Northumbria Research Link

Engagement: Exploring the Impact of Alumni Activity at Universities in the United Kingdom and the United States of America

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Abstract

The role of Alumni is becoming increasingly prominent within higher education as universities begin to turn their attention towards their former graduates to support and fulfil both the corporate and development aspirations of the university. Thus, universities are gradually working with their past graduates to develop and strengthen engagement, affiliation, and affinity with the aim of generating higher levels of – often financial-assistance from their alumni who are perceived as an asset of the university. It is apparent that as students some will develop a stronger affinity with the university than other students, and for some alumni, giving back has become a routine. But what has motivated them to exhibit such behaviour?

The purpose of the study is not to offer a direct comparison but to explore two distinct alumnus cultures. One, a historically renowned successful culture and two, an emerging culture beginning to become more established within organisations in the UK. The project addresses the following research questions:

1- To understand how alumni and alumni teams are integrated into universities in the UK and USA.
2- To explore how relationships are cultivated between alumni and universities through engagement.
3- Identify key motivations that can assist alumni teams to categorise alumni based on characteristics that may have been influenced through student experience.

The methodological approach of this study is in the form of a small group case study, with six institutions in both the UK and USA. Semi structured individual interviews took place with alumni and alumni representatives at each institution via telephone. Coupled with an information gathering questionnaire and document analysis the thesis draws on multiple data collection methods. The presentation of data and the findings have taken a narrative approach as many of the participants have their own stories to tell regarding their alumni engagement experience. The conceptual framework draws on the work of Bourdieu and his concepts of Habitus, Social and Cultural Capital. There are several key findings to emerge from the data collated during this research. The first being that the age of an alumnus dictates how engaged they are and by what methods. The second being that alumni teams are often under resourced and therefore resort to mass methods of engagement and communication over more personalised engagement. As a result, the alumni themselves must be proactive and see out engagement opportunities particularly in the UK. The final finding to emerge from the data was that the type of donation a university receives differs. Alumni donate both their time and money, and both are valuable assets to the university.

The purpose of conducting this research was to explore the alumni culture across two different education systems and countries. Gaining an

understanding of how alumni departments are integrated into a university and what effect this has on their ability to deliver a successful alumni programme with a credible image university wide. Building relationships are a key part of this process and the study aimed to explore how a relationship is cultivated and maintained between alumni and their former institution. The final objective of the research was to identify key motivations of why alumni engage and what this means for alumni teams. Motivations differ because of age and student experience, as a result alumni team's work hard to engage all their alumni.

Declaration:

I declare that the work contained in this thesis has not been submitted for any other award and that it is all my own work. I also confirm that this work fully acknowledges opinions, ideas and contributions from the work of others.

Any ethical clearance for the research presented in this thesis has been approved. Approval has been sought and granted by the Faculty Ethics Committee on 24/11/2014.

I declare that the Word Count of this thesis is 80,763 (excluding front matter and appendices)

Name:

Signature:

Date:

Acknowledgements:

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The raising of extraordinarily large sums of money, given voluntarily and freely by millions of our fellow Americans, is a unique American tradition... Philanthropy, charity, giving voluntarily and freely... call it what you like, but it is truly a jewel of an American tradition.

John F. Kennedy

Chapter 1: Introduction

"The principles of fundraising have not changed; it is our job as fundraisers and engagers to listen to the early published fundraising literature that highlights motivations of philanthropic activity and use these foundations to engage more alumni in the UK. What we as fundraiser need to do is to work with these early observations and make them fit for purpose – bring the motivations in line with millennial expectations. We also need to address the fact that the age range of alumni populations is varying, and we must not neglect those who have had given continued support for several years and may not resonate with new fundraising techniques. This is what keeps me in my role year on year, this ever changing dynamic and rewarding profession has changed over recent decades. It is important to recognise that the early published work surrounding this area, it has created solid foundations for fundraisers and engagement professionals alike at universities across the UK who are continuing to grow their alumni presence" (Harris, 2018).

University and Societal Impact

In recent decades the role of Higher Education (HE) within society has shifted away from governments treating it purely as a public service, to a commodity that can be bought and sold. Much has been written on the marketization and globalization of HE since the Browne Review was published in 2010. As public universities seek to rely less on state funding, the need for diversifying income streams has seen many turning to their advancement function for support. Competition for students and funding has intensified, forcing universities to focus their attention on their own profiles and presence within the education market. The current HE landscape has seen a drive for distinctiveness and clear market positioning of universities focusing their interest on shaping and leveraging their brand.

Changes to HE funding were implemented in 2012 in the UK, putting financial power in the hands of learner. Allowing learners to play an influential role, not only as a collaborator but also as an investor and a stakeholder, forced universities across the globe to pitch their own profile in a highly competitive environment. Universities have delivered on the educational aim of preparing students for the world of work, teaching young people about how 'industry creates national wealth' (DES, 1979) and that to achieve this, graduates must

leave university having reached 'maturity with a basic understanding of the economy and the activities necessary for British national wealth' (DES, 1977). By encouraging students to graduate and explore industries outside of their specialist field, universities are positioned within society to feed economic growth, ensuring that there is a workforce capable of leading highly skilled industries.

The branding and reputation of HE institutions has in recent decades been prioritized during student recruitment, enabling universities to have a greater presence within the sectors they operate in and service. Research into the purpose of universities has focused on how universities provide students with a place to build networks and generate knowledge, both of which will serve them personally and professionally for years to come. Hall's (1999) analysis of British social capital and social networks follows the earlier work of Putnam, which suggests that the social capital demonstrated across society in America is on the decline (1995). Hall expressed a profound interest in 'the extent to which individuals have contact with others' (1999, p.418). Universities offer students several courses and activities that promote relationship-building, both formally and informally, while pursuing a common goal of graduating with a degree. Social interaction and network generation comes in many forms; club membership, volunteering and charitable giving, all of which are available during a student's university experience, creating a robust networking environment for them to take part in.

Putnam's (1995) work also examines the impact on sociability and available leisure time. Students have a considerable amount of leisure time, with the freedom to choose how they spend it, such as through sport or joining an extra-curricular club. Alongside activities, student live in a communal setting with their peers in dorm rooms, where communication and relationship-building are key to increasing patterns of sociability and improving network connections. Facilities such as gyms and sports centers are often open to the community, so students and the public interact, building networks outside of the university. Hall's (1999) analysis of the strength of social networks in Britain has been attributed to three main factors; significantly expanded access to HE; a less rigidly stratified class structure; and a government action to support community

investment. The level of social capital an individual has is often linked to the community that they thrive in and universities provide several engagement opportunities for students.

Universities have not only diversified their teaching streams; they have also chosen to utilize their professional services, including Careers and Advancement, to enhance their appeal in competitive HE markets. Alongside individual branding, many have chosen to build fruitful partnerships with leading industry sectors, enhancing their position in the recruitment market. Many universities recruit volunteers often their own alumni from corporate organizations, with the outlook of building relationships across a broad range of sectors (Wilding, 2003). This is coordinated through Advancement Teams, working to understand what graduates have gone on to do after university. Many have expanded their operations functions to include a Prospect Research Team, which is responsible for tracking alumni career paths and linking university projects with alumni interests.

Much of the volunteering taking place at universities is driven by alumni teams, through mentoring programs and industry placement schemes. There is an increasing need to encourage and enable those previously not engaged in volunteering to donate their time. Many advancement teams are working to become more integrated into their local communities by building partnerships with local businesses to increase volunteer pools and boost graduate prospects, contributing to the workforce that drives the British economy. Many businesses support this model by allowing their employees time off work (paid or unpaid) to undertake voluntary work. In recent years, the UK government has been active in encouraging business organizations to support the concept of volunteering. In 2000, Tony Blair pledged that employers should be encouraged to release staff for one day a year to undertake volunteering activity. This was reiterated by Gordon Brown in 2006, when he set a challenge to industrialists in Britain to work towards a position where 'every employer has a volunteering scheme for their employees' (Brown, 2006). There are now many varied programmes in place to assist employees to volunteer, either during work hours or in their own time. Such schemes are described in several ways, most commonly as 'Employer Supported Volunteering' (ESV).

Over the last 10 years, many ESV schemes have been introduced in the UK. Consequently, several universities and charities have prioritized the scheme and used it as a tool to re-engage with alumni. ESV is becoming one of the fastest-growing areas of voluntary activity in the UK (Volunteering England, 2005), throughout Western Europe (de Gilder et al., 2005) and North America (Miller, 1997; Lantos, 2001; Hess et al., 2002). The growth in ESV is part of a much larger movement to encourage the commercial and public sectors to become more socially aware and accountable for practicing ethical business. Employers are increasingly realizing that they have responsibilities to several stakeholders (Bloom and Gundlach, 2001). The chosen partner organizations are expected to exhibit ethical behavior and moral management, and to focus on the social impact of their activities. Integrating these issues with business operations and strategy is known as 'Corporate Social Responsibility' (CSR), presenting university advancement departments the opportunity to build a relationship with leading businesses within the community they serve. Hess et al. (2002) identify three categories of drivers behind CSR: 1) Competitive advantage; as traditional sources of competitive advantage become more accessible and less significant, improving corporate image through CSR provides firms with harder to imitate and less tangible sources of competitive advantage. 2) The moral marketplace; successful firms respond to changes in the attitudes of consumers and other stakeholders. There is evidence of growing public support for CSR strategies, which creates certain obligations for managers, given the importance of graduate recruitment in leading industries. 3) Comparative advantage; some corporations have developed a unique combination of knowledge and resources that provides them with a comparative advantage over other organizations and even governments, enabling them to respond to societal problems, including employment and social mobility.

As more organizations acknowledge philanthropic responsibility and integrate this into their business strategy, the business case for ESV is becoming increasingly recognized and the trend is likely to continue, with universities being a leading recruiter for support, leveraging their alumni relationships to acquire the most promising partners (Phillips, 2000). To accomplish this, many businesses and universities have adopted 'cause-related

marketing', particularly within university fundraising, demonstrating the mutually beneficial nature of working alongside – and being closely linked with – not-for-profit/voluntary organizations (File and Prince, 1998; Dupree, 2000). Despite being difficult to quantify its impact, there is evidence to suggest that ESV benefits business organizations, employees, voluntary organizations and society in general.

As a result, ESV has been described by several commentators as a 'win-win' situation (Steckel et al., 1999; Phillips, 2000; Brewis, 2004; Lovell, 2005). ESV demonstrates a real commitment to the local community and has an impact on the perceptions of customers and other stakeholders, such as employees and suppliers. Establishing contacts with nonprofit organizations, including universities, not only creates a positive local profile (Rose,2002) but can have an affirmative effect on corporate image and reputation (Geroy et al., 2000; Porter and Kramer, 2002). Through increasing profitability and brand reputation, a company's competitive edge increases (Lovell, 2005). Consumers might be more eager to do business with those organizations that are ethical and have a social conscience (Lantos, 2001). ESV makes sound business sense in other ways; it provides employees who volunteer with an external perspective, exposing them to different environments and challenges (Rose, 2002), and enables them to make useful contacts outside the organization (Geroy et al., 2000). This external influence enhances the ability of volunteers to identify more innovative approaches in community schemes and has a positive impact on employees' perceptions of the work organization (MORI, 2003; Brewis, 2004).

Those involved in ESV are more committed to the organization. Engaged alumni fall into this category, as they are keen to impart their skills onto others (de Gilder et al., 2005). Being part of an organization involved in ESV has a positive impact even on those who do not participate, building a greater loyalty among staff (Rose, 2002; Tuffrey, 2003; Carroll, 1990). This commitment to the organization may be a factor in employee retention; advancement departments in the US have more staff than their UK counterparts. Many of those staff have attended university themselves, showing a loyal commitment to both the profession and the organization. Several academics report that ESV: cuts

employee turnover, allowing organizations to retain high quality employees (Caudron, 1994; Miller, 1997; Phillips, 2000; Backhaus et al., 2002; Hilpern, 2004); fosters job satisfaction (Phillips, 2000); and raises staff morale (Romano, 1994; Miller, 1997). Employers benefit, as ESV boosts not only morale but also productivity (Finney, 1997; Miller, 1997). ESV is also an important Human Resources tool; it aids in recruitment, enabling organizations to attract better employees (Caudron, 1994; Phillips, 2000; Backhaus et al., 2002); and facilitates employee development by helping employees to develop job-related skills such as teamworking (Wild, 1993; Miller, 1997), leadership, greater social awareness (Lovell, 2005) and interpersonal skills (Finney, 1997). Acquiring relevant work-related skills through volunteering can be a low-cost answer to corporate training needs, so organizations rely less on expensive training programs or professional staff development seminars (Geroy et al., 2000; Peterson, 2003). Not only does the employer benefit from ESV but so do employees.

Employees themselves see the benefits of volunteering in enhancing work-related skills through taking on new roles and bringing newly-acquired skills back into the workplace. Both advancement teams and alumni can acquire and distribute valuable social and cultural capital through taking part in EVS. Most frequently cited are transferable skills, such as communication (Geroy et al., 2000; Rose, 2002; Brewis, 2004), time management (Rose, 2002) and leadership (Brewis, 2004) – key skills that many students seek to gain from university to prepare for their next venture, which is often employment.

Volunteering schemes in UK universities are made available to employed staff, students and alumni. As well as the benefits of ESV outlined above, staff involvement in volunteering is particularly important, as their participation exemplifies the university's commitment to reaching out to all sections of the community, including alumni. Staff volunteers and alumni act as ambassadors for university outreach programs. Some staff are proactive in developing and leading projects with student teams (often, but not always, subject-related). Additional benefits to the university include: developing contacts outside work-related networks; raising the profile of the department; boosting kudos through

faculty-based education programs; and building links with organizations that may help build the university as a business (HEFCE, 2006).

The Role of Alumni

Universities play a crucial role in the Higher Education (HE) system in many countries. Their task is to pursue and transmit advanced knowledge to the wider student audience. In order to achieve this a university requires faculty, students and teaching facilities. To create a basic academic community there are some key supporting services throughout including; keeping records, servicing of buildings and equipment, staffed libraries and so forth. In addition to those employed in these services, many universities have chosen to employ a full time Development and Alumni Relations Team (DARO). The role of the DARO team is to engage alumni to support the university, this is often done in several ways for example alumni are often engaged through events and fundraising campaigns.

Universities are become more dependent on the work of such teams, as operating budgets increase, and government funding is on the decline it is vital that universities explore and gain a greater understanding of what influences their alumni to engage and donate to the university. The United States of America (USA, US or America) has seen a significant benefit from investing in alumni relations teams (also known in the USA as Institutional Advancement). The United Kingdom (UK) has seen little investment, many universities have recently chosen to bolster their alumni offerings with the aim of increasing philanthropic activity amongst their alumni.

Some of the factors which increase motivations for alumni involvement are felt at a national level; for example, general prosperity, and the rate of inflation. There are also several university specific factors that have a level of influence on how and why alumni engage with their alma mater; they include university leadership, student academic success, and even the sporting prowess of the university. Over recent decades philanthropic activity has risen significantly and has become a key focus for universities as they move forward with their strategic visions. The role of the university within HE has changed both in the UK and the USA. In a report published by the Carnegie Council on

policy studies in HE states that higher education has fallen into the grip of a new academic revolution. The USA saw the changed much earlier that the UK. In the 1970's the educational trend in the US was for universities to become research focused something that is a far more recent adjustment in the UK (Trends In Post-Secondary Education, 1970). In the 1980's universities in America realised that research publications were not enough and if they wanted to remain competitive, they must adjust to the market they wished to capture (Magarell, 1979).

Both countries have seen their educational funding reduced, both have had significant governmental changes and will continue to do so in the future. The recent introduction of tuition fees at universities in the UK has not had a negative impact on the student enrolment figures. The universities in the US have been faced with a different problem over recent decades, they have been faced with considerable amounts of university closures. It has been well documented that without the vast support of the alumni population, who have a vested interest in the welfare of the university, the staff and the students, and what it means to the wider community many more universities would have fallen to the same fate.

Roger W. Heyns, during his term as president of the American Council on Education echoed this view:

'To the institutions, individual donor gifts may well mean the difference between high-quality education, research, and services or mediocrity (in some cases even survival). Higher education in this nation owes its beginnings to the generosity of private benefactors. Even though the succeeding decades have seen increasing governmental support and funding, the contributions or private donors, remain essential to the financial health of all colleges and universities, both public and private' (Levi & Steinbeck, 1974).

Philanthropy is a growing concept in both countries, the USA more so over recent decades. According to Giving USA (2016) the total charitable giving exceeded $390 billion, with the donations from individual making up a large portion of this figure. The report also provides an insight into the giving trend within America, for the sixth time in the last four decades all major philanthropy

subsectors saw increased giving. Education alone saw a fifteen percent increase, the generosity of educational gifts reached a staggering $60 billion dollars in 2016. While these numbers seem impressive, the uncertain economy will play a pivotal role in supporting a continued increase of positive giving not only in the USA but also to higher education institutions across the globe. With increased competition from other charitable causes and the shift in attitudes to the supporting of higher education, many universities are likely to continue seeing a positive philanthropic trend across all aspects of HE not only in their fundraising teams.

The first research into alumni engagement was published in 1961, since many researchers have attempted to identify the key aspects of a successful engagement and fundraising programme (Taylor & Martin, 1995). From the use of qualitative case study research to quantitative analysis of institutional advancement data, attempting to identify common characteristics and themes that are attributed to creating a successful fundraising programme. The aim of such research was to highlight best practice in the field and publishing findings that could be shared with other practitioners in the industry across the globe. Harrison (1995) found that the more a university spent on their fundraising strategy, the more money they raised. However, universities do not have control over donor engagement, they can facilitate the relationships but there is no guarantee that a gift will be made. Universities can work hard to engage donors by aligning departmental projects for external alumni to support, creating captivating cases for support that meet the needs and philanthropic interests of the needs of both the donor and the universities.

There are several studies that have focused primarily on donor demographic characteristics have yielded very little in the way of results and identifying what characteristics an engaged alumnus or donor possesses. Watsyn (2009) demonstrates that there is a positive correlation between the age of an alumni and their giving status. This supports the finding that as earning potential of alumni increases, they become better equipped and more inclined to donate. Other research (Werts & Ronca, 2009) has also shown that income banding is also a significant indicator of donor status and capacity. However, this study did not consider motivations and the likelihood of

engagement and size of contributions made. Thus, this research provides very little in the way of useful information to alumni teams working towards the goal of increasing levels of participation and increasing regular giving through their alumni.

It is the current research consensus that age (chronologically or in years since the alumni graduated), and income are the most common predictors of giving behaviour (Sun, Hoffman & Grady, 2007). It is through further research that it has become apparent that there is a lack of insight into other donor characteristics, which focus on student experience segments of the alumni's time at university. Monks (2003) highlighted that marital status can also predict donor status, however this is an area that requires further exploration. The literature in this area highlights a few contradictions (Sun, Hoffman & Grady, 2007), for example suggesting women are more inclined to give, and other research suggesting that gender is not a definitive predictor of alumni giving. Research conducted by McDearmin and Shirley (2009) suggests that alumni who live closer to their alma mater after graduating have a higher probability of being both engaged and donors. This specific research was conducted by collating data for American state universities, many of the other research has been conducted on an US data population and it becomes difficult to generalise the data to the international alumni community. McDearmin and Shirley (2009) also identified a positive correlation between students who had a student loan whilst at university and their status as a donor, other research contradicts by highlighting the opposite. Much of the research surrounding alumni traits relates predominantly to donor status and not to characteristics of their engagement and motivations, with much of the research contradicting itself. In additions the studies that have been conducted and published, that support or dispute the correlations that have been identified have been conducted using a single institution and have not been reproduced on a larger scale making it difficult to draw generalizations from the data.

There have been several researchers who have explored the attitudes of alumni and how they have an impact on how alumni engage and also giving behaviour over recent decades. As a result of this research many alumni professionals have drawn more promising conclusions for alumni expansion of

the alumni profession particularly at UK universities. The concept of alumni engagement, or how well-connected alumni choose to be with their alma mater, is of significant interest to both practitioners and researchers alike, this is particularly true for the profession in the USA were much of the early research has taken place. Clotfelter (2003), Gailer (2005), Hoyt (2004) and Monks (2003) are amongst the researchers who have concluded that students who attend university and are engaged with activities have a higher probability of carrying on this trend when they become alumni. Other studies surrounding this theme have indicated that engaged alumni are more likely to be financial donors and support the capital fundraising campaigns of their alma mater (Weerts & Ronca, 2009). In the most current published research, it clearly states that there has been an establishment amongst attitudinal variables and the most significant is that of student experience and has become a key indicator of donor behaviour. There are very few DARO teams who play a direct role in impacting student experience that their alumni received, this is very much the case for alumni who graduated some time ago. It has become the agenda of several alumni teams in the UK to become more involved with students while at university, in doing so they increase the likely hood of those students becoming engaged alumni in the future.

From the published work a strong consensus has emerged surrounding the importance of alumni engagement and understanding what the motivating factors behind these actions are and the impact that it has on university fundraising. As a result, universities across the globe have chosen to invest time and resources into understand their alumni, helping to focus on why some are engaged and other not so much. The research that surrounds this topic is somewhat problematic for the practitioners in this field for a number of reasons. The first being, there is very little research available that has been conducted; in most cases institutions conduct their own research and never publish their findings. Secondly, little, if at all any of the known research into alumni engagement is generalizable. Most of it has been conducted on a one university at a time basis, using unique methodologies and data sets specific to the institution. Finally, almost all the research surrounding alumni engagement and giving trends, comes from self-reported attitudinal behaviour reported by

individual institutions, limiting the sample size and opening the research up to response bias.

As the alumni industry in the UK remains without an industry wide benchmarking that focuses purely on alumni engagement by using behavioural data collated through individual universities. It has become increasingly difficult for alumni teams to quantify the work they are doing, there remains an in consistency between the engagement and giving levels at many universities. In the UK the Council of Advancement for Secondary Education (CASE) created the Ross-CASE survey in 2002, a benchmarking tool for UK universities to address the gap of reporting on philanthropic activity. The most recent report published in 2017 shows that HE institutions in the UK have has a record-breaking year of funding. Many have received donations from alumni, local donors, and support from Trust and Foundations. Such a positive shift has encouraging signs; however, UK universities should pay attention to earlier research suggesting the importance of understanding the disengaged alumni as they form a large segment of the alumni population.

Focus and Rationale of the Study
Focus

One of the key components of fundraising programmes at universities is their alumni. Many have adopted fundraising strategies that aim to raise money and support on a regular basis, this usually takes place through an annual fund operated by the alumni team. The annual fund plays a pivotal role and is an avenue for communications between the university and its former students, if executed successfully universities receive financial gifts and an increased engagement reach.

Increased financial support from alumni to their alma mater is often a concern for most development teams, there have been very few attempts to understand the motivational drivers that indicate why alumni engage in the way that they do. The domain of donor engagement and motives is an area which requires more research. Investing in research that assists in identifying a common motive amongst the alumni community may also lead to the success of annual fund programmes, capturing alumni reengagement and donations to an

unrestricted cause. Therefore, the purpose of conducting this research us to explore the motivation behind alumni involvement with their *alma mater* after they have graduated. Investigating alumni motivations further will highlight the ways alumni are remaining involved with university life and how they also contribute to current students at the university. Exploring the motivations of alumni who remain involved will give a better understanding of why alumni are willing to take part in the alumni organisation and inform the development of marketing strategies that will appeal to the current and future alumni who graduate from their institution.

Rationale

The future of HE institutions remains uncertain they are faced with the threat of undefined enrolment numbers, inflation, and declining government funding, and all of these external factors have a profound impact on how a university is able to operate. Universities are reliant on the tuition fees as an income generation method, and with an uncertainty of the cost year on year universities in the UK are looking at other ways to ensure they can remain competitive with the services they offer. Universities must develop programmes to counteract the negative repercussions that have an impact on the operational stability of the university against their peers. Such a programme does exist at many universities, it comes in the form of solicitation of support from alumni.

The engagement and offering of financial support by alumni to universities has played a significant role in the development of many American universities since the creation of HE in the country. For universities to implement and sustain a strong solicitation strategy, they must capture the personal values and beliefs of their alumni making them more willing to support the university needs. Providing an in depth understanding of people's individual reasons being engaged or disengaged with their alma mater, will allow universities to better understand their alumni demographic better. As a result, universities will be able to utilise their resources better, targeting their efforts based on donor demographic profiles.

The alumni activity at universities in the UK are beginning to pick up pace and the value of the alumni teams are becoming an integral part of providing the

university with the capabilities to advance. Many of the graduates have a limited knowledge of what their alumni association can do for them and vice versa after they have left university. In Britain only a small cohort of universities have built up a strong alumni following. These universities belong to the Russell Group universities, the group was created in 1994 and is made up of 24 British public research universities. The universities who are part of this group all share a prestigious academic reputation and they are located across the United Kingdom. Many students who receive a Russell Group education develop a strong affinity, while they are students, and this often carries through to their alumni days. At American universities the affiliation levels are strong regardless of their level of prestige. Students see the university experience as a creation of their identity and an opportunity to gain a different life experience. In both countries' education helps to shape the identity of the graduated they deliver into society, it is this experience that often defines their future life choices.

Aims and Structure of the study

The aim of this research is to provide an insight into the alumni culture at universities in the UK and the USA, to achieve this the study must deconstruct the motivations of alumni, the resources and what this means for the university moving forward. My curiosity developed, when I returned to the UK after studying for four years at an American university. As a newly affirmed alumna, who was about to enrol onto a master's course in the UK I began to question what the purpose of alumni in the UK was. I had first-hand experience engaging with alumni while a student, and these interactions were crucial as I formed a positive perception of the support alumni provided to the university. As a result of personal experience and embarking on a research journey, I began to ask myself 'why do alumni not seem as active at UK universities?' and 'what makes the US universities models for alumni engagement?'

For the purpose of this study I have developed a broad overarching research question; *what do universities want to gain from engaging their alumni and what motivates alumni to do so?* The research will provide a critical analysis of university alumni resources, an in depth understanding of alumni motivations and how universities can categorise based on motivation to utilise their resources more effectively especially in the UK were often resource is

limited. The study explores the alumni culture at six institutions using a small group case study approach, with three institutions participating from each country. The data will be collected using information gathering questionnaire, semi structured interviews and document analysis to capture the participants and institutions perceptions.

The research objectives of this thesis are:

4- To understand how alumni and alumni teams are integrated into universities in the UK and USA.
5- To explore how relationships are cultivated between alumni and universities through engagement.
6- Identify key motivations that can assist alumni teams to categorise alumni based on characteristics that may have been influenced through student experience.

Often alumni relations can be taken for granted at American universities, due to strong historical traditions that have built up over time. This is something that lacks at several UK universities, many are trying to rectify this and have increased their alumni activity significantly over the last decade. The literature surrounding alumni focuses more on individual institutions conducting specific research that relates to that institution, it does not categorise common characteristics, nor does it make any suggestions about grouping alumni based on characteristics they display.

Theoretical Framework
Cultural Capital and Personalised Capital

The concept of cultural capital is attributed to Bourdieu's works on educational inequality, social and cultural reproduction, and his theory of distinction. Bourdieu (1997) distinguished three forms of cultural capital: embodied, objectified and institutionalised. Embodied cultural capital consists of a set of acquired and socialised bodily and mental dispositions, such as knowledge, competence, preferences and practical actions, which constitute core properties of the individual (Bourdieu, 1997). Children often acquire such skills from their parents and their immediate environment through the gradual process of learning and adapting to particular cultures, rules and norms. The

accumulation and ascription of embodied cultural capital provides the necessary foundation from which the individual can consume cultural goods and aesthetic experiences, which is known as 'objectified cultural capital'. Institutions accord certified recognition of the embodied cultural capital possessed by individuals (Bourdieu 1997). Examples of institutionalised cultural capital include degree certificates and academic transcripts. Cultural capital in its various forms has an exchange value, particularly in the labour market where it is converted to economic capital (jobs and income) by serving as a general indicator of suitability for particular employment (Bourdieu 1984). Furthermore, it acts as a status marker, conferring owners of cultural capital with symbolic power to legitimate their values, tastes and practices as superior within a particular site and to downplay values, tastes and practices of subordinated others (Bourdieu 1984). Exclusive access to higher valued cultural capital offers individuals and groups distinction, which sets them apart from others who do not occupy the same position of privilege.

Legitimacy to impose certain forms of cultural capital as dominant is established through ongoing power relations within hierarchical social systems which Bourdieu (1984) termed as fields. Fields are where groups compete to maximise resources to monopolise positions of relative advantage. Bourdieu and Passeron (1977) described how the field of schooling in France during the 1960s reinforced the legitimacy of the dominant collective by systematically rewarding the embodied cultural capital of middle-class students. The students' embodied cultural capital reflected their privileged personal habitus, consisting of valued habitual schemes of thought, perception, appreciation and action (Bourdieu & Passeron, 1977), shaped by the family and the immediate social environment since early childhood. As the students were familiar with the dominant cultural capital in school, they were able to perform well in school examinations and proceed to higher levels of education. On the other hand, their working-class counterparts were said to be disadvantaged in the school system, as they were ill-prepared to absorb cultural capital different from their own. Bourdieu (1997) theorised that the cultural advantage middle-class students have translates to economic and social advantages in the labour

market as employers of elite jobs value the embodiment of privileged cultural capital.

Habitus is a distinct concept that plays a significant role in Bourdieu's sociological approach of field theory. The concept of habitus emerged through much sociological experimentation. Humans are free agents, but often base their decisions on the attitudes and behaviours of others who have had a level of influence (including family and peers). Willis (1977) suggests that the social practise that humans display is characterised by regularities. For example, middle class people will remain in middle class jobs and employment opportunities due to their personal desire to increase both cultural and economic capital despite there being no evidence to suggest rules within society that dictate such practices. This raises the questions that the concept of habitus aims to answer. For this study, habitus reflects how the social structure (the upbringing of the alumni) or individual agency (the university) can work together to shape each other.

Bourdieu defines habitus as a property of the actors, structured through their past and present circumstances, including family upbringing or educational experiences. It is possible that the habitus a person exhibits can influence the present and future status of that individual. In this study, the concept of habitus is a theoretical underpinning that provides an explanation of how lived experiences can impact the path of an individual and encourage them to make certain decisions based on specific individual influences. Alumni with a university education and who have had an upbringing supportive of academic endeavours are more inclined to understand the complexity of university engagement and fundraising, and are therefore more willing to take part, as they view it to be a norm based on their lived experiences.

Bourdieu described habitus as a structure; it is systematically ordered and things do not occur at random. The structure of habitus is connected through a system of dispositions, which generate a person's perception, appreciations and practices (Bourdieu, 1990c p.53). The term disposition is crucial here, as it brings together Bourdieu's philosophical ideas of structure and tendency:

"It expresses first the result of an organising action, with a meaning close to that of words such as structure; it also designates a way of being, a habitual state (especially of the body) and in particular, a predisposition, tendency, propensity or inclination" (Bourdieu, 1977b p.214).

The dispositions described by Bourdieu are deeply rooted in an individual's upbringing. His concept of habitus does not work alone; it works in conjunction with capital. Students attend university to acquire or mobilize capital and their upbringing plays a role in the capital they possess. Alumni view the role of university differently because they have already gained both social and cultural capital through attending, and now want to engage their capital to support others.

Bourdieu defines social capital as: the benefits that have emerged from preferential treatment of individuals and groups within society (1983). An example of this is the preferential treatment of a student based on their family connection to the university, allowing the student to enrol even though they lack the grades required for entry. The social network that is created has both the value and the purpose to assist an individual in their accomplishments. Social capital is also viewed by some as a mechanism to reproduce class inequalities among groups in society. Bourdieu believes that the wealthy and powerful use their old boys' network (social capital) to maintain advantages for themselves, the social class they belong to and their family.

Coleman (1998) on the other hand, views social capital in a more functional way. He sees it as a variety of entities with two common elements: they all consist of a social structure; and they facilitate certain actions of the actors within this structure. Valuable networks, relationships, social norms and trust generate social capital, Coleman sees social capital as a natural resource, dependent on the person using it and what they are using it for. Putnam (2000) believes social capital refers more to the collective value of all social networks and the inclinations that arise from a network, to do things for people within that chosen network.

All three distinct viewpoints can be linked to the psychology behind alumni affairs and engagement. Alumni are part of a wider social network and

are willing to help each other, and others introduced into the network, because as an alumnus of an institution, they have a common link. The ideology that is clear in Bourdieu's work can be applied to the old established cohort of universities that pride their alumni affiliation as a mechanism of social status.

The literature surrounding Bourdieu and philanthropic field provides a critical analysis of actions of individual donors and status groups who employ strategies to create symbolic distinctions. It is through these distinctions that individuals can develop their personal and collective prestige. Universities give alumni the opportunity to enhance prestige by bestowing upon donors recognition for their gifts. In today's society, almost everyone is able to make a charitable donation or volunteer. However, the upper-middle class may distinguish themselves by giving to cultural institutions and international organisations, such as traditional universities, which are less accessible to working class people (Ostrower, 1998). Middle-class individuals' judgements on charitable giving can reveal class sentiments of superiority over the working class. As a result, working-class individuals' chartable judgments and habits are aligned to services which they have interacted with, including hospitals and local museums. This counters the negative perception that their philanthropic tendency's are only associated with compassion, care and national patriotism which has become part of their everyday life and part of their self-made habitus (Skeggs, 2009).

Bourdieu's concept of cultural capital is vague and general, often lacking details of how the individual can employ particular knowledge, skills, dispositions and credentials to achieve desirable employment and status outcomes in a certain context (Sullivan 2001; Lamont & Lareau 1988). Brown and Hesketh (2004) argued that Bourdieu's concept of cultural capital is a blunt instrument when applied to explaining recruitment into knowledge jobs, i.e. highly skilled and high-paid jobs requiring innovative and creative application and development of knowledge to produce work outputs. They argued that these jobs are relatively scarce and that candidates undergo rigorous rounds of selection and elimination because they often share similar hard cultural currencies in the form of advanced credentials and/or work experience. Brown and Hesketh (2004) explained that personal soft currencies, that is, an

individualised set of employer-valued qualities, including good inter-personal communication skills, self-confidence, drive and a charismatic personality, are equally important. These, together with hard currencies, constitute a unique combination of personal capital, which provides finer distinctions between equally privileged holders of valued cultural capital. The key point is that the conversion of privileged cultural capital to superior income, jobs and status, is not a straightforward and deterministic process; it requires ability and choice to individualise strategies aimed at crafting an image of the complete employee. Brown and Hesketh (2004) describe the 'complete employee' as having high technical competence, exclusive qualifications and excellent personal soft qualities. They also note that graduates manage their personal capital in different ways, based on personal integrity, intrinsic interest and need for self-development. This was not qualified with hard evidence, so it is difficult to evaluate their assertion on graduates' non-pecuniary motivations of enhancing personal capital.

Brown and Hesketh's critique of Bourdieu's cultural capital seems to be directed at the more concrete and tangible aspects of cultural capital, found in the objectified and institutionalised state. They understate that the personal capital – which they described as crucial to gain a competitive edge over other graduates – is similar to Bourdieu's conceptualisation of cultural capital in the embodied form. For example, the art of performing well in a job interview can be attributed to personal embodiment, such as valued interaction style, personality and impression management skills, which are transmitted from the familial and learning environments and internalised into the self. The only difference seems to be Brown and Hesketh's emphasis on deliberate and rational personalisation of embodied cultural capital, as opposed to Bourdieu's focus on logical, 'taken-for-granted', daily presentation of the embodied self. This reflects their opposing ontological view of the student and graduate. Brown and Hesketh conceptualised the agent as primarily rational constantly weighing choices in relation to their efficacy in maximising relative satisfaction, whereas Bourdieu viewed the individual as predisposed to certain routine actions without much deliberate or conscious planning towards an instrumental end (Ball, 2003).

Ball (2003) argued that cultural predispositions and rationalism are not mutually exclusive in shaping middle-class practices and strategies within the education arena. Actions derived from perceived common-sense necessity are still made with some degree of practical and material considerations (Ball, 2003 p.23). For example, the capacity to pursue life chance aspirations through participation in higher education is dependent on the availability of sufficient resources to mobilise (Devine, 2004). Nevertheless, this does not dismiss the fact that graduates place different degrees of attention and motivation to utilise and portray a certain combination of hard and soft cultural currencies, which may help them outperform comparable others in pursuit of superior economic and symbolic capitals.

Society is a complex entity; everyone becomes part of a wider cohort; however, they remain true to their own moral judgements and philanthropic choices. Individuals are reflexive, each with their own moral concerns, which often emerge whilst navigating both the constraints and opportunities presented throughout life. It is within the context of an individual's life that their personal endeavours are an indication of their moral decisions and ultimately their altruistic actions, and how embedded they are in their lives at any given time (Archer, 2007). This thesis aims to provide an understanding of everyday morality and the impact that it has on altruistic actions by contextualising both the significance and meaning of philanthropic behaviour in relation to a particular life event. It draws on the theoretical framework of Pierre Bourdieu's concepts of habitus, capital and field, to offer a critical perspective of how relationships between individuals and organisations can be multi-transactional, enabling graduates to transform their pure economic capital (gained through attending university) to cultural or symbolic capital. For example, prestigious university alumni may exhibit refined cultural tastes through engagement with and donations to art galleries, ballet and theatre.

The logic behind symbolic exchanges contains a level of social experimentation, transforming power relations from domineering to legitimate moral relations. Universities are in a unique position as they also hold charitable status. By associating with a wide range of donors and alumni like a charity, they set their sights on individuals who already have notions of care,

benevolence and duty, making those individuals appear more altruistic and morally upright members of the community (Ostrower, 1998; Shapely, 2001). The media provides a stage to massage the egos of philanthropists actively associated with the sector; new buildings and foundations are set up in their honour. For some, the belief in gaining religious salvation is high and their eligibility for tax deductions are also important benefits. However, the reward that donors receive is the symbolic status of being recognised as an altruistic person. As a result, they are enhancing their presence within a community (Collins & Hickman, 1991).

Alumni teams work with several altruistic behaviours as each alumnus is an individual. Charitable giving plays a part in many alumni teams across the globe and encompasses two opposing truths of giving: giving as a subjective and experimental act of disinterestedness, and altruism as an objective structural way to accumulate and exhibit power, prestige and authority. Bourdieu (2000) argues the two truths are contradictory and the only way to sustain both is through individual and collective forms of deception: creating a fiction of spontaneous and disinterested giving, where individuals in a community deliberately fail to recognise and repress the economic bias that is attributed to the gift exchange. Collins & Hickman (1991) note that while social events like alumni reunions are legitimate and allow for donating to take place, they serve the individual more, as they allow them to sustain and develop their own cultural and social capital. Many fundraising events, including alumni reunions and gala dinners allow high status donors and high society individuals to indulge in mutual admiration for each other's achievements, charitable contributions and network with business and social elites.

While individuals do not always act in a reflexive and rational manner, their actions are shaped by their habitus (personal qualities, dispositions and character) in the social field they are part of. As a result, the individual can have a 'feel for the game'; they are able to plan and improvise in situations to accumulate more economic and symbolic capital (Swartz, 1997). The generous habitus donor's exhibit overshadows the conflicting interpretations of altruism versus egoism, which have entrenched the discussion of ethical giving and fundraising to date. Although giving may appear to be a voluntary and selfless

act, it is a semi-conscious strategy for the pursuit of self-interest (Schrift, 1997; Osteen, 2002).

Philanthropy has impacted society for generations Sharpely (1998) explains how, during the Victorian period in Britain, charity leaders in Manchester demonstrated moral qualities and temperaments that stressed their Christian duties to others, allowing them to improvise their strategies as the charity field, political and social forces changed. During the late 19th century in Britain, charitable acts became a vital means of acquiring and reinforcing symbolic capital, social and political position, as philanthropy was held in such high regard. The turn of the century saw the rise of trade unions and working-class politics and, as charities and philanthropic actions began to lose their symbolic value, opposition to them rose as a means for alleviating poverty. Societal needs and expectations have changed over recent decades; in education, the increasing demand for places at universities corresponds with a more consumerist society. The popularity of sports has also increased; many local leaders have associated themselves with cultural and sporting events to enhance their profile and social status within the community.

While researching charitable giving, Curtis (1997) cites Bourdieu (1972), suggesting that scholars in this area need to 'be able to recognise such strategies which, in universes people have an interest in being disinterested, tend to disguise these strategies' (p.26). Connoly (1997) believed that Bourdieusian concepts can also be applied more widely, as an analytical tool for understanding how various discourses will impact on the individual. Bourdieu's notions of social and cultural capital have been developed and used in many different research contexts. For example, Duckworth's (2014) study of adult basic skills and their personal and public trajectories, or Atkins' (2009) use of social and cultural capital to understand the lives of low attaining youth and their perception of vocational education and the impact that it can have on their future. Both researcher have looked at capital for the persective of personal advancement, this research is looking to explore capital in a similar way. .

Caille (2001) argues that, although Bourdieu allows disinterest to take centre stage, there is little change in the theoretical concept because

disinterestedness is still conceived as an illusion. Sayer (2005) argues that consideration must be given to morality, as it is an integral part of everyday life; moral sentiments and judgments all play a role in the lived experience of individuals. Everyday morality is the means by which individuals who are emotionally engaged in social relationships must prioritise and dovetail moral concerns, deliberating on what is the right thing to do. The moral sentiments individuals have are often related to things that they value, causing them to act in a particular way. Moral responsibilities are unavoidable; as vulnerable, needy and interdependent human beings, we must care for others, and are ourselves cared for by others. Moral judgements are embedded in a web of human relationships that shape and are shaped by moral obligations, expectations, rights and norms, requiring us to evaluate moral claims. It is in the nature of human beings that we possess and are motivated by ethical dispositions and qualities (what moral philosophers call virtues), make practical judgements, partly instrumental, partly moral, value a multiplicity of goods, such as education, friendship and hobbies, and pursue our own and others' well-being (Sayer, 2010).

