

JERT MISSION STATEMENT

The Journal of Educational Research and Technology (JERT) is a peer-reviewed journal engaged in the publication of professional educational research with emphasis on educational technology, management information technology, professional development, educational enrichment research, academic and administrative information systems, information sciences, management information consulting, advertisements, academic collegiate conferences, and community education development summits to show the advantages and the broad range of possibilities that education, research and technology can offer in the educational and the world community. The journal is equally engaged in organizing and advising on conferences, workshops and seminars on invitation for publishing and presentation of research papers and original manuscripts that promote further research and knowledge in the humanities and the sciences in the USA, Africa and the world at large. The JERT is scheduled to be published three times yearly: January, May and September.

3

JERT EDITORIAL POLICIES AND CONTRIBUTIONS 1. The JERT editors will consider manuscripts that are organized in accordance with the Mission, Journal Publication, Educational Technology, Management Information Technology, Professional Development, Educational Enrichment Research, Academic and Administrative Information Systems, Information Sciences, Management Information Consulting, Advertisements, Academic Collegiate Conferences, and Community Education Development Summits. Please feel free to contact us at (469) 7445290 or E-mail: jesin57@gmail.com. 2. Personal and professional opinions, ideas, recommendations articulated in the (JERT) do not necessary reflect the views of the Editors.

3. All manuscripts must be accompanied by well-synthesized Preamble or abstract of approximately 100-200 Words.

4. Manuscripts must not be less than ten (10) pages and not exceed twenty (20) pages in length, and must have outstanding and innovative educational, research, and technology features.

5. Manuscripts must be typed double-spaced in Microsoft Word version 2003 or 2007 and printed on 20 pound papers (8.5" x 11").

6. JERT will not consider politically goaded manuscripts for publication.

7. The author of the research manuscript must submit two original copies. Each copy should contain a cover page with the name of author, topic/title. The essay proper should not have any author's name or indication of origin, except for the topic/subject at the top of the paper. This is for blind reviewing

8. All research manuscripts must be submitted with 15-20 cited-references, and 5-10 noncited references, double-spaced, and arranged in alphabetical order.

4

9. Footnotes are strongly discourages but when used should be typed double-spaced, and on a separate page.

10. The basic style of writing is the American Psychological Association (APA), though room will be given for the Modern Languages Association MLA where literature and languages are involved.

11. Papers received shall be acknowledged and those accepted for publication will be notified and instructions given as to the status of the paper (accepted for publication, accepted contingent on specific revisions, and the time line for all revisions.

12. Copyright must be authorized and surrendered to JERT, and expressed usage can only be authorized by the Board of Trustees and JERT Editorial Council.

THANK YOU FOR YOUR PATRONAGE

5

JERT EDITORIAL COUNCIL

Chairman Dr. Joseph O. Esin Jarvis Christian College Publishing Editor Professor
Hawkins, Texas 75765 Publisher & Author USA

Vice Chairman Dr. Emmanuel N. Ngwang Jarvis Christian College Chief Editor Professor Hawkins,
Texas 75765 Publisher & Author USA

MEMBERS OF THE ADVISORY BOARD

Dr. Lawrence Gulley Professor/Chairman Jarvis Christian College Business Administration
Hawkins, Texas USA

Dr. Nathan C. Nwobi Professor Southwestern Christian College Terrell, Texas

Dr. Isaac O. Adeeko Professor Jarvis Christian College Hawkins, Texas, USA

Dr. Philip Farmer Professor Jarvis Christian College Hawkins, Texas USA

Dr. Anne-Christine Hoff Professor Jarvis Christian College Hawkins, Texas USA

Dr. Sunday I. Efanga Associate Professor University of Uyo, Nigeria

Dr. Emmanuel C. Edoho Lecturer University of Calabar, Nigeria

Mr. Emmanuel E. Iyanam JERT Legal Advisor JERT Office, Calabar, Nigeria

Mr. Sylvester O. Asuqwo JERT Corporate Account JERT-Office, Calabar
Representative

Mr. Xavier E. Ekuwem JERT Representative Lagos, Nigeria

Mr. Matthias Nkuda JERT Representative University of Uyo, Nigeria

Preface

When Shakespeare's King Duncan in *Macbeth* confessed that "there is no art to read a mind's construction on the face," he revealed a timeless truth about the mysteries of the human mind. We can only unlock some of these mysteries when we write about or speak them out. That is just what the Journal of Educational Research and Technology (JERT) was conceived to do- to reveal, to unearth the rich truths that have lain unrevealed in the brilliant minds of African, African Americans and international researchers. As a peer-reviewed journal, JERT has been able to and will continue to solicit articles from national and international scholars who are committed to scholarly research and critical writing with the aim of vocalizing their findings and promoting global knowledge in the areas of educational technology, professional development, management information technology, information sciences, community education management, and all other aspects of research and development. While this journal is tilted towards scientific research and information technology, it nevertheless wants to avail itself of the many rich and burgeoning fields of experience and expertise that do exist and have to exit into the world of scholarship. It is therefore a forum created to discuss issues that affect Africa and the world in these changing times of rapid globalization and the invasion of technology. JERT is proud to announce the maiden issue which has lived to its true creed of research diversity. As the saying goes, charity begins at home; hence the first two articles discuss intensively the issues of education and the technology. Professor Joseph Esin's article is a diagnosis of the Nigerian educational system and the recipe for resuscitation. Approached from an historical point of view, Professor Esin argues and bewails the constant decay of the Nigerian Educational System, one that had occupied the most revered and envied leading position in the early days of the University of Ibadan, University of Lagos, Ahmadu Bello University, University of Nigeria, Nsukka, and the University of Calabar. These universities stood for academic excellence, academic integrity, and the search for pure knowledge which produced topnotch, reputable, and indefatigable African political leaders, professors, artists and writers who have gained notoriety in their own rights. These universities thrived on the formation of a very solid foundation of knowledge and responsibilities. Unfortunately, these foundations have been eroded by corruption, ineptitude and political appointments that have undermined

7

excellence and objectivity. His article argues for the restoration of some elements of the status quo or the renewal of those time-honored values that lent solidity, excellence, stability, and international respect and honor to these institutions of higher learning. Professor Esin does not however argue only for a renewal of those early universities but the creation of new universities built on those objective values that will enhance and again reclaim the lost glory of those days of Dr. Nnamdi Azikiwe, Sir Tafawa Balewa, General Aguiyi Ironsi, General Yakubu Gowon, General Murtala Mohammed, Chief Obafemi Owolowo, Sir Ahmadu Belo, and Brigadier Udoakaha Esuene. Consequently, Professor Esin proposes the creation of a national university governance to oversee the university programs, set and evaluate objective standards to be uniformly followed and adhered to by all the universities. Next, Professor Emmanuel Ngwang takes us back to the United States and examines the problems and issues of African American citizenship. His contention here is that these immigrations and citizenship have come with their relative costs. While they all began as a search for education and training, they mutated to the escape from political persecution, poverty, sanctuary for family safety and life, education, religion, settlement, and business. The settled Africans have not

only lost their old homes and identities, they have also engaged in new values that have undercut their Africanisms. Some families have undergone traumatic ruptures, the reversal of roles, and the destruction of those values that identity and set them apart as Africans. Professor Ngwang also attempts to balance the educational and familial gains that accrue from these immigrations with the cultural and emotional losses attendant on this new settlement. He also refers to the new wave of immigration- the reversed immigration- where the elder ones decide to return to the homeland after failing to make it in the USA or completing their mission of providing the children with the solid base of education and work. In the third article, Nathan Nwobi focuses on the introduction of technology into education. Though his research was carried out in Texas, USA, it nevertheless expresses a universal truism about the new trend in education. Since no country is an island in itself, it goes without saying that collaboration and cooperation will be the modus operandi for such education. His research reveals that the intrusive invasion of technology into human life is undeniable and irresistible, and that ultimately, all, spheres of human life will be consumed by this invasion. Unfortunately, there has been a lopsided response to this invasion where university and college professors have been extremely reluctant to go back to the bench to learn how to use these

