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Organizational Structure and Resources of Alumni Associations at Public Senior Universities in the Southeastern United States

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Organizational Structure and Resources of

Alumni Associations at Public Senior Universities

in the Southeastern United States

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by

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ABSTRACT

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The purpose of the quantitative study was to analyze the staffing patterns, organizational structures, funding resources, practice of resource allocation, technology use, size of alumni population, size of institution enrollment, and age of the institutions at senior public colleges and universities in the southeastern United States. These institutions were derived from the membership of the Council for Advancement and Support of Education [CASE] during the academic years 2010-2012 in the United States District III region, generally the Southeast to lower Mid-Atlantic states. The study was further limited to public, comprehensive institutions as determined by the Carnegie Classification system.   Data were collected through an online internet survey to test 11 research questions and gather demographic information relevant to the study. Of the 100 potential institutions for response, 16 completed surveys were received. The overall results of the tests reflect that 3 of the 11 results were statistically significant. Specifically, resource allocation scores were significantly higher than funding resource scores. Also there were strong positive correlations between technology use and age of institution and between size of alumni and the size of the institution.

DEDICATION

It is my honor to dedicate this work to my family and friends who supported my efforts to reach this goal. For those that I hold closest and those who have passed, they helped make the journey possible through love, devotion, and loyalty. First, to my wife Carol who has shared a remarkable 25 years and whose support never ceases I offer this recognition. Your understanding and love make life complete. To Jacob for his love and spirit that makes us a family. For my parents whose life in public service served as my earliest examples of always learning and living life constantly in training. They would be so proud to see this achievement as I know the rest of the family that has stood by in the trials of life and the creeping progress toward this end.

It is a privilege to recognize my ETSU Cohort friends who walked the path together. To those ETSU colleagues who pushed and prodded me along as well as a few that nagged and fussed in the kindest ways. And especially those friends who have come into my life, that have shared encouragement and support. I have been blessed with great mentors, Mrs. Joyce Buchanan – a high school teacher who invested with faith in kids; Dr. Ervin V. Griffin – who showed me I really could get through college; Mr. Jerry Robertson – who taught me to love and serve this great university; Dick Manahan – whose guidance and training took me beyond my limits; and the late Hobart H. Dye – my uncle and hero from "The Greatest Generation" who taught me humility and quiet leadership. To all of these individuals I offer my most sincere and heartfelt thank you.

The great writer Alex Haley said it best, "Anytime you see a turtle on top of a fence post, you know he had some help."

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CHAPTER 1

INTRODUCTION

Alumni, benefactors, contributors, subscribers – all are terms used to describe someone with a linkage to any educational institution. Alumni have been and will always be important resources for higher education institutions. The staffing and support of universities at public universities in America continues to evolve in response to shrinking government support for public universities. As cycles of the economy rule the business world and monetary performance as well as the flow of tax dollars, so do they affect educational funding at all levels (Lauer, 2006).

Lauer (2006) wrote:

> Amid the turmoil and change in higher education, the area of advancement that may emerge as most important is alumni relations. Of course, all areas of advancement are coming front and center, but the alumni base increasingly will be viewed as the key to the institution future. (p. 137)

Throughout all times those educated people who benefited from a college education carried the bulwark of societal change, innovation, and economic well-being. In the modern era of life each generation has benefited from the product of works in our evolving society, through years of investment, research, development, and knowledge growth. Geiger (1988) stated, "The place for higher education in the lives of students can be captured in the phrase -"origins and destinations" (p. 39). Reflecting the source of students "origins" is broad and diverse, yet their "destinations" - after the college experience, will be the product or achievement propelled from the experience (Altbach, Berdahl, & Gumport, 2005). All sectors have benefited from the growth through gained knowledge of each successive generation and the continued refinement. An educated citizenry is most likely to make these progressions in their lifetime. One most visible

impact is the steady rise of the education premium, which can be seen in its economic impact on

individuals completing higher education degrees. An average American with a graduate degree is

part of a family receiving $93,000 and an undergraduate college degree has a median of $75,000.

A high school graduate's median income is $42,000 followed by the high school dropout at

$28,000 (Brooks, 2011). The financial effect is a critical piece in economic health at all levels.

The primary mission of universities includes serving the academic program to provide the

most possible knowledge and preparation for the student, providing an enriched learning

environment, and producing measurable results for accreditation and other regulatory needs.

University graduates also have perceived value and direct taxpayer benefit through the services

used and quality of life derived as the graduate ascends into active community roles. These

tangible results are the best evidence of the real product in the work, which expects graduates

and former students to make civic contributions to the community – the true impact of higher

education (Turner, 1947).

The alumni of an institution have an ongoing and constant role, their vigilance likened to

that seen in family relationships. Once imparting them with their education, these alumni should

be afforded input into the system that served them (Webb, 1995). In that system of

communication is a variety of elements of engagement and service that always carries an

expectation of financial support.

According to the earliest stories of the college in America emerging, financing, fund

raising, and alumni involvement from the earliest established are discussed as resources were an

immediate priority for survival. As far back as the War of 1812, American colleges were always

struggling financially (Rudolph, 1962). Access was a premium for rich and not very available to

the poor. The need to train people for viable occupations in society was seen as a noble as well as vital and necessary function.

According to Rudolph (1962) "While the colonial economy could not support philanthropy of the dimension that founded the colleges of Oxford and Cambridge (England), individual benevolence was nonetheless in the English tradition," (p. 178). Rudolph referenced the important role of giving established in the actions of Englishmen John Harvard and Elihu Yale, whose names were placed on institutions in honor of their philanthropy.

The population considered primary and secondary education as necessary and essential to society; however, the pursuit of higher education received less support. Although primary and secondary school attendance in most states is mandatory for children to age 16 and available at no charge, no such right exists for postsecondary education. The ultimate translation is apparent in the prioritization of tax dollars (Rudolph, 1962).

With growing financial pressures globally, the shrinking of funds for support shift. Geiger (1988) defined a trend and suggested a growing self-reliance on institutional funds moving to research as government and private sector investments declined. The international contrasts from various nations indicate that tuition in some is viewed as welfare versus investment, meanwhile research and development is investment in most. There are shifts in scholarship availability, funding sources, and financial support for college students in the U.S. over years. Students have had access to loans that they will repay in some manner followed by government subsidized aid. The third largest source of funds to aid students is the funds through the institution that include scholarships of local control or institutional based aid (Gordon & Levine, 1993). The personal financial investment, regardless of source, is a significant

investment in student's future and the economic health of the institution. From the partnership during student life, the transition to lifelong partner and investor is an extraordinary quest.

The first alumni association was established in 1821 at Williams College in Williamstown, Massachusetts. In the nearly 2 centuries since then alumni associations have served to foster lifelong relationships that begin with the college students. In previous times the association role was merely to promote the institution. With hopes that graduates would feel good and continue to be interested in their college, participation would result in financial contributions from the loyalty (Rudolph, 1962). Colleges needed support from all possible sources, including government to sustain their early existence. In more modern times of support broadened to include direct student assistance whose aid efforts ultimately go toward fees and institutional costs (Stover, 1930). Our rapidly moving and changing society brought broader roles of alumni involvement to include: participation in advisory roles, assistance in student recruitment, career assistance and mentorship, guest lecturer, and curriculum consulting to add to consideration for organizations role of support.

Each alumni association, through its membership, reflects the strengths and successes of the college or university. One value of alumni can be measured in their perceived power as a stakeholder. In the late 1960s Gross (1974) surveyed 68 university presidents for their ranking of power related to various roles in the university. Acknowledging the greatest power for decision making lie in the hands of the president, the survey acknowledged the alumni as a key stakeholder ranking 13 of 16 in the overall count of influencers, behind large donors. In state universities the ratings changed with alumni moving to 12th. In private institutions, alumni were viewed as 10th most powerful surpassing governments in the private setting (Richman & Farmer, 1974).

Highlighting prepared students who become participants in the workforce is important evidence of institutional achievement. Alumni who go forward to provide leadership in careers or whose societal contributions raise the common good of all serve well the intentions of their education. Through providing these various works or impacts, important benchmarks and needed models for society are established. These alumni through their works and services are viewed as investors and stakeholders empowered to build relationships. The product of these relationships with others in the various ways collaborating with their knowledge to improve the human condition and support an educated society. All are ultimately enriched by the influence of the education, the collective experience of student life in awakening the improved, evolving individuals in preparation for new roles and challenges throughout their lifetimes (Turner, 1947).

These functions require a constant vigilance to understand trends in demographics, behavior, and interest, the stage of life for the typical consumer. Alumni fit in this category of behaviors, what the timing is for them in their spectrum of life and the relevance that the university might have in the ongoing needs of their lives. Each era redefines the engagement expectations of alumni and needs. As time passes new social trends emerge and dynamic technologies influence the manner of establishing and maintaining relationships. The alumni relations discipline is the oldest of the generally recognized elements of the advancement professions.

This study is an examination of the current state of alumni association staffing and programs in public universities in southeastern United States. Programming and operations are built around understanding of the personnel assigned to these duties, the efforts undertaken, and the effects of such enterprises on their universities and their constituents.

Purpose of the Study

The purpose of the study was to analyze the staffing patterns, organizational structures, the priority of funding resources, practice of resource allocation, technology use, size of alumni population, size of institution enrollment, and age of the institutions at public colleges and universities in the southeastern United States. The focus of the study is to develop a base of information about public institutions that rely on governmental relationships regarding their governance and function. Those colleges and universities rely on the people who have attended or graduated from their institutions as stakeholders in their creation, existence, or ongoing funding.

Research Questions

To investigate the possible associations outlined above, the following research questions were developed:

Research Question 1. Is there a significant difference between the perceived practices of resource allocations and the perceived priority of funding resources?

Research Question 2. Is there a significant relationship between the perceived practices of resource allocation and the perceived priority of funding resources?

Research Question 3. Is there a significant relationship between resource allocations and age of the institution?

Research Question 4. Is there a significant relationship between funding resources and age of the institution?

Research Question 5. Is there a significant relationship between age of the institution and the use of technology?

Research Question 6. Is there a significant relationship between size of the institution in terms of full-time enrollment and the institution's use of technology?

Research Question 7. Is there a significant relationship between size of the institution full-time enrollment and the size of alumni population?

Research Question 8. Is there a significant relationship between funding resources and the size of alumni population?

Research Question 9. Is there a significant relationship between institutions practices of resource allocation and the size of alumni population?

Research Question 10. Is there a significant relationship between institutions funding resource for alumni operations and the size of institutions based on enrollment?

Research Question 11. Is there a significant relationship between institutions practices of resource allocation and the size of institutions based on enrollment?

<u>Significance of the Study</u>

Alumni associations represent a component area of advancement that has had great impact but lacked formalization in form and function until the later portion of the 20th century. Private colleges and universities have long understood the need for the disciplines of fund raising, alumni relations, public relations, and, in some cases, church relations as parts of their efforts to gather resources for the care of the institutions and to help pay for the educational costs borne by students.

Public colleges and universities have the need to further develop sophisticated alumni programs and organized efforts. However, these efforts have received lower priorities than has been the case for private institutions. The primary resource of the institutions mission has been

provided in various ways from the federal, state, and local governments along with what may be generated from student tuition and fees. The focus of the field of advancement or alumni relations is operational with reliance on ongoing personal and professional relationships used as access to accomplish any of the tasks required. This focus has limited the growth of knowledge and documented research in the field until recent years.

The influence of big business in government, accountability, and benchmarking in the private sector has spread to colleges and universities. As seen in the business world these aspects are being applied with adaptation in the academic setting. Private sector marketing and consumer behavior patterns are being translated into strategies and applications of higher education and on the level of lifelong alumni relationships. Sales management and fund raising are being portrayed in a similar light. Sophisticated strategies and the psychology for actions are being developed and employed. Today these are as vital as the "old boy networks" that were relied upon in the past (Clark, 2000).

This study should add to the understanding of business-style traits in public university alumni associations. An attempt to discover how the personnel that are assigned relate to those organizations in their form and function were developed. The elements of organization and resources were analyzed to create a better understanding of the perceived effectiveness of efforts of alumni associations.

<u>Limitations and Delimitations</u>

This study is limited in its scope to 4-year public colleges and universities in the Southeastern United States. The results may not be generalized to other regions. The scope of the study is restricted to the alumni associations or alumni offices in public institutions and may be generalized to those settings only.

For the purpose of this study, the major land grant public universities, with the exception of those that are historically black colleges or universities have been excluded. Their size in populations, fiscal strength, and similarity in data reflect a potential risk to distortion of the majority of survey respondents.

The results of this study do not in any manner imply any measure of performance or effectiveness of the institutions included. The relationships are of a broad nature and any further comparison in greater detail would require additional study. The results may suggest elements for future more intricate study. A major limitation of this study was the limited responses received in relation to the number of parties offered opportunity to respond.

The study reflects a set of considered general assumptions that should be relevant to this study. There is an association or delegation and identification of an office charged with relationship management for alumni at each of the colleges and universities in the study. The survey issued was directed to the individual on the staff of the institution with the primary duties to oversee or manage the function of alumni relations or services or other knowledgeable individual. Records and information provided by the campuses will be accurately and properly portrayed as the most complete representation from the perspective of the respondent.

Definitions of Terms

The terms identified are used throughout the document and the definitions should be applied during the reading and interpretation of the study.

1) Alumni Association or Office – the organization or office that completes these functions as defined by CASE as alumni relations function.

> As a result, alumni relations professionals perform increasingly strategic and complex roles serving their institutions and alumni including: championing the institution's mission, encouraging and fostering alumni involvement with their

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institutions, building long-term relationships with alumni and other constituencies, and collaborating with the advancement team to maximize efforts on behalf of the institution and its alumni. *Adopted by the CASE Board of Trustees in March 2005*

Alumni relations programs build and strengthen relationships with students and former students, faculty, and friends. They keep alumni informed about the institution and in contact with each other by providing opportunities such as homecomings, reunions, and alumni club events. They provide educational opportunities to alumni through continuing education programs, weekend seminars, and travel programs. (CASE, 2012)

2) Alumni Director or Officer – the person in charge of the organization or office that completes these functions as defined by CASE as alumni relations function in definition 1. (Chewning, 2000)

3) Council for the Advancement and Support of Education (CASE) – professional association for educational advancement professionals, CASE is committed to being the primary resource for professional development and information and the leading advocate for professional standards and ethics. (CASE, 2012)

4) Financial Resources – any funding, revenues, and allocations used to support the functions of the alumni association or office. For the purpose of this study, presentation of ranges in increments of $25,000 were applied to measure the resources available in categories and how they are dispensed. Through the matrix of resources and amounts of dollars available, the study was able to better present an understanding of the complexity of the program, its operation through the expenditures and program operations undertaken for services and activities. The financial resources available constrain management and present challenges to adapt in good or bad financial times (McCorkle & Archibald, 1982).

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5) Organizational Structure – the deployment of administrative and support personnel that is indicated by supervisory reporting lines and responsibilities for specific functions defined in the title or role. The researcher attempted to identify the most common practices acknowledged through the responses.

6) Staffing Patterns – the mix of full-time and part-time positions, the use of students and volunteers in their respectively defined roles as well as educational levels of professional staff. Such staffing patterns reflect parameters of funding, sophistication of an organization related to age, enrollment, and addressable alumni population of the responding institution. (Clark, 2000)

7) Position Titles – the use of job titles implies information about roles in the organization, the status of each title acknowledged in the institution or the seniority or rank of the incumbent serving in each of the various roles. To simplify the titling for survey purpose and long-term understanding, the survey asks for titles for comparison and defines the role of the chief alumni officer as the person assigned with the majority of time on task and the focus of work energy related to oversight and decision making relevant to the alumni office, association or specific affinity constituent group. (Chewning, 2000)

<u>Overview of the Study</u>

The purpose of the quantitative study was to analyze the staffing patterns, organizational structures, funding resources, practice of resource allocation, technology use, size of alumni population, size of institution enrollment, and age of the institutions at senior public colleges and universities in the southeastern United States. The analyses of responses were to discover information specific to this study. The responses were not for generalization to other

populations. The responses form a summary for a specific moment in time of data reflective of staffing, organizational structures, financial resources, resource allocations, enrollments, alumni populations, and technology at responding institutions.

Chapter 1 of this study includes the introduction, the statement of the problem, the significance of the study, limitations, definitions of terms, and the overview. Chapter 2 includes a review of relevant literature on the subjects, including the relevant research there is available. Chapter 3 includes the description of the research methods and procedures used in the study. Chapter 4 includes the analysis of the data collected and the findings. Chapter 5 provides a summary of the findings, conclusions, and recommendations to improve practice and for future research.

CHAPTER 2

REVIEW OF RELEVANT LITERATURE

The relationship between an individual and an organization is often under study in

sociology, management, or other academic pursuit. Membership, employment or some similar

term may be applied to describe or illustrate the relationship. However, in the American system

of higher education there is a unique feature not found until recent decades in other

organizations. That feature, the unification of an institution's alumni, goes beyond the realm of

the usual organization affiliation when related to those who wear, claim or earn the status of

alumni from an institution of higher education. The basis of that relationship is founded on an

experience that is unique; filled with challenges and opportunities for success and failure for the

sake of learning. Learning in a controlled environment, university or college education focuses

on growth, preparation, and fulfillment while on occasions providing forgiveness and redemption

for those who struggle for success. For those that have shared who experience, they are proud of

their affiliation and achievement that gave to them as much as they were willing to engage.