As Smith (1976) notes, moral judgements involve natural sympathetic feelings for fellow beings; imagining what it would be like to be in their situation, and deliberating on our moral responsibilities to others, considering social approbation, worthiness and moral rules. Benhabib (1992) argues that, given how fragile and interdependent human affairs are, lay moral judgements address not only questions of injustice (such as oppression, inequalities and lack of dignity) but also questions of care (including vulnerability, attachment and benevolence). Different life experiences, resources and powers can give rise to different judgements of compassion, responsibility and charitable acts (Nussbaum, 1995 p.390). Class contempt, shame, gender norms and other forms of discrimination (Lamont, 1992; 2000; Skeggs, 2009) can distort the individuals' sense of responsibility to others. However, sympathetic feelings and moral sentiments can override such 'othering' effects (Sayer, 2005).

For neo-Aristotelians, such as Nussbaum (2001b pp.290-317), morality involves practical wisdom, deliberation, emotions and habits. While practical wisdom and deliberation are commended in ethical decision-making processes,

sentiments and habits are sometimes dismissed as being irrational. However, moral emotions are cognitive but often unsound judgements about things we have reason to value. Our moral habits are embodied responses to situations that we have learned through experience, early socialisation and education. It is not always necessary for individuals, who act ethically in a semi-conscious way, to articulate and justify their actions.

Sayer (2010) insists that both reflexivity and habituation are important in understanding everyday morality. We should understand lay normativity as embedded in the flow of practice and concrete experience, in which we continually monitor and evaluate things, partly subconsciously through our emotional responses, and partly consciously through reflection, whether this involves ephemeral musings or focused deliberation. On one hand, giving can be highly reflexive; an outcome of a complex decision-making process, in that individuals have sympathetic feelings towards their recipients and seek to achieve normative ideals, and to frame the situation as one deserving their attention. On the other hand, giving can be spontaneous and habitual, arising from ethical dispositions, emotions and character. In experiencing an emotional moral tug, individuals can semi-consciously donate to well-known charities, or can make excuses and justifications for not donating, resulting in akratic and self-deceptive moral judgements (Rorty, 1985; Mele, 2001). Our emotional responses can be evaluated in relation to the extent to which we are concerned by charitable causes. It is because we are human beings with ultimate concerns and deep commitments, living in a world not of our own making, that reflexivity is necessary. We assess what social factors constrain and enable our life projects; how much endurance is needed to stay the course; and decide what to do next (Archer, 2003; 2010). Reflexivity informs personal orientation and stance towards society. Moral concerns, practices and situations are always understood through our fallible descriptions of them, and we often make mistakes. Self-deception, rationalisation of wrongs, self-denial, feeling exempt from the rule, miscalculations and excessive emotions trip us as we strive towards our goal. Archer (2007) suggests that different modes of reflexivity can shape how individuals understand and evaluate ethical action.

Over the course of their lives, individuals establish a dominant pattern of reflexivity, moral concern and habits that have significant implications for how they evaluate charities. Archer (2003; 2007) argues that there are three such patterns. The relevant pattern for this thesis is that where the primary concern is familial and collegial solidarity subordinate other concerns, such as studies, work and faith. Such individuals have intense and dense interpersonal relationships and are morally conventional, meaning that moral principles and standards connect them to family and friends, and social networks censure their moral behaviour. They regard charity events as an opportunity to socialise and to have fun with significant others, such as running in a charity marathon with friends. Their sympathy and compassion beyond their microworlds are restricted to familiar groups in the local community. Although their charitable acts exhibit a degree of sympathy, compassion and beneficence towards vulnerable and suffering groups, their giving tends to be short-lived and local. Consequently, giving is weakly embedded in their lives. They are moved to donate by popular media appeals, conveniently placed collection boxes, local fetes and national disasters. While giving is heartfelt, it is not deep.

Definition of Key terms

Many of the terms used in this research can be somewhat confusing and open to personal interpretation. In order to clarify the terms and the context that they will be used in during the study, I will give my working definitions of the common terms that are used throughout. I have also provided a glossary of the terms and acronyms at the beginning of the thesis.

Alumni/Alumnus (Male)/Alumna (Female)

The term alumni derived from the Latin noun *alumnus* meaning foster son. For the purpose of this study the term will be used to define students who have graduated from a higher education institution. The gender specific terms will also be used where appropriate.

Institutional advancement (IA)

IA is a concept which is open to interpretation and for generations universities in both the UK and USA have maintained a strong network of elitist graduates. This process has produced a close circle; this is often generations of

the same family continuing their support and tradition of philanthropic giving. As IA has grown it has undergone some modernization and it has extended the traditional elitist network into an exclusive universal one that has emerged due to the demand for higher education. It has developed from a movement into a professional practice. The Council for Advancement and Support of Education (CASE) an advocate of IA has described it as being:

"a systematic, integrated method of managing relationships in order to increase an educational institution's support from its key outside constituents, including alumni and friends, government policy makers, the media, members of the community, and philanthropic entities of all types" (Council for Advancement and Support of Education 2008).

Relationships are an integral part of an IA definition, they imply that a university has to establish a relationship with alumni and sustaining this relationship is the responsibility of the university. Weerts (2007) presents the argument that the traditional model of IA is a one-way process with the university keen to promote its self to the relevant stakeholders. I believe that for the purpose of this study IA is an exchange; that builds external relationships for the social and professional benefit of the alumni then the alumni relationships are strengthened. In the coming years IA will be based around information and the level of information you have and disseminate to you alumni will become the power of alumni affairs.

Philanthropy

For the purpose of this study philanthropy will be defined as being the voluntary giving by alumni to a university cause. The word philanthropy was derived from Greek and means love of humanity. Philanthropy is an important aspect of human development; the showing of good deeds towards another is believed to be the correct way to live in order to achieve self-fulfilment. Bremner (1988) in his book American Philanthropy suggests that the aim of philanthropy in the broadest sense is to have an impact on improving the quality of life. The alumni and philanthropists' who take part in philanthropic activity do so to support those in need, and this will be explained in further detail. One of the

most common philanthropic gestures from alumni comes in the form of scholarship and academic awards for students who are in need or have excelled in a subject. No matter what the motives of the individual are, their participation in philanthropic activity is to promote and secure welfare, happiness and culture of mankind.

Summary

Chapter 1 introduces the problem to be researched, highlighting the necessary purpose of the study, the rationale behind conducting the research and the relationships that are to be explored.

Chapter 2 presents the relevant literature that relate to this study, focusing on key themes such as altruism and motivation. It also addresses the common characteristics linked with giving and the donors who take part in in such activities.

Chapter 3 identifies the methods, methodology and theoretical frame work of this research. The chapter will be discussing specific areas including, reflexivity, sample population and data analysis.

Chapter 4 presents the data that has been collected using information gathering questionnaire, document analysis and semi structured interviews in a narrative form. The research conducted relates to alumni experience and culture, the participants can share their personal stories and presenting them in a narrative transforms the experiences into meaningful research that can impact practice.

Chapter 5 discusses the intricate details of the participant narratives, exploring the findings in present day alumni activity and development teams in the UK and the USA.

Chapter 6 seeks to draw meaningful conclusions from the study and make recommendations that can have a significant impact on future alumni activity at all levels of UK education institutions.

Chapter 2: Literature Review

Introduction

Reviewing of the literature surrounding higher education philanthropy, identifies a significant gap in the publication of research in the UK. Much of the earlier literature surrounding motivation and self-esteem remains true in present day, however there is a distinct lack of current published literature surrounding higher education fundraising. It seems that whilst many universities conduct studies to inform their own practices, these studies remain unpublished, what the studies do show is where previous researchers have focused their attentions highlighting a gap in present day literature.

Much of the early literature was published at a time when national support of higher education was diminishing across the globe, coupled with more and more newly created charities including universities, were competing for philanthropic support. A significant amount of expectation has been placed on universities to deliver a high-quality service to their students as tuition fees continue to rise. The costs to meet market wide demands are spiralling out of control, making it difficult to predict the levels of access to university students have. Whether a large public university in the UK or a small prestigious college in the US, the early studies suggest there to be a unanimous agreement amongst the research community that there is a need for an increase in funding from private sources, if higher education is to steadily increase student numbers, if not exponentially in the first instance. This would mean there would be an increase in the primary cohort of private donors, and this seems to come in the form of individuals who already have an affiliation to the university. Many universities world-wide have chosen to engage their alumni more with the aim of increasing their activity but also increasing their philanthropic support for the organisation.

Most fundraisers who have been in the profession for some time, when asked would respond that fundraising is closer to an art than a science. The personal relationship that is created between a fundraiser and a donor is unique, and the fundraiser has tailored their approach accordingly. These

relationships are hard to quantify, which may be the leading reason that the conventional fundraising practices and wisdom are in fact based on anecdotal narratives, rather than the scientific practices and research. There is a growing interest in the study of fundraising, alumni engagement principles and donor behaviour across several fields. Researchers in these fields are using scientific methods to test hypotheses in giving behaviour in the hope of exploring further the psychology behind why people give. In this review of the current published literature I seek to synthesise the academic thinking surrounding philanthropy with the aim of identifying key personality traits and characteristics that could be applied to fundraising practices in the UK. In many ways, the research that is to be examined in this review is inconclusive: although researchers have identified many motivations and giving traits, the models and theories required to fully explain these motivations remain incomplete (The Centre on Philanthropy at Indiana University & ccs, 2009).

There are a wide range of universities in the UK that are traditionally British (Russell Group universities like Sheffield, Warwick, York), it can be assumed that universities of such stature will focus on gaining philanthropic support from UK based supporters. However, most academic studies that have been carried out, are in fact using data that has been generated from US institutions, and so it would seem appropriate for this thesis to discuss the implications of basing UK alumni programmes on US data findings and recommendation. One obvious issue with using this data is that, giving patterns in the US are very different to that of the UK and European Universities, but with a number of institutions having a considerable amount of alumni creating their base in the US, it is important as a sector to gain a wider understanding of such giving patterns, as it could lead to the universities gaining a better understanding of this donor set and as a result improving their fundraising performance both in the UK and the US.

This review will focus on several key studies that have been produced by leading academics and philanthropy research centres in both the UK and the USA. The Centre on Philanthropy based at Indiana University have become a leading publisher in the field, partnering with external partners including the Bank of America, to commission research studies. All the studies were carried

out using data from US donors, the studies also focused on donor behaviour and their motivations for giving. The studies funded by The Centre of Philanthropy, had large sample sizes, and as a result the conclusions drawn from them may be more likely a representative of the US donor demographic and not to that of the UK. However, several of these studies broke down their sample size into smaller categories, this is particularly useful for UK alumni teams who are continually expand their staffing resources and look to explore the philanthropic sector through their alumni.

This literature review will be presented in subsections, each section will relate to a key theme or concept that has emerged. Each of the themes will be described in detail, summarising the current body of literature and highlighting where future research can be undertaken.

What is Philanthropy?

The study of philanthropy has presented researchers with the opportunity to create multiple definitions. As a result, the term has become problematic and is contested by academics, and at present there does not appear to be a cohesive definition to fully articulate its meaning. While it is important to critically define terms to analyse the expression of ideas and allow for formal meanings to be assigned, this research presents the work of academics exploring the facets of philanthropy that they are most interested in.

The literature surrounding the third (or charity) sector presents a thinking that is too small, focusing on charities that target the symptoms and not the causes of problems. This accusation presents charities as helping the recipient with their problem but not addressing the causes of that problem. Forming a backdrop to the 'rights versus privilege' argument, charity may be a substitute for real justice (Niebuhr, 1932). Niebuhr thought that a powerful individual's donations to a charitable cause were a display of their power and an expression of their pity.

As Miller (2006) observes, clear thinking about philanthropy requires us to define it; to specify the boundaries between motives, means, and objectives that are truly philanthropic and those that are not. Any proper definition must pay attention to how the term 'philanthropy' has been applied in practice, and

yet, description alone cannot suffice (p.52). A comprehensive and critical historical and philosophical analysis of the various usages and definitions of philanthropy is, perhaps, more relevant to its contemporary academic study than might at first appear. The definition of philanthropy has changed considerably over recent decades, undergoing significant changes to illuminate the contemporary and academic understanding of the term. For this thesis, the contemporary definition of philanthropy will be discussed.

The precise meaning of philanthropy is a matter of some contention within contemporary academic circles, its definition being largely dependent on the interests of the scholar employing the term. Nevertheless, there are some working definitions to which the scholarly community associated with the field of 'philanthropic studies' most commonly subscribes. One more widely accepted definition is employed by Salamon (1992), for whom philanthropy is: 'the private giving of time or valuables (money, security, property) for public purposes'. He goes on to characterize philanthropy as one form of income of private non-profit organizations (p. 10). Given this modern definition, philanthropy might perhaps be best understood, at least as a concept within modern social sciences, as the application of private means to public ends. This definition compares with: government taxation, which has been defined as the application of public means to public ends; and market exchange, defined as the application of private means to private ends.

Salamon's definition of philanthropy, as essentially synonymous with charitable donations, is generally accepted by most scholars of philanthropy today, with some notable exceptions. Some historians, for example, point to a distinction that arose in the late 19th century between 'Christian charity', which primarily sought to alleviate the sufferings of the poor, and 'scientific philanthropy', which sought instead to address the root causes of poverty, to bring about permanent solutions to it and other social ills (Sealander, 2003). Those drawing this distinction often point to the seminal influence of the Rockefeller philanthropies under the direction of Frederick Gates, with their novel emphasis on applying the findings of scientific research, particularly within the field of medicine, to solve previously intractable social problems (Chernow, 1998; Gates & Morison, 1977).

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Others point to Andrew Carnegie, who attempted to encourage self-reliance among his beneficiaries in a conscious effort to avoid the 'pauperism' he thought dependence on charity tended to foster (Carnegie, 1993; Karl, 1990). Still others point to the rise of associational life in early-19th century America as marking the decisive transition from charity, understood as giving between individuals, to philanthropy, understood as an institutionally channelled humanitarian response to conditions of the poor (Gross, 2003). Scholars of philanthropic studies from more varied backgrounds define philanthropy both more broadly and more precisely. Payton's (1988) definition, as 'voluntary action for the public good', offers one of the primary alternatives to Salamon's definition. A blend of 'Paytonian' and 'Salamonion' shades of meaning may also be discerned in Van Til's (1990) definition of philanthropy as 'the voluntary giving and receiving of time and money aimed (however imperfectly) toward the needs of charity and the interests of all in a better quality of life' (p. 34).

A particularly interesting aspect of Van Til's definition is the importance he places on intent. He considers philanthropy to encompass all acts of voluntary giving to meet charitable needs, even if that aim is never attained, as long as the donor aimed to achieve 'a better quality of life for all'. The underlying assumptions of this definition have often been questioned; Carnegie for example, in his famous critique of charity's unintended consequences, writes: 'Of every thousand dollars spent in so-called charity today, it is probable that nine hundred and fifty dollars is unwisely spent – so spent, indeed as to produce the very evils which it hopes to mitigate or cure' (1993, p. 9). Serious challenges have also been mounted to the more robust assumptions behind Payton's definition of philanthropy as voluntary service to a public good. As Schervish (1998) points out, many things not philanthropic (e.g. government and the market) also serve the public good. Furthermore, philanthropic behaviour is frequently defined more in terms of its obligatory rather than its voluntary nature. Given this, Schervish chooses instead to define philanthropy as a social relation governed by a moral obligation that matches a supply of private resources to a demand of unfulfilled needs and desires that are communicated by entreaty (p. 600).

Like Van Til, Schervish also understands philanthropy as acting to meet unfulfilled human needs or wants. By contrast, though, he sees this process as governed by a moral obligation to meet expressed needs rather than stemming primarily from the good will, intent, or volition of the donor. From this brief survey of contemporary academic definitions of philanthropy, a number of disagreements may be discerned as to its precise meaning, even among leading scholars in the field. There is fundamental disagreement over whether philanthropy is voluntary or is compelled by factors such as moral restraints and social obligations; whether it serves a public purpose, a public good, a charitable need, or simply a communicated want or desire; and whether it is an intent to achieve a particular aim, is the actual attainment of that aim, or is simply a private act of giving.

This survey also reveals significant divergence between the academic meaning of philanthropy intended by most scholars and how it is generally understood by society at large. Although donating money to charity is an aspect of philanthropy recognized in both common and academic usage, the predominance of this aspect of its meaning is a more recent development in common parlance. It also seems likely that the professionalization and academicization of philanthropy have played a decisive role in the development of a modern meaning.

Early Philanthropy in British and American Society

The notion of Philanthropy and helping others in need are not new concepts to British and American citizens, it is a tradition and ideology that has evolved over generations and is now heavily adopted by Higher Education institutions in both countries. The term philanthropy originates from Greek civilization boasting a love for humanity, educating the population of the importance of self-development and caring for each other (Christou, 2006). The age of enlightenment was the catalyst for recognising philanthropy in its modern form of helping others who are less fortunate. The British saw a number of leading philanthropists emerge, creating social reform, and as a result the ideology of helping others swept across the nation. The easiest way for the British people to take part in philanthropic activity was through joining an

association; benefactors sponsored many of these newly created groups, with the aim of improving the quality of life of those who lived in the cities.

Colonists who settled in present day America also adopted this newfound tradition of philanthropy. It has played a crucial role in advancing American and British society, by introducing medical and education provisions that remain today. Many who left Britain, did so to avoid religious persecution and their only option was to flee. New England was one of the first to colonies to be inhabited; it brought together English and Scottish travellers, this coexistence created a melting pot of custom, faiths and social classes. Philanthropy and helping others motivated the colonists; Bremner (2003) suggests that 'many Europeans regarded the American continent mainly as a vastly expanded field for the exercise of benevolence' (p.7).

Mass engagement with helping others came once again through the creation of voluntary organisations, the emerged first in settlements that were suffering from chronic diseases. The Howard association were one of the first organisations to be established in Boston 1812, after the city was struck down with a small pox and yellow fever epidemic (Ballard Blake, 1959). The association provided health care to the sick and aimed to contain the epidemics from spreading from settlement to settlement to keep the death tolls low and give the newly established communities a hope of survival (Ballard Blake, 1959). The Howard Association were tenacious and succeeded where others had failed, as an organisation they addressed all the needs of the victims, ensuring social welfare and health care initiatives worked together. The association was established a century earlier by British philanthropist john Howard, aiming to bring reforms to both public health care and the penal system in England. The main aim of the Howards was to recruit male volunteers to take on the role of medical social workers among the impoverished residents of the affected communities. The members strived to provide an organisation that put others first, this was done through creating a universal allegiance of brotherhood amongst its members. They chose the motto 'I am a man, whatever concerns mankind concerns me' (Robinson, 1860).

Wisner (1967) 'It was a constant pride of the Howards that they creatively sought out the sick and destitute and did not wait to be called into the slum tenements and boarding houses of the poor'. The Association became one of the first successful male voluntary organizations across America during the 19th Century. The members left their jobs to provide for others and when the Association announced that there were no more yellow fever cases the members disbanded. William Robinson (1860) however, maintained true to the cause and assisted the needy people in his local district. Robinson wanted to do and achieve more than just treat the disease, he wanted to make sure the patient would recover physically and mentally a mentality that would emerge in philanthropic donors choosing to support higher education in years to come.

As America began to establish its self as a country, cities developed, infrastructure emerged, and the growth was led by a number of key industrialists who held strong philanthropic ideals and had the ambition of creating an education system that would serve the nation. Andrew Carnegie a large-scale philanthropist developed the same passion as Mitchell a government official of the time, to foster social progress within society. Carnegie remembered late in his life the day when he 'resolved to stop accumulating' and began 'the infinitely more serious and difficult task' of what he termed 'wise distribution' of his wealth (Zunz, 2012). He had developed a passion for his work, and he wanted everyone to know that he had reached a decision to become a philanthropist; something he felt was a matter of duty. Carnegie believed that he was following the 'gospel of wealth' and he was required to return to society what he had taken during his rise to industrial success. This idea of returning what has been taken was driven by Carnegie following the same managerial principles that made him a very wealthy businessman (Zunz, 2012).

Over the course of the next century in America philanthropists and their advisers followed in the footsteps of Carnegie and began perfecting and refining money for the common good. He made a number of philanthropic donations to improve societal structures such as education and health care, as he believes them to be the foundations of the future. Many leading business men in the US have made significant donations to Higher education, as it became the vehicle

used to drive social progress at the time. American philanthropy would be a catalyst venture in social betterment, not an act of kindness as was understood in Christianity to help others less fortunate. It was not just the wealthy industrialists who were the only ones interested in providing a better society for the American citizens. Philanthropic practice grew even more inclusive after the turn of the century as new forms of giving attracted donations from millions of Americans of modest means. At his new economic institute, Mitchell conducted some research into ways American's spent their income and that included contributing to mass philanthropic initiatives during this time. Community chests, community foundations and national health organisations such as the American cancer society began to surpass America's tradition of small scale, local associations with mass appeals aimed at tackling ambitious causes.

The rise in disposable income among the middle and the working classes dramatically increased the number of Americans who were able to join in and contribute to such causes. The high wages that skilled workers were now receiving due to the growth in industry, similar to the words spoken by German economist Werner Sombart in 1906 'all socialist utopias came to nothing on roast beef and apple pie' (Zunz, 2012). These words of Sombart opened up a long debate as to whether higher wages had killed class-consciousness in America.

Whether they had or not, it we are becoming clear that Americans were ready to contribute to the portion 'roast beef and apple pie' to continually promote social good within the society they were living in. By the time 1950 came around mass philanthropy was becoming well integrated into everyday life within America, each of the seasons had a cause, spring was often associated with door to door collections being made for health agencies and the red cross and the fall collections focused on community chests. A significant part of the American population understood that their small individual gifts, when collected together enhanced the lives of the nation and in turn their own. In his book Zunz (2012) tells a story of how big money philanthropy and mass giving sustained civil society initiatives during the 20th century. From Carnegie to modern-day philanthropist Bill Gates and the ordinary American citizens who wear pink ribbons in honour of breast cancer, we see a nation that has come to view

philanthropy as both a standard part of being an American and as another means of achieving major community objectives.

Private funding in Higher Education is not a new concept, it is something that has often been overlooked by universities, and this is true of many UK institutions until recently. Many American universities boast of a historical success with private funding, in 1890 Yale university were the first university to implement a private financial annual fund for donors to take part in. The support from private donors has become an important factor in both the growth and development of universities across the globe, this support is more pivotal now than in previous years as it allows universities to fund a wide range of projects (Smith, 1957). Funding unique projects enables the university to bring in more students through the door each year, and it challenges their competitors to do the same.

There are three key sources where universities gain private funding, corporates, trusts and alumni. Some universities are also able to engage someone with no affiliation to the university to make a donation, although it is less frequent it can be seen as altruistic behaviour exhibited by the individual. In the US much time lapsed before a publicly supported organisation ventured into the market of fundraising, private universities chose to fundraise, and their successes did not go unnoticed. Miami university of Ohio was the first publicly funded university, to introduce alumni inspired fundraising efforts in 1918 (Smith, 1957). As a result of their success, other universities were encouraged to do the same and chose to solicit donations from their alumni. This was the catalyst that began a lasting trend across public universities in the US, the continued support from alumni has made a significant contribution to both the growth and quality of higher education available to American students.

Many universities in America have reported alumni support since there founding, many did not formally create development office until they had the need to create professionally organised teams needed to solicit a wide range of donors. Each university team varied in structure, resource and approach. Many set up annual funds, with the aim of generating sustainable regular income from their alumni donors in particular. Other key source of income over recent

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decades has come in the form of corporate partnerships and trusts support, bequests, gift in kind tax relief donations. These individual levels of solicitation had the capacity to surpass that of the annual fund and alumni giving. Many of the universities did not lose sight of the annual fund as seemed to be the catalyst for all private donations to all levels of education in the US.

During the early introduction of alumni offices to universities many institutions conduced their own research, documenting the role of giving and the impact that it had on the university. The early observations in the literature, those made by Brakeley (1980) in particular suggests that "the role of alumni giving in inflationary times is particularly vital. For many colleges and Universities, alumni giving provides a major portion of the income needed to bridge the widening gap between cost and income".

Motivation

In the early-published literature Broce (1979) believes there are several distinguishable characteristics of a successful fundraiser. They must possess the ability to get to know their donor, organise, direct and motivate them to take part in projects. This motivation from the university perspective is key for fundraisers to work with and understand their donors, and it is a constant that has remained unchanged in present day fundraising strategies. Fundraisers with a significant amount of experience have the capability of predicting what motivates donors to participate in alumni fundraising campaigns. Brakeley (1980) is an experienced fundraiser and academic in the field with more than forty years' experience of working with alumni. He has identified nine donor motivating factors that indicate when an individual is more likely to engage in philanthropic activity they are;

1. Individuals, corporations and foundations have money to give.
2. The right person or persons, who asks them, at the right time for the right cause.
3. Some hold a sincere desire to help another who is in need.
4. Some people wish to belong to a particular group or can identify with an organisation that they show admiration for.

5.   They have received recognition of how vital their gifts can be, satisfying a need and   providing them with a sense of personal power.

6.   People have received a personal benefit from the act of giving, this often comes in   the form of personal enjoyment.

7.   People give because they get something out of giving.

8.   People receive income and estate tax benefits from giving.

9.   People may 'need' to give; that is altruism may not be an option but a 'love or perish' necessity for many people. (P26)

The nine motivational factors can have a correspondence to some of the early theorists studying psychological, social and economic theories of human behaviour, Altruism features in these motives and Barkeley believes it to be the most important. He also highlights that "most positive human behaviour is motivated to some degree by enlightened self-interest, and the human need to get something out of giving" (p.26).

Some individuals are motivated when they are approached by a fundraiser who is "at their own or higher level asks them to give" (Symour, 1966). Peer to peer fundraising allows for the donor to set the standards of what they are willing to engage in, often with a peer to peer approach the contact is regular and personal having an influential impact on how engaged donors become. The early literature sets the tone for identifying the motivations behind human beings taking part in philanthropic acts. Dichter (1971) work presents additional factors, which he believes to be motivations for giving. The "disease of poverty" as defined by Dichter to be " the act of giving (making one's self a little bit poorer) which reminds one that, with a little bad luck, he might be as badly off as those to whom the contribution is made" (p.120) Possessing this characteristic is perceived by Dichter as a motivation for giving. He also believes that people are motivated to give for the "fear of embarrassment", "competitive giving- promoted as a way of competing and earning prestige" (p.121).

The motivational factors shared in the early literature through the work of Brakeley (1980), Symore (1966), Dichter (1971), and established fundraising professionals alike have proposed a compelling logical argument for what

motivates people to act in a philanthropic way. Much of the early literature has not been quantified using scientific investigation, which questions the cause for concern surrounding the causal references to motivating factors it fails to deal directly with other variables including gender, age, social, economic status and the attitudes that have influenced them to exhibit such a behaviour. This is not to say that these variables have not been recognised it is merely an opportunity to highlight that professional fundraisers recognise such variables, the value of having segmented factors that influence motivations have diminished because of the lack of empirical research in the field to support them.

The body of literature that focuses on philanthropy draws reference to motivation and specifically motivations for giving. Once again, the early literature surrounding motivations for giving focuses on giving to higher education institutions. Focusing on the characteristic differences between those who donate and those who do not, examples of studies include those conducted by Mckee (1975), McNulty (1976), and Markoff (1978). There is very little, if any empirical research that has investigated of subjective human psychological factors and the relationship between their engagement with and finical support of higher education institution.

Traditionally, research conducted on motivation has fallen in the field of psychology and it has subsequently formed three key theoretical approaches. One approach looks at the biological traditions of the 19th century physiologists and Darwinian revolution of scientific thought. Drive and instinct are two words that are used frequently in the work of psychologists such as Hull (1975) and Watson (1913) to describe the motivational theories they have developed. The second approach begins with the study of motivation from the perspective of motivations being developed through cultural influences such as the learned experiences. The nature of the psychological environment is the focal point in which places the environment as a central influence to explaining the motivation of a human being. Frequent terms include; desires, demands, needs and motives begin to emerge from within this approach. The final approach to understanding motivation is understanding the philosophy and theology that underpins motivational research. This approach became dominant in the filed prior to the 20th century (Korman, 1974). Although motivational research is far

more extensive in the field of psychology towards all three approaches, the research and findings have made significant contributions to understanding human behaviour. A single concept of motivation is yet to be identified and provide a theoretical basis for categorising all behaviour remains undeveloped.

There has been a consensus by psychologists that motivational need falls into two categories according to Bayton (1977). The first category is that of tension systems of a psychological nature and the second tensions systems existing in the individual's subjective psychological state and in their relations with others – their psychological needs.

One aspect of philanthropy that appears to be a logic function of psychological motives is that of giving money, it is more subjective in nature than psychological. The gesture of helping another individual or group by donating to them can be viewed as a reproduction of psychological tension for the giver, and as a result they are unlikely to need their basic psychological needs. The giving of money is often more readily viewed form the motivation perspective of satisfying a donor's higher level of need, such as self-esteem a need that is well documented in the work of Maslow (1970). It can also be viewed from the perspective of altruism, Nigel (1970) proposed it to be a "rationale requirement on human conduct" (p.80) McClanahan (1977) suggests that altruism in its purest from "does not exist, for the individual seeks some 'personal gain' in his activity. Even the ultimate 'gift of Martyrdom' is accompanied by a profound sense of fulfilment. It is not so much the cause that motivates, by the achievement of the highest personal satisfaction" (p.2). Some may question McClanahan thinking, is personal satisfaction a consequence of behaviour or is it in fact a consequence of exhibiting such behaviour. His viewpoint may be true, but discard the fact that altruism is perceived to exist by many professional fundraisers and professionals in the field of philosophy and psychology.

Having examined some of the characteristics and behavioural tendencies of American donors in recent literature, fundraising teams are able to come to certain conclusions about the donor pool at universities across the globe and how they might behave. Importantly, many of the studies that have been

highlighted in this review involve self-reporting on the part of the donors. While this is the most direct way to find out why donors give, there are certain problems associated with self-reporting: donors may misinterpret the questions they have been asked or the results that resemble more closely why donors think or say they give, rather than why they actually do give. Obviously, these are not necessarily mutually exclusive, but they can be; a donor may well be unaware of his or her subconscious motivations for giving or have other reasons for misreporting their giving habits.

Once again, the motivations of alumni are predominantly based on a US population and the results are extremely varied. Before examining the research-based categories of motivation, it is important to note that there are a number of factors that influence donor motivation and are often difficult to quantify than the generalised categories below, it is important to highlight that these are not too dissimilar from the donor motivations highlighted by Barkley (1980).

The categories established by the Centre on Philanthropy at Indiana University and Campbell & Co (2009) study are as follows:

- Providing for basic needs of the very poor
- Giving the poor a way to help themselves
- Giving others the opportunity, you had
- Those with more should help those with less
- Address fundamental problems in our world
- Provide services the government can't or won't
- Make my community a better place to live
- Supporting positive efforts of friends/family
- Desire to make the world a better place to live
- Deciding where money goes, rather than government
- Support people's differences in ideals/beliefs
- Interest in building ties across communities
- Religious and spiritual reasons
- Other

On average, more than three quarters of donors expected that their largest gifts would benefit people in lower income groups than their own. When the donor perceived that beneficiaries of the gift had values similar to the donors own, the donor gave a statistically significantly higher gift compared to donations made when the donor expected that the beneficiaries held different values.

US donors expected that approximately 56 per cent of their largest gift to people in their local community, 12 per cent to benefit people in other countries and the remaining 32 per cent would be evenly split between the remainder of the county. 36.7 per cent reported that giving the poor a way to help themselves was goal for their giving. Donors with a postgraduate education were more concerned with community or world needs; 'making the world better' and 'making the community better' were the top motivations reported by donors who held a postgraduate degree, with approximately 41 per cent of the donors from this group citing 'make world better' as a motivation for giving, while barley one-third of those with high school education or less did so (Center on Philanthropy at Indiana University with Campbell & Co, 2009).

Higher income donors discussed their motivations for giving in terms of altruism and benefiting public interest. Higher income donors were often more likely to respond with motivations for giving such as 'making the community better' and 'addressing problems in the world'. Higher income donors were significantly more likely to select 'making the community better' as an important motivation for giving compared to lower income donors. Higher income donors were also significantly more likely to reply that 'those with more should help those with less' than lower income donors were (Center on Philanthropy at Indiana University with Campbell & Co, 2009).

Lower income donors framed their motivations for giving in ways that highlight that they give despite budget constraints. Their motivations are more often concentrated on helping those in dire need or who receive immediate benefits from the gift, so that their small gift will have the most directly efficient result (Center on Philanthropy at Indiana University with Campbell & Co, 2009).High net worth households had motivations, which were largely similar to

the general population with a few additions: (Center Philanthropy at Indiana University & Bank of America 2006).

- Being asked
- Sent an example
- Expected in social network
- Making good business sense
- Leaving a legacy
- Limit funds to heir

These households also reported that if charities spent more time on helping constituencies they served and spent less on administrative and fundraising expenses, and then they would give more to charity. High net worth households were more likely to self-report more altruistic motivations for giving, while obtaining public recognition and benefits were rated very low as possible motivations.

Self-Esteem

Self Esteem is also a critical motivation for philanthropic activity and the early literature lays the foundations for understanding self-esteem in a philanthropic context. In the work of Allport (1937) it was observed that both self-esteem and self-love are prominently discussed in western cultures. It is believed that they are man's supreme traits, they are the principle aims of all our actions according to much of the psychological literature, with keeping the "ego level" at a maximum. The work of Ralph Waldo Emerson explains this school of thought in relation to motivation with this statement "take egotism out, and you would castrate the benefactor" (Culyer, 1973).

The early studies that focus on motivation include terms such as ego and self-affection. This has caused some confusion around the definition of motivation and its relationship to such terms. Work from Wells and Harwell (1976) included terms like self-love, self-confidence and self-respect to describe the same personality trait. In the work of Wells and Harwell (1976) it was noted that such personality traits were apparent in the work of Allport (1973), the ideas of ego and self-esteem were very interchangeable in the early published studies dealing with motivation and personality traits. In his work Maslow (1970) described the notion of how someone's needs of ego-enhancement as esteem

needs that have been manifested by all humans within society, they become a "need or desire for a stable family based, usually high evaluation of themselves for self-respect, or self-esteem, and for the esteem of others" (p.45).

Maslow has classified the needs of people into two sets. The first includes "the desire for strength for achievement, for adequacy, for mastery and competence, for confidence in the face of the world and for independence and freedom" (p.45). The second classification sees that there is a desire for reputation or prestige, status, fame, glory, dominance, recognition, attention, importance, dignity, and a want of appreciation. Bayton (1977) chooses to describe such traits in a less elaborate description of ego-enhancement, he sees it as "the needs to enhance or promote the personality, to gain prestige and recognition, to satisfy the ego through domination of others" (p.133). Other early academics such as Bakal (1979) believes status, the desire for self-esteem and social prestige as common catalysts for many people to become involved with fundraising activities. In his work Bakal describes fundraising functions such as charity balls, fashion shows, sporting events, and concerts as a way to satisfy the needs of the status and social prestige of some who engage in fundraising activity. According to Bakal it is this kind of activity that not only motivates gestures of giving but it also directs the giving to a particular cause. For example, the act of naming a building after a significant donor is common practice at US universities, UK universities are slowly incorporating naming opportunities into their alumni activity after the success reported in the US. Naming opportunities are one of the few early donor customs to emerge from US fundraising, it enhances the individual through the traditional act of memorialization and has spread the act of philanthropic activity to the naming of hospitals, museums, and other cultural landmarks after the generous benefactors. Higher education is a prime market place for readily available memorialization of the big givers. For example, there are a number of buildings on the Stanford campus named after the Leland family who chose to name the university in memorial of their son who died as an infant. Duke is another example of a university who has recognised significant gifts from individuals. The university was named after James Duke's father who left the university a significant endowment in 1924 (Bakal, 1979). It has been documented in early

studies surrounding philanthropy and giving, in the work of Hovland Janis, and Field (1958) there is a negative correlation between a person's self-esteem and the likelihood of them giving to their institution. Their research focused on the resistance to general communication, it also explored if it was possible to find a personality feature that is conducive to philanthropic pursuits in an individual. It emerged that self-esteem was one of the most important factors that contributed to those who are the most likely to be pursued for a philanthropic purpose.

Over recent decades researchers have evaluated student behaviours and attitudes, linking the results to giving intentions and alumni behaviours and how they relate to overall intentions and behaviours of philanthropy (Gaier, 2005; Gallo & Hubschman). The conducted research comes from analysing data gathered from national philanthropic information gathering questionnaire and is then paired with institutional data (demographic and giving). The attitudes and behaviours evaluated by researchers have consistently assessed, undergraduate student experience, the feelings towards the alma mater's reputation, and the involvement they have in alumni activity since graduation. For example, see work by Monks, 2003; Sun et al., 2007; Wastyn, 2009; Weerts, 2007; Weerts & Ronca, 2007.

The current literature consistently shows that engaged students during their time at university, are therefore more likely to become engaged alumni, and alumni engagement is a significant predictor of alumni giving (Caboni, 2003; Clotfelter, 2003; Gaier, 2005; Gallo & Hubschman, 2003; Hoyt, 2004; McAlexander & Koenig, 2001; Monks, 2003; Sun et al., 2007; Wastyn, 2009; Weerts, 2007; Weerts & Ronca, 2007). Almost exclusively, the studies which report these outcomes are based on alumni information gathering questionnaire which gather self- reported attitudinal behavior about the college experience, current activity with the college, and current beliefs about the college and giving. More recent studies of alumni giving claim that the beliefs and attitudes of current alumni are far more helpful to practitioners than demographic predictors (Hunter, Jones & Boger, 1999).

Student Experience and Alumni Engagement

Early studies of donor attitudes and self- reported behaviors and their correlation with giving behavior found that "financial contributions made by alumni are socially motivated and related to involvement in social groups and alumni associations" (Allen, as cited in Hunter et al., 1999, p. 529). Indeed, many studies found strong connections between the self- reported student experience and alumni involvement and/or giving level. Pearson (1999) reported that Stanford Alumni are more likely to give if they are satisfied with their student experience and/or are engaged as alumni. In a study of alumni who were donors, Weerts and Ronca (2009) found that a high level of student engagement was predictive of alumnus volunteer activity.

In some cases, research showed that alumni who report positive feelings about their college experience were more likely to be involved with their alma maters (more broadly than as volunteers) and that their emotional attachment to the university is a significant predictor of giving (Gaier, 2005; Gallo & Hubschman, 2003; Harrison, 1995; Sun et al., 2007). In one of the few studies on multiple institutions, Monks found that the most significant determinant of alumni giving level was satisfaction with the undergraduate experience (Monks, 2002). This finding was supported by Coltfelter (2003) and McDearmon and Shirley (2009), who reported that donations are highly correlated to satisfaction with the college experience. While alumni giving rates do not "adequately measure graduates' satisfaction with educational experience" (Brant & Regan, 2002, p. 24), research clearly demonstrates that satisfaction with the college experience plays a significant role in alumni giving.

Whether engagement comes in the form of participating in social alumni groups (Allen as cited in Hunter, Jones, & Boger, 1999), reading alumni publications (Werts & Ronca, 2009), visiting campus (Shadoian, as cited in Sun et al., 2007), attending events (Hunter et al., 1999; Netzer, Latin, & Srinivasan, 2008), or serving in a formal volunteer role (Van Slyke & Brooks, as cited in Baldwin, 2008), researchers agree that alumni who are engaged with the institution are more likely to give (Brittingham & Pezzullo, 1990; Coltfelter, 2003; Gallo & Hubschman, 2003; Heckman & Guskey, 1998; Hoyt, 2004; Hunter et

al., 1999; Miracle, as cited in Weerts & Ronca, 2009; Oglesby, as cited in Sun et al., 2007; Taylor & Martin, 1995). Wastyn (2009) reported that in his unpublished dissertation, Conner (2005) found no difference in the level of alumni involvement between donors and non- donors, this being the one dissenting voice in the literature. Hunter et al. found that the best predictors are attachment to the school and participation in alumni events (1999). In addition, Korvas found that the longer the engagement continues, the more developed the relationship between alumnus and alma mater, the more generous alumni are over time (as cited in Weerts & Ronca, 2009).

Many studies have shown that alumni involvement with their alma mater was a significant variable in their giving trends (Brittingham & Pezzullo, 1990; Gallo & Hubschman, 2003; Heckman & Guskey, 1998; Hoyt, 2004; McDearmon & Shirley, 2009; Sun et al., 2007; Weerts & Ronca, 2009). Schmidt (2001) found 'no conflicting findings to suggest that emotional attachment to the institution is not a determining factor in donor status or donor level' (p. 23). Hoyt (2004) suggested that alumni 'who have greater involvement in alumni activities...are more likely to perceive a college need for donations [and] as a result, these alumni are more likely to donate' (p. 19). Student experience has a significant impact on the engagement levels of alumni. The motivations behind alumni getting involved vary, both for the individual and institution they become involved in. Universities are making a conscientious effort to provide a wider range of engagement opportunities for alumni and ensure that alumni teams can have a visible presence on campus and therefore have a positive influence on student experience.

Communications and Motivations for Giving

US donors respond in particular ways to the current fundraising tactics they have been exposed to and solicited by over recent decades. There are some differences between their responses to secular and religious charities; most UK universities are secular organizations and this is the most relevant information for this study. The following results were found to hold certain similarities to this fundraising theory (Center on Philanthropy at Indiana University with Campbell & Co, 2009).

- The highest gifts were donated when someone they knew asked the donors in person. Secular donors gave 19 per cent more on average when asked face to face by someone they knew, compared with solicitations from people the donors who asked via telephone, mail or by other means. However, more than seven in ten gave their largest gifts without being asked to do so by charities, confirming that the direction of causation of this finding remains unclear.

- The results of face-to-face solicitation are found to be strongly associated with the amount given, followed by having an affiliation with an organization. It is not clear, however, whether fundraisers for situations have reserved face-to-face solicitation, which takes more time, in which they were already expecting a major gift.

- Most donors made their gifts without being asked. Only a quarter of households reported that someone the organization specifically asked them for their contributions.