8

technological gadgets and know-how in universities and colleges. His argument is that if education is truly to retain its pristine and prestigious position as a primary route to leadership and effective manpower training and productive citizens for the 21st Century, it must embrace and nurture the fever of technology wholeheartedly. He proposes intensive and extensive technical training and incentive sharing which will go a long way to help the university and college professors, many of whom completed their education when computers were not introduced into schools, to catch up with technological training in order to use them with ease in teaching. He reverts to the basic truth that many colleges and universities are either offering course up to the doctoral level on line or organizing hybrid classes where educational technology has replaced the blackboard or traditional chalk board. His article is a wakeup call to African colleges and universities and their heads and political leaders to invest money in this educational technology business in order to enlist in and be counted among the leaders of education tomorrow. Drs. Sunday I. Efanga, Usen G. Ikpe, and Sunday Offiong take us back to the Nigerian scene again in the fourth article with their contribution entitled "Gender and Differential Opportunities for access to Quantity and Quality Education in the South-south zone of Nigeria." Their collaborative research and efforts reveal the devastating effect of denigrating women and preventing them from full access to quality education. Approached from an ethnocentric perspective, these scholars document the erstwhile shortfall of a system that considered education as an investment which was bound to yield dividends and when such as not the case, the attendant result was disenchantment and disillusionment. It was a system where few were willing to invest in women education for fear that the marrying off of the daughters to some other man would take away from the family the time and money that was invested in their education. Even with the discrimination against girls came disillusionment from the fact that the corruption of the educational system reduced the value of this education, making reasonable earnings through salaries non-existent. Parents found themselves taking off children from school, and schooling became the fad for girls. This change notwithstanding, girls were disproportionately represented in tertiary education; neither could they aspire to managerial positions that called for academic credentials. This atmosphere therefore calls for a shift in education paradigm.

9

In the fifth article, Mr. Eno Henry Effiong takes a kaleidoscopic view of geo-economics when he analyzes the import-export balance sheets of African countries. His diagnosis of the fundamental causes of poverty in Africa reveals how poor economic choices have led to changes in export and import malaise and the need to revamp those economic choices. As an importer and exporter himself and a Real Estate businessman and a former university professor, Mr. Effiong writes with his heart and from his heart. He has lived these experiences and continues to find ways out of economic transactions which have always resulted in frustrations and loss of investments. His write up is full of optimism, as he suggests implicitly the way out of this quark mire and impasse. Finally, the newly minted doctor of philosophy but long-time seasoned Dr. Isaac Adeeko spirals us to the heights of academics in the era of financial tumult. His insightful study of financial instability and the negative impact on educational institution re-emphasizes the role alumni have to play in the financial survival and re-habilitation of tertiary institutions in the United States and the world at large. With many universities relying so much on private contributions from donors and, why not, from the alumni, Dr. Adeeko suggests from his findings that tertiary institutions have to fine-tune that fundraising strategies to see and encourage what attracts or draws alumni to sacrificial giving to uphold the survival and dignity of their alma maters. His article points poignantly to these escalating differences between why other universities receive more gifts and endowments from the alumni and others don't. This comes as a wake-up call for those African universities who are looking for ultimate ways of financial survival and funding. As we read these articles, we are called upon to evaluate the need to continue this discourse, this conversation into newer fields and areas of knowledge in order to make our voices heard. Thanks to the blind reviewers who did such a marvelous job. Please feel free to contact us at (469) 744-5290 or E-mail: jesin57@gmail.com Thank you for your patronage

Professor Emmanuel N. Ngwang Professor Joseph O. Esin JERT Chief Editor JERT Chief Publishing Editor

10

CHIEF EDITOR'S BIOGRAPHICAL SKETCH

Dr. Emmanuel N. Ngwang, the Chief Editor of The Journal of Educational Research and Technology (JERT), is a 1986 graduate of Oklahoma State University with a Ph.D. in American Literature and presently a Professor of English and Foreign Languages at Jarvis Christian College. Before joining the faculty of Jarvis Christian College, he taught in several universities since 1982: a Graduate Associate at Oklahoma State University (1982-1987); University of Yaoundé, Cameroon (1987-1997); Kentucky State University (1997-2003); Mississippi Valley State University from (2003-2010); and at Claflin University (2010-2012). He has edited two books on criminal justice by Peter Nwankwo:

Criminological and Criminal Justice Systems of the World: A Comparative Perspective (2011) and Criminal Justice in the Pre-Colonial, Colonial, and Post-Colonial Eras: An Application of the Colonial Model to changes in the severity of punishment in the Nigerian Law (2010). In addition, Emmanuel N. Ngwang has published and presented research papers on postcolonial, African, and modern dramatic literature and Feminism. Some of his recent publications include "Education as Female (Dis) Empowerment in Anne Tanyi-Tang's Arrah" in *The Atlantic Review of Feminist Studies Quarterly* (2012). "Arrah's Existential Dilemma: A Study of Anne Tanyi-Tang's Arrah in Cameroon Literature in English: Critical Essays (2010), "Spaces, Gender, and Healing in Alice Walker's *The Color Purple* and Mariama Ba's *So Long a Letter*" in *New Urges in Postcolonial Literature: Widening Horizons* (2009), "Re-Configuration of Colonialism or the Negation of the Self in Postcolonial Cameroon in Bole Butake's Plays in *Reconceiving Postcolonialism: Visions and Revisions* (2009), Buchi Emecheta's *Destination Biafra: A Feminist (Re-)Writing of the Nigerian Civil War* in *Journal of African Literature: International Research on African literature and Culture (JAL:IRCALC)* (2008), "In Search of Cultural Identity or a Futile Search for Anchor: Africa in Selected African American Literary Works" *Identities and Voices. ALIZES (TRADE WINDS 2007)* "Literature as Politics: Revisiting Bole Butake's *Lake God* and Other Plays" in *The Literary Griot: International Journal of African-World Expressive Culture* (2002), and "Female Empowerment and Political Change: A Study of Bole Butake's *Lake God*, *The Survivors*, and *And Palm Wine Will Flow*" in *ALIZE (TRADE WINDS): A Journal of English Studies* (2004) (University of La Reunion, France).