Columbia University President (1902-1945) Nicholas Murray stated (as cited by Lovejoy

in *Report of the 23rd Annual Conference*, American Alumni Council, 1937):

> It is fixed doctrine at Columbia University that the alumnus is permanently a member of
> the University. He has come to it of his own accord, and placed his name upon its books.
> By these several acts he has become a member of the University family, entitled to
> recognition as such and bearing responsibility as such. He is always and everywhere,
> whether willingly or not, whether consciously or not, a representative of his university's
> training and ideals. (Webb & CASE, 1995, p. 25)

In the study of alumni relations and the role in higher education administration, a

researcher must be prepared to cope with ambiguity and complexity. As Bolman and Deal (1997)

stated about various organizations:

When issues are complex and evidence is incomplete, individuals make judgments or interpretations. Their judgments depend on their expectations, beliefs and values. What we assume to be facts are often social interpretations, largely based on what we expect and want our world to be like. (p. 28)

The role of each alumnus or alumna as an individual, the collective body of the alumni as an association, and how that population interacts with the college or university is filled with changing expectations and what all parties in the relationship seek for their personal fulfillment. The facilitation of this relationship creates a need for administration to process interactions (Fisher, 1984).

Although administration as a public endeavor dates back to the Egyptians in the organization and creation of the Pyramids or the Chinese through management techniques still in use, the art and science of higher education administration has been informal. The college administration of the current era is reflective of business and adaptation from those relevant models (McGuinness, 1994).

Rudolph (1962) recorded the earliest stories of the colleges from their inception, purpose, and financing. As America began a revolution against Great Britain, it already had nine colleges established, which included among them the familiar names Harvard, William & Mary, and Yale. Each college used similar manner of agreement as the English institutions of Oxford and Cambridge to satisfy the need to nurture and perpetuate learning in the new society. Each with reflections of religious faith and knowledge, basic models of education for the preparation of those persons to serve as clergy, clerks, and other vital roles was apparent. With sanctions provided by the courts to establish lands designated for colleges such as in 1636, the act passed by the Great and General Court of Massachusetts Bay Colony who eventually created Harvard College. Thus, government had taken a responsible role in creating a place for higher education.

A minister, John Harvard, died 2 years later leaving his personal library and half of his estate for the college (Harvard, 2013).

The history of higher education in America reflects evolving social trends and ever-changing financial resources for colleges and universities. Needs for specific tasks in society combined with the needs for particular knowledge, skills, and abilities that require professional or technical roles necessary to deal with a wide and diverse array of work force needs. This created need for a work force prepared by higher education. Academic management was based upon the time-tested practice of teachers or professors educated in many different fields of study imparting knowledge on a new generation of learners. The role of administration of the academy was assigned to those senior experienced persons whose wisdom was deemed to give them the insight for such a responsibility. Those would assure the programs needed were developed and the interest of funder's reflected in the actions. With the early colonial models, there was always a reliance on philanthropy and relationship to success in funding colleges and universities (Altbach, Berdahl, & Gumport, 1994).

Beginning in the 1950s, academic administration evolved into a professional field with the assistance of professional education. Viewed to be acceptable to colleagues, because of the experience in their classroom, respected for their academic rank and achievement in their primary field, the emerging academic administrator set out to take on management roles. Such positions as department chair or dean of a school or college serve as the training ground for one to prepare for greater responsibility (Dressel, 1981).

Hodginkinsons (1981) provided an overview of the circumstances in the early 1970s, when faculty development became a focus of higher education leaders, embracing standards and accepting greater accountability. Although the tightened financial times of the late 1970s brought

about greater attention to the management of operations and resources, continued development of programs has occurred.

The changes in academia come about like the drawing of property boundaries in the earliest of times, dividing real estate with "meets and bounds" set by anomalies of the terrain, flows of rivers and streams, or the throwing of a stone. Administration in the academic institution is commonly led by experienced academicians who have moved to the roles. As the focus and support of the educational program as the primary product of the organization's work, this made the most logical progression. It was from the outside or business world from where management techniques and styles have been adapted for the academy to support the mission that shaped the financial management, facilities management, and other administrative practices. Still it is the ambiguity and complexity of the academic enterprise that caused adaptation. The complexity of the institution and the human variables made education a very distinct process. In time the enterprise has sought clarity in roles and evidence of achievement to be measured (Chickering, 1981).

Bolman (1976) described the college or university like the form of a pyramid. Ideally colleges and universities served society by preparing and helping people to live constructively in society. In this pyramid analogy the apex of the institution is social need, the middle is organization to meet such need, and the base is faculty productivity in teaching, research, and service. The base existed to support the apex through the organizing strategies and power of the middle.

The alumni relationship is found in the middle of the pyramid or organization, as one of the supporting functions and a connection of the levels. Fledgling organizations in the earliest form were a product of willing and interested alumni working on their own. With little if any aid

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their development in their early years many have progressed through decades to multi-million dollar enterprises with independent standing, dedicated facilities, and specialized personnel. These have established the framework to create activities and to fulfill tasks to meet demands, expectations, and perceived needs or to create what alumni want their organization to be like in the university or college framework (Rudolph, 1962).

An institution's view of alumni is shaped directly by the perceptions of the president or chancellor. The level of the institution's chief executive officers engagement of alumni and the dialogue with alumni can be seen as a reflection of their acceptance and a critical factor for their success (Fisher, 1984). As a part of fund raising, the alumni along with corporate support and foundation gifts are seen as key contributors on the path to institutions financial self-sufficiency. Meanwhile in the public colleges and universities it has been established that most do not have an exceptional level of giving among alumni. This is traced back to broader admissions with less selectivity, which is likely to attract students with greater financial needs and less likely to have professional schools or generate a population of affluence among graduates due to longer establishment of institutions (Garland, 2009).

Most of these institutions are generalized by certain similarities. The mission has often been driven to satisfy a local or geographic regions populations' workforce or general needs for higher education prepared graduates. Students are likely diverse and are typically have a higher proportion that are part- or full-time employed while enrolled as students. Most are less selective in admissions requirements based on college testing and high school preparation. These institutions are usually affected by economic factors such as downturns in the economy generating more students. And in healthy financial times, with broader employment along with

pressure for limited hours may push students able to take fewer hours and use less expensive options such as community colleges (Garland, 2009).

Flawn (1990) shared the view of the importance of alumni and their loyalty. He noted the need for the president of an institution to develop this constituency by attending events, hosting alumni on campus, and soliciting their support. Flawn wrote of the intended fondness for the alma mater that comes through time and the desire for the former student to be part of the ongoing success.

Former university president Budig (2002) stated, "Nothing in higher education can be more enjoyable for a president than to be working with a supportive group of alumni" (p. 17). He focuses on the alumni strength in giving, shaping public opinion, impacting political decisions, and encouraging future students to follow their path to the college.

Both Flawn (1990) and Budig (2002) shared the view of the effect on emotion and time on the alumni relationship. The desire for alumni is to have a voice in their college. This interest heightens, especially when giving gifts or paying dues of membership. Alumni gain confidence in college leadership through interaction and regular communications from the campus.

Fisher and Koch (1996) noted among the former university presidents having served at Towson State University as well as president of the Council for Advancement and Support of Education and one of the authorities on university leadership and advancement made a statement that gave balance to the view of the role of alumni in today's university.

> Whether alumni are of modest achievement and means or rich and powerful, they must not be overlooked. Without their interest or involvement, a president cannot gain lasting friendships among non-alumni, generate a broad base of public support, raise money from non-alumni benefactors, or significantly influence trustees, politicians, or the media. (p. 203)

How to attend to this population is the part of the process all institutions and their leaders seek to better understand. Fisher and Koch (1996) provided a tutorial of how many new presidents would view their alumni and fundraising responsibilities. The expenditure of resources should be "investment-oriented and long-run" (p. 221).

The summation of the alumni role and potential is captured in the statement,

Properly appreciated and cultivated, alumni can provide magnificent financial support, help recruit students, find jobs and internships for students, provide critical political support, and serve as an invaluable sounding board for the president…. they can let the president know what is going on, and how the institution, its programs, and he or she are perceived. (p. 204)

Fortunato and Waddell (1981) wrote about major challenges for institutions the need for ongoing adaptation of the curriculum, the changing demographics of learners, constantly increasing costs, the continuing onslaught of governmental mandates, laws, and regulations affecting administration, and for the public institutions is the erosion of governmental funding reflecting the mindset of the public toward the value of education. This results in alumni being a likely audience for continued education needs and advocates for initiatives.

Alumni can be a vital resource in the shaping of a feedback system for curricular matters. Their roles in the workforce and the applications of their education meet the workforce and economy at the most direct point. Their views can be an important factor in future directions of curriculum, advancing program changes and maintaining a leading edge from almost every academic unit. A research project at the University of Minnesota was an example of targeted alumni for feedback to shape future program offerings, program changes, and grow alumni engagement. The research was applied to enhance the university and aid in its pursuit to be one of America's top research institutions (Webb, 1995).

As persons with personal knowledge and lifelong interest, alumni are viewed as a voice to the public and to elected officials. Alumni may shape the size of a government allocation as advocates or stand as a voice in the debate of policy. The value of their education again reflects their importance to society, and the value of their opinions notable in discussions. They will take a role as an advocate for the value of education and be an instrument evidencing that ideal.

Staffing Patterns

Alumni associations or offices in public colleges and universities had a slow evolution. Historically with state financial support and the collection of maintenance fees to secure the flow of money in public colleges, alumni were not a priority for administration. Alumni were left to provide their own organization and existence in many cases of the early years for some organizations. While in later times, the institution has taken a role in the promotion and support of alumni programs as an investment with potential gains in fund raising, public support, and recruitment of students. Wanting to give back, to have a voice, to be useful to their alma mater was an endearing measure for those who emerged on their own and an asset other colleges would try to stimulate or emulate (More & Smith, 2000).

As the value of a formal relationship with the alumni emerged someone was given responsibility. The logic to what person these responsibilities would fall sometimes came to older, widely known faculty member who many would recognize and who had a record of popularity. Others selected or drafted may have had a less embracing record but been seeking a role in the new organization and relationships (More & Smith, 2000).

Fisher (1984) wrote about the alumni association and the unique role of the staff. He noted as professionals charged with representing either the college's alumni or the college itself

or both – the person(s) in this role "may have the most schizophrenic position of anyone employed there" (p. 174). The alumni officer has an inward looking perspective and responsibilities as an employee. The role has an outward view to constituents expecting service and representation for their concerns.

Fisher (1984) encouraged for any president or campus leader who reads his advice to remember "alumni do not fear trustees, staff, faculty, big givers, politicians, or a president. Their hearts are vested in the institution," (p. 174). This statement underscores a particular approach to alumni relations. The alumni are there for partnership because of their unique place and experience that in their perspective surpasses any other parties involved.

Regardless of the position of an administrator, McCorkle and Archibald (1982) outlined a few basic principles to guide the operating paradigm. For the alumni administrator, the inherent role of advocate for the population represented as stakeholders in the college or university community is the expected priority. As a manager of operations, as with an administrator at any level, a keen awareness is required to allocate the available resources to the greatest advantage for the institution.

<div align="center">Personnel</div>

The assignment of personnel is one of the considerations in the allocation and application of resources. The physical labor, actions to serve others within the directed scope of duties, use of the latest devices, methods, and measures in completing tasks addressing the needs of the stakeholders becomes the critical first resource. With the available labor and the evolving of the knowledge, skills, and abilities of those personnel, the effective fulfillment begins. As administration functions have evolved from needs, the alumni secretary was not uncommon in

the early 1900s. Tasks come forth from the early days of the president as a manager of all things to shared duties as the complexity of the role changed; time limited and tasks became jobs that needed attention (Duryea, 1973).

The earliest days of an alumni association for many schools was the product of like-minded volunteers moving forward the idea of and association for support of the institution. Assigning that popular faculty member or a retiring faculty for a part-time position to serve the outreach role was also a common practice for the early efforts of alumni engagement. The recruitment of the faculty member to assume a full-time role was an option as is the practice with any administrative role (Baldridge, 1978). Regardless the internal evolution, the meeting of alumni friends or those with common interests to bring them together to initiate an organization remains one of the primary steps to progress forward an alumni relationship. This also still represents the most cost effective level of extending limited personnel by using volunteer free labor. Expectations, numbers of persons served, and the various needs of the organization to relate to the parties required greater institutional investment and resources.

Professional Staff

In higher education, as with any business or industry, the proliferation of titles of staff members take on multiple meanings reflecting the status of the organization or the person in the position. Generally the person overseeing the office charged with alumni relations has the title of director. The true emergence of the profession of advancement and the inclusion of alumni relations, public relations, and fund raising can be documented in the 1950s when professionals of the era began meeting and bringing organizations together like the American Alumni Council and American College Public Relations Association collaborated (Leslie, 1969).

In places where the position may carry broader responsibilities, the person may be called an assistant or associate vice president, who most often reports directly to a vice president. Most larger or more complex institutions have vice presidents and had them since the 1950s, charged with oversight of all external relations and fund raising or major segments defined either as the core components of public, alumni, and government relations or the core components of fund raising activities and alumni relations as a part of that focus of tasks (Leslie, 1969).

The chief functional officer or administrator for alumni relations is likely referred to as the alumni director. This person carries the responsibility of the daily operation of the office and provides the connection to the various constituencies. The director carries the burden of representing the interests of alumni inside the institution, advocating for the values or traditions of importance to the former students. The director in turn represents the college or university to the graduates and former students, organizes programs for engagement, and builds relationships. The persons in this role type become specialists in today's institutions as they carry on a specific array of activities that they are tasked to do. The sum of the activities is the ultimate result to cultivate, maintain, and enrich the relationship of the alumnus with the institution (Roszell, 1986).

Additional professional staff or specialists are employed to carry out specific subordinate tasks, programs, or events. These may well be the specialist being groomed for the future. These roles are often entry level for new or recent graduates, usually of the college or university they serve, and an expectation based on their background, student involvement, and service as a graduate assistant or student assistant, that they will be easily transitioned into the professional roles. Coll shared importance of staff in support of advancement roles is a team effort, using scientific analysis and raising performance with talented people (2000).

<u>Support Staff</u>

The support staff members in the alumni office also come with elements of specialization for clerical and support roles. The expectations are unusual when compared with other offices as well as in other businesses or enterprises because of the various or occasional activities. In the alumni office the support roles can take in the usual clerical and secretarial duties to support administrative roles. In smaller shops these same personnel assume more specialized functions from event management roles, box office services, data collection and processing for records or communication, coordination with multiple stakeholders in cases of integrated, complex events, activities, or schedules of sequenced events (Coll, 2000).

Support roles that may have earlier been described as the alumni secretary, have progressed dramatically in time. From the keeper of basic names and addresses with employment information has evolved the advancement unit of records or advancement services. These roles are complimented by computer systems and software to help track general information and complimentary functions track specifics of communication and actions, serve as a storehouse of other gathered data who support in some settings a highly organized decision process of giving prospect profiles for fund raising purposes. The tasks to accept record and acknowledge gifts of financial support and services are also a normal part of the job duties in some settings. Larger organizations may break these functions into a closer alignment with the functions of a foundation unit that is usually more accounting based functions including holding and disbursing funds raised, tracking investment performance, compliance with tax laws, and other detail functions (Roszell, 1986).

Student Staff

The student staff is an invaluable resource in the academic environment. In the alumni office these students are the first students to see the alumni relationship up close and they are also the embodiment of this generation of students to the alumni and friends they encounter in the office or through their participation in official functions. Because of the array of student work programs, a college is usually allowed to have students who may be on a variety of student assistance programs that limits the cost to a unit but restricts the time available for each students service (Chewning, 2000).

Graduate student assistants provide a higher level of participation because they are typically enrolled in related graduate program or are seeking professional roles at the conclusion of their graduate experience whose work in the office would add to their preparation. The cost versus the return is dependent on the circumstances of their employment. Students provide a level of energy and diversity that transcends the entire group of employees and serves as a reminder of the mission – to help students today who are alumni in residence. (Chewning, 2000).

Volunteers

The alumni volunteer often becomes the first person to engage a peer on behalf of the institution for alumni relations. It was alumni that came forward to start the first organization at their college and it has been the same at most subsequent organizations. In the early days, the volunteer was the association serving as organizer and leader with limited institutional support and probably in many cases little interest in what they wished to do (Rudolph, 1962).

Volunteer relationships range from complex to the simple. Limited work or light engagements are the first steps for those wanting to help in any meaningful manner. Leadership

roles of volunteers include service on boards of directors and as officers of alumni groups that

provide the voice and strength to the alumni relationship for the campus. The strength, caliber,

and prestige of the board are recognized status for the entire college community. The most

engaged volunteers know the work of the organization well and share the values and mission.

These alumni are typically the key supporters in time given, lending their professional expertise

to the board roles and often the leading financial supporters of the organization or efforts. Many

key volunteer leaders emerge through dedicated service, usually starting with a particular niche

or interest then they are cultivated and blossom into broader roles (Roszell, 1995).

Alumni volunteers provide great service as well as they are a reasonable reflection of the

workforce. They reflect the interests of their peers through their actions, their lifestyles, and

their engagement. They serve as a gauge of interests and needs of those they represent in the mix

of ages, academic or professional disciplines, and other affinity relationships. To others they are

a reflection of the college. Their preparation as a student, their achievement as a graduate is

translated through their engagement as a dialectic to others for the quality of their experience, the

dedication and loyalty they feel. It appears to reflect the value they have placed on the

education. Alumni volunteers are usually persons with a keen sense of appreciation for their

education and interest in preserving a relationship with the college (Koll, 1995).

<u>Administrative Organization</u>

Administrative structures in the college or university can be analyzed to understand the

overall administrative view of a particular functional unit, to what officer and office the unit

reports to or through in the administrative structure. These elements of information can be

inferred as the relative level of status given to the office, suggest a measure of strength, influence, and other anecdotal information (Millet, 1975).

In a complex organization subunits emerge to handle specialized tasks. Some consider the development of these organizational attributes the creation of bureaucracy (Baldridge, 1978). This expression for the evolution in the academic setting is true for the administrative counterpart support roles. When functions were defined, a single employee may have been hired for specific tasks. As the organization grew, more students eventually equates to more graduates creating a larger alumni population. Volume may require additional personnel or separation and specialization of tasks to accommodate growth and change.