Recognition for a donor's contribution has also been shown to be motivation for a donor to give again (Lindahl & Conoley, 2002). It is reported that house hold giving receives little or no formal recognition, in the same studies it was suggested that house hold giving was rated in the following way none, minimal, moderate or substantial. The common forms of donor recognition include included (Centre on Philanthropy at Indiana University with Campbell & Co, 2009):

- Standard thank you letter
- Personal note
- Telephone call
- Invitation to an event
- A token gift
- Name published
- A name on a building or other site
- Tax deduction for a gift
- Other

Minimal recognition was limited to the donor receiving one form of recognition, 67 per cent received only a standard thank you letter. Substantial recognition is likely to be two or more forms of recognition. The 'Other' labelled as a type of recognition ranged from donors indicating that 'no recognition was needed or expected' to 'a personal thank you from someone who benefited from our donation'. The average secular causes when a household received substantial recognition was significantly higher than when the donor perceived recognition to be moderate, minimal or non-existent. However, the direction of causation for this finding is also not clear; donors who gave more might receive more recognition; or donors who receive more recognition may give more.

General Donor Behaviour

Every donor has a different set of factors that will impact their decision to give. There has been no quantitative analysis of the behaviour of a large pool of donors that can dictate how one member of that pool will choose to give. There are, however, groups of donors, for whom one can draw generalized conclusion about how they may be more likely to behave. It is also possible to make a few general points about the entire pool of donors based on findings that are so widespread that they appear to apply to almost everyone. For example, this is no direct relationship between high national average incomes and a high national proportional expenditure on charitable donations.

Both rich countries and wealthy citizens tend to give in more absolute terms, but rarely is the proportion of income that people give away to a charitable cause linked directly to their wealth. There is evidence that in the UK poorer people give away higher proportions of their income than the rich, and although donors in the US give away more money than in any other country in the Western Hemisphere (charitable gifts have been 2 per cent or more of GDP since 1998, and more than 89 per cent of Americans donate to charity), this is not necessarily because the country is wealthier. Although it is; US donors give more generously as a proportion of their national GDP than any other comparable country (CAF, 2006). On average, it was found that the largest household gift was $1,098 and this amount comprised approximately 65 per cent of a household's total giving; this finding was averaged across wealth levels, with a significant large gift and several proportionally smaller gifts per

household (Center of Philanthropy at Indiana University with Campbell & Co, 2009).

Another point that can be applied across the US population generally is the finding that educational attainment is correlated with charitable giving levels (Center of Philanthropy at Indiana University with Campbell & Co, 2009). For example, the more education that a person receives, the more they give, even when giving consideration to the differences of both income and wealth. However, this is not the case in high net worth households, where educational attainment is not associated with their giving levels. Donors who hold a graduate degree have a significantly higher average gift size than those with bachelor's degrees, which is of particular interest to academic institutions because it implies that a US donor pool is automatically more generous on average. One academic finding, with which many UK alumni data sets will agree, is that married donors give statistically significantly higher average gifts than a single alumna (Center of Philanthropy at Indiana University with Campbell & Co, 2009).

Another point that is especially relevant to UK universities is that of institutional linkage; a link with an institution significantly increased the average gift to that particular institution. Additionally, the importance of institutional linkage is especially apparent when it comes to female and family donors. Some research indicates that the interests of the female often drive giving by couples, especially when it comes to educational giving (Rooney, Brown and Mesch, 2007). Women and families give much larger average gifts to institutions with which they have a family connection – for example, when a parent, husband or child is directly affiliated with the institution. Institutional loyalty could also have an impact on the relationship over time; more than 70 per cent of donors give to the same organisation year after year (Center on Philanthropy at Indiana University & C S, January 2000 – September 2007).

Demographic Characteristics

The most relevant literature surrounding alumni focuses on studies conducted on individual donor characteristics. To date there have been two main areas of exploration in higher education fundraising. The first is a body of

research that surrounds the demographic characteristics of donors, these studies tend to focus on large, state universities in the US, and they are conducted by graduate students who are attempting to identify characteristics that help to distinguish donors from non-donors or from small to large donors. The results from these studies are contradictory and have rarely been conducted across more than one institution and as a result there has been little in the way of consensus across the published literature identifying common demographic characteristics of donors. The second body of literature surrounding alumni focuses on the behaviours, attitudes, and beliefs of the donor versus the non-donor. Many of these studies have been based on survey data; self-reported information combined with institutionally gathered data. One constant across the studies is that there are several key behaviours and attitudes that are leading predictors of engagement and in particular donor behaviour.

Much of the current research surrounding alumni characteristics focuses on the individual, however it is important to recognise the role of the institution. The studies that have been conducted with the focus of institutional characteristics are also few and far between; many typically use data from both Giving USA and the Voluntary survey of Education in the US. Giving USA is a national annual publication from the Giving USA foundation that analyse data and trends from charitable giving in the US. The first publication of Giving US was in 1956, and since its first edition has become a well-known source of rich longitudinal data that highlights the philanthropic trends across America. The Council of Aid to Education (CAE) also conducts annual information gathering questionnaire of higher education gathering data specifically on institutional characteristics and gift characteristics. The data from there research is made available through subscription and is widely published by authors who have a vested interest in college ranking.

The research surrounding institutional characteristics shows that the type of institution (private vs public), the size of the enrolment and the scope of their fundraising operations (in human and financial capacity) are all influencing factors and influence fundraising productivity (Leslie & Ramey, 1998). Much of the past and present literature supports the notion that spending more on

fundraising results in more positive results (Harrison, 1995). Though there have been no efforts made to conduct studies that compare the fundraising expenditures to the outcomes at institutions of a similar size or with similar prospect pools in both the UK and the USA.

There are several variables surrounding donors, which have been discussed throughout this research, they represent a nucleus of donor characteristics that are believed to have a higher importance factor in alumni giving behaviour. The demographic variables include sex, age, income and level of education all of which are a common constant across the early and current work of academics including Mckee (1975), McNulty (1976), Markoff (1978), Morgan, Dye and Hybles (1979) surrounding early philanthropic behaviour. A decade later in the 1980s professional fundraisers began to publish work linked to commonalities they too had spotted across donors, Brakeley (1980), Symore (1966) and Dichter (1971) referred to previous gifts, influence of prestige, and tax incentives as being factors on the giving behaviour of individuals. All of the donor variables that appear across the literature have been alluded to as having a direct or indirect relationship with the self-esteem, altruistic traits or both of a donor.

Gender

Research into the philanthropic behaviour of women has reviled two key findings: the first being that they are easier to contact than men, and the second is that how the level of contact information that they to an organisation has no direct correlation to females possessing a particular personality characteristic which indicate a level of philanthropic activity (Elms, 1972). The gender divide towards philanthropic behaviour began in the late 1930's with the work of Allport (1937), who observed there to be dual standards of employment in the US (an exception occurring with domestically related work) this had particular consequences for women as they were to become more inclusive with the changes. Thus, changes included increased employment opportunities for women in the 20th century as they acquired social and cultural capital through educational and employment means. The transition of females acquiring velarized capital occurred slowly and the gender disparity between men and

women would begin to equalize. Such an observation made in the 1930s has become very insightful, and over the decades since this was made more women have entered occupations that were previously deemed male territory. As a result, it can lead one to question if there has been much change, have feelings between males and females become more equal in regard to their philanthropic activity. Allport's work paved the way for others, nearly three decades later, Mulford (1964) suggested that women who were mothers were more inclined to identify with this role than men were to define themselves as a father or a husband. Other research also highlighted differences between the philanthropic and helping behaviour exhibited by males and females. Fox (1979) saw that medicine as too with academia, women are paid less than males in the same role, but also indicated that women had more interest in helping the patients than in the salary they earned. Fox (ibid) also suggests that women who work in professions that assist others and focus on helping the needy, view money as the least influential factor that motivates them in their job. Hoffman (1977) continued with this theme and claimed that empathy, an underlying motive of altruism, appeared to be more prominent in females than males. He proposed two types of empathy: the first is that of cognitive awareness of the feelings of those around you, and the second is the ability to affect a response to another person's feelings. He concluded females were more likely than males to exhibit effective empathy. This early research seems to imply that alumni organisations may have a greater success rate but contacting alumna than an alumnus.

Age

Age is also a constant demographic characteristic that appears in current and early literature surrounding philanthropy. A report published by the Commission on Private Philanthropic and Public Needs by Giving in America (1975) reported that younger Americans aged between 18 and 24 gave $60 compared with $742 by someone over the age of 75. Universities still struggle today to yield donations from their young alumni; the results found in a national information gathering questionnaire in 1979 make the same observations and suggest:

"Giving also increases with age for many reasons. The pessimistic interpretation would be that each new 'younger' generation is less altruistic than the previous one, or that the proximity of eternal judgement motivates the aged. But people my many have economic responsibilities and uncertainties as they get older and more assets and accumulated rights" (University of Michigan Information gathering questionnaire Research Centre, 1979) (p.164).

Another age-related study; conducted by Coles and McCall in 1979 surveying a population of both males and females, married and single, who ranged from 30 to 45. Their findings suggested that both genders continued to experience personality development during their transition through adulthood. The findings also indicated that seventeen percent of the data set aged above 30 believed that altruism was either important or very important to their quality of life at present and in the future. This figure was significantly higher in the subjects who fell in the over 35 category, 41 percent believed altruism to be an important quality they wished to have in their life. From this study alone it can be concluded that there was a significant increase in the importance of altruism, suggesting that there is a bigger awareness of the welfare of others as age increases. The 40-45 age group saw a slight decline in the importance of altruism, but it remained more important to this segment than that of the younger subjects analysed. The study also shown that the components of self-esteem (personal development and self-knowledge) were highly important amongst 30-35 age categories, there was however another slight decline for the 40-45-year-old category.

The early studies also suggest a correlation between age and helping behaviour and between the social class of an individual and helping behaviour. Lowe and Ritchie (1973) conducted a study, which revealed that those from an upper middle class exhibited helping behaviour more frequently than those who fell into the lower middle class. When given the chance to take part in helping others, an over whelming 45.5% of the subjects who had a mean age of 24 responded favourably. Subjects with a mean age of 39 also responded in the same way with 59% identifying with taking part in helping behaviour. Both studies discuss suggest that age has a positive influence on self-esteem and altruistic behaviour in both adult males and females.

Hoyt (2004) and Leslie and Ramey (1998) found that age was a significant indicator of donor status, in that the older alumni population were more likely the ones to become donors and support capital fundraising campaigns. Watsyn (2009) too identified several additional studies that identified the same positive correlation between age and giving status. Van Syke and Brooks found that age was the most consistent demographic variable to influence giving (Baldwin, 2008). Similarly, other academics including Sun, Hoffman and Grady (2007) also found that several studies identified there to be a correlation between time of graduation as a significant predictor of both engagement and donation. These findings are triangulated with those of McAlexander and Koening (2001). As the student demographic changed and more and more universities see students from non-traditional ages, it poses the question of is there a relationship between years as an alumni Vs year of age. Bristol (1990) reports that while age is a positive predictor of donations and engagement, he also stated that growth of alumni donations decline after the age of 52.

Household Income

Experienced fundraising professionals like Michael Radock have a wealth of knowledge surrounding the profession and they know from experience that people with higher income will give proportionately more money (Radock, 1976). The University of Michigan conducted a study that showed from the population who took part in the information gathering questionnaire, more than half the total giving came from the households with incomes between $10,000 and $30,000 and at the time represented nearly half the house hold's in the US at the time. The households below the $10,00 threshold only represented 16% of giving, with less than 4% of the households with incomes greater than $30,000 representing 29% of the giving (Morgan, Dye & Hybles, 1979).

If it is those who have more, tend to give more the initial reaction is to perceive such a gesture as altruistic as they want to help others. It is in such a climate that the "hedonistic paradox" begins to operate, questioning the existence of altruism as the only motive for someone to give something to another who is deemed to be in need. The paradox states that "even the most

unselfish act may produce a psychological reward for the actor" (Cohen, 1978) (p.82). In his work Cohen describes his dealings with the Nigerian culture that exemplify this paradox in daily life. In Nigerian culture the logic for giving stated that "either I am going to receive esteem and influence or, if I have acted generously to someone, I want something in particular and will state it as soon as it is diplomatic to do so" (Cohen, 1978) (p.86). It appears that Cohen sees this paradox as a universal motive to the everyday behaviour of humans.

There is some consensus amongst the past and present literature that age may be a proxy for income and resulting in identification of donor status. The research fails to determine the amount of overlap and correlation between age and income. Much of the published work if not the majority of the research surrounding demographic characteristics of alumni has focused on a group that may well have been composed of mature (thus non-traditional) students, and as it has been suggested this is not an adequate reflection of the student and graduate population of recent decades. Some of the literature eg (Weerts & Ronca, 2009) suggests that studying years from graduation rather than age would better distinguish the variables and the roles they play with exhibiting philanthropic behaviour. contemporary literature presents a clear case for high income is a predictor of donor status.

The more recently conducted studies around income in the US usually placed higher income households as those with an income over $150,000 (Centre of philanthropy at Indiana University with Campbell & Co, 2009). The average largest gift from the higher income household was $2,486, more than double the amount given by the general population. Additionally, and especially relevant to UK higher education institutions, a higher share of the largest gifts went to educational organizations, this was often the case for the general population at the time (Centre of Philanthropy at Indiana University with Bank of America, 2009). High net worth households, with assets, of at least $1 million, are also clear supporters of educational causes; educational organizations received the largest share of all high net worth giving, 27.1 per cent. Three quarters of high net worth household donate to educational organizations from their personal assets, while 21.5 percent donated to education through their foundations, funds, or trusts. Educational organizations also received the

highest average donation, $27,379 of any type of organization besides giving to a private foundation, fund or trust (Centre of Philanthropy at Indiana University with Bank of America, 2009).

High net donors are obviously the most interesting to most fundraising professionals and advancement departments and as a result several studies have been carried out observing their giving patterns in particular (Centre of philanthropy at Indiana University with Bank of America, 2009). Interestingly, high net worth donor behaves in a manner distinct not only from the rest of the population but also from each other. One study divided high net worth households into three categories: households with a net worth more than $50 million, a net worth of $5 to $50 million, and a net worth of $1 to $5 million (Center Philanthropy at Indiana University & Bank of America 2007).

The study found that the average total giving by households with a net worth of more than $50million was $1,163,190. This is nearly ten times the amount donated by households with a net worth of $5 to $50 million, which have given $117, 185 on average. It is also nearly 50 times the amount donated by households with a net worth of $1 to $5 million which came to $25, 264 on average. These results were replicated with median total giving as opposed to average total giving, to a marginally lesser extent. Households with the highest net worth donate statistically significantly more than other wealthy households to every type of organization, except for disaster relief (Center Philanthropy at Indiana University & Bank of America 2007).

One strongly held belief in fundraising, especially regarding US donors, is the perception that tax advantage is tied to charitable giving as it increases both the number and size of the gifts received. Many studies have found this to be the case, but a study carried out by the List and Kaplan tax relief program found that that tax relief and matching gifts had a limited effect on the gifts themselves (Center Philanthropy at Indiana University & Bank of America 2007). They found that such benefits both increased the response rate and the size of the gift, as had been demonstrated previously, but that they only worked up to a certain point, after which the giving rate and response plateaued, even when further benefit was available to both the donor and their chosen cause in the form of tax breaks and matched funding.

Although high net worth donors have the most to gain from the advantages that relieve their hefty tax burden, high net worth households have reported that they believe there would be very little change in their giving if there were no tax deductions for donations. Just under 50 percent of the highest net worth households ($50million and above) report that their donations would stay the same if they received zero income tax deductions for their charitable donations (Center Philanthropy at Indiana University & Bank of America 2007). These results were largely mirrored in the responses to questions regarding how donor behaviour would change if the estate tax were repealed; this is especially relevant bequeathing households (households that report having a provision in their will that they will leave 25 per cent or more to charity) gave four and a half times as much to charity as other wealthy households. These donations are over and above what they have designated in their wills to be left to charity. The average amount bequeathing households give to charity was $525, 418 compared to $120,651 given on average by wealthy households (Center Philanthropy at Indiana University & Bank of America 2007). Changed in both types of taxes would yield a double benefit to donors of this type, and yet their giving patterns changed relatively little, indicating the limited effects that a tax advantages can be expected to have on giving levels.

In addition to bequeathing households, it is possible to profile other types of high net worth donors, sorting them into a variety of individual categories according to how they acquired their wealth and their giving patterns. The donors could fit into the following groups (Center on Philanthropy at Indiana University & C C S, January 2000 – September 2007):

Donor Type	% Of total dollars	% Of total gifts	More likely to support:	Less likely to support:
Entrepreneurs	42	33	Human services, Foundations, International aid / overseas recipient's.	Environment and Religion.
Executives	10	N/A[1]		Public/society benefit, Human services, Environment, Foundations, International aid/ Overseas recipients.
Inherited/Family Wealth	10	10	Health, Arts, Public/Society benefit, Environment, Religion.	Higher Education, international aid/Overseas recipients.
Salaried employees/partners	2	9	Higher education (at the major gift level).	Human Services, Arts, Environment, Health, Religion, international aid/Overseas recipients, Foundations.
Investors	15	6	Education, Environment, Foundations, Religion.	
Wealth from real estate and real estate development	17	4	Human Services, Foundations.	Health, Public/society benefit, Environment, international aid/Overseas recipients.

Figure 1: Segmented donor groups based on how wealth was accumulated (Center on Philanthropy at Indiana University & C C S, January 2000 – September 2007)

Donors with self-made wealth account for the highest share of both the number of gifts made and total dollars given (Center on Philanthropy at Indiana University & C C S, January 2000 – September 2007). Their donations support all types of charities, from healthcare to education to the arts, and all types of purposes, from the endowment building to programme support. "Self-made" includes entrepreneurs, investors, and real estate developers. Just over 40 per cent of the donors making gifts of $1 million or more are "self –made" millionaires. High net-worth households with 50 per

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[1] Executives made up 28 per cent of the donors, not the gifts.

cent or more of their net-worth coming from entrepreneurship contributed an average amount of $232,206 to charity per year.

Demographic characteristics in relation to status (Occasional Vs Consistent Donors)

Whilst a significant proportion of the research surrounding donor demographic as an indicator and predictor of donor status, Wunnava and Lauze (2000) take a different approach. They have investigated the difference between occasional and constant donors, in keeping with the fundraising parameters, the research differentiated between constant donors who often fall into the last year but not this year (LYBNTY) category and the occasional donors who often fall into some years but not this (SYBNT) segment. The research identifies some differences in the residence of each group, some of which was not anticipated. According to the research, half of those occasional donors live in states that have established alumni chapters compared with only 20% of the constant donors, in contrast to what might have been expected. The study also investigated the life cycle of a donor, is something UK institutions are beginning to work towards in the hope it can increase donor numbers. Wunnava and Lauze (2000) go on to say that for the vast majority, once they begin to give, they continue to do so, this will then plateau, declining and then stopping all together. This is commonly referred to in the fundraising profession as the donor life cycle. The occasional donors, who are often less motivated to give, were found to have a shorter life cycle than those who constantly give, a more expected prognosis given the circumstances.

Tax Incentives for Giving

Many who exhibit philanthropic activity do so with other underlying intensions, many fundraisers even in present day question the value of tax incentives on the giving of money to organisations. Morgan etal. (1979) identified that few people, except for those with higher income levels, would give substantially less without receiving any deductibility or tax relief. In the past research by Hayden W. Smith an Official on the Council of Financial Aid to Education, suggested that he knew of no one who made a gift on the basis that they would get tax relief (Bakal, 1979). This is not the case in present day,

many universities approach corporate donors using tax relief as an incentive to donate. Both the US and the UK universities have benefitted from this in recent years, with some of the largest recorded gifts coming as a result of reduction in taxation. Bakal (1979) summarised that if tax deductions have an impact on giving, it corresponds with the amount the individual may give rather than their decision to give or not to give. The relationship between charity and the tax system can do harm and worsen social inequalities, reducing the revenue that the state has available to fund social projects (Hartford, 2006).

Institutional Advancement

For generations, universities in the United States and the United Kingdom maintained elitist networks of graduates. To live up to its name of "nourishing mother," or *alma mater,* an institution would offer exclusive networking for alumni in exchange for philanthropic support (Tromble 1998, p. xvii). This self-perpetuating process created a closed circle, with generations of the same family attending and then supporting, an institution to preserve tradition. The modem version of IA extends this elitist network to a wider universal one, which arose as a result of a greater demand for higher education. Since the 1970s, IA changed from a movement to a professional practice. The following IA definitions present an internal discourse, understood by those working in IA, influencing a wider public understanding of IA practice:

1- Institutional Advancement is the management process primarily responsible for maintaining and improving the relationship of an institution of higher education with society and selected publics in a way that most effectively contributes to the achievement of the institution's purposes (Jacobson 1978 cited Jacobson 1986) (p.l8).

2- Advancement is a systematic, integrated method of managing relationships in order to increase an educational institution's support from its key outside constituents, including alumni and friends, government policy makers, the media, members of the community, and philanthropic entities of all types (Council for Advancement and Support

of Education, 2008).

3- As a functional part of the mission of an institution or organisation, institutional advancement provides meaningful and relevant education and information while it builds political and moral support for the institution (Tromble, 1998 p. 441).

4- ... a profession devoted to the strategic management of long-term relationships with key constituencies (Lippincott, 2004 p. 2).

Relationships are a shared component of these IA definitions, specifically relationships that are driven, monitored and managed for the benefit of the institution through their alumni. These definitions imply that a university has established relationships with alumni, and the institution is responsible for sustaining these relationships through various communication channels. Weerts (2007) argues that the traditional model of IA is a one-way process with a university promoting itself outwards to the relevant stakeholders and the public. I suggest that IA is in fact an exchange: a university builds external relationships for the social and professional benefit of alumni; in tum these alumni relationships strengthen the legitimacy and connections for the institution. The onus is on the institution to apply IA practice to initiate, renew or extend commitment from external public, including alumni, to the institution.

Identifying IA in a University Setting

IA discourse outlines initiatives that demonstrate a public commitment of stakeholders (including alumni, students and cooperate relations) to the institution with words like *devoted, support, and contributes.* IA-initiated relationships also bring about change for the institution with words like *improve, increase, and build.* As a steering mechanism for an institution, IA is a conduit to strategically encourage publics to become part of the institution's advancement. The current IA definition employs much business terminology: *management, strategy, key constituencies, purpose, and mission.* Despite the links to business language, the definitions demonstrate IA is distinct from, managerialism. While the focus of IA practice is on the market, its roots and focal point is the benefit it brings to the institution. Trowler (2001) claims managerialism is a top-down activity with' ... an emphasis on individualism and

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an acceptance of the status quo'(p.185). On the other hand, IA is an integrated, collective activity involving widespread internal and external support to bring about institutional change. While links between IA and managerialism may merit further study, the focus of this research is to identify how useful IA is to building relationships with alumni.

The IA literature concentrates on the formalisation of IA operations, offering a step-by-step, "how to" guide for implementation of IA practice. As a result, IA literature is predominantly a series of resources to enable those working on the development of an institution-management, administrators and IA-related staff-to put IA into practice or to improve IA activity. To make the case, the two key IA publications are in fact operational manuals: Rowland's *Handbook of Institutional Advancement* (1986) is the seminal IA text, while Tromble's edited book *Excellence in Advancement: Applications for Higher Education and Non-profit Organizations* (1998) elaborates further on building sophisticated IA systems. This literature tends to be hidden from public view, only accessed by a narrow group of individuals aware of the IA concept, wishing to inform themselves on improving in areas such as public relations, donor solicitations or alumni events.

The Council for Advancement and Support of Education (CASE), an international membership network for advancement professionals, sets the standards for IA practice through organising seminars, publishing reference literature and coordinating local networks. With key specialist skills, the IA professional is an educator, imparting the role of the institution's mission to the public (Buchanan,1997). The IA professional is also a steward, dedicated to serving the institution (Payton,1997). The IA literature refers to the crucial role of IA professionals and the academic faculty with the ability to transition smoothly to university leadership positions by embracing advancement activity, the crucial part of university leadership (Murphy 1997; Tromble 1998; Rowland 1986; Patton 1993; Dellandrea and Sedra 2002). Moreover, in the USA, the post of President, and other leadership roles at the university, once reserved for senior faculty, are increasingly seeing appointments from advancement professionals (Murphy 1997).

The complex nature of the senior management roles, especially in the area interacting with the public, ensure that the IA professional has less adjusting to do towards the demands of the post compared to their academic faculty counterparts (Fisher 1997). IA also influences the governance structures of the university. Due to the complexities of IA work, it is recognised that the governance structures within a university are responsible for leading, legitimising and engaging in IA practice (Patton 1993). The American university governing body, once a majority of academic faculty, has moved from State and academic appointments, to include alumni, benefactors and influential public figures (Tromble 1998). This shift in governing body composition illustrates the increasingly important role of interactions with alumni and engaging the public with the local university is something that many UK institutions are looking to change in the coming years.

IA is often taken for granted in American universities. The IA literatures focuses not on why engage in IA practice, but on honing instead the *how* of IA operations and adapting ideas and practice to different institutional settings. Moreover, as an organisational structure, IA integrates practice alongside all other departments and services across campus (Rowland 1986b; Muller 1986). In the literature, there are strong arguments made for the IA function: Institutional Advancement is as vital and as essential as any other major function of a college or university (academics, business, research, student affairs, or health sciences)-in fact, in the long run, it makes possible the maximum achievement of all other functions of the institution (Rowland, 1986b) (p.6).

The hegemonic treatment of IA in the North American system contributes to steer a universities image, strategy, outreach and partnerships, demonstrating how IA has escalated as a dominant force in the growth of universities. The American and British higher education systems are different. Muller (1986) contends that advancement in higher education is uniquely American, arguing universities in other countries are 'agencies of central government' (p.l) and not concerned with IA matters. More recently, Peterson (2002) acknowledges that IA has emerged as a practice in universities worldwide (p.ix). Therefore, in a relatively short time a foreign concept, born out of an American higher education system, is borrowed and expanded by

universities outside of the United States. IA is not a common a phrase used in the British education sector, it has been introduced through American fundraising professionals who have begun to adopt the phrase whilst working in the UK. There are several alternative phrases such as *development; public affairs* or *external relations* are more understood and familiar in the UK.

Academic literature, including the *International Journal of Educational Advancement,* has extensive reports on the strategic and operational aspects of IA along with the effective use of practice. A critical study of IA as a concept is noticeably absent. IA research in a European context is virtually non-existent, despite the presence of the practice in universities across the continent (European Commission 2007). From a European perspective, IA is treated as a foreign concept and novel idea as opposed to an embedded practice in European universities. Even with the diversity in university systems, there remains a general acceptance of standard IA practice. Therefore, if and when a university chooses to consider the advancement of the institution, international IA principles provide an easily adopted formula. When the European Commission generated good practice guidelines for university fundraising, CASE was cited as the link for interested institutions as the resource that: ' ... builds up skills and confidence and helps to prevent institutions from "reinventing the wheel" (Ibid., p. 6).

The Eight Mechanisms that Drive Philanthropy

There have been several research experiments conducted, which have focused on philanthropy in relation to economics, sociology, social psychology, biology and marketing, all of which have demonstrated how a situation can be created to encourage giving and as a direct result other philanthropic tendency will follow. The present literature surrounding the notion of philanthropic activity presents eight key determinants, awareness of need, solicitation, costs and benefits, altruism, reputation, psychological benefits, values and efficacy (Bekkers and Wiepking, 2010).

Clark and Wilson (1961) developed their own theory of an incentive system, it is present within organisations and can distinguish material benefits, solidarity benefits and purposive benefits that are associated with the choosing

to engage with an organisation. Charitable activity whether it be associated with giving financially or through time is a form of participation and as a result the incentive theory introduced by Clark and Wilson can be applied. There are material benefits associated with the theory and they come in the form of tangible rewards that can have a monetary value assigned to them; the solidarity benefits however are intangible social rewards, and finally the purposive benefits are too intangible and have a focus on the outcome goals of an organisation (Chinman, et al., 2005). The application of the incentive theory to philanthropic activity is somewhat incomplete, and the literature suggests there to be two main drawbacks. The first being that any previous attempts that have been made at categorization, assumes that the actors make deliberate choices about if they will take part and how engaged they will be in the activity. This is much dependant on the consequences of their participation actions; many donors who choose to act in a philanthropic way does not actively seek opportunity to donate (Bekkers and Wiepking, 2010). They are simply responding to the needs of beneficiaries and solicitations that have been made by charitable organizations including higher education institutions towards their alumni.

The second appears to be in the categorical type created, they remain broad and often continue to work in a multidimensional way. They offer a snap shot into the varying processes that do not have a direct effect on an individual's charitable habit that have developed over time. The purposive are a good example of how a number of mechanisms are working together to drive philanthropy, altruism (the benefits received by those in need), values (the endorsement of the charities work), and the personal satisfaction some get from making a contribution and seeing the impact no matter how big or small (Bekkers and Wiepking, 2010).

The order that the mechanisms in this review of the literature are linked to the chronological order that they appear in the philanthropic process, specifically in relation to the act of donating. Bekkers and Wiepking (2010) were the first to synthesize and provide a chronological order to the charitable process. There is an earlier body of literature that tried to collate previous

reviews of a similar nature (Schroeder, et al., 1995; S. H. Schwartz, 1975; S. H. Schwartz & Howard, 1984), the outcome identified that pro social behaviour and helping others, are two concepts that required further conceptualization. They are a series of consecutive decisions and defining this has led to the identification of eight key mechanisms within the human subconscious that promote the exhibition of philanthropic activity. It is important to note that the mechanisms do not work in a silo and can be influenced and moderated by other external factors. It is the moderating factors role to weaken or strengthen the active mechanism; for example, a common personal trait that people possess is that of empathy, it can have interaction with the main effect, for example awareness of need and therefore has a higher probability of reaching the achieved result of acting philanthropically towards a particular organisation.

Awareness of Need

One of the key prerequisites of taking part in philanthropic activity is having an awareness of need or a donor being presented with an issue making them aware of the vital need of their support. Need often comes from the organisation its self and the employees, it can also come from those who benefit from the support (the beneficiaries) or sometimes it comes from key supporters who have identified and area of need where they would like to focus their own efforts. The awareness of need mechanism sits outside the control of donors and those who engage, the beneficiaries are the ones actively seeking help and it is up to the organisation to communicate those needs with supporters. The effects of need awareness have been well documented across a wide range of published literature, the most notable is the work in the field of psychology, where a series of pioneering research took place from the mid-1960s onwards (Berkowitz, 1968; Berkowitz & Daniels, 1964; S. H. Schwartz, 1975).

In the early experiments a range of what were deemed to be helping behaviours were studies, including blood donation, practical assistance, organ donation and donating money to a cause. There is strong evidence to suggest that the degree in which need is characterised has been positively linked to the likelihood that help will be given when sought after in the appropriate way for

the cause (Levitt & Kornhaber, 1977; S. H. Schwartz, 1974; Staub & Baer, 1974). There was one study that specifically tested for the effects of need on donation amounts and numbers (Wagner & Wheeler, 1969). Revealing that need was not paramount but it was crucial that those who were offering assistance perceived there to be a need if they were to see their donation make an impact. One experimental study tested for the effects of watching a telethon, and it found there to be a positive effect on attitudes towards disabled people, but not on the donations received by the charity (D. Feldman & Feldman, 1985). The early information gathering questionnaire studies conducted around the awareness of need amongst the alumni community revealed that the more generous alumni perceived their alma mater to have a great need, therefore increasing their contributions (W. D. Diamond & Kashyap, 1997; Weerts & Ronca, 2007) and that alumni volunteers perceive a higher need for volunteers with in their alumni community (Unger, 1991).

There was much published research that used focus groups as a method of data collection, from these studies the participants highlighted that donors shared a knowledge of knowing a beneficiary in some capacity to be a motive for the charitable contribution to a charity (Polonsky, Shelley, & Voola, 2002; Radley & Kennedy, 1995). There are other studies that support this finding; they suggest that if someone has a relative suffering from a specific illness, they become more likely to give to charities who are actively fighting or supporting those with the illness. There are several studies which also suggest that awareness of need is increased when people know the potential beneficiaries of a charitable organisation (Bekkers, 2008; Burgoyne, Young, & Walker, 2005). Though this does not have an immediate impact on the amount of their average gift, they will fulfil their goal by giving a constant donation (V. H. Smith, Kehoe, & Cremer, 1995).

Awareness of need can also be increased through the charitable contributions that have informed potential donors about the needs of those who are connected to the particular charity, An experimental study found that such a technique has the ability to increase the likelihood of people making donations, it does not have the capacity to increase such donation of those who choose to

donate from a lower income background (Dolinski, Grzyb, Olejnik, Prusakowski, & Urban, 2005). Simon (1997) describes how when a natural disaster gets extended media coverage, a positive relationship is formed with viewers and as a result there can be an increase in private donation supporting those who have been affected. In turn, the amount of attention that the media pays to the needs of the beneficiary can often be dependent on the number of disaster cases at a given time, the support for the cases are often linked to the demographic and psychological distance between the donors and those in need (Adams, 1986; Simon, 1997).

There are some recent studies that have indicated, individuals who live in states with higher proportions of poor housing tend to give less to higher education and combined appeals Schiff (1990), and they choose to support education as a cause in the areas of need. There are a number of studies that contest this notion including (Bielefeld, Rooney, & Steinberg, 2005; Gittell & Tebaldi, 2006). Bielefeld, Rooney, & Steinberg (2005) in their research highlighted that donations to causes other than religion was greater in areas where there seemed to be higher levels of income inequality. As the awareness of need to help others increases over time the public become more aware of a specific cause to support, they become more engaged, allowing charities to continue their work and help others. A study conducted using data from a Spanish development aid organisation identified that the more established charities in the sector attracted more donations. This was primarily due to the organisation having a larger pool of volunteers who were able to assist them in communicating their need for continued support (Marcuello & Salas, 2000).

A study conducted in the UK, however found there to be no correlation between the age of an organisation and private contribution to charities overseas (Khanna, Posnett, & Sandler, 1995) though it did deem there to be an effect of age on contributions to health, religion and social welfare organizations within the UK. The US on the other hand found there to be a significant effect on the age of an organisation and the contributions they receive, particularly those is the arts, culture, medical and non-profit organisation who sponsor scientific research (Weisbrod & Dominguez, 1986). A later study, brought to

light the negative effects of organizational age particularly for higher education institutions and scientific research surrounding the awareness of and how they promote the concept (Okten & Weisbrod, 2000).

Solicitation

Solicitation is the second stage chronologically in the philanthropic drivers, simply referring to the act of being asked to donate something (either an individual's time or their money). The way donors are solicited varies quite considerably; the way that they are asked often determines how effective the solicitation is based on the result. A number of studies have been carried out focusing on solicitation and they have been presented in a wide range of academic journals in the disciplines of marketing, psychology, and economic. Without the act of solicitation, a significant number of donations would never occur because the subject is required to act based on the 'ask' that has been made. The evidence that has emerged from the cross-sectional studies that have taken place, suggests that solicitation generally enhances the likelihood of receiving a donation is complemented by an earlier observation, which actively supports soliciting for contributions instead of offering a passive opportunity to give. This has the power to increase the likelihood that people will donate (Lindskold, Forte, Haake, & Schmidt, 1977). As a result, the more opportunities the human population are given to donate their time or money, the more likely they are to give one or both back. A number of information gathering questionnaire conducted across marketing and sociology fields have found that receiving a higher number of solicitations to make charitable contributions are attributed to a general increase in overall philanthropic activity (Bekkers, 2005a; B. A. Lee & Farrell, 2003; Schlegelmilch, Love, & Diamantopoulos, 1997; Simmons & Emanuele, 2004; Tiehen, 2001; Wiepking & Maas, 2009), although two studies did not find such an association (Marx, 2000; Sokolowski, 1996).

Other research surrounding the impact of active solicitation suggests that such findings are unwarranted (Marx, 2000). This does not give a recommendation that organisations should increase the number of people they contact in order to increase the 'ask' and solicitation ratio. It simply suggests that they try to identify the key philanthropic focuses they want to communicate

to their supporters. The literature surrounding alumni donations has revealed that some higher education solicits large proportions of their alumni at any one time, this strategy sees many organisations in fact seeing a lower average donation (Leslie & Ramey, 1988). Such a finding may well be reflective of the decreasing number of alumni who are contactable and therefore solicit able in line with the newly informed General Data Protection Regulation coming into force. It is important to recognise that charitable organisations should take care and attempt not to over burden donors. Choosing the approach of increasing the amount of contact an organisation has with its donors, can lead to donor fatigue, a direct result of this is that they receive lower and fewer donations (Van Diepen, Donkers, & Franses, 2009; Wiepking, 2008b). Some alumni teams have chosen to segment data in the hope they are more equipped to optimise their communications in their quest for accumulating more responsive targets (Piersma & Jonker, 2004). For most charitable organisations, they remain set in quantity over quality, they continually pursue larger donors more frequently in the hope of increasing their larger contributions year on year (Bekkers, 2005a; Van Diepen, et al., 2009). Many continue to pursue such a routine because those who are responding to solicitations also help to spread the message of need to alternative audiences moving away from the notion of 'Once on the list of usual suspects, I'm likely to stay there' (Putnam, 2000; Van Diepen, et al., 2009).

As solicitation numbers continue to rise, more and more people are beginning to form a standard rejection response. Except for the older generation who view charitable appeals as a more serious ask for help than the millennial's, hence why they respond to them in large number's (W. D. Diamond & Noble, 2001). It comes as no surprise that universities in particular are moving away from the standard direct mail appeals and branching out in new fundraising methods in the hope they can have significant impacts on donor numbers and value of gifts (Katzev, 1995). There some universities who still remain distant and disengaged and avoid the solicitation of their alumni at all costs (Pancer, McMullen, Kabatoff, Johnson, & Pond, 1979).

Costs and Benefits

The third part of this philanthropic journey is to take into account the relationship between the costs accrued and the benefits that are associated with donating. The definition that best summarises this process appears in the early work of Clark and Wilson (1961) and is then adapted in the later work of Chinman, Wandersman & Goodman (2005) to create a hybrid. It allows for both the material cost and benefits to posses' tangible consequences that are identified as having a monetary value, this promotes the notion of altruism, which will be discussed further in due course.

Costs

The research has suggested that giving money to charity also costs money, charities require employees to raise such funds and they do not do this for free .As a result some charitable causes have chosen to lower donation costs to improve giving (Bekkers, 2005c; C. C. Eckel & Grossman, 2004; C. C. Eckel & Grossman, 2003; Karlan & List, 2006). Taking such action means that this is not only true for the absolute costs of a charity but also remains the perception of the donors that their donations are still costing money (Wiepking & Breeze, 2009). This not to say that acts of philanthropy are purely motivated by material self-gain and has been reported that "donors will always be better off not making a donation" (Sargeant & Jay, 2004) (p.100). There are a small number of studies that present hypothetical giving scenarios, and they have indicated that when a request is made for a larger donation, are therefore less likely to be honoured in full by the donor (Andreoni & Miller, 2002; Bekkers, 2004).

The notion of the cost of giving has been well documented through economic literature, and it suggests that there is to be an empirical effect on the price of giving. Such studies that were conducted using secondary data (information gathering questionnaire and tax files) and have appeared in published works since the 1970s. There are also some studies that have estimated the effects of taxation and relief of tax due to giving charitable donations (Steinberg,1990). For the purpose of this study it is important to draw

reference to the work surrounding tax benefits for engaging in philanthropic activity, as it can often be a significant motivator for some individuals to take part in charitable activity. Pay roll giving particularly in the UK is one of the benefits to motivating giving within higher education organisations. (Romney-Alexander, 2002).

Introducing such a system where employers match the contributions of the employees, there are studies that have reported the contributions of the employees are higher than the minimum donation of an employee (Okunade & Berl, 1997). It has also been suggested that word choice plays a role in increasing donations, if donors are asked to give a one-off gift instead of their choice instead of a specified amount the likelihood of a gift being made decreases (Weyant & Smith, 1987). Desmet (1999) highlighted there to be a positive effect of asking for a larger average donation using a direct mail campaign among irregular donor segment, but this would not be the case among regular donors. During fundraising campaigns using direct mail, it is often the case that the donations are offset by lower response rates, similar findings of this nature are presented by Fraser, Hite and Sauer (1988). It would be naive to think that the cost of a donation, sometimes involves more than just money. People who perceive there to be fewer obstacles to giving are more likely to act and give (J. R. Smith & McSweeney, 2007), if they don't feel a physical discomfort then they are more willing to take part in a philanthropic act (Alpizar, Carlsson, & Johansson-Stenman, 2007). Timing also plays a crucial role, especially for fundraising in both the UK and USA. For example, it does not come as a surprise that December is the most generous month in the UK giving cycle, another UK giving trend has emerged a household is more inclined to give in the second quarter of the year. (Pharoah & Tanner, 1997).

Benefits

In higher education the donations received by alumni offices are often used to subsidise key university objectives, expansion, student scholarships and support services which are categorised as 'selective incentive' (Olson, 1965). For instance, when a donor chooses to make their gift to the university, are then invited to campus events, to show case what their donation has

achieved for the institution. Such a donation is viewed as a transactional exchange, there is a consumption motives for both parties. Offering a list of selective events in an exchange for a donation brings the act of giving closer to buying. As a result, the doing good aspect is taken away from the donation that has been made.

Published studies on alumni giving, have indicated alumni to be more generous after graduation if their university spent more on them while they were a student by ensuring their student experience was world class through state-of-the-art facilities and teaching staff (Baade & Sundberg, 1996a, 1996b; Harrison, Mitchell, & Peterson, 1995). There is an argument that some of the material benefits associated with giving that are offered to donors, it can provide donors with an excuse to donate where they would have normally withheld because the cause did not fulfil their self-interest (Miller, 1999). It is apparent that a popular belief has emerged amongst fundraising professionals, an 'ask' made in a direct mail campaign coupled with a gift from the organisation has the power to increase donations. There is no statistical evidence that supports this view within past and present literature; it is based on anecdotal evidence from fundraisers themselves. After making a charitable donation it may take some time for the donor to see any benefit of their actions, they may well see the impact occurring on the group they are part of for example an alumni chapter (Sargeant & Woodliffe, 2005; Schervish & Havens, 2002; Tam Cho, 2002).