11

Dr. Emmanuel Ngwang has also been a recipient of prestigious awards in recognition of his academic and research endeavors: the 2004 Humanities Teacher of the Year Award from the Mississippi Humanities Council, Jackson Mississippi; 2002-2003 Excellence in Scholarship and Creative Activities, College of Arts and Sciences, Kentucky State University; and two-time nomination to the *Who's Who Among America's Teacher* (2001 and 2002 respectively), Educational Communications, Inc.; Lake Forest, Illinois.

CHIEF PUBLISHING EDITOR'S BRIEF BIOGRAPHICAL SKETCH

Professor Joseph O. Esin, the Chief Publishing Editor of The Journal of Educational Research and Technology (JERT), the Founder and Chairman of AFASIN FOUNDATION, INC., a charitable non-profit organization. He holds a Bachelor of Science in Biology from Saint Louis University, Saint Louis, Missouri; a Master of Arts in Religious Studies with emphasis on Moral Theology from the Society of Jesus College of Divinity, Saint Louis, Missouri; and a Doctorate in Computer Education from the United States International University, San Diego, California. The State of California awarded him a Life-time Collegiate Instructor's Credential in 1989, and he was named an Outstanding Professor of Research in 1997. He met the selection criteria for inclusion in the 1992-93, 1994-95, and 1996-97 editions of Who's Who in American Education for his outstanding academic leadership in management information technology. Furthermore, he met the selection criteria for inclusion in the 1993-94 edition of the Directory of International Biography, Cambridge, England, for his distinguished professional service in academic computing technology. A Professor of Computer

Information Technology from 1988-2000, and he was appointed a Deputy Provost at Paul Quinn College, Dallas, Texas, from 1997-2000. He is currently a professor of computer information systems at Jarvis Christian College, Hawkins, Texas and a visiting Professor of Research at the University at Calabar, Nigeria. Professor Esin has published several professional journal articles including High Level of Teachers' Apprehension (HLTA): About the use of Computers in the Educational Process (1991) Journal of Educational Media & Library Science (JEMLS); Computer Literacy for Teachers: The Role of Computer Technology in the Educational Process. (1992-JEMLS); Strategies for Developing and Implementing Academic Computing in Colleges and Universities (1994JEMLS); Faculty Development: Effective use of Applications Software in the Classroom for instruction (1993-JEMLS); Strategic Planning for Computer Integration in Higher Education through the Year 2000 (1994-JEMLS); The Challenge of Networking Technologies (1995JEMLS); The Design and Use of Instructional Technology in Schools, Colleges and Universities (1997-JEMLS); and Decay of the Nigerian Education System, Journal of Educational Research and Technology (JERT) (2013-JERT). Professor Esin served as member of Doctoral Dissertation Committee at Southern Methodist University, Dallas, Texas (1998-2000), and Jackson State University, Jackson,

13

Mississippi (2010-2011). He is the author of The Power of Endurance (2008); Evolution of Instructional Technology (2011); Messianic View of the Kingdom of God (2011); Global Education Reform (2013); and his current research emphasis is on The Structural View of Computer Information Technology.

In order to achieve what is possible, you must attempt the impossible

HIGHER EDUCATION FACULTY MEMBERS' MOTIVATIONS FOR FINANCIAL SUPPORT OF THEIR ALMA MATER

Dr. Isaac O. Adeeko Professor of Accounting Jarvis Christian College Hawkins, Texas Abstract

This paper examines the faculty members' motivation for financial giving to their alma maters. Institutions of higher education are currently faced with revenue shortfalls caused by government cuts in the funding of education. The effort of institutions to close this budget gap has led them to become increasingly reliant on private fund raising activities which will position them for success in the years to come. Relevant literature revealed that presently, alumni are the single largest providers of private support to institutions of higher education. As such, understanding the motivations and the gift-giving behavior of this constituency and vital key stakeholders is important for the future success of institutional advancement's fundraising efforts. If colleges and universities are to continue to strive on their alumni giving efforts, they need to understand those factors that not only endear alumni to them and their mission, but also those which may frustrate these same faculty alumni from continuous financial support. This quantitative analysis of a 35-item questionnaire, with a Likert scale to obtain self-reported data from a sample of full-time faculty members of the participating institutions from the south-eastern part of the United States, revealed that faculty members were similar in their demographic characteristics. The leadership of the president/chancellor of the college or university variables had statistically significant positive effect on and was strong predictors of propensity of financial giving. The analysis equally revealed that alumni need to be educated on key points: the specific needs of the institutions and the need for private giving to alma maters. Furthermore, partnership should be formed between the institutional advancement office, student affairs and academic affairs. Everyone needs to understand the relationship between leadership skills of the chief executive officer and future giving behaviors. Consequently, institutional fundraising efforts should first focus on enhancing motivational aspects of the alumni gift-giving process (as opposed to capacity elements) and work to create collaborative partnerships between alumni relations staff and institutional advancement officers.

112

Introduction

Due to declining state and federal support for higher education and the exasperating budget cuts and reduction in the number of Pell Grant recipients and amount of funds granted, colleges and universities have been faced with insurmountable problems of financial viability. Consequently, they have turned to other sources of income, among which are alumni-giving. Yet, they have encountered many more travails because this source of income has produced increasingly diminishing returns. So, universities and colleges have been obligated to go to the source of this problem in an attempt to find out the underlying motivations of alumni-giving or reluctance TO GIVE. Understanding alumni donor motivation is the key to increasing private giving to institutions of higher learning. According to Finney and Kelly (2004), Johnstone and Marcucci (2010), and Lingenfelter (2006) when the economy is in trouble, both the federal and state governments cut spending on higher education, and expect institutions to make up the difference through tuition increases. Accordingly, Johnstone and Marciccu (2010) and The National Association of State Budget Officers (2007) stated that legislatures see tuition as the easiest, most equitable, and least educationally disruptive source of increasing nongovernmental revenue to fill the vacuum. Duderstadt and Womack (2003) bemoaned that state and federal government legislatures do not

recognize that no student pays the full cost of a college education. Conversely, a report by The National Center for Public Policy and Higher Education (2002) affirmed that most American families have lost prospects in college affordability due to the continuous increase in the cost of attending four-year public and private colleges. The apparent increase in college cost has outpaced inflation and grown exponentially and faster than family income. According to the Department of Education reports (2011) and the article by Kelly (2011), federal and state funding of higher education is in deeper trouble than ever before in our history. This financial hurdle that continues to plague the majority of universities and colleges in the nation and the world at large, as reported by Coffman, O'Neil and Starr (2003), will continue to exert great pressure on them to increasingly depend on alumni giving more than ever before as an important source of support for their educational and related programs. Hence, the growing need to turn to the alumni for assistance plays a critical role. Developing countries who have relied almost entirely on state and federal funding for tertiary education are slowly waking up to