Organizational Structures

The organizational structures of an alumni office and an association have taken on many forms through time. The titles, positions, reporting lines, authority, and responsibility are all elements of structure for the organization (Brown & Ruhl, 2003). For clarity in this writing, the alumni office should be considered as the college or university operational unit or group tasked the liaison functions for alumni, while an alumni association should be viewed as an a separate venture that is governed by the volunteer-led board of directors. The closeness of the relationships of the two depends on the nature of the organization and the relationship of the institution to the organization (Phair & King, 1998).

Alumni associations can have independent roles where they exist as their own enterprise with separate financial operations, personnel, and with self-directed operation. Larger universities or older universities, usually private with affluent populations, may find this situation workable. These are typically of social enterprises focused on the membership and

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sustaining their autonomy. The affiliated or partnership model is the most common. The alumni organization has a dependent relationship with the institution that allows both entities to benefit from the relationship and that both provide tangible resources for the performance of the relationship (Fisher, 1991).

Administrative organization for the purpose of this study is to identify the common reporting relationship of the alumni office or association in the structure of the college or university. As readings indicate the placement in the organization is defined by where the office reports as an operating unit and to whom the primary administrator reports in the organization. A review of the literature indicates these both may vary from institution to institution. Bruce (as cited in Phair & King, 1998, p. vii) observes, "Placement on the organizational chart needn't make much difference, as long as whoever is in charge of the overall organization has a good understanding of what roles different functions can play. Good people can overcome any organizational barriers."

Phair and King (1998) dedicated a section of the book to the office or function of alumni relations. They cite that the growing demand for alumni involvement to increase annual fund participation and to identify potential contributors for capital campaigns and other resource building efforts has brought a closer relationship with the development (fund raising) side of the advancement operations. The authors include samples of alumni organizational charts detailing the assignment of personnel to programs. Some indicate a very precise structure that follows the program offering with the assigned personnel indicating volume needed for the tasks or to provide adequate coverage. Cornell University's organization show an alumni director and six reporting director or program managers which various responsibilities include regional programs, usually relating to geographic regions and the related outreach functions; class

programs, in many strong traditional structures the class of graduates will have designated

leaders and a program to maintain lifelong engagement; reunions and alumni programs, that tend

to be event oriented activities for alumni involvement such as alumni weekends or homecoming;

other key directors include administrators of minority alumni programs, admissions relations and

the director for the President's Council for Cornell Women. In summary Phair and King (1998)

expressed taking the strategy of investing to address needs, to allow organizational flexibility,

recognize strengths in putting a unit together, and the opportunity for improvement.

Institutional Support

The office of alumni relations carries a dual burden. First, it must work for two masters.

The institution serves as the first master. Aiding the alma mater is the first priority. The other

equal but sometimes unyielding master is the alumni constituency. In the balance of these two

masters is the source of support, which is the presiding element in the tone of responses and the

depth of response, and the perceived response will generally favor the primary supporter (Fisher

& Koch, 1996).

For the in-house alumni office and operated alumni association the dependence is

exacting. The office and association are part of the college operating budget with potential for

additional revenues from other sources. The college is the provider and the primary benefactor

of the organizations existence. With the solid base this gives for those offices, it also focuses the

product of their work (Fisher & Koch, 1996; Leslie, 1969).

The core issue of institutional support for a majority of alumni programs is the most

critical and dependent on the college served. The alumni population at a larger institutions create

more independent groups that are somewhat removed from the institutional pressures, act

independently as a forum for alumni, and occasionally find conflicting views from the institution. The independence is somewhat limited as the stakeholders must also use the priority relationship of the alumnus to the college as its core shared reason for existence. With this is the brand name that is shared, the level of agreement and partnership exists even with those claiming independence. The independent organization however must often be self-sufficient with dues paid by members, contributions who may be used, sponsorships, or commercial relationships with revenue generation (Fisher, 1984).

<div align="center">Funding Resources</div>

The giving of alumni has always been one of the first sources of funding for an alumni association to operate. Some step to the next more formal stage of having a fee based organization with annual subscription gifts as primary revenue. At many public institutions, the alumni association serves as a friend-raising organization with the partial support derived from unrestricted giving to the institution and most often handled through an incorporated foundation. As noted before, most are dependent organizations relying on university support. Fisher and Koch (1996) suggest generous support of advancement functions for every new president to consider. The whole of the functions should generate more revenue than costs.

Dolbert (2002) expressed during a presentation to an Australian Education Conference that the United States trend is moving to a greater investment of institutional support for alumni programs and services in private colleges and universities, while public institutions are showing a growing trend toward more alumni operational funding from their own generated revenue. This comes at the same time as the professional alumni association administrator whose degree

was earned at another institution is finding their way to these leadership positions that once were seen as "Alumni Only Need Apply."

Most public institutions have created foundations, chartered and incorporated to accept gifts and serve as a partner organization. More flexible in their nature, these business entities allow the acceptance of cash and other assets that may be held, liquidated, or transferred to the institution. Under federal recognition as a not for profit corporation, gifts meet standards of tax deductibility under certain tax laws. Establishment of endowments, the management and protection of these funds in perpetuity, and the use of their earnings as prescribed by donors or purpose at establishment are a major function for most (Shea, 1996).

The types of organizations are varied that include public and private controlled, community foundations linked to a geographic service area, special purpose foundations for a specific charity, family foundations, and often corporate foundations to coordinate giving and purpose (Altbach, Bendahl, & Compton, 1994).

Beyond the institutional support, funding sources vary from college to college. In the 1990s affinity cards became a major source of external funding allowing financial companies or banks to offer credit cards to the alumni population. This policy changed for many mid-sized institutions when the market flourished. For large institutions with large numbers, the earnings on card activity in the new century is back to normal range and in the economic downturn of late 2008 and 2009, these programs have been disappearing as contracts end (Webb, 1995).

The affinity card is an example of the perceived value for some businesses to build client relationship based on marketing to an alumni population. With the association or office entering a financial agreement for access, the use of alumni mailing lists or target marketing to an alumni population gives a business user a ready list of qualified prospects for prospective customer

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profiling. Most college and university alumni files are nearly all graduates with at least a

traditional 4-year education. With that achievement comes a higher lifetime income, certain

predictors of personal and financial stability, and a number of other predictors that allow for

lower risk potential for financial credit, higher life spans for insurers, lower risk tendencies for

actuarial review, and more discretionary income for spending and living a comfortable lifestyle

with choices (Carter, 2000).

A number of more traditional or typical business related revenue streams occur. First is

the sponsorship of programs by companies or businesses to spread their name and use affiliation

with the college for the market profile of alumni or in some cases for student programs. This

relationship involves prominent promotion or de facto endorsement by the alumni office or

association for financial considerations (Carter, 2000).

Private giving directed or restricted for the alumni association use in projects or programs

is another primary revenue stream for those with self-sufficiency as a part of the burden. In the

past few decades more associations have taken to membership solicitation or dues for operational

support to allow more independence and flexibility (Webb, 1989). Soliciting private gifts for the

association needs has grown in situations in which universities have tightened resources. Loyal

alumni support is usually consistent as a national trend as increasing annually. However with

recent downturns in the U.S. economy there has been some years that were off the mark. It was

noted in the Chronicle of Philanthropy (2004) that alumni giving had dipped during the previous

reporting year.

Some institutions have created campus alumni facilities for their use hosting events and

as a place to generate revenue through giving introduced in the late 1800s among the earliest

institutions. Designated buildings as "Alumni Hall" or "Alumni Memorial" was done in early

era efforts to relate the population to raising funds to build the structures in their honor (Rudolph, 1962).

Technology

Technology is a moving target in the workplace of any modern enterprise, business, or education organization. In the alumni relations or university advancement area the technology use has become an overriding skill need for any practitioner. From the simplest clerical processes to the complex handling of gifts and funds, the computer and the peripheral functions are a backbone to the internal operations of information management (Lindsey, 2000)

Connecting to the outside world is the other side of the technology paradigm for alumni relations. The online operating environment takes an operation from a 40-hour week service bureau to a 24-hours day, 365 days a year operation with pages of information that may be web accessible, interactive tools for communication and the collection of information. The same practices in the business world must be accepted and used by advancement professionals to stay abreast the consumer environment, to meet the expectations of stakeholders, and to gain efficiencies when possible from the technology (King, 2000).

Fundamental operations must have for any alumni or advancement organization is a strong record of alumni and contributors for compliance with generally accepted business practices, and compliance with federal and state regulation such a tax code functions for gift recording and receipting. Identifiable information about degree, major fields of study, year of graduation, campus activities, and affiliations are all vital in setting forward an understanding of the former student for the advancement officer seeking specific support from a person. Well-maintained home and work addresses with active telephone numbers are the best information

points for regular use. This information allows for direct mail and phone calling to the person

for promotion of involvement, communication, as well as solicitation for support (Lindsey,

2000).

For pure alumni relations activities, the internet gives a direct line of communication with

the greatest challenge of effectiveness. Communication is faster and more direct with e-mails

and the proliferation of personal computing devices. However, all this is based on the

availability of a correct e-mail address for the individual. The likely nature of the internet world

is that a person has two or three addresses at one time for their use including personal, work,

home, and an address for specific communications accessible from anywhere. None of the

addresses are tied to any national or international database for directory access or reconciliation

(King, 2000).

With the federal mandate of the United States Postal Service who started with a decree

from the Congress to assure communications, each person must have an address who the USPS

services for delivery, maintains occupant information, and returns to the sender with updated

information at times of change. The Internet Service Provider (ISP) address is out there without

any type of supporting structure for national or international registry. When a user abandons an

electronic address, the line of communication is generally broken until through self-identification

there is an update provided. On-line communities and on-line directories are a useful method that

has evolved from contracted services as a clearinghouse for alumni to reach each other and

connect to their alma mater. Securing data, protection from identity theft, limited exposure, and

risk are all consumer related issues that affect alumni operations (Miller, 1986).

Programs and Services

Rothwell (1995), a longtime alumni officer stated, "But the greatest return of all… is the commitment of the alumni" (p. 222) referring to the result of the alumni programs and services. Institutions should view their relationship with alumni as a lifelong contract that offers mutual benefit. In the aftermath of the global economic crisis, for example, alumni are looking for their institutions to provide career services, mentoring, and networking opportunities and retraining and skills development (Lippincott, 2011).

The programs of the alumni association are generally a reflection of the needs of the university who alumni might help and services for alumni engagement with the university. From the early efforts of the 1800s alumni were sought for support of their alma mater through financial gifts to endowments or buildings to simple requests for books to bolster library collections or a gift back as an obliged action for support they had already received as a student (Stover, 1930).

Later as needs grew for new facilities early presidents would reach out to alumni for building a gymnasium or to endow a chair or professorship. All were efforts to mitigate costs, to supplement operations, to reward the recipients, and to inspire others to give from the community, government or general public concerned enough to invest in the institution. The best evidence of the work of the university was found in the alumni and their endorsement of the college by supporting it were a validation of worthiness (Stover, 1930).

From the earliest era, alumni were a resource and a power base. And history of the time recorded alumni taking early roles with their institutions, the cycle of emerging and maturing organizations was evidenced. In these times a hall or building was designated in honor of alumni or spaces were designated for alumni to meet and visit. Alumni were enlisted in recruitment of

students. Some alumni organizations were powerful enough to be entitled seats as trustees of the institution (Stover, 1930). In the modern era the same actions are repeated as the organizations are maturing and priorities emerge affected by alumni as well as the power for acknowledged importance developed (Fisher & Koch, 1996).

The financial resources available usually govern the diverse offering of program components and depth of activities that activities may be undertaken. Staffing and financial resources are required to establish and maintain programs and services in higher education as well as in any business. Fisher and Koch (1996) reminded presidents that even though an alumni organization might generate revenues and or charge membership dues, the activities are an institutional investment and function. Most are dependent associations and a cooperative, collegial function with the university and the advancement operations. Some of financial standing and with some structured arrangement have become independent associations without the same oversight as dependent groups.

The alumni stakeholder relationship is parallel to the student relationship in its origin. Fisher and Koch (1996) stated "alumni are older students over whom a president (university) has no real authority but whom mobilized and committed, can be a crucial force in achieving institutional goals" (p. 211). Commonly viewed and referred to among advancement professionals as "Alumni in Residence" the current student is already becoming an alumni stakeholder. With the recent year's evolution in business and customer friendly practices, the university must reflect these same interests in the student and alumnus as a customer. A transition of focusing on the entire student experience beyond the academic has placed the student as a customer and consumer (Gross & Godwin, 2005).

The need to cultivate and maintain alumni relationships is critical for the overall success of the entire program of alumni and fund raising. Programs and services to alumni are the front lines in this process of lifelong relationships that continue after graduation. The offerings are generally crafted to stimulate interaction through communications, engagement in activities, and involvement that is satisfying and rewarding. The array would reflect social expectations and functional needs of individual alumni depending on the point of life, time since graduation, or other specific interests they may exhibit. Throughout the literature a seemingly limitless array of activities that can be performed by alumni exists. That array of elements includes, but is not limited to, career assistance, student recruitment and retention activities, guest lecturing, goodwill ambassador, legislative advocate, social organizer, workforce advisement, sports and arts patrons, and on and on. For each institution, there is a match of programs to needs or desire of alumni. This list of offerings changes resulting in stronger linkages to those graduates (DiBiaggio, 1995).

In 1989 the Handbook of Alumni Administration was edited by Webb. The grand view of the noble pursuit of alumni can be seen in the pages that many liken to the dictionary of the profession. Many will quickly measure alumni support by the amount of giving or the number of alumni givers. This book develops the modern era of variety and diversity in alumni programming to build linkages for former students in relation to the academic realm sharing knowledge and inspiring future generations, to personal engagement and explorations in travel, continuing education for lifelong learning, as well as the traditional social elements of fraternal engagement with those who shared common experiences. This book can be used to develop a list of the array of programs seen throughout the various alumni organizations. These may include, in various levels of implementation: alumni career placement; alumni clubs;

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professional organizations or affinity constituent clubs; class or affinity reunions; minority

alumni groups, alumni magazine or publication; alumni continuing education; alumni travel

programs; merchandising and member services (Webb, 1985).

As with any consumer oriented business, the alumni association must be mindful of the

prospects and whose interests may be limited or focused at a particular time period in their lives.

The following chart (Figure 1) has proven useful in expressing the changes in a human life and

the ability to spend time or share financially as the path of career growth and expected

responsibilities change over a lifetime.

Fig. 1 Donor lifetime giving cycle

Special events
Annual giving
Major gifts
Volunteer
Legacy

20   30   40   50   60   70   80+

Source: Tony Elischer

Donations
Time

Advancing Philanthropy – January February 2004
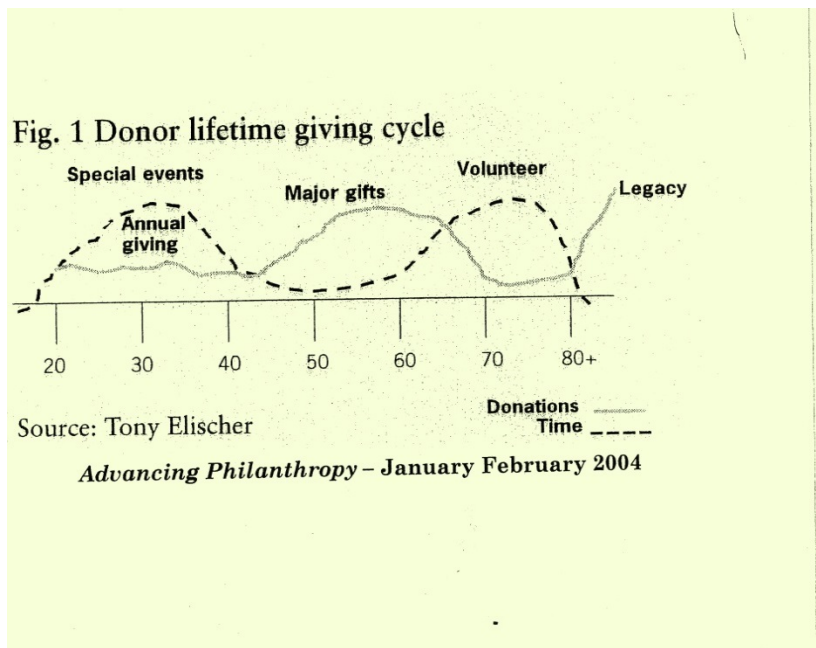
Figure 1. Elischer Donor Lifetime Giving Cycle

Note. From "Untitled Article," by T. Elischer, 2004, Advancing Philanthropy,

January-February, 2004. Copyright 2004 by T. Elischer and THINK Consulting.

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Elischer has (2013) left the timeline expression in more recent works. He has taken to refining the long-used and common held by fund raisers "Donor Pyramid" that expresses the broadest presentation of general public or prospect and progressing to the top as a legacy donor. Figure 2 defines the current work.
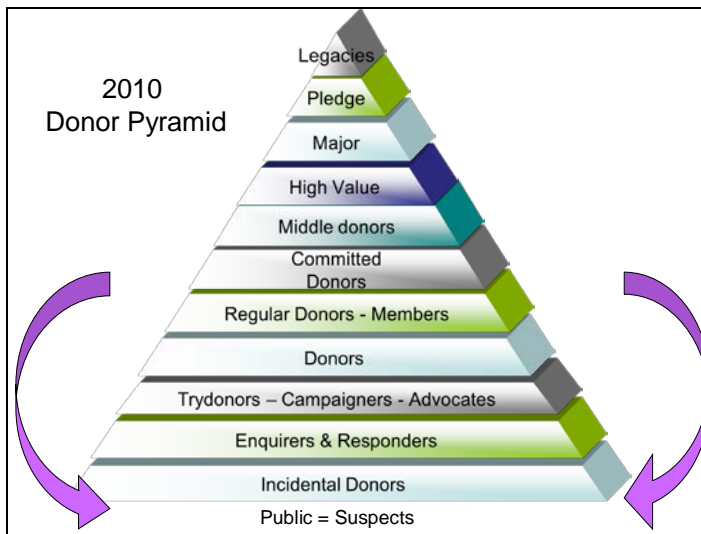
Figure 2. Elischer Revised Donor Lifetime Pyramid

> *Note*. From "Reinventing The Donor Pyramid," by T. Elischer, 2010, THINK
>
> Consulting, 2010. Copyright 2010 by T. Elischer and THINK Consulting.
>
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A vital component of engagement is alumni communications. Regardless of their management as part of the alumni operation or the public relations office, they should provide the alumni with a portrayal of the institution of today as well as other informative and inviting to engage presentations (Fisher & Koch, 1996). With the constant upgrade of electronic devices, functions via the Internet, communications and emerging technologies provide a challenge for evaluation and implementation to address active audiences in social media. Compatible to an array of common computing environments, devices, and availability of options reflects the

sophistication of the alumni audience, the resources needed by the association or from the university delivering the necessary functionality. In 1982 futurist John Naisbitt (1982) wrote of the need for a "high touch" function in our interactions through the use of emerging "high tech" revolution. From electronic devices, consumers as well as alumni expect "high touch" connectivity and function with any activity they wish to be involved, especially a university.