Altruism

Individual altruism is difficult to determine. It is subjective and based on multiple social factors including values and upbringing. Altruism is a contested and problematic term, which can be viewed through several lenses; secular, medical and social obligation. For this research, altruism takes on an egocentric and social obligation role. The concept of altruism is contradictory to the cynical view of egotism as being a prime motivator for giving presented by Emerson (1930), instead it proposes it to be an unselfish interest in the welfare of others to in fact be the principle factor when it comes to someone's motivation for giving. It has been suggested that altruistic motives emerge as a result of religious influences. Religious institutions impart social altruism on to their

congregations that enables the individual to think and act in an altruistic way (Jenkins, 1950). Religions including Christianity, Buddhism, Islam, and Judaism all teach compassion for those who are suffering and those who are wealthy have an obligation to act towards those are less fortunate than themselves (Nightingale, 1973).

Religion plays a crucial role in a person's development of altruistic behaviour, this is only one part of developing a moral character. The early religious survey conducted by the United Jewish Appeal in the US revealed that two thirds of people who responded, agreed that both cultural and family traditions are important factors that have influenced giving (Bakal,1979). The Rockefeller family are renowned for their philanthropic activity, Lawrence Rockefeller explained what influenced his giving behaviour stating "we were all brought up to give. My grandfather started it, my father continued it, and we did it too. As children, we all gave a certain percentage of our allowance to what we called 'benevolence' which was one of the headings in the account books we kept' (Bakal, 1979)(p.41).

It has been suggested that there is such a concept as pure altruism, Nagel (1970) proposes such a concept, and he notes that it may not occur in isolation from other motives that encourage philanthropic behaviour. Nagle's early work presents the argument that altruism is a legitimate motivational trait, he does not deny that traits such as "sympathy, love, redirected self-interest, and other influences may be factors that motivate people when they pursue the interests of others" (p.80). His work also contends that there is a single motivation available when others cannot be identified, and when others appear more superior making it a genuine "status of a rational requirement on human conduct" (p.80).

The concept of altruism is supported from the epistemological approach that argues that it does in fact exist in a 'pure' form. However, the scientific approach takes the stance that altruism only exists when preliminary conditions are met. These conditions direct the behaviours that have been associated with displaying altruistic motives. It is important to acknowledge the medical literature supporting this notion. Titmuss' *The Gift Relationship* (1970) examines

the contrast between the blood supply system in the US (dependent on paid donors) and the UK (populated by unpaid donors), comparing the characteristics of blood donors, national statistics for blood supply and demand, and surveys of donors' motivations. The core premise is that altruistic blood donations are superior on the grounds of blood quality, economic efficiency, and moral value present in an individual whom is donating. Titmuss' prediction that payment would decrease blood quality was based on numerous US doctors' reports of blood obtained from those with drug addictions and infectious diseases who successfully concealed their condition.

Most importantly, Titmuss presented a defence of individuals exhibiting superior moral value of altruistic blood donations compared with paid donations. He argued that decreasing the opportunity for altruistic donations with the offer of payment could have unpredictable negative consequences by limiting people's freedom to give out of regard for the needs of others. This work marked the start of discussions about perverse effects of incentivizing behaviour that became known as *motivational crowding-out* (Promberger & Marteau,2013). Motivational crowding-out is the umbrella economic term for the reverse of the relative price effect in economic theory, that is, when higher incentives lead to lower (not higher) supply (Bénabou & Tirole, 2006; Frey & Oberholzer-Gee, 1997; Kreps, 1997). Intrinsic motivation can be negatively affected when an external reward is offered, for example by changing the way the situation is perceived or by changing the individual's self-perception as being controlled by the reward (Frey & Jegen, 2001). Evidence for motivational crowding-out in economics became the reduced supply once incentives are introduced.

There is also a large literature in psychology about the undermining effect of rewards on intrinsic motivation, developed shortly after Titmuss (Deci, 1975). This tradition, however, analyses motivational crowding-out once incentives are removed. To our knowledge, no studies on blood donation provide data on the likelihood of donating after incentives are withdrawn. We therefore assessed motivational crowding-out in this review as defined in economic theory by considering changes in the blood supplied in the presence of incentives.

The early literature published surrounding giving and philanthropic motivations has suggested some probing reasons for giving, survey research of this time indicates that people give because they felt an obligation to give to the needy. In the same survey, when asked why they give others described their main motivating factors were the desire for gaining a higher social status, prestige, and respect. The findings in such surveys have paved the way of fundraising today, they have led us to believe "the obligation to give" (altruism) is complex and often misunderstood as it contains several motivational factors that some find difficult to take ownership of. This notion of not taking ownership is also used as a convenient way of classifying motivational factors associated to helping behaviour that has been perceived as difficult to categorise. Like much of the psychological research that has been conducted, there have been several positive variables identified relating to altruistic behaviour and the stimuli that promotes such actions. A consequence of this is, that many of the early theories surrounding altruism suggests it grows from both a philosophical base and motivational research conducted using a scientific methodology.

Many theologists have described altruism as being the unselfish interest in the welfare of others less fortunate. Psychologists on the other hand view it to be exhibiting a personal trait motive of self-interest, economists also have a different view, and they see altruism as having developed from a deductive base and believe their findings to be justified in the same way as conclusions drawn from motivational research methodology. The economic literature published by theologists suggests the leading motive to be that of unselfish interest in the welfare of others, the psychologists as a motive of self-interest; and the economists as a transaction, a quid pro quo. The early leading philosophers such as Herbert Spencer, have described how they believe the main motivation to exhibit philanthropic traits is split, see it as being "nine parts self-interest guilt over one-part philanthropy" (Bakal, 1979) (p.43). Nagel on the other hand (1970) summarises altruism as being a purely unselfish act.

In the 1970s American researchers led a charge collating the philanthropic tendencies of the nation, a national survey conducted gave recognition to altruism as being a motivational factor for giving:

"Once we get beyond the tax incentives and the other economic demographic forces, we find some background influences and some current environmental factors with marginal effects on giving. But there remains an altruistic syndrome, differences in the levels of which we cannot explain" (Morgan et al., 1979) (p.244).

Reputation

The act of giving is viewed as a positive thing to do (CAF, 2005; Horne, 2003; Muehleman, Bruker, & Ingram, 1976), especially when the giving reduces inequality (Brickman & Bryan, 1975). Those who take part in charitable activity are often held in high regard with their peers, receiving a significant amount of recognition for their work Muehleman, et al., 1976; Wiepking, 2008a). Some individuals who take part in philanthropic acts are usually very willing to incur the costs and to recognise their own contribution (J. Clark, 2002). In doing so they hope to not damage their own reputation. This very much appears to be the case when a donation is made public to others who show an interest (Alpizar, et al., 2007; Barclay, 2004; Bateson, Nettle, & Roberts, 2006; Bereczkei, Birkas, & Kerekes, 2007; Harris, Benson, & Hall, 1975; Hoffman, McCabe, & Smith, 1996; S. H. Long, 1976; Satow, 1975; Soetevent, 2005).

Some donors wish to remain anonymous, but generally speaking the majority wish to share their generosity with others (Andreoni & Petrie, 2004). In relation to reputations it appears that maintain face-to-face relationships and solicitations to be important, they are more effective those made over the telephone (Brockner, Guzzi, Kane, Levine, & Shaplen, 1984). Providing donors with a mundane option of an envelope, rather than a face-to-face exchange have been reported to reduce donations (Hoffman, et al., 1996; Thornton, Kirchner, & Jacobs, 1991). Developing a strong fundraising reputation is key to increasing donor engagement, has soared over recent years with the use of bold and attractive recognition strategies such as ribbons (eg pink) and wrist bands (eg yellow). Such activity has been labelled as building a reputation (Grace & Griffin, 2006; West, 2004).

Many charities and universities host events which have honour rolls and donor recognition boards, where they recognise their donors, supporters and volunteers both in person and from a far. For example, someone can be given a acknowledgement for giving a specific amount of time or money eg 25 hours of volunteering will get your name on the volunteer board in the alumni centre. Such events and the recognition of donors are used as a catalyst to motivate others to increase their levels of engagement. During a study conducted by Silverman et al. (1984) it was suggested that viewers watching a telethon, were more likely to give a gift when the names of other pledges were shared on screen. Therefore, some people appear to be more generous, this often occurs after they have spent time thinking about the legacy they would like to leave behind (Jonas, Schimel, Greenberg & Pyszczynski, 2002). It is also often the case when people are seeking forgiveness, or when they are reflecting in the things, they have in their life to be grateful for (Kerremans, Lange & Holland, 2005). Such moods and emotions can often from the foundations of what motivates people to give and engage in a particular way (Soetevent, 2005).

Psychological Benefits

Giving not only yields social benefits, but also psychological benefits for the donor. A large majority of all studies on this mechanism have been conducted by (social) psychologists, who have shown that giving may contribute to one's self-image as an altruistic, empathic, socially responsible, agreeable, or influential person. In addition, giving is in many cases an almost automatic emotional response, producing a positive mood, alleviating feelings of guilt, reducing aversive arousal, satisfying a desire to show gratitude, or to be a morally just person.

The 'Joy of Giving'

There is ample evidence from studies on helping behaviour that helping others produces positive psychological consequences for the helper, sometimes labelled 'empathic joy' (Batson & Shaw, 1991). In economic models of philanthropy, this category of motives is labelled 'warm glow' or 'joy of giving' (Andreoni, 1989). Recent evidence from neuropsychological studies suggests that donations to charity "elicit neural activity in areas linked to reward

processing" (Harbaugh, Mayr, & Burghart, 2007) and "anterior sectors of the prefrontal cortex are distinctively recruited when altruistic choices prevail over selfish material interests" (Moll et al., 2006). There are several reasons why humans may have pleasurable psychological experiences upon giving: people may alleviate feelings of guilt (avoid punishment), feel good for acting in line with a social norm, or feel good for acting in line with a specific (prosocial, altruistic) self- image. Behavioural brain studies suggest these experiences require a relatively low level of perceptual processing (Tankersley, Stowe, & Huettel, 2007). The joy of giving (relative to keeping money for oneself) can be manipulated by benign thoughts. People are more generous after they have spent some time thinking about their own death (Jonas, Schimel, Greenberg, & Pyszczynski, 2002), about an act of forgiveness (Karremans, Lange, & Holland, 2005), or about things in life for which they are grateful (Soetevent, 2005).

Positive moods in general may motivate giving. Strahilevitz and Myers (1998) found that people are more likely to choose a charity donation over a discount when buying frivolous products (e.g., Sundae, frozen yoghurt) rather than functional products (e.g. backpack, toothpaste). A positive mood may also be induced by the question 'how do you feel today?'. Most people answer positively to this question ('I'm fine, thank you') and are subsequently more likely to comply with a request for a donation. This is called the 'foot-in-the-mouth effect' (Aune & Basil, 1994; Dolinski, et al., 2005; Howard, 1990). It may also be that the 'foot-in-the-mouth effect' works not so much because it brings about a positive mood but because it creates relational obligations (Dolinski, et al., 2005).

The advice to fundraisers is to test fundraising materials for their mood effects, and to avoid the use of materials that bring about a negative mood. Simply telling prospective donors that donating will bring them in a good mood increases giving, especially when victims are depicted as innocent (Benson & Catt, 1978). Donors also self-report 'feeling good' as a motive for donating to charitable causes (57% of a sample of Dutch citizens in Wunderink, 2000). In specific circumstances, negative moods can also encourage giving. Cunningham et al. (1980) show that people in a good mood respond better to

rewards associated with giving (a warm-glow feeling, or a present), and that people in a bad mood are more responsive towards avoiding punishments that come with not giving (for example the phrase: "Image how you would feel not helping").

Self-Image

When giving entails positive psychological benefits, people are said to have positive personal norms (R. A. Schwartz, 1970). Personal norms strengthen the effect of social norms. When the social norm is to give, those who feel bad about themselves for violating the norm are more likely to give. Not giving would entail feelings of guilt, shame, or dissonance with one's self-image. Experiments on helping behaviour show that assisting others may be an effective way of repairing one's self-image after one has harmed another (Carlsmith & Gross, 1969; Freedman, Wallington, & Bless, 1967; Konečki, 1972; Regan, Williams, & Sparling, 1972). One study tested the guilt hypothesis by comparing donations among people entering a church during confession hours and people leaving church after confession, when their guilt had been reduced (Harris, Benson, and Hall, 1975). Consistent with the guilt hypothesis, the former group donated more often than the latter. While the higher likelihood of obtaining social approval among coreligionists for donations may also explain this difference, another more recent study confirms that feelings of guilt promote donations (Basil, Ridgway, & Basil, 2006). The study also showed that feelings of guilt lead to giving by enhancing feelings of responsibility.

Survey studies have also provided evidence of a link between an altruistic self-image and philanthropy. Many studies find that dispositional empathy (measured with items like "I am a soft-hearted person") is positively related to charitable giving (Bekkers, 2006b; Bennett, 2003; Davis, 1983; Piferi, Jobe, & Jones, 2006; Wilhelm & Bekkers, 2010). One study that asked individuals whether they would be more or less generous than average found that donors considered themselves more generous than non-donors (Schlegelmilch, Diamantopoulos, & Love, 1997). However, giving is not only the result of an altruistic self-image, but also reinforces such an image. Piliavin and Callero (1991) found that blood donors develop an altruistic self-identity as a

result of continued blood donation. A similar process is likely to exist for the donation of money to charitable causes (L. Lee, Piliavin, & Call, 1999). It is likely that such a reciprocal relationship between giving and altruistic self-image also exists for traditional philanthropy, although Sokolowski (1996) did not find evidence for this assumption using cross-sectional data. Twenge, Baumeister, DeWall, Ciarocco, and Bartels (2007) find that empathy mediates a negative effect of social exclusion on charitable giving. People feeling socially excluded temporally lack the ability to experience empathic concern, decreasing the incidence and level of charitable giving.

The self-image mechanism can be used by charities in fundraising campaigns. Experimental field studies with adults have found that labelling potential helpers as 'helpers' promotes helping behaviour. Kraut (1973) found that if a canvasser labelled donor to one charity as "charitable" but did not make such a comment to other donors, a consecutive fundraising campaign was more successful among those who had been labelled charitable. Swinyard and Ray (1979) also found a positive labelling effect. A self-image of being helpful can also be created by the 'foot-in-the-door technique'. The technique includes making a small request before a larger request is made. Compliance with the first request makes people feel helpful, which creates a pressure to comply with the second, larger request (Freedman & Fraser, 1996; Rittle, 1981). The promise elicitation technique (Cialdini, 2001, p. 62) is another method to take advantage of the desire of people to behave in a manner consistent with their self-image. People tend to regard themselves as more generous than their peers (Muehleman, et al., 1976; Pronin, Lin, & Ross, 2002) and tend to overestimate their generosity in hypothetical (Bekkers, 2006a) and real-life situations (Komter, 1996). When they are first asked their intentions to give, they are more likely to give in real life because people want to live up to their self-image.

Kerr et al. (1997) found that commitment to a promise made to unknown others motivated contributions in an experimental game situation. Not contributing would create cognitive dissonance, feelings of guilt. Donors anticipate feelings of guilt upon reducing their current level of giving. Sargeant

and Woodliffe (2005) found that committed donors perceived that 'there would be a consequence for the beneficiary group of their withdrawing their support'. Another survey reported that respondents who anticipated feeling guilty for not giving were more likely to give (J. R. Smith & McSweeney, 2007).

While many studies on self-image have focused on altruism or helpfulness, other types of self-images may promote giving as well. For instance, giving enhances one's self esteem (Ickes, Kidd, & Berkowitz, 1976). People may be motivated to give to enhance their self-esteem. A survey conducted in the U.K. found that individuals who report a stronger sense of accomplishment are more likely to donate (Sargeant, Ford, & West, 2000). A study in New Zealand found that individuals with a more active orientation to life are more likely to donate (Todd & Lawson, 1999). Similar finding emerged from a survey conducted in the Netherlands, in which more extraverted individuals – commonly described as more active and outgoing – are more likely to give and give higher amounts (Bekkers, 2006b). One study did not find an association between 'empowerment' and giving to human services (Marx, 2000). Another information gathering questionnaire study found that esteem-enhancing motivations among older adults were negatively correlated with giving (Mathur, 1996).

Values

The works of charitable organisations are what make the world a better place, this is especially the case for those donors who contribute to achieving this goal. It is important to recognise the attitudes and values that the donors endorse, as these are what highlights what makes a cause or activity, to be attractive to their peers. The donations that are made are instrumental in endorsing a specific set of values and imparting them onto others who are yet to share the same values.

The literature surrounding values predominantly appears within psychology journals. It makes an endorsement of pro social values suggesting that they have had a positive impact and association with philanthropic activity. The values of an individual are very difficult to manipulate as they have been

engrained into them over time and experiences. Much of the research into values has been conducted using experimental studies that have taken the focus of the effects social values have on philanthropy and have reported there is no gap in the current work surrounding values. Some experimental studies link information gathering questionnaire measures of attitudes and values to donations: humanitarianism and egalitarianism (Fong, 2007); and prosocial value orientations (Van Lange, Van Vugt, Bekkers, & Schuyt, 2007). There a number of studies that have reported that people who have altruistic values (Bekkers & Schuyt, 2008; Farmer & Fedor, 2001), who have prosocial values (Bekkers, 2006b, 2007; Van Lange, et al., 2007), who are less materialistic in general (Sargeant, et al., 2000), who endorse post materialistic goals in politics (Bekkers & Wiepking, 2006), who value being devout and spiritual (Todd & Lawson, 1999), who endorse a moral principle of care (Schervish & Havens, 2002; Wilhelm & Bekkers, 2010), who care about social order, consensus, and social justice in society (Todd & Lawson, 1999), who feel socially responsible for the recipient organization (Weerts & Ronca, 2007) and society as a whole (Amato, 1985; Reed & Selbee, 2002; Schuyt, Smit, & Bekkers, 2010) are more likely to give because they are motivated to make the world a better place.

Not only do some social values promote donations in general, but also do specific social values promote donations to charities leading to favouritism over fairness (Wiepking, 2009). Philanthropy is a means to reach a desired state of affairs that is closer to one's view of the 'ideal' world. What that ideal world looks like depends on one's value system. Through giving, donors may wish to make the distribution of wealth and health more equal; they may wish to reduce poverty, empower women, and safeguard human rights, to protect animals, wildlife, or the ozone layer. Supporting a cause that changes the world in a desired direction is a key motive for giving that has received very little attention in the literature. The desire for social justice is most often studied in relation to philanthropy (Furnham, 1995; Todd & Lawson, 1999).

Bennett (2003) studied the relationship between personal values and the choice of charitable organizations and found that a similarity between personal values and organizational values increases the probability that a donation to

that organization is made. Keyt, Yavas and Riecken (2002) found that donors to the American Lung Association are more concerned about health issues than non-donors. In addition, donors to political parties endorse values central to the ideology of those parties (Francia, Green, Herrnson, Powell, & Wilcox, 2005).

Efficacy

When a donor supports a cause and they see the impact of their donations, it is known as efficacy. The theme of efficacy appears extensively across a range of literature, some non-profit organisations in the US have conducted research that suggests contributions that are made to an organisation have identified a positive link organisational efficacy as a result of the donations made (Callen, 1994; Trussell & Parsons, 2007). Key academic work surrounding philanthropy began with donors and non-donors, in a study conducted by Alfred University focusing on their alumni (Taylor & Martin, 1995). Primarily economists conducted the early body of research on alumni giving, and sociologists who rarely published their findings in peer reviewed journals. For several decades much of the research that was conducted was done as part of dissertations and as a result remains difficult to access.

When people see that others give to a charity, they can take this as a signal that others have confidence in the organization. The leadership effect was described earlier by social psychologists as a 'modelling effect' (Bryan & Test, 1967; Lincoln, 1977; Reingen, 1982). Lincoln (1977) found that observing another person makes an increased subsequent donation, especially if the model was a male. Jiobu and Knowles (1974) however, found no modelling effect. A matching offer by a third party (e.g., one's employer) can also have a legitimizing effect: people will think that the third party had enough confidence in the organization to offer the matching contribution. Endorsement of a charity by a high-status person is also likely to generate higher donations through a legitimisation effect. One field experiment with a health charity (Vriens, Scheer, Hoekstra, & Bult, 1998) found that a signature by a professor in health care research raised donations with 2.4%. A lab experiment found that observing high status individuals making donations lead others to increase their donations,

while the leadership effect was not found when low status individuals were observed making contributions (Kumru & Vesterlund, 2005).

Perceptions of efficacy are related to charitable confidence and perceptions of overhead and fundraising costs. Donors who have more confidence in charitable organizations think their contributions are less likely to be spent on fundraising costs and overhead (Bekkers, 2006a; Sargeant, Ford, & West, 2006). Such beliefs about the efficacy of charitable organizations are likely to promote giving (Bekkers, 2006a; Bennett, 2003; Bennett & Gabriel, 2003; Bowman, 2006; Keyt, et al., 2002; Parsons, 2003; Sargeant, et al., 2006; Schervish & Havens, 2002; Schlegelmilch, Diamantopoulos, et al., 1997; Yavas, Riecken, & Parameswaran, 1981). Wiepking and Breeze (2009) finds that confidence in charitable organizations specifically increases the likelihood of giving to organizations with an international focus, she finds no relationship between confidence and making donations to other types of organizations. Information gathering questionnaire studies by Sargeant and colleagues reveal that the relationship of confidence with giving is mediated by relationship commitment (Sargeant & Lee, 2004).

While attractive design of fundraising materials is often believed to attract the attention of donors (W. D. Diamond & Gooding-Williams, 2002), field experiments tell a different story. Warwick (2001) reports 23 tests of design elements on outer envelopes used in donor acquisition mailings, and found no effect in 19 cases, a negative effect in three cases, and a positive effect in only one case. In a field experiment with direct-mail letters for a health charity, the optimal fundraising letter was found to contain no 'amplifiers' (like bold printing), and no illustration (Vriens, et al., 1998). In a field experiment with donations in a campaign for refugees in Ruanda, Bekkers and Crutzen (2007) found that a plain envelope raised more money than an envelope including a picture of the beneficiaries.

As philanthropic research gains momentum, more research has emerged from other disciplines analysing the work of fundraising in higher education. As a result, the first peer-reviewed journal in higher education advancement was established the International Journal of Educational Advancement. Leading the

fundraising profession to establish research grants from the newly created professional image of fundraising through the work of CASE and the Association of Professional Research (APRA). The development of such associations has enabled the fundraising profession to significantly increase the availability and activity of research in this field. The work of Weerts and Ronca (2007) is paramount research into alumni giving, identifying four key areas of focus; individual donor characteristics, fundraising practices, the external environment and institutional characteristics.

Summary

The relative influence of each of the eight mechanisms – whether donations are primarily made in response to awareness of need, solicitation, costs and benefits, altruism, reputation concerns, psychological rewards, or efficacy – is unclear. Multiple motives are likely to operate simultaneously (Batson & Shaw, 1991; Clotfelter, 1997) and the mix of these motives differs over time, place, organizations, and donors. It is also likely that the eight mechanisms have interactive effects. For example, awareness of need may promote giving more strongly when efficacy is high. Identifying systematic patterns in the mix of the mechanisms and interactions among them are important tasks for future research.

Much would be gained by combining the strengths of the two methods. However, due to specialization of scholars in disciplines with different methodological preferences, there are virtually no studies combining information gathering questionnaire and experimental methods (an exception is Bekkers, 2007). The past and present research illustrates a discussion of the influence of religion on philanthropy. Scholars often distinguish 'conviction' and 'community' or 'norms' and 'networks' as two broad explanations of this (Bekkers & Schuyt, 2008; E. F. Jackson, Bachmeier, Wood, & Craft, 1995; Wuthnow, 1991). 'Conviction' refers to (religious) beliefs, values and attitudes that encourage altruism; 'community' refers to identification with the religious community, social pressure, and solicitations for contributions. The 'conviction' explanation draws on three mechanisms: altruism (a real concern for others), psychological benefits (earning one's place in heaven), and values (the importance of helping

others). 'Community' definition draws on solicitation (receiving requests for contributions) reputation (recognition from others) and psychological benefits (feeling part of a community).

Subsequently, impure altruism models were proposed by scholars (Andreoni,1990), collapsing all non- altruistic motives in one parameter. The revision of the model in subsequent studies as a result of empirical disconfirmation is an example of theoretical progress. Other formal models of philanthropy deal with only one mechanism as a motivation behind exhibiting philanthropic behaviour. Glazer and Konrad (1986) have modelled the reputation mechanism in a mathematical form. They call their model a signalling explanation for charity. By giving, people signal to others that they are concerned about others and/or that they have wealth to support charitable causes (Frank, Gilovich, & Regan, 1996). Both signals buy prestige for the individual (Harbaugh, 1998). Duncan's model of impact philanthropy focuses on the desire of donors to have impact on beneficiaries (Duncan, 2004). The model accurately describes one specific ingredient of the 'warm glow'. As far as we know, there are no theoretical models describing the mechanisms of solicitation, psychological rewards, values, and efficacy.

Self-esteem and altruism and their roles as motivational factors of human behaviour are discussed in numerous forms of publication. It is, however, a difficult task to find literature regarding this subject that deals with philanthropy, and more precisely with alumni giving and engagement with institutions of higher education. Self-esteem appears to be generally accepted by a diverse cross - section of psychological thought as a motivational force in almost every facet of human behaviour. Research conducted by Hovland, Janis, and Field (1959) lends corroboration to the evidence that self-esteem is in fact one of the most important factors contributing to the activity of perusing a donor or philanthropic entity.

Snagg and Combs (1949) suggest that the protection and enhancement of the self are in fact themselves prime motives, and not reducible to more basic drives of behaviour. Rosenberg (1965) perceives the protection and

enhancement of self-esteem as a major determinant of human thought and behaviour. Altruism is also viewed by many motivational theorists as a leading motivating factor that influences individual behaviour, particularly behaviour directed toward the helping of others. The scarcity of empirical research directly related to alumni giving underscores the need for studies of this nature but does not exclude findings of previous research from application to alumni giving behaviour. Alumni giving is a manifestation of human behaviour; therefore, previous studies of human behaviour, particularly those that focus on self-esteem and altruism as motivational forces, have some general applicability to variables of alumni giving behaviour.

Philanthropic acts are commonly the result of multiple mechanisms working at once. However, formal models of philanthropy for example Ribar & Wilhelm (2002) have focussed on only one or sometimes two motives. Brown (1997) described the state of affairs about stheory as follows: "No single model captures all the motivations that underlie charitable action" (Pp.183). While it is probably impossible to capture all mechanisms in one elegant formal model, Brown's assessment still holds and provides a challenge for model builders. There is a large potential for theoretical progress in the literature on philanthropy. The challenge for all scholars, model builders and other scientists alike, is to test competing alternative explanations – potentially from different disciplines – against each other. Progress is hindered by the lack of awareness of research in distant times and disciplines.

Chapter 3: Method and Methodology

Introduction

The purpose of this study is to explore the alumni culture in both the USA and UK, attempting to draw conclusions that can have an instrumental impact on the profession. The study has been conducted using a mixed method approach. This chapter will outline the methods and methodological approaches used, considering the external factors that can impact this particular approach, one being my own positionality. It is important to consider the external influences and issues to evaluate the work of Bourdieu as theoretical underpinning. The notion of habitus has a clear structural purpose, which helps to steer data collection and data interpretation (Stake, 1995). The methodology chosen must also consider the conceptual framework that the study has been located in.

It is important that when choosing the data collection methods, that they are fit for purpose and can collate meaningful data for interpretation (Wellington, 2000). The choosing of methods, is one of the most critical processes when conducting research, the process is influenced by two key factors. The first consideration is given to the nature of the research aims and issues being explored, including time and accessibility. Secondly to make sure that the research process is inclusive and respects the participant views. Having an awareness of their needs and preferences that are consistent with the ethical implications of conducting research of this nature.

Case study research enables a mixed method approach using qualitative and quantitative methods to extract evidence from participants. I have used several methods, I will first discuss the qualitative approach, counting and measuring data through statistics. I conducted a short information gathering questionnaire completed by senior alumni employees at each of the six participating institutions. The purpose of an information gathering questionnaire was to explore the statistical data surrounding staffing and engagement numbers, the information gathering questionnaire also provided the opportunity to understand each institutions and priorities moving forward with home and

International alumni. The choice of information gathering questionnaire as a method of data collection enables the focus to be on the evidence provided by each organisation, giving an insight into each individual case. Case study research is not exclusive to qualitative methods and this is a key reason in choosing to conduct the study this way. All the evidence I collect will be pulled together and analyse to give a better insight into the alumni community in two very difference, cultures and higher education systems. There are a number of reasons why I chose to include qualitative data collection in this study, it has allowed me to investigate the unknown areas of alumni culture, staffing resources and the future of the profession, by exploring the complexities beyond the scope of a controlled environment. Using an information gathering questionnaire has enabled me to delve into an institution make up and see what their resource investment is in relation to the output and engagement levels. I have been able to view each case from the outside; this has required me to interpret the information from the perspective of those directly involved.

Research Process: Structure and Sequence

The research took place over an eighteen-month period, with each stage carefully considered and executed purposively. It began in January 2014, with the identification of universities to participate in the research. The top 300 universities from both the UK and USA were contacted via email. It was difficult to identify common inclusion criteria for this study, as both education systems differ considerably and, given the lack of resource, I chose to include the first six organisations that responded to the initial recruitment email. I was mindful of my position as a lone researcher and potential geographic distance from both the organisations and the participants, as well as participants' distance from the organisations. Therefore, interviews were unable to take place in person due to financial implications, and were instead conducted via Skype and telephone.

Institution	Churchill	Roosevelt	Attlee	Eisenhower	Macmillan	Truman
Alumni	3 (Jennie) (Randolph) (Benjamin)	3 (Franklin) (Anna) (James)	3 (Herbert) (Neville) (Stanley)	3 (Ida) (Elizabeth) (Mary)	3 (Harold) (Maurice) (Caroline)	3 (John) (Margaret) (Martha)
Staff	1 (Clementine)	1 (Eleanor)	1 (Clement)	1 (Mimie)	1 (Dorothy)	1 (Harry)
Activity 2014-2015						
Initial recruitment email	Nov	Nov	Nov	Nov	Nov	Nov
Phone call with gate keepers	Dec	Jan	Dec	Dec	Jan	Jan
Consent form all participants	Jan	Jan	Jan	Jan	Jan	Jan
Information gathering questionnaire sent out	Jan	Jan	Jan	Jan	Jan	Jan
Professionals Interviews	Feb	Feb	Mar	Mar	Apr	Apr
Alumni Interviews	Feb	Feb	Mar	Mar	Apr	Apr
Transcription	Mar	Mar	Apr	Apr	May	May
Analysis	April	April	May	May	June	June
Emerging themes	2	3	1	2	1	2

Figure 2: Research Activities and Time Scales

Due to the agreed anonymity all participants including the institutions will be given pseudonyms. The three UK universities will be known as Churchill, Attlee and Macmillan, the three US organisations will be referred to as Roosevelt, Eisenhower and Truman. All are accredited higher education organisations, which offer a range of undergraduate and postgraduate courses; they also all have university sports programmes that are offered to both students and alumni.

Each university was initially approached via email, which outlined the research aims and objectives of the study, the participant recruitment requirements. I decided to appoint a gatekeeper, they were asked to identify one alumni employee and three alumni to take part in the research. The selection of all the participants was to a great extent left as a responsibility of

the appointed gatekeepers. They were given a broad brief of identifying engaged alumni or participants who they felt best fit with the research objectives of this study. In each of the cases, the head if the alumni development office was approached and they contacted the participants on my behalf. I chose to leave the recruitment in the hands of the alumni professionals, as they have a wealth of experience working with alumni. I am merely a researcher who

Each participant was provided with a consent from which they were required to return and a participant information sheet which outlined the data collection process and my ethical responsibilities as a research to my participants.

Once the consent forms had been returned, an information gathering questionnaire was sent to each of the six institutions. The information gathering questionnaire were distributed electronically and completed by senior members of each alumni team; the purpose of conducting an information gathering questionnaire was to provide a comprehensive picture of each participating university. The information gathering questionnaire design will be discussed in more detail later in the chapter. All potential participants who were initially contacted expressed an interest in participating in the research. Once again, the inclusion criteria were difficult to distinguish and as a result left broad, the participants were selected on a first come first serve basis until each university had filled the allotted three alumni spaces. They all agreed to be contacted initially by the gatekeeper who gained their consent to share contact details with myself. Once I had the contact information, I sent consent forms to the participants along with information sheets.

Each of the gatekeepers from the six organisations were provided with the interview questions for both the organisations and the alumni representing each one. The participants were given a week to read the questions and make sure they were comfortable with the topics to be covered in the interviews. Sharing the questions prior to the interview was done so the participants had the opportunity to think about their answers; with the data set being small the quality of the data becomes increasingly important to draw significant conclusions from.

All the potential participants who expressed an initial interest in participating in the research were contacted. The consent forms where first given to the gatekeeper who then negotiated the best contact details to be shared with me. Once this information was shared, I contacted each individual alumnus and alumna with the participant information sheets and interview questions. Each of the designated gatekeepers from the six participating institutions were also given the alumni staff interview questions and an interview and transcription schedule was created.

	Churchill	Roosevelt	Attlee	Truman	Eisenhower	Macmillan
Activity 2014-2015						
Interview consent	Jan	Jan	Jan	Jan	Jan	Jan
Professional Interview	Feb	Feb	Mar	April	Mar	April
Alumni Interview	Feb	Feb	Mar	April	Mar	April
Transcribe	Mar	Mar	April	May	April	May
Analysis	April	April	May	June	May	June

Figure 3: Interview and Transcription Schedule

It was not possible to begin conducting the interviews without gaining participant consent; the first interview took place in January 2015. The remaining twenty-three took place over a 6-month period ending in June of the same year. Once the interview schedule ended the next contact with the participants came when their transcripts were shared with those who indicated they would like to see them once complete. In total twenty-four interviews took place over the six months, six of them with alumni professionals and 18 with individual alumni. It must be noted that prior to data collection with the participants a pilot study was conducted with an additional university who were unable to commit to the full extent of the research requirements. The purpose of conducting a pilot was to work with experienced alumni professionals to capture the appropriate content for the interview and information gathering questionnaire that was to be distributed. Conducting a pilot also allowed for me

to practice my interviewing techniques and ensure that the recording quality on both Skype and telephone were adequate for transcription purposes.

One external factor that had an impact on the interview schedule was the time zones, between participating institutions in the US, the alumni participants and me. As a result, the interviews with Eisenhower, Roosevelt and Truman were conducted during the evenings from 17:00-22:00 hour's British Standard time. The UK participants were able to take part in daytime interviews, all the interviews conducted lasted approximately forty-five minutes. The interviews and information gathering questionnaire were conducted a different point across the initial eighteen-month period as each university calendar differs with alumni activity. This may well have had an influence on how the participants responded to their interview questions, for example one participant may well have been receiving a lot of communication from their alma mater therefore they are more likely to be in a positive frame of mind and this could be reflected in their responses. After the interviews had taken place each one was transcribed and for those participants who wanted to see the transcription shared with them via email.

Whilst conducting the interviews with the alumni professionals many shared documents forming part of the secondary data analysis. Collecting complementary data remained a constant throughout the data collection phase. An initial analysis of data was conducted in July 2015 immediately after all the interviews had been completed. The early stage data analysis provided a basis for initial themes to emerge. This then allowed for the relevant themes to be triangulated with both empirical and documentary data collection representing the fundraising and volunteer professions respectively. Both the information gathering questionnaire and secondary data analysis provided an early insight into how informative the communication alumni received and to what extent it impacted on their motivations and continual engagement. A comprehensive analysis took place in November 2015 providing the themes, which will be presented later in the data presentation chapter.

This research has employed a case study approach in order to explore the alumni culture at universities in both the UK and the USA. The purpose of

the study is to investigate a population; in this case it is alumni and the staff who work within this profession. The research has been conducted across six participating institutions studying two discrete groups, thus fulfilling Stake's criteria for collective case study (Stake, 2000). However, also fundamental to the study was to ensure it was conducted in a way which was inclusive and demonstrated value and respect for the participants who took part as they provided the focal point of the study. Another key element to the study was the need to situate it within a context, which considered cultural factors such as class and educational factors such as achievement and class. These considerations guided the design of the study and dictated a participatory approach, this has provided a mechanism for demonstrating value for the participants as well an opportunity to 'demystify the research process and empower the participants' (Johnston, 2000). This approach has also provided a situated context in terms of cultural and other factors from which conclusions could be drawn about the alumni and professional populations who participated in the study.

The study has offered the opportunity to gain an insight into the lives and experiences of alumni and staff working in the industries, in an area where very little empirical work has been undertaken. Therefore, what is known about this group is, at best, correlated from other research and at worst is based on assumptions and personal experiences. The increased understanding of the alumni culture may result in several benefits for both the alumni who are engaged and the sector, benefits such as creating literature supporting the works of university fundraising and to share best practices. Using such an approach may also contribute to the future development of theory where other, similar, case studies are conducted. For this to be possible I have attempted to ensure that the methodological design and implementation of this study is rigorous, the data is gathered and presented honestly and with integrity. In addition to gaining insight into the alumni culture in both the USA and UK it is possible that this study could support future research into the impact of alumni mechanisms at universities and the societal impact this has for the local regions in which each university is located.

Data Collection Methods

Interviews: Justification, Reflection and Evaluation

As a method of data collection interview was deemed appropriate for this research, it is one of the most enjoyable and interesting data collection methods of this study. For the purpose of this research interview was the most appropriate as it can discover data that other methods cannot reach. It allows for the researcher to probe the interviewee's thoughts, prejudices, views, feelings, and perspectives (Wellington, 2000). The participants are given the opportunity through interview to give their account of a lived experience.

There are several different approaches to conducting interviews; therefore, it is important that consideration is given to both the design and structure. In this study, the interviews are intended to be 'a conversation with a purpose' (Webb and Webb, 1932). They are to be a two-way exchange between the participants and myself. During the interview process I had to be mindful of my role as a researcher, I was a data collection tool in my own right acting as a sponge, soaking up all the information that was shared with me. It is important when conducting interviews, to identify whom the key informants will be, for the purpose of this research they are both the alumni and the senior alumni professionals. Le Compte (1984) believes key informants to be the most appropriate people who can communicate and share specialist knowledge of a research topic with the researcher.

One of the key discussion topics surrounding the use of interview, is the degree of structure the researcher chooses to employ. Parsons (1984) discusses the different degrees of structure surrounding the interview process, out lining three different approaches to structure. The first being that an interview is a very structured situation and becomes no more than a 'face to face questionnaire' (p.80) therefore there is no deviation from the initial question script. As a result, there is no dialogue created between the researcher and participant. The second degree is at the opposite end of the scale from a structured interview, it is an un-structured interview. Often such a process will vary from interviewer to interviewer. With no question script the interviewer can take any course it chooses. Parsons (1984) sees such an approach to be

'probing or directed techniques adopted by the psychoanalyst' (p.81). He believes an unstructured approach to be valuable in the initial stages of exploratory research, but they place a significant onus onto the skills and techniques of the interviewer. Such an approach becomes heavily reliant on the interviewer having an in depth understanding of the subject that is being explored.

Thankfully a compromise between the two above degrees has been reached, the semi-structured. This approach relies heavily on the interaction between the interviewer and the interviewee. Often the researcher will create an interview guide, outlining key questions and themes they would ideally like to cover in the interview. From the guide the interviewer can have 'considerable flexibility over the range and order of the questions within a loosely defined framework '(p.80). For the purpose of this study a semi-structured approach was adopted, allowing for a dialogue to be created between myself and the participants. Having such flexibility whilst conducting the interviews has allowed for the probing of complex issues, helping to steer the conversation between the participants and myself. Wellington (2000) describes interviewing process as being an act of the unobservable, as the perspectives and opinions of individuals are being explored within a given time and context. Choosing interview as the primary data collection method and focusing on interviewing key stakeholders including alumni and professionals working in the industry, allowing me to gain a deeper understanding of the complexity of an alumni team and the role they play to engaging alumni and how they serve the wider university community.

A total of twenty-four interviews took place six with alumni professionals (4 female and 2 male), thirteen of the remaining interviews were conducted with alumnus and the final five with alumna. The purpose of conducting the interviews with the two groups was to gain an insight into the work of the alumni professionals, and how the alumni community engage with such work highlighting key motivational characteristics. The participants both alumni and the professionals who agreed to take part in the research, were all affiliated to different higher education institutions, all geographically distant from the other. To ensure the data collected through the semi-structured interviews was

meaningful an interview topic guide was created with 10 questions for the participating alumni group (appendix 1). A second interview topic guide was created for the participating alumni professionals, the guide was split into two sections, the first six questions focused on membership and the second six focused on engagement strategies (appendix 2 Therefore I was mindful of the wording chosen for the prepared questions and also in the follow up dialogue with the participants. Each interview with the alumni professionals began with a key question asking how they chose the participating alumni and what they interpreted as being active alumni. The purpose of beginning in this way with an open question was to trigger information that could inform the remainder of the interview (Perry, 1970).

Choosing to conduct semi-structured interviews as a data collection method has allowed me to create a dialogue with all interviewees. While conducting the interviews I was mindful of Kavel (1996) who stated that an interview could be both formal and informal at the same time. He stated that an interview becomes nothing more than a conversation, which has a structure and a purpose. All the interviews were digitally recorded and transcribed for analysis (a transcription example can be found in appendix 3). Conducting the transcription process was immensely helpful as it brought the interview process back to me, and as a result I was able to create research diary entries for each of the interview experiences. Moreover, keeping a research journal allowed me to write a reflection of each of the interviews, considering what improvements could be made to the interviews and I was able to give thought to what I hoped to achieve from the research experience. Abraham (1996) believes that researchers conduct research because they have developed an interest in a topic and therefore make a commitment to further advance in the area, they have become most passionate about. In this research, through keeping a research journal I have remained reflexive by using it to consistently evaluate my personal values as well as the research design and how to analyse the data.

In order to remain reflexive and manage my position particularly throughout the interview process, I likened my role as a researcher to that of a dance choreographer. O'Leary (2004) summarises such a process:

'The choreographer metaphor suggests a researcher who begins with a foundation of key principles, has vision, and tries to not have a limited view. The choreographer works by warming up or preparation, exploration and exercise, and finally illumination and formulation'.