113

the idea that alumni must step up and play a preponderant role in their funding. The understanding of factors that encourage all facets of alumni giving is critical to the future financial stability of these institutions. Although the United States continues to experience the lingering effects of a deep recession and financial market crash, Lackie (2010) and Shim (2001) emphasized that alumni still constitute an important subgroup that influences all other sources of voluntary support of higher education. Hence, alumni support, according to Lackie (2010), is regarded as a significant indicator of trust between graduates and the institution as well as a measure of the college's worthiness for further support. In reviewing grant requests by colleges and universities, private foundations and philanthropic organizations, emphasized Lackie (2010), are increasingly interested in knowing how well institutions have done in soliciting gifts from their own constituencies in terms of the amount of money given by their alumni, as well as the percentage of alumni that give something back to their alma maters. If a large percentage of alumni donate to their alma maters, this gesture makes foundations, corporations, prospective benefactors, and alumni to hold an institution in high esteem. Lackie (2010) recommended that researchers look at groups of untapped potential alumni donors as an avenue to increase the percentage and the amount of alumni donations. One important untapped group that has long been ignored within institutions of higher learning by researchers and experts in fundraising is the faculty alumni constituency (Holland, 1997), which is the focus of this study. RESEARCH QUESTIONS It is well documented that demographic and socio-economic variables influence charitable giving in general and have been included in most, if not all studies conducted to examine predictive characteristics associated with alumni giving (Hoffman & Grady, 2007; and Steeper, 2009). While the main focus of the study was the motivational factors that impact alumni giving, the study also examined demographic factors. The following two research questions are proposed to test some specific motivation indicators (leadership traits and communication with alumni). 1. How does the perceived image of the chancellor/president impact propensity for financial support of alma maters? 2. To what extent does communication with alumni influence faculty members' propensity for financial support of their alma maters?

114

REVIEW OF LITERATURE Federal budget battles are not the only problem facing colleges and universities in the nation (Basken, 2011). The Council for Aid to Education (2011) reported that private donations to colleges and universities still fell by 0.6% in 2010 fiscal year. The decline, according to Basken (2011) and Masterson and Thompson (2010), followed an 11.9% drop the year before, which was the steepest in the past fifty years. According to Grunig (1993), the major cause of fiscal woes for colleges and universities has been the failure of the state and federal government funding to keep pace with the increasing costs of higher education. The forces of declining governmental and private support and growing student demand signaled that fiscal year 2012 was going to be worse (Basken, 2011; Kelly, 2011). This was a wakeup call for colleges and universities to intensify the identification of the segments of alumni who are possible donors to fill the vacuum created by the shortfall in government funding. The recent economic downturn and the financial market melt-down contributed to the reasons that colleges and universities have to improve and develop new fundraising strategies (Masterson, 2010). Increased funding for higher education as indicated by Thomas (2005) has the possibilities for enhancing students' educational experiences. According to Council for Aid to Education (2010) alumni support represented 27.5% and 25.6% of all private giving in 2008 and 2009 respectively; and constituted 54.0% and 60.9% of current operation that is an important and integral part of sources of unrestricted revenue for institutions of higher education. According to Bline, Fischer, and Skekel (2004), the current operations of a college or university include the economic resources that are received and expended for the primary mission of the institution, which include instruction, research, public service, instructional support and academic support. Anthony, Beams, Clement, and Lowensohn (2011) indicated that current resources are available for meeting the expenditures necessary for the basic operation of academic and administrative departments. These resources are found in the unrestricted column of the Statement of Activities and under the Net Assets section of the Statement of Financial Position of the Financial Statements of colleges and universities (Fischer, Taylor, & Cheng, 2008; Meisinger & Dubeck, 2001). This category of fund enhances the ability of colleges and universities to continue current programs and services because they carry no donor-imposed stipulations in terms of purpose-restrictions or time-restrictions (Anthony et al., 2011). The

115

solvency and ability of institutions of higher education to meet educational program expenditures are measured by the levels of unrestricted funds. The U.S. Department of Education Statistics (2010) reported that the importance of private financial giving to higher education as a gatekeeper to current operating funds for colleges and universities indicated that approximately 60.7% of total private giving in 2010 was available for current operations. This represented an increase of 19.7% over the year 2005. More than ever before, emphasized Cabrera, David, Weerts, and Zulick (2003) and Terry and Macy (1999), alumni giving has become an integral part of the budget of a university and is necessary for the day-to-day operations for new academic programs, technological equipment, curricular reform, and in maintaining the quality of educational programs. The financial needs of doing business at higher education institutions is becoming an educational set back (Mackey, 2008). Researchers have therefore been increasingly interested in finding out how money could be raised for tertiary education. The research findings of Okunade and Wunna (2007) showed that alumni with higher grade, CEO or President job titles gave 12% more in money donations compared with those with the lower job titles (such as Managers or Vice-Presidents). The data for the research consisted of 372 Business Executive alumni of a large urban public university. In contrast, Holland (1997) studied the faculty motivations for giving to their employing institutions.

Using descriptive statistics as well as Chi-square to analyze a data sample of 400 from a population of faculty members of three Carnegie Classification (Research, Regional and Liberal Arts) universities, the researcher found no statistical correlation between rank and level of financial support of employing institutions. The research studies by Okunade & Wunnava, 2011; Clofelter, 2001; Sun, Hoffman & Grady, 2007; Snyder, 1993; Dean, 2007; Okunade & Wunnava, 2007; Meer & Rosen, 2007; Conner, 2005; and Harris-Vasser, 2003 are among researchers that found statistically significant relationship between gender, age, income, academic, rank, academic discipline and alumni giving. A study of the Chief Executive Officers and alumni by Allen (1981), and Kimbrough (2006), revealed that the success of an institution is incumbent on the quality and integrity of the leadership attributes primarily honesty, skill, and common sense. De Vita (2007) asserted that it

116

is the responsibility of a manager of a stakeholder to make everyone feel a part of the decision making process. The research study by Evans (1986) that consisted of a sample size of 600 alumni of six colleges and universities indicated a significant relationship between the leadership management style and alumni giving. The same existed between the perception of the leadership and alumni giving. The researcher employed both descriptive statistics and Chi-Square in the analysis of the data. At a confidence level .05 and $N=32$, the observed value of $D=.86$ with a critical value $D=0.76$. The positive results were an indication that alumni were more favorably receptive to those institutions managed by a president who is articulate, politically savvy and knowledgeable in the area of organization and management. The research findings of Hickey (2003) indicated a statistically significant relationship between management reputation and financial giving at confidence level $p < .05$ and $p < .001$ with $t = .018$ and $t = .000$ respectively. The sample data consisted of 300 respondents drawn from a population of 1000 alumni of four Catholic High Schools. Patouillet's (2000) research study found statistically significant relationship between management stewardship and alumni financial support of their alma maters. The data sample of 416 respondents was drawn from a population of 600 alumni of a Public AAU Institution. The research study by Dean (2007) on perceptions of chief development officers on the factors that influence alumni major giving indicated that identifying with institutional leadership ($M = 4.47$, $SD = .59$) and positive attitude toward stewardship of gifts ($M = 4.62$, $SD = .51$) had positive influence on alumni giving. The research utilized descriptive statistics to analyze a sample size of 166 respondents drawn from a population of 285 chief development officers at colleges and universities. The findings of the research showed a statistically significant relationship between leadership and alumni giving. Evans' (1986) research study that consisted of 322 samples drawn from a population of 600 alumni of six colleges and universities showed a significant correlation between alumni attitude on the quantity and quality of university correspondence and alumni giving. The results of a descriptive statistics and chi-square test revealed $p < .05$, critical value $D=0.76$, and the observed value $D=0.91$. The research concluded that before making financial contributions, alumni would want their alma maters to keep them abreast of their finances or financial needs, curricula programs, accomplishments, and other internal operations.