Summary

The current working environment for any business or organization requires the same basic elements that have always been required for ultimate success. Sound management, persistence in core business functions, quality products and services offered are pillars of achievement. Forward looking leadership to anticipate change and develop ways to adapt to the emerging environments provides potential for longevity. This statement would be relevant to any enterprise at any time.

For the alumni relations organization, relevance to stakeholders, useful to clients, and vital for the institution requires a multitude of answers for questions. These questions are usually multi-faceted and generational for the clients served. Regardless the complexity for the staff is to use efficiently limited resources providing thoroughness and care to assure the relationship advances and engagement continue.

CHAPTER 3

RESEARCH METHODOLOGY

A descriptive, correlational, quantitative methodology was used in this study. Goodwin and Goodwin (1996) stated the purpose of a descriptive method is to generate knowledge that described phenomena, while correlational methodologies strived to examine the relationship between variables. This methodological design allowed for emerging descriptions of relationships between the demographic data acquired and the current patterns of staffing, organizational structure information, and the use of resources in public universities in the southeastern United States that are doctorate-granting, masters-granting, and baccalaureate-granting colleges or universities.

A cross-sectional survey design was chosen. Creswell (2003) stated that the purpose of a survey design is to "provide a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population" (p. 153). This research design offered the best fit with the purposes of this study as outlined below.

The purposes of the study were to describe and analyze: (1) the association between the organizational structure type and staffing of the alumni association or office; (2) the association between funding resources and the organizational structure in the alumni association or office; (3) the association between the type of organizational structure and the funding resources of the alumni association or office; (4) the funding resources and their association to resource allocation for programs and services offered in the alumni association or office; and (6) the association between organizational structure and the use of technology in the alumni association or office.

Research Questions and Null Hypotheses

In order to investigate the possible associations outlined above, the following research

questions and corresponding null hypotheses were developed:

The study will answer the following research questions:

Research Question 1. Is there a significant difference between the perceived practices of

resource allocation and the perceived priority of funding resources?

Ho1.   There is no significant difference between the perceived practices of resource

allocation and the perceived priority of funding resources.

Research Question 2. Is there a significant relationship between the perceived practices

of resource allocation and the perceived priority of funding resources?

Ho2. There is no significant relationship between the perceived practices of resource

allocation and the perceived priority of funding resources.

Research Question 3.   Is there a significant relationship between resource allocations and

age of the institution?

Ho3. There is no significant relationship between resource allocations and age of the

institution.

Research Question 4. Is there a significant relationship between funding resources and

age of the institution?

Ho4. There is no significant relationship between funding resources allocation and age of

the institution.

Research Question 5. Is there a significant relationship between age of the institution and

the use of technology?

Ho5. There is no significant relationship between age of the institution and the use of technology.

Research Question 6. Is there a significant relationship between size of the institution in terms of full-time enrollment and the institution's use of technology?

Ho6. There is no significant relationship between size of the institution in terms of full-time enrollment and the institution's use of technology.

Research Question 7. Is there a significant relationship between size of the institution full-time enrollment and the size of alumni population?

Ho7. There is no significant relationship between size of the institution full-time enrollment as compared by the size of alumni population.

Research Question 8. Is there a significant relationship between funding resources and the size of alumni population?

Ho8. There is no significant relationship between funding resources and the size of alumni population.

Research Question 9. Is there a significant relationship between the institutions' practices of resource allocation and the size of alumni population?

Ho9. There is no significant relationship between the institutions' practices of resource allocation and the size of alumni population.

Research Question 10. Is there a significant relationship between the institutions' funding resource for alumni operations and the size of institutions based on enrollment?

Ho10. There is no significant relationship between funding resource for alumni operations and the size of institutions based on enrollment.

Research Question 11. Is there a significant relationship between the institutions'

practices of resource allocation and the size of institutions based on enrollment?

Ho11. There is no significant relationship between the institutions' practices of resource

allocation and the size of institutions based on enrollment.

<u>Sample</u>

The sample for this quantitative study was comprised of alumni associations and

organizations from 16 responding public colleges and universities meeting two criteria:

geographic location and degree program offering with 100 issued surveys for participation in the

study. These two sample criteria were chosen to provide the researcher with analytical data from

institutions closely matching the home institution. As a point of reference, 642 institutions

reported on characteristics of 4-year public colleges or universities (Chronicle of Higher

Education Almanac, 2008).

Institutions in this sample were selected based as those located in the southeastern United

States as designated by the Council for Advancement and Support of Education (CASE). The

district III membership listing was used which includes the states of Alabama, Florida, Georgia,

Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia (CASE, 2005).

Approximately 100 institutions were included in the potential population of this study from the

southeastern region of the United States. A second criteria limiting the population to institutions

that appeared on the current listing of the Carnegie Foundation for the Advancement for

Teaching classification for doctorate-granting universities, master's colleges and universities,

and baccalaureate colleges.

These classifications were established by the Carnegie Foundation and were

derived from empirical data on colleges and universities, the Carnegie Classification was originally published in 1973, and subsequently updated in 1976, 1987, 1994, 2000, 2005, and 2010 to reflect changes among colleges and universities. This framework has been widely used in the study of higher education, both as a way to represent and control for institutional differences, and also in the design of research studies to ensure adequate representation of sampled institutions, students, or faculty. (Carnegie, 2013, para. 1).

The objective of the Carnegie Foundation for the Advancement of Teaching Classifications was to offer researchers greater analytic capacity by providing them with a more precise view to view U.S. colleges and universities. The current classifications are derived from national data available as of 2013. The definitions of institutions falling within those classifications are the following.

Doctorate-granting Colleges and Universities include institutions that awarded at least 20 research doctoral degrees during the update year (excluding doctoral-level degrees that qualify recipients for entry into professional practice, such as the JD, MD, PharmD, DPT, etc.). It excludes Special Focus Institutions and Tribal Colleges.

- RU/VH: Research Universities (very high research activity)

- RU/H: Research Universities (high research activity)

- DRU: Doctoral/Research Universities

East Tennessee State University was among the potential respondents and is categorized as a DRU in the classification system.

Master's Colleges and Universities. Generally includes institutions that awarded at least 50 master's degrees and fewer than 20 doctoral degrees during the update year (with occasional exceptions – see Methodology). It excludes Special Focus Institutions and Tribal Colleges.

- Master's/L: Master's Colleges and Universities (larger programs)

- Master's/M: Master's Colleges and Universities (medium programs)

- Master's/S: Master's Colleges and Universities (smaller programs)

Baccalaureate Colleges and Universities. Includes institutions where baccalaureate degrees represent at least 10% of all undergraduate degrees and where fewer than 50 master's degrees or 20 doctoral degrees were awarded during the update year. (Some institutions above the master's degree threshold are also included; see Methodology.) Excludes Special Focus Institutions and Tribal Colleges.

- Bac/A&S: Baccalaureate Colleges—Arts & Sciences

- Bac/Diverse: Baccalaureate Colleges—Diverse Fields

- Bac/Assoc: Baccalaureate/Associate's Colleges

Instrumentation

A multi-part survey instrument was used for data gathering. The content of the instrument included an initial section to obtain current demographic data about the institution and to identify the appropriate title or position respondent to the survey. Along with the respondent identification, the year of founding, the current enrollment, and the addressable alumni population were collected for comparisons. Addressable alumni refer to the former students and graduates with what is considered a current United States Postal Service address for communication.

The balance of the survey was comprised of forced choice questions. There were no open-ended questions in the instrument. The survey was based on an instrument developed by Warner (1997) for a similar study of campus activities departments staffing patterns, organizational structures, and funding. The instrument was adapted by substituting questions to elicit content appropriate to the subject of alumni association operations.

The instrument was reviewed by the researcher's doctoral committee. These committee members were asked to critique the content, readability, clarity, and validity of the instrument. In the design process the initial draft of the survey was revised based on collaboration of the researcher and the committee. The instrument reviewers, a select group of administrators in related fields and some former Educational Leadership and Policy Analysis students, were asked to time themselves completing the survey and to describe any additions, deletions, or changes that were needed in the fall of 2013. From this process a final version of the survey instrument was issued for the study after receiving committee approval. See Appendix B for survey instrument.

Data Collection

The final version of the survey instrument was e-mailed to the target sample (See Appendix B). The actual presentation format of the survey as a continuous on screen document of 11 questions suggested to respondents the brief time required to respond. A cover electronic memo was included from the researcher describing the purpose of the study and encouraging their response (See Appendix A). Participating parties were allowed to request a summary of the results of the study.

The surveys were maintained in digital coded order to aid in tracking, with the responses being logged in for the record and verification by the online system. Those not responding to the survey instrument were e-mailed a follow-up notification to encourage completion of the survey and its prompt return at the 14th day from the initial mailing.

Twenty days from the initial e-mailing date the survey analysis of available responses began. The available responses were an adequate number available for this phase. Should the

number of responses be inadequate, additional follow-up was considered to issue to the parties

not responding.

All processes for conducting ethical research as established by the East Tennessee State

University Institutional Review Board (IRB) were followed. IRB approval was sought prior to

the initiation of any data collection and research. Institutional Review Board reviewed form 129

and determined the research met neither FDA nor DHHS standards as it did not involve human

subjects. IRB review and approval by East Tennessee State University was not required. A copy

of this letter is located in Appendix A of this report. In keeping with the requirements of the

Institutional Review Board, respondents were aware that their participation in this study was

voluntary and the failure to respond would serve as declining to participate. It was assured by

the researcher that the information in the research records would be anonymous. It was explained

that data would be stored securely and made available only to persons conducting the study

unless participants specifically gave permission in writing to do otherwise. No reference would

be made in oral or written reports that could link participants to the study.

All research data were stored on password protected servers and data storage or physical

documents locked secure environments. To protect the identity of the participants, each survey

instrument was assigned a number. The computers used for electronic submissions both sent to

and from the participants were password protected with the primary investigator having sole

access.

Data Analysis

The current version of IBM SPSS was used for the analysis of collected data. Responses

of the completed surveys were analyzed through a series of descriptive analysis (e.g. t test and

Pearson correlation coefficient). Research questions engaging these variables tested the priority

of funding allocation, practice of resource allocation, technology use, size of alumni population,

size of institution enrollment, age of the institutions, and priority of the officer as reflected in the

title and reporting line of the chief alumni officer. The dependent variables were alumni

population and enrollment whose relationships with independent variables were funding

resources, staffing patterns, organizational structure, allocations and expenses of funding

resources. Some variables had the same dependent variable tested against the following

independent variables: age of institution, enrollment of college or university, and the alumni

population of the institutions.

Research Questions 1 was analyzed by a paired samples t tests. Specifically, Research

Question 1 examines the difference between resource allocations and funding resources.

Research Questions 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11 were analyzed by a series of Pearson

correlations. Specifically Research Question 2 examined for all the relationship between resource

allocation and funding resources. Research Question 3 examined for all the relationship between

resource allocations and the age of the institution. Research Question 4 examined for all the

relationship between resource allocations and the age of the institution. Research Question 5

examined for all the relationship between age of the institution and the use of technology.

Research Questions 6 examined for all the relationship between size of the institution in terms of

full-time enrollment and the use of technology.   Research Question 7 examined for all the

relationship between the size of the institution and the age of the institution. Research Question

8 examined for all the relationship between the funding resources of the institution and the size

of alumni population. Research Question 9 examined for all the relationship between resource

allocation and the size of alumni population. Research Question 10 examined for all the

relationship between funding resources and the size of enrollments for the institutions. Research

Question 11 examined for all the relationship between resources allocation and the size of

enrollments for the institutions. All data were analyzed at the .05 level of significance.

Summary

In this chapter, the study's methods and procedures were presented, including the

research design, survey instrument, research questions and null hypotheses, population,

collection of data, and the types of tests performed for the analysis of research questions. The

study included approximately 16 public colleges and universities meeting two criteria:

geographic location and degree program offering. Data collected from the study are analyzed in

Chapter 4.

CHAPTER 4

ANALYSIS OF DATA

This study was used to describe and analyze: (1) the association between the organizational structure type and staffing of the alumni association or office; (2) the association between funding resources and the staffing of personnel in the alumni association or office; (3) the association between the type of organizational structure and the funding resources of the alumni association or office; (4) the funding resources and their association to programs and services offered in the alumni association or office; (5) the measure of organization structure and personnel assigned in the alumni association or office; and (6) the association between personnel assigned and the use of technology in the alumni association or office (see Appendix B).

The target population was public universities and colleges in the Southeast United States which consisted of 100 institutions whose chief alumni officer was asked to respond. When a specific individual was unable to be identified, the survey was directed to the alumni association general e-mail address for routing as deemed appropriate. The result was 16 voluntary completing the survey creating a response rate of 16%. Given the nature of the education community and other extraneous factors, this rate was below the anticipated or adequate level for generalization.

In the process of data review some general demographic information was derived from the sample. The data are reported in Appendix D.

Research Question 1

RQ1. Is there a significant difference between the perceived practices of resource allocations and the perceived priority of funding resources?

Ho1.   There is no significant difference between the perceived practices of resource

allocations and the perceived priority of funding resources.

A paired samples *t* test was conducted to compare the difference between how

participants ranked resource allocations in relation to funding resources. Participants were asked

to indicate the percentage of resources allocated in general categories of expenditures for

operational functions ranging from major campus events; outreach events; publications;

membership service; travel; merchandise; student marketing and engagement; online internet

sites and services; and alumni house or center operations. In the funding resources category, the

participants used the same scale and points for percentile in expressing funding resources from

the prevalent sources including direct institutional support, membership fees or user fees, a

related foundation allocation, or grants and revenues through royalties or auxiliary enterprises.

To quantify the responses for each institution, the respondents were asked to use a

percentage of the value sought based on quarter percentiles for each variable. Points were then

assigned to each percentage range with 1 point for 0%-25%, 2 points for 26%-50%, 3 points for

51%-75% and 4 points for answers of 76%-100%.   Based on these responses the points assigned

were used to represent the value.

The paired samples *t* test was significant, *t* (15) = 2.43, p=.028. Therefore the null

hypothesis was rejected. The respondents indicated that resource allocation scores (*M* = 8.69,

SD = 3.18) were significantly greater than funding resource scores (*M* = 6.75, *SD* = 1.34). The

95% confidence interval for the difference in means was 0.24 to 3.63 in means. The

η^2 index was .28 which indicated a large effect size. Resource allocation scores were

significantly larger than funding resource scores. Figure 3 shows the distributions for the two
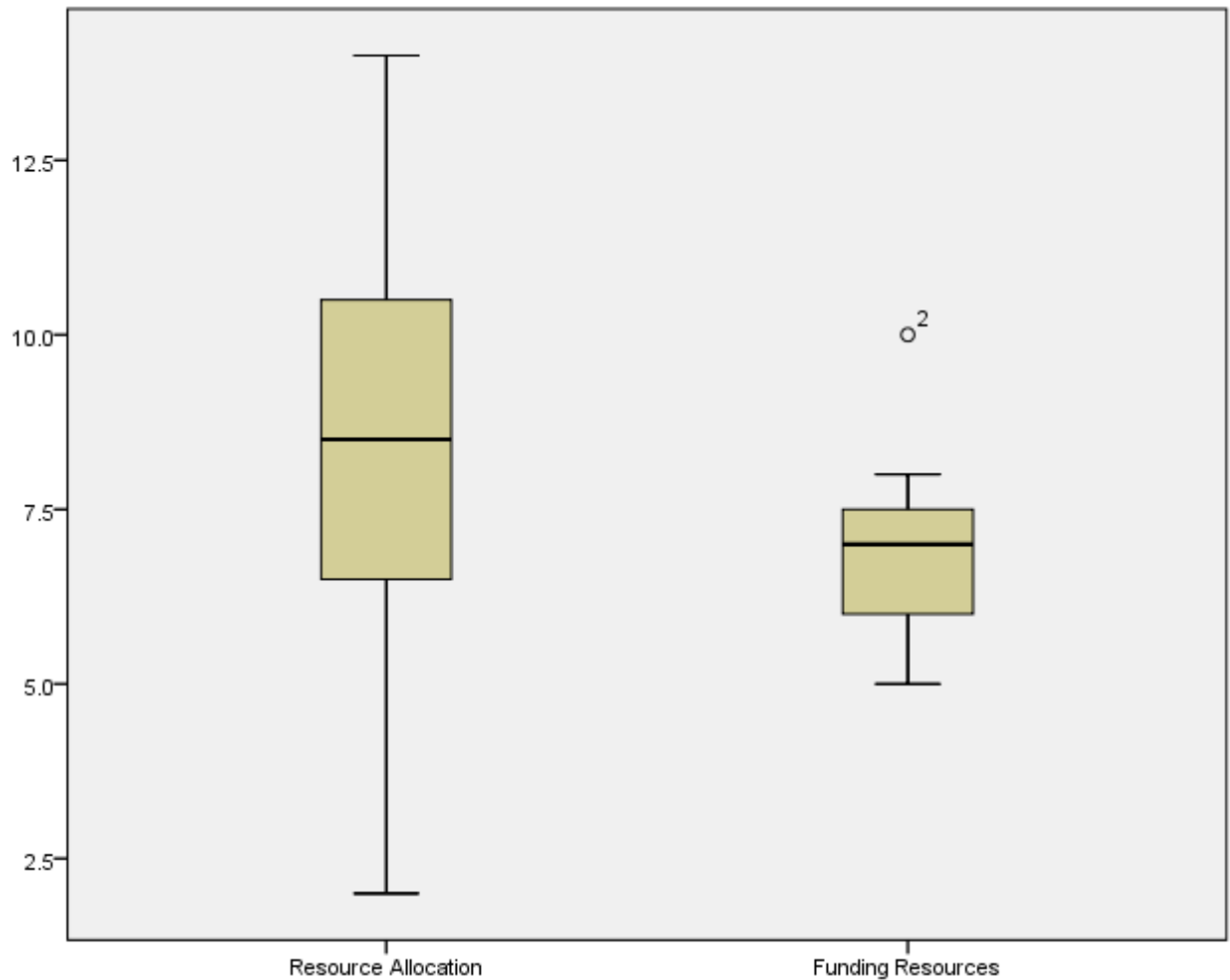
factors.

