only takes meaning in relation to another. The identity as alumnus only takes meaning when compared to non-alumnus. The third aspect of organizational identification is that individuals chose to make certain identifications in order to bolster of enhance self-esteem (Abrams & Hogg, 1988). As Ashforth and Mael (1989) assert, that people tend to choose activities that are congruent with the important aspects of their identities and support those institutions that represent their identities. Burke and Franzoi (1988) indicate that people also invest more of their self-identity in valued personas. The last aspect of organizational identity is that the categorical classifications are self-applied are experienced on a continuum. In terms of alumni, some may identify more intensely than others.

In their 1992 study, Mael and Ashforth sought to develop a model organizational identification by studying the alumni of an all-male religious college. The results of the study indicate that identification with the alma mater was associated with organizational distinctiveness, prestige, and the absence of intra-organizational competition. In this study the perceived prestige of an institution plays a central role in that the greatness of the institution reflects positively on the alumnus/a. In addition, they found that individual antecedents of satisfaction with the institution, experience as students, and sentimentality were also associated with identification with one's alma mater.

The authors of the study also found that identification with the alma mater indicated support for an alumnus' willingness to engage in supporting behaviors such as, supporting the institution financially, advising others to attend the institution, and to participate in a variety of institutional events. In sum, the Mael and Ashforth (1992) study provides guidance for advancement officers to seek to develop greater institutional identification in order to increase the likelihood of engaging alumni in supporting behaviors. One important note to consider is that some studies have found that the level of alumni giving is inversely related to the number of colleges attended (Spreath & Greeley, 1970). Intuitively this study would lend support to the conclusion that those who attend multiple institutions generally have less organization identification with any institution attended.

**Identity Salience Based Theories of Fundraising and Philanthropic Motivation**

Identity and identity theory are concepts that are deeply rooted in the field of psychology (Erikson, 1968). While rooted in psychology, they have come to take on more of an interdisciplinary approach, finding connection in sociology (Mead, 1934), social psychology, (Ashforth & Mael, 1989; Tajfel & Turner, 1979) and human ecology (Burke & Stets, 2009; Stryker & Burke, 2000). These fields combined can help researchers and development officers alike better understand how one's self concept is formed, how identities take shape, and how those together influence decisions to engage in supporting behaviors.

**Concept of Self.** The concept of self as a variable finds roots in the field of sociology and as Callero (1992) states "the self has long been a central concept in the social sciences" (p. 71). Callero also discusses the two prominent strategies for empirical analysis as identified by Burke and Tully (1977). The first strategy is the focus on the global self-esteem and the second is to focus on a multifaceted profile of self, which retains more theoretical complexity. Tajfel and Turner (1985) add to this the notion that the self-concept is also comprised of a social identity, which enables individuals to classify, order, and locate themselves within a social structure (Turner, 1985). Tajfel and Turner (1979) propose that this identification occurs in a three-stage process. categorization, social identification, and social comparison. The initial stage, categorization is where an individual places people in groups and orders those groups into a hierarchy. This aids the individual in identifying and understanding groups and their relationship with the social structure. The second stage is the social identification phase where individuals' identities closely align with those of the groups with which they associate. The final phase is social comparison where individuals compare their individual group with other groups.

Callero's (1992) work builds on the model posited by Peter Burke (1980), developing a measure that goes beyond simply attempting to measure self-esteem. The crux of Burke's work is based on the concept that the image of self is based on the social roles an individual assumes. Burke and Reitzes (1981) proposed three characteristics of identity. Their work showed that identity is a social process where an individual links to various social groups, and is influenced by both the environment and interactions with others. The second characteristic of identity is that identities are a means for an individual to define themselves and are usually organized in a hierarchical structure. Finally, they propose that identities are understood though interactions with others; they are "symbolic and reflexive" (84). Burke and Reitzes (1981) go on to describe how these identities stabilize, become internalized and in turn influence behavior.

**Symbolic Interactionism.** This is a concept that uses social cues and expectations to develop a sense of identity and behavior patterns for each role they have been assigned. The self can be viewed as a structure of roles (Callero, 1985). This theory, first developed by Blumer (1969) is based on the premise that individual behavior is dictated by social interactions. This holistic approach incorporates the self into the environment in which the self exists. The principles set forth by Blumer laid the foundation for Stryker's

(1980/2002) theory of symbolic interactionism. Stryker (1968) expands on Blumer in asserting that human behavior is dependent on a named and classified world; physical, biological and social. Blumer posits that alumni position is long established and that the role refers to expected behaviors in relation to the institution. More succinctly, symbolic interactionism, when applied to alumni giving, asserts that through interaction with the social and physical environments, individual alumni will assume or reject the role of a donor (Halfpenny, 1999)

**Identity theory.** The connections among self, personalized roles, performance in those roles and society in general is the focus of identity theory, a microsociological approach that explores identity related behavior (Hogg, Terry & White, 1995). Serpe (1987) asserts that this approach centralizes the relationship between self and social structure. One can think of the role of father in a family, or police officer in the community, or for this study, one can think of an alumnus from a graduate degree program and use this construct to explore those behaviors. Identity theory models provide the link between donor motivation and donor behavior.

Identity salience is rooted in identity theory (Burke, 1980; McCall & Simmons, 1978; Stryker, 1968,1980) and is based on the premise that individuals have several identities that exist simultaneously, are arranged hierarchically, and that identities that are more salient are more likely to affect behavior than those that are lower the hierarchy. When applied to behaviors, the theory asserts that the identities that are more important, higher on the hierarch, are more likely to influence behavior. Identity salience is defined by McDearmon (2013) as the “readiness to act out behaviors expected for a particular role which formulates identity” (p. 287). In a study of 688 alumni who graduated with a bachelor's degree, between 1940 and 2009, at a large Midwestern public research institution, McDearmon (2013) found support for the hypothesis that the role, as an alumnus, fits into sense of self and that role as an alumnus becomes an aspect of personal identity. The concept of role identity is an integral part of identity salience models of alumni behavior.

**Identity Salience Models.** Building on the concept of role identity, understanding how an individual associates those identities with the self is critical to cognizing charitable giving behavior (German, 1997). One theory that addresses how role identity is related to charitable giving, wealth, and philanthropy, is the Identification Theory of Care (Schervish, 1992; Schervish & Havens,1997). Schervish (1992) conducted a study exploring philanthropy among the wealthy through extensive interviews with 130 millionaires in ten distinct metropolitan areas. This study specifically explored adoptive philanthropy where "donors attend personally to recipient needs in an ongoing and multifaceted relationship" (p. 329). The Identification Theory of Care evolved from the analysis of those interviews and was presented by Schervish and Havens (1997) in direct contrast to altruistic theories of giving motivation, making the argument that it is "empirically inadequate" to measure selflessness in areas of life where "dedication of self" is a motivational factor (p.236).

The findings from these two studies suggest that when individuals identify with an organization personally, they are more inclined to give the organization. In order to represent the importance of this personal identification, Schervish and Havens (1997) proposed an Identification Model, described in Figure 2.1. Their model presents five factors that influence charitable giving and also align with the components of most, if not all fundraising efforts in higher education. Such fundraising efforts include appealing to one's experience in college (youthful experience), developing a framework for alumni participation (framework of consciousness), developing a cadre of volunteers to demonstrate community involvement (community participation), utilizing fiscal and other artificial deadlines (urgency and effectiveness), and formal solicitations (invitations to participate).

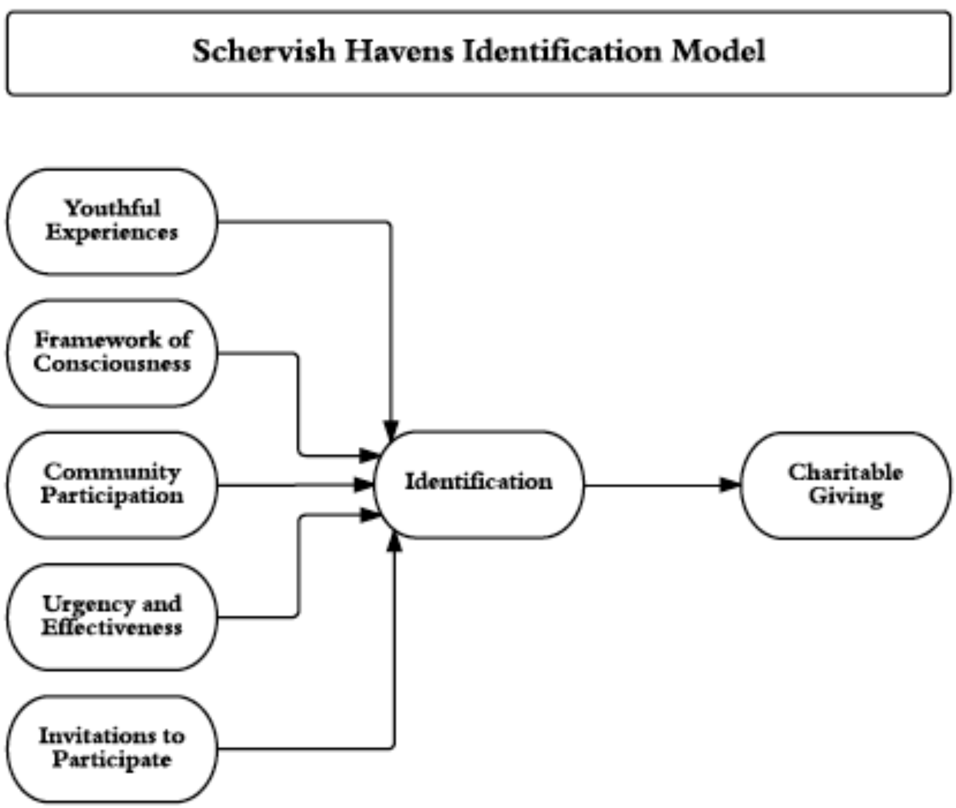


Figure 2.1 Schervish Havens Identification Model

## Identity Salience Model of Relationship Marketing Relationship Success

**Introduction.** Research has suggested that it is increasingly important to develop and maintain long term relationships with key stakeholders in a competitive business environment. Previous research on relationship marketing success has focused on relationships that have been primarily economic in nature, involve business to business marketing and involve for profit entities (Arnett et al., 2003). Arnett et al. presented the relationship marketing model in Figure 2.2, as a graphic representation of the pathways to examine relationships between business and consumer that involve high levels of social exchange, and occur in a non-profit setting. In their study, which examined donation histories and survey responses from 953 alumni of a large southwestern state university, they found that identity salience plays a key role in non-profit relationship marketing success (p.100). Their model suggests that development officers who are working to encourage philanthropic support should encourage those individuals to develop salient identities with the institution, taking into account the larger social structures that exist. This 2003 study used several relationship-inducing factors, prestige, participation, reciprocity, and satisfaction to evaluate these alumni relationships. The authors also considered non-relationship inducing factors, income and perceived need, as controls to the study.

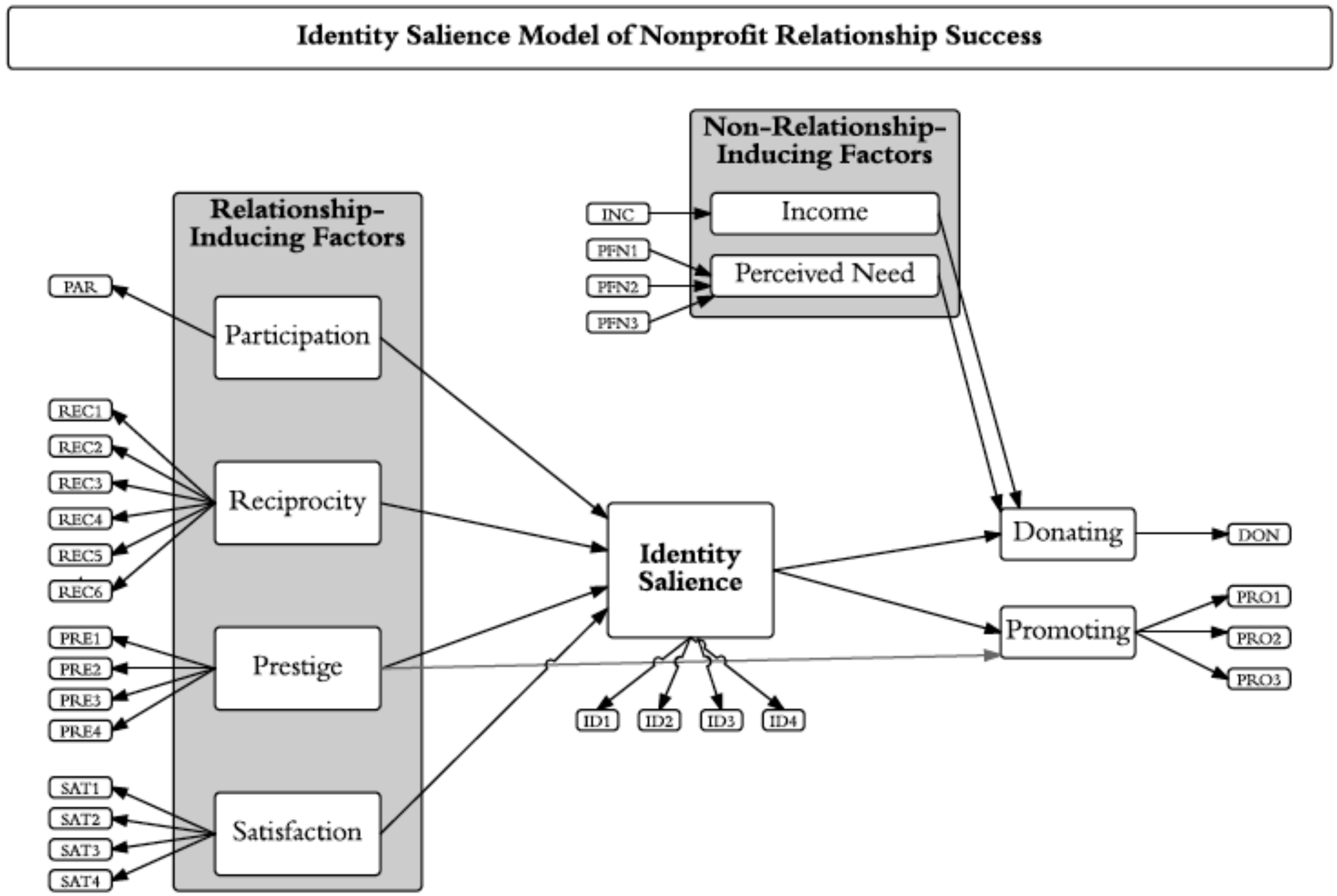


Figure 2.2 The Identity Salience Model of Nonprofit Relationship Marketing Success.

**University Identity Salience.** One construct central to the exploration of alumni donor behavior is University Identity Salience. The concept of University Identity Salience is based on research that indicates individuals form identities in relation to the behavior they exhibit as donors (Callero, 1985; Piliavin & Callero, 1991).

Callero (1985) conducted an investigation exploring how self-definition and social context relate to giving behavior of blood donors. His study found that the more salient the identity as a blood donor, the more likely one was to define themselves as a donor. Those with stronger identities were subsequently more likely to engage in giving blood. From this study, one can infer that willingness to act out behavior is influenced by identity salience.