117

A research study by Holland (1997) that utilized Chi-Square to analyze 400 samples of faculty members of three Carnegie Classifications (Research, Regional and Liberal Arts) universities found a

significant statistical relationship between mailed university correspondences and financial giving to their employing institution. Indeed, Hunter's (1997) research finding indicated a strong relationship between university publications and alumni giving. The research study by Dean (2007), that utilized descriptive statistics to analyze a sample size of 166 of chief development officers at colleges and universities on their perceptions about factors that influence alumni major giving, indicated that the reading of alumni publications ($M = 4.14$, $SD = .51$), perceived need of the institution ($M = 4.08$, $SD = .60$), and frequent visits to alumni Website ($M = 4.01$, $SD = .59$) had positive influence on alumni giving. The findings of the research showed a statistically significant relationship between readership and information and alumni giving. Also the research finding of Shandoian (1989) indicated a statistically significant relationship between reading alumni publications and financial support of higher education. Those who read much gave more. **METHOD** Sample and procedure In this research, making generalizations in order to reach the whole research universe was the objective of the study. Therefore, the concept of "sample" was used instead of "study group". The population of the study consisted of faculty members from two public and two private colleges and universities from the south-eastern part of the United States who were full-time faculty members during the 2011/12 academic year. The population was first stratified based on gender (i.e., male and female) to achieve a representative sample. The sample consisted of 300 faculty members drawn from the population of two private and public institutions of higher education in the south-eastern part of the United States. Participants at public institutions had a response rate of 69%. Private institutions had a 60% response rate. Overall, 201 participants responded to the survey, which yielded an overall response rate of 67%. One participant had to be eliminated because it was not usable. After this elimination, 200 surveys remained for a usable response rate of 66.7%. The odd ratio (OR) of questionnaire returns by the faculty of public institutions (compare to the faculty of the private institution) was 1.48, 95% confidence interval (CI) of OR = 0.90, 2.45 and the p-value is 0.12.

118

A total of 196 respondents indicated both their genders and institutions. Approximately 55.6% of the respondents were female and 44.4% were male. The predominant respondents from private institutions were males (62.7%), and 63.5% from public institutions were females. The average age of the respondents was approximately 45 years. At public institutions, the age category of 50-59 years had the highest number of respondents (33.3%). For private institutions, the age group of 60 years and above had the highest number of respondents (29.5%). **DATA COLLECTION** The Institutional Review Board (IRB) of the researcher's institution approved the participating institutions as the site for the research. The Institutional Review Boards (IRB) of all the institutions that participated granted the permission to conduct and use their faculty members as the studied subject for the research. The survey was administered via e-mail by an online survey tool, Survey Monkey. All communications on the studied subjects and data collected followed the guidelines and the research policy procedures of Institutional Review Boards (IRB) of the participating colleges and universities. **METHODOLOGY** Survey data were analyzed using the SPSS version 19. Four statistical procedures were used to analyze the data. They were the Spearman rho correlation coefficient, Chi-square, ANOVA, and Scheffe Post Hoc test for multiple comparisons. **DATA ANALYSIS AND RESULTS** Academic Rank The distributions of faculty academic rank indicated: Professors 21.3%, Associate Professors 24.4%, Assistant Professors 36.5%, Instructors 15.2%, and others 2.5%. Responses from both private and public institutions showed the same characteristics exhibited by the total percentages of returns. The results of the Chi-Square test showed no significant relationship

between academic rank and propensity for financial giving ($\chi^2(16) = 11.307, p = .790$). This result is consistent with the previous research findings by Lackie (2010), Quigley et al. (2002), and Steeper (2009). Comparison of the average propensity of financial giving by academic rank revealed that the rank of professor had a slightly higher mean score than the remaining ranks. However, the findings indicated no significant statistical difference in propensity to give among academic categories at $F(4, 176) = .754, p = .556$. Instructor ($M = 2.52, SD = 1.299$); Assistant Professor ($M = 2.76, SD = 1.259$); Associate Professor ($M = 2.72, SD = 1.129$); Professor ($M =$

119

2.81, $SD = 1.452$). Other demographic and socio-economic variables of gender $\chi^2(4) = 1.359, p = .851$; age $\chi^2(16) = 13.564, p = .631$; income $\chi^2(16) = 10.103, p = .861$; and academic discipline $\chi^2(16) = 18.388, p = .302$ provide a useful insight and strong evidence that faculty members are motivation driven unlike demographic and socio-economic factors in previous researches that were strong predictors of alumni giving. Inquiry on Chief Executive Officer The frequency distribution of the respondents as to the inquiry on the chief executive officer indicated that 45.5% of respondents agreed that the propensity to give to the alma mater was dependent on whether the president/chancellor of their alma mater was an effective leader. Only 9.0% disagreed with the statement and 45.5% were uncertain. Pertaining to the leadership as an effective communicator with all constituencies of alumni, 44.5% of respondents believed that their giving would augment significantly if the leader of their alma mater was an effective communicator, but 48.2% were neutral about the statement. Only 7.3 of respondents disagreed with the statement. Approximately 78.1% of respondents believed that their alma maters attracted high donations through highly academic standards and programs of distinction. The majority of the respondents were in favor of the effectiveness of the president's/chancellor's management practices. However, 40.0% of respondents expressed positive feelings concerning effective management, while 8.4% felt executive leadership did not matter. The question on the chancellor/president continuing as the leader of the institution received similar responses. A total of 39.3% of the respondents indicated that they would like to donate to their alma mater if the current chief executive officer remained as leader of the institution. A total of 52.9% were neutral with only 7.8% who disagreed. The result of the correlation analysis revealed that all four of the leadership variables included in the study were statistically significant and positive in their relationship with the dependent variable of propensity for financial giving. Those variables which produced significant positive correlations were (1) effective leadership, (2) effective communicator, (3) effective organizational skills, and (4) continuation as the leader. Additionally, all the independent variables were statistically significant and positively correlated with each other. An ANOVA was employed to evaluate the perceived leadership style of the president/chancellors in relation to faculty propensity for financial giving. It had significant positive effect on faculty propensity for financial giving at an alpha level of $F(4, 184) = 3.296,$

120

$p = .012$. This finding is consistent with the result of previous research studies by Dean (2007), De Vita (2007), Evans (1986), Hickey (2003), Kimbrough (2006), and Patouillet (2000). The ANOVA summary of the mean comparison indicated that all the variables of the leadership category were statistically significant at $p < .05$. Communication with Alumni Faculty members were asked to

respond to questions on the quantity and quality of their college or university correspondence. Not only were they pleased, but they were also certain about their feelings. Approximately 74.4% of the respondents indicated that alumni were kept sufficiently informed about the programs and services at their alma maters and that written communications were clear and informative, encouraging them to step up contributions to the financial well-being of their alma mater. About 63.5% of respondents said they received regular memoranda concerning the fiscal needs at their alma mater. However, more than half (54.7%) of the respondents indicated that the frequency and clarity of their college or university correspondence was not a factor that helped them determine the extent of their financial giving. Although 27.9% said they were influenced by correspondence from their alma maters, 17.4% of respondents were neutral about university correspondence influencing their personal financial giving to their alma maters. Correlation analyzes indicated that all three of the communication variables included in the study were statistically significant and positive in their relationship with the dependent variable of propensity for financial giving. Those variables which produced significant positive correlations were that the alumni were (1) kept informed about programs and services, (2) received memorandum concerning fiscal needs of the institution, and (3) received clear and informative communication. In addition, all the independent variables were statistically significant and positively correlated with each other. The study utilized ANOVA to evaluate quantity and quality of university correspondence in relation to faculty propensity for financial giving. The study revealed very clearly that there was a statistically significant impact of college correspondence on faculty propensity for financial giving, a finding consistent with the findings of Dean (2007), Evans (1986), Holland (1997), and Shandoian (1989).