Figure 3. Distribution of Scores for Resource Allocation and Funding Resources

(Outliers are noted by "o" with case as indicated by superscript.).

Research Question 2

RQ2. Is there a significant relationship between the perceived practices of resource

allocation and the perceived practices of funding resources?

Ho2. There is no significant relationship between the perceived practices of resource

allocation and the perceived practices of funding resources.

For the second research question, the researcher sought to determine if a significant

relationship existed between resource allocation scores and funding resource scores. To quantify

the responses for each institution, the respondents were asked to use a percentage of the value

sought based on quarter percentiles for each variable. Points were then assigned to each

percentage range with 1 point for 0%-25%, 2 points for 26%-50%, 3 points for 51%-75% and 4

points for answers of 76%-100%.   Based on these responses the points assigned were used to

represent the value.

A Pearson correlation coefficient was used to test the hypothesis. The results of the

analysis revealed a positive relationship between resource allocation scores ($M = 8.69$, $SD = $

3.18) and funding resources scores ($M = 6.75$, $SD = 1.34$) scores, but the correlation was not

statistically significant [r (15) = .20, $p = .46$]. Therefore, the null hypothesis was not rejected. In

general the results suggest that institutions with high resource allocation scores do not

necessarily tend to have high funding resource scores.   Figure 4 shows the data for the two

factors.
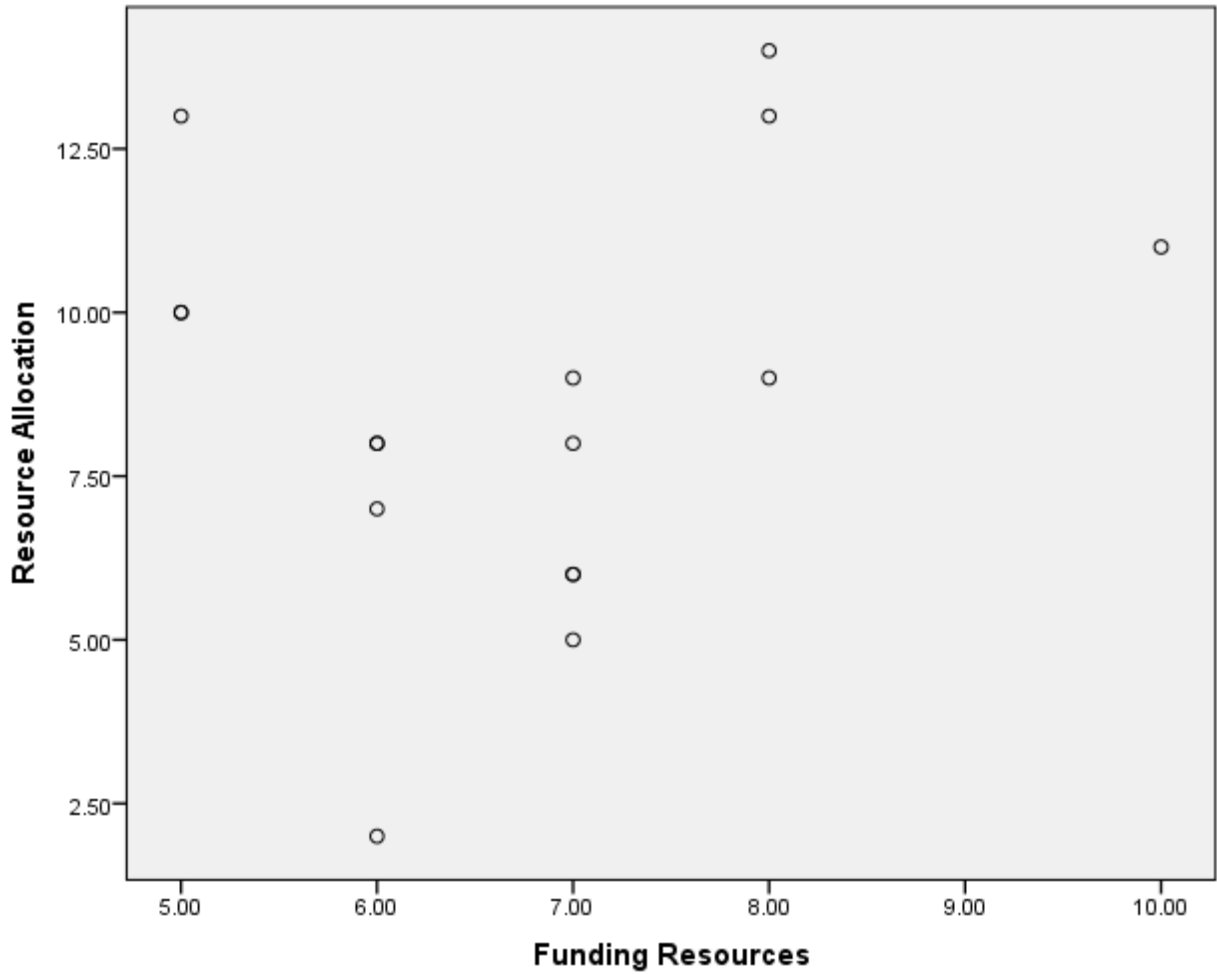
Figure 4. Resource Allocation and Funding Resources

<u>Research Question 3</u>

RQ3.   Is there a significant relationship between resource allocations and age of the

institution?

Ho3.   There will be no significant relationship between resource allocations and age of

the institution.

For the third research question, the researcher sought to determine if a significant correlation existed between resource allocation scores and age of institutions. To quantify the resource allocation for each institution, the respondents were asked to use a percentage of the value sought based on quarter percentiles for each variable. Points were then assigned to each percentage range with 1 point for 0%-25%, 2 points for 26%-50%, 3 points for 51%-75% and 4 points for answers of 76%-100%. Based on these responses the points assigned were used to represent the value.

A Pearson correlation coefficient was used to test the hypothesis. The results of the analysis revealed a positive relationship between resource allocation scores ($M = 8.69$, $SD = 3.18$) and age of institutions ($M = 83.44$, $SD = 26.70$) scores but not a statistically significant correlation [r (15) = .04, $p = .871$]. Therefore, the null hypothesis was not rejected. In general the results suggest that institutions with high resource allocation scores do not tend to be older. Figure 5 shows the data for the two factors.

Figure 5. Resource Allocation and Age of Institution

<div align="center">Research Question 4</div>

RQ4. Is there a significant relationship between funding resources and age of the

institution?

Ho4. There will be no significant relationship between funding resources allocation and

age of the institution.

For the fourth research question, the researcher sought to determine if a significant

correlation existed between funding resources scores and age of institutions. To quantify the

funding resource for each institution, the respondent was asked to use a percentage of the value

sought based on quarter percentiles for each variable. Points were then assigned to each

percentage range with 1 point for 0%-25%, 2 points for 26%-50%, 3 points for 51%-75% and 4

points for answers of 76%-100%.   Based on these responses the points assigned were used to

represent the value.

A Pearson correlation coefficient was used to test the hypothesis. The results of the

analysis revealed a negative relationship between funding resources scores ($M = 6.75$, $SD = 1.34$)

scores and age of institution ($M = 83.44$, $SD = 26.70$) but not a statistically significant correlation

[$r(15) = -.29$, $p = .281$]. Therefore, the null hypothesis was not rejected. In general the results

suggest that institutions with funding resource scores do not tend to be older or younger.   Figure

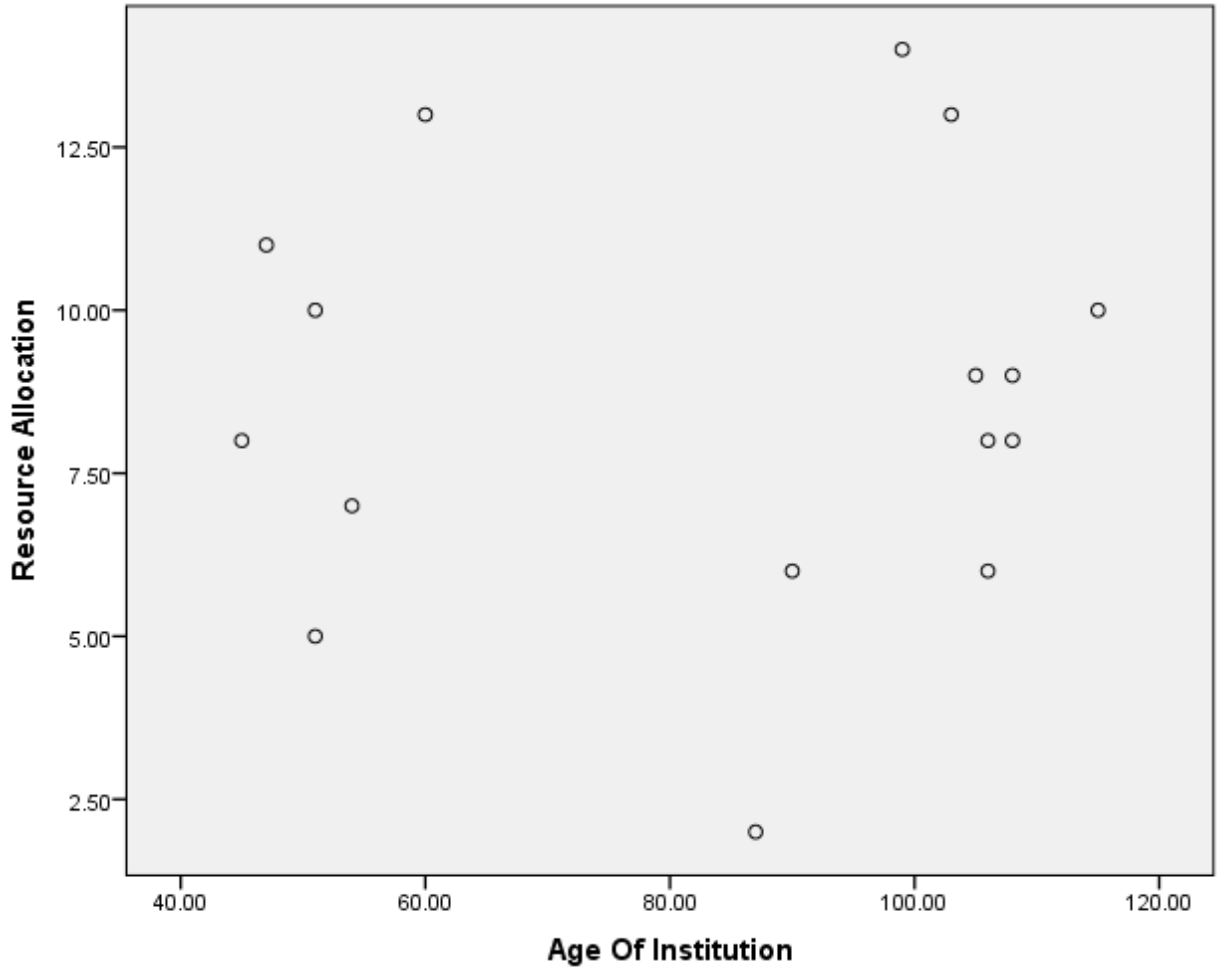6 shows the data for the two factors.

Figure 6. Funding Resources and Age of Institution

Research Question 5

RQ5. Is there a significant relationship between age of the institution and the use of technology?

Ho5. There will be no significant relationship between age of the institution and the use of technology.

For the fifth research question, the researcher sought to determine if a significant correlation existed between age of the institution and technology use. The types of technology

that were available in the modern workplace, as well as those specific to higher education use were listed. Those choices included: campus information system or enterprise system; independent alumni data system; teleconferencing/web cameras for communications; online registration and ticketing; videoconferencing for broadcast events/training; vendor hosted website, association site or online directory; association/office managed website; and an opportunity to add any other technology that might be relevant but not listed. To quantify the responses for each institution's use of technology, the respondents were asked to use a 5-point scale that reflected their institutional use as an indication of frequency. The scale was quantified as follows: 1 point for almost never, 2 points for once in a while, 3 points for occasionally, 4 points for fairly often, and 5 points for almost always. Based on these responses the points assigned were used to represent the value for testing.

A Pearson correlation coefficient was used to test the hypothesis. The results of the analysis revealed a significant positive relationship between technology use scores ($M = 20.37$, $SD = 4.19$) and age of institution ($M = 83.44$, $SD = 26.70$) [$r (15) = .51$, $p = .04$]. Therefore, the null hypothesis was rejected. In general the results suggest that institutions with high technology use scores tend to be older. Figure 7 shows the data for the two factors.
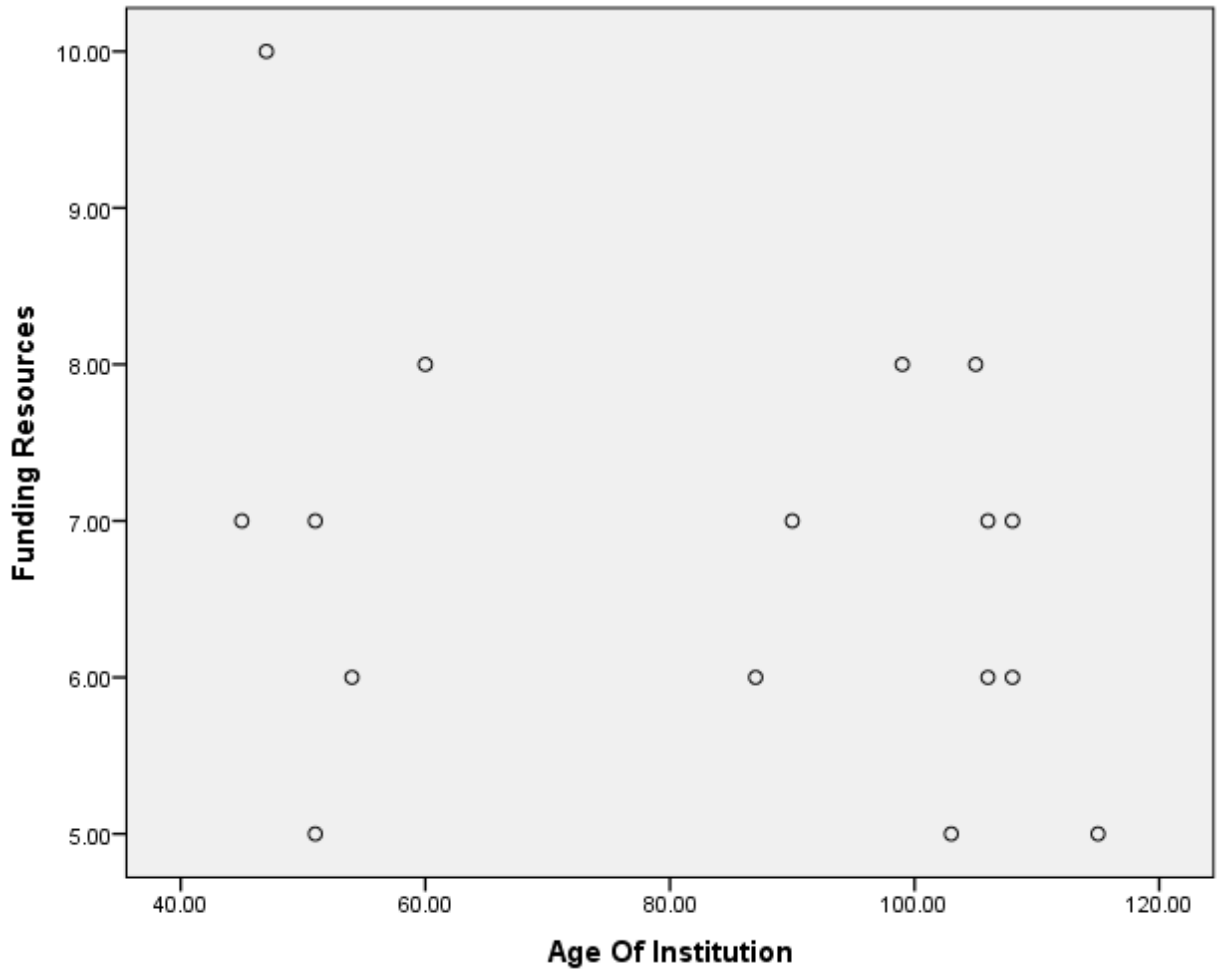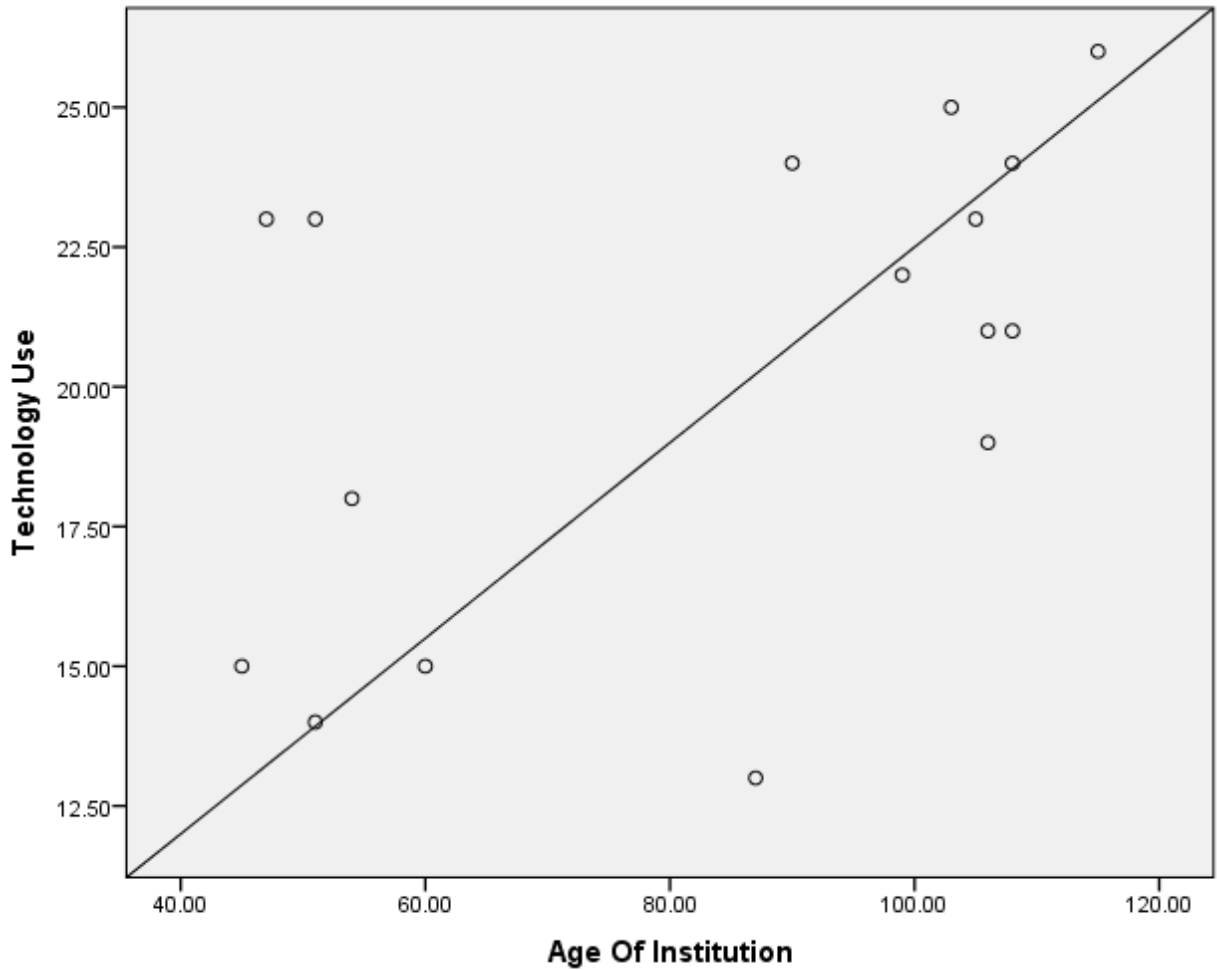
Figure 7. Technology Use and Age of Institution