Alumni are expected to function in much the same way as blood donors. Institutional branding seeks to build identity in order to increase the degree to which an individual identifies with the brand. Given the lifelong nature of the relationship with the alma mater, it is not difficult to see how strong relational bonds based on identity can develop over time. Heckman and Guskey (1998) found that these types of relational bonds can be a strong predictor of supporting behaviors such as donating.

Arnett et al. (2003) use identity salience as a mediating construct that helps to explain the success in developing supporting behaviors, particularly donating and promoting. They found, as hypothesized, that identity salience does mediate the relationships between relationship inducing factors and supportive behaviors, specifically, promoting and donating.

**Relationship Inducing Factors.** Arnett et al. (2003) identify several factors, based in identity theory that they hypothesize are likely to induce a relationship to develop between donors and the organization. The factors, prestige, participation, reciprocity, and satisfaction are explained in detail below.

***Prestige***. Prestigious institutions are often held in high regard. One can look to the Ivy League as an example of how institutions can use prestige to their advantage in a variety of ways. Prestige is often seen as an indication of organizational success (Arnett et al., 2003). The argument is often made that alumni will give in support of their alma mater because it is prestigious to be on the donor rolls (Volkenwein & Sweitzer, 2006). Bhattacharya et al. (1995) and Mael and Ashforth (1992) found that perceived institutional prestige is positively associated with organizational identification. Their findings indicate that individuals are choosing to give in order to extend themselves and enhance their own self-esteem.

Arnett et al. (2003) found a significant positive correlation between identity salience and prestige. In a social context, one can infer that a campus climate that is focused on prestige will in turn reinforce the importance of this aspect of social identity, thus increasing its importance in identity salience. This positive reinforcement of individuals through association with a prestigious organization is referred to by Cialdini et al. (1976) as "basking in the reflected glory" of BIRGing. The opposing behavior, distancing oneself from a poorly performing group, "cutting of the reflected failure" or CORFing. Arnett et al. (2003) assert that these behaviors increase and decrease identity salience, respectively and found support for perceived prestige relating positively to university identity salience. This can be seen in the importance of reputation which is largely considered an intangible benefit or detriment to a potential donor. Anecdotally, we see these behaviors manifest themselves with the rise and fall of crowd size at athletic contests. When teams, or in this case institutions perform well, its crowd size, or in the academic realm, rankings rise. This mechanism rests on the paradigm that giving increases one's status or prestige in the community; while not giving does not increase a reputation and at times can diminish one. Given the perceived reputational benefits of being a donor to a prestigious institution, it is not surprising that donors generally choose recognition over anonymity when given an option (Andreoni & Petrie, 2004).

***Participation***. Miller and Casebeer (1990) revealed that participation in formal student activities as an undergraduate can be an indicator of willingness to support an institution as an alumnus. In a similar study, Bruggink and Siddiqui (1995) used an econometric model to examine annual alumni survey results and institutional data at a small liberal arts college. They were able to use pooled cross-section and time series data to relate contribution size to individual characteristics as well as campus and national events. Their study found several distinct variables that were correlated to giving including, fraternity and sorority involvement, alumni activity, geographic distance from the institution and academic major. This is important as it highlights the need for faculty and staff to track the undergraduate experience of their students and for advancement professionals to examine their records. This also lends credence to the notion that the identity as an alumna(us) with specific characteristics and involvements is an antecedent of supporting behaviors.

Mael and Ashforth (1992) have suggested that individuals tend to identify more strongly with an institution when they are more actively engaged with that institution.

From a higher education perspective, this would mean that those alumni who are more actively engaged with some facet of the university, would be more inclined to support that institution. For instance, an alumnus involved on a planning or oversight board would be more likely to support the programs of the organization.

Stryker (1968; 1980) asserts that participation in identity related activities encourages and maintains an identify held by an individual. Serpe and Stryker (1987), take this assertion on step further and make the case that students will tend to choose activities with their salient identities. The same assertions can be made for alumni of the institution (Burke, 2000). Arnett et al. (2003) hypothesized that participation is related positively to university identity salience. Their hypothesized model found support for participation is significantly related to identity salience. Arnett et al. suggest that development officers should seek to create activities and social ties to encourage participation. Gaier (2005) similarly advises that participation should be further studied for the purposes of comparing in class versus out of the classroom relationships.

***Reciprocity***. Reciprocity, as a construct in the study of philanthropy, implies that there is not a one-sided relationship between donor and the institution. For instance, a donor may make a gift and the institution may reciprocate that gift with a thank you or other recognition. It is not hard to conceive that there is a wide spectrum of possible reciprocal relationships.  Farmer and Fedor (1999) found that perceived reciprocity functions as a "psychological contract" between an organization and their donors. The Farmer and Fedor (1999) study, which surveyed 451 volunteers, found that when volunteers perceive that the institution cares for them and supports them in accordance with their expectations, volunteer commitment increases.

Arnett et al. (2003) also found that perceived reciprocity lead to greater levels of volunteerism, yet it did not appear to have a significant relationship with identity salience. Their findings, which focus on the undergraduate alumni population, seem to indicate that it may be difficult for an institution to express each alumna(us)' value to the institution.

***Satisfaction***. Consumer satisfaction has long been an integral part of marketing research in the for-profit realm. Succinctly stated by Oliver and Swan (1989), "[S]atisfaction in exchange is necessary if ongoing relationships are to be maintained and future relationships are to be facilitated" (p. 21). Marketing research on customer satisfaction is now beginning to transition into the nonprofit sector. Sargeant (2001) suggests that satisfaction is now just as important in the non-profit arena as it is in the for-profit world. In a 2001 study of service quality, Sargeant argues that donor satisfaction is critically important, based on the finding that lapsed donors had higher levels of dissatisfaction than active donors. Satisfaction has been frequently used by organizations as a measure of how well or poorly they are performing for their customers and institutions of higher learning are no exception (Fornell et al., 1996).

In the spring of 2000, Monks (2003) conducted a survey study of individual characteristics that are correlated with alumni giving from 28 private, highly selective colleges and universities. In this regression analysis study, Monks found that an individual's satisfaction with their undergraduate experience was the single most significant determinant of alumni giving level (2003, p. 124). Specifically, the study found that those who were "very satisfied" gave 2.6 times as much as those who were" ambivalent" (p. 126). The study also provided insights into graduate student giving and found that MBA and law graduate had higher average donations and that Doctoral graduates did not give significantly more.

Gaier (2005), utilized the Comprehensive Alumni Assessment Survey (CAAS) instrument to examine the population of alumni at a large Midwestern state university and their satisfaction with their undergraduate experience. Gaier (2005) found that as satisfaction with undergraduate increased, individuals were more likely to be involved as alumni.

Mael and Ashforth (1992) also found support for satisfaction as an important antecedent of giving. In their study, they found that satisfaction with the institutions contributions to their own success was associated with OID. In other words, the more an alumnus viewed an institution as aiding their personal success and goal attainment, the greater the level of satisfaction with the experience and thus a higher level of OID.

Arnett et al. (2003), found mixed support for their hypothesis that satisfaction with the university was positively related to university identity salience. In two separate study groups, they found evidence for satisfaction as positively influencing identity salience and no support for that hypothesis in another. These results suggest the need for further exploration and testing of this relationship. Arnett et al. go on to suggest that satisfaction held by donors may be more important to those with deep rooted university – related identities.

**Non-Relationship Inducing Variables.** Non-relationship inducing variables are those that influence giving decisions but do not affect the relationship between donor and institution. This study will use income and perceived need for these control variables. As with the original Arnett et al. (2003) study it is expected that higher levels of income and perceived need will be positively correlated with donating behaviors.

***Income***. Income is a central fixture in a wide array of studies of philanthropic behavior. Income has been the primary variable of study in many examinations of philanthropic giving. Bruggink and Siddiqui (1995) posit that income is an important variable as those with more income have greater discretionary income to allocate to philanthropic causes, a position that is a main component of the Life Cycle hypothesis of giving. Considering income as a control variable allows a researcher to look at other giving across a broad spectrum of income levels.

***Perceived Need.*** A number of studies have indicated that there is a positive relationship between degree of need and likelihood of support. Miracle (1977) showed that alumni who recognize the needs of the institution were more motivated to contribute than those who were not aware of such needs. For example, research focusing on blood donation behaviors revealed that not only are first time donors with parents who model the giving behavior more likely to donate, but also that a personal relationship with a blood donation recipient increases the likelihood of one to become a blood donor (Piliavin & Callero, 1991). According to Miller (1993), professional fundraisers agree that keeping alumni thoroughly informed and aware of the educational attainments and goals of the institution are essential components of a successful fundraising campaign.

While the aforementioned studies tend to confirm that awareness of need, or perceived need, is an important piece of the puzzle, need does not influence identity salience. As such perceived need serves as a control variable in the original Arnett et al. (2003) study.

## Conclusion

The breadth and depth of study of philanthropy, specifically related to higher education, has blossomed in the past 20 years. We now see in the literature more refined measures and more nuanced examinations of different populations and attributes of donors to higher education. The various theoretical models for the study of philanthropy in higher education present solid frames that direct research and guide practice. These models explore a wide array of individual characteristics and institutional factors. The Identity Salience Model of Relationship Marketing Success takes these studies one step further, by exploring the formation and strength of relationship that exists between donor and institution.

Building on these past studies will contribute to efforts to understand philanthropic endeavors. In addition, given the limited focus on the giving patterns of alumni of graduate programs, this study is filling a significant void in the research. As described in the following chapter, the methods adopted for this proposed study are based on the study of alumni giving behaviors conducted by Arnett et al. (2003).

# CHAPTER 3
# METHODOLOGY

## Introduction

This chapter describes the methodology used to conduct this descriptive, survey research study. The purpose of this study is to determine if the Identity Salience Model of Nonprofit Relationship Marketing Success (ISMNRMS), can serve as an effective tool for development officers to predict the likelihood of an alumnus of a graduate degree program engaging in promoting behaviors, namely engaging in philanthropic support for the institution at any level. The goal of this study is to provide a working survey, that can be easily adapted, whose results will allow development officers significant insight into the motivations of their alumni, so that they may more efficiently focus their efforts in response to alumni attitudes and perceptions.

This chapter will define the population and sample to be examined, outline the research design used for the study, provide a detailed description of the survey instrument used, and outline the procedures followed in carrying out this study. Next, the data analysis section will define all variables and describe the statistical analysis methods used to assess the sample. Lastly, this chapter will discuss issues of validity and reliability.

## Research Design

A descriptive, survey research design was chosen to investigate the applicability of the Identity Salience Model of Nonprofit Relationship Marketing Success as a means of identifying likely donors among the alumni of graduate degree programs. Specifically, this study seeks to address the following research questions:

1. Does University Identity Salience among graduate program alumni relate positively to donating to the University?
2. Does University Identity Salience among graduate program alumni relate positively to promoting the University?
3. Do these relationships exist at the same levels for those who hold only a graduate degree as it does for those who hold both undergraduate and graduate degrees from the same institution?

**Population.** The population identified for this study is alumni from graduate degree programs at a large, public, southeastern, doctoral degree granting institution classified by the Carnegie Foundation's classification schedule as a Doctoral University with Highest Research Activity. The institution selected for this study has a graduate alumni population, excluding the professional schools (Medicine, Pharmacy, and Law), of 44,399 with current contact information and email addresses. Of that population 12,470 have a primary degree from the institution that is the undergraduate level.

**Sample.** The sample population in this study is alumni of the university who received graduate degrees in seven distinct years, 1954, 1964, 1974, 1984, 1994, 2004, and 2014, with valid contact information, specifically email addresses. This sample has been gathered from all records currently held in the development database at this institution. The original Arnett et al. study (2003) gathered a sample that included 1954, 1974, and 1994. This study will expand on their work through the inclusion of data from every ten years between 1954 and 2014. A total of 4,414 alumni will be sent online questionnaires. As this study seeks to replicate and expand on the model described by Arnett, German, and Hunt (2003), the researcher has decided to replicate the study based on the years selected in the original study. The additional year to be included in the sample, 2014, was not available at the time of the original study, but will provide another set of data points to further test the effectiveness of the model and keeps with the twenty-year intervals set in the original study. Additionally, the sample contains 3,145 alumni who have a graduate degree as their first degree and 1,275 alumni who have an undergraduate degree as their primary degree.  This will allow for comparison between populations, further expanding on the original study.

Nunnally (1967) asserted that, as a general rule, a researcher should have ten times as many subjects as variables. Following that rule, with twenty-seven observed variables in the study, 270 respondents should provide an adequate sample size. To go one step further, this study will employ a priori sample size and power calculations based on the work of Westland (2010) and Soper (2017). This method represents a middle ground in competing lines of thought on structural equation modeling sample size calculations.  This method is not as sophisticated as a Monte Carlo analysis, but given the actual sample size of 707 respondents, the researcher is comfortable that a sufficient sample size has been achieved and that more advanced analysis would not yield a different result.

The statistical calculator developed by Daniel Soper (2017) provided a simple but effective tool that practitioners can take advantage of with relative ease. This method achieves the desired result without relying on the generally recommended minimum of two hundred. Soper (2017) used the following nine equations to build the sample size calculator for multiple regression models.

***Beta function.***

$$B(x,y) = \int_0^1 t^{x-1}\,(1-t)^{y-1}dt$$

***Cohen's $f^2$ effect size for an F-test.*** Where $R^2$ is the squared multiple correlation.

$$f^2 = \frac{R^2}{1-R^2}$$

***Error function.***

$$\operatorname{erf}(x) = \frac{2}{\sqrt{\pi}}\int_0^x e^{-t^2}\ dt$$

***F-distribution cumulative distribution function (CDF).*** Where $d_1$ and $d_2$ are the degrees of freedom and $I$ is the regularized lower incomplete beta function:

$$F\,(x;\, d_1,\, d_2) = I_{\frac{d_1 x}{d_1 x + d_2}}\left(\frac{d_1}{2}, \frac{d_2}{2}\right)$$

***Lower incomplete beta function.***

$$B\,(x;\, a,\, b) = \int_0^x (1-t)^{b-1}dt$$

***Non-central f-distribution cumulative distribution function(CDF).*** Where $d_1$ and $d_2$ are the numerator and denominator degrees of freedom, $j$ is the non-centrality parameter, $F$ is the Fisher F-value and $I$ is the regularized lower incomplete beta function.

$$F\,(x|\, d_1,\, d_2\,,\, \lambda) = \sum_{j=0}^{\infty}\left(\frac{(\frac{1}{2}\lambda)^j}{j!} e^{-\frac{\lambda}{2}}\right) I\left(\frac{d_1 F}{d_2 + d_1 F}\,\middle|\,\frac{d_1}{d_2} + j, \frac{d_2}{2}\right)$$

***Non-central f-distribution non-centrality parameter.*** Where $f^2$is the effect size and *n* is the sample size.

$$\lambda = f^2 n$$

***Normal distribution cumulative distribution function.*** Where $\mu$ is the mean, σ is the standard deviation, and *erf* is the error function.

$$F\,(\mathrm{x};\,\mu,\,\sigma^2) = \frac{1}{2}\left[1 + \mathrm{erf}\,(\frac{x-\mu}{\sigma\sqrt{2}})\right]$$

***Regularized lower incomplete beta function.*** Where the numerator is the lower incomplete beta function and the denominator is the beta function.

$$I_x(a, b) = \frac{B(x; a, b)}{B(a, b)}$$

**Instrumentation.** The research design for this study is a descriptive or normative nine question, twenty-seven item survey. The goal to learn about the broader population of graduate program alumni. This study utilized measures that were developed in previous studies (Arnett et. al., 2003) of the Identity Salience Model of Nonprofit Relationship Marketing Success (ISMNRMS), adapted for this specific population. Specifically, the study used single indicant scales to evaluate donation behavior and income and multi-items scales for identity salience, promoting, perceived need, reciprocity, prestige, satisfaction, and participation.