121

CONCLUSIONS AND RECOMEMNDATIONS The ultimate outcome intended from the research was a greater understanding of faculty members' motivation for financial support of their alma maters. It is important to understand the variables that impact alumni giving, and ascertain which variables are more valuable than others for predicting or influencing greater alumni giving. The foundation to develop a better understanding of faculty members' alumni giving was established by first reviewing the existing relevant literature on the topic. The review identified common themes and threads in the literature, all of which continued to support the notions set forth in the research questions for the study. Some of the available literature did point to some interesting findings that further support the concept of alumni motivation for financial support of their alma maters. The most specific of these is what should be done to improve the prospect that faculty members' alumni constituency will give to their alma maters. It was also clear that the literature, as it specifically related to faculty alumni constituency, could hardly be characterized as extensive or exhaustive. Charitable financial support is of critical importance to higher education. It is generally accepted that alumni have been, and will continue to be, the single largest source of private support for institutions of higher education. By providing the financial flows necessary to continue to sustain and improve the quality of students and educational process in the midst of declining government funding of higher education, alumni giving has become the primary focus of colleges and universities. Alumni giving provide a substantial part of current operating funds for American colleges and universities. Alumni have shown great promise over time to be significant benefactors to their alma maters, and as a whole, provide the largest level of support to institutions of higher

education (Council for Aid to Education, 2010). Understanding the particular motives that influence faculty members' financial support of their alma maters is important for universities as they continue to operate and improve their comprehensive development efforts. The research helps colleges and universities to better understand the institutional factors directly related to alumni giving, and more importantly, the key roles they play in ascertaining what can be done to improve and sustain the area of faculty members' financial support of their alma maters.

122

SUMMARY OF THE STUDY Holland (1997) unequivocally stated that faculty alumni constituency is one important untapped group that had long been ignored within institutions of higher education by researchers and institutional advancement officers. It was the belief of Lackie (2010) that because of growing importance of fundraising, more research is needed to help colleges and universities understand more fully the underlying motivation of alumni to contribute financially to their alma maters. The study sought to understand the underlying motivation of this important constituency of alumni to financially support their alma maters. A 35-item instrument designed to measure the motivations of faculty members' propensity for financial giving to their alma maters was used to gather data for the study. A total of 27 variables were analyzed to determine their relationship with the propensity for financial giving. Survey data were analyzed using the SPSS version 19. Spearman rho correlation coefficient, Chi-square, ANOVA, and Scheffe Post Hoc test for multiple comparisons were the four statistical procedures utilized to analyze the data. **SIGNIFICANCE OF RESULTS** The results from the study corroborated the theory proposed by Volkwein, Webster-Saft, et al. (1989) as adapted by Volkwein and Parmley (1999), which stated that the decision of an alumnus to donate is ultimately a combination of his or her motivation to give (desire) and capacity to give (ability). The study explored key factors in an attempt to understand one of the two important facets of alumni giving – faculty motivation to give. Some of the underlying assumption of the research was that motivation to give was related to the independent variables of communication with alumni and the perceived image of the institutional leadership. The specific findings of the research discovered that one of the strongest indicators of support was communication with alumni. In fact, respondents rated the three categories of the communication with alumni (from the low 63.5% to 76.3%) as positive in motivating their propensity for financial support of their alma maters. Consequently, this important factor must not be ignored by administrators. The four categories of leadership skill received a rating of 39.3% to 45.5% of the total respondents as positive in influencing their propensity for financial giving to their alma maters. The research has fulfilled its purpose, by identifying key indicators that were most far-reaching to faculty alumni constituency in the financial support of their alma maters in addition

123

to increasing the knowledge base of faculty members' alumni philanthropic behaviors. Results from the research study asserted that there were significant increases in propensity of financial giving based on the degree of adequate communication with alumni and the management prowess of the chief executive officer. **DISCUSSION OF FINDINGS** An ANOVA statistical analysis was performed to

evaluate the six primary motives identified in the study in relation to faculty propensity for financial giving. Two of the six motives were found to be significant at confidence level of $p < .05$, while three were found to be statistically significant at $p < .001$. Communication with alumni indicated a statistically significant impact on propensity for financial giving at an alpha level of $.05$, $F(3, 184) = 17.194$, $p < .001$. The results of the study showed that the likelihood or propensity for financial giving increased when institutions clearly communicated their needs and alumni perceived that the institutions needed the gifts. This conclusion supports the studies by Evans (1986), Holland (1997), Hunter (1997), and Patouillet (2000). The Institutional Advancement unit has taken up the specialized work of how colleges and universities communicate the funding priorities and the need of their institutions (Dean, 2007). This is particularly true of how funding priorities and needs are passed on to alumni. Within the development office, many institutions have a public relations unit that speaks for and crafts university messages for various target populations. The messages alumni receive about their alma maters' funding needs and their potential connection to the academic programs will be important toward building loyalty to the university. Print and electronic resources are now synchronized, branded and grouped to maximize their impact and concisely describe how private resources will make a difference at a university. While these efforts, of course, may come at a considerable cost to the institution, how the efforts make a difference is outside of the scope of the study. The prospect to receive a major gift from alumni increases if an institution effectively articulates its needs for financial support to alumni. Accordingly, institutions must have a clearly developed list of needs, and institutional advancement officers should communicate these needs to the constituency of faculty member alumni in a consistent manner. Institutional advancement

124

officers must also ensure that donors and other institution's stakeholders are aware of the benefits their contributions bring to the institution. Furthermore, the research revealed a significant impact of leadership on faculty propensity for financial giving at alpha level of $.05$, $F(4, 184) = 3.296$, $p = .02$. Alumni identification with institutional leadership positively influenced alumni major giving. When alumni identify with the institution's leadership the likelihood of the institution receiving a major gift from them increases. Investigation of what makes an institution's leader likable from the alumni perspective is not within the realm of the study; however, it is important to recognize that alumni identify with those in leadership positions. Institutional leaders must build rapport with alumni to increase the possibility that alumni will make a major contribution to the institution. It is incumbent on the institutional advancement officers to assume that important role of rapport building between alumni and institutional leaders by keeping them informed about alumni concerns and advising them on how to effectively communicate with alumni.

RECOMMENDATIONS FOR FUTURE RESEARCH
The current study revealed that constituency of faculty alumni's identification with their institutions' leaderships had positive influence on the propensity for financial giving. Survey research may be used at one institution or multiple institutions to show how alumni identify with institutional leadership and determine specific leadership behaviors and characteristics that may have a positive influence on alumni major giving. Due to the findings and the relatively lack of extensive research in this area of alumni constituency, there needs to be additional research that is similar to and replicates this research. Attempts should be made to link the motivations in the study with capacity to give (actual giving). This would help to verify and substantiate the findings of the study. It would also add to both the existing body of knowledge of literature and research on alumni giving.