When determining my position as a researcher, I used the work of Wellington (2000) to consider my values, ideas, knowledge, motivations and prejudices that may have an impact on conducting research of this nature. Throughout the course of the interview schedule, it became apparent that many of the interviewees represented more than one group as was originally intended. For instance, the alumni professionals who were interviewed were also alumni in their own right, and three where alumni of the participating institutions they currently worked at. When this became apparent, I was conscious of the need to focus on the purpose of this particular interview, the reason for conducting the interview was to gain a clearer understanding of the alumni profession participant group. It became apparent that dual identity was a possibility for all the alumni professionals and could have an impact on how they responded to, and to some extent to the context of how the interview evolved. The interviews provided a significant amount of the data collated for this study.

As established in the earlier literature review, it was difficult to draw research design from previous studies in the field, as they remain limited. During the interview process I was able to explore specific aspects of the initial research objectives, this was complemented by the secondary data collected. Conducting interviews as a method of data collection also allowed for personal reflection of my own values and assumptions of the alumni culture in both the UK and the USA and how they build relationships with alumni.

Information Gathering Questionnaire: Justification, Reflection and Evaluation

There is a common concern that has been shared by participants in general, that only using interview as the main data collection method does not have the ability to truly represent a population. Bell (1993) suggests to fellow researchers that those using a case study methodology should be mindful as

'critics point to the problem of representativeness' (p.8). One way to remove such fears amongst researchers is to complement interview data collection with that of using an information gathering questionnaire as it helps to give a wider perspective of both the alumni community and the professionals who work in the sector. Information gathering questionnaire are also a rapid way of obtaining a varying range of large amounts of data. Bell (1993) also sees that the information recorded using an information gathering questionnaire may be superficial: 'information gathering questionnaire can provide answers to the questions what? where? When and how? but it is not so easy to find out why? Casual relationships can rarely if ever be proved by this method of data collection. The main emphasis is on fact finding' (p.9).

The construction of an information gathering questionnaire is crucial to the fact-finding process, and the results have little emphasis on helping to establish or shape a theory. It can have as much of an impact as data collected through other methods. Walker (1985) presents the pros and cons of using an information gathering questionnaire to collect data:

'The questionnaire is like interviewing by numbers, and like painting by numbers it suffers some of the same problems of mass production and lack of interpretive opportunity. On the other hand, considerable advantages in administration – it presents an even stimulus, potentially to large numbers of people simultaneously, and provides the investigation with an easy (relatively easy accumulation of data' (p.91).

One of the main issues with using information gathering questionnaire is that of sampling and response. For this questionnaire the sample was composed of the alumni professionals, focusing on the structural components of alumni development teams at universities in both the UK and the USA. When attempting to describe a specific population researcher is faced with two major issues. The first being definition and the second being their ability to find out suitable information that is relevant to the subject. It is difficult to make sampling decisions as researchers are often faced with limited information of the full population, from which a sample is taken. For the purpose of this research the sampling decisions made were done purposively. The alumni professionals

chosen were stratified according to one specific Criterion: that they held a senior position within the development office at the participating university. The alumni on the other hand were chosen because of their engagement with the organisation since graduation. Once again, the question of representativeness arises and can be remedied by choosing the sample carefully.

This meticulous process can be heavily impacted by an unrepresentative response rate. Having put a significant amount of thought into choosing a stratified sample enabled a greater response rate to the information gathering questionnaire for both the UK and US institutions. In order to have the best response rate, it was important to take care with design, presentation and distribution to the participants. Mindful of these participants and their roles as gatekeepers to the study, it was imperative to design a questionnaire that is not time and labour intensive for participants.

To ensure a maximum questionnaire participation, I used Wellington's (2000) six suggested ways to achieve a high response rate:

- Target the respondent by name
- Give clear instructions and the assurance of anonymity
- Go for brevity and clarity
- Warn the respondent in advance of its advent
- Include a stamped addressed envelope
- Give polite reminders (after a suitable time) by letter or phone

After recruiting the participants from each organisation each of the steps were followed apart from providing a stamped addressed envelope, as all the correspondence was done through email exchange. Using electronic distribution has several advantages, including speed and efficiency. This was particularly important because of distance and time zones between me and some of the participants. Once again there are questions raised surrounding sampling. Those who chose to take part in the study from the alumni professionals were self-selecting and as a result are unlikely to be a true representation of all fundraising professionals worldwide. Often networks of this magnitude remains very much closed groups, implying that such groups have elements of prestige, to share information with their peers. This is very true of

the alumni community, and as a result they may respond negatively to the questionnaire they are given, this was not the case of the participants in this study.

Much consideration was also given to the design of the questionnaire before it was shared with the participants; this was done in consultation with a pilot university in the UK. There is a strong body of literature to guide researchers like myself, many of the summaries appear in the works of Fink (1995) and Cohen and Manion (1994). Taking guidance from such works enables the questionnaire to be composed predominantly using closed questions; the end however saw some open questions, which allowed participants to offer opinions on key questions and aided in the collation of information through the chosen data collection method.

Neuman (1994) described the use of questionnaire design as 'one should sequence questions to minimise the discomfort and confusion of the respondents' (p.237). The information gathering questionnaire were distributed to key individuals within alumni teams at all participating universities, they were deemed the best people who have the knowledge to answer the posed questionnaire questions. Another valuable use of questionnaires as a data collection method is that they offered the opportunity to conduct a pilot study. This was a valuable exercise as it allowed input from experiences alumni professionals who made valuable contributions and acted as a second pair of eyes to identify any unforeseen issues that may arise from the proposed questionnaire questions. The pilot was an essential stage when designing this study, it proved to be invaluable to the research. Conducting the pilot study and the initial drafting of the information gathering questionnaire took time, numerous versions were drafted, and testing those versions on experienced colleagues to ensure there was a consistency across the data collection tools in this study. It is also important to think ahead to the analysis of the collated responses. Typical questions that often arise from using a questionnaire as a data collection method include, how much information will I gather and how can this be grouped. When drafting the questionnaire, I was mindful of the analysis and making sure that both the statistical and opinion driven data that was captured was dealt with appropriately.

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Documentary Analysis: Reflection, Evaluation and Justification

To complement the empirical data collected through interview transcripts and information gathering questionnaire, documentary analysis was also used as a complementary data collection method. Collecting data in this way was done so to illuminate the case studies of the participating universities. The data collected was from internal documents such as alumni magazines, communications, and annual reports. These products are often linked to the practices of institutional advancement and can be drawn on to supplement the data uncovered at interview. Also due to the limited number of interviews conducted, document analysis will allow for a more thorough insight into the perspectives of the official position of other stakeholders who have a vested interest in the alumni activity at an institution. Choosing documentary analysis, meant that they would be analysed through the lens of analytical framework and in the context of the earlier research question posed. The historical and archived documents explored throughout the study show the evolution of the material used to communicate with alumni, offering the opportunity to analyse the discourse.

Documentary Analysis: Reflection, Evaluation and Justification

As part of the process, I gathered and analysed several University documents including annual reports, strategic plans (where available), promotional materials, University Foundation documentation, internal newsletters, alumni magazines and other relevant published documents. All the documents that were consulted for this study were logged and coded according to whether they were published or unpublished materials, it was also recorded the type of resource for example a video or a published report. It was also noted whether the document was open, anyone had access to it or if it was a restricted piece of work sole for internal use. Wellington (2000) classifies the categories and assists in reflection on the level of access for coding purposes and later during the analysis phase. All the documents that were collected during the study were produced by the participating universities. I collated over 30 documents for this research project, a list can be found in appendix +. The documents provided a varying range of material which assists in building a

picture of each case study, the documents are internally controlled by each institution. The documents portray the institution in positive lights, with a focus towards engaging their target audience of their alumni population. As with the interviews I gathered the documents over a 12 month period from January 2015 to December 2015, some of the documents collated during this time were not produced during this time frame, but still focused on capturing the alumni audience and offering ways for them to remain engaged was a message that resonated across many of the media mediums included. The collation of secondary data brought a time bound element to the research, reflecting both Churchill and Roosevelt universities at a point in time. As previously discussed, the documents collated were not produced during this time period, they do represent both current and relevant information that can be analysed to give an indication of each cases university environment at each point in time. Choosing to collate the data so early in the study it allowed for the identification of individuals who could be approached for interview. To analyse the documents collated from each university, I followed the work of Scott (1990), using a simplistic approach examining the authenticity, credibility, representativeness and meaning of each of the documents. The number of documents collated, including those via web accessed resources, allowed for an interpretive approach to their analysis, considering the document in context, including the reference, presupposition, implications and inference of the text as stated by Brown and Yule (2006). Including such elements enabled for the document to be correctly located in the field of study but also ensured that the theme coding applied during the analysis phase was applicable to the study. The documents collated from both Churchill and Roosevelt universities revealed a great amount of detail each of the participating institutions, the visual element of the materials used to increase engagement and motivation. Collating the documents of a time frame has allowed the study to be viewed in an evolutionary way, considering the importance of triangulation, using different sources as a form of analysis on the subject area (Wellington, 2000). In order to build up a comprehensive case for each university it was important to select documents that published the view of the institution, incorporating their values and ethos. The documents provided a strong grounding for analysing discourse and an understanding of how each

university is governed, linking to the Institutional Advancement (IA) aspect of the research.

Case Study Methodology
Introduction

The beginning of this chapter has considered the methods used to collate the data in this study. The purpose of the reaming half of this chapter is to discuss the methodological approaches that have been adopted in this research, including my own positionality in relation to this research. It will also consider the methodological approach in relation to the conceptual framework for which this study has been located. The research has centred on building relationships with participants, in order to facilitate this throughout a case study approach was used. The use of case study allowed for flexibility in the data collection methods, each one illuminating the 'lived experiences' of the contributing participants (Janesick, 2000).

Bogan and Biklen (1982) suggest much of the research conducted using a case study approach is result of their initial empirical work: 'The general design of case study is best represented by a funnel. The start of the study is the wide end: the researchers scout for possible places and people that might be the subject or source of the data, find the location they think they want to study, then cast a net widely trying to judge the feasibility of the site or data source for their purpose'. Then the researcher is able to narrow down the focus at the end of the funnel and the case study research can begin.

Case Study: The Meaning

Case study research is one of the most challenging research methodologies in the social sciences. There is a large body of qualitative literature that discusses the notion of case study research. The purpose of conducting case study research is to 'illuminate a decision or set of decisions: why they were taken, how they were implemented, and with what result' (Stenhouse, 1985). Bogdan and Biklen (1982, p.58) define a case study as 'a detailed examination of one setting, or one single subject, or one single depository of documents, or one particular event'. Such a view places a significant amount of onus onto the given unit i.e. the individual case. Such a

view can be seen to be both a strength and weakness of case study is the onus placed on the unit, as a result the generalization can be somewhat problematic. The relationships that are built up through using a case study approach is based on the judgement of the researcher, the level of significance placed on the relationships is down to how much meaning applies to each one and how it resembles the population the researcher is exploring (Stenhouse, 1985). Stenhouse (1985) argues this to be a strength of adopting a case study methodology 'case study reaches after the restoration of prudence, and of perceptiveness, the capacity to interpret situations rapidly and at depth to revise interpretations in the light of experience' (p.266).

This definition sees cases to be decisions, however there are other common cases examples that include, individuals, organisation and processes. Many of the early seminal texts failed to consider case study research as a formal method of inquiry, confusing it with conducting field work and participant observation (Kidder & Judd, 1986). Case study has evolved as a research method, American methodological thought traces the first use of case study back to when researchers conducted life histories (Platt, 1981). Case study was given a formal definition by Yin (2018) defining cases study as:

a) Investigates a contemporary phenomenon within its real-life context when

b) The boundaries between phenomenon and context are not clearly evident (Yin, 2018).

Types of Case Study

Whilst many case study research methodologies share common features such as each case being a 'study of the particular' (Stake, 2000; Wellington, 2000) and therefore illuminating a situation or phenomena within a real-life context using primarily qualitative data collection methods. It has also been recognised that each case study is very different to another, despite the diversity several case study academics have identified different types of case study research. There can be some differentiation between the categories, and this is subject to the positionality of the researcher, and whether they lean more towards an interpretivist or positivist view of what case study research means in the context of their own research. Bassey (1999) expresses a concern that

categorisation can be somewhat complex as there is much overlap between cases. Stenhouse (1985) and Bogdan and Biklen (1982) in their work also make classifications of case study.

In the work of Bogdan and Biklen (1982) they distinguish three key categories, historical-organizational case studies; observational case studies; and life history is also a form of case study. The first category of historical – organizational case study focuses on studying a particular unit for example an organisation, this is often done over time helping to build up a time line and narrative for the development of the organisation. It is likely that such a study will be conducted through interviews with stakeholder's who are connected to the particular institution for a sustained period of time, to supplement the interviews documents will also have been collated during the same time frame. The second category of observational case studies will still include a historical overview, but this is very much a supplementary measure. The final category of a life history involves extensive interviews with "one person for the purpose of collecting a first-person narrative" (Bogdan and Biklen, 1982) (p.61).

Stenhouse (1985) has categorised case study in a similar way, suggesting that a cases study can be either historical or ethnographic. Suggesting that 'there is a sense in which history is the work of insiders, ethnography of the outsiders' (p.226). For example, a study that is centred around a new phenomenon like an organisation will be very much form an outsider's perspective, supplementary interviews would then be conducted with key stakeholder who are able to narrate their life history and as a result are able to provide the insider perspective. Stake (1994) also categorises caste study, he divides case study into intrinsic, instrumental and collective. An intrinsic case study is used when the researcher wants to gain a deeper understanding of a case, not because they believe the case to be unique or representative of a typical situation but because it is of interest on its own merits. Stake (1994) suggests that an intrinsic case study is used not for the purpose of understanding an abstract phenomenon, nor is it to build a theory, the study is conducted because the researcher has an intrinsic motivation and interest in the area. The second category is instrumental case study, this is used to clarify a issue or hypothesis. The case itself often becomes a secondary concern, its

primary aim is to develop understanding and knowledge of anther phenomenon, 'the choice of case is made because, it is expected to advance our understanding of that other interest' (Stake, 1994). It is often very difficult to make distinctions between instrumental and intrinsic case studies as 'there is not line distinguishing the intrinsic from the instrumental, rather a zone of combined purpose separates them' (Stake, 1994) (p237). The final category is collective case study, this is where a few different cases are studied at the same time. The cases that are chosen to take part in this methodology many have similar and dissimilar characteristic. They are included because conducting research through several cases allows for theories to be generated about a larger population, employing a very different tactic from research that is conducted using a single case study.

There are several authors who have proposed the concept of situatedness in relation to case study as a methodological research approach. Kincheloe and MaLaren (2000) have argued that, as all interpretation is culturally and historically situated, therefore the researcher must consider how the object of interpretations is anchored and situated by time or place. Stake (1995) takes this concept further by discussing and offering a definition, suggesting that 'meaning is largely drawn from the case's unique circumstances. In his later work (2000) Stake highlights the importance of considering the researcher's reflections, when making sense of meanings within the case. The definitions often overlap in some cases and can also differ considerably in others; and they are very much open to interpretation by individuals. It is imperative that I acknowledge this, and that 'categorization is a dangerous game [because] some educational case studies will not fit the categorization either because they overlap too many categories or seem to stand outside them' (Bassey, 1999). In this research I have not attempted to categorize. The purpose of the study is to explore a case and to present the findings using a narrative approach, in order to illuminate a case and how it may relate to future research opportunities.

All data collection methods used during case study research should be viewed equally. Using a wide range of data collection methods and a range of secondary sources allows for a 'picture' to be created of the case being studied,

allowing for research to capture 'the texture of reality' which is a very important aspect when presenting the collated data in a narrative form (Stenhouse, 1979). The record that is built up by a researcher is known as the 'case record' and will be discussed. Case study research includes several resources that have come from within a particular case for example a university alumni magazine or an organisational chart indicating the staffing numbers at each university. The level of resource is often an interesting feature of case study research, for the purpose of this study it had been collated through secondary data collection methods. All which form part of the case record.

Roizen and Jepson (1985) view a case records as an important part of case study research. In their own study conducted on employers they describe the importance of keeping a case record:

"For each organisation a 'case report' was developed. From such records the individual pieces of evidence were selected for presentation. The case record created by the interviewers included: transcripts or partial transcripts of interviews; annual reports; published descriptions of the firm; and newspaper articles covering the period of research. In addition, each interview included contextual descriptive material in the employing organisation, on the mode of recruiting graduates, on the effects of the recession on the firm, ect. Although not all this material is included in the analysis presented, it formed the analytical framework used to select and interpret the evidence" (p.10).

The amount of evidence that is built up during a case report is vast, although only part of the evidence is likely to be reported it provides a substantial framework for research that has been recorded in such a way. Rudduck (1985) also makes a similar point in her discussions focused on case records. She believes there are three stages to case study research: the case data, record and the study itself. If the research is being conducted across multiple sites then it may be possible for a fourth stage to emerge, this stage 'seeks generalizations across case records' (p.102.).

Rudduck has drawn similar conclusions to those made by Stenhouse, when it comes to case data being the totality of the material collected, the case record on the other hand is seen to be a 'lightly edited ordered, indexed and

public version of the case data' (p.102). There for a case record may well include transcripts of interviews, documents, reports and any other published material that will assist in building a picture of the organisation or individual being researched. As a result, Rudduck has concluded that case study methodology is 'the product of the field worker's reflective engagement with an individual case record' (p.103). The original notion of a case record in case study research was developed through the work of Stenhouse (1978) as a way to enable verification took place in case study work: "no qualitatively based theorising in education should be acceptable unless its argument stands or falls on the interpretation of accessible and well-citied sources, so that the interpretation offered can be critically examined' (p.104). Finally, case study research should be both enjoyable and interesting to read. The readers whilst reading it should be able to 'learn lessons from it' (Anderson, 1990). If the reader can relate to a whole case or various aspects of it then it is perhaps more important than being able to make generalisations from the findings.

The Case Study Debate
The Boundaries

Using a case study as a research methodology has both advantages and disadvantages. Case studies are illuminating and accessible to a wide range of readers, and as a result much can be learned from the research that has been conducted. Case study research explores a phenomenon in greater detail, exploration is important and if a significant conclusion can be drawn from it then the phenomenon to which it serves will thereby be enriched. There are three key problems that have been described as the weaknesses of using a case study approach. The interpretation of data has bene briefly been discussed earlier in relation to the work of Stenhouse and his concern for public verification. However, case study research is problematic for a number of other reasons all of which are inter connected; generalizability, validity and sampling.

Generalization and Validity

The issue with attempting to generalize research that uses only a single case study is explained by Bogdan and Belkin (1982): "purposely choosing the unusual or just falling into a study leaves the question of generalizability up in

the air. Where does the setting fit in the spectrum of human events? The question is not answered by the selection itself but has to be explored as part of the study. The researcher has to determine what it is he or she is studying: that is, of what is this a case?" Woods (1986) takes a different approach to generalizability looking at it from the view point of validity and it is not confined to only qualitative studies and it would be wrong to suggest that validity is only a concern to qualitative research.

There have been several responses to the topic of generalization in relation to case study research. Wolcott (1995) provides a confident assessment of generalization by posing a question 'what can we learn from only one of anything?' and answering it 'all we can' (p.17). He elaborates further and suggests although each case study is unique, it is not so unique that some of the findings cannot be applied to other situation more generally. This notion is not something new Kluckhohn and Murray (1948) made the same observation as Wolcott about the generalization of case study: 'every man is in certain respects, like all men, like some men, like no other man" (p.35). In some ways all universities have commonalities, they all have students, staff and in other respects they differ for example, in terms of alumni engagement and resource. Yin (2018) takes a different approach, he advocates the use of multiple case studies over a period at different sites. The data collated from each site can then be cumulatively be used to validate the generalizations that have come from the collective cases. Mitchell (1983) makes the argument that if case study research does not lead to definitive generalisations then the study of cases is invaluable to how cases can be uses to gauge the value of such generalizations through highlighting exceptions to this rule. Often those who read case study research can relate to it even if they are unable to make generalizations from it.

There seems to be one commonality across case study research and the issue of generalizability, there is a large onus on the reader. It is the reader who assesses the validity of the study, bases on their knowledge and expertise in a given field. Despite the difficulties that have been discusses surrounding case study as a research methodology, it is important to acknowledge case study research is a valuable tool. If the difficulties are acknowledged and addressed accordingly through a reflexive approach enables the data to be critically

examined. As a result, the data can then be viewed as rich, interesting and possess wide appeal: 'one important advantage if a study of cases is that the richness of the material facilitates multiple interpretations by allowing the reader to use his own experiences to evaluate the data. The research serves multiple audiences. (Roizen & Jepson, 1985).

Sampling

A sample must be representative of the whole population. Identifying a sample population can cause several challenges, the biggest of which was ensuring that the sample was a true representation of the alumni population at universities in the UK and USA. This study employed a two-stage purposeful sampling process. In order to generate a rich sample, an initial pilot study was conducted to ensure the methods of data collection would have a strong response rate and yield the best results from the small sample. I recruited a pilot university and shared with them the methods of data collection I intended to use. This collaborative process enabled me to create an interview script and information gathering questionnaire that had the ability to probe the small sample and provide rich data whilst not making any participant uncomfortable. I worked with an alumni professional from the pilot university, who was able to provide the insight I did not have. Having never worked in the industry, I only had personal experiences, which were not enough to ensure that the data collated would be relevant and meaningful, and most of all produce findings that could impact policy and practice.

The first stage of the sampling process required the sample to be made up of both alumni and professionals. A snowball sampling technique was used to generate participants within the two groups. Snowball sampling is robust technique and was managed by the gatekeepers at each participating organisation. Contacting these individuals with a specific purpose allowed for the most appropriate participants to be recruited as I did not have the relevant field experience to make such judgments. Each gatekeeper was provided with an introductory email explaining the research and what they would be required to do should they choose to participate.

The second stage of sample recruitment adopted a critical case strategy, working collaboratively with gatekeepers to secure individual participants. The gatekeepers were given a brief, which specified that the participant must possess one of the following characteristics: being an alumni, donor, mentor or engaged through attending events. This sampling method helped to identify universities that exhibit good alumni practices, understand their key characteristics and how these can then be disseminated to the wider alumni based on previous success. Maykut and Morehouse (1994) note: 'the selection of a sampling strategy depends upon the focus of inquiry and the researcher's judgement as to which approach will yield the clearest understanding of the phenomenon under study' (p.56). This approach to sampling again supports the view that qualitative research has an end goal not to generalize but to explore a phenomenon in greater depth. Given the challenge of being a lone researcher, distanced from participants, I also employed convenience sampling to ensure that participant recruitment would not be an issue. Woods (1986) describes convenience sampling as an easy choice rather than looking for something that will be rigorous, such as a probability sample. Convenience sampling was used also because I utilised personal connections to encourage universities in the UK and USA to participate. I exploited these relationships to gain initial participant buy in, rather than forging new relationships with universities.

Gaining Access

Gaining access to participants is often one of the most challenging parts of conducting research. Access to participants in situations such as wanting to interview the leader of a country are viewed as extreme and unlikely to get off the ground forcing the researcher to re think his ideas. For each one of these extreme scenarios there are fewer extreme situations that still remain problematic for example interviewing all alumni who have graduated from three universities within the last three years. Gaining unrestricted access and having a 100 per cent participant recruitment rate are somewhat impossible to achieve due to practicalities including being a lone researcher.

As a result, gaining access to the universities, alumni and the professionals can all have a serious impact on the research design, planning and carrying out the research. The process of gaining access to all participants

took time effort and perseverance. As a researcher I was mindful of how I would be viewed by all the participants involved in the study I was required to build a trusted relationship with all participants, it was also important to recognise that each participant would have a different attitude toward both myself and the research. I hoped that any negative reservations would turn into a positive attitude as the research progressed. One of the first tasks when gaining access to the organisations and the participants was to establish contact with a gate keeper. It is through the gate keeper I gained access to the alumni and professionals at institution. Each gate keeper was briefed about the research and the demands it would place on each participant, a participant information sheet was distributed. The participant information included topics such as how their identity would be concealed using a pseudonym, their right to with draw at any time, how the data would be published and the contact information of my supervision team. During the initial stages it was imperative that I was aware of any sensitive issues that may arise for both the participants and the organisation and this will be discussed further later in the chapter.

Data Analysis

Data analysis often occurs in three different stages: data reduction, data display, and drawing conclusions. The data is clustered and categorised based on themes, then displayed in a diagrammatic way, so the researcher can absorb the information and begin to draw conclusions from it. A two-stage approach to analysing the data was taken; first analysing the organisational data then the participant data.