Likert Scales were utilized in several of the following measures. Developed in the 1930’s by Rensis Likert, Likert scales have been used to assess behaviors, attitudes and other phenomenon on a continuum (Fink, 2017; Leedy & Ormrod, 2013). These scales will be considered as continuous.

***Donating.*** The researcher is a member of the research site University's development staff. This role has afforded the researcher access to confidential donor data, including specific giving histories for members of the sample population. As such, actual cumulative giving histories can be used for each member of the sample. As in the Arnett et al. (2003) study, members of the sampling frame were assigned a level of giving based on their average giving per year since graduation. To determine this average, the total number of gifts divided by total years of giving. Each respondent was coded according to their university issued alumni number, with donor specific information removed from the data set in order to preserve confidentiality of the data. This data was only available to the researcher.

***Promoting***. This was measured using the three item, seven point Likert scale developed by Arnett et al. (2003, p.96) that captures the positive word of mouth "talking up" of the University and adapted to the graduate alumni population. The scale which ranges from "strongly disagree" to "strongly agree" was developed through a series of exploratory interviews, consultation with colleagues and nonprofit marketing professionals. Promoting was measured by survey items 1a, 1b, 1c (PRO 1-3). Arnett et al. (2003) cite research that suggests this type of communication is perceived by the recipient to be more credible. Respondents were asked to provide responses to the following three statements.

While thinking of your graduate program at the University of South Carolina, please evaluate the following statements.

- I "talk up" my graduate program at the University of South Carolina to people I know.

- I bring up my graduate program at the University of South Carolina in a positive way in conversations I have with friends and acquaintances.
- In social situations, I often speak favorably about my graduate program at the University of South Carolina.

***Identity Salience***. This study utilizes and adapts a four item, seven point Likert scale, ranging from “strongly disagree” to “strongly agree”, developed by Callero (1985). This measure, originally created to measure identity salience among blood donors, will be adapted to align with the purpose of this study, measuring identity salience of graduate program alumni. Identity Salience was measured by items 2a, 2b, 2c, 2d (ID 1-4).

Respondents were asked to provide responses to the following four statements. While thinking of your graduate program at the University of South Carolina, please evaluate the following statements.

- Being an alumnus from a graduate program at the University of South Carolina is an important part of who I am.
- Being an alumnus from a graduate program at the University of South Carolina is something about which I have no clear feeling.
- Being an alumnus from a graduate program at the University of South Carolina means more to me than just having a degree.
- Being an alumnus from a graduate program at the University of South Carolina is something I rarely think about.

***Satisfaction.*** To measure satisfaction, this study adapts a scale tested in a study exploring consumer satisfaction by Westbrook and Oliver (1981). This, four item, seven point Likert scale, "strongly disagree" to "strongly agree," was adapted to meet the context of this study. Satisfaction is measure by questions 3a, 3b, 3c, 3d (SAT 1-4).

Respondents were asked to provide responses to the following four statements. While thinking of your graduate program at the University of South Carolina, please evaluate the following statements.

- I am satisfied with the education that I received while in my graduate program at the University of South Carolina.
- I am satisfied with the facilities at the University of South Carolina when I was a graduate student.
- I am satisfied with the manner in which I was treated as a graduate student at the University of South Carolina.
- I am satisfied with how the University of South Carolina prepared me for a career.

***Participation.*** To measure participation, respondents were asked in items 4 and 5(PART 1 - 2) to think about their experience as a graduate student and to indicate the number of extracurricular activities that were scheduled by their program and how many activities the respondents participated in during their graduate school experience. The original Arnett et al. (2003) study asked participants to list each activity and rank those self-reported choices. As the individual activities are not of interest for this study, respondents were not asked to provide them.

Respondents were asked the following two questions:

- Thinking about your experience as a graduate student at the University of South Carolina, please indicate the number of scheduled social events that were sponsored by your department.
- Thinking about your experience as a graduate student at the University of South Carolina, please indicate the number of scheduled social events that were sponsored by your department that you participated in.

***Reciprocity***. A six item, seven point Likert scale, “strongly disagree” to “strongly agree”, was used to measure reciprocity between graduate alumni and the institution. This scale used by Arnett et al. (2003), was originally adapted from a study of reciprocity between private high school teachers and their institutions (Eisenberger et al. (1986). Reciprocity will be evaluated in items 6 a through f (REC 1-6).

Respondents were asked to respond to the following questions:

- My graduate program at the University of South Carolina values my contribution to its well-being.
- My graduate program at the University of South Carolina appreciates any extra effort from me.
- My graduate program at the University of South Carolina listens to any complaints I might have considering the University.
- My graduate program at the University of South Carolina would notice if I did something that benefited the University.
- My graduate program at the University of South Carolina shows concern for me.

- My graduate program at the University of South Carolina takes pride in my accomplishments.

***Perceived Prestige.*** Prestige was measured on a four item, seven point Likert Scale, ranging from "strongly disagree" to "strongly agree", originally developed by Mael and Ashforth (1992) and based on the work of Spaeth and Greeley (1970). Prestige was measured by items 7 a through d (PRE 1 – 4).

Respondents were asked to respond to the following:

- People I know think highly of my graduate program at the University of South Carolina
- It is prestigious to be an alumnus of my graduate program at the University of South Carolina.
- People seeking to advance their careers should downplay their association with my graduate program at the University of South Carolina.
- Most people are proud when their children attend my graduate program at the University of South Carolina.

***Perceived Need.*** Arnett et al. (2003) developed a three item, seven point Likert scaled, ranging from "strongly disagree" to "strongly agree" for their initial study of the ISMRMS approach to alumni giving behavior. The instrument used was be adapted to this specific context of this study and was represented by items 8a through c (PN 1-3).

Perceived need was evaluated by the responses to these questions:

- The University of South Carolina's need for financial support from its alumni was even greater in the future.

- State universities need the financial support of their alumni just as much as private universities.
- The University of South Carolina presently needs strong financial support from its alumni.

***Income.*** Income is measured in question ten by a single item scale (INC).

Respondents were asked to provide their respective income with the following question. For categorization purposes only, would you please check the box that contains your approximate annual household income?

- Less than $25,000
- $25,000 to $49,999
- $50,000 to $74,999
- $75,000 to $99,999
- $100,000 to $124,999
- $125,000 to $149,999
- $150,000 to $174,999
- $175,000 to $199,999
- $200,000 to $249,999
- $250,000 to $499,999
- $500,000 or more

**Survey Administration.** In the spring of 2017, the graduate alumni from 1954, 1964, 1974, 1984, 1994, 2004, and 2014, with valid contact information, specifically email addresses, were asked to participate in a research study through an email describing the study and its importance to the University. Each respondent was coded according to their donating score and will have a unique identification number assigned to them. All personal identifiable information was removed from the data set, which allowed all records to remain confidential but not anonymous to the researcher.

The email survey invitation (Appendix B) contained background information on the study, required IRB information, the web link to survey instrument (Appendix A) and contact information for the researcher. The survey was administered online through a web based provider, Surveymonkey.com. This method was chosen with the potential benefits and relatively low costs of electronic media survey in mind. As Fowler (2014), suggests internet surveys offer both, low costs of data collection and the potential for high speed returns. In addition, internet survey can convey all of the advantages of a self-administered instrument, all of the advantages of a computer assisted instrument, and like mail surveys, provide the respondent with time to provide thoughtful, well considered answers. Additionally, recent studies have indicated that internet surveys have similar response rates to mail surveys (Kaplowitz et. al, 2004; Dillman et al. 2008).

The survey was accessible to respondents for one week. Dillman et al. (2008) suggests several guidelines be considered in order to achieve the highest response rate possible. As such, several key factors were considered; personalization, participation incentives, pre-notification, post-notification, and issue salience.

***Pre-notification and incentives***. Pre-notification has been found to increase survey response rates (Mehta & Sivadas, 1995; Sheehan & McMillian, 1999; Taylor & Lynn, 1998). Members of the sample were sent a pre-notification email that will notify them of the forthcoming survey, explain why all answers are necessary, inform them as to why they were selected, how long the survey will take to complete, and what reimbursement they can expect, if any (Fink, 2017). This initial email was sent out two days prior to the start of the survey. In order to offer an incentive for participation, the researcher is offering to provide two $50 gift cards to be awarded, at random, to two respondents who complete the survey.

***Post-notification***. Post notification has been found to increase response rate by up to 25% (Sheehan & Hoy, 1999). The web link to the survey was sent on day one of the two-week cycle. There were two follow up reminders to non-respondents on the fifth and tenth days. On the fourteenth day, a final reminder was sent and the survey closed.

***Issue Salience.*** In order to achieve higher response rates, the issue must be an important and timely issue for the respondent (Sheehan & McMillian, 1999). To address issue salience, the email messages conveyed to respondents will emphasize that this work is important to furthering the understanding of their relationship with the University, stressing that this is a population that has traditionally not had a voice in how they are engaged.

***Sources of error***. Several sources of possible error exist in survey research. Sampling error will provide the researcher with an understanding of the precision of the statistical results obtained. Securing a large probability sample will reduce such error. Use if this web administered survey will help to overcome non-response error. Following the suggested notification schedule will help to decrease no response error as well. Measurement error occurs when the survey items do not measure the intended constructs. This often happens when survey items are not properly constructed, have issues with word order o phrasing and response options (Fowler, 2014). To address this potential source of error this survey is using previously validated construct scales, adapted for this specific population.

**Data Analysis**

**Measures.** The following are the variable used for this study:

- Donating (DON1, DON2, DON3)
- Promoting (PRO1, PRO2, PRO3)
- Identity Salience (ID1, ID2, ID3, ID4)
- Participation (PART1, PART2)
- Reciprocity (REC1, REC2, REC3, REC4, REC5, REC6)
- Prestige (PRE1, PRE2, PRE3, PRE4)
- Satisfaction (SAT1, SAT2, SAT3, SAT4)
- Income (INC)
- Perceived Need (PFN1, PFN2, PFN3)

**Process**. This study will follow the suggested steps as outlined by Suhr (2006) and will analyze the data in the following manner. First the researcher will collect data, and conduct preliminary descriptive statistical analysis. Then the researcher will estimate parameters of the model, assess model fit, and revise the model if appropriate. Finally, the researcher will interpret and present the results. This study will rely on Structural Equation Modeling (SEM) to analyze the relationships being explored.

***Structural Equation Modeling.*** Structural equation modeling (SEM) uses regression modeling in order to analyze latent variables and specify causal relationships (Agresti & Finley, 2009). This methodology was chosen for several reasons. First, Arnett et at. (2003) utilized the Linear Structural Equation (LISREL) software developed by Swedish Statistician Karl Jöreskog (Jöreskog & Sörbom, 1999). This study will model this established process and utilize similar software, STATA.

Second, SEM is a comprehensive approach that is used to estimate, represent, and test the various hypothesized relationships between measured variables and latent constructs as well as the relationships and directionalities that exist between them (Hoyle, 1995; Rigdon, 1998; MacCallum & Austin, 2000). Third, traditional statistical analysis can be inflexible, assumes measurement occurs without error, and often specifies default modeling, while structural equation modeling specifies a model base on research and theory, is multivariate in nature and explicitly specifies measurement error (Suhr, 2006).

The structural equation modeling in this study will rely on several different statistical tests to determine the significance of the test and the sufficiency of the hypothesized model. These statistical tests are described in greater detail in the discussion that follows.

***Chi-square analysis.*** The Chi Square ( $x^2$) test of independence summarizes how closely expected frequencies align with the observed frequencies (Agresti & Finley, 2009). In other words, it indicates the amount of difference between what the researcher hypothesizes and what the results indicate. A relatively low chi-square statistic indicates that there is very little difference between expected ($f_e$) and observed ( $f_o$) frequencies. The larger the chi-square statistic, the greater the evidence against independence (Agresti & Finley, 2009).

The chi-square statistic is represented by the following formula:

$$x^2 = \Sigma \frac{(f_o - f_e)^2}{f_e}$$

The chi-squared distribution cannot be negative, it is skewed to the right, and the precise shape of the distribution relies on the degrees of freedom (*df*) (Agresti & Finley, 2009).

***Comparative Fit Index (CFI).*** The Comparative Fit Index (CFI) is an incremental fit index, based on the non-centrality measure, ranging from 0 to 1 and is equal to the discrepancy function adjusted for sample size. While adequate overall fit is indicated by a CFI value of 0.90 or greater (Hu & Bentler, 1999), some research suggests that values of 0.95 or higher should be used (Rigdon, 1998). The CFI index is calculated as follows, where (*df* are degrees of freedom):

$$\text{CFI} = \frac{(x^2 - df)_{null} - (x^2 - df)_{proposed}}{(x^2 - df)_{null}}$$

***Root Mean Square Error of Approximation (RMSEA).*** RMSEA was used as a supplementary analysis of model fit. For RMSEA, which ranges from 0 to 1, a smaller value indicates a better fit. Browne and Cudek (1993) suggest that a value between 0.00 and 0.05 indicated a good overall fit, while Hu and Benter (1999), suggest any value below 0.06. RMSEA is not affected by sample size. RMSEA is calculated as follows:

$$\text{RMSEA} = \frac{\sqrt{(x^2 - df)}}{\sqrt{[df(N-1)]}}$$

**Reliability and Validity**

As with any study reliability and validity are critical concerns. Sources of error could include, poorly designed survey questions, researcher bias, respondent bias and poor data quality.

There are possible threats to the validity and reliability of the survey instrument. Minor modifications were made in order to specify that the respondent should consider their graduate program experience. The original survey instrument used by Arnett et al. (2003) was geared towards alumni more generally.

As with the original study, in order to eliminate source bias, donation behavior was measured from University giving data. Data measured by the other constructs relies on self-reported data from the respondents themselves. Given the nature of some of the questions, there is the possibility that respondents may answer in a manner they perceive as being more favorable than actual behavior.

If a low response rate were to occur, that would also threaten reliability. In order to address that issue, the researcher can expand on the initial sample size to include other years of graduation if necessary.

With the exception of the Participation measure, each of the constructs used in this study have been based on previously tested survey questions. The Arnett et al. (2003) study found internal consistency measures for each construct to be greater than .80. This level is above the level set by Nunnally (1978) of .70. As such, these constructs can be considered to meet internal reliability standards.

A central threat to the reliability and validity of the study is whether or not this general alumni study can be mapped onto a specific population, in this case, graduate alumni. Considering the significant difference between undergraduate, masters and doctoral experiences, applying one construct to all of those populations simultaneously may present a threat to the reliability and validity of the study. Ideally, the broad applicability of the study will yield results, but there is an opportunity for error.

Additionally, selection bias may be a threat to the study. The binary chose of becoming a donor may or may not affect the reliability of the survey responses and subsequent analysis.