IMPLICATIONS FOR POLICY AND STUDY
The study adds to the theoretical perspective which explains factors that motivate faculty members' propensity for financial support of their alma maters.

Additionally, the research adds an empirical dimension to current literature that relates internal and external factors to institutions' success in obtaining private giving. The research findings have discussed the potential effects of the institutional factors on the desire of faculty members to choose and participate in financial support of their alma maters. As efforts continue to enhance the

125

motivations of faculty members' populations on university campuses across the country, the need to better understand the leadership traits that endowed this group and other alumni constituencies to support their alma mater financially will be needed. **RECOMMENDATIONS FOR PRACTICE** Institutional development professionals and university administrators can take the results from the research into account in positioning their institutions favorably in fundraising to maximize their private giving from the constituency of alumni studied in the research. First, the study found that adequate communication with alumni is a fundamental part of the alumni giving mix, and the implication of this finding for development officers and administrators is that they should aim the institution's future growth toward maintaining and enhancing quantity and quality of university correspondences to alumni. Second, it is essential for institutional advancement officers and institutional leaders to be aware of the influence of internal and external factors on financial donations. The study showed how larger components (communication with alumni and leadership traits) might influence propensity for financial giving which may help to explain why institutions of similar characteristics, but in different contextual circumstances, may have different levels of propensity of giving and different levels of donations. Recognizing the impact these large factors have on private giving will enable development officers to predict what changes are likely to be made for giving levels. Therefore, administrators should strive to develop a big-picture, an integrated view of institutional characteristics and environmental forces in order to utilize the potential of their institution and to achieve fundraising success. **IMPLICATIONS FOR POLICY AND PRACTICE** Faculty members' motivation for financial support of their alma maters has been discussed throughout the research and supported by the adapted theoretical model of Volkwein and Parmley (1999), as having positive effects on desirable institutional factors, most notably alumni giving. This is important for institutions as they seek to build lifelong relationships that are meaningful and productive. The study postulates a theoretical framework or paradigm with alumni for the determinants of private giving to higher education institutions, and the results of this study have some notable policy and practical implications.

126

One implication for higher education is the impact of the president/chancellor on faculty members' propensity for financial giving to their alma maters. The research yielded some insightful results on the value of presidential quality, traits, and skills. For example, results indicated that faculty members' alumni constituency valued leaders who effectively communicate with all alumni constituencies. Ultimately, the leader must lead. This is not to be taken as a simple task; rather it is recognition of what should be one of the single most important attributes of a president/chancellor. Faculty members of institutions of higher education are motivation driven rather than depending merely on demographic factors that permeated many previous research study findings. Using the identified primary motives for financial giving by faculty to their alma maters, institutional advancement officers could develop fundraising solicitation strategies and initiatives to meet these

needs. Development professionals will be better positioned to target faculty alumni in the gift solicitation process by developing an understanding of the relationships between gift giving patterns and the institutional factors examined in the study. Undoubtedly, the implications of the findings will ultimately affect those institutional professionals working in public relations and development offices. Institutional advancement professionals need to understand which segments of the alumni population are more likely to donate, their attitudes about the institution, and their attitudes toward giving. Appeal to nondonors should explain legitimate institutional needs that speak to their college experiences. Institutions need to communicate more effectively about the giving process, the needs of the institutions, the need for small gifts as well as large, and a clearer picture of how tuition does not pay for the cost of the education received. There is however a specific implication for African nations and universities who have erstwhile depended solely on state and federal funding. As new and private universities crop up and the government is strapped for funding, it is becoming increasingly very clear and evident that individual citizens must step up to the challenge of sustaining the universities financially. The alumni function exceedingly well at the levels of elementary, secondary, and high schools where they have returned to donate both in kind and cash. Others have re-constructed school classrooms and offices, libraries and other facilities, while others have dedicated their efforts to holiday teaching, mentoring and searching for and giving them scholarships. This attitude will soon be extended to tertiary educational institutions which are becoming increasingly needy of

127

funds to compete for competent and well trained faculty and staff, and cutting-edge technology in the classrooms and offices. **CONCLUSION** The study provided strong evidence of positive factors that impact faculty members' motivations on increasing their willingness to support their alma maters financially. Therefore, policymakers should recognize that there is no substitution for healthy alumni support of colleges and universities. The research will be helpful to colleges and universities to better understand the institutional factors (internal and external environments) contributing to alumni giving, and more importantly, it will also assist to ascertain what can be done to improve the area of alumni participation and alumni giving. This conclusion is vindicated because in the reviewing process stage of the requests of colleges and universities for grants, private foundations and philanthropic organizations are increasingly interested in knowing how well these institutions have done in soliciting gifts from their own constituencies in terms of amount of money given by their alumni as well as the percentage of alumni that gave something back. Additionally, institutions are held in high esteem by foundations, corporations, prospective benefactors and alumni if a large percentage of alumni donate to their alma maters. By investigating the faculty members' motivations for financial giving to their alma maters, the study has contributed to an understanding of the elements involved in the gift-giving of this key important constituency of stakeholders which would further improve the fund raising strategies of colleges and universities. Particularly in current times when fundraising solicitation efforts are more tightly resource-constrained, colleges and universities should profitably target alumni donors fitting the profile of the gift-giving individuals possessing attributes that enhance donations. Furthermore, increased financial resources will enable colleges and universities to better fulfill their missions, serving the public and increasing the quality of higher education in this twenty-first century. The population for the study was self-selected; as such, the findings are not intended to be generalized to the larger population. However, the findings are important because they add to the scant body of research on faculty alumni constituency. Additionally, the research findings have reinforced the robust results

that were available on alumni motivations for financial support of their alma maters. The propensity for financial giving rose positively and significantly with

128

the two independent variables identified in the research. With the understanding that competition for funding in higher education is fierce, coupled with those macro forces which pushed higher education to produce more with less, it is incumbent on university and alumni officials to incorporate the motivational variables found in the study into the administrative process of college institutional effectiveness, public relations, and institutional advancement activities that may influence actual giving. If colleges and universities are to continue to thrive on their alumni giving efforts, it will be important for them to understand those factors that not only endear alumni to them and their mission, but also those which may frustrate these same faculty alumni. Once understood, the fundraising arm of the institution can more effectively work to build those relationships that will eventually result in and sustain gifts to the institution.