RQ6. Is there a significant relationship between the institution's use of technology and the size of the institution in full-time enrollment?

Ho6. There is no significant relationship between the institution's use of technology and the size of the institution in full-time enrollment?

The sixth research question sought to determine if a correlation existed between the institution's use of technology and the institution's size in terms of full-time enrollment. The

types of technology that were available in the modern workplace, as well as those specific to

higher education use, were listed. Those choices included: campus information system or

enterprise system; independent alumni data system; teleconferencing/web cameras for

communications; online registration and ticketing; videoconferencing for broadcast

events/training; vendor hosted website, association site or online directory; association/office

managed website; and an opportunity to add any other technology that might be relevant but not

listed. To quantify the responses for each institutions' use of technology, the respondents were

asked to use five point scale that reflected their institutional use as an indication of frequency: 1

point for almost never, 2 points for once in a while, 3 points for occasionally, 4 points for fairly

often, and 5 points for almost always.   Based on these responses the points assigned were used

to represent the value for testing. The size of the institution in full-time enrollment based on full-

time equivalent students, which is the common reporting figure for governing agencies, was used

for each respondent institution to serve as the value for testing.

A Pearson correlation coefficient was used to test the hypothesis. The results of the

analysis revealed a weak negative relationship between the technology use scores ($M = 20.37$,

$SD = 4.19$) and size of the institution in full-time enrollment scores ($M = 17985.25$, $SD =$

16714.95) scores but not a statistically significant correlation [$r(15) = - 0.04$, $p = 0.88$].

Therefore, the null hypothesis was not rejected. In general the results suggest that institutions

with high full-time enrollment do not necessarily tend to have higher or lower technology use

scores.   Figure 8 shows the data for the two factors.

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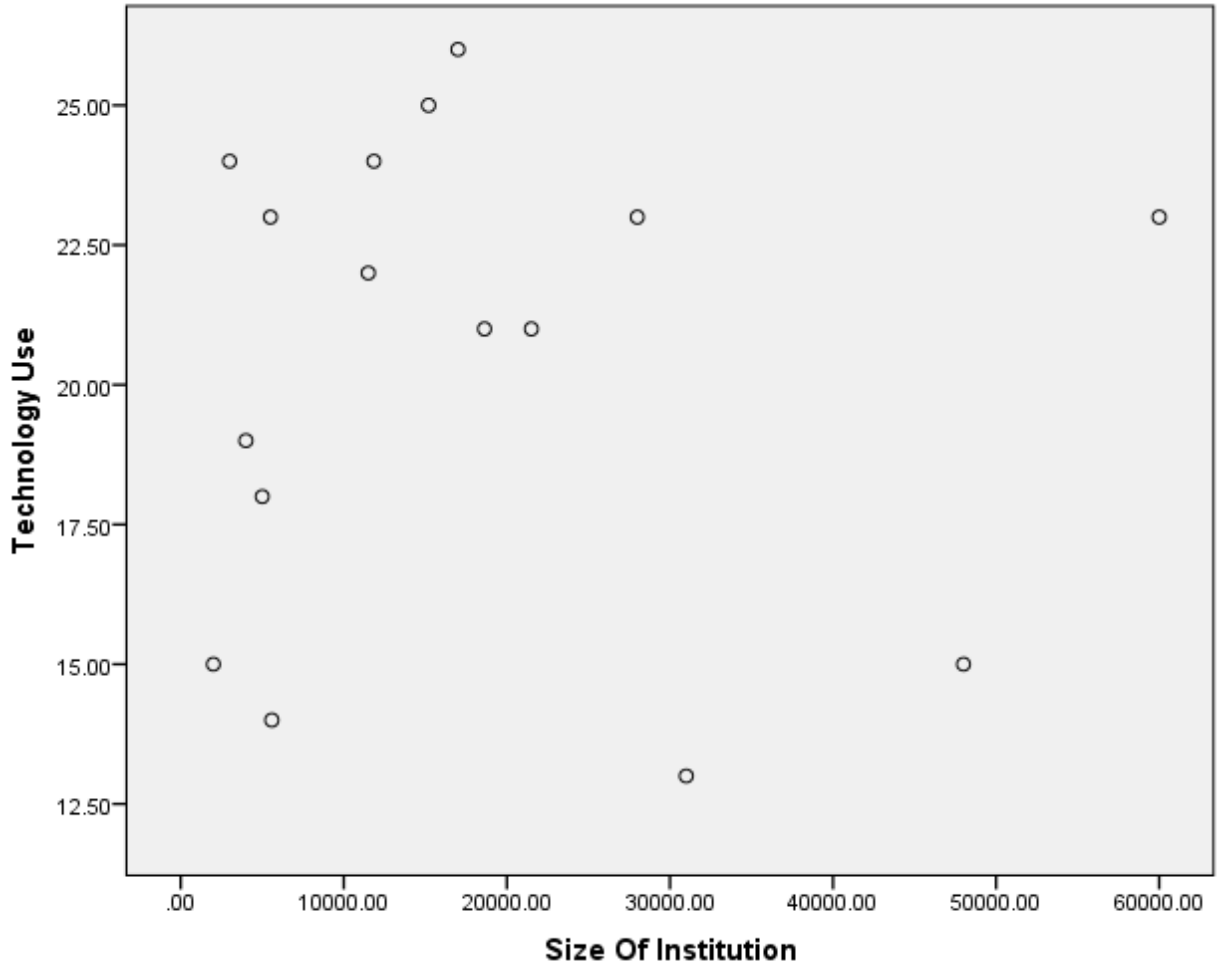
Figure 8. Technology Use and Size of Institution Enrollment

Research Question 7

RQ7. Is there a significant relationship between size of the institution full-time

enrollment and the size of alumni population?

Ho7. There is no significant relationship between size of the institution full-time

enrollment as compared by the size of alumni population.

For the seventh research question, the researcher sought to determine if a significant correlation existed between size of the institution full-time enrollment and the size of alumni population. To quantify the responses for each institution, the respondents were asked the size of the institution in full-time enrollment based on full-time equivalent students, which is the common reporting figure for governing agencies. The respondents were asked for the number of addressable alumni and those living but without a United States Postal Service address.

A Pearson correlation coefficient was used to test the hypothesis. The results of the analysis revealed a strong positive relationship between enrollment of the institution (M =17,985.25, SD = 16,714.95) and alumni population (M = 92,142.19, SD = 72,919.70) [r (15) = - 0.961, p = 0.001]. Therefore, the null hypothesis was rejected. In general the results suggest that institutions with high alumni populations tend to have full-time student enrollments. Figure 9 shows the data for the two factors.
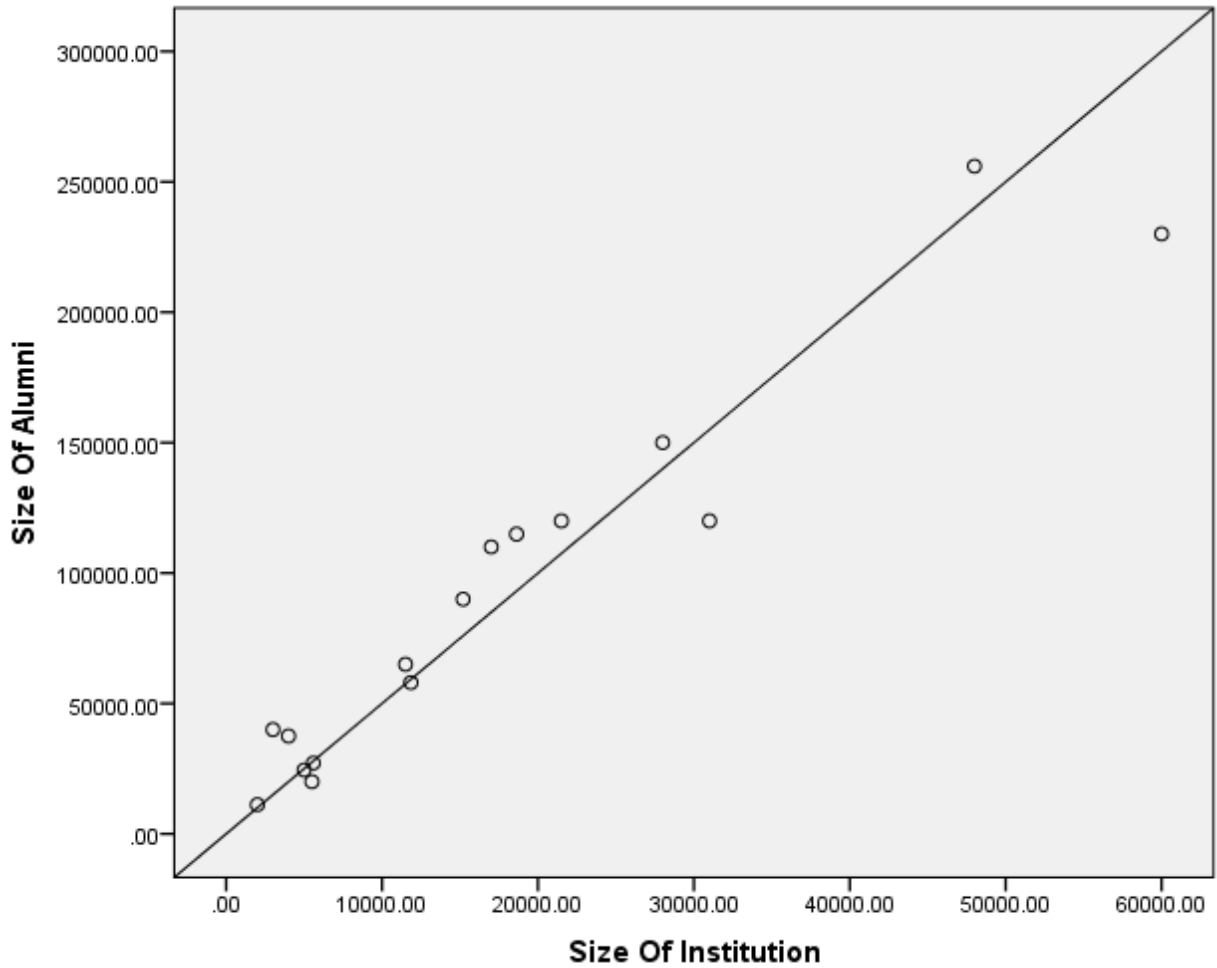
Figure 9. Size of the Alumni Population and Size of Institution Enrollment

<u>Research Question 8</u>

RQ8. Is there a significant relationship between funding resources and the size of alumni

population?

Ho8. There is no significant relationship between funding resources and the size of

alumni population.

For the eighth research question, the researcher sought to determine if a significant

correlation existed between funding resources and the size of alumni population. A Pearson

correlation coefficient was used to test the hypothesis. The results of the analysis revealed a

negative relationship between funding resources scores ($M = 6.75$, $SD = 1.34$) and size of the

alumni population ($M = 92,142.19$, $SD = 72,919.70$) but not a statistically significant correlation

[r (15) = -0.30, $p = 0.253$]. Therefore, the null hypothesis was not rejected. In general the

results suggest that institutions with high funding resource scores do not necessarily tend to have

high or low alumni populations. Figure 10 shows the data for the two factors.

Figure 10. Funding Resources and the Size of the Alumni Population

RQ9. Is there a significant relationship between institutions resource allocation and the

size of alumni population?

Ho9. There is no significant relationship between institutions resource allocation and the

size of alumni population.

For the ninth research question, the researcher sought to determine if a significant

correlation existed between resource allocation and the size of the alumni population. A Pearson

correlation coefficient was used to test the hypothesis. The results of the analysis revealed a

negative relationship between resource allocation scores (M = 8.69, SD = 3.18) and size of the

alumni population (M = 92,142.19, SD = 72,919.70) but not a statistically significant correlation

[r (15) = -0.07, p = .797]. Therefore, the null hypothesis was not rejected. In general the results

suggest that institutions with high resource allocation scores do not necessarily tend to have high

or low alumni populations. Figure 11 shows the data for the two factors.
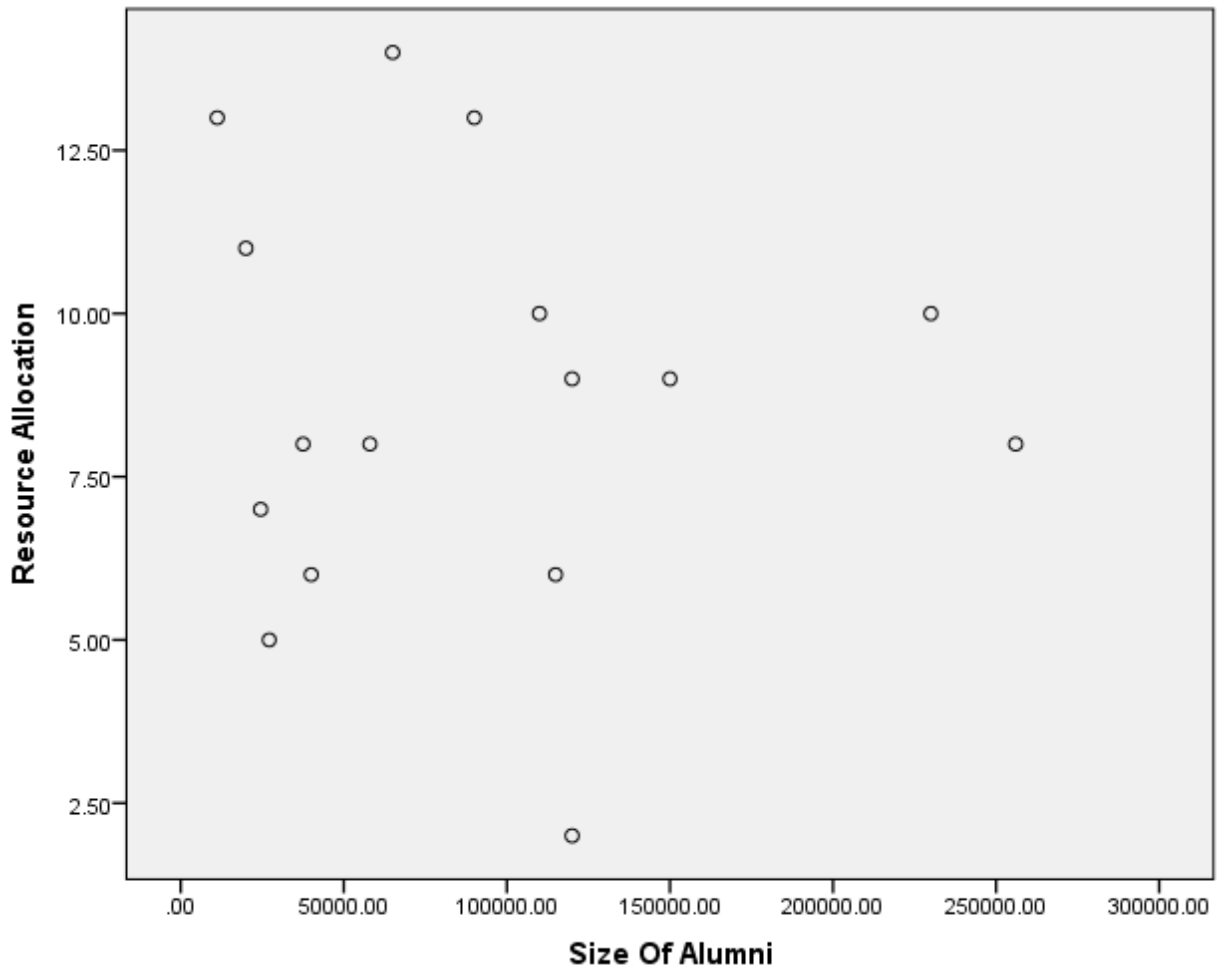
Figure 11. Allocation of Resources and the Size of the Alumni Population

RQ10. Is there a significant relationship between funding resources and the size of institutions full-time enrollment?