**Limitations**

The researcher for this study in an employee in the development function of the University working specifically with the graduate alumni population. It is feasible that some respondents could recognize the name of the researcher, possibly increasing response bias. However, the capacity in which the researcher is working with the graduate alumni population is new, lessening that likelihood and reducing bias.

The study is limited by the accuracy of the donor data stored by the institution. Should errors, inconsistencies, or omissions exist in donor records the study will not be able to accurately assess the proposed model. This type of data issue is consistent across the development sector and will not significantly impact the study.

Another limitation in the study is the sampling selection. Constrained by cost factors, only alumni with email addresses were selected to be considered for the sample. This serves to limit the number of eligible participants for the study and increases the possibility of error. This also creates another possibility for error in that those alumni who have maintained active email addresses with the institution, may be more inclined to support or otherwise engage with the University. Should the study indicate that the model fits the population, further study with an expanded selection frame may be in order.

Given that this study will examine the population at one institution, the results will not be broadly generalizable, but will suggest avenues for further research. Future research should be conducted to ascertain the applicability of the model to other institutions of varying size, programmatic offerings, research activity, and organizational structures. Finally, this study would be more robust if each sample was studied longitudinally to evaluate how these relationships change over the lifespan of an alumnus.

**Conclusion**

Expanding on the Arnett et al. (2003) study to explore giving behaviors of alumni of graduate programs will add to the current literature on philanthropic behaviors. Using this model provides both researcher and practitioner a clear method for approaching their future work with this alumni population. While more sophisticated than some techniques, structural equation modeling will statistically and visually represent the pathways that influence donor behavior.

The Identity Salience Model of Relationship Marketing Success provides a new framework to explore the relationships that exist between donor and the institution. Using identity salience as a mediating construct goes beyond simple donor demographics and characteristics. This construct will help to explore how relationships are formed and inform how they can be cultivated over the lifetime of the donor.

# CHAPTER 4
# RESEARCH FINDINGS

## Introduction

Chapter three provided an overview of the methodology used in this study, which aims to determine whether or not the Identity Salience Model of Non-Profit Relationship Success is a viable tool for better informing the professional practice of development officers. The previous chapter defined the population and sample, provided a detailed review of the survey instrument, outlined the procedures used to implement the survey, defined the variables to be measured, and described the statistical approach used in analyzing the data. This chapter will present a profile of the respondents, descriptive statistics of the sample, and analysis of the data organized by research question.

## Respondent Profile

The sample population in this study is alumni of the university who received graduate degrees in seven distinct years, 1954, 1964, 1974, 1984, 1994, 2004, and 2014, with valid contact information, specifically email addresses. The survey was sent to 4,414 individuals who matched these criteria. Of the 4,414 survey invitations sent, 1,970 were opened, 144 individuals opted out, 1,997 were unopened, and 303 were returned as invalid. In addition, 898 individuals opened the email and clicked through to the survey. In total, 707 (N=707) responses, 16 percent of the sampling frame, were received and utilized for analysis. No responses were excluded due to missing data.

The average age of the respondents was 49 years of age, with the youngest respondent at 25 and the oldest at 90. The standard deviation for age was 15 years. The gender composition of the respondent group is as follows; women comprised 57 percent (N=403) of the respondents and men 43 percent (N=304).

As alumni of graduate programs there is a high level of education represented in the sample. In the sample, 391 had one degree from the institution, 246 had earned two degrees, 63 had earned three and 7 had earned four or more degrees. It is important to note that those with only one degree, from the study institution, are assumed to have completed a bachelors or other admission qualifying degree elsewhere. There is a total of 215 respondents who have both an undergraduate and degree from the studied institution. The other 492 respondents have earner their primary degrees at other institutions.  This study did not make an effort to explore what other institutions were attended by survey respondents.

There are four subgroups that can be identified within the sample population. There are Alumnus Graduates, those who have graduated from the institution; Faculty Graduates, those who have graduated from the institution and are current Faculty Members; Staff Graduates, those who have graduated from the institution and are current Saff Members; and Retired Faculty/Staff Graduates, those who have graduated from the institution and have retired from either a faculty or staff position. Table 4.1 describes the respective proportion of the sample survey and the rate at which they are donors or non-donors. It is interesting to note that respondents with a faculty or staff affiliation of any type have a greater tendency to be included in the donor category.

A wide array of income levels is also represented in the sample.  Table 4.2 details the number of respondents in each of the categories and the percentages of donors. For income, the mode occurred in the $50,000 - $74,999 income range. When represented graphically, it is readily apparent that this characteristic is skewed to the right (Figure 4.1).

In relation to ethnicity, the survey respondents are 79 percent White, not of Hispanic origin. The second highest ethnic group represented, which accounts for nine percent, was those who identify as Black, not of Hispanic origin (Table 4.3). The data for ethnicity was gathered from university data.

Giving behaviors were also explored in this study. In the sample, 399 or 56 percent of the respondents were donors at any level (Table 4.4). Total years of giving was also evaluated in this study. For this population, the total years of giving ranged from 0 to 46. The mean for the group was 4.35 total years of giving with a standard deviation of 7.69 years. Of note, the institutional average for time from a first gift to their first $1,000 gift from an alumnus is 21 years.

Table 4.1 Respondent Constituent Type

| CONSTITUENT TYPE (N=707) | | | | | |
|---|---|---|---|---|---|
| Constituent Type | N | Donors | | Non-Donors | |
| Alumnus Graduate | 653 | 357 | 54.67% | 296 | 45.33% |
| Faculty/Graduate | 16 | 13 | 81.25% | 3 | 18.75% |
| Retired Faculty/Staff Graduate | 10 | 10 | 100.00% | 0 | 0.00% |
| Staff Graduate | 28 | 19 | 67.86% | 9 | 32.14% |

Table 4.2 Respondent Income

| INCOME (N=707) | | | | |
|---|---|---|---|---|
| Income Range | N | % of Total | Donors | Non-Donors |
| Less than $25,000 | 17 | 2.40% | 6 | 9 |
| $25,000 - 49,999 | 80 | 11.32% | 22 | 58 |
| $50,000 - 74,999 | 121 | 17.11% | 62 | 59 |
| $75,000 - 99,999 | 90 | 12.73% | 52 | 38 |
| $100,000 - 124,999 | 94 | 13.30% | 60 | 34 |
| $125,000 - 149,999 | 72 | 10.18% | 40 | 32 |
| $150,000 - 174,999 | 44 | 6.22% | 31 | 13 |
| $175,000 - 199,999 | 38 | 5.37% | 21 | 17 |
| $200,000 - 249,999 | 47 | 6.65% | 33 | 14 |
| $250,000 - 499,999 | 34 | 4.81% | 25 | 9 |
| 500,000 or more | 17 | 2.40% | 13 | 4 |
| Unknown | 53 | 7.50% | 32 | 21 |

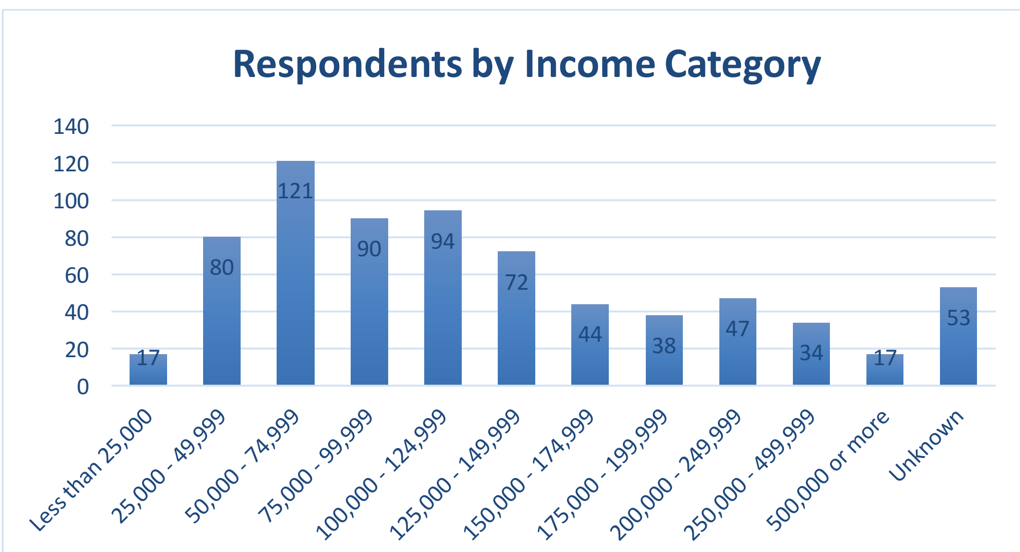


Figure 4.1 Respondent Income by Category

Table 4.3 Respondent Ethnicity

| ETHNICITY (N=707) | | | | |
|---|---|---|---|---|
| Ethnicity | N | % of Total | Donors | Non-Donors |
| American Indian or Alaskan | 1 | 0.14% | 0 | 1 |
| Asian or Pacific Islander | 18 | 2.55% | 8 | 10 |
| Black, Not of Hispanic Origin | 65 | 9.19% | 25 | 40 |
| Hispanic | 11 | 1.56% | 5 | 6 |
| White, Not of Hispanic Origin | 558 | 78.93% | 329 | 229 |
| Other | 1 | 0.14% | 0 | 1 |
| Unknown | 53 | 7.50% | 27 | 26 |

Table 4.4 Respondent Donor Status

| DONOR STATUS | | | | |
|---|---|---|---|---|
| N = 707 | N | % of Total | Female | Male |
| Donor | 399 | 56.44% | 210 | 189 |
| Non-Donor | 308 | 43.56% | 195 | 113 |

**Data Preparation**

Prior to conducting the data analysis, some of the variables needed to be refined. Donating was calculated by dividing the total number of gifts made by the total number of years giving. Each of the survey responses was converted from an answer on the Likert scale to its corresponding numerical value. Three questions, corresponding to ID2, ID4 and PRE3, were reverse coded.

**Reliability**

In order to assess the reliability of the measures the researcher calculated the Cronbach's alpha coefficient for each of the variables. The analysis revealed that all internal measures of reliability were greater than .80, thus demonstrating internal reliability (Nunnally, 1978). Table 4.5 compares reliability results of this study to those of the original study. The results of this study of a graduate alumni population closely approximated those of the original study, which involved only undergraduate alumni.

Table 4.5 Cronbach's Alpha Results Comparison

| CONSTRUCT RELIABILITY (α) | | |
|---|---|---|
| Construct | Arnett et al. (2003) | Neary (2017) |
| Promoting | 0.90 | 0.92 |
| Identity Salience | 0.86 | 0.83 |
| Reciprocity | 0.91 | 0.92 |
| Prestige | 0.81 | 0.83 |
| Satisfaction | 0.84 | 0.84 |
| Perceived Need | 0.86 | 0.86 |

**Correlation**

Table 4.6 presents the means, standard deviations, and correlations for each of the constructs examined in this study. These statistics are based on the entire sample and are calculated from the average construct score for each respondent. In Table 4.6 a single asterisk indicates significance at the 0.05 level. A double asterisk represents significance at the $\rho < 0.001$ level. Income was assessed as a categorical value and therefore means and standard deviations were not reported.

Table 4.6 Means, Standard Deviations, and Correlation Table

| MEANS, STANDARD DEVIATIONS, AND CORRELATION TABLE | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| CONSTRUCT | MEAN | STANDARD DEVIATION | DONATING | PROMOTING | IDENITY SALIENCE | SATISFACTION | PARTICIPATION | RECIPROCITY | PRESTIGE | PERCIEVED NEED | INCOME |
| DONATING | 1.44 | 4.06 | 1 | | | | | | | | |
| PROMOTING | 5.46 | 1.45 | 0.0389 | 1 | | | | | | | |
| | | | 0.302** | | | | | | | | |
| IDENITY SALIENCE | 5.07 | 1.34 | 0.0971* | 0.6086* | 1 | | | | | | |
| | | | 0.0098** | 0 | | | | | | | |
| SATISFACTION | 5.91 | 1.11 | 0.0488 | 0.5452* | 0.4385* | 1 | | | | | |
| | | | 0.195** | 0 | 0 | | | | | | |
| PARTICIPATION | 3.04 | 3.49 | -0.0217 | 0.1595* | 0.1529* | 0.1201* | 1 | | | | |
| | | | 0.5649** | 0 | 0 | 0.0014** | | | | | |
| RECIPROCITY | 4.31 | 1.30 | 0.0203 | 0.4853* | 0.4284* | 0.4836* | 0.2257* | 1 | | | |
| | | | 0.5899** | 0 | 0 | 0 | 0 | | | | |
| PRESTIGE | 5.32 | 1.24 | 0.07 | 0.5348* | 0.5482* | 0.5339* | 0.1306* | 0.5448* | 1 | | |
| | | | 0.0629** | 0 | 0 | 0 | 0.0005** | 0 | | | |
| PERCEIVED NEED | 5.11 | 1.26 | 0.2041* | 0.2057* | 0.2593* | 0.1740* | 0.0963* | 0.1913* | 0.2520* | 1 | |
| | | | 0 | 0 | 0 | 0 | 0.0104** | 0 | 0 | | |
| INCOME | - | - | 0.0264 | -0.0319 | -0.0431 | 0.046 | 0.0064 | -0.0938* | -0.0992* | -0.0075 | 1 |
| | | | 0.4834** | 0.3975** | 0.2528** | 0.2217** | 0.8651** | 0.0126** | 0.0083** | 0.8414** | |

**Data Analysis**

An evaluation of the proposed model was conducted using STATA structural equation modeling (SEM) software to explore the following research questions. The structural equation models used controlled for age, gender and income. This section will address each of the research questions that the study sough to explore.

**Sample size and power calculations.** A priori sample size and power calculations for this study have been completed based on the research by Westland (2010) and Soper (2017). Westland (2010) developed an algorithm to establish the lower bound when using structural equation modeling. Soper (2017) developed the statistical calculator that is used to calculate these sample sizes. Westland (2010), Soper (2017) and Cohen (1988) have suggested that significance and power parameters be set to .05 and .8, respectively. The effect size for these calculations was set to .03, a medium effect size. The proposed model contains 9 latent variables and 27 observed variables. Using the calculations proposed by Soper (2017), the suggested minimum sample size needed to create a power level of $B =$.8 and $a =$ .05 is 200. This study satisfies that requirement with 707 respondents.

**Research question one: Identity salience and donating.** The first research question that this study sought determine if Identity Salience among graduate program alumni relates positively to donating to the University? In essence, this question asks if the level of identification as an alumnus of a graduate degree program relates positively to one engaging in donating behavior. The null hypothesis is that there is no relationship between identification as an alumnus and engaging in donating behavior.

This Initially the proposed model achieved mediocre results ($x^2$(291) = 786.99, CFI =.944, RMSEA = 0.053), as shown in table 4.7. While the RMSEA indicates nearly a good overall fit, the model can still be refined by examining the modification indices and identifying covariate paths with and MI over 40. In this study ID4, REC2, REC6 had modification indices over 40.