129

References Allen, Jr., I. H. (1981). A comparative study of alumni attitude toward their alma mater at selected small Black church related colleges in Texas. (Doctoral Dissertation, Kansas State University, 1981). Dissertation Abstract International, 42. Anthony, J. A., Beams F., Clement R., & Lowensohn S. (2011). Advanced Accounting. 10th Edition. Upper Saddle River, NJ: Prentice Hall. Basken, P. (2011). Obama's budget, though generous, still signals austerity for colleges. The Chronicle of Higher Education 57(25), A21. Bline D., Fischer M., & Skekel T. (2004). Advanced Accounting. Hoboken, NJ: John Wiley & Sons, Inc. Cabrera, A., David J. Weerts, D., & Zulick, B. (2003, June). Alumni survey: Three conceptualizations to alumni research. Paper presented before: Métodos de Análisis de la inserción laboral de los universitarios Universidad de León, España. Retrieved on 04/05/2011, from www.education.umd.edu/Depts/EDHI/about/faculty_pages/cabrera/Three Coffman, C., O'Neil, T., & Starr, B. (2003). An empirical analysis of the impact of legacy preferences on alumni giving at top universities. Retrieved on 04/05/2011 from www.medlibrary.org/medwiki/Legacy_preferences Council for Aid to Education (2011). Voluntary support of degree-granting institutions by source and purpose of support. Digest of Education Statistics. Retrieved on 01/04/2011, from www.cae.org/content/pdf/VSE_2010_Press_Release. Council for Aid to Education (2010). Voluntary support of degree-granting institutions by source and purpose of support. Digest of Education Statistics. Retrieved on 01/04/2011, from <http://nces.ed.gov/programs/digest/d09/tables/dt09>. Dean, M. (2007). Perceptions of chief development officers about factors that influence alumni major giving. (Unpublished doctoral dissertation). Southern Illinois University at Carbondale, Carbondale, Illinois. (Publication No. AAT 3291652). Department of Education. (2011). GOP budget would deny Pell grant to 1.4 million students. Retrieved on 05/04/2011, from http://democrats.edworkdorce.house.gov/newsroom/2011/04/gop-budget.would_deny-pell-g.

130

De Vita, E. (2007, July). In theory of Stakeholders. Retrieved on 12/24/2010, from <http://www.bc.edu/research/cwp/publications/by-topic/theory.html> Duderstadt, J., & Womack, F. (2003). The Future of the Public University in America: Beyond the Crossroads. Baltimore, MD: The Johns Hopkins University Press. Evans, J. (1986). A study of the attitudes of the alumni of Historically Black Colleges and Universities towards financial giving to their alma mater. (Unpublished doctoral dissertation). Morgan State University, Morgan, Maryland. Retrieved on 05/20/2010 from Dissertation & Theses: (Publication No. AAT No 8628316). Finney, J. E., & Kelly, P. K. (2004 July/August). Affordability: Obtaining and making sense of information about how students, families, and states pay for higher education. Change: The Magazine of Higher Learning, (36)5, 54-59. Retrieved on 04/05/2011, from <http://www.nchems.org/pubs/search.ph>. Fischer, P., Taylor W., & Cheng, R. (2008). Fundamental of Advanced Accounting. Norwalk, CT: South-Western. Grunig, S. D. (1993). A model of donor behavior for law school alumni. (Unpublished doctoral dissertation). The University of Arizona. ProQuest Dissertations and Theses Database (UMI No. 9421737). Hickey, J. J. (2003). For love, loyalty, and money: A study of Catholic High School alumni support of their alma maters. (Unpublished doctoral dissertation). Fordham University, New York City, New York. Retrieved 05/20/2010 from Dissertation & Theses: (AAT Publication No. 3084888). Holland, A. P. (1997). Faculty motivations for giving to their employing institutions. (Unpublished doctoral dissertation). The University of Alabama. ProQuest Dissertations and Theses Database (UMI No. 9735711). Hunter, C. S. (1997). A study of the relationships between alumni giving and selected characteristics of alumni donors of Livingstone College.

(Unpublished doctoral dissertation). Fayetteville State University, Fayetteville, North Carolina. Publication No. AAT3027009). Johnstone, B., & Marcucci, P. (June 2010). Financing Higher Education Worldwide. Johns Hopkins University Press. Retrieved on 03/12/2011, from <http://www.usstudents.org/financing-higher-education-worldwide>

131

Kelly, C. (2011, May). Pell grant funding faces possible cuts. Retrieved on 05/01/2011 from <http://www.coloradoan.com/article/20110501/NEW01/105010339/Pell-grant-funding-faces-possible-cuts>

Kimbrough, W. M. (2003, July). No band, no sound: Is this the HBCU story? – Last word. *Black Issues in Higher Education*. Retrieved on 8/20/2009, from <http://findarticles.com/p/articles/mi1111/eq0303/ai10339>

Lackie, M. B. (2010). Alumni giving at Arkansas Tech University: College experiences and motivations to give as predictors of giving behavior. (Unpublished doctoral dissertation). University of Arkansas. ProQuest Dissertations and Theses Database. (UMI No. 3438055).

Liu, Ying (2007). Institutional characteristics and environment factors that influence private giving to public colleges and universities: A longitudinal analysis. (Unpublished doctoral dissertation). Vanderbilt University. ProQuest Dissertations and Theses Database (UMI No. 3294959)

Mackey, S. C. (2008, August). An investigation of African American donor behavior at a predominantly White institution. (Unpublished doctoral dissertation). The University of Memphis. ProQuest Dissertations and Theses Database (UMI No. 3351287).

Masterson, K., & Thompson, T. (2010). Colleges increasingly look abroad to raise money. *The Chronicle of Higher Education*, 56(22), A25. National Center for Public Policy and Higher Education.

(2002). *Losing ground: A National Status Report on affordability of American higher education*. Retrieved on 03/06/2011 from www.highereducation.org

Okunade, A., & Wunnava, P. (2007, January). Giving to the University: A micropanel data model of business executive alumni and friends of the alma mater. Retrieved on 04/05/2011, from <http://www.middlebury.edu/~wunnava>

Patouillet, L. D. (2000). Alumni association members: Attitudes toward university life and giving at A Public AAU Institution. (Unpublished doctoral dissertation). University of Pittsburgh, Pittsburgh, Pennsylvania. (UMI No. 9974464).

Shadoina, H. L. (1989). A study of predictors of alumni philanthropy in public colleges. (Unpublished doctoral dissertation). University of Connecticut, Storrs, CT. (Publication No. AAT 9024709).

132

Shim, Jung-Min. (2001). Relationship of selected alumnae characteristics to alumnae financial support at a women's college. (Unpublished doctoral dissertation). University of Florida, Gainesville, Florida. Retrieved May, 20, 2010 from *Dissertation & Theses: Full Text*: (Publication No. AAT 3027594).

Steeper, D. W. (2009). The effects of selected undergraduate involvement and alumni characteristics of alumni gift-giving behavior at the University of Virginia. (Unpublished doctoral dissertation). University of Virginia, Charlottesville, Virginia. Retrieved 11/11/2010 from *Dissertation & Theses: Full Text*. (Published No. AAT 3400821).

Terry, N., & Macy, A. (2007, September). Determinant of alumni giving rates. *Journal of Economics Education Research*, 8(3), 3-16. Retrieved on 11/11/2010, from <http://findarticles.com/p/articles/mi1111/eq0303/ai10339>

Thomas, J. A., & Smart, J. (2005). The relationship between personal and social growth and involvement in college and subsequent alumni giving. Paper presented at the Annual Forum of the Association for Institutional Research (AIR) (45th, San Diego, CA, May 29-June 1, 2005). (ERIC

Document Reproduction Service No. ED491032). U. S. Department of Education Statistics (2010).
The voluntary support for degree-granting institutions by source and purpose of support. Council for
Aid to Education. Retrieved on 12/30/2010, from
http://nces.ed.gov/programs/digest/d09/tables/dt09_360.asp