I took the information gathering questionnaires individually, splitting the questions into three key focus areas of: staff numbers, alumni membership and communication. I then created a tree diagram, indicating the emerging themes and sub-themes for each organisation. Below is an example of the final tree diagram for the overarching theme of institutional profile. The themes formed the headings to navigate the data presentation chapter.

```
                                                    ┌──────────────────────┐
                                                    │                      │
                                                    │  ST 1 -Staff numbers │
                                                    │                      │
                                                    └──────────────────────┘
   ┌────────────────────┐                           ┌──────────────────────┐
   │                    │                           │      ST 2 -          │
   │ Theme - Intitutional│                          │    membership/       │
   │                    │                           │      alumni          │
   │     profile        │                           └──────────────────────┘
   │                    │                           ┌──────────────────────┐
   └────────────────────┘                           │      ST 3 -          │
                                                    │   Communication      │
                                                    │                      │
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Figure 4 Institutional Profile tree diagram

I then conducted the participant analysis, extracting sections of each transcript and grouping similar responses together. These were annotated and key themes began to emerge across all institutions. Themes were then placed into a tree diagram to ensure they would be fully articulated in the data presentation chapter. The annotation process allowed me to make sense of the data by searching for patterns (Delamont,1992). Figure 5 shows one clear grouping, focused on alumni engagement and the emerging themes.

Theme - Alumni Engagment

Sub theme - Age

Sub theme - Type of student

Young - Career

Old - nostalgia

International

Domestic

Building Networks and increasing cultural capital

'I definitely think there is a pull there now that wasn't there before. The option is that it's up to the graduate how much they want to use a network. At least they are given the option at Macmillan' (Caroline; Interview 3; Macmillan University; alumna).

Herbert met his late wife at Attlee and to honour her memory he decided to donate funds to the university:

'We got together at Attlee, and when she died erm... I did a number of projects not just Attlee I did other stuff as well in memory and erm....

Already ahve valorised capital and want to share that with the younger generation

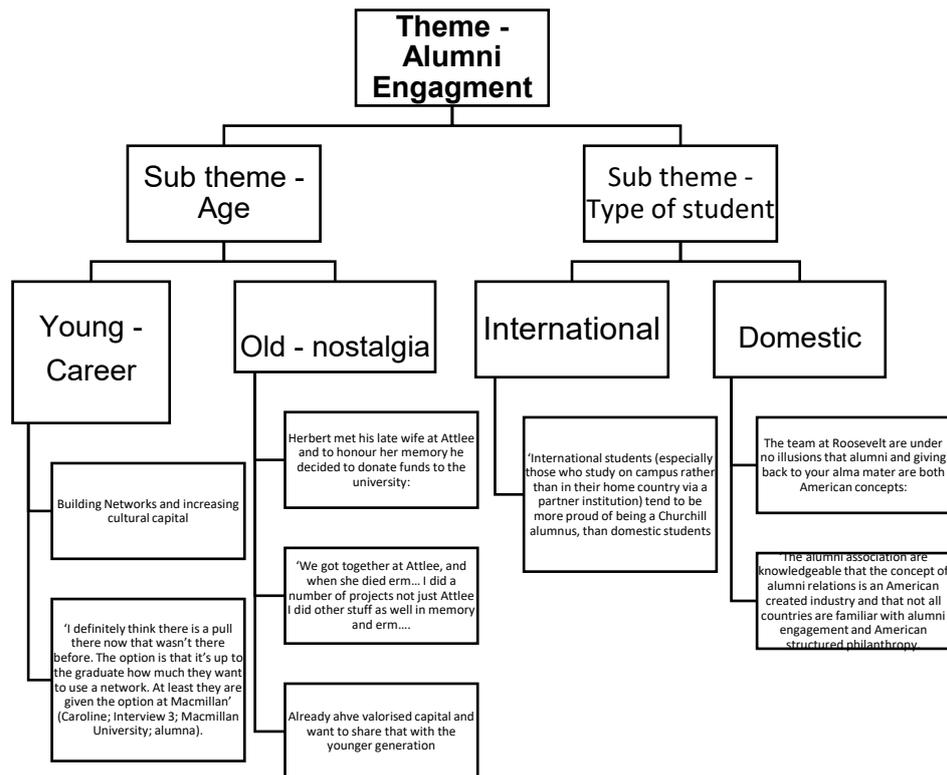'International students (especially those who study on campus rather than in their home country via a partner institution) tend to be more proud of being a Churchill alumnus, than domestic students

The team at Roosevelt are under no illusions that alumni and giving back to your alma mater are both American concepts:

The alumni association are knowledgeable that the concept of alumni relations is an American created industry and that not all countries are familiar with alumni engagement and American structured philanthropy

Figure 5 Example of Interview transcription thematic analysis

Glaser and Strauss' (1967) constant comparative method of analysis of the interview data was adopted. Following this, the data was removed from its context to identify suitable overarching sub-themes, which are used as headings to navigate the data presentation chapter. The following themes emerge: institutional profile, approach to communication, from student to alumni, and alumni engagement.

The final stage is to present the data in a meaningful way. Wellington (2000) argues this is the most important stage in any research project. Difficult choices must be made when presenting data and how points are illustrated to an audience. As Woods (1999) points out, 'Do you illustrate a point by one lengthy detailed statement, or by smaller extracts from several, or by some combination from the two?' (p.56). When analysing interview data, a researcher is faced with a significant amount of material to review and process. There is no getting away from immersing oneself in the data, however there are few

published frameworks to analyse interview responses. Piaget (1929) created a framework that suggests five categories of interview responses. This framework has been widely adapted from its first use in a study focused on interviews with children. The categories include: answers at random, suggested conceptions, liberated conceptions, spontaneous conceptions, and romancing. Of these, the interview questions for both alumni and professionals were designed with the aim of achieving liberated conceptions, in which participants were able to draw on previous experiences indicative of their own ideas and thoughts.

Adopting a Reflexive Approach, Acknowledging Positionality

A primary aim of this research was to explore the alumni culture in both the UK and USA, in order to achieve this, I had to build up relationships with both the participants and participating universities in the UK and USA. Throughout this process I had to question my own assumptions and perceptions at each point of the process, showing that as a researcher I was able to display a degree of 'reflexivity, or 'introspection and self-examination' to take place (Wellington, 2000). This process also involved a consideration of my own positionality and how that may influence the design of the study, the data collation and interpretation, the relationship between the myself and the participants, this is an approach that cannot be separated from undertaking research which is moral and ethical.

In the work of Sikes and Goodson (2003) it is suggested that the use of interior reflexivity, arguing that this is an 'anchor of moral practice' than any external guidelines and I have chosen to use this approach whilst undertaking this study. I have tried to both understand and clarify the relationship between my own values, assumptions, and experiences and my research practice. The reflexive process was often difficult as I have had two very different alumni experiences and putting these asides was difficult as throughout the research journey one of my former universities was in constant contact and the other did not contact me at all. Also, since coming to work in the alumni profession, I have come across other graduates from the same university as myself who receive regular communications. Both experiences have caused me to develop an unconscientious bias particularly towards how UK university alumni teams engage with their alumni population.

I also made a note of the argument posed by Grenfell and James (2004), that a radically reflexive research methodology 'has the capacity to find a critically effective discourse'. My own research practice is discussed at intervals throughout the thesis, as I attempt to develop a moral and ethical approach to the study. The work of Griffiths (1998) also advocates that a researcher demonstrates reflexivity about their own personal position and interests, and reflexivity about their own understanding and values arguing that such an approach is designed to emphasise to other researchers the need to take responsibility for their own research practices. In her work she does discuss making a note of caution and suggests researchers need clarity about what types of responsibility they are in fact able to exercise, either as an individual or a group, pointing out that 'No-one is responsible for everything'.

In terms of this study, I must acknowledge the work of the alumni professionals, they have shown a commitment to reengage alumni. This commitment to improving the alumni experience and understanding what it means to be engaged with your former university, is rooted in my own personal alumni experiences in both the UK and the USA, one being more comprehensive than the other and my lack of engagement after leaving what has been one of my best experiences to dates. It is this that has led me to possess a desire for exploring the intrinsic value of other alumni and what experience has impacted their decision. I have a great admiration for the professionals in this industry working towards a common goal to secure philanthropic support for future students in in exchange for providing a service to their alumni, keeping them up to date by reporting where their efforts have had the most impact.

Ethical considerations

Ethical considerations play a significant role in research especially when humans study other humans. Therefore, it is important to consider ethics in every stage of research because 'ethical considerations override all others' (Wellington, 2000) (p.54). Undertaking this research involved considering the possibility that ethical issues may arise throughout the course of the study and how I would deal with those issues that did arise. Such anticipated issues included informed consent and confidentiality. I did have to respond to a particularly sensitive issue that will be discussed below. The need to consider

the possibility of ethical issues arising at any point during the research process and in any aspect of the research, it is also important to consider the human relationships that play a role in ethical considerations. The importance of these relationships is also recognised in the work of Denzin and Lincoln (2000). The remainder of this section describes the ethical framework that was used to conduct this research and illustrates how I applied it in practice.

Before the research began each institution's, gate keepers were approached via telephone and provided with a participant information sheet. The document outlined the methodological and ethical considerations, aims and objectives, and gave participants conformation of anonymity and confidentiality for both the participants and the organisations. The document also highlighted that any of the data that they shared would be treated confidentially and with sensitivity. The participants were given the assurance that they would remain fully informed throughout the research process. Individual phone calls were arranged with each of the six gate keepers, these calls allowed me to provide each of them with detailed information outlining the research process and the possibility of ethical issues arising and how I would address these at both a participant and institutional level.

The first ethical consideration in this study was the anonymization of both the participants and the institutions. All participants who agreed to take part in the study were granted anonymity to protect their own individual identity but also the identity of the institution they were representing. Some participants disclosed intimate details about their life experiences, some were highly sensitive such as losing family members and will be discussed in more detail. Each institution was given a pseudonym, which was chosen from leading political figures within both British and American society. The individual participants were also given their own pseudonyms, these too followed a political theme and were named after close relatives of each of the political figures representing the institution they attended or worked at.

A specific ethical consideration arose when Herbert, an alumnus of Attlee University, shared some sensitive information during one of his interview responses. This required an empathetic situated response (Simons, 2000) from

myself. During the interview process Herbert shared how his engagement went deeper with Attlee because he met his wife there and had it not been for the university they would have never met. After graduating with degrees in American studies both he and his wife went on to have successful careers, Herbert as an American Studies professor and his wife as an employee of the Canadian embassy in the UK. Herbert described how when he was contacted by the alumni association, he had recently lost his wife to a sudden heart attack. It was very important to take the lead from Herbert and not probe too much into how he was feeling at the time, allowing him to share what information he wanted to about what seemed to be a difficult time in his life. I asked if he would like to stop the interview and pick it up another time and he explained how he was prepared to talk about this event in his life and it wasn't to be viewed as a sad time but as a great way to honour the memory of his late wife.

He was overwhelmed that the university wanted to engage with him having graduated more than forty years ago. After Herbert had taken the time to mourn his wife's death, he decided that he would like to make a donation to the university. He gave Attlee £5000 to improve campus for others as he and his wife very much so liked to sit in the heart of campus and watch the world go by. The alumni team at Attlee decided that they would use the donation to plant Canadian and American maple trees in the central campus quad. They invited Herbert back to see what difference his donation had made to the picturesque campus. I assured Herbert that everything that was discussed during the interview would remain confidential and anything data he shared would be presented in a respectful way to honour both him and his late wife.

During the interview I did not interrupt Herbert, I allowed him to finish each response and did not probe his answers any further as I felt that he had disclosed as much as he wanted to on the subject. This was not an ethical consideration that I gave much thought to, I had assumed that all the participants would discuss experiences that involved living human beings not their legacy gifts. My own assumptions heading into the research was that all the participants would have engaged would be living and see the benefits of their engagement. This experience has led me to challenge my own

assumptions of how people engage and the motivations behind such engagement.

Summary

In the second section of this chapter I have outlined the methodological approach used in this research. I have also discussed some of the challenges arising from using a case study methodology. Sampling and generalizability both presented their own challenges to this research but adopting a multi case approach has enabled the research process to be rigorous. There were some anticipated and unanticipated ethical issues to respond to. Throughout I maintained the interests of the participants at the heart of this study, acknowledged their right to with draw at any point and ensured that my own conduct was reflexive, moral, and ethical.

Chapter 4**: Presentation of the data: A Narrative of Organisations and their Alumni**

Introduction

As universities worldwide begin to redefine their strategic priorities, there is a clear expectation that alumni are to play a significant role in delivering such strategic ambitions. The sector is under a significant amount of pressure to ensure they are meeting the consumer demands by offering high levels of employability prospects for their graduates. The perceived employability of graduates after completing university has a significant impact on where a university is in the global and national rankings and as a result may affect their future enrolment numbers. This situation in respect of league tables has led universities to increase their alumni focus, identifying how alumni can assist with a range of new opportunities for recent and existing students. This includes activities such as placement and internships within the company's alumni work for, as well as mentoring and scholarship bursaries to support students in the same subject as themselves. In addition, the engagement of high-profile alumni can support universities in a range of areas such as attracting more prospective students to apply to the university thus providing economic and brand gains for the university.

Universities in the US over several decades have identified alumni as a valuable resource to their growth and progression and have encouraged a philanthropic culture through engaging alumni and encouraging them to make a financial donation to the university. This American alumni model is something that many universities globally are trying to emulate, including many universities in the UK. Throughout this data presentation chapter, I will highlight several key differences and striking similarities between UK and USA alumni culture. The use of attitudinal segmentation in this research has created an entirely new set of alumni profiles that has allowed for in-depth examination of attitudes and motivations that underpin the levels of alumni engagement and these will be discussed further in the subsequent chapter.

The use of a segmentation strategy demonstrates how UK based alumni departments, are moving towards new forms of profiling in a bid to potentially

enhance their engagement levels. There has been a dramatic shift away from using socioeconomic and demographic profiling to drive universities marketing strategies. Attitudinal and psychographic segmentations are proving more relevant and more effective as communications activity is extending into social media as well as direct media that is shared between alumni and a university. The chapter will be presented by individual institutions and their participants, presenting the key themes arising from the data, which are each; institutional profile, approach to communication, from student to alumni, and alumni engagement. The following table (figure 4) offers an overview of the institutions and participants, and the relationship of each participant to a specific institution. In addition, it also given an overview of key information such as strategic priorities and whether the institution charges a membership. This information is drawn from information gathering questionnaire, interview and documentary data.

	Churchill	Roosevelt	Attlee	Truman	Eisenhower	Macmillan
Alumni Professional	Clementine	Eleanor	Clement	Harry	Mimie	Dorothy
Alumni	Jennie Randolph Benjamin	Franklin Anna James	Herbert Neville Stanley	John Margaret Martha	Ida Elizabeth Mary	Harold Maurice Caroline
Alumni figures currently	175,000	42,833	80,037	142,906	32,000	88,000
Staff members	6 FT posts		2 FT posts	50 posts	6 FT posts	1.45 FT posts
Membership fee	No	Yes	No	No	No	No
Designated alumni space on campus	No	Yes	No	No	Yes	No
Strategic Priority 1	Student recruitment support (PG,UG and International)	Create and advocate lifelong connections	Engagement of alumni to support employability and recruitment	Collection and maintenance of alumni data	Raise annual unrestricted dollars	N/A
Strategic Priority 2	Employability support (mentoring, providing placements, career advice)	Advance Roosevelt and the interests and voice of alumni	Increase fundraising and regular giving	Engagement communication with a focus on alumni programmes and events	Engage alumni	N/A
Strategic Priority 3	Fundraising (discovery, cultivation and stewardship)	Support and enhance the alumni associations organisational capacity to meet future needs	Engage alumni to support university strategic goals	Fundraise for unrestricted money for the university	Increase participation	N/A

**Figure 6 : Overview of participating organisations from the UK
and the USA from information Questionnaire**

The participant narratives are drawn from information gathering questionnaire and interview data collated during this study from UK and US alumni and alumni teams within each university. The UK universities were represented by Churchill, Attlee and Macmillan. At Churchill, the alumni participants were Jennie, Randolph, Benjamin and Clementine (Head of Alumni Relations). Attlee was represented by the alumni, Herbert, Neville, Stanley and Clement (Alumni and Development Manager). Macmillan provided the following participants Dorothy (Head of Alumni Relations & Development services), alumni Harold, Maurice and Caroline. The US universities included Roosevelt, Truman and Eisenhower. At Roosevelt the alumni participants were Franklin, Anna, James and Eleanor (Associate Director of Membership). Truman was represented by Harry (Vice President of alumni outreach) and alumni Margaret, Martha and John. The final US University is Eisenhower, it was represented by Mamie (Executive Director, Alumni engagement) and alumna Ida, Mary and Elizabeth.

UK Institutions:

Churchill University

Institutional Profile

Churchill University is a former polytechnic and was granted university status as part of The Further and Higher Education Act of 1992 and as a result forms part of the post 92-university group in the UK. The Head of Alumni Relations (Clementine; Interview 1; Churchill University; Staff member) shared the university specifics regarding the current alumni processes at Churchill and where they hope to be in five years' time. The alumni team at Churchill currently employs six full time members of staff; three focus on engagement and the other three on development and fundraising. Head of Alumni Relations is Clementine James, she has worked for over 10 years in a fundraising setting in numerous roles. The DARO team are a multifunctional team and those involved have an expectation that they will be able to contribute to all aspects of the team, working closely with the wider marketing department. Alumni relations roles include; database & gift coordinator, alumni relations coordinator and head

of alumni relations. The development roles include, prospect research coordinator, trusts and foundations officer and a head of development. With over 175,000 alumni across the globe Churchill have defined who they include as a verified alumni within the statistics, they have believed the number of alumni:

'[It] is literally the number of students who have been through the organisation and come out with a recognised award. So that's obviously Churchill and the predecessor institutions formerly Churchill Polytechnic and prior to that the associated colleges. The institutions that made up Churchill historically. And just recently so this is just very recent in the last 12 months the definition of alumni has been amended and adjusted so that we now include the study abroad students and study abroad students on an exchange so for example say a student had come from a Kansas university to Churchill and either done a semester or a full year and then gone back to their home institution and graduated from there they would still be classed as alumni but again that membership is automatic and complimentary' (Clementine; Interview 1;Churchill University; Staff member).

Many of the alumni population at Churchill do not know they are members. They hear the word alumni at graduation but do not know the true meaning of it and sometimes graduates 'fall through the net' and do not reach the communications mailing lists. Jennie a recent graduate (it is between one to five years since she graduated) explains what her initial alumna experience:

'So, I left Churchill in 2015 and I remember at my graduation, they talked about becoming a member of the alumni association but that was all. I never thought anything more about it until a fellow class mate said they were receiving communications from the university, encouraging them to come to events and donate money to the student scholarship fund. Naturally I became curious and working at Churchill meant that I could do some digging and find out why I was missed off the list. My inquisitive nature paid off. I got engaged more with the alumni team, they helped me to broaden my career prospects by connecting me with alumni in my sector outside of the university. This has helped me to secure some additional placements during my time on the graduate scheme at Churchill' (Jennie; Interview 2; Churchill University, alumna).

This raises questions about the extent to which the approach to enrolment impacts on levels of engagement with Churchill alumni. Clementine felt that there were both advantages and disadvantages:

'erm well that's an interesting question…. It's a very interesting question actually I think it's kind of like… er it works both ways because it's easier for us because it means that they are automatically members but because they don't physically have to do anything so there is no conscious action on their part to [opt out] if you like then often our graduates don't realise that they are members of the

alumni association so a lot of what we do is like an education exercise informing people you know 'you are now a member' and just very recently my colleagues and I have been asked erm ah right is there a fee to pay for that so there is a sort of erm job of educating on a very basic level what it actually means you know to become a member you know when you become a member and what it involves' (Clementine; Interview 1;Churchill University; Staff member).

Often making membership an automatic privilege to all alumni has its benefits, the busier your life the easier you want to make things, and this is exactly what auto enrolment does for many alumni members at Churchill. Benjamin, an alumnus who graduated over fifteen years ago describes how auto enrolment has made his life easier and as a result he is more willing to be an involved alumnus: 'Thankfully when I graduated I was already a member and received the benefits of the alumni service at Churchill, therefore when they were asking for mentors on a range of courses I was happy to volunteer my time. I felt that it was something I could manage at this stage of my life. The commitment wasn't too much, and it fitted in well with my family life. I defiantly would not have gone out looking for the alumni team that's a certain' (Benjamin; Interview 4; Churchill University; alumnus).

Approach to Communication

Information gathering questionnaire data indicated that the team at Churchill uses traditional methods of engagement including email, direct mail, telephone, social media and events. Each communication medium has a different purpose; email is used to communicate a specific message with alumni who have registered their details with the university (Churchill Information gathering questionnaire). The mail and direct mail focus on sharing the alumni magazine and personalised fundraising letters, the university chose to cease this activity in 2012 due to cost and lack of response. Jennie recalls the magazine:

'I thought it was a great way to know what's going on with the university and the alumni community. Many people of my age prefer to interact via social media so I can defiantly see why they would stop print material. But I do feel like this would cause some people to complain especially the older alumni who are not tech savvy' (Jennie; Interview 2; Churchill University, alumna).

The team currently uses mail to individually targeted fundraising letters and stewardship of specific prospects and donors, these are often sent by the

development team. Clementine highlighted the importance of telephone communications with alumni as it impacts on postgraduate recruitment and the careers information gathering questionnaire having wider university implications. However, the university has not actively fundraised via telephone since 2012. Randolph recalls being part of student telephone campaign at Churchill:

'I had only been at university for six months and I decided to get a part time job – I didn't play sport, nor did I have any interest in becoming part of a society. I wanted to get some skills that I could put on my CV. One day when I was walking past the university job shop, I saw an advert for student callers. I took a card and decided to give it a go. This was my first introduction to alumni and what they do for the university. The campaign brought in about £20000 that year for student scholarships, little did I know I would be a scholarship recipient in my final year and benefit from the work of the alumni team at Churchill. This experience has motivated me to give back when and where I can' (Randolph; Interview 4; Churchill University; alumnus).

Social media is another medium that is at the forefront of communicating universities updates and news to reinforce messages and typically promote events to both the alumni and current student population. To reach the alumni who consider themselves to be professionals looking for more than social engagement Churchill has developed a presence on LinkedIn. 'Since taking on this role on the graduate scheme at Churchill I am really keen to explore the professional side of engaging with alumni. I feel that they a lot to offer in terms of career advice. I am a first-generation university graduate and my parents haven't had the career I want to have. Doing what I do at the university I can see how much of an impact alumnus can have, and I decided to have a more active presence on LinkedIn with the outlook to discover my career options' (Jennie; Interview 2; Churchill University, alumna).

Churchill remains engaged via Facebook and is looking to set up some other social media including generating a presence on Twitter and Instagram. 'I follow the university on the social media channels but do not engage with any of the content they post. It's just a good way to see how the university is progressing through research, sport and growth' (Randolph; Interview 4; Churchill University; alumnus). Like many other universities Churchill uses events as a means of engaging the alumni community, these events are often centred on graduation celebrations throughout the year. Even though the team

uses many forms of engagement and communications to reach all ages, most still engage when they are prompted to do so through an alumni marketing campaign which may include them updating their contact details. There is still a lack of self-engagement, and even less of an urgency to attend events and donate financially back.

From Student to Alumni

The transition from a student to an alumna/alumnus is often smooth at Churchill, making the process simple sees several graduates return to campus throughout the year. Many alumni return to campus after graduation, but this is often when they have been prompted by an event. Some alumni do drop in occasionally to the office at Churchill:

'The office does experience from time to time alumni coming in ad hoc but more often than not those who do visit are typically donors or prospective alumni we want to be engaging with. At Churchill the team would host and develop an itinerary for the visit by contacting the most relevant academic staff, the visits onto campus scheduled or ad hoc are typically led by our development team rather than the alumni side" (Clementine; Interview 1; Churchill University; Staff member).

Once a student has graduated then they become part of the alumni community at Churchill. No membership fee is charged for the services offered by the DARO team. As a result, engagement levels often fluctuate, and it is difficult to monitor how well the university is tracking the members and their activities. The university is split over two campuses and neither has a designated alumni building.

Currently the university has three key strategic priorities (Churchill Information gathering questionnaire):

1. Student recruitment support (Undergraduate, Postgraduate and International)
2. Employability support (mentoring and providing placements and careers advice)
3. Fundraising (discovery, cultivation and stewardship)

These priorities underpin the future direction of the alumni team, as they steer the target audience and engagement groups alike. The auto enrolment

takes away Churchill's ability to self-select a particular group to engage with and drive the university forward with their strategic priorities. Mentoring and careers advice is a key factor of alumni engagement at Churchill in particular; the university has produced an ambassador handbook that outlines the ways in which alumni can support the university as a volunteer. Often the numbers for such activities is varied. Clementine expresses how Churchill alumni are a mix of active and passive participants:

'even though everybody is a member of the alumni association you can be an active or a passive member, and a passive member you could just receive the updates receive the information receive the communication attend an event and you could be part of a wider community that would keep you informed and would support you if you needed it. But then there will be a smaller proportion of that community that want to actively engage and that's when people can become basically volunteers at various different levels that people can volunteer. Ranging from something very basic so the simplest way you can volunteer simple as in how much effort it takes for you to do it is to provide an alumni profile so people can go on line and they can fill out a form and they can say what they are doing for a living where they work, where they live, what course they studied, how their university experience and their degree programme helped them on their career path things like that' (Clementine; Interview 1; Churchill University; Staff member).

The team at Churchill work closely with the marketing department. The alumni who have taken the time to commit to providing a profile have a level of affinity to the university. Jennie talks about her experience with the alumni team:

'Seeing as I am part of the university graduate scheme, I have been asked to complete an alumna profile. I feel like I am more engaged, I feel like my story can inspire others to go to university and achieve. It doesn't stop when you graduate, that's what the alumni team are there to do continue to support even after you have left. Doing something so small makes me feel proud of the university and as I get older, I hope I will be able to do more even give financially' (Jennie; Interview 2; Churchill University, alumna).

Creating a portfolio of alumni profiles feeds into the university wide objectives and it provides strong material for recruitment and marketing purposes. They will often feature on the university website in the first instance and then progressing into a wider marketing campaign. Having something as simple as a profile can lead to increased engagement it captures the whole community through online access, the quick easy access and the low level of detail makes it quick and easy for alumni and is by far the most popular form of engagement at Churchill. Some alumni have opted to go further by assisting at

a planned university event. This is often the alumni who live locally and offer their services at an open day where they are able to network with perspective students or on a more formal level by giving a presentation. One area that Churchill is looking to improve is building a global alumni network aiming to recruit more global alumni through peer to peer outreach by creating an alumni network group:

'again this can be anywhere in the world within the UK or internationally and if you do this a typically activity would be hosting an alumni event like a reunion event being the lead volunteer and we would send you information, name badges, signage and you know various things like that you could post and lead an event on behalf of the university supported by us' (Clementine; Interview 1; Churchill University; Staff member).

Keeping in line with the university priorities career progression of alumni is key to university success and strong league table positions against competitors. Alumni are encouraged to come onto campus and meet students, present to them and some have volunteered to run workshops where they have had the opportunity to share their professional expertise and industry insight with eager students. The idea of engaging alumni to share their real-life examples with students often leads alumni to mentor either online or in person depending on their location. The age of alumni engaging with Churchill varies and therefore what they are willing to do also varies, the young alumni are looking for an additional career progression service whereas the older alumni want to reminisce of their university days. The participants ages ranged from 23-40, all were willing to engage in a range of activities.

Alumni Engagement

Churchill discussed the difference between the international and home students, representing a varying range of engagement styles and levels between the two groups suggesting that:

'International students (especially those who study on campus rather than in their home country via a partner institution) tend to be more proud of being a Churchill alumnus, than domestic students and so seems to be more actively involved in social media platforms, they are more likely to attend events (in their region); and are more keen volunteers and local network leaders. I always theorise that this is because for international students the financial investment is bigger (higher fees) and also the effort levels are greater (they need to temporarily emigrate) and it is generally a 'bigger' more impactful experience.

Domestic students, particularly those recruited from the local region and those who remain living with parents do not experience the same impact – this theory is just instinct so any research to back it up would be helpful and give alumni teams a clear indication of the differences' (Churchill Information gathering questionnaire).

It is difficult for the alumni team at Churchill to spend time exploring and understanding their alumni, by conducting in depth studies as they do not have the resource as it does not support their objectives none of which focus on the motives behind why some alumni engage. Understanding the motives of alumni remains a mystery and the alumni team at Churchill make educated guesses as to what motivates alumni, and often this is not shared or publicised. Clementine elaborates on how many alumni share this information:

'Anecdotally…. I mean I think I have been involved in some alumni information gathering questionnaire… the job I am going to the university in Australia have just done a huge alumni information gathering questionnaire the first extensive information gathering questionnaire in 20 years apparently where they have got this kind of information back erm and here we have not done that as yet. Anecdotally though I would say it's sort of reasons that I have just said. You know a lot of very young alumni so new born alumni (sic) the class of 2015 leaver for example they are so used to being at university being in this environment with their friends and in this sort of structured life that they miss it. So it comes to October/November time their routine that they have had for the last three to four years has been that they are back on campus with their friends going to classes and once they are out into the world they miss that erm so I think I some cases it's an emotional thing where they want to be back and have access to re connect with the university and their old friends. Erm and then it's about what help we can give them with their careers and networking and various things like that. And once you get into the older alumni it's an altruistic feeling that you know you get to a certain point in your life where you are really happy with your life, you know you're doing well in your job, you are comfortable financially, your families comfortable and you have a bit more time to reflect and you might think like wow I might not be here in this amazing job if it had not been for this university lecturer who inspired me, this amazing course, this fantastic student placement that I had in my 3rd year and people start reflecting on things like that so I have heard anecdotally from people. But you know like one guy I met in Singapore a couple of weeks ago who was particularly inspired by his lecturer who he always fondly remembers and he is still in touch with him to this day… erm and it just that kind of thing it's a bit like ah I want to give something back now you know I am in a position where I can give something back so I want too because I got so much help and I want to help others' (Clementine; Interview 1; Churchill University; Staff member).

Clementine's experience seems to indicate that there are different motivations for different levels of engagement amongst alumni, particularly in relation to age and nationality.

Attlee University

Institutional Profile

Attlee University was founded in 1949 and was granted a royal charter in 1962. Together with other universities founded at a similar time Attlee became known as a 'younger civic university' in the Robbins Report of (1963) which recommended immediate expansion of universities (Committee on Higher Education, 1963). As the university's enrolment has grown over time, they now have an alumni database of 80,037, however there is no formal subscription or formal application process (Attlee Information gathering questionnaire). Clement, alumni and development manager, explains how at Attlee:

'In order to be considered an alumni member the student must complete at least one semester we want to remain inclusive to all who attended the university. We see everyone who has come through the door at Attlee to be an alumni in one way or another. Who are we to determine who will and will not help us in our time of need' (Clement; Interview 1; Attlee University; Staff member).

The team at Attlee is small, with only two full time members of staff. They spread their time across a wide range of roles; including marketing, communications, events, data entry and meeting with other colleagues across the university. Clement is extremely proud of the work his small team does and the presence that the team has across the wider university:

'We are a small team but manage to keep a strong presence across the university, we have had to become versatile and meet the demands of the alumni we serve, keep up with changes in our sector and meet university expectations. We are the face of the Attlee alumni offering, and even though we are a small team we are extremely proud of what we deliver' (Clement; Interview 1; Attlee University; Staff member).

Many alumni at Attlee are keen to engage through the work of the alumni team and value the contribution they make to the alumni experience, for example, alumnus Neville describes his experiences with the alumni team:

'I graduated in 1976 so some time ago. My involvement has snowballed, from looking at the alumni team as being there for a nostalgic purpose to help me re invigorate my youth. But the more involved I became the more I realised that I could offer so much more. It allowed me to reflect on all that I have achieved since leaving university and it gave me the opportunity to share this. Also, the university have embraced the value of the alumni contribution and what it means for the university in terms of growth and presence amongst other leading universities in the country' (Neville; Interview 3; Attlee University; alumnus).

Attlee have shown their alumni population that they are able to achieve high levels of engagement. As the team builds up a credibility with alumni and senior university personnel such as the vice chancellor, they gain a greater traction with each individual stakeholder group. Stanley describes in his own words:

'The Attlee situation I think is rather difficult, I think they are doing a good job with a relatively modest asset, you know when you look at my other organizations Swarthmore [university], they have been able to raise billions and Attlee hasn't and there are all kinds of reasons for that, Attlee is a relatively small English university not near a big prosperous city you know its near Stockdale for Christ's sake which is anything but a big prosperous city therefore it hasn't got many obvious assets to unlock' (Stanley; Interview 4; Attlee University; alumnus).

Neville goes on to explore some of the issues around donation and giving more broadly. In doing so, he discusses a personal friend, who is an honorary graduate of the university:

'While the team have done a decent job, I think it would probably need greater resourcing to be able to really persuade money out of its supporters, I do know one person for instance who they gave an honorary degree to, who has never been back to the university since he left but has done very well for himself he is a friend of mine and he's now full of guilt he hasn't actually done anything to respond, and every time we meet he keeps saying I really feel as though I ought to do something and I say well yes you should but we never quite get any further and I kind of feel as though, it is because the alumni office just doesn't have the staffing and the resource to be able to follow up. And also Britain just doesn't have the tradition of giving that America does, Attlee makes a big fuss of me because I give, and I give about £3000 per year sometimes a bit more plus the gift aid it basically comes to about £4-5 grand a year depending on what we are doing and they make a big fuss of me. At many American colleges that would consider that quite generous but they wouldn't make a big fuss (Neville; Interview 3; Attlee University; alumnus).

The alumni motivations differ and often the high-profile alumni prospects are not necessarily the ones who donate the most. It is more common for universities to see lower level giving on a more frequent basis. Donations are more than just finding a university capital project, like with Stanley's donations they can be given to improve the environment and the aesthetics of campus.

Approach to Communication

Having cultivated a substantial alumni group from Attlee students the DARO team use a wide range of communication techniques to engage with

them. On a monthly basis those who have up to date contact information will receive a wide range of email communication. Attlee also aim to send out an alumni magazine at least once per calendar year. The use of telephone has dwindled, and alumni have not been contacted this way since 2013. The team have opted to use social media platforms to engage, Facebook on a daily basis and Twitter and LinkedIn on a weekly basis. The use of social media has enabled such a small team to have a much wider reach; it is also considered to be a highly effective way of engaging with alumni particularly those who fall into a younger age group. However, this does not always result in a positive experience for the older alumni. Stanley an alumnus who graduated in the early 1970s explains why he was more inclined to engage through the alumni magazine before it was removed from circulation:

'Attlee has always been very good at keeping it in touch with alumni, well before er… alumni in the UK was a fundraising thing they did used to annually. They sent out a newsletter to the people they still had addresses for and I liked that so they then sent me a magazine that I read. It also allowed me to keep in touch, update my address and it went on from there so really I have been in touch with them in a vague and rather distant fashion the whole time since leaving' (Stanley; Interview 4; Attlee University; alumnus).

The older generation alumni who took part in the research highlighted that they were keen to continue receiving print material from Attlee but understood why the university chose to stop it. Neville explains how he enjoyed receiving the magazine but understood why the university chose to move their communication with alumni through digital media:

' well yeah, they don't do the magazine anymore because they obviously you know they obviously found that was too much money and they er…. They moved on eventually moved on to the internet I think there was a hiatus when nothing much was happening for a few years. I guess70s and 80s when the magazine was still an, annual event, yes I thought they were fabulous and I kept every one' (Neville; Interview 3; Attlee University; alumnus).

Being a small team Attlee have invested a significant amount of time and energy into their social media outreach Clement believes that:

'Social media is a great way to engage with recent graduates, by recent I mean those who have graduated in the last ten or so years. These are the most active and respond to the information we provide to them this way. We are extremely lucky to have a significant group of old alumni who are active they just want different things from us, like events and opportunities to come back onto campus, and we try our best to meet those needs as often these are the ones

willing to support us financially ' (Clement; Interview 1; Attlee University; Staff member).

From Student to Alumni

Like all alumni departments Attlee have set strategic priorities for the team and they are (Attlee Information gathering questionnaire; completed by Clement):

1. Engagement of alumni to support employability, recruitment and marketing/communications for academic schools and for students.
2. Fundraising for regular giving and continually develop fundraising campaigns.
3. Engagement of alumni to support the strategic goals of the university (influence, reputation and ambassadorship)

These priorities are driven by how alumni choose to engage 'alumni engage for all different reasons and in a number of ways. This changes year on year, currently we are having much success with the level of alumni responding to our direct alumni relations marketing campaigns. Attending events is also a popular form of engagement especially with the older cohort, they enjoy the nostalgic element and naturally this leads into donating where they see the greatest need, we have had some extraordinary gifts made in my time here at Attlee' (Clement; Interview 1; Attlee University; Staff member).

Many alumni need the prompting to engage and this is very much the case at Attlee, more alumni are passive consumers in the sense that they do not feel obliged to play a more active role and the may be for a number of reasons. The contact between alumni and the institution is a two-way process and this transition should be seamless. Attlee have worked incredibly hard to foster this ethos and many alumni value it considerably. Herbert describes how he has facilitated this ongoing relationship:

'I have maintained contact in a number of ways yes, well one is as I say I have made my career as an academic in American Studies and so I have maintained a fairly close connection with the place academically at conferences you know the kind of other academic ways and also I just have academic friends who until recently have been there, you know I am coming up to 67 now so most of my academic friends are near retirement anyway but that's one way is kind of professional contact that was passed beyond usual or at least minority of

people which in addition to that I felt that it was fun enough I still I like I do connect with other people who were at Attlee, I still have quite close friends who I roomed with or shared apartments with what is now nearly 50 years ago but we still meet up go out for dinner all that kind of stuff. So some of those friendships have lasted quite well and they remain even if they don't involve going back to Attlee' (Herbert; Interview 2; Attlee University; alumnus).

Nostalgia is something that influences a significant proportion of engaged alumni at Attlee. Many of the older alumni hold their memories close to their heart, really valued their time at Attlee, and reflecting on their university experience place a high value on the contribution it has made to their life course. Thus, the emotional connection to Attlee far outweighs anything else. Neville describes how this connection evolved for him:

'Attlee was a very special place people of my era and erm… I think erm you know a lot of my contemporaries you know there is quite a strong emotional connection to Attlee and I feel that it's kind of, a spiritual home would be putting it on a bit too strongly I think but er…., I certainly feel an allegiance and affiliation to the university that I think er…. Certainly my daughter has never really felt in the same way for her university the way I do for Attlee' (Neville; Interview 3; Attlee University; alumnus).

After graduating many students go on to look to apply the skills they have learned at university into an employment setting. Attlee provides students with an experience in the hope that they will value it, and in return they hope to engage them as alumni. Stanley suggests that undergraduate study leads to forming a bond with class mates, spending time on campus and living with peers brings a stronger affinity to alumni because of their student experience:

'I was an undergraduate for 5 years because the Attlee course was a 4 year course and I had a sabbatical year because I was president of the student union so I was actually there for 12 years. Erm but er…. I think we were students in the 60s it was a small university only about 800 students and 100% residential so everybody lived on campus for all their 4 years erm…. And erm a, it had a rather distinctive sort of academic structure with the 4 year course, and all that led to a strong bond I think er…. It was a small community everybody knew each other extremely well and I think Attlee students in the 60's were part of a very fascinating and exciting time at the university. It was quite an emotionally strong time you know with all the things that were going on in the country, and the wider world you know the lines of student activism. So I think that the experience rather intense so very positive, but also quite intense, and I think there is a kind of bond between Attlee students of that era and between them and the university which really is still sort of existent to this day' (Stanley; Interview 4; Attlee University; alumnus).

Student experience is different, and Herbert suggests that spending time

on an international exchange has played an impact on his engagement as an alumnus;

'I had a really nice time there I made some very good friends there…. Er I also had a wonderful time at Swarthmore [university]. The Swarthmore thing was an exchange from Attlee so they kind of connect er….. so my general positive sensations about a place matters, er also the fact I have made a career in American studies which is something I discovered at Attlee, I feel very grateful for that erm… and on top of that er… yes the alumni er office initially er… there wasn't an office it was just a group of volunteers followed by the alumni office have made a good effort of er…. Keeping in touch' (Herbert; Interview 2; Attlee University; alumnus).

Alumni Engagement

The campus at Attlee is set in the country side and remains rural to the town of Stockdale, very picturesque and it a big attraction factor of international students. Each year the number international student changes, on average Attlee have an international intake of 800-1000 students per year. The development team at Attlee have seen varying levels of affinity between domestic and international students the information gathering questionnaire data suggests that there are:

'Varying levels of engagement with international students depending on where they have resided. International alumni are often enthusiastic in their communications and have a strong affinity but there are very few ways for them to express that, this may be due to the resource we have here at Attlee. It also varies from country to country and this is often based on the [individual] universities strategic priorities at the time. Our domestic students typically have a strong base of affinity and we aim to offer an increasing range and frequency of opportunities for international alumni to express their affinity both tangibly and practically but this very dependent on future team capacity. The alumni harvest of both domestic and international alumni is potentially very great and actually quite modest' (Attlee Information gathering questionnaire).

The alumni themselves also recognise a spilt in affinity between domestic and international students. Many students at Attlee take part in a study abroad programme, many attend American colleges and as a result see the impact and value alumni have on that particular institution. Herbert studied abroad for a semester at an American college and he talks about how this experience has influenced his perception of alumni and ow it is difficult to place UK and US intuitions on a level playing field:

'Oh the Americans are certainly the Swarthmore version is just much more professional. It's better funded, the magazine you receive is fabulous…. It's partly well-funded also manages to attract a lot of the volunteer support from students and alumni it raises a massive amount of money, Swarthmore has 100 finance managers managing its endowment it's that big. There is something like 1.6 billion dollars, that's very different to Attlee, which is struggling to raise a few thousand really, or to most British universities outside of the golden triangle oh yes there is a very different feel from Swarthmore which is which is an elite liberal arts college, now I also went to the University of Maryland college park [in America] which when I was there had 38,000 students and still is around that size and just the economies of scale and the fact that they don't have the same kind of affluent average student body. Then there alumni efforts are much more random. I am sure what they, do is they try to cherry pick graduates they know of who have done well, so it's a kind of different experience' (Herbert; Interview 2; Attlee University; alumnus).

Some alumni meet their partners at university or find that they have a common connection in their education and therefore form an immediately stronger bond. Herbert met his late wife at Attlee and to honour her memory he decided to donate funds to the university:

'We got together at Attlee, and when she died erm… I did a number of projects not just Attlee I did other stuff as well in memory and erm…. One of them was to, they were redeveloping the centre of campus and I offered some money to plant trees there … this is an example of fabulous responsiveness because I talked to the head of the Arboretum there and he wanted to know more about us, even though this donation wasn't huge, it was £2,500 or something erm… and er… they wanted to know more about us so I verbal on about that and er…. You know the potential to put a plaque up of some kind which we haven't quite done that we might do one day, erm… and er… one of the things I said was er well you know I did American Studies she did Russian Studies, so what they have done at the center right at the center of campus is planted a circle of trees and what they have planted is Russian maples and American maples, Russian Roe and American Roe and I thought if you can think that through and do that so thoughtfully and have all my money. Erm… you know that that's extraordinary positive reaction well with me (Herbert; Interview 2; Attlee University; alumnus).

The university have taken the time to consider how Herbert's gift should be used and this clearly relates to the connection that has formed between Herbert and Attlee. Therefore, the university have honoured his late wife's memory and he now has a direct connection with the university that he feels proud to share. In addition, this has also resulted in Herbert increasing his giving to the university. In his own words:

'I have a direct connection with Clement, I talk to him not regularly but a couple of times a year erm… I go over and see him, my mother has been over to see

him, my son lives in America and when he came back, we also went to visit campus and see the trees. We have continued to finance the trees there and basically, after a couple years of doing this little project I said what else you want to do, er… I have no idea how well you know Attlee campus or not, Attlee campus is a beautiful campus, it's the largest continuous university campus in the country it has 620 acres of green space. Clement explained that other alumni had donated and he specified that he wanted to plant a lot of flowering cherry. Clement took on board his request and inquired about if the university could expand the of variety of flowering cherry then the university could apply to be a designated national collection and so I paid for that (Herbert; Interview 2; Attlee University; alumnus).

Macmillan University
Institutional Profile

Macmillan was founded in 1897. The university was created because of the rapid town expansion and the need for an established education institution. The town had a number of philanthropists who shared an enthusiasm for education, Elouise Iris, an early 20[th] century philanthropist, and one of the first women from her town to be awarded a degree. She led the development of Macmillan with a gift of £120,000, the gift was also supported by other family members who contributed £20,000 towards the development of an education institution. The lead gift of Mary Anne allowed the city to craft an institution that met the needs of the local people and allowed them to develop skills which would give them the opportunity to do something out of the ordinary and become role models in their own right (Macmillan Information gathering questionnaire).

Macmillan have a small alumni team of 1.45 full time employees. It is led by Dorothy, who is head of the alumni relations and development services at the university. Dorothy reported that Macmillan had over 88k alumni and were planning to expand:

'we are a relatively small team, compared with other local, regional and national universities. But we manage to deliver what we feel our alumni want. The university is yet to recognise our work as being important and it does not feature within the central university strategy' (Dorothy; Interview 1; Macmillan; University; staff).

This is a somewhat different approach and as the team builds up a credibility with their alumni and the senior personnel at the university see the

value of their work and then they will become more integrated into the wider university objectives according to Dorothy.

Like many universities Macmillan do not charge a membership fee to their alumni, nor do they have a designated space on campus for alumni to visit. Having a designated space for alumni would make re visiting campus more enjoyable as they would have a place to congregate and reminisce. As the team develops credibility and achieve success, they will look to consider introducing a membership fee and a space for alumni on campus. Dorothy considers the changes that could be made to how Macmillan engage alumni:

'Currently we offer the service to alumni for free, but like everything the price of these will continue to go up. Most of our resources and budget are spent on the online platforms. May be we should look into charging something to offset the costs a little. We would then have more budget to recruit more fundraising specialists the university is yet to really embrace what fundraising can do for not only campus but also the students as well' (Dorothy; Interview 1; Macmillan; University; staff)

The office is yet to outline their strategic objectives, as the team are in the early stages of developing their offering both inside and out of the university. Dorothy explains ow the team must be versatile, 'we all have to take on more than our own daily tasks, we all pitch in where we can to offer the best services to our alumni'. The office sees alumni engage through an online platform as where alumni are the most active, the also try to encourage other forms of engagement. This is predominantly through direct fundraising appeals to support student scholarships, there is also a small calendar of events offered to alumni. Data suggests that the booking for these vary, with greater attendance at social, rather than academic, events. As Dorothy reported:

'The Christmas reception is always well attended, in recent years we have been hosting guest lectures in and around campus and these have had a mixed turnout. I have begun to sit on the fence as to how much of a rate of return do, we get for how much we invest in university resources' (Dorothy; Interview 1; Macmillan; University; staff).

Approach to Communication

Like with many other universities in the sector Macmillan engage with alumni through several communication mediums; email, mail, telephone social media. One aspect that Macmillan are putting a significant amount of emphasis on is the organic growth of their online alumni community, Macmillan connect:

'Being a small team has its challenges, but as more and more on-line based tools become available, small teams like ours begin to see it's not impossible to engage the masses of alumni. We opted to purchase an online platform that offers alumni the chance to engage when they want to. We see our role as being facilitators and the online connect platform highlights to us who the most engaged alumni are, they are the ones who use it the most' (Dorothy; Interview 1; Macmillan; University; staff).

The online community helps to engage with alumni based all over the globe, and with almost twenty five percent of the online community being made up of international alumni (Macmillan Information gathering questionnaire). This is not representative of the whole alumni cohort at Macmillan, as international students make only fifteen percent of the total population other universities value the international alumni as they feel that having international alumni is a recruitment resource across the globe. The online community has had a significant influence on some alumni who are at a transition point in their careers. For example, Harold, a Macmillan alumnus is currently at that point in his career and values the online network. He has recently moved back to the UK after working abroad for most of his career and felt that connecting with fellow alumni would be a great place to start. In his own words:

'… it's one of the number of places you would go to establish a connection - a lot of people of my age are at a similar place in their career and are either recently new to a position or they will have a network that I am not really plugged into and that could be an advantage to me returning to the country and not really knowing many people. Most of my class mates have moved away so this online tool is a great way to connect. We all have something in common [which is] Macmillan. It's one of the initiatives I took myself. I have made other moves to network … that's just one of them but it was an obvious place to start given that I had graduated from there' (Harold; Interview 2; Macmillan; University; alumnus).

The online platform has given Macmillan alumni all over the globe the opportunity to engage with each other and back to the university. Providing alumni with an online resource allows alumni to engage as much or as little as

they want, each alumni has their own agenda for engaging and the online platform adds value for all.

Maurice felt that he had had a positive experience of the online portal. He went on to say that someone from Macmillan had been in contact via LinkedIn, because:

'I have already had a positive experience of that, just as you have said actually. A fairly recent graduate from Macmillan who made contact with me via LinkedIn because I have let the alumni know that I was prepared to get involved in mentoring or in an informal kind of way' (Maurice; Interview 3; Macmillan; University; alumnus).

Maurice considers that he has had 'a positive experience helping students to find a placement, also give some career advice to students or provide an outside view on how they are trying to achieve things. I am certainly happy to do that, and it may well be that you can help not necessarily find a placement for them but suggest how they might obtain a placement somewhere through your own network' (Maurice; Interview 3; Macmillan; University; alumnus).

The levels of alumni engagement fluctuate across a number of alumni characteristics including, age, gender and subject studied. Alumni are captured through several ways at Macmillan, Dorothy explains how often the alumni are coaxed to take part:

'… we entice them to participate on their own with in our online alumni community its self sends out a newsletter and the online community its self sends out e newsletters every fortnight ewe send an alumni magazine to those who are signed up to receive it and we contact them at least once a year because of our requirements for our graduate's association (Dorothy; Interview 1; Macmillan University; Staff).