Table 4.7 Goodness of Fit Indices – Research Question 1

| GOODNESS OF FIT INDICES - RESEARCH QUESTION 1 | |
|---|---|
| Chi Square | 786.99 |
| Degrees of Freedom (df) | 291 |
| Normed Chi Square (Chi square / df) | 2.7 |
| Root Mean Square Error (RMSEA) | 0.053 |
| 90% CI. Lower Bound | 0.049 |
| 90% CI Upper Bound | 0.058 |
| Comparative Fit Index (CFI) | 0.944 |
| Tucker-Lewis Index (TLI) | 0.933 |
| Standardized Root Mean Square Residual (SRMR) | 0.039 |
| Coefficient of Determination (CD) | 1 |

The revised model shown in figure 4.2, with covariance, achieved a much better fit as shown in Table 4.8, ($x^2(286)$ = 552.71, CFI =.970, RMSEA = 0.039). With this model, the RMSEA bounds are now below .05, the CFI score is above 0.95 and the chi square value is lower, suggesting a much better fit than the first model. The revised model features addition of several covariance's between observed variables. The reciprocity concept revealed the largest sources of covariance among variables.

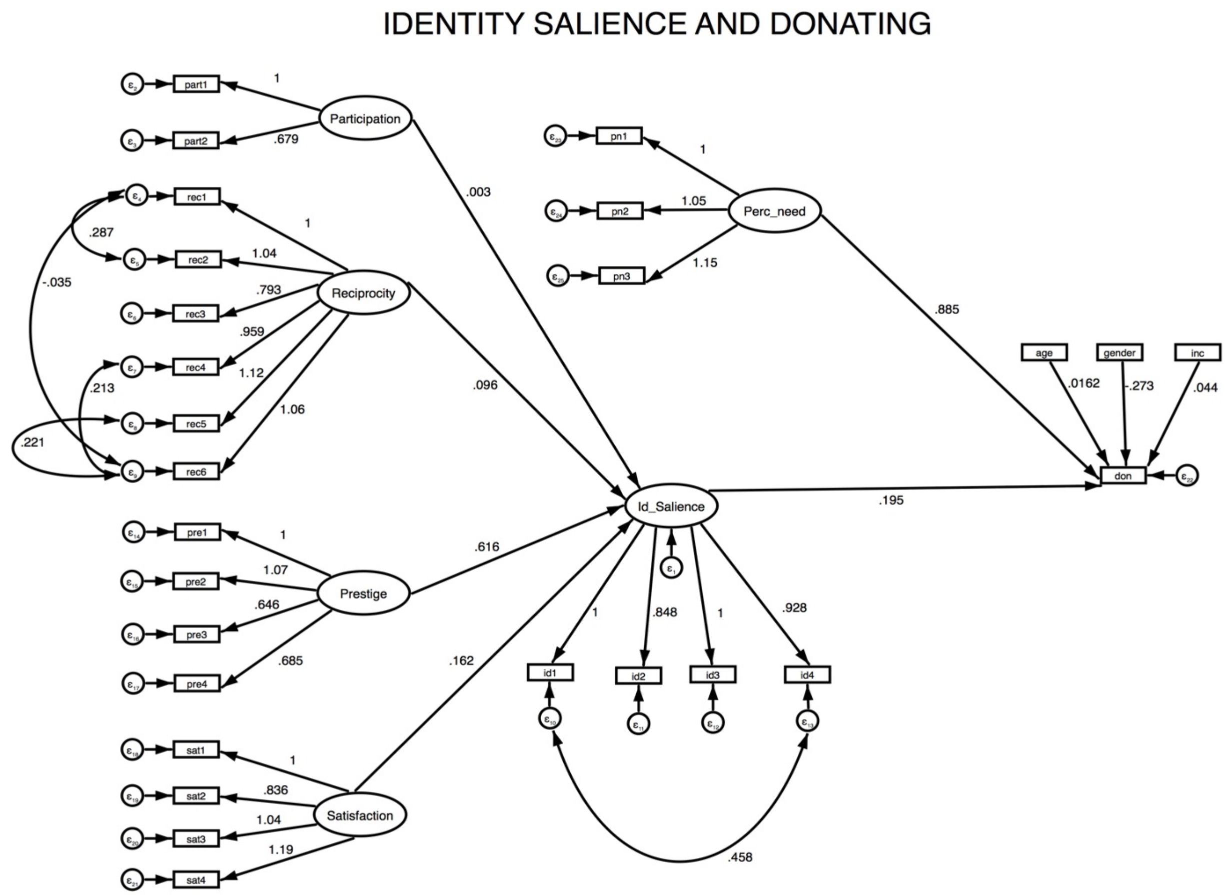


Figure 4.2 Identity Salience and Donating

Table 4.8 Goodness of Fit Indices – Research Question 1(Revised)

| GOODNESS OF FIT INDICES - RESEARCH QUESTION 1(REVISED) | |
|---|---|
| Chi Square | 552.71 |
| Degrees of Freedom (df) | 286 |
| Normed Chi Square (Chi square / df) | 1.93 |
| Root Mean Square Error (RMSEA) | 0.039 |
| 90% CI. Lower Bound | 0.034 |
| 90% CI Upper Bound | 0.044 |
| Comparative Fit Index (CFI) | 0.97 |
| Tucker-Lewis Index (TLI) | 0.964 |
| Standardized Root Mean Square Residual (SRMR) | 0.037 |
| Coefficient of Determination (CD) | 1 |

Using this model to examine the donation behavior, several findings are important. The only significant predictor of donating behavior is perceived need ($B$=.88, $p$=.000), with .88 units increase in donation score per unit increase in perceived need. Contrary to the hypothesized relationship, identity salience was not a significant indicator of donating behavior ($B$=.19, $p$=.186). This finding is a departure from the results in the original Arnett et al. (2003) study which found identity salience was significantly related to both donating and promoting. Further analysis of the data reveals that prestige ($B$=.62, $p$=.000), and satisfaction ($B$=.16, $p$=.030), are predictors of identity salience. The Arnett et al. (2003) found similar results in that prestige was significantly related to identity salience while satisfaction was not.

**Research question two: Identity salience and promoting.** The second research question this study sought to answer is to what extent does University Identity Salience among graduate program alumni relate positively to promoting the University? Initially the proposed model achieved mediocre results ($x^2$(194) = 747.85, CFI =.942, RMSEA =

0. 067), as shown in Table 4.9. The RMSEA lower bound was .062 which does not indicate an overall good fit. Again, exploring covariance paths may improve the model, specifically those paths with modification indices over 40. The results indicated that ID4, REC2, REC6 had indices over 40. In conducting he analysis it was determined that the covariance pathway between ID2 and ID4 would not be included due to covariance issues.

Table 4.9 Goodness of Fit Indices – Research Question 2

| GOODNESS OF FIT INDICES - RESEARCH QUESTION 2 | |
|---|---|
| Chi Square | 747.85 |
| Degrees of Freedom (df) | 194 |
| Normed Chi Square (Chi square / df) | 4.06 |
| Root Mean Square Error (RMSEA) | 0.067 |
| 90% CI. Lower Bound | 0.062 |
| 90% CI Upper Bound | 0.072 |
| Comparative Fit Index (CFI) | 0.942 |
| Tucker-Lewis Index (TLI) | 0.931 |
| Standardized Root Mean Square Residual (SRMR) | 0.04 |
| Coefficient of Determination (CD) | 1 |

The revised model, shown in figure 4.3, found an improved fit ($x^2(190) = 521.84$, CFI =.966, RMSEA = 0.052), as shown in Table 4.10. With the revised model, a lower chi square, an RMSEA that is closer to the ideal range, and a CFI index of 0.942 are achieved. The structural equation model for promoting behavior reveals that identity

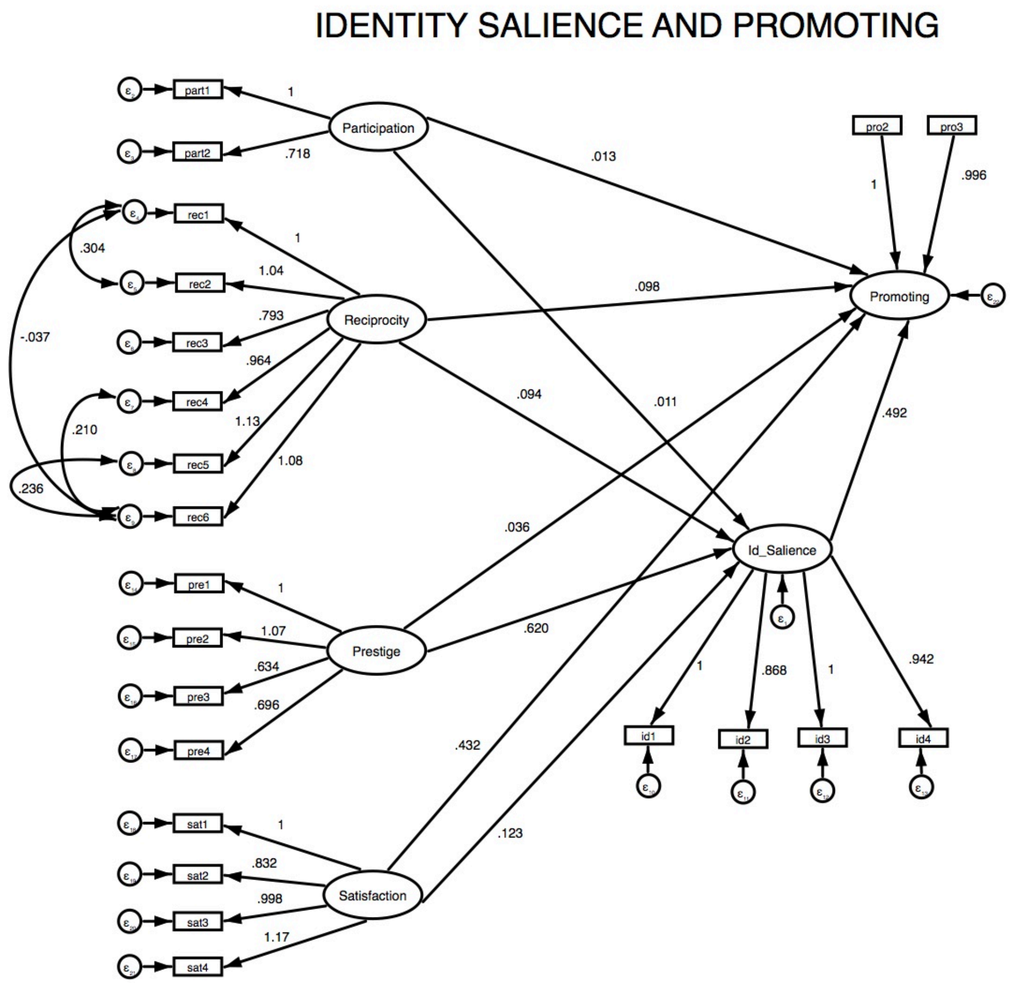


Figure 4.3 Identity Salience and Promoting

salience ($B$=.49, $p$=.000) is a significant predictor and has a positive relationship with promoting. The results indicate that satisfaction ($B$=.43, $p$=.030) is also positively associated with and serves as a significant predictor for promoting.

Table 4.10 Goodness of Fit Indices – Research Question 2 (Revised)

| GOODNESS OF FIT INDICES - RESEARCH QUESTION 2 (REVISED) | |
|---|---|
| Chi Square | 521.84 |
| Degrees of Freedom (df) | 190 |
| Normed Chi Square (Chi square / df) | 2.75 |
| Root Mean Square Error (RMSEA) | 0.052 |
| 90% CI. Lower Bound | 0.047 |
| 90% CI Upper Bound | 0.058 |
| Comparative Fit Index (CFI) | 0.966 |
| Tucker-Lewis Index (TLI) | 0.958 |
| Standardized Root Mean Square Residual (SRMR) | 0.038 |
| Coefficient of Determination (CD) | 1 |

**Research question three: Relationships between degree categories.** The third and final research question sought to determine if these relationships exist at the same levels for those who hold only a graduate degree as it does for those who hold both undergraduate and graduate degrees. Given that no significant relationship was found to exist between identity salience and donating behavior in research question one, the relationship between Identity Salience and Promoting was explored. To analyze this relationship the predictions for each of the constructs in the model used for research question two were saved. Then a model, presented in figure 4.4, was fit with the latent variable predictions and the interaction between Identify Salience and the primary degree category (PMDGCAT) was added. The PMDGCAT is a binary variable that indicated if a respondent does or does not have an undergraduate degree from the institution.

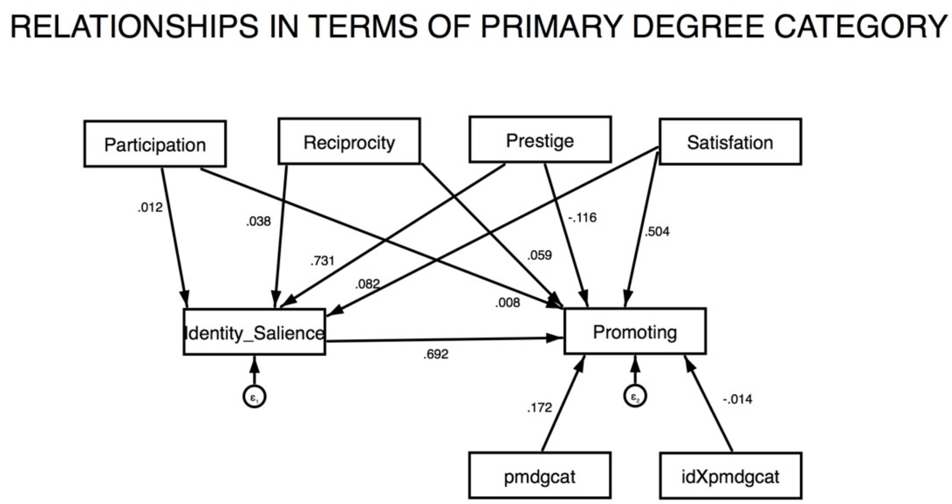


Figure 4.4 Relationships in Terms of Primary Degree Category

The equation predicts that identity salience ($B$=.69, $p$=.000), and satisfaction ($B$=.50, $p$=.000), are positively associated with and are significant predictors promoting behavior. The PMDGCAT variable is also significant ($p$=.007) in relation to promoting. The results indicate that those with a PMDGCAT of 1, or those with graduate degrees only, scored .17 points higher on average on the promoting scale than those with undergraduate and graduate degrees. Thus, those with graduate degrees only are more likely to engage in higher levels of promoting behavior. The interaction between PMDGCAT and identity salience was not significant ($p$=.788). Given the lack of a significance, the positive relationship between identity salience and the PMDGCAT does not differ significantly between the two groups.

## Conclusion

This study determined that there are several key relationships between the identified variables that should be considered when seeking to understand and predict donation and promoting behaviors. According to the study results, perceived need of the institution is a significant predictor of donating behavior. Prestige and satisfaction were found to be predictors of identity salience. In terms of promoting behavior, as hypothesized, identity salience was found to be a significant predictor. Satisfaction was also indicated as a significant predictor of promoting behavior.

Although several relationships between the variables revealed significant findings, other variables were not significant predictors of donating behavior. For example, contrary to the hypothesized relationship, identity salience was not found to be a significant predictor of donating behavior. Additionally, it was hypothesized that the relationships found in this study would exist at stronger levels among those with undergraduate and graduate degrees than for those with graduate degrees alone. That hypothesis was not supported by the data. The results did show that those with a graduate degree only were slightly more inclined to promote the university.