Ho10. There is no significant relationship between funding resources and the size of institutions full-time enrollment.

For the 10th research question, the researcher sought to determine if a significant correlation existed between funding resource and institutions full-time enrollment. A Pearson

correlation coefficient was used to test the hypothesis. The results of the analysis revealed a negative relationship between funding resource scores ($M = 6.7500$, $SD = 1.34164$) and size of the institution full-time enrollment ($M = 17,985.25$, $SD = 16,714.96$) but not a statistically significant correlation [$r(15) = -0.32$, $p = 0.233$]. Therefore, the null hypothesis was not rejected. In general the results suggest that institutions with high funding resource scores do not necessarily tend to have high or low enrollments. Figure 12 shows the data for the two factors.
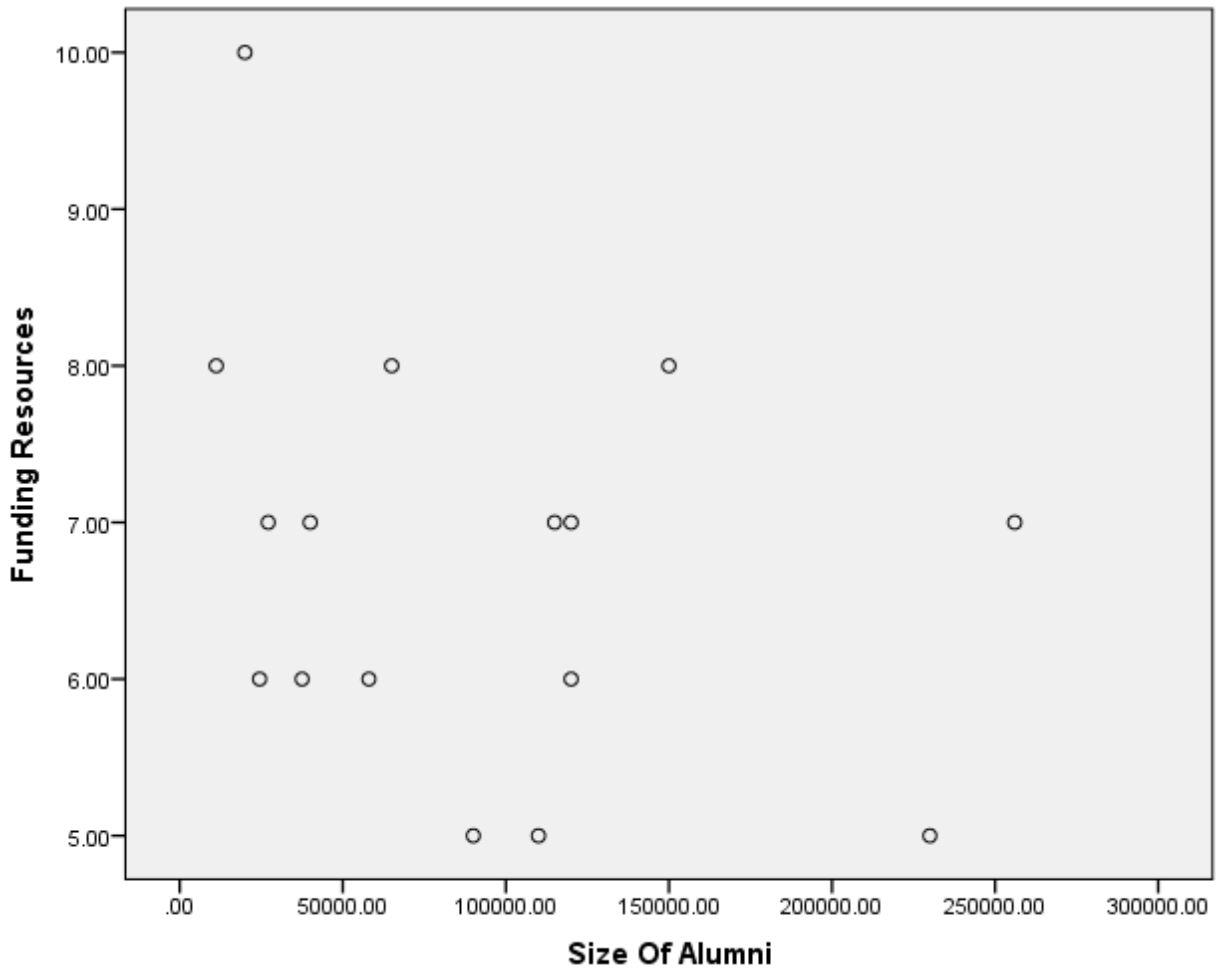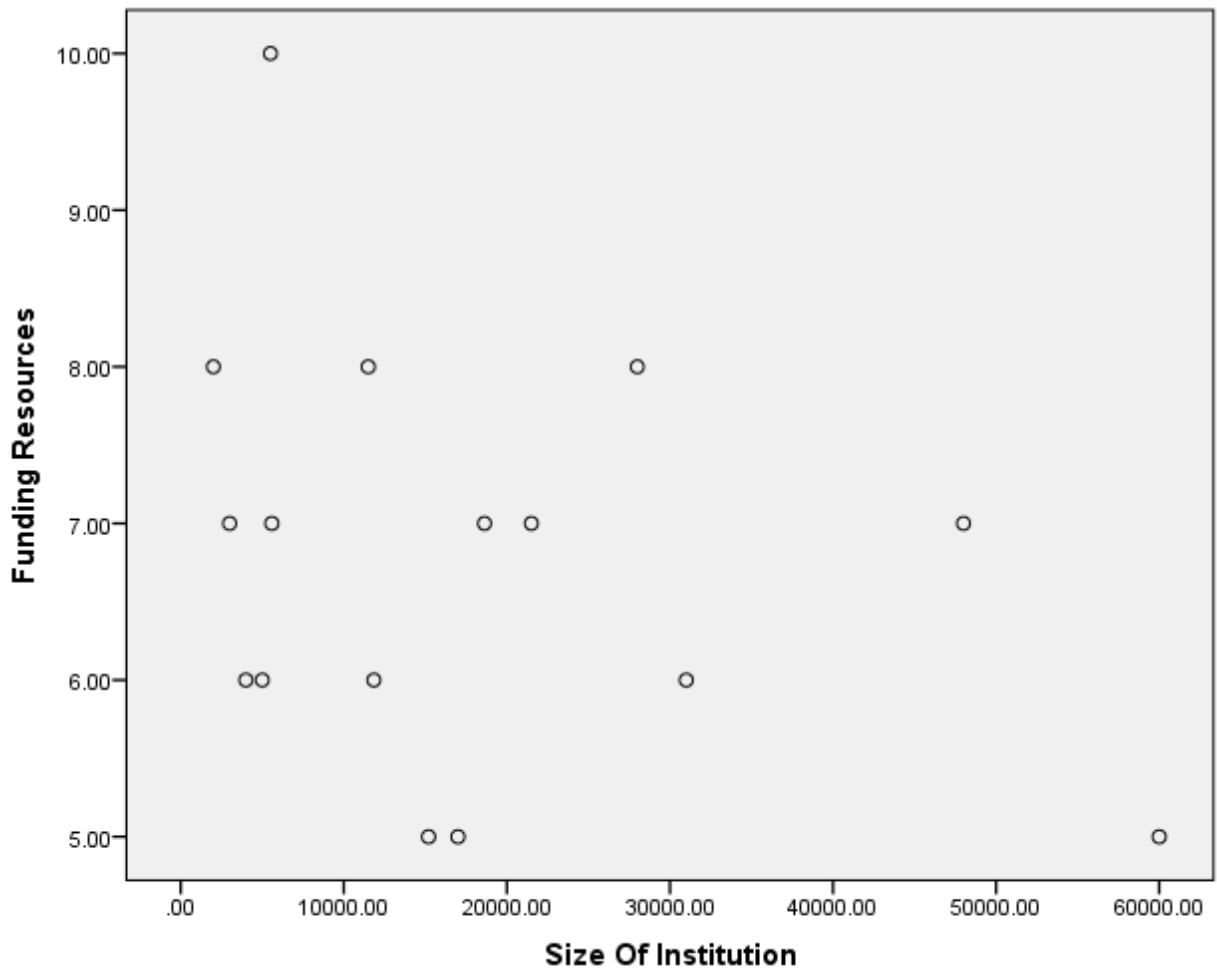

Figure 12. Funding Resources and Institutions Full-time Enrollment

RQ11. Is there a significant relationship between resource allocation and the size of

institutions full-time enrollment?

Ho11. There is no significant relationship between resource allocation and the size of

institutions full-time enrollment.

The 11th research question, the researcher sought to determine if a significant correlation

existed between resource allocation and institutions full-time enrollment. A Pearson correlation

coefficient was used to test the hypothesis. The results of the analysis revealed a weak negative

relationship between resource allocation scores (M = 8.69, SD = 3.18) and size of the

institution's full-time enrollment (M =17,985.25, SD = 16,714.95) but not a statistically

significant correlation [r (15) = -.09, p = 0.733]. Therefore, the null hypothesis was not rejected.

In general the results suggest that institutions with high resource allocation scores do not

necessarily tend to have high or low enrollments. Figure 13 shows the data for the two factors.
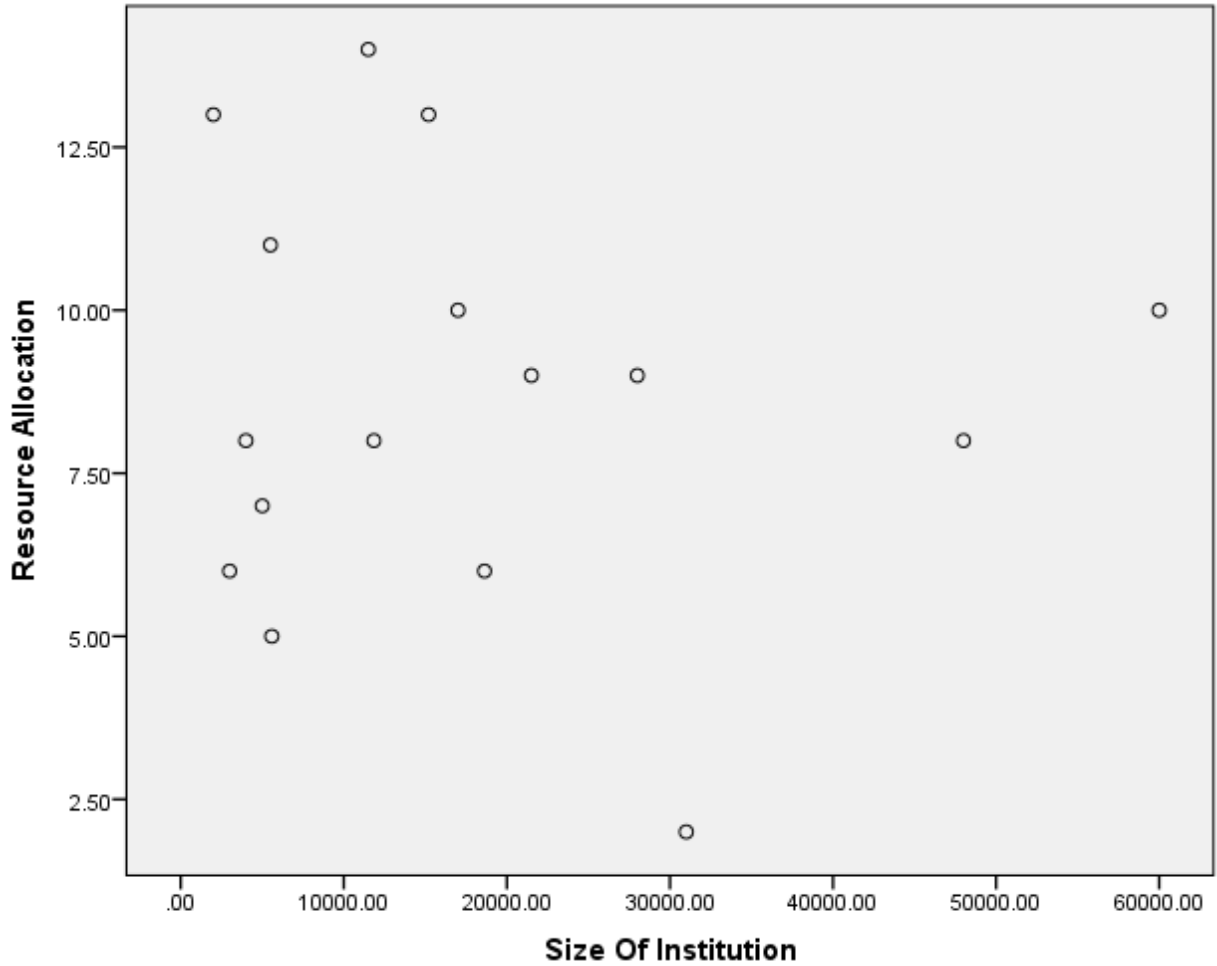
Figure 13. Resource Allocation and Institutions Full-time Enrollment

Summary

    This chapter presents the analysis of data collected in the process of this study. The information includes all the research question, hypothesis, resulting information from appropriate testing and analysis, and a figure to illustrate the result for each question. The testing and analysis were achieved through application of a paired samples *t* test for Research Question 1. The remaining questions, Research Question 2 through 11, were analyzed using Pearson correlation coefficients. The overall results of the tests reflect that 3 of the 11 results were statistically significant findings.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of the study of alumni associations or alumni offices was to analyze selected factors including the staffing patterns, organizational structures, the priority of funding resources, practice of resource allocation, technology use, size of alumni population, size of institution enrollment, and age of the institutions at public colleges and universities in the southeastern United States. The focus of the study was to develop a base of information about public institutions that rely on governmental relationships regarding their governance and function in the public domain. Those colleges and universities rely on the people who have attended other institutions in the founding era or graduated from their institution as stakeholders in the proceeding year's existence for ongoing support and funding.

The results may not be generalized due to the limited sample size. The study considered general assumptions that are relevant to this geographic region. The relationships are of a broad nature and any further comparison in greater detail would require additional study. The results suggest other elements for future more intricate study.

Summary of Findings

The population in the study represented institutions derived from membership in the Council for Advancement and Support of Education [CASE] during the academic years 2010-2012 in the United States District III region, generally the Southeast to lower Mid-Atlantic states, which are public, comprehensive institutions as determined by the Carnegie Classification system. Data were collected through an online internet survey to test 11 research questions and

demographic information relevant to the study. Of the 100 potential institutions for response, a limited number of 16 completed surveys were received. This chapter presents the summary of findings, recommendations, and conclusions.

The final version of the survey instrument was e-mailed to the target sample (See Appendix B). The actual presentation format of the survey as a continuous on screen document of 11 questions suggested to respondents the brief time required to respond. A cover electronic memo was included from the researcher describing the purpose of the study and encouraging their response (See Appendix A). Participating parties were allowed to request a summary of the results of the study.

The survey response summary (See Appendix E) provided by analysis of demographic data collected in the delivery of the instrument via Survey Monkey provided additional data. A review of the responses provides some insight into the institution beyond the research questions.

Conclusions

Research Question 1 was analyzed using a paired samples *t* test. Research Questions 2 through 11 were analyzed using a Pearson Correlation Coefficient. Specifically Research Question 1 examines the difference between the perceived practices of resource allocations and the perceived priority of funding resources. The significant difference in the finding suggested that the respondents indicating resource allocations tending to have greater than funding resources. Responses represented in Figure 3 indicate the higher numbers for resource allocations than the funding resources.

Research Question 2 examines the relationship between the perceived practices of resource allocation and the perceived priority of funding resources. For the second research

question, the researcher sought to determine if a correlation existed between participants'

responses for their institutions practices of resource allocation and the priority of funding

resources available. To quantify the responses for each institution, the respondent was asked to

use a percentage of the value sought based on quarter percentiles. A Pearson Correlation

Coefficient test was conducted to compare the difference between how participants ranked the

allocation of resources in relation to funding resources. Results indicate a higher level of

allocated resources than funding resources. This might suggest a high level of demand or

delivery for services and programs in relationship to available funding resources.

Research Question 3 examines the relationship between resource allocation and the age

of the institution. For the third research question, the researcher sought to determine if a

correlation existed between responses for institutions practices of resource allocation and the age

of the institution with the year of its founding indicated. Resource allocation scores were

presented as in the previous question with the data using quarter percentile values. For the age of

the institution, the actual age is used as the value. A Pearson Correlation Coefficient was used to

test the hypothesis. The results of the analysis suggest that institutions with high resource

allocation scores do not necessarily tend to be older.

Research Question 4 examines the relationship between resource allocations and the age

of the institution. The researcher sought to determine with the fourth question, if a correlation

existed between participants' responses for their institutions practices of resource allocation and

the funding resources.   A Pearson Correlation Coefficient test was used to test the hypothesis.

The results of the analysis revealed that institutions with funding resource scores do not necessarily

tend to be older or younger. It suggests each institution provides resources as available and age

does not serve as an advantage in higher resource availability.