The alumni engagement rate varies with an average targeted email response rate of approximately 30% (Macmillan Information gathering questionnaire). However, this increases to over 50% depending on the relevance to alumni, some universities struggle to get a strong open rate for communications. Dorothy reflects on the success of Macmillan and how segmentation has helped she goes on to say:

'We can get responses we can get a reply of over 50% depending on how targeted it is how relevant it is to the alumni. For targeted things we tend to use

season's greetings and birthday cards to engage and capture the data of the alumni as they are more likely to open something of this nature' (Dorothy; Interview 1; Macmillan University; Staff).

From Student to Alumni

It often takes time for alumni to reflect on what they have achieved since graduation. The reflection phase seems to occur once the alumni have been approached via a communication medium to get involved with a specific alumni aspect or for a specific reason for example to mentor or donate. (Macmillan information gathering questionnaire). Many alumni recollect having a positive university experience has led to many alumni becoming engaged at various different levels. Each has their own motivations for giving back, and often there is some sort of benefit to them whether that be intrinsic or extrinsic. Caroline, an alumna of Macmillan describes her own personal motivations for being engaged:

'There is an element of to be honest giving something back I suspect there is not much more in it from my point of view. I know that there will be others who feel a deeper connection that just giving back they will have a purpose behind their decision … Currently there is there's no direct benefit to me it would be more giving something back from my own experience. I just have this vibe that the world is a lot less connected because there wasn't the internet, so we didn't really have the same support network I have always liked the way people network and the way I have seen it done very effectively throughout my career. I think there a number of international university that are probably a step ahead of what folk try with Macmillan in terms of staying connected and using those connections to make things happen, they are very pro networking they make great use of it and it is a selfish motivation of mine' (Caroline; Interview 3; Macmillan; University; alumna).

Alumni are at different stages in their lives and this often dictates what they are able to give in terms of their time and finances to the university. The age of alumni can dictate what their interests are with taking part in university activities. Dorothy describes what each of the age groups at Macmillan want:

'I think it also depends on where they are in their life, so we have a lot of our older alumni who are interested in coming back for reunions, but we have a difficulty in getting younger alumni involved in that type of thing. There is not one type of thing fits all for any of this. It's about trying to target the alumni appropriately depending on the age and then location' (Dorothy; Interview 1; Macmillan University; Staff).

Maurice was positive about his student experience at Macmillan, however he is very sceptical about what alumni really want from him. Many

universities approach their alumni to donate to university wide causes. There is a high proportion of alumni that fundraising is the first point of contact they have had with their alma mater and it can often come as a surprise and many decline to take part in making a financial donation. Maurice describes his view on this contact, and he feels that:

'I receive all the pleasant information about how the university has changed and the improvement to rankings…But I think the main attraction [for alumni teams is] to get funds out of us. I am considering making a gift but feel like the university need to do more in terms of making giving affordable not focusing on one large gift from a donor, I think they are missing a lot of annual giving potential' (Maurice; Interview 3; Macmillan University; alumnus).

Giving financially to universities is slowly becoming part of the university culture in the UK. Alumni teams at Macmillan and other universities work hard to secure alumni gifts, this can be a difficult process as the average gift is on an 18-month cycle from initial contact to close (Macmillan Information gathering questionnaire). Dorothy talks about giving at Macmillan she describes the giving cycle:

'Obviously it is a long slow process gathering a gift from a donor. We have been fundraising from our alumni for probably a decade with very little to show for a sustained effort from such a small team. A core of regular loyal donors who give to us every year it still remains a tiny percentage of the whole alumni population. We aim to introduce new and easy sustainable giving methods in the hope to attract more alumni to give. We understand that giving is not for everyone, but we would like to try and make it as user friendly as possible for our alumni' (Dorothy; Interview 1; Macmillan University; Staff).

Macmillan are aiming to expand their fundraising team, they hope to engage and grow the core of regular donors that the annual fund already has. Increasing fundraising resources will enable the university to generate income from alumni and allow the current donors to embark on the donor journey with the outcome being they donate a major gift. Macmillan recognises the importance of continuing a lower level giving program and engaging alumni in this first before moving them to major donors. Fundraising is a key part of alumni relations and Macmillan believe that introducing more ways and levels of giving would increase alumni engagement.

Alumni Engagement

Many graduates who attend university are the first in their families to do so, and university is a new concept to them and their families. Instead of choosing to go out and learn a skill many opt to enrol on an educational course in the hope that they can use this to enhance their own career trajectory. Many of the alumni who engage at Macmillan have no family history of attending university nor have they had any family influences in terms of university attendance. Harold describes how he was the first in his family to attend university, his experience and the impact education has had on his life has encouraged him to ensure his children also can go to university. He explains what going to university has meant to him and what it means for future generations of is family:

'I mean I was one of 4 kids and I was the only one that went to university certainly at that time, since my older brother has graduated from another university as a mature student so there was no precedence in the family. Having said that the next generation my own children and niece and nephew one of my nephews is in fact a Macmillan graduate as well now so there is a chance the next generation will be more networked and connected, but I didn't have any history of being involved (Harold; Interview 2; Macmillan University; alumnus).

As the alumni movement progresses at Macmillan the easier it will become for the future alumni generations to remain connected from the moment, they leave university. The means of communication has vastly improved since Harold graduated, he talks about his own experience:

'I mean when I graduated people were still relying on sending letters and making phone calls, I am not really sure if people made calls in Scotland very effectively in that day. So, you are talking about the age of the mobile phone let alone the Internet it's been an awful lot easier for the current crop to stay connected. Actually, not just to stay connected but to leverage and actually work out find out what they need off people' (Harold; Interview 2; Macmillan University; alumnus).

Universities are looking more favourably towards technology to expand their engagement opportunities and to establish alumni networks across the world. An established career network will allow young alumni in particular to use it for career progression purposes, most graduates are faced with the following scenario 200 people applying for one job. If they are part of a successful alumni network the graduates can turn to for advice and placement opportunities this is

something that many universities including Macmillan have struggled to promote in a way that has captured large engagement numbers. Caroline believe this to be the case:

'I definitely think there is a pull there now that wasn't there before. The option is that it's up to the graduate how much they want to use a network. At least they are given the option at Macmillan' (Caroline; Interview 3; Macmillan University; alumna).

The level of contact from the university often has a significant role to play in the motivation of engaged alumni at Macmillan. May are currently reconnecting with the university through online platforms in the first instance, but this is providing a spring board for a continuation of regular contact to begin. Many alumni initiate this contact too, for example Harold, was the one to initiate contact with the team at Macmillan. He describes the experience:

'I am trying to think how it happened, but I certainly went to them. And it was partly because I knew that I was going to re locate back to Scotland and I would need to rebuild a network and it was a very different motivation role so I contacted them once I was involved the level of contact was fine they e mail between us every 2 or 3 weeks and they stay in touch but I don't think they came and found me at any stage' (Harold; Interview 2; Macmillan University; alumnus).

Due to staff numbers at Macmillan it is difficult to invest man power into tracking down alumni. After leaving university alumni often change jobs and it is difficult to find a way to keep their details up to date. Some universities employ a research officer who tracks promotions and change in career amongst other things. After initiating contact with Macmillan Harold talks about his journey to and what his career exposure can do for Macmillan:

'I don't think at any stage they was any attempt to track down people who had been at university and I think about when I changed jobs from one to another there would have generally been something whether it had been in the press release or whatever there would have something that said I was a graduate of Macmillan university. For example I am to say I am further involved in the institute of bankers in Ireland there was a lot of media coverage of that particular involvement on my part again Macmillan was actually mentioned but nobody in the alumni office made the connection in fairness the Scottish institute of bankers which I am a member of didn't make the connection either and I had to write and tell them but it's been proactivity on my part' (Harold; Interview 2; Macmillan University; alumnus).

Harold established his career in Ireland and during his time in the country got to know more about their higher education system. He talked about how

higher education is well networked and how when you receive a promotion it is proactively recorded by your alma mater. He described how he see the alumni system in Ireland to be more sophisticated and the alumni teams are proactive in identifying a:

'Press cutting or any headline from the internet that reports of one of their graduates. They then find a way to give the graduate recognition and they would find a way to contact them. The alumni team finds a way to track them down, it's so much more proactive. They make more of connectivity between alumni and university. They celebrate people's achievements more, so I know that if for example I had graduated from Trinity or ECU or UCC there alumni body I think my experience of them they would have been more proactive than what I have initially experienced at Macmillan' (Harold; Interview 2; Macmillan University; alumnus).

At Macmillan the student population is a mix of international and domestic students. The international presence is not as strong as some of their competitors, with only fifteen percent of international alumni making up the total alumni population (Macmillan information gathering questionnaire). International alumni are a very important resource for both alumni departments and the university. They are real life ambassadors who can have an impact on student recruitment in their native countries. International recruitment

US Institutions:

Roosevelt University

Institutional Profile

Roosevelt University is a large American Higher Education institution, with multiple campuses set several miles apart. The university was one of the first Land Grant Institutions in the US Eleanor Associate Director of Alumni Membership at Roosevelt explains how the founding of the university was an important is an important part of their heritage and they share this with their alumni:

'Prior to receiving full university status Roosevelt University was one of the first universities in the United States to receive land grant funding as a result of the Morell Acts in 1862 encouraging state governments to use the proceeds of federal land sales to create a system of higher education. The introduction of land grant universities meant that Roosevelt University had to decide what would be the universities specialism. Agriculture has always been an important

part of our heritage and many of our successful alumni still farm local land close to the university. Having many graduates in this field is something that we as an organisation are proud of, being able to educate them to make a diffidence is a fantastic achievement and a vision set by founding presidents and continued on in present day' (Roosevelt Information gathering questionnaire).

Sustained educational achievement is important to many institutions in the US, especially those founded through the Morell Act. Roosevelt is an example of an institution that has relied on the early vision of their presidents to guide the university through the decades to continue achieving such success (Roosevelt information gathering questionnaire). With over 42,000 alumni at Roosevelt the alumni team of thirty-five staff spanning across key areas including administrative suite, communications, information services, alumni programs and alumni centre staff. The team contact alumni using a number of approaches including; e-mail, postal mail, telephone, social media, alumni information gathering questionnaire and multiple marketing channels. The marketing channels often include information about events, membership, radio, advertisements and flyers. The team at Roosevelt are working towards the following strategic priorities (Roosevelt information gathering questionnaire):

1. Strategic Goal I – Create and advocate lifelong connections
   The alumni association will lead and advocate for the development of high quality, high value programmes that ensure lifelong engagement and meet the needs of alumni.

2. Strategic Goal II – Advance Roosevelt and the interests and voice of the alumni. Lead alumni engagement and facilitate a two-way communication with the university and our Teddy family partners to support Roosevelt's aspirations.

3. Strategic Goal III – Support and enhance the Alumni Associations' organisational capacity to meet future needs. Building resources and infrastructure to support alumni association programs and services that meet the growing needs of the university and the 'Teddy' community.

Eleanor explains the rational for charging a membership fee for the service provided by the alumni association:

'The more an alumni pays the better the privileges they receive. For example, our high-level donors are often given the naming rights to a particular building or space on campus and those who donate in our regular giving programmes are listed on a donor board in the alumni centre. The more you donate the more you are recognised. We believe it is important to give recognition to all of our donors no matter what the donation level' (Eleanor; Interview 1; Roosevelt University; Staff).

A recent graduate who has left Roosevelt in the last five years is charged twenty dollars to become a member. This initial membership fee that is directed at new alumni then increases to forty dollars for any other alumni who have not taken the introductory offer. Anna a recent graduate describes the ease of becoming a member:

'I joined the alumni association the day I graduated. It was so simple, I provided my bank details and then a few days after they contacted me. It couldn't have been easier. I also included in the yearly fee I pay I receive coupons for sports tickets and the alumni magazine which I love to read' (Anna; Interview 2; Roosevelt University; alumna).

The association have also introduced a joint and lifetime membership programme each with their own levels of recognition. In order to encourage life time giving the association has set up ten-year plans so people are able to spread the cost depending on their circumstances. The membership fees charged by the association help to support a number of alumni association and university programmes including; scholarships, events and programming for alumni and friends, recruitment programs for future 'Teddies', legislative relations, faculty and staff recognition, multicultural programmes and much more (Roosevelt information gathering questionnaire). In order to fund the growth of the alumni association Roosevelt chose to incorporate solicitation into the stratified levels of membership. Eleanor explains the rationale behind this approach and what it means for engagement:

'Yeah there is a lot of different things we do, first of all there is kind of 2 different sides to membership a solicitation side and there is also a retention side. Obviously, the retention side is retaining the current members that we have and then our solicitation side is gaining new members. When I say new members, I can also reach out into the pool of members who may be if they were going to renew 5 years ago or have lapsed, so there is 2 different kind of sides to it. For our solicitation side we send out the majority. Let me explain to you we do 2 large mailings a year. They are usually done in the fall and that's just the time that works best for us erm with school starting back up again and schools starting to get into the mode of football season and as you know is really our popular sport here and so we do our two mailings one in august usually and one in the late fall and we reach out to any members who have lapsed, people who have never been members before, friends or donors of the university and basically ask them in this mailing to become a member of the alumni association and share with them the benefits that they are going to receive and also share with them reasons why to be a member. And we also do another mailing to families of recent graduates and we do that a couple times a year obviously in the spring and the fall commencements around those times. And then we also do a mailing erm a very small mailing in February erm for anyone who is a member of the alumni association and has a spouse that has also graduated from K-state but is not currently a member just asking them to lump their spouse to their membership and get their spouse to join as well' (Eleanor; Interview 1; Roosevelt University; staff).

Membership is a key aspect of the alumni programme at Roosevelt. It generates a significant amount of income for the alumni scholarship fund, there is a whole team dedicated to ensuring its success, Eleanor explains how she is the one in control the mail communications with alumni:

'well it's kind of funny you ask that we just had a staff meeting the other day and I just reminded all our staff here at the alumni association that I am the one controlling essentially the mailings that are going out you know and working with our team here to send out renewals there really is a whole staff …. you know we have our information services team and jinnee runs that and she… her and her staff are the ones that are sending out all the renewals in halves, so we are sending those mailings out in halves to the alumni population. I really don't see that much of that side of things they do a really good job of taking care of that. But as far as retaining members and getting new members that really is an all-encompassing thing you know but they are not officially called a membership team but it's the whole staff that's really having events and making sure the information is up dated and sending out or k-Stater magazine and our communications to our alumni and friend to encourage people to join and getting them engaged that they all want to join' (Eleanor; Interview 1; Roosevelt University; staff).

Approach to Communication

Like with many other universities in the sector they engage with alumni through a number of communication mediums; email, mail, telephone social media. There are key mailings done throughout the year depending on the university calendar, James a 1970s graduate and athlete describes his experience of communication with Roosevelt in his own words:

'I have fond memories of the communications over the years and how they have changes. I even remember when I was the one calling alumni during the student athlete telethon of 1965. I think this is a great way for students and alumni to interact, it also brings in a lot of money for the university. I feel proud to have given both with my time as a student but also financially as an alumnus' (James; Interview 3; Roosevelt University; alumnus).

The alumni activity at Roosevelt is often centred on the athletic calendar, university sport is valued not only by those who participate in it but also the student population as a whole as it provides on campus entertainment. Franklin was a four-year letter winner all American for the Baseball team at Roosevelt and he describes how if the team was doing well then, they would feature in the communications with alumni to generate support for not only the team but also the university:

'As the captain I was the posterchild for the division championships mailing. At the time I didn't really understand the reach it had with alumni. But since becoming and alumnus I now see that communication with a purpose has a greater impact with the recipients. I know that when I receive the current baseball asks that I am more inclined to take part as I have first-hand experience of what the alumni support can do '(Franklin; Interview 4; Roosevelt University; alumnus).

The communication that the alumni team at Roosevelt have with their alumni population is held in high regard by the university president Eleanor explains how the university presidential endorsement gives credibility to the work that the team are doing with membership and income raised through communications:

'I think that its membership is such a difficult program and because it is so successful at Roosevelt our president has endorsed the alumni magazine. We do not have a separate athletics alumni magazine the university won't produce one, they done feel it will add any value. However we are able to use some of the fantastic athletic achievements and graduation rates such as we have been

number one for 19 years for the % of grads in our athletic conference that's a sense of pride so it's not unusual for people to know about what we do' (Eleanor; Interview 1; Roosevelt University; staff).

The alumni team at Roosevelt does not need to publicise the work they do as they have built up a strong reputation with staff and alumni alike. The alumni ethos is engrained into the daily running of Roosevelt, although the alumni association functions slightly separately to the university it is still run with the aim of supporting the overall university goals. Anna explains why she is engaged with the association some ten years after graduating:

'I think the number one reason I joined the membership programme in particular was out of loyalty to Roosevelt. As much as I was aware that they had an alumni association I was not necessarily made aware of the membership program. I think the alumni team are do a better job of promoting it all year round. They work really hard sending me electronic things and the magazine and I only receive this because I am a member. I really like how there a range of ways to give to Roosevelt, I can do it through the athletic department or through the alumni foundation or the individual colleges and that it really important for me. I also think it is important for the for alumni team to continually promote this to alumni' (Anna; Interview 2; Roosevelt University; alumna).

From Student to Alumni

The Alumni Centre has become 'a welcoming place for alumni, university and community events, it is located in the heart of campus and is visible for students while still at university' (James; Interview 3; Roosevelt University; alumnus).The alumni team at Roosevelt are keen to continue to engage with younger alumni and event students before they transition to alumni, they have established the 'Teddies' Forever foundation a student alumni based programme that was established in 2002 (Roosevelt information gathering questionnaire).

The centre is visited by alumni from all over the world on a daily basis, it is often difficult to keep track of the number of visits over a year. The Alumni Association's reach also extends beyond domestic borders; there are 98 Teddy alumni-related clubs in the U.S., and we have alumni connections in 15 international locations (Roosevelt Information gathering questionnaire). The team at Roosevelt recognises that there are variations of engagement amongst alumni and where they come from often plays a part in this:

'The level of alumni engagement does differ from domestic alumni engagement and international engagement. My position with the Roosevelt alumni team is to build and maintain membership with our domestic multicultural alumni and students, and our international alumni and students. The association believes that it is very important to have focused programming and relationship building opportunities with our Roosevelt Family. Understanding that our students participate in and develop an emotional connection to a variety of Roosevelt experiences we know that there are many cultural and ethnic aspects to a student's college experience. Once a student has graduated from Roosevelt, the alumni association works very hard to keep alumni knowledgeable and engaged with the great things that are going on with campus and the activity with our alumni all across the world. In the area of communication, the internet has allowed us to communicate more frequently with our international alumni. There are still challenges with the internet and mailing to different countries due to restrictions' (Eleanor; Interview 1; Roosevelt University; staff).

Many students who choose to attend university do so in their native country and it is to be expected that their interaction will differ from those international alumni, Roosevelt recognise this:

'There is a difference in the level of interactions that we have with alumni who live in the United States and those who live abroad. With operating in the same country as our domestic alumni, our alumni have more opportunities to gather with one and other to attend alumni association activities that are going on in their city or state. For international alumni we have fewer opportunities of this because of the differences in mailing systems and internet restrictions' (Eleanor; Interview 1; Roosevelt University; staff).

The alumni community also recognise that there is a difference between home and international engagement. Franklin talks about his experience of being a student athlete and building friendships with international alumni who came to Roosevelt on scholarships. In his own words:

'I many so many friends while playing baseball, many where international students who had come to America to experience college. I don't know how they did it – I sure couldn't have left home and gone to a foreign country at 18. I do feel for some of my pals because they cannot come the reunions as frequently as I go to them and that's a shame. Form what they tell me they still feel engaged with the alumni programme through the international chapters. They don't meet as frequently but at least they have something to connect with in their own countries – the cost of coming over to the US is expensive for them and understandable why they would want more in their own country if the alumni numbers were good. It could also double us as a recruitment drive for Roosevelt to attract more internationals through alumni sharing their amazing experiences' (Franklin; Interview 4; Roosevelt University; alumnus).

Alumni Engagement

The team at Roosevelt are under no illusions that alumni and giving back to your alma mater are both American concepts:

'The alumni association are knowledgeable that the concept of alumni relations is an American created industry and that not all countries are familiar with alumni engagement and American structured philanthropy. To help educate our current students the alumni association engages and supports student and their programming while they are on campus and participate in dialogue that helps students understand our purpose our reasoning for wanting to stay connected with them after they graduate from Roosevelt' (Eleanor; Interview 1; Roosevelt University; staff).

One initiative that has given the Roosevelt alumni a benefit of being part of the association is the 'Travelling Teddies'. The programme allows alumni to book onto international trips with their fellow alumni, this has been a very popular programme and something Roosevelt are going to continue. Anna has taken part in a 'travelling teddies' trip and explains it in her own words:

'The travel program is really important, and it brings the alumni community together. It keeps people active with the alumni organisation and it can often lead alumni to learn more about what their peers get involved with. You travel with fellow alumni and you purchase it through the alumni team, and they do everything for you. I have been on 3 so far and am looking at where I can go next its great you meet so many great people' (Anna; Interview 2; Roosevelt University; alumna).

The alumni Association is ever-changing and yet continues to be the keeper of Roosevelt traditions. It is certain the future will hold more exciting changes and programs for Roosevelt alumni everywhere, they are among the most loyal in the nation. Membership in the Alumni Association ranks it in the top five in the nation for percentage of graduates who are members. The Alumni Association is proud to serve the Teddies Community as their link for life to back to Roosevelt and letting them share their experiences there are often:

'Anecdotally people will tell us things we don't here from people within our alumni erm e mail box. But you know when we here interesting stories we will feature them in a profile magazine the Roosevelt photos that you have seen in the magazine are a fun way for people to express their and showcase their pride and you know those are taken all over the world' (Eleanor; Interview 1; Roosevelt University; staff).

The Roosevelt team work hard to engage international alumni, as they can provide so much in terms of international student recruitment. Naturally the communications are directed towards domestic students, but Roosevelt are aiming to change this in the coming years. Eleanor explains the steps they are taking to overcome this hurdle, in her own words:

'we are really making a concentrated effort to reach out to our international students while they are here and having… we had 2 events this year which we have not held in the past and recognising some of our outstanding international students. Just so we will have a presence because you know it's difficult even in the US you know if someone leaves of course we give them free membership to every graduate, and we talk about that at commencement. We did a study and 90% of our graduates know they are getting a free membership but if we don't ever touch them when they are in school, we feel like they are less likely to join later' (Eleanor; Interview 1; Roosevelt University; staff).

Eisenhower University
Institutional Profile

Eisenhower was founded in 1856, it is a private liberal arts university steeped in catholic values and traditions (Eisenhower information gathering questionnaire). There are four key academic division within the university they are the college of arts and science, Business Administration, Education and Hospitality and tourism (Eisenhower Information gathering questionnaire). Eisenhower are keen to celebrate their heritage as Executive Director of alumni engagement Mamie explains in her own words:

'Nov. 21, 1856 is generally regarded as the birthdate of Eisenhower University. On that day, six seminary students, accompanied by two faculty members, moved from the residence of the Most Rev. John Timon, C.M., the first bishop of the Diocese of Buffalo, into a vacated orphan home for boys on Best Street in Buffalo. The six-acre site, however, was less than ideal, and so the two Vincentian faculty members, Fathers John J. Lynch and John Monaghan, immediately began a search for a more ideal setting for the seminary. The founders negotiated the purchase of a larger property, a farm complete with a barn and the two-story tavern known as The Half-Way House. In 1857 after its founding, the College and Seminary of Our Lady of Angels moved from Buffalo to its new home. The fall of 1857 saw enrolment increase from six to 24 students. The following year it rose to 80, resulting in expansion of existing facilities' (Mamie; Interview 1; Eisenhower University; staff).

Since the creation of Eisenhower in 1857 the university has evolved into a comprehensive university, offering more than 50 professional and career-oriented programs for its 3,300-plus undergraduates. More than 950 graduate students are enrolled in a variety of programs in the College of Education and in master's programs in business, criminal justice and interdisciplinary studies (Eisenhower Information gathering questionnaire). The university has a team of six full time employees who work to engage over 32,000 alumni. The alumni team as Eisenhower are working hard to engage alumni in philanthropic activity Ida a recent graduate explains how she is part of a volunteer group set up through the alumni association. She describes what volunteering has meant to her:

'Having grown up in a catholic family I am aware of the spirit of St. Vincent de Paul, founder of the Vincentian Community and universal patron of charitable works. Eisenhower maintains a comprehensive community service program that I have become involved with. As a volunteer group we have contribute more than 50,000 hours to the local neighbour hoods through community service and through the service-learning experiences of Learn and Serve Eisenhower. I am truly grateful for this experience and it is something I am definitely going to continue doing and encourage other alumni to do the same it's a great way to give back' (Ida; Interview 2; Eisenhower University; alumna).

There have been significant changes to the campus at Eisenhower over recent decades and in 2001 the university completed an $11 million renovation of one of its more historic buildings, St. Vincent's Hall. Built in 1905, the four-story, collegiate Gothic-style building was gutted and returned to service in less than nine months. It now houses a ground floor devoted to information technology, two floors of classrooms with the latest in instructional technology, and a fourth floor, featuring a large atrium, that serves as home of the College of Hospitality and Tourism Management. In the fall of 2002, an $11 million apartment-style housing complex opened on campus. The university is currently in the midst of an expansive $80 million capital campaign, the results of which include the new Academic Complex and adjacent to Bisgrove Hall, a residence for the Vincentians, a renovated theatre and several other additions (Eisenhower Information gathering questionnaire). Alumni have been a source of funding for a number of the recent capital projects. Elizabeth graduated in the late 1960s and went on to have a successful career as a CFO. She was

approached by the alumni team to name a space on campus. Elizabeth described her own donor journey:

'I was recently approach by the alumni team to get involved with Eisenhower – naturally I was flatterer. The relationship progressed from me attending events to becoming an annual donor. I then I decided I wanted to do something more – I wanted to have something that my children and grandchildren could see. I built up a really good relationship with Mamie and she asked me to name a wing in the new housing complex. I felt honoured and proud. The university handled it brilliantly – they made a big but nice fuss of me and my family and it was great. Since the opening ceremony I have been back to campus a few times and get a great since of pride when I see the Elizabeth May wing of accommodation for female students' (Elizabeth; Interview 3; Eisenhower University; alumna).

Approach to Communication

Eisenhower have taken a different approach to communication they focus primarily on events and encouraging alumni to set up their own events network. Encouraging alumni to also facilitate their own events, there are a number of alumni chapters in the US and more recently the Eisenhower alumni team have begun to create international chapters lead by alumni. Mary a business graduate who lives close to the university is heavily involved with the local Eisenhower chapter. She talks about her experience:

'I am part of the local committee for the alumni chapter. I feel that this is some volunteer work that has really helped my career also. I work in real estate and since becoming part of the chapter I have increased my client portfolio by ten percent. I really value the chapter because it allows me to meet alumni of all ages, and it has a really community feel something which I loved in university' (Mary; Interview 4; Eisenhower University; alumna).

The alumni event attendance is high at Eisenhower and it is one of the most successful communication techniques with their alumni. However, they are also achieving a great success with their use of social media. Like many other universities Eisenhower are seeing the value of using technology to reach a wider audience. The alumni still receive a significant amount of electronic communication form the team at Eisenhower, Mary reflects on the communication mediums she receives and which she prefers:

'Well there are few different ways that Eisenhower communicates with me. The first is that we get emails about events or alumni information. For example, they will notify you about your annual reunion this is often done by either by mail, e

mail and a little bit on social media you know I am part of the group on Facebook so I will see updates there as well as the linked in group. For me I find the best way that they connect is probably by emails, however Facebook is also nice because I can see updates that I might see when I am on Facebook. Email is kind of the most effective if I am going to sign up for an event or read a bit of a longer article, you know the mailings are fine but you know a lot of it might be repeated information you now you find with all the electronic ways of connecting' (Mary; Interview 4; Eisenhower University; alumna).

The alumni at Eisenhower are keen to embrace the changes in communication methods as it makes it easier for them to connect back to their alma mater. Alumni appreciate the mass informative emails they receive from the team at Eisenhower. Ida an older alumna talks about how social media helps to keep her informed of the activity at Eisenhower on a daily basis:

'Obviously now days everything is via social media that's one of the keys out let for the team to push messages to the mass alumni population. They also have the capacity to use other mediums which can engage a wide range of alumni age groups with the same information but via a different channel. I think that they use a different emails and this is probably the biggest way that they reach out to the alumni and then obviously there is always events or you know the alumni page on Facebook and things along those lines I don't do any, I mean like twitter or anything but I am sure they are out there but I don't get involved with any of them' (Ida; Interview 2; Eisenhower University; alumna).

The communication at Eisenhower between the alumni and the team has been very proactive in building strong relationships with a wide range of individuals. Eisenhower have opted not to conduct a telephone campaign, Mamie explains the rational from moving away from targeted solicitation and direct peer to peer askes:

'We used to conduct a regular telephone campaign. The team and the students really enjoyed the eight weeks working together to generate money for the university. However, we realized that it was not really generating the income we expected. We decided to drop the campaign – there were some negative implications. We lost a lot of visibility on campus with the students something we were hoping to continue. The students did a great job of engaging alumni but we felt that the cost of the whole campaign was far more than it returned to us. We decided to take a different approach – we introduced a direct debt giving system which allowed all alumni to engage if they so choose' (Mamie; Interview 1; Eisenhower University; staff).

Alumni donating to Eisenhower is initiated through the communication with the team, annual fund donations are heavily supported by alumni. The team recognises the importance of the donations made by alumni and

acknowledge them through a donor honour roll. Ida reflects on her donor recognition at Eisenhower:

'I made my first gift when I was not too long out of university. I set my self a goal – I wanted to be gotten onto a donor honour roll. I had to donate a life time value of 5 thousand dollars. Once I had achieved that I began to set myself a bigger target to sponsor a scholarship. I am not quite there yet but it is in my future plans' (Ida; Interview 2; Eisenhower University; alumna).

Some alumni feel that the level of contact has played a crucial role in how involved they have become since graduation. Mary discusses how communication from the team as Eisenhower has impacted on her alumni experience:

'I think because the team have been proactive and consistent with their communication. I have certainly encouraged me to want to attend the events or be involved with something. I t has also made me more likely to donate when I know what's going on at the university or what they are looking for so yeah defiantly. Sharing the areas of need through communications is crucial. It allows me to make an informed decision as to what I want to support and how it sits in line with my own philanthropic interests' (Mary; Interview 4; Eisenhower University; alumna).

Communications share with all alumni they have the opportunity to give back, no matter their net worth. Donating is not the key focus of the team at Eisenhower, Elizabeth shares her donor habits:

'Donating is just one of the ways I give back, I certainly make sure that I donate like once or twice a year back to the university… that's important to me but it's just as important also to attending the events or the other connections that I have made through the communications I have received. I also try to encourage my peers to get into a good habit of donating too' (Elizabeth; Interview 3; Eisenhower University; alumna).

The communications between the alumni team and the alumni has positive results. Alumni are keen to engage with the requests that are made by Eisenhower and the team are utilising this to their advantage to engage alumni in the way that they want to participate.

From Student to Alumni

Alumni have different motivations for remaining engaged, each individual has their own reasons for remaining part of the alumni community after

graduation. Elizabeth describes the important role of being an engaged alumna has played in her career and her work assisting other alumni along the way:

'It's important because um…. Number one I think it's a great resource whether you are trying to help someone or get help, whether you know um… you know I want to support you know for example I need a certain vender or service um… and I would rather support a fellow Eisenhower alumni and I wouldn't know what people are up to if I am not, if they were more of an acquaintance or a school friend who we have lost touch with I wouldn't know that I would be able to help them out or they help me out unless you know, you stay connected I guess I probably, you know what I see as the biggest one of the biggest benefits other than just a social gathering' (Ida; Interview 2; Eisenhower University; alumna).

The alumni team at Eisenhower work hard to meet the needs of the alumni, Mamie and her team work hard to ensure the transition from student to alumni is smooth. The events hosted by the team are way to get a group of people in a room who have something in common, their time at Eisenhower. Mary values the events calendar at Eisenhower and how it allows her to see former class mates often. She also reflects on how the relationships she built at college have had an impact on her career too:

'Some of the Eisenhower grads I see regularly because they were friends of mine during university, you know we were close friends in school or we were friends before NU, but there are some people who I have reconnected with. It is those people who I would class as a career connection, we help each other out in our professional lives, you know that we probably wouldn't connected had we not met at one of the Eisenhower alumni events because you know we have lost touch, we are not that close of friends you know you can only have so many close friends (Ida; Interview 2; Eisenhower University; alumna).

The level of alumni involvement and the importance of the involvement of alumni differs considerable. Ida had a positive experience as a student at Eisenhower and this has impacted her alumni involvement. She explains her time as a student and what it has done in terms of driving her engagement with the alumni association at Eisenhower:

'I just had such a good experience when I you know was a student there and it was great to meet people I went to school. I was also able to connect with new people who had similar good experiences as me during college. It can be a daunting place – not all your friends choose the same college as you and all of a sudden you have had your safety blanket removed and you're on your own. I also like to help people and when current prospective high school students or who are looking to go to the college, you know I like to share my stories you know encourage them on why they should choose to attend. I feel like this is

some of the best publicity the university can get is from their alumni '(Ida; Interview 2; Eisenhower University; alumna).

Alumni can have a significant influence on prospective student's and the recruitment of students to Eisenhower. The alumni team have recognised the potential that alumni have to engage with these students and provide an exemplary image of the university through sharing their own experiences. Alumni are a key resource in university development, alumni themselves see the value of their work and believe it to be important to the growth and reputation of the university. Mary really believe this to be true:

'I think obviously you know we are very important and we [the alumni as a collective group] probably show that in terms of the donations we make. But also, for the work we do to encourage others attending the university or helping the current students in having this kind of community spirit. Working with them to make sure that they have the same experience and want to share it with others. So, I see the work of the alumni of Eisenhower as very important' (Mary; Interview 4; Eisenhower University; alumna).

Alumni form their own friendship groups at university and often the bonds that were made during their time at university. However, alumni expand these groups to engage with prospective students as they believe that they can offer guidance on what it is like to attend Eisenhower. Mamie reflects on how alumni opening up and sharing those experiences not only continue to connect them to their peers, but it also connects them to future alumni:

'The majority of our alumni are more connected with other alumni from the same class in terms of seeing them more often or talking with them more often. We do have a select group who act as ambassadors and engage with the current or perspective students as we request them to be. But it more so fellow alumni that they are drawn to in the first instance' (Mamie; Interview 1; Eisenhower University; staff).

Alumni Engagement

Seventy-five percent of Eisenhower's students come from within the state of Mustang, with nearly half of that number from the local counties (Eisenhower Information gathering questionnaire) The College of Education has a large Canadian enrolment in its graduate programs in education and the school of Business has a strong international cohort that is continually expanding (Eisenhower Information gathering questionnaire). The location of alumni can often make it difficult to support the whole alumni programme that is

offered by the advancement team at Eisenhower. Many alumni move from their home towns to come to Eisenhower from all over the US and internationally. Their location can have an impact on how engaged they are, Elizabeth gives an insight into how critical her location to the university has been and what has been offered to her:

'I moved away, and you know at first I moved very far away and there wasn't really an alumni association chapter in that area. But know that I am closer not local to the university but still in a location where there is an alumni chapter and where I can make it back to the university more frequently and that has impacted it. I really enjoy the chapter events run by volunteers and it just gives me an Eisenhower community which feels like a home from home' (Elizabeth; Interview 3; Eisenhower University; alumna).

Despite the location of alumni, they are still willing to participate in alumni activity that is offered to them. The see the benefit of engaging and how it can help both personally and professionally. Mamie talks about the pride alumni get from engaging:

'Many alumni certainly feel that there is the personal side of taking part, the enjoyment you know obviously engaging with the others and being able to have pride in the university. Obviously, I think I think people who at some point may become good friends. Then there is the professional side of things where if alumni are ever looking for a job or anything like that they know that there is an area they can reach out to other alumni so you know there are some of those benefits to them for taking part' (Mamie; Interview 1; Eisenhower University; staff).

Recent graduates really benefit from the alumni network, it provides them with the opportunity to engage with former students and enhance their career prospects. Mary talks about how she sees this as a vital part of engaging with recent graduates and engaging them before they become lost alumni: '

'When I was looking for a job the alumni team suggested different areas, I could look for openings or reach out to any alumni who might know of something in the area. Again it just depends on the location to alumni, when I worked at my first job it was somewhere where there wasn't many alumni but where I live now there is many more and people are willing to help which was great and it worked out really well' '(Ida; Interview 2; Eisenhower University; alumna).

Students are looking for more than just an education they are looking to enhance their career prospects, and often alumni are a great resource to do this through. Many students who attend university are often the first in their family to go into higher education. Those alumni who grew up with university being part

of their lives see what a difference, alumni make to not only themselves but also to the university and the future students. Parental influence on attending university often leads their children to choose the same institution's particularly in the US. Ida talks about how her parents attended Eisenhower and as a child she was introduced to university life early by her parents:

'My parents both went to Eisenhower although they were not active in the alumni community, they always loved E and were very proud of it. They would go up for basketball games and you know they tried to visit the campus and they loved their memories from E. But they didn't have the same, it wasn't the same sort of interaction that you know I am doing now as an E alumna' '(Ida; Interview 2; Eisenhower University; alumna).

Students attend university for a number of reasons, however the cost of education has become expensive. Many students choose a university close to home, so they do not have the living costs or out of state tuition fees. Parental involvement can also have an impact on students as they choose a university amongst other things. Elizabeth describes how she came to choose Eisenhower and how this choice has led to her engagement as an alumni:

' I think I went to E for a combination of reasons, I always knew I wanted to go to law school and I knew that would be expensive. At E I got a scholarship a very good scholarship I didn't get a full ride, but I got like the next step down and then you know … I could live at home. They had a fairly decent pre law program um you know so it kind of made sense academically and financially for me. This is separated from [the fact] that's where my parents went to school you know they say that us Mustangs are so spoiled because we have so many good colleges and universities you know in our back yard so you really don't need to go to you know another state or another city. Simply because there are so many schools within touching distance and then I think I try to take advantage of that because I knew that you know I was in, I was going on for an advanced degree and it would be expensive… um… but what I do have to say is um… I liked E and I think the reasons why I have such strong feelings for it is similar to my parents, it's just the atmosphere um… of a very small, close knit um school and you know between students, faculty, professors you know I that, I think that bond you know that makes me remember NU the way I love it similar you know I think to my parents you know they have similar memories because it's not I went to e for law school and you are a number there where you are not a number at E unlike other places the staff really care what happens to you' (Elizabeth; Interview 3; Eisenhower University; alumna).

Alumni feel valued at Eisenhower and they are willing to support any of their initiatives no matter how far away they live from the university or the role the university has had in their upbringing. The alumni have a great pride in the

university and what it has given to them and they are now willing to give back in any way they can.

Truman University
Institutional Profile

Truman was given university status in 1865 during the reconstruction period, by two former confederate officers (Truman Information gathering questionnaire). The university was set up because the southern US states needed to improve their technology to compete in the industrial revolution that was happening the Norther US states (Truman Information gathering questionnaire). As the university began to grow it generated a strong alumni following. Harry vice president of alumni outreach describes what Truman require from students in order for them to become alumni:

'The status of alumni is open to all of our graduates who have left Truman in good standing, this also included retired faculty and administrative staff. We like to recognise those who have taken the time to work with and support the alumni team' (Harry; Interview 1; Truman University; Staff).

Having such a broad definition of what criteria will determine if you are an alumni of Truman explains why the current alumni cohort stands at 142, 906 (Truman information gathering questionnaire). Having such a large number of alumni requires the Truman alumni team to also have a large number of staff, currently they have 50 in total with seven team members focusing solely on alumni outreach (Truman information gathering questionnaire). Harry shares his thoughts on having such a significant staffing number:

'I am very fortunate to have so many staff it means that we are able to do so much in terms of engagement and solicitation. I feel really honoured and proud to have such a great team who deliver so much, and we have a fantastic reputation within the university' (Harry; Interview 1; Truman University; Staff).

The alumni team have built up a strong reputation within the university having completed several successful fundraising campaigns which have also included volunteer hours. The team have defined their own strategic objectives (Truman information gathering questionnaire):

1. To collect and maintain alumni data
2. Communicate and engage alumni through programmes and events
3. Fundraise for unrestricted money for the university.

It is important for the team to ensure that the alumni they serve are contactable first and foremost. The alumni who are considered to be the most active and donate on a regular basis to the annual fund. Martha a young alumna, is a regular donor to the annual fund. She described her own contribution back to Truman:

'While in college I was part of the young alumni network, I used to work closely with the team to ensure the telethons were run smoothly. I got first hand fundraising experience, but not only that I saw how the team worked towards a set of objectives. I understood that without achieving a god database then we would not be able to contact alumni. I donate regularly and see this as my way of helping to achieve the final goal of raising unrestricted funds meaning they can go to support anything. I see this as my membership into a special club as I am recognised on a donor board in the alumni centre' (Martha; Interview 2; Truman University; alumna).

Like other institutions Truman recognise the contributions made by donors. The team put more resource into those alumni who have self-selected themselves to donate they have made a commitment because they want to not because they have been asked to. They have chosen what they would like to give and the team at Truman count every gift no matter how big or small, all gifts made go towards helping the academic mission at Truman (Truman information gathering questionnaire). The alumni are not charged a membership fee to become an alumni member, they do however have a designated space for alumni to visit when they are campus. John graduated from Truman in 1988 and has been back to campus several times. He describes his first visit to the alumni centre at Truman:

' I had only been graduated six months when I was invited back onto campus. It was a strange feeling, I had spent so much time at this place and it just felt so different. I remember coming to the centre not knowing what to expect – it's not somewhere I really went when I was on campus, I didn't have any need. I returned to campus to offer my services as a mentor and decided to take time to visit the alumni team. I was welcomed with open arms, this really made an impression on me. I carried on my campus business and then decided to go back and again I received what felt like a royal welcome. Since then I have stayed in touch. I think it's great to have somewhere we alumni can go to mingle and chat – I met some great people that day' (John; Interview 3; Truman University; alumnus).

Having a designated space on campus helps to promote the work of the alumni team and it also gives student the opportunity to drop in and see what the team do. It is also a place where the team recognize alumni achievement

and host events in recognition of the work alumni do to support capital projects at the university.

Approach to Communication

Traditional methods of communication are also used by Truman to engage alumni. Communication is key to building up a sustainable relationship with alumni. Margret graduated from Truman and moved abroad, she made a conscientious effort to keep her contact information up to date. She receives communication through a number of channels and shares her experience:

'I was lucky enough to take a job in Europe and I decided that I would update my contact info and still receive the quarterly mailings from the alumni team. Looking back I should have just opted to keep in contact through social media. I was receiving the same information and I was able to become more engaged with it by commenting and liking posts from the alumni team. At the time I just thought of social media as a way of reaching the masses quickly I did not see it as a way for me to have my own say on some of the alumni events, issues and successes' (Margaret; Interview 4; Truman University; alumna).

Social media provides alumni with a platform to share their views and also create their own engagement identity. The communication channels at Truman capture the lives of alumni and often alumni share their life stories with the alumni team. Harry descries the living history program at Truman and how it is available for alumni to share their stories:

'Okay we use it as…. On the one end of the scale if someone is, coming to the end of their life we capture that information in our living history program, so that we can always have a record a video record of what they did in the story that they shared when they were at Truman. in addition to that, alumni provide so much information for publications so our magazine comes out four times a year and that becomes, we go after stories and they also share stories with us, so for example there were two gentlemen we did a story about, they were in the same fraternity, and used to sleep right next to one another, one is the vice chair of the joint chiefs of staff for the military basically again overseeing the us military and the other one is, a commander of NATO troops, in Belgium and these were fraternity buddies that have these incredible military careers, yet they were in the same fraternity, and I mean who would have thought, so it those kinds of things are real achievements, captains of industry, entrepreneurs people who are developing programs that are really innovative' (Harry; Interview 1; Truman University; Staff).

Building on from this the alumni team create a graduation video that is shown at congregation, the aim of the film is to give the graduating classes a road map of what they can achieve if they become part of the Truman alumni

association. Sharing the stories of mostly younger alumni is inspiring, they want to see how successful other graduates have been and it given them something to work towards. The graduates are able to see beyond job title, they can see what it takes to become that person and they all have something in common, a degree from Truman. These real life examples are relatable for many graduates, they are able to set their own goals. Such videos are both communication and marketing tools, Harry explains the impact they have had since being released:

'In fact that video has been you know very well received over the last you know, ten years because it is more than just the aspirational. Students see real life graduates who are only two years on from where they are now. The current film focuses on a recent grad who is part of the mission control team at NASA, helping launch satellites and rockets and things that stuff blows their mind and they have only been out for couple years, or whose helping produce a film that, you know is one of the, Jurassic park movies or something that kind of thing' (Harry; Interview 1; Truman University; Staff).

Without the unique alumni stories, Truman would not be able to capture the exceptional careers of their alumni. Encouraging alumni to share their own personal stories opens up a dialogue between them and the team. It is the beginning of building up a relationship between the university and its alumni.

From Student to Alumni

As with many universities the journey from student to alumni has many complexities along the way. Truman have tried to overcome these by introducing a young alumni group, this group is made up of current students. The purpose is to introduce philanthropy to students while on campus. John was a part of the committee during his time at Truman and shares his thoughts:

'The SAA gave me so much – I was president for four years. We worked to spread the word that the alumni association works with students too. We had our own scholarship fund and our donor base was made up of student wanting to help students' (John; Interview 3; Truman University; alumnus).

The alumni at Truman enjoy donating their time to the university and they often want something back in return. Alumni are keen to share with the team their expectations, Harry discusses how the team manage the expectations of alumni:

'we don't operate off a quid pro quo and environment and when we make that,

clear, people who make gifts, if they're making a restricted gift they wouldn't do that through us, they would do that through, a different office so there fifty dollars can go to the library they can work that out with the libraries. that's not the money that we raise we were we raise the unrestricted money the flexible money, that's the most powerful way they are able to leverage their gift it must be a significant proportion of our total funds raised. For example it needs to be five 6 and 7 times beyond what on what we are bringing in. in addition, the bulk of these donors, particularly our alumni seem to reconnect with us, they reach out to us, they often say they feel sense of, obligation to pay it forward, and they have such appreciation for, the education that they received, that it becomes a, they just want to help out, so that's incredibly, that's powerful and very helpful for us because then they are not doing it for the rewards, we try to do our best, to recognize the ones who have put in a lot of time and effort and are in line with what our values are you can get all them unfortunately, and that's something that we need to continue to improve upon' (Harry; Interview 1; Truman University; Staff).

There are a significant portion of alumni who go unnoticed in the work that they do. Harry wants to improve Truman's alumni recognition program, so it reflects all alumni. Martha is an active alumni and she has received and attended a number of alumni awards events, she describes her experience:

'there are a few things I have been lucky enough to be part of the main annual event is a gala and it's called the golden white honors gala and where Truman recognize the most outstanding alumni, in a couple of different categories. They even include life time achievement in that –which is pretty cool and something I am working towards. The team also offer honorary alumni awards so if you are not a graduate but have served the university for many years in an impactful way may receive an honorary designation, community service, young alumni are also recognized during the awards events which is fantastic' (Martha; Interview 2; Truman University; alumna).

The team work tirelessly to make alumni engagement worthwhile for alumni, they also invite alumni to nominate alumni for awards. They have an award for most alumni outreach initiatives including; mentor and mentee of the year, chapter and networks recognition and volunteer geographic groups. The winners of the awards all have something in common they have a strong affinity to Truman and are often the most engage alumni within each group (Truman information gathering questionnaire). The team are working tirelessly to engage with the current student body at the university with the aim of increasing engagement for future graduating classes. Harry is proud of the work of his team to engage alumni:

'We have an incredibly high level of engagement because the alumni, they participate in a variety of different ways. For example, there are a number who

take part in our annual speed mentoring program, our speed networking. We will have a few hundred alumni participate in that, with students and they sit at tables and for a short period of time they will talk with them about their careers, and they will rotate to the next, to the next person. The student alumni association launch day is a way to network with alumni many of our alumni come for that, that's a few that's a 100 or so, twelve hundred alumni in the mentoring program so they get paired with students, we have a lot of our alumni that's ah on our fraternity boards, and serve as advisors to the different fraternity chapters throughout the, now we have, fifty five chapters at Truman, and that's a real tangible way, and then we also have a, Board of trustees, that they help guide the alumni association and they also help recruit, students to come to Truman' (Harry; Interview 1; Truman University; Staff).

The hard work of the alumni team is beginning to pay dividends as the team begin to build up their presence on campus and within the university through their successful on campus activity and alumni representation on key boards across the university. They are facing a few different challenges looking towards the future. Harry describes how the team are going to be required to become more specialized in their offerings:

' I think that what we are starting to see is at Truman is the colleges and schools make more money individually, they recognize the value of alumni interaction and, now it's becoming more of a differentiation challenge where, we are a general alumni association so we serve all of our alumni, but if the college of business decides they want to put resources into alumni outreach, now we're competing if you well against, the school and that's a real challenge cause that may start on your mind that annual fund, money that we put in every year so, it's a long as we have continual support from the president, of the university, we should be ok, because he doesn't want redundancy, if each of the schools hired a person to help with alumni relations, that's a lot of money for minimal impact, all the schools in colleges have development officers, they even they can't get all their prospects that's how many there so it's a good problem, but they should, they don't need to be in the alumni relations business, I think some of them are kind of testing the waters, so that's kind of an ongoing challenge is for us to put our programs together, and make sure that they suit, our customers and if they do, then they will continue to respond us' (Harry; Interview 1; Truman University; Staff).

Alumni Engagement

The alumni engagement at Truman is positive and is working towards achieving sustained success for future Truman alumni. Anticipating their next move, they believe they need to conquer the recent graduate market, like many other universities. Margaret echoes this vision in her thoughts of where the alumni association should turn its focus next:

'I think that in order to remain a competitive association then we need to focus on the very recent graduates, urm… I would say within three years out of graduation, yes defiantly graduation plus three years because once they are involved and connected, I think that they'll stay involved over time because they will see the value, even if they move or start a Family or buy a house they will still see. The value with ah, paying it forward and, helping students out they will still see value with doing community service, they will still see value with giving consistently to the annual fund, but that group is also the most challenging to engage, because they don't have, you know they don't have the time they are involved in a thousand other activities , and were competing with everyone whether it's the humane society or its, their local running chapter, or their business travel, you know we are competing with all those different things. I have seen this over my time of being involved with the association' (Margaret; Interview 4; Truman University; alumna).

Making recent graduates the focus of the alumni outreach will engage alumni who have a greater lifespan for the organisation. They are often difficult to capture due to their lives also being in a state of transition. John talks about how he needed the alumni association to prepare him for what they had to offer:

'most defiantly I need to be prepared by the team for my alumni journey ahead, they need us a lot and I think they are prepared to offer them a variety of services that really help me. Especially with my career, they made it easy to sign up for these activities, and the team were adaptable, they understood that my needs will change dramatically in the first three years of graduating. The service they provide is far from just educating me about the continuing education classes. I see that value with the network and want to meet alumni who are successful in my field and the team at Truman do a great job of this' (John; Interview 3; Truman University; alumnus).

Like all universities Truman need to look to the future and begin to plan their next steps with alumni, Harry believes that technology will play a significant role. He explains in his own words:

'over the next five years I see us doing more and more, that leverages technology, a lot of our communications hopefully will be personalized by then, so if you, are not interested athletics you will not get a lot of bombardment of athletic information and, but if you're really interested in and bio sciences, or interested in for mechanical engineering and entrepreneurship you'll get more messages about that. There will also be personalized asked to be involved with those initiatives on, you know i am, in the past year when we rolled out a new, website and web registrations that will allow us to capture a lot of data about alumni, and that's going to help us, better personalize, the communications of them are programs that we offer them and ultimately evaluate what is, working and what the correlations are because if we put on a program, let's say five hundred people come to homecoming yet and it costs, fifty thousand dollars put on, all I would compare that to five hundred people going to our webinars, and the thousand dollars the cost put on the webinars, the something that needs to

be taken into account and that helps us make better decisions when it comes to being good stewards of the money that we were given, to continually adapting and changing with our alumni change, and that's why research is so important' (Harry; Interview 1; Truman University; Staff).

.	The team at Truman are getting ready to embrace technological changes that can personalize the way they communicate with their alumni. These changes will enable the team to have a greater impact, they are planning the best route going forward. Data segmentation will play a key role in achieving success (Truman information gathering questionnaire). Understanding their alumni demographic will set them apart from their competitors and it will also allow the team to use their resources more effectively.

Summary

It appears from the interviews and institutional information gathering questionnaire conducted that alumni engage and are motivated to do so for a wide range of reasons. Communication plays a key role, so does student experience and age in how engaged alumni are. More significantly it is the relationships formed between alumni and the university through the work of the alumni team, allowing individuals to engage in a way that best suites their current life style choices support the reinforcement of personal and social networks and is not disruptive to their settled way of life (Eckstine, 2001). While alumni realise the importance of engagement and giving the overriding motivation is to socialise and generate opportunity. Young alumni do not reflect on the events offered to them as an opportunity to build friendships but pursue career objectives. Thus, creating a detailed and segmented alumni population at each institution. Each group including the staff have an overall social identity, a fundamental aspect of their own personal alumni identity that has been created through their own choice of engagement and student experience. These six narratives reflect the experiences of both alumni and professionals in both the UK and USA. They also demonstrate the positive alumni attitudes in a defined alumni culture in the US and an emerging alumni culture in the UK.

Chapter 5: Discussion

Introduction

The following discussion will explore the key findings contextualized form the themes arising from the data. The findings from this research are that age impacts engagement, staff resource impacts on what alumni teams can achieve, the forms of engagement differ, and donation type varies between time and money. This research has indicated that alumni age has an impact on how different alumni groups engage and their motivations for engagement. This also has a significant impact on how the varying age ranges of alumni form relationships with the university, the communication they receive plays a significant role in creating and maintaining these relationships.

The research also indicates that staffing levels have an impact on what alumni teams can offer their alumni in terms of communications and events. This links to the original research objective of understanding how alumni and development teams work to engage and cultivate alumni. The study has also found that alumni donate to universities in different ways, sometimes it's with their time and others gift money. Regardless of their donation type each alumnus has their own personal motivations for doing so and this was shared across all six narratives. All the findings indicate that alumni engagement is important and the different motives and age groups who engage do so because they want to make a difference.

Approach to Communication

The alumni who participated in this study fell into two groups: the first being young, recently graduated (in the last five years) alumni; and the second being older alumni (who graduated from university more than 20 years ago).

Both groups are at different points in their lives. Much of the alumni communication over the last decade focused on social media, engaging more of the younger cohort. Alumni teams are looking to engage with alumni using a two-pronged approach. First they need to connect with alumni and second, they need to tie it to an event or method that means something for that particular alumni group. For instance, Jennie echoes the view of social media being more of a younger person contact preference:

'I thought it was a great way to know what's going on with the university and the alumni community. Many people of my age prefer to interact via social media so I can defiantly see why they would stop print material. But I do feel like this would cause some people to complain especially the older alumni who are not tech savvy' (Jennie; Interview 2; Churchill University, alumna).

Channelling all communication resources into social media assumes that the older alumni cohort are familiar with such technology. This is not always the case. It is difficult for older alumni to feel valued and engaged if most of the communication relies on social media technology. Both alumni groups are looking to utilise their own capital in different ways; the younger alumni are looking to utilize their institutional capital gained at university and believe that their degree will propel them into the labour market and increase their economic capital. The older alumni are in a better position to assist university alumni departments to meet their fundraising goals as they can donate both financially and through their time. They are not looking to increase their economic capital; they are looking to enhance their cultural capital as a consumer of events such as reunions offered by alumni offices.

The younger alumni, particularly in the UK, are faced with the struggle of securing jobs in a saturated job market. Brown and Hesketh (2004) argue that cultural capital is a blunt instrument and requires innovative application. Younger alumni are looking to gain soft qualities through mentoring offerings from their interactions with the alumni offices. It is clear that the younger alumni are focused on crafting themselves into complete well-rounded employees with such additional skills. Universities that offer strong social media and promote professional interactions, including online mentoring schemes, enable young alumni to initiate their own social and economic capital in labour markets. This allows younger alumni to generate valorised capital through communications mediums and [older] alumni, who have or have had strong jobs and want to share their embodied privileged cultural capital, with younger alumni who have a common connection through their university choice.

Drawing on the data in the previous chapter surrounding perceived communication and magazine content is multi-faceted in the UK featuring alumni connections to wider university projects whereas the US alumni magazine is for the alumni specifically. Therefore, the content features alumni

individual activity, sharing alumni specific information not general university news stories. For example, in the Attlee Narrative describes how he particularly liked to receive printed material from the university. The magazine kept him up to date with university activity and allowed him to update his contact information, so he was kept on the magazine mailing list. The older alumni also acknowledge the fact that UK university alumni teams are small in terms of their staff resource, and as a result have opted to focus their efforts a communication tool that reaches a substantial number of alumni at the same time. The alumni interviewed who fall into this category also recognise that printed material can have significant financial implications for alumni budgets. Neville who is an older alumnus of Attlee supports their decision to cease the publication of a magazine even though this was one of his preferred methods of communication with the university:

'well yeah, they don't do the magazine anymore because they obviously you know they obviously found that was too much money and they er…. They moved on eventually moved on to the internet I think there was a hiatus when nothing much was happening for a few years. I guess70s and 80s when the magazine was still an, annual event, yes I thought they were fabulous, and I kept everyone' (Neville; Interview 3; Attlee University; alumnus).

Drawing from the literature the choice of UK universities to cease the publication of a magazine was a negative move. An alumni magazine is a tool that can share highlight the alumni supported project and future projects which alumni may well be interested in supporting. Alumni are more engage if they have been presented by an awareness of need (W. D. Diamond & Kashyap, 1997; Weerts & Ronca, 2007). US universities use their alumni magazine to showcase the alumni support they have received to fund particular capstone projects, buildings or scholarships. Keeping the focus soley on what the alumni has contributed back to the university. It has been suggested that a philanthropic act can be motivated by if the donor has a personal connection to the beneficiary (Polonsky, Shelley, & Voola, 2002; Radley & Kennedy, 1995).

The use of social media by alumni teams in both the UK and USA encourages alumni to engage and share their experiences with each other, something they may not have done before. The use of social media provided younger alumni in particular with a platform to acquire and mobilize cultural

capital in new and different ways. It enables them to enhance their career prospects through pro-actively seeking out mentors and making new connections in a range of professional networks. The data highlighted that alumni are keen to provide these services to students and fellow alumni. Harold used the online service at Macmillan to make connection after returning to the UK after time abroad working and supports the use of social media and online tools to communicate with alumni. He believes it is not only for current university students he believes it has a place in the future of alumni connections too:

'… it's one of the number of places you would go to establish a connection - a lot of people of my age are at a similar place in their career and are either recently new to a position or they will have a network that I am not really plugged into and that could be an advantage to me returning to the country and not really knowing many people. Most of my class mates have moved away so this online tool is a great way to connect. We all have something in common [which is] Macmillan. It's one of the initiatives I took myself. I have made other moves to network … that's just one of them but it was an obvious place to start given that I had graduated from there' (Harold; Interview 2; Macmillan; University; alumnus).

Alumni actively engage with the online tools they are provided with, as a result university can promote the ideals of institutional advancement (IA) more proactively particularly at UK institutions. The introduction of an IA driven communications plan would enable UK universities in particular do more in relation to introducing key engagement processes that focus on leading alumni and stakeholders. Advancing the university by engaging with additional resources outside of their alumni to support capital fundraising projects, using alumni to develop such relationships through their own network (Jacobson 1978 cited Jacobson 1986). Having a robust communication strategy that includes endorsement of the university activity by alumni will enable all universities both in the UK and USA create and utilise professional communities such as linked in to their advantage (Council for Advancement and Support of Education, 2008).

Communication between alumni and their former institution comes in all different forms. UK universities in particular have opted to profile leading alumni who are engaged and active within the university. Profiling alumni and sharing their stories is also an aspect of IA that UK universities in particular are

successful in doing. This also encourages younger alumni to recognise the social capital they have acquired through university. Capturing alumni early to provide profiles initiates a professional relationship between the university and alumni that and be sustained through a range of touch points during the year. Profiling alumni promotes IA in a wider university setting (Lippincott, 2004). The profiling of alumni often appears in alumni magazines, which are favoured by older alumni. The print material offers an alternative engagement method; it continues to create a community among alumni where they are able to build networking relationships. Alumni populate these uniiversity stories as social actors. The older alumni in particular share their valorised capital in feature profiles and the documentation of their donor journey (Bourdieu, 1984).

Alumni Engagement

The key findings of this research indicate that there is a difference between older and younger alumni in their levels of engagement and motivations for engaging in alumni activity. Younger alumni are motivated to engage because they are driven by career progression, developing social and professional networks and sharing their student experience. The older alumni are motivated in different ways, they are nostalgic, they have the time to give back and attend events and have the funds to donate, and they simply want to make a difference.

The younger alumni are looking to develop their career. They see university as being an important step in this journey. Having spent a significant amount of money on their education, they want to get as much value as possible and acquire new forms of capital during their engagement experience. The economic world is a competitive place and individuals need strategies to maximize their social, cultural and symbolic capital to achieve an advantage over others (Bourdieu, 1990). Bourdieu argues that individuals compete in the social field for symbolic power and advantage, however they often neglect how their actions can also lead to good for themselves and others. Individuals are evaluative beings and are concerned with how they strategize to ensure power and status, this is true of the younger alumni cohort as they are looking to exchange their institutional capital to gain a greater cultural and economic capital to give themselves a greater advantage in the job market. This group

see the world as a place of deliberation, prioritisation, and dovetailing their interests and commitments, ensuring they have left room to accommodate their interests and desires such as career trajectory (Archer, 2000).

The older alumni however, have acquired all the valorised capital they are likely to need during their careers. In contrast, the younger alumni are in the process of mobilizing and acquiring the valorised capital to engage, build and develop social and professional networks. Literature supports the notion that older alumni have more altruistic motives for being engaged with their former institution. They are not looking to gain anything from the relationship and instead are looking to give something back; they are motivated by unselfish altruistic motives to increase their symbolic capital (Collins & Hickman, 1991). There is an extensive body of literature that supports this, it also suggests that altruistic behaviour is motivated by humans feeling the need to act and support those who appear less fortunate than themselves (Jenkins, 1950). The data collated suggests that the resource a university must engage older alumni in the act of donating is lacking and recognition of making small donations in the UK is celebrated more widely. The relationship is not to be mistaken for reciprocity of exchange (Bourdieu, 1990), as the motivation is not self-interest, but a moral obligation to future generations. Neville, an Attlee university alumnus suggests this during his interview:

'While the team have done a decent job, I think it would probably need greater resourcing to be able to really persuade money out of its supporters, I do know one person for instance who they gave an honorary degree to, who has never been back to the university since he left but has done very well for himself he is a friend of mine and he's now full of guilt he hasn't actually done anything to respond, and every time we meet he keeps saying I really feel as though I ought to do something and I say well yes you should but we never quite get any further and I kind of feel as though, it is because the alumni office just doesn't have the staffing and the resource to be able to follow up. And also Britain just doesn't have the tradition of giving that America does, Attlee makes a big fuss of me because I give, and I give about £3000 per year sometimes a bit more plus the gift aid it basically comes to about £4-5 grand a year depending on what we are doing and they make a big fuss of me. At many American colleges that would consider that quite generous, but they wouldn't make a big fuss (Neville; Interview 3; Attlee University; alumnus).

It is more difficult for institutions to engage international alumni. Universities perceive that international students have a deeper affinity to an

institution because they have given up so much to gain an education. The embodied and institutional capital of international alumni are often higher as they can use the experiences and skills gained at university to increase their economic capital after graduation. The data suggested that the international alumni interviewed, were more committed to the university because of their international student experience. Having such a positive experience has made them more willing to respond to asks made by the alumni team appealing to their embodied cultural capital. Engaging international alumni has several implications for universities. Engaging leading alumni in key recruitment areas as ambassadors of the institution can improve recruitment. Prospective students are looking for successful experiences to inform their university choice. The data illustrates this in the narratives of Stanley and Ida. There international experience has made them more engaged with their respective alumni programmes. During his interview Stanley discusses how the international experience showed what alumni can do for their university:

'The Attlee situation I think is rather difficult, I think they are doing a good job with a relatively modest asset, you know when you look at my other organizations Swarthmore [university], they have been able to raise billions and Attlee hasn't and there are all kinds of reasons for that, Attlee is a relatively small English university not near a big prosperous city you know its near Stockdale for Christ's sake which is anything but a big prosperous city therefore it hasn't got many obvious assets to unlock' (Stanley; Interview 4; Attlee University; alumnus).

University qualification are forms of cultural capital, often international students choose to go to university outside of their native country because they believe the qualification, they will receive will be superior to that of their home country. International alumni have begun to shape their career identity from which they will obtain satisfaction and recognition as a result of institutional capital (Archer, 2003). However, there are other international students who attend university internationally because they want a different cultural experience, for example, Stanley, enhancing their embodied cultural capital, and acquiring new physical and mental skills. In her interview Eleanor also echoes this view:

'The level of alumni engagement does differ from domestic alumni engagement and international engagement. My position with the Roosevelt alumni team is to build and maintain membership with our domestic multicultural alumni and students, and our international alumni and students. The association

believes that it is very important to have focused programming and relationship building opportunities with our Roosevelt Family. Understanding that our students participate in and develop an emotional connection to a variety of Roosevelt experiences we know that there are many cultural and ethnic aspects to a student's college experience. Once a student has graduated from Roosevelt, the alumni association works very hard to keep alumni knowledgeable and engaged with the great things that are going on with campus and the activity with our alumni all across the world. In the area of communication, the internet has allowed us to communicate more frequently with our international alumni. There are still challenges with the internet and mailing to different countries due to restrictions' (Eleanor; Interview 1; Roosevelt University; staff).

From Student to Alumni

The student to alumni journey happens on the day of graduation for many, it is perceived that US alumni are more engaged because they have a vast knowledge of the alumni network from its visibility on campus and their family history of involvement. Many US university campuses have a designated alumni space on campus and the university makes a conscientious effort to maintain a strong presence on campus to make student aware of the alumni team. Having a strong presence on campus and connection to the student body before graduation allows the alumni concept to become part of the students' embodied capital. Coleman (1988) suggests that offering a number of social capital enhancements, including multiple information channels, can increase community engagement. However, there is a difficulty in meeting structural requirements; UK universities have to offer an online space for alumni due to the lack of space and staff on campus.

In his interview James refers to the alumni centre on campus at Roosevelt and how it has built up a reputation for being a welcoming place:

'[It is] a welcoming place for alumni, university and community events, it is located in the heart of campus and is visible for students while still at university' (James; Interview 3; Roosevelt University; alumnus).

It is important for alumni teams to have a strong presence with students while they are on campus, helping to embed collegial solidarity and in some cases, build on the embodied capital students bring with them from their family,

particularly in the US. When they make the transition to alumni it is not a shock when they receive communications to donate and more specifically donate, as it has become socially embedded into their everyday practices, reinforcing their personal and social networks. Often the outcome varies of how engaged alumni are and this is often dependant on their life point and career stage of the individual approached. Illustrating the differences of alumni of different age groups who are willing to donate to the institution so long as it does not disrupt their settled way of life whatever that may be (Eckstein, 2001). This is particularly clear among older alumni, who are not looking to enhance their cultural capital; younger alumni are at a different point in their careers and are hungry to increase their cultural capital with the aim of increasing economic capital as they develop their career. Clementine provides support of this finding in her interview:

'once you get into the older alumni it's an altruistic feeling that you know you get to a certain point in your life where you are really happy with your life, you know you're doing well in your job, you are comfortable financially, your families comfortable and you have a bit more time to reflect and you might think like wow I might not be here in this amazing job if it had not been for this university lecturer who inspired me, this amazing course, this fantastic student placement that I had in my 3rd year and people start reflecting on things like that so I have heard anecdotally from people. But you know like one guy I met in Singapore a couple of weeks ago who was particularly inspired by his lecturer who he always fondly remembers and he is still in touch with him to this day… erm and it just that kind of thing it's a bit like ah I want to give something back now you know I am in a position where I can give something back so I want too because I got so much help and I want to help others' (Clementine; Interview 1; Churchill University; Staff member).

The transition of student to alumni was highlighted in the data by participant US institutions, the American universities believed that the optimal time frame to engage alumni is no later than two years from their graduation date. An implication of this finding is that UK institutions are missing out on engaging this group of alumni as they often leave the alumni to be proactive in their choice to engage with the university. Harold was proactive in re engaging with Macmillan and support this view that it is partly up to the alumni to make the first move:

'I don't think at any stage they was any attempt to track down people who had been at university and I think about when I changed jobs from one to another there would have generally been something whether it had been in the press

release or whatever there would have something that said I was a graduate of Macmillan university. For example I am to say I am further involved in the institute of bankers in Ireland there was a lot of media coverage of that particular involvement on my part again Macmillan was actually mentioned but nobody in the alumni office made the connection in fairness the Scottish institute of bankers which I am a member of didn't make the connection either and I had to write and tell them but it's been proactivity on my part' (Harold; Interview 2; Macmillan University; alumnus).

US universities have introduced several initiatives to engage the student body to the alumni organisation, for example the student alumni group at Truman. In his interview John describes what the group has done and how it motivated him to be an active alumnus:

'The SAA gave me so much – I was president for four years. We worked to spread the word that the alumni association works with students too. We had our own scholarship fund and our donor base was made up of students wanting to help students' (John; Interview 3; Truman University; alumnus).

UK universities do not have a designated group; however, philanthropy is encouraged by other areas of the university for example this often takes place through student union RAG activity. Therefore, the concept of alumni giving back to help students is often alien to many UK alumni. As discussed earlier they must be in the right place in their life to consider such an act. The literature presented earlier suggests that humans engage in philanthropic activity when they are engaged through the right person (Brakeley, 1980). Peer to peer engagement methods are becoming a popular way for universities to engage with the student body before they become alumni. It has also been suggested in the early published studies by Brakeley (1980), Symore, (1966) and Dichter (1971) that it is logical for alumni teams to engage the student body before they transition to alumni.

Summary

This chapter has considered the data arising from the research, and it implies that age and life point of alumni has significant impactions on levels and forms of engagement. Despite the emphasis placed on fundraising activities at universities it is important to recognise that staff resource plays a significant role in what an alumni department can achieve. This is very much reflected in alumni department strategic aims and Key Performance Indicators (KPIs).

Chapter 6: Conclusions and Implications for Future Practice

Introduction

This chapter seeks to draw clear conclusions from the study, while continuing to recognise the theoretical framework of Bourdieu's concept of capital. The recommendations made are done so to enhance the alumni profession. The prevailing theme to arise from the research is that age plays a significant role within engagement, and response to communication. A second theme to emerge is that of the disparity of professional alumni resource at universities in the UK. As a result, universities collectively need to understand their individual alumni cohorts better in order to provide adequate professional resource at the university.

Key Findings

Several key finding emerge from the data collated during this research.

First, alumni age dictates how engaged they are and by what methods. Younger alumni are looking to build up a transactional relationship with their former university. Bourdieu suggests that there must be a shared set of interests and these must remain constant throughout, otherwise there can be a power struggle between different interests (Granham, 1993). The dominant form of cultural capital established through the ongoing power relations is termed the 'Field' by Bourdieu (1984). This is where young alumni believe that their engagement is driven by their need to maximise their resources and monopolise their cultural capital to ensure that the economic capital it allows them to generate presents them with a relative advantage.

It is important for alumni teams to acknowledge different age groups and methods of engagement. This is very much dependant on individual team Key Performance Indicators. However, all alumni can take part in volunteering initiatives offered by universities and as a result, engagement and fundraising in the sector are looking to alumni as a multi-transactional group. Younger alumni are career-focused and want support to build networks after graduation. They are looking to strengthen their career prospects (Shapley, 2001) through meaningful interactions with their Alma Mater and enter employment

exchanging their institutionalised capital for economic capital. The embodied capital students enter university with plays a crucial role in their engagement, allowing younger alumni in particular to consume engagement entities and ultimately increase their objectified capital before becoming alumni.

Second, alumni teams are often under resourced and therefore resort to mass methods of engagement and communication over more personalised engagement. Coleman (1988) discusses how offering multiple communications channels can weaken the social capital exchanged. However, staffing constrains at the participating UK universities suggest that minimal staffing numbers make it difficult to ensure that alumni are able to truly engage. This also highlights why younger alumni and their need for career progression takes precedence, allowing them to utilise their embodied capital and exchange it for economic capital.

Alumni themselves must be proactive and seek out engagement opportunities, particularly in the UK. Bourdieu neglects moral sentiments in everyday encounters and relationships being cultivated by individuals. The academic and political popularity of social capital theory encompass a number of motivational factors, however they are often framed by several ethical difficulties. This research suggests that some alumni particularly the younger alumni as they see their engagement to be a reciprocal action, it is transactional to gain economic capital over acquiring a new friendship which would require them to form an emotional attachment. As Fine (2001) notes, there are a number of metaphors of social capital, 'investment', 'resources', and 'strategies' portray moral and ethical sentiments as a means to an end. However accounts of human motivation are somewhat based on reason, self-interest and often is validated by their moral actions, neglecting the variety of individuals and their experiences (Benhabib, 1992). Although we can acknowledge that individuals deliberate on the consequences of their own and others actions, therefore they can plan strategies to achieve goals they have set themselves. This is particularly true of younger alumni as they are looking to remain reflexive throughout their engagement and remove any moral sentiments as they motivational factor is increasing their social and economic capital.

However, humans can be sympathetic towards another's situation. If communication for a funding project is targeted and personalised, touching on key sentiments such as compassion and empathy, alumni can make a judgment and exhibit a personalised response. Alumni are given the opportunity to decide what causes they think are deserving in line with their own moral judgments (Smith, 1976). It is clear that UK alumni teams do not have the resource to implement such a personalised communication approach. This is influenced by the cultural capital possessed by the individual, as it can act as a status marker for both young and old alumni who are the owners of the capital. They have the power to legitimate their values, tastes and practices as being superior within a particular site and to downplay those possessed by subordinated others (Bourdieu 1984). Exclusive access to higher value cultural capital offers individuals and groups distinction that sets them apart from others who do not occupy the same privileged position.

The personalisation of communication and interaction is supported by Nussbaum (2001), who argues that emotions influence behaviour because these are closely linked to individuals' values, tastes and practices. Segmentation, coupled with personalised communication with alumni can trigger deliberate behaviour towards situations where individuals are in need or have fallen on hard times and need care. Moral emotions are important for overall wellbeing and, although Bourdieu emphasises how habitus shapes everyday actions, he does not reference the importance of everyday morality.

The final finding to emerge from the data was that the type of donation a university receives differs. Alumni donate both their time and money, and both are valuable assets to the university and have an intrinsic meaning for alumni often dependant on their choice of donation. The analysis of the economy of symbolic goods fails to appreciate that economic and social practices must have an intrinsic worth for an individual and increases their capital. MacIntyre (1985) suggests that the social practices individuals engage with, such as volunteering, possess internal and external goods. Internal goods, such as personal pleasure, worth and integrity, are achievable through taking on the experience – especially for young alumni who are looking to exchange their embodied and institutional capital to economic capital. As the university climate

becomes more corporatized, it is important to recognise that alumni hold the key to several partnership opportunities, potentially creating mutually beneficial relationships. Alumni become the brokers between the university and wider engagement and fundraising opportunities, increasing their institutionalised capital. By celebrating formal recognition for alumni who have introduced universities to leading donors, it is also of benefit to graduates who can utilise the links to enhance their own economic capital.

The purpose of conducting this research was to explore the alumni culture across two different education systems and countries. Gaining an understanding of how alumni departments are integrated into a university and what effect this has on their ability to deliver a successful alumni programme creating a credible university image worldwide. Building relationships are a key part of this process and the study aimed to explore how a relationship is cultivated and maintained between alumni and their former institution. The final objective of the research was to identify key motivations of why alumni engage and what this means for alumni teams. Motivations differ because of age and student experience, as a result alumni teams are stretched to engage all alumni due to lacking resource in the UK.

Implications for Policy, Practice and Research
Policy

There are no national policies surrounding alumni and the alumni profession. Each university has their own policy on alumni engagement and shape it to fit the wider university objectives. A significant number of universities in the UK require investment into staff resources to meet the needs of alumni. Currently there is a lack of support for alumni scholarships at several institutions, thus generating a higher rate of return to the alumni and development offices. The alumni teams particularly in the UK should feel they are an integrated part of the university. Senior bye in gives the work of the alumni professional's credibility across the wider university. The teams should be looked at differently, they should be looked at as an equal not merely as a service there to offset university costs.

The funds raised should be put back into student support by creating a designated annual scholarship fund. There are some universities in the UK who have been successfully integrated into the university, although they did not participate in this research examples from the UK include the university of Oxford and Cambridge. Evidence suggests that when the work of the university is integrated into the university, they have a powerful resource US examples include Truman and Roosevelt who participated in this research.

Practice

In order to affect change in the alumni profession it is important to recognise the current challenges. The longer-term implications of this study remain focused on a present-day issue within the alumni profession, data quality. It has become a key issue across UK universities, without data universities are unable to communicate with alumni. Development offices are reliant on data and in order to overcome this they need to implement a data capture strategy to ensure data is current and clean. Data forms the back bone of an alumni team, to maintain a robust database it requires extensive work from both parties the alumni professionals and the alumni themselves.

This has significant implications for engaging with different age groups and international and domestic alumni. The engaged alumni are happy to do what they can when they can for their university, however alumni teams need to explore how they can better use their resources to engage more alumni. Understanding the alumni population at individual institutions will assist professionals to segment their alumni based on communication preference, age, or gender. The introduction of segmentation can help universities strategically target alumni groups, manipulate their communication content to engage the reader in a topic they are interested in and reduce the likelihood of alumni becoming inundated with generic sustained communication.

Universities need to explore their fundraising and engagement activity, allowing for other stakeholders to be included for example corporate donors who are not affiliated to the university. Alumni do more than just donate money to organisations, they also donate their time. In order to improve the philanthropic culture at universities in the UK it is important to give recognition

volunteers. Incorporating a volunteer's hours target into a fundraising campaign can boost engagement levels and stats. Universities have similar key performance indicators and number of donors per year is a key, introducing volunteer hours would enable universities to reach or surpass their set figure. If universities were more willing to embrace more up to date engagement methods such as giving days then more alumni regardless of their location to the university could be involved, such initiatives are run on global platforms making it easy for all to access. US universities have a strong history of successful telephone campaigns, they attract high numbers of student callers and have a significant rate of return on the calling campaigns. Universities in the UK continue to run telephone campaigns in the hope that previous donors will continue to give as a result of their previous behaviour (Ajzen and Madden, 1986; Fredericks and Dossett, 1983; Manstead et a~ 1983). Universities are finding that this is not the case as people move and do not update their contact details and as a result there is not a consistent donor number populated form such activities.

Research

The findings of this research suggest that there is a need to focus solely on alumni engagement in a UK context. Much of the research surrounding alumni has been contextualised from an American perspective. There is also a body of literature that focuses on individual American institutions and it remains un-published, many US universities conduct their own research and does not inform the philanthropic literature. Further research into alumni and the fundraising profession in the UK should be explored by implementing successful American alumni initiatives. Introducing such initiatives like a student led alumni engagement group in a longitudinal study evaluating the impact this group has on the student members and when they become alumni. Future research can build on this study, by exploring alumni engagement using different research methods such as a focus group. Increasing the number of participants and varying the participating institutions to include elite universities who are perceived a model of good alumni practice in the UK.

Strengths and Limitations

Strengths

There several strengths to conducting a study of this nature. The research has been conducted in an international setting providing a broader perspective on alumni engagement by not having sole focus on the UK. The participating universities varied in ranking giving a better picture of the importance of alumni engagement. The sample did not include elite institutions who have a reputation for being good fundraising universities. The research also considered of employees who work in the sector. The alumni professionals have a breadth of knowledge and experience in this industry and including their perspective is a unique aspect of this research. Collating data via interview enabled rich data to be shared between myself and the interviewee, I ensured that I made all the participants feel at ease and remained them how important their experiences are to this research. Building a strong relationship with the participants allowed me to engage in the interview as I would in a conversation and not ask leading questions to manipulate the interview outcome.

Limitations

As with any research there are a number of limitations that have implications on the findings. The research was conducted using three methods of data collection, information gathering questionnaire, interview and document analysis all of which were time consuming. Interview was where the bulk of the data was collated, this process was very important to the research process. As a lone researcher a small sample was chosen making it difficult to generalise the result to the whole alumni population in country. The study also required an extensive exploration of a range of bodies of literature providing the study with rigour, however it could have been positioned in a range of perspectives. The difference in age and engagement type and level was an unexpected finding and therefore not clearly represented in the literature review.

Response to Research Questions

At the beginning of this research I identified three key research objectives. The first was to understand how alumni teams are integrated into

universities in both the UK and USA. The findings of this research suggest that universities all value the work of alumni teams differently. Each development team had their own strategic priorities and only two universities clearly outlined the role of alumni engagement. Staff resource played a role in the level of engagement universities had with their alumni, the participating US organisation had significantly more staff than the UK universities, enabling the US engagement offering to alumni to be more. The data suggest that UK universities are under resourced and must rely on online engagement platforms instead of face to face engagement. An impaction of this is UK universities are failing to engage alumni based on their age and preference of communication.

The second objective of this research was to explore how relationships are cultivated between alumni and universities through engagement. The findings of this research suggest that relationships are initiated by both the university and the alumni, more so the university through their regular communication via email and social media. Once again, the findings indicate that both age and staffing resource play significant roles in building and maintaining these relationships. Each group has their own agenda and outcome of the relationship, the younger alumni are using it tactfully and engaging because they want to acquire and mobilize both their social and cultural capital. The older alumni maintain their relationship with the university because they are nostalgic and want to reminisce about their student experience, they have no need to build a professional network because they already have velarized capital from their careers.

The final research objective was to identify key motivations that can assist alumni teams to categorise alumni based on characteristics that many have been influenced by their student experience. This research has established that alumni have different engagement motivations based on their age and older alumni attribute their engagement to a positive student experience. Were as younger alumni are motivated by the possibility that alumni can unlock career-based opportunities for them. This motivation sees younger alumni willing to donate their time over money. They perceive that their life can be complex and as a result may choose not to engage in a particular alumnus asks based on their current circumstance.

Contribution to Knowledge

This research is an original contribution to knowledge, as it provides an in-depth exploration and analysis of issues surrounding alumni engagement specifically. It also takes into consideration the impact this has on alumni departments in an international setting. This study is the first to consider the view point of alumni and professionals who work in the industry. Furthermore, the research provides the alumni profession with an understanding of alumni demographic specifically and their philanthropic tendencies more generally. The study is unique as it highlights how age can impact the engagement preferences of an alumni cohort. The research is also the first of its kind to focus on motivations of engagement in relation to age and desired out comes of engagement.

Summary

This research has illuminated the alumni activity in two different countries, one with a strong tradition of alumni engagement and giving and the other attempting to build an alumni culture of the future. The following quote from Professor Lord Anthony Giddens summarises the essence of this research:

'The cultivation of alumni is crucial for every university today. Alumni should always regard themselves as part of the wider community which the university represents. Such connections have many mutual benefits. Alumni are able to keep in touch with the academic world and attend events at their university, while the university can acquire both moral and often financial support from those who have studied there' (Simpson 2001) (Pp.97-98).

I often returned to this quote during my research, as a reminder of the focus of my study. This study has given me the opportunity to delve deeper into this alumni university relationship, from the perspective of both the institution and the alumni. The alumni teams in both countries offer a proactive and responsive operation in their own unique ways. However, they must remain responsive to the ever-changing higher education environment and focus on the needs of both stakeholders the alumni and the institution. The relationship between institution and alumni is continually growing. This relationship has been forged through the dedicated alumni professionals, it represents the reciprocal value for both the alumni and the university. The relationship is both

personal and professional and has a value to both the alumni and the institution, and their commitment to a lifelong participation with their respective universities to build a better future for alumni generations to come. Universities can transform themselves using their alumni, they are able to have a wider reach by engaging students and the local community in a mutually beneficial relationship. Universities can be viewed as a caring mother, increasing their activity and Institutional Advancement practices, allows the university to nurture the inactivity of alumni towards achieving the ultimate university goals and advance the institution making it more attractive to perspective students.

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Appendix 1 – The Alumni Topic Guide

Alumni Topic Guide/ Interview Questions sheet

Name:

Gradation year:

Job role:

Length of time you have been an alumni member:

Interview Questions

1. How do you connect to your alumni association?
2. Do you connect with your organisation in a range of ways or have you chosen one way of connecting? How?
3. Why is being involved with your alumni association important to you?
4. Is there ay family history of being involved with your alumni association?
5. What has motivated you to remain connected to your university?
6. Has the contact level from the university played a role in your motivation for being an active alumnus?
7. How important do you think alumni are to the development of a university?
8. Who do you engage with from the university? Are you more connected with fellow alumni of the same class or are you more engaged with current and perspective students?
9. Are you local to the university? Has your location had an impact on your alumni involvement? If yes why is this the case?
10. Are there any benefits for you being an alumni and taking part in the alumni programme that is offered to you?

Appendix 2 – The Alumni Professional Topic Guide

Alumni Representative Topic Guide/ Interview Questions transcription sheet

This interview will be recorded and transcribed by the researcher Miss Ami Storey. A copy will be available if the participant wishes to request one after the interview has taken place.

Name:

Job Role:

University:

I will begin by asking how you chose the alumni to contact? What was you interpretation of active alumni?

Interview Questions

Membership

1. How do you maintain the levels of alumni members at your institution?
2. What are you looking for from alumni who choose to become a member?
3. Who are the most active members within your alumni membership?
4. Do these members share why they are active with the alumni organisation?
5. Does the geographical location of alumni have an impact on engagement levels of alumni?
6. How did you define engagement when you were asked to provide alumni based on their engagement?

Engagement/strategies

7. Do you have a specific target group that you would like to become more engaged? What is this group and why?
8. How important are the alumni organisations in aiding universities with meeting their overall aims and objectives?
9. How do you see your alumni programme evolving over the next 5 years?
10. What do alumni who are engaged want from the alumni association?
11. How are alumni engaged with the current student body at your university?
12. Do your alumni share with you their experiences of life at university and after? If so, do you use this information in any way?

Appendix 3 – Interview Transcription

Interview Transcription

Job Role: HR Graduate Trainee

Graduation Date: 2014

University: Churchill

Ami: the first thing I am going to start with is obviously the year you graduated? When did you graduate?

Jennie: July 2014

Ami: so, you haven't really been that long out?

Jennie: No very fresh

Ami: so you have only really been a member of the alumni association for 9 months, so in that 9 months what has the alumni done for you? Have they done anything? Have you had any communication?

Jennie: I would say when I first left the university I came to work here and there was very little contact so from graduating and starting in role in probably September I had no contact from the university. I think when I left alumni wasn't on the agenda and I had never even thought about it, then it got to September October time and they contacted me I had graduated form the business school so they e mailed me to my personal e mail and it was through the Newcastle Business school networker it is kind of launched through LinkedIn and that was quite a new thing I think they had just launched it so I signed up to that and it has loads of different alumni on form the Newcastle Business school and it has events and things on. So I kind of actively use that and that will probably be my channel through there. But I have never received any communication about what alumni can offer me or how I can get more involved.

Ami: that's interesting…. Is that something that you would want to do get more involved?

Jennie: oh definitely yeah…. I have joined up to the LinkedIn alumni network and also I follow the Facebook page seeing the posts and things on their but that's kind of all that I see.

Ami: so how do you connect? Is it just purely through the LinkedIn group and the Facebook? Is that your only sort of engagement with the association?

Jennie: I think through the university yes but externally no on my course we had a Facebook group just for our course where we sort of talked about projects and things, project work but I still use that now for on going work that I have been working on here. So I have been doing projects and things and I have been linking that to other students who have got other jobs elsewhere to see what they are doing in HR in other companies to kind of bring back here. In my first 6 months in my role it was really useful using that and kind of going out to them and seeing.

Ami: and what is your role? What is your job title?

Jennie: HR Graduate Trainee. So I am on a 2 year programme I get 4 6 month placements in different areas of the university. So I had my first 6 months was in HR projects and now I am sitting in recruitment and within those 6 moths I get given a project to lead on.

Ami: and do you know where your next 2 will be?

Jennie: no it kind of depends entirely on what's coming up and what gaps there are in HR that I am interested in, I would quite like to look in people development and at the end of that shadowing an HR manager.

Ami: is there one specific way you have found easiest to connect with the alumni association? So the e mails that you get through do you find those are a better way of connecting or prefer it through social media?

Jennie: I prefer the NBS network online platform that's really good they have lots of events on there er like CAPDA that's accredited for HR networking events and I have attended 2 of them over at the business school. People actively go on there and post that might not be related to the university and say would you like to come along? So I have gone a few events through there.

Ami: Do you feel that this NBS network is more substantial in the way its been developed that what the alumni association of the university gives to you?

Jennie: yes definitely its more specialised, its more kind of targeted towards things that I am interested in of example they had an event on Tuesday last week over at the students union to see how many alumni they could get from the business school to come and do a £sign to get into the world records ad again going to things like that its getting to be around people who have got familiar interests to me and it was good to go along to that.

Ami: and do you think tat that they keep within the same sort of erm mind set of what you were as a student ? so you are freshly graduated they are putting on events to capture that group of students? Rather than waiting until you are older? They are tailoring the events to your age? Specifically now

Jennie: I wouldn't say to my age, because I think when I go to the events there are loads of different ages there. Its more just like we are putting this on come and have a little taste, I went o one that was to do with launching new learning development technologies and there was an array of people there. There was one to do with how to use LinkedIn for your career which probably was more targeted towards me because I am fresh out of uni I wan to make sure my LinkedIn is updated and I found that really useful so that probably was, I think its not necessarily targeted to my age I think its just to the broad subject area

Ami: so why do you find that the alumni association is important to you? So what do you think that its going to do for you in the future?

Jennie: I think the main thing is networking and staying in contact with people you cannot have enough contacts and that's mostly what I use it for. Going out and seeing who I can meet seeing who I can talk to, who's got similar experiences to me and also looking at people who are potentially 10 years more experienced in their career, speaking with them and seeing where they are so I kind of used it that way but I also think its really good to keep up with the university and see what they are doing and see if I can bring anything to the uni. I am doing my masters in September at the uni so I will obviously be using my alumni discount for that which is really good. But also I have connected with my lecturers so I am used to my dissertation tutors and I am now coaching students as well speaking with them and I find that's really helpful sharing my experiences and seeing how I can help them brining them along

Ami: and do you think the students are quite, they quite like that sort of having someone to engage with their own age, fresh out of it and not too far down the line rather than engaging with someone sort of 15 / 20 years out?

Jennie: yeah I think more socially its on their level to kind of talk and guide them where they are now obviously looking a the future they would look for someone who is a lot older more progressive in their career for advice. But I think for advice on their course and kind of different ways that they can do things that really useful for them

Ami: and is there sort of a family history of having an involvement with the alumni or? Did you parents come to university?

Jennie: No not at all I will be the first one

Ami: so what has been the main motivation for you to remain connected to the university?

Jennie: I think its been probably more easier for me that what it would be for other people, well I work here and I see a lot of things going on, so I see a lot of things that happen before they are even launched on the alumni, I

Ami: How important do you view alumni like yourself to the development of the university?

Ami: because obviously it's a product of the university already and you have that base there don't you. How do you engage with the university, with other students from the university, so are you more engaged with fellow alumni from your class or are you more engaged with current perspective students?

Ami: and how do you view, how do your peers that you connect with view engagement with the alumni association are they, or being an alumnus of this university are they as passionate about it or is it just something they are a member and that's it they are not really fussed about ?

Ami: and are you local to the university? Have you always lived around here? And has that had an impact on how passionate and how engaged and involved you are within the university?

Ami: and I suppose now with the internet and e mail its not as difficult, location doesn't really isn't that significant for a lot of people. And the final question that I have got for you are there any benefits from you taking part in sort of the alumni programme that's offered by Northumbria, obviously you sort of touched on the fees discounted? Is there anything else?

Jennie: I think the discounted fees definitely and that's really really good I know they do other discounts but I don't think they are things that would necessarily make me engage more.

Ami: and I suppose the fee side of things it's a career progression you and its another feather in your cap so to speak.

Jennie: I think you probably summed it up one of the main benefits of being an alumni is career progression utilising the university once you have left I think a lot of people don't realise once you leave the uni you can still come in and they help you at careers and things like that and I think that probably a big space for alumni it isn't very good at communicating the benefits of still being connected to the university and that's a massive kind of gap.

Ami: and is there anything else you sort of want to say about your alumni experience?

Jennie: I will kind of say I think mines really good but I do think there is a gap between finishing your course and then when they contact you I think they could contact you a lot earlier and get you a lot more involved.

Ami: would you prefer it if the alumni association sort of contacted you within 6 months before you left 6 months prior to you leaving?

Jennie: yeah

Ami: would you say that's a strategy that they could look to mat be look to adopt?

: definitely I think yes you are probably busy in your final year with your dissertation and things like that but I think even of they had a coffee morning or something like that where they got you in all together and said look you are going to be alumni of this university and this is what we can offer you and this is what you can bring back to us and engage them a lot sooner.

Ami: and I think as well you look at it here you are automatically a member there is no work you have to do its done for you so something like that could be quite beneficial in the long run.

Jennie: yeah defiantly even if they brought people who are alumni from 10/15 years go along to speak with people who are going to become alumni and get the networking started there I think that would be really good.