# CHAPTER 5
# CONCLUSION

## Introduction

The results of this study lend support for a continued need for relationship based fundraising efforts. In the broadest sense, the results show that it is incredibly challenging to incorporate all of the myriad factors that influence an individual's philanthropic decisions into one comprehensive model. The study also reinforces the notion that different groups of alumni may well require different approaches and methods of inquiry. More simply put, one size does not fit all, despite our best hopes that it will.

As addressed earlier in this study, alumni relations and fundraising programs have made only cursory attempts to appeal to graduate populations. Aligning resources towards undergraduate alumni or alumni in the broadest sense of the term is a logical approach given the comparative size of the respective populations. However, graduate program alumni represent a new pool of potential donors that have not traditionally been engaged. This study sought to conduct further research into the relationships that exist among graduate alumni and their alma mater. The final chapter of the study will focus on the analysis of the research questions, implications for practitioners, and will suggest areas for future research.

## Research Questions

**Identity Salience and Donating.** The study first sought to determine to what extent identity salience among graduate program alumni relate positively to donating to the University. At this institution, identity salience, or the strength of one's identity as an alumnus, was not a significant predictor of donating behavior. This result was not expected, as the Arnett et al. (2003) study indicated that there was support for identity salience as a predictor of donation behavior. It is important to note that this study did not explore the concept of identification as a donor, as has been done in other studies. Identification as a donor would be a logical next step in this research. This initial study explored a relationship, be in an alumnus, that required no effort on the part of the individual. All who complete 15 hours of study are considered alumni. The role of donor could apply to alumni as well as non-alumni. Future research shed greater light on the distinction between alumna(us) and alumna(us) donor.

Prestige emerged as the strongest predictor of identity salience. The perception that an institution is prestigious had a clear influence on the strength of an alumus/a's level of identity salience. The structural model revealed that one unit increase in prestige translates to a .62-unit increase in identity salience. The proposed model suggested that prestige would influence identity salience and thus influence donating behavior, or giving. Arnett et al. (2003) suggested that prestige influences identity salience which they then predicted would impact both promoting and donating. This study did not support their specific hypothesis. Despite this inconsistent result with the Arnett et al. study, the present results suggest that the perception of prestige should be further explored. Given the previous findings, that prestige is an important part of organizational identity (Mael &

Ashforth, 1992), and that being listed as a donor as a signal of individual prestige (Volkenwein & Sweitzer, 2006), the concept of prestige warrants further study to define and operationalize the concept and to further explore the relationship between prestige and supporting behaviors.

The results also indicate that satisfaction with the respondent's experience served to predict giving behavior, which was unexpected. The Arnett et al. (2003) study found that satisfaction was an antecedent of identity salience but had no central role in predicting donation behavior. The data support the conclusion that satisfaction, identity salience and donating behavior is more complex and worthy of additional study.

The more surprising relationship that this first research question helped to uncover was between donating behavior and perceived need. The results indicate that, for this population, perceived need was the only significant indicator of donating behavior. The data suggest that for every one unit increase in perceived need, donating behavior increases by .88 units. The Arnett et al. (2003) study found that both income and perceived need were significantly related to donating behavior, but at much lower levels. This finding has implications for both future research and for practitioners in the field which will be discussed below.

**Identity Salience and Promoting.** The study also sought to determine to what extent does University Identity Salience among graduate program alumni relate positively to promoting the University. The results indicate that identity salience is indeed a predictor of promoting behavior. This finding supports the hypothesized relationship between identity salience and promoting behavior, which are consistent with the findings from the study by Arnett et al. (2003). The Arnett et al. model was found to explain more of the variance in promoting behaviors rather than donating behaviors. The results of this study did not find support for identity salience as a predictor of donating behavior but did for promoting behavior.

Satisfaction was also found to be a predictor of promoting behavior in this study. This finding is contrary to the results presented in the Arnett et al. (2003) study. Their results indicated that satisfaction does not have a central role in the ISMNPRS model. The disparity in results suggest that additional research needs to be done to breakdown satisfaction and how it is perceived. This study asked individuals to consider their satisfaction with their experience in a graduate degree program as a whole. It is possible that individuals could experience varied levels of satisfaction with different aspects of their tenure as a graduate student. In that light, future research should explore the various aspects of the graduate experience and seek to explore how targeted aspects are related to promoting behavior.

**Relationships between degree categories.** Finally, the study sought to determine if relationships exist at the same levels for those who hold only a graduate degree as it does for those who hold both undergraduate and graduate degrees. More simply, do those who have undergraduate degrees and graduate degrees have greater levels of identity salience and thus engage in donating and promoting behaviors at greater levels than those who only have graduate degrees? The simple answer is no, they do not.

As discussed earlier, identity salience was not found to be a significant predictor of donating behavior for the entire sample. As such, no further investigation of this relationship was undertaken. It is important to note that the institutional data seem to support this finding. Table 1.2 indicates that graduate and undergraduate alumni give at roughly comparable rates. One can infer that there is no significant difference between the groups in this regard.

The study did support relationships between identity salience and promoting and that was further explored. The data revealed that those who hold only a graduate degree from the institution scored higher on the promoting behavior scale. On average those with a graduate degree score .17 points higher in terms of promoting behavior. However, the data show that the positive relationship between identity salience and promoting does not vary significantly between groups. This was contrary to the original hypothesis. The researcher hypothesized that those with undergraduate degrees and graduate degrees from the same institution would have higher levels of identity salience and subsequently higher levels of promoting and donating behavior.

**Limitations and future research**

This initial study, like all others, has limitations. First, this study is limited to one moment in time and represents a cross section of the population being studied. The model developed and tested would benefit from being used in a longitudinal study. As Arnett et al. (2003) suggest with their study, a longitudinal study would allow researchers to study identity salience as it evolves with the self-concept.

Another benefit to applying a longitudinal design to this study would be to capture the ebbs and flow of variables such as perceived prestige over the life of the alumnus and the institution. For instance, how does the perceived prestige of an institution rise and fall with large philanthropic gifts, research breakthroughs, leadership changes, athletics victories, etc.? A longitudinal study would help control for those fluctuations.

Secondly, this study examined the population at one institution which limits the generalizability of the results. This study does not explore institutional cultures that surround giving. It would be reasonable to assume that different institutions have a vast array of traditions, messaging, and cultures in relation to alumni behaviors. Applying this study to a wider array of institution types would greatly enhance the study. Third, several respondents suggested that their answers to particular questions warranted further explanation. Others suggested that their experience as an alumna(us) was vastly different than their experience as a student. Further research should delve more deeply into the nuances of the alumni versus student experience. A suggested avenue for research could combine statistical analysis with more qualitative research.

Fourth, this study identified several subsets of alumni that would add to the literature with further exploration. Future research could explore how this model might apply to individuals with multiple connections to the institution other than their degree. One might explore the strength of connection that exists among retired faculty, current staff, former staff etc. It would also strengthen the study to further break down alumni into subgroups based on educational field. This would show how relationships might vary according to discipline. Another avenue for research would be to further refine the study to explore those with Master's versus Doctoral degrees. It is reasonable to hypothesize that those different populations and experiences might influence identity, donating and promoting behaviors. Additionally, it would be beneficial to describe alumni donating and promoting behavior based on a complex array of demographic variable, which this study did not explore.

Fifth, this study did not seek to study respondents scores for their graduate institutions in comparison to their undergraduate institutions.  Comparing the type of institution and how the score vary between the educational levels would add a great deal of complexity to the study.

The study revealed that perceived need is a predictor of donating behavior. This unexpected result indicates perceived need should be studied in greater detail. Researches might explore how those messages are constructed, communicated and received. For example, what messaging is required to communicate the needs of the institution, what messages resonate with alumni and what messages translate into greater donating and promoting behavior.

Selection bias was not a factor examined in this study. Future research might well look into the binary chose of becoming a donor versus not becoming a donor and the identity implications that align with those choices. Looking back to the work by Peter Callero (1985), his identity research explored the relationship between identity and those who actively chose to become blood donors. Future studies should explore the root causes and active choices alumni make in deciding to become a donor.

**Implications for practitioners**

One aim of this study was to provide fundraising professionals researched based guidance that can improve their process and ultimate outcomes. To that end, this study has generated several implications that fundraisers and alumni relations professionals should consider in their practice.

First and foremost, needs and wants of the institution must be communicated effectively for them to be perceived as necessary. Perception of need serves as a key predictor of donating behavior, communication regarding institutional need for donations is essential. This closely aligns with expectancy theory as proposed by Victor Vroom (1964). Vroom argued that motivation is based on valence, instrumentality, and expectancy. Communicating perceived need in a manner that makes clear the value of the perceived outcome (valence), establishes a belief that engaging in supporting behaviors will help the organization (instrumentality) and creates a feeling of being capable of performing supporting behaviors (expectancy), is essential to success in the field. Beyond just communicating need, we must go further. If development officers can more regularly and effectively align donor interests with the perceived needs, intuitively their efforts would be more productive. While not a focus of this study, it I not hard to infer that there might be some benefit to purposefully learning more about what alumni want to support and how we can custom tailor messages to those individual on a regular and consistent basis.

Secondly, the literature and the results of the study indicate that the relationship between the alumna(us) and institution are ever changing. Practitioners need to continually take the pulse of their constituency groups. The things that are important to alumni change over time and in relation to their life cycle. This should be considered when asking an alumna(us) to engage in specific donating or promoting behaviors.

Third, while this specific study did not find support for identity salience as a predictor of donating behavior, there is support of the concept of identity salience as a mechanism for predicting both donating and promoting behavior. Practitioners ought to seek out ways to build the identity salience of their constituency groups. Working with this as the ultimate goal, it will provide practitioners a more meaningful way to think about the entirety of an individual as an alumnus.

One clear implication for practitioners is that, while this study did not show that graduate program alumni do not donate as significantly different rates than undergraduates, how we approach them should be considered further. We tend to think of alumni in the broadest sense, creating one size fits all approaches. That should not be the case. It is reasonable to assume that exploring these giving and promoting behaviors after a concerted effort to appeal to graduate alumni in language they might relate to may yield improved results. Consider how narrowly tailored marketing campaigns for recruitment are employed, doing the same for specific subsets of alumni may produce an improved outcome.

Often times metrics for development officer success are based on quantitative formulas that serve to predict affluence and propensity to give based on many of the factors identified in this study. The results of this study serve to indicate that each institution should examine its own alumni population based on their specific culture and circumstances.

Finally, this study serves to reinforce the value and significance of the personal relationship between development officer and alumnus. The proposed model did not fully serve to predict supporting behavior. Unearthing and identifying motivations that individuals have is a time consuming and complex process that may never be solved through simple quantitative study. It is incumbent on development officers to combine the art and science of fundraising, merging scientific study with the art of face to face communication.

**Conclusion**

In this study, the Identity Salience Model of Nonprofit Relationship Marketing Success did not fully predict all of the relationships that were hypothesized. Nonetheless the model has the foundations and potential benefits for use as a tool to predict a wide array of supporting behaviors and the factors that influence them. The alumni that fundraisers and researchers alike seek to understand are as diverse as the institutions that they attend. The relationships that alumni have with their institutions are as equally as varied. For these reasons, predicting behavior of alumni in relations to their support for an institution is notoriously difficult. As research in the field of philanthropy continues it will be critically important for increased collaboration between researchers and practitioners. In the end, professional fundraisers are remiss in the execution of their duties if they fail to take advantage of the growing body of literature surrounding philanthropic behavior. These lenses, through which we view our alumni and donors, serve as invaluable tools that can be used to enhance our efforts to drive our institutional mission.

# REFERENCES


Abrams, D., & Hogg, M. A. (1988). Comments on the motivational status of self-esteem in social identity and intergroup discrimination, *European Journal of Social Psychology*, *18*, (3), 17-334.

Amato, P. R. (1985). An investigation of planned helping behavior. *Journal of Research in Personality*. *19*, 232-252.

Andreoni, J., & Petrie, R. (2004). Public goods experiments without confidentiality: A glimpse into fund-raising. *Journal of Public Economics, 88*, 1605-1623.

Arnett, D. B., German S. D., & Hunt, S. D. (2003). The identity salience model of relationship marketing success: The case of nonprofit marketing. *Journal of Marketing*, *67*(2), 89-105.

Ashforth, B. E., & Mael, F. (1989). Social identity theory and the organization *The Academy of Management Review, 14*(1) 20-39.

Baade, R. A., & Sundberg, J. O. (1996). What determines alumni generosity? *Economics of Education Review, 15*, 75-81. doi: 10.1016/0272-7757(95)00026-7

Baker, P. C. (1998). The relationship of selected characteristics and attitudes of professional school alumni to financial support within a public research university. (Unpublished doctoral dissertation). State University of New York, Buffalo, NY.

Bekkers, R., & Wiepking, P. (2007). Generosity and philanthropy: A literature review. *Report commissioned by the John Templeton Foundation*. Available at SSRN: http://ssrn.com/abstract= 1015507

Bekkers, R., & Wiepking, P. (201la). A literature review of empirical studies of philanthropy: Eight mechanisms that drive charitable giving. *Nonprofit and Voluntary Sector Quarterly, 40*(5), 924-973.

Bekkers, R., & Wiepking, P. (201lb). Who gives? A literature review of predictors of charitable giving 1 - Religion, education, age and socialization. *Voluntary Sector Review*, *2*(3), 337-365.

Bhattacharya, C. B., Hayagreeva R., & Glynn, M. (1995), Understanding the Bond of Identification: An Investigation of its correlates among art museum members. *Journal of Marketing*, *46* (October)*,*46-57.

Blumer, H. (1969). Symbolic interactionism: Perspective and method. Englewood Cliffs, NJ: Prentice Hall.

Brittingham, B.E., & Pezzulo, T. R. (1990). The campus green: Fundraising in higher education. *ASCHE-ERIC Higher Education Report, 1.* Washington, D. C.: School of Education and Human Development, George Washington University.

Browne, M.W., & Cudeck, R. (1993). Alternate ways of assessing model fit. In K.A. Bollen & J.S. Long, (Eds.), *Testing structural equation models*. (132-62) Newbury Park, CA: Sage Publications.

Bruggink, T. H., & Siddiqui, K. (1995). An econometric model of alumni giving: A case study for a liberal arts college. *American Economist, 39*(2), 53–61.

Bryan, J. H. (1972). Why children help: A review. *Journal of Social Issues, 28*. 87-104.
Buraschi, A., & Cornelli, F. (2002). *Donations. CEPR discussion paper*. (3488).
Burke, P. J. (1980). The Self: Measurement requirements from an interactionist perspective, *Social Psychology Quarterly*, *43* (March), 18-29.
______ (1997). An Identity model of network exchange, *American Sociological Review*, *62* (1), 134-50.
______ (2000). The present, past, and future of an identity theory, *Social Psychology Quarterly*, *63* (4), 284-97.
Burke, P. J., & Franzoi, S.L. (1988). Studying situations and identities and role performance. *American Sociological Review, 53,* 559-568.
Burke, P. J., & Reitzes, D. C. (1981). The link between identity and role performance. *Social Psychology Quarterly*, *44*, 83-92.
Burke, P.J., and Stets, J.E., (2009). Identity Theory. Oxford University Press. New York, NY.
Burke, P.J., & Tully, J. (1977). The measurement of role/identity. *Social Forces 4*. 881-97.
Bryant, K. W. (1990). The economic organization of the household. Cambridge, MA: Cambridge University Press.
Cialdini, R. B., Border, A., Thorne, M. R., Walker, S., Freeman, R. J., & Sloan, L. R. (1976), Basking in the reflected glory: three (football) field studies, *Journal of Personality and Social Psychology*, *34* (3), 366-75.
Callero, P. L. (1985). Role identity salience. *Social Psychology Quarterly, 48*(3), 203–215.
Calvario, D. A. (1996). College experience, satisfaction, and intent to financially support one's alma mater. (Unpublished doctoral dissertation). University of Northern Colorado, Greeley, CO.
Cash, J. M. (2001). Private fund-raising for public higher education. Lyndhurst, NJ: Available from Marts & Lundy Consultants, Inc.
Caulkins, J., Cole, J., Hardoby, M., & Keyser, D. (2002). *Intelligent Giving: insights and strategies for higher education donors*. RAND Corporation. Retrieved from http://www.jstor.org/stable/10.7249/mr1427cae
Cockrum, L. L. (2005). The impact of presidential leadership behavior on success in fundraising (Unpublished doctoral dissertation, Vanderbilt University, Nashville, TN. (2004).
Clotfelter, C. T. (2003). Alumni giving to elite private colleges and universities. *Economics of Education Review, 22*(2)*,* 109–120.
Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences (2nd Edition). Hillsdale, NJ: Lawrence Earlbaum Associates.

Council for Aid to Education (2016). 2015 Voluntary support of education. Retrieved from http://cae.org/fundraising-in-education/survey-results-other-research/annual-press-release/
Dillman, D. A. (2008). Mail and internet surveys: The tailored design method. New York, NY: Wiley

Directories. (n.d.). Retrieved January 09, 2017, from http://www.ndnu.edu/academics/research/consent-cover-letter-for-survey-research/

Drezner, N. D. (2011). Philanthropy and fundraising in american higher education. *ASHE Higher Education Report, 37*(2), 47-64.

Dovidio, J. F. (1984). Helping behavior and altruism: An empirical and conceptual overview. *Advances in Experimental Social Psychology. 17*. 361-427.

Drollinger, T. L. (1995). Financial resources of elderly couples and the likelihood of volunteering. *Proceedings of Association for Financial Counseling and Planning Education*; 95-105. New Orleans, Louisiana.

Drollinger, T. L., & Johnson, D. P. (1995). Lifecycle, financial and attitudinal characteristics of charitable donors. *Proceedings of American Counsel on Consumer Interests*.106-112. Washington D C.

Dugan, K., Mullin, C., & Siegfried, J. (2000). Undergraduate financial aid and subsequent giving behavior. *Williams Project on the Economics of Higher Education Discussion Papers*. DP-57.

Eisenberger, R. R., Huntington, R., Hutchison, S., & Sowa, D. (1986), Perceived organizational support, *Journal of Applied Psychology*, *71*(3), 500-507.

Elfin, M. (1992). The age of scarcity. *U.S. News and World Report, College Guide*, p. 4.

Erikson, E. H. (1968). Identity: Youth and Crisis. New York, NY: Norton.

Farmer, S.M., & Fedor, D.B. (1999). Volunteer participation and withdrawal: A psychological contract perspective on the role of expectations and organization support, *Non-profit Management & Leadership*, *9*(4), 349-67.

File, K. M., Prince, R. A., & Cermak, D. S. P., (1994). Creating trust with major donors: The service encounter model. *Nonprofit Management and Leadership*, *4*: 269–283. doi:10.1002/nml.4130040303

Fink, A. (2017). *How to conduct surveys: a step-by-step guide*. Los Angeles: SAGE

Fornell, C., Johnson, M.D., Anderson, E.W, Cha, J., & Bryant, B.E. (1996). The american customer satisfaction index: Nature, purpose, and findings, *Journal of Marketing*, *60* (October), 7-18.

Franklin, B. (1996). *The Autobiography of Benjamin Franklin*. Dover ed. Dover Thrift Editions. New York: Dover Publications.

Fuchs, V. (1983). How We Live. Cambridge, MA: Harvard University Press.

Gaier, S. (2005). Alumni satisfaction with their undergraduate academic experience and the impact on alumni giving and participation. *International Journal of Educational Advancement, 5*(4), 279–288.

Garvey, J. C. (2013). Identity and philanthropy: Designing a survey instrument to operationalize lesbian, gay, bisexual, transgender, and queer alumni giving. (Unpublished doctoral dissertation) University of Pennsylvania, Philadelphia, PA.

Gasman, M., & Bowman, N. (2012). *A guide to fundraising at historically black colleges and universities: An all campus approach*. New York: Routledge.

German, S. D. (1997). Nonprofit relationship marketing: The role of identification. (Unpublished doctoral dissertation) Texas Tech University, Lubbock, TX.

Glazer, N. (1979). Regulating business and the universities: One problem or two? *The Public Interest, 56*, (43-65).

Gould, S . B., (1975). Organizational identification and commitment in two environments. (Unpublished doctoral dissertation). Michigan State University. Lansing, MI.

Graddy, E. A., Ferris, J. M., & Sohn, Y. J. (2011). The evolution of research on philanthropy and nonprofit organizations as an intellectual field: an analysis of leading journals. Informally published manuscript, The Center on Philanthropy and Public Policy, University of Southern California, Los Angeles, California. Retrieved from http://cppp.usc.edu/research/FINAL-RP-35-FerrisGraddySohn.pdf

Halfpenny, P. (1999). Economic and sociological theories of individual charitable giving: Complementary or contradictory? *Voluntas: International Journal of Voluntary and Nonprofit Organizations, 10*(3)*,* 197-215. http://dx.doi.org/10.1023/A%3A1021200916487

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.

Holden G. W., & Zambarano, R. J. (1992). Passing the rod: Similarities between parents and their young children in orientations toward physical punishment, In Sigel, I. E., McGillicuddy-DeLisi, A. V., & Goodnow J. J. Parental Belief Systems: The Psychological Consequences for Children, (143-174). Hillsdale, NJ: Lawrence Erlbaum Associates.

Holmes, J. (2009). Prestige, charitable deductions and other determinants of alumni giving: Evidence from a highly selective liberal arts college. *Economics of Education Review, 28*, 18–28.

Hoyle, R. H. (1995). Structural equation modeling: Concepts, issues, and applications. Thousand Oaks, CA: Sage Publications.

Hu, L., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. Structural Equation Modeling, 6(1), 1-55.

Jöreskog, K., & Sörbom, D. (1999), LISREL 8.30. Chicago: Scientific Software International.

Kaplowitz, M. D., Hadlock, T. D., & Devine, R. (2004). A comparison of web and mail survey response rates. *Public Opinion Quarterly, 48*(1), 94–101.

Katz, S. N. (1999). Where did the serious study of philanthropy come from, anyway? *Nonprofit and Voluntary Sector Quarterly, 8*(1), 74-82.

Katz, D. & Kahn, R. L. (1978). The Social Psychology of Organizations, 2nd edn., Wiley, New York.

Kerr, N. L. (1989). Illusions of efficacy: The effects of group size on perceived efficacy in social dilemmas. *Journal of Experimental Social Psychology, 25*, 287-313.

Kimball, B. A. (2014). The first campaign and the paradoxical transformation of fundraising in american higher education, 1915-1925. *Teachers College Record, 116*(7), 1-44.

Klostermann, B. K. (1995). Development and concurrent validity of a motivation to give scale. (Unpublished doctoral dissertation). Southern Illinois University, Carbondale, IL.

Kotler, P. (1972). A generic concept of marketing. *Journal of Marketing, 36(2), 49-56.*

Leslie, L. L., & Ramey, G. (1988). Donor behavior and voluntary support for higher

education institutions. Journal of Higher Education 59(2): 115-132.
Levine, W. (2008). Communications and alumni relations: What is the correlation between an institution's communication vehicles and alumni annual giving? *International Journal of Educational Advancement, 8*, 176-197.
Lindahl, W. E., & Conley, A. T. (2002). Literature review: Philanthropic fundraising. *Nonprofit Management and Leadership, 13*(1), 91-112.
Lindahl, W. E., & Winship, C. (1992), Predictive models for annual fundraising and major gift fundraising. *Nonprofit Management and Leadership, 3*, 43–64. doi:10.1002/nml.4130030105
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,* 103–123.
MacCallum, R. C., & Austin, J. T. (2000). Applications of structural equation modeling in psychological research. *Annual Review of Psychology, 51*, 201-226.
Marts, A. C. (1961). Man's Concern For His Fellow Man. Geneva, NY.: W. F. Humphrey.
McCall, G.H., & Simmons, J. T. (1978). Identities and Interaction. Revised edition. New York: Free Press.
McDearmon, J. T. (2013). Hail to thee, our alma mater: Alumni role identity and the relationship to institutional support behaviors. *Research in Higher Education*, *54*(3), 283-302.
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.
Mead, G. H., (1934). Mind, Self, and Society.
Mehta, R., & Sivadas, E. (1995). Comparing response rates and response content in mail versus electronic surveys. *Journal of the Market Research Society, 4*(37), 429–440.
Melchiori, G. S. (1988). Applying alumni research to fundraising. *New Directions for Institutional Research*, *60*,51-65.
Michalski, S., & Helmig, B. (2008). what do we know about the identity salience model of relationship marketing success? A review of the literature. *Journal of Relationship Marketing*, *7*(1), 45–63. https://doi.org/10.1080/15332660802067940
Miller, M. (1993). Historical perspectives on the development of academic fund raising. *Journal of Instructional Psychology, 20*(3), 237–242.
Miller, M. T., & Casebeer, A. L. (1990). Donor characteristics of college of education alumni: Examining undergraduate involvement. Carbondale, Illinois: Southern Illinois University (ERIC ED323836).
Miracle, W. D. (1977). Differences between givers and nongivers to the University of Georgia annual fund. Retrieved from http://search.proquest.com/docview/302853614?accountid=13965
Monks, J. (2003). Patterns of giving to one's alma mater among young graduates from selective institutions. *Economics of Education Review, 22*, 121-130.
National Science Foundation, National Center for Science and Engineering Statistics. 2015. *Doctorate Recipients from U.S. Universities: 2014*. Special Report NSF 16-300. Arlington, VA. Available at http://www.nsf.gov/statistics/2016/nsf16300/.

Nunnally, J.C. (1978). Psychometric Theory. 2nd ed. New York. McGraw-Hill Book Company.

Okunade, A. A., (1996). Graduate school alumni donations to academic funds: Micro-data evidence. *The American Journal of Economics and Sociology, 55*(2), 213-229. Retrieved from http://www.jstor.org.pallas2.tcl.sc.edu/stable/3487082

Okunade, A.A., & Berl, R.L. (1997). Determinants of charitable giving of business school alumni. *Research in Higher Education*. *38*, 201- 214.

Okunade, A. A., Wunnava, P. V., & Walsh, J. R., (1994), Charitable giving of alumni: Microdata evidence from a large public university, *American Journal of Economics and Sociology, 53*, 73 – 84.

Oliver, R.L., & Swan, J.E. (1989). Consumer perceptions of interpersonal equity and satisfaction in transactions: a field survey approach, *Journal of Marketing, 53* (July), 21-35.

Olsen, K., Smith, A. L., & Wunnava, P. V. (1989). An empirical study of the life-cycle hypothesis with respect to alumni donations. *American Economist*. 33 (2), 60-63.

Patouillet, L. D. (2000). Alumni association members: Attitudes towards university life and giving at a public AAU institution. (Unpublished doctoral dissertation). University of Pittsburgh, Pittsburgh, PA.

Payton, R. (1988). Philanthropy: Voluntary Action for the Public Good. New York: Macmillan.

Pearce, P. L., & Amato P. R. (1980). A taxonomy of helping: A multidimensional scaling analysis. *Social Psychological Quarterly, 43*. 363-371

Pearson, J. (1999). Comprehensive research on alumni relationships: Four years of market research at Stanford University. In Pettit, J. and Litten, L. H. (eds.) *A New Era of Alumni Research, 101,*5-21.

Pew Charitable Trusts. (n.d). *Federal and State Funding of Higher Education.* Retrieved January 06, 2017, from http://www.pewtrusts.org/en/research-and-analysis/issue-briefs/2015/06/federal-and-state-funding-of-higher-education

Piliavin, J. A., & Callero, P. L. (Eds.). (1991). *Giving blood: The development of an altruistic identity*. Baltimore: Johns Hopkins University Press.

Piliavin, J. A., Dovidio, J. F., Gaertner, S. L., & Clark. R. D. (1981). Emergency Intervention. New York: Academic Press

Poock, M.C., & Siegel, D.J. (2005). Benchmarking graduate school development practices. *International Journal of Educational Advancement, 6*(1), 11-19.

Rigdon, E. E. (1998). Structural equation modeling. In Modern methods for business research, G. A. Marcoulides (editor). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers, 251-294.

Rusbult, C. E. (1980). Commitment and satisfaction in romantic associations: A test of the investment model. *Journal of Experimental Social Psychology, 16*, 172-186.

______. (1983). A longitudinal test of the investment model: The development (and deterioration) of satisfaction and commitment in heterosexual involvements. *Journal of Personality and Social Psychology, 45*, 101-117.

Rosser, A. W. (1997). A stratificational analysis of the relationship between and among selected variables related to alumni annual giving to the association of former students of Texas A&M University. (Unpublished doctoral dissertation) Texas

A&M University, College Station, TX.
Schervish, P. G. (1992). Adoption and altruism: Those with whom I want to share a dream. *Nonprofit and Voluntary Sector Quarterly, 21*(4), 327-350.
Schervish, P., & Havens, J. (1997). Social participation and charitable giving: A multivariate analysis. *Voluntas, 5*(3), 235-260.
Serpe, R. T. (1987). Stability and Change in Self: A Structural Symbolic Interactionist Explanation, *Social Psychology Quarterly, 50*(1), 44-54.
Sheehan, K. B., & Hoy, M. G. (1999). Using e-mail to survey internet users in the United States: Methodology and assessment. *Journal of Computer Mediated Communication, 4* (3).
Sheehan, K. B., & McMillan, S. J. (1999). Response variation in e-mail surveys: An exploration. *Journal of Advertising Research, 39*(4), 45–54.
Simari, R. M. (1995). Philanthropy and higher education: Women as donors. (Unpublished doctoral dissertation.) Hofstra University, Hempstead, NY.
Simone, S. A. (2009). Examining the influence of selectivity on alumni giving at public universities: A dynamic panel modeling approach. (Unpublished doctoral dissertation). University of Maryland, College Park, MD. Retrieved from http://ezproxy.msu.edu/login?url=http://search.proquest.com/docview/304924960?accountid=12598
Soper, D.S. (2017). A-priori Sample Size Calculator for Structural Equation Models [Software]. Available from http://www.danielsoper.com/statcalc
Spaeth, J.L., & Greely, A.M. (1970), Recent alumni and and higher education. New York. McGraw- Hill Publishing Co.
Stryker, S. (1968). Identity salience and role performance: The importance of symbolic interaction theory for family research. *Journal of Marriage and the Family, 30,*558-564.
Stryker, S. (1980). *Symbolic interactionism: A social structural version*. Caldwell, New Jersey: The Blackburn Press. (Original work published 1980).
Stryker, S., & Burke, P. J. (2000). The past, present and future of identity theory. Social Psychology Quarterly, 63, 284-297.
Stryker, S., & Serpe, R. T. (1982). Commitment, identity salience, and role behavior: Theory and research example. In W. Ickes & E. S. Knowles (Eds.), *Personality, roles, and social behavior.* New York, NY: Springer-Verlag.
Serpe, R. T., & Stryker, S. (1987), "The Construction of Self and Reconstruction of Social Relationships," in Advances in Group Processes, Vol. 4, E.J. Lawler and B. Markovsky, eds. Greenwich, CT: JAI Press, 41-66.
Suhr, D. (2006). *The basics of structural equation modeling*. Greeley, CO: University of Northern Colorado.
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, 7*(4), 307-332.
Tajfel, H., & Turner, J.C., (1979). An integrative theory of intergroup conflict. W.G. Austin and S. Worchel (Eds.) The Social psychology of intergroup relations. 33-47. Brooks/Cole: Pacific Grove, CA.

Tajfel, H., & Turner, J.C., (1985), The Social Identity Theory of Group Behavior, Psychology of intergroup Relations, Vol. 2, Steven Worchel and William G. Austin, eds. Chicago: Nelson-Hall, 7-24.

Taylor, A. L., & Martin, J. C. (1995). Characteristics of alumni donors and non-donors at a research I public university. *Research in Higher Education, 36*(3): 283-302.

Taylor, S., & Lynn, P. (1998). The effect of a preliminary notification letter on response to a postal survey of young people. Journal of the Market Research Society, 2(40), 165–178.

Thurow, L. C. (1969). The Optimum lifetime distribution of consumption expenditures. *The American Economic Review*. *59*, 324-330.

Tsao, J.C., & Coll, G. (2005). To give or not to give: factors determining alumni intent to make donations as a pr outcome. *Journalism & Mass Communications Educator. 59(*4), 381-392.

Turner, J. C. (1982). Towards a cognitive redefinition of the social group. In: Tajfel, H. (Ed.) *Social Identity and Intergroup Relations,* Cambridge University Press, Cambridge

Turner, J. C. (1985). Social categorization and the self-concept. *Advances in Group Process*, *2*.

Volkenwein, J.F & Sweitzer, K. (2006.) Institutional prestige and reputation among research universities and liberal arts colleges. *Research in Higher Education. 47,* 129-148.

Von Kotzebue, A., & Wigger, B.U. (2010) Private Contributions to Collective Concerns: Modeling Donor Behaviour. *Cambridge Journal of Economics, 34*, 367-387

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.

________________________. (2008). Characteristics of alumni donors who volunteer at their alma mater. *Research in Higher Education, 49*, 274-292.

Westbrook, R. A., & Oliver, R.L. (1981), Developing better measures of consumer satisfaction: Some preliminary results, *Advances in Consumer Research, 8*, K.B. Monroe, ed. Ann Arbor, MI: Association for Consumer Research, 94-101.

Westland, J.C. (2010). Lower bounds on sample size in structural equation modeling. Electronic Commerce Research and Applications, 9(6), 476-487.

Weintraub, E. R. (1985), General Equilibrium Theory, Cambridge University Press, Cambridge, MA.

Wilson, A., & Pimm, G. (1996). The tyranny of the volunteer: The care and feeding of voluntary workforces. *Management Decision, 34*(4), 24-40.

Zare, R. (2013). American Universities at Risk. *Angewandte Chemie International Edition*, *52*(1), 112-113.

# APPENDIX A – LETTER OF INSTITUTIONAL PERMISSION AND SUPPORT

UNIVERSITY OF
SOUTH CAROLINA

January 11, 2017

Office of Research Compliance
1600 Hampton Street, Suite 414
Columbia, SC 29208

Dear Members of the IRB Committee:

On behalf of the Division of Development, I am writing to formally indicate our awareness of the research proposed by Joseph Neary, a student and development employee at the University of South Carolina. We are aware that Joseph intends to conduct his research by administering an online survey to our graduate program alumni.

As Senior Associate Vice President for Development, I grant Joseph permission to conduct his research at our organization.

If you have any questions or concerns, please feel free to contact my office at (803)777-1663.

Sincerely,

Charlotte Parks
Senior Associate Vice President for Development

APPENDIX B –INSTITUTIONAL REVIEW BOARD PERMISSION

UNIVERSITY OF
SOUTH CAROLINA

OFFICE OF RESEARCH COMPLIANCE

**INSTITUTIONAL REVIEW BOARD FOR HUMAN RESEARCH**
**APPROVAL LETTER for EXEMPT REVIEW**

Joseph Neary
College of Education
Education Administration
Wardlaw
Columbia, SC 29208

Re: **Pro00064084**

This is to certify that the research study, "***Graduate School Alumni Giving: An Identity Salience Model of Non-Profit Relationship Marketing Success Approach***," was reviewed in accordance with 45 CFR 46.101(b)(**2**), the study received an exemption from Human Research Subject Regulations on **4/12/2017.** No further action or Institutional Review Board (IRB) oversight is required, as long as the study remains the same. However, the Principal Investigator must inform the Office of Research Compliance of any changes in procedures involving human subjects. Changes to the current research study could result in a reclassification of the study and further review by the IRB.

Because this study was determined to be exempt from further IRB oversight, consent document(s), if applicable, are not stamped with an expiration date.

All research related records are to be retained for at least three (3) years after termination of the study.

The Office of Research Compliance is an administrative office that supports the University of South Carolina Institutional Review Board (USC IRB). If you have questions, contact Arlene McWhorter at arlenem@sc.edu or (803) 777-7095.

Sincerely,

Lisa M. Johnson
IRB Assistant Director

University of South Carolina • 1600 Hampton Street, Suite 414 • Columbia, South Carolina 29208 • 803-777-7095

# APPENDIX C – GRADUATE PROGRAM ALUMNI SURVEY

April 10, 2017
Dear Graduate School Alumna(us),

I invite you to participate in a research study entitled Graduate School Alumni Giving: An Identity Salience Model of Nonprofit Relationship Marketing Success Approach. I am currently enrolled in the Educational Administration program in Higher Education at the University of South Carolina and am in the process of writing my Doctoral Dissertation. The purpose of the research is to determine the effects of identity salience on the philanthropic giving from graduate program alumni. This internet survey has been designed to collect information on your perceptions on your experiences as an alumna(us) of the Graduate School at the University of South Carolina.

You are being asked to participate in this study because you have earned a graduate degree from the University. Your participation in this research project is completely voluntary, you may decline this invitation altogether, and may skip any question you do not wish to answer. There are no known risks to participation beyond those encountered in everyday life. Your responses will remain confidential. Data from this research will be kept under lock and key and reported only as a collective combined total. No one other than the researcher will know your individual answers to this questionnaire.

If you agree to participate in this project, please answer all of the questions on the questionnaire as best you can. It should take approximately five minutes to complete.

As a thank you for your participation, all respondents who complete the survey will be entered into a random drawing for one of two $50 Amazon gift cards.

If you have any questions about this project, feel free to contact Joseph Neary at nearyj@mailbox.sc.edu or 803-777-2565. Information on the rights of human subjects in research is available through the University of South Carolina's Institutional Review Board at University of South Carolina 1600 Hampton Street, Suite 414, Columbia, SC, 29208; website: http://orc.research.sc.edu/irb.shtml; Thomas Coggins, Director, tcoggins@mailbox.sc.edu.

Thank you for your assistance in this important endeavor.

Sincerely,

Respondents were asked to rate their agreement with the following statements using the following seven point Likert Scale:

Strongly Disagree
Mostly Disagree
Somewhat Disagree
Neither Disagree or Agree
Somewhat Agree
Mostly Agree
Strongly Agree

1. While thinking of your graduate program at the University of South Carolina, please evaluate the following statements.

    a. I “talk up” my graduate program at the University of South Carolina to people I know.
    b. I bring up my graduate program at the University of South Carolina in a positive way in conversations I have with friends and acquaintances.
    c. In social situations, I often speak favorably about my graduate program at the University of South Carolina.

2. While thinking of your graduate program at the University of South Carolina, please evaluate the following statements.
    a. Being an alumnus from a graduate program at the University of South Carolina is an important part of who I am.
    b. Being an alumnus from a graduate program at the University of South Carolina is something about which I have no clear feeling.
    c. Being an alumnus from a graduate program at the University of South Carolina means more to me than just having a degree.
    d. Being an alumnus from a graduate program at the University of South Carolina is something I rarely think about.

3. While thinking of your graduate program at the University of South Carolina, please evaluate the following statements.
    a. I am satisfied with the education that I received while in my graduate program at the University of South Carolina.
    b. I am satisfied with the facilities at the University of South Carolina when I was a graduate student.
    c. I am satisfied with the manner in which I was treated as a graduate student at the University of South Carolina.
    d. I am satisfied with how the University of South Carolina prepared me for a career.

4. Thinking about your experience as a graduate student at the University of South Carolina, please indicate the number of scheduled social events that were sponsored by your department:

5. Thinking about your experience as a graduate student at the University of South Carolina, please indicate the number of scheduled social events that were sponsored by your department that you participated in:

6. While thinking of your graduate program at the University of South Carolina, please evaluate the following statements.
   a. My graduate program at the University of South Carolina values my contribution to its well-being.
   b. My graduate program at the University of South Carolina appreciates any extra effort from me.
   c. My graduate program at the University of South Carolina listens to any complaints I might have considering the University.
   d. My graduate program at the University of South Carolina would notice if I did something that benefited the University.
   e. My graduate program at the University of South Carolina shows concern for me.
   f. My graduate program at the University of South Carolina takes pride in my accomplishments.

7. While thinking of your graduate program at the University of South Carolina, please evaluate the following statements.
   a. People I know think highly of my graduate program at the University of South Carolina
   b. It is prestigious to be an alumnus of my graduate program at the University of South Carolina.
   c. People seeking to advance their careers should downplay their association with my graduate program at the University of South Carolina.
   d. Most people are proud when their children attend my graduate program at the University of South Carolina.
8. While thinking of your graduate program at the University of South Carolina, please evaluate the following statements.
   a. The University of South Carolina’s need for financial support from its alumni will be even greater in the future.
   b. State universities need the financial support of their alumni just as much as private universities.
   c. The University of South Carolina presently needs strong financial support from its alumni.

Respondents were asked to indicate their income range.

9. For categorization purposes only, would you please check the box that contains your approximate annual household income?
    a. Less than $25,000
    b. $25,000 to $49,999
    c. $50,000 to $74,999
    d. $75,000 to $99,999
    e. $100,000 to $124,999
    f. $125,000 to $149,999
    g. $150,000 to $174,999
    h. $175,000 to $199,999
    i. $200,000 to $249,999
    j. $250,000 to $499,999
    k. $500,000 or more

# APPENDIX D – PRE-NOTIFICATION LETTER

Pre-notification letter is adapted from a sample provided by Notre Dame de Namur Institutional Review Board website (Directories, n.d.).

April 17, 2017

Dear Graduate School Alumna(us),

In a few days, I will be inviting you to participate in a research study entitled Graduate School Alumni Giving: An Identity Salience Model of Nonprofit Relationship Marketing Success Approach. I am currently enrolled in the Educational Administration program in Higher Education at the University of South Carolina and am in the process of writing my Doctoral Dissertation. The purpose of the research is to determine the effects of identity salience on the philanthropic giving from graduate program alumni. This internet survey has been designed to collect information on your perceptions on your experiences as an alumna(us) of the Graduate School at the University of South Carolina.

You are being asked to participate in this study because you have earned a graduate degree from the University. Your participation in this research project is completely voluntary, you may decline this invitation altogether, and may skip any question you do not wish to answer. There are no known risks to participation beyond those encountered in everyday life. Your responses will remain confidential. Data from this research will be kept under lock and key and reported only as a collective combined total. No one other than the researcher will know your individual answers to this questionnaire.

If you agree to participate in this project, please answer all of the questions on the questionnaire as best you can. It should take approximately five minutes to complete.

As a thank you for your participation, all respondents who complete the survey will be entered into a random drawing for one of two $50 Amazon gift cards.

If you have any questions about this project, feel free to contact Joseph Neary at nearyj@mailbox.sc.edu or 803-777-2565. Information on the rights of human subjects in research is available through the University of South Carolina's Institutional Review Board at University of South Carolina 1600 Hampton Street, Suite 414, Columbia, SC, 29208; website: http://orc.research.sc.edu/irb.shtml; Thomas Coggins, Director, tcoggins@mailbox.sc.edu.

Thank you for your assistance in this important endeavor.

Sincerely, Joseph P. Neary

# APPENDIX E – FORMAL INVITATION LETTER

April 18, 2017
Dear Graduate School Alumna(us),

I invite you to participate in a research study entitled Graduate School Alumni Giving: An Identity Salience Model of Nonprofit Relationship Marketing Success Approach. I am currently enrolled in the Educational Administration program in Higher Education at the University of South Carolina and am in the process of writing my Doctoral Dissertation. The purpose of the research is to determine the effects of identity salience on the philanthropic giving from graduate program alumni. This internet survey has been designed to collect information on your perceptions on your experiences as an alumna(us) of the Graduate School at the University of South Carolina.

You are being asked to participate in this study because you have earned a graduate degree from the University. Your participation in this research project is completely voluntary, you may decline this invitation altogether, and may skip any question you do not wish to answer. There are no known risks to participation beyond those encountered in everyday life. Your responses will remain confidential. Data from this research will be kept under lock and key and reported only as a collective combined total. No one other than the researcher will know your individual answers to this questionnaire.

If you agree to participate in this project, please answer all of the questions on the questionnaire as best you can. It should take approximately five minutes to complete.

As a thank you for your participation, all respondents who complete the survey will be entered into a random drawing for one of two $50 Amazon gift cards.

If you have any questions about this project, feel free to contact Joseph Neary at nearyj@mailbox.sc.edu or 803-777-2565. Information on the rights of human subjects in research is available through the University of South Carolina's Institutional Review Board at University of South Carolina 1600 Hampton Street, Suite 414, Columbia, SC, 29208; website: http://orc.research.sc.edu/irb.shtml; Thomas Coggins, Director, tcoggins@mailbox.sc.edu.

Thank you for your assistance in this important endeavor.

Sincerely,

Joseph P. Neary

# APPENDIX F – SECONDARY FOLLOW UP LETTERS

Secondary follow up emails sent on April $21^{st}$ and April $23^{rd}$ ,2017.

April $21^{st}$, 2017

Dear Graduate School Alumna(us),
Recently, I sent you a letter asking for your participation in a very brief internet survey about your experience as an alumna(us) of the Graduate School at the University of South Carolina. The questionnaire should only take about five minutes to complete all of the items.

If you have not yet found a moment to complete the survey, I would like to encourage you to do so at your earliest convenience. The survey will close on April $23^{rd}$ at midnight EST.

Thank you for your help in completing my doctoral research.

Sincerely,

Joseph P. Neary

# APPENDIX G – THANK YOU LETTER

Thank you emails to all participants on April 17th, 2017.

April 24th, 2017

Dear Graduate School Alumna(us),
Recently, I sent you a letter asking for your participation in a very brief internet survey about your experience as an alumna(us) of the Graduate School at the University of South Carolina. I want to express my sincere thanks for your participation.

Sincerely,

Joseph P. Neary