Research Question 5 examines the relationship between age of the institution and the use of technology. For the fifth research question, the researcher sought to determine if a correlation existed between participants' responses for their institutions practices with technology resources and the age of the institution. The types of technology that were available in the modern workplace, as well as those specific to higher education use, were listed as choices including: campus information system or enterprise system; independent alumni data system; teleconferencing/web cameras for communications; online registration and ticketing; videoconferencing for broadcast events/training; vendor hosted website, association site or online directory; association/office managed website; and an opportunity to add any other technology that might be relevant but not listed. Based on these responses there appears to be a significant positive relationship. The results of the analysis suggest that institutions with high technology use scores tend to be older. The expansion of technology into all parts of society and emerging technologies seizing the attention of generations points to the need to be engaged and constantly embracing the movement of technology.

Research Questions 6 examines the relationship between size of the institution in terms of full-time enrollment and the use of technology. The sixth research question the researcher sought to determine if a correlation existed between institutions size in terms of full-time enrollment when compared to the practices with technology resources. The types of technology that were available in the modern workplace are numerous and those specific to higher education use are growing. Based on these responses the enrollment based on full-time equivalent students was found to have a weak negative relationship to the enrollment of the institutions. The results suggest that institutions with high enrollment of the institution do not necessarily tend to have higher or lower technology use scores.

Research Question 7 examines the relationship between the size of the institution and the age of the institution. The seventh research question was to determine if a correlation existed between participants' responses for their institutions size in terms of full-time enrollment and the size of the alumni population. In general the results suggest that institutions with high alumni populations tend to have full-time student enrollments. There may be an influence in the category from newer institutions that have emerged in and near urban growth centers and that are capturing some enrollment from broader state level markets that may have previously been served by other institutions. Through time the alumni populations will reflect the graduation rate from large enrollments.

Research Question 8 examines the relationship between the funding resources of the institution and the size of alumni population. In the eighth research question the researcher sought to determine if a correlation existed between participants' responses for their institutions funding resources and the size of the alumni population. The larger alumni populations would likely mean greater resources. However, the alumni population as a resource is a product of many factors that have positive and negative impacts. The negative statistical analysis indicated this reality to be in contrast of that expectation. The results suggest that institutions with high funding resource scores do not necessarily tend to have high or low alumni populations. Graduate age, earning power, and participation influence one primary stream of private support or cause the impact of marketing contracts for access to generate financial resources from another source. All are important factors to resources driven by population size and market value.

Research Question 9 examines the relationship between resource allocation and the size of alumni population. The ninth research question sought to determine, if a correlation existed

between participants' responses for their institutions practices of resource allocation and if a relationship existed when compared to the size of the alumni population. A negative relationship was found. The results suggest that institutions with high resource allocation scores do not necessarily tend to have high or low alumni populations. The same dynamics occurs with a number of larger population institutions with less affluent constituencies. The push for spending and the ability to raise private support are challenging. Less potential creates less resources to share.

Research Question 10 examines the difference between funding resources and the size of enrollments for the institutions. The 10th research question sought to determine if a correlation existed between institutions practices of resource allocation and the size of institutions based on enrollment. A Pearson correlation coefficient revealed a negative relationship between the funding resources and size of the institution full-time enrollment. The results suggest that institutions with high funding resource scores do not necessarily tend to have high or low enrollments. Institutions with lower enrollments generate less revenue for resources in general terms. The smaller populations drive less resource needs and funding availability. A better response by the survey population and better defined survey may result in more detail data.

Research Question 11 examines the difference between resources allocation and the size of enrollments for the institutions. The 11th research question was to determine if a correlation existed between institutions practices of resource allocation and the size of the alumni population. The results of the analysis revealed a negative relationship between the resource allocation and size of the institution full-time enrollment. The results suggest that institutions with higher resource allocation scores do not necessarily tend to have higher or lower enrollments. Important factors regarding resource allocations are driven by alumni population

size and market value. The tendency that follows this as in any business is the investment or expenditure of resources will be proportionate to potential or realized returns.

Recommendations for Practice

The following are recommendations for practice:

1. Collecting and maintaining for use of alumni e-mail addresses and offering of lifetime e-mail addresses should be a major focus of any alumni operation.

2. Constant vigilance in the use of e-mail communications is important to assure alumni acceptance of the system as a viable, reliable method of communications. Opening of the e-mail transmissions is the first effectiveness measure. How long an individual stays on the e-mailed page, if they follow a link to more or similar information are the next major steps. Understanding these interactions and driving the reader to further interactions by giving feedback, registering to participate, sharing the information with others all are vital for communications success. As business users are following these interactions, the alumni association operator must understand the tendencies and trends of their audience behavior.

3. Online engagement moves the discussion of electronic communication to a different level of interaction. Developing strategies and opportunities for engagement through the electronic environment is a critical step in the progression of alumni programs. The Internet world is boundless geographically, in time of day, and as more users engage that crosses broader demographics more alumni come into available access. Thoughtful and deliberate development is required. For those away from their institutions and in areas not highly populated geographically or other definable

categorization with alumni for events, the computer environment becomes their portal

for contact and a view into the association, into the campus and provides the device to

promote loyalty.

4. Staffing and resources remain a critical issue for any office or association.

Management of resources must be a key consideration as workloads increase,

program emphasis changes, and pressure of measurements are implemented. Of the

16 responding institutions, the average alumni administrative position per institution

was five with two full-time support staff. Emerging skill sets in digital and social

media are the emerging wave in any communications driven work environment.

5. Engagement measures and metrics must be considerate of variables beyond any

control by the institution and the alumni association to identify success and

opportunities for development or improvement. It is difficult measuring the interest

of participation from alumni and inferring how that translates in expected

performance of staff and programs.

Recommendations for Further Research

The following are recommendations for future research:

1. For further work with this survey, the sample must be larger with more responses to

produce more meaningful and generalizable results.

2. A qualitative study as a companion for future research of these areas would

complement the quantitative research. This would more allow more expressions of

the factors and the related influences.

3. The future research may delve into specific characteristics of the enrolled population and how that is reflected into the behaviors of the alumni population after graduation. From their various origins and motivations as students, the research may pursue the relationships and differences in their after graduation abilities to engage, interests for lifelong relationships, and their motivations for sustaining relations with the institution as alumni.

4. Future research may investigate the effectiveness of what appears to be limited staffing. This would require further matching of variables or program elements. This will assure meaningful data for review in financial resources, program delivery, and cost factors.

5. A progression of program development may be evidenced from some more mature organizations with development of a chronological or demographic history. The path they have taken to program development through growth and meeting alumni interests for engagement might allow discovery of patterns and tendencies for other institutions to follow.. That experience would benefit those coming into position for broader program implementation, population growth and maturity, and other development caused through other circumstances.

6. Broader research including private institutions may give a different insight to some of the study elements. In future studies these may be included for a global representation for all types of institutions.

7. A more comprehensive study with more inclusion of actual expenditures may be beneficial in the future with greater insights to funding allocations and prioritization.

8. The demographic responses projected a mixed set of perceptions of the student populations that did not reconcile when responses for specific categories of enrollment were tabulated for comparison. Future more specific research may aid in discovery of more defined responses. In review the acknowledgement of online enrollment will be a factor for future examination along with the age of students, accommodations of students and aid elements of this research.

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APPENDICES

APPENDIX A
Cover E-Mail Message

Dear Administrator:

As advancement and alumni professionals, it is always imperative to look for information about peer organizations and programs to understand the current state of our profession, the trends in the work we do and the best practices for an emerging program. As a doctoral candidate, I have set out as part of the dissertation process to focus on the alumni association or office organizational structure and funding resources. Your institution was selected to be part of this study based on its Carnegie Commission classification as a public college or university as well as location in the southeastern United States region designated District III by the Council for the Advancement and Support of Education (CASE).

This dissertation will focus on alumni associations or offices organizational structure, funding and technology utilization. The objective of the study will: (1) identify structure patterns currently in use; (2) funding patterns in revenue and allocation; (3) general use of technology and (4) recurring relationships based on institutional size, age and programs.

Here is a link to the survey:
https://www.surveymonkey.com/s.aspx
This link is uniquely tied to this survey and your email address. Please do not forward this message.

It is my hope that the study will provide data that will serve as a proactive management tool for decisions and future developments in organizational structuring, funding and resource allocation. I appreciate your response to this inquiry and your contribution to this important study. Thank you in advance for your prompt response. A copy of the summary of results will be available and forwarded to those indicating interest in this data on the survey.

Please complete the survey by March 7, 2013. THANK YOU!

Sincerely,

Robert M. Plummer, Doctoral Candidate
East Tennessee State University
Clemmer College of Education
Educational Leadership and Policy Analysis

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list.
https://www.surveymonkey.com/optout.aspx

APPENDIX B
Instrument

ALUMNI ASSOCIATION OR ALUMNI OFFICE
Organizational Management and Resources Survey

Instructions:
Please read carefully and complete each section with the most appropriate answer. Completion of the survey is *voluntary* and should be done by the *chief alumni officer*.

1. What is the job title for your current position?
   a. _____Vice President
   b. _____Assistant /Associate Vice President
   c. _____Executive Director
   d. _____Director
   e. Other _____

2. Approximately in what *year* was your institution campus *established/founded*? _____ year

3. Approximately how many *alumni* do you have?
   a. _____ Addressable via United States Postal Service
   b. _____ Presumed Living but not addressable
   c. _____ *Total living alumni* (combine a+b)
   d. _____Living Addressable via e-mail

4. Does your organization offer a lifetime e-mail?
   a. Yes
   b. No
   c. Other _____

5. What is the current student *enrollment* of your institution / branch campus?
   _____ full-time equivalent students; as reported to governing agencies

6. Which of the following best describes *in percentages* the *population* of your institution/branch campus serves?
   a. _____% traditional
   b. vs. _____% non-traditional
   c. _____% residential on-campus
   d. vs. _____% commuter
   e. _____% receiving financial aid
   f. vs. _____% students no financial aid

7. Which of the following *best describes* your institution/branch campus?
   a. _____traditional (age 17-25 majority of enrolled)
   b. _____non-traditional (diverse age mix of enrolled students)
   c. _____ residential on-campus (majority enrolled live on campus)

d. _____ commuter   (majority of enrolled drive/ride to campus)

8. Please indicate the number of *full-time staff* that are considered:
   a. _____ Administrative or Exempt
   b. _____Support or Non-exempt

9. Please indicate the number of *part-time staff* that are considered:
   a. _____ Administrative or Exempt
   b. _____Support or Non-exempt
   c. _____Student assistants

10. To what office or administrator does *your position answer* to:
    a. _____ President
    b. _____ Provost/Vice President or Vice Chancellor for Academic Affairs
    c. _____ Vice President or Vice Chancellor for University Advancement
    d. _____ Vice President or Vice Chancellor for Development
    e. _____ Vice President or Vice Chancellor for Administration/ Operations
    f. _____ Assoc./ Asst. Vice President or Assoc./ Asst. Vice Chancellor
    g. _____ Executive Director/ Director

11. Funding Resources
This section has two subparts: (1) the general description of funding sources.

Funding Sources	0-25%	26-50%	51-75%	76-100%
a. Direct institutional appropriation / Special Allocation or Fee	1	2	3	4
b. Membership fees or dues; User fees (tickets, passes)	1	2	3	4
c. Institution's Foundation allocation / Grants	1	2	3	4
d. Revenues from Royalties / Auxiliary enterprises (sales)	1	2	3	4
e. Other (please specify) _____	1	2	3	4

12. **Program Resource Allocation**

Indicate in the space provided the most appropriate number for the dollar range of the allocation of funding resources all or part(s) based on {A} your perceived importance of these allocations and {B}the actual allocation of which your association or office budget is using.

Primary Funding Allocation by % of budget	0-25%	26-50%	51-75%	76-100%
a. Major Campus Events (Homecoming, Alumni Weekend, Continuing Education, Reunion or Legacy programs)	1	2	3	4
b. Outreach Events (Chapters, Affinity Societies, Athletic events	1	2	3	4
c. Alumni Publications/Promotions (Magazine, Tabloid, Periodicals, Mailings)	1	2	3	4
d. Memberships program benefits (Solicit and Fulfillment)	1	2	3	4
e. Travel Programs	1	2	3	4
f. Alumni Merchandise	1	2	3	4
g. Student Marketing / Engagement	1	2	3	4
h. Online Internet Community/Social Media	1	2	3	4
i. Alumni House / Center	1	2	3	4
j. Other: (please specify) _____	1	2	3	4

13. **Technology Resources**

Please circle the number which best indicates how often your office uses the following technology resources.

1 = Almost Never   2 = Once in a while   4 = Fairly Often

                                     3 = Occasionally   5 = Almost always

	Almost Never	Once in a while	Occasionally	Fairly Often	Almost Always
a. Campus Information System Data System	1	2	3	4	5
b. Independent Alumni Data System	1	2	3	4	5
c. Teleconferencing/ Web Cameras	1	2	3	4	5
d. Online Register / Tickets	1	2	3	4	5
e. Videoconferencing	1	2	3	4	5
f. Vendor hosted Web Site	1	2	3	4	5
g. Assoc./Office Managed Web Site	1	2	3	4	5
h. Other (specify)_____	1	2	3	4	5

THANK YOU!

Your help in responding is greatly appreciated!

Please follow the instructions provided for completion of your electronic submission of the response. Thank you for responding for participating for your institution!

APPENDIX C

List of Survey Population

Name of Institution	*City*	*State*
Alabama State University	Montgomery	AL
Athens State University	Athens	AL
Auburn University-Montgomery	Montgomery	AL
Jacksonville State University	Jacksonville	AL
Troy State University Dothan	Dothan	AL
Troy State University-Main Campus	Troy	AL
Troy State University-Montgomery	Montgomery	AL
University of Alabama at Birmingham	Birmingham	AL
University of Alabama in Huntsville	Huntsville	AL
University of Montevallo	Montevallo	AL
University of North Alabama	Florence	AL
University of South Alabama	Mobile	AL
University of West Alabama	Livingston	AL
Alabama A & M University	Normal	AL,
Chipola College	Marianna	FL
Florida Agricultural and Mechanical University	Tallahassee	FL
Florida Atlantic University	Boca Raton	FL
Florida Gulf Coast University	Ft Myers	FL
Florida International University	Miami	FL
Florida State University	Tallahassee	FL
Gooding Institute of Nurse Anesthesia	Panama City	FL
Miami Dade College	Miami	FL
New College of Florida	Sarasota	FL
Okaloosa-Walton College	Niceville	FL
St. Petersburg College	Pinellas Park	FL
University of Central Florida	Orlando	FL
University of North Florida	Jacksonville	FL
University of South Florida	Tampa	FL
University of West Florida, The	Pensacola	FL
Albany State University	Albany	GA
Armstrong Atlantic State University	Savannah	GA
Augusta State University	Augusta	GA
Clayton College and State University	Morrow	GA
Columbus State University	Columbus	GA
Dalton State College	Dalton	GA
Fort Valley State University	Ft Valley	GA
Georgia College and State University	Milledgeville	GA
Georgia Institute of Technology-Main Campus	Atlanta	GA

Georgia Southern University	Statesboro	GA
Georgia Southwestern State University	Americus	GA
Georgia State University	Atlanta	GA
Kennesaw State University	Kennesaw	GA
Macon State College	Macon	GA
North Georgia College & State University	Dahlonega	GA
Savannah State University	Savannah	GA
Southern Polytechnic State University	Marietta	GA
University of West Georgia	Carrollton	GA
Valdosta State University	Valdosta	GA
Eastern Kentucky University	Richmond	KY
Kentucky State University	Frankfort	KY
Morehead State University	Morehead	KY
Murray State University	Murray	KY
Northern Kentucky University	Highland Heights	KY
University of Louisville	Louisville	KY
Western Kentucky University	Bowling Green	KY
Alcorn State University	Alcorn State	MS
Delta State University	Cleveland	MS
Jackson State University	Jackson	MS
Mississippi University for Women	Columbus	MS
Mississippi Valley State University	Itta Bena	MS
University of Southern Mississippi	Hattiesburg	MS
Appalachian State University	Boone	NC
East Carolina University	Greenville	NC
Elizabeth City State University	Elizabeth City	NC
Fayetteville State University	Fayetteville	NC
North Carolina A&T State University	Greensboro	NC
North Carolina Central University	Durham	NC
North Carolina School of the Arts	Winston-Salem	NC
University of North Carolina at Asheville	Asheville	NC
University of North Carolina at Charlotte	Charlotte	NC
University of North Carolina at Greensboro	Greensboro	NC
University of North Carolina at Pembroke	Pembroke	NC
University of North Carolina Wilmington	Wilmington	NC
Western Carolina University	Cullowhee	NC
Winston-Salem State University	Winston-Salem	NC
Citadel Military College of South Carolina	Charleston	SC
Coastal Carolina University	Conway	SC
College of Charleston	Charleston	SC
Francis Marion University	Florence	SC
Lander University	Greenwood	SC
South Carolina State University	Orangeburg	SC
University of South Carolina Upstate	Spartanburg	SC

University of South Carolina-Aiken	Aiken	SC
University of South Carolina-Beaufort	Beaufort	SC
Winthrop University	Rock Hill	SC
Austin Peay State University	Clarksville	TN
Middle Tennessee State University	Murfreesboro	TN
Tennessee State University	Nashville	TN
Tennessee Technological University	Cookeville	TN
University of Memphis	Memphis	TN
University of Tennessee-Chattanooga, The	Chattanooga	TN
University of Tennessee-Martin, The	Martin	TN
Christopher Newport University	Newport News	VA
College of William and Mary	Williamsburg	VA
George Mason University	Fairfax	VA
James Madison University	Harrisonburg	VA
Longwood University	Farmville	VA
Norfolk State University	Norfolk	VA
Old Dominion University	Norfolk	VA
Radford University	Radford	VA
University of Mary Washington	Fredericksburg	VA
University of Virginia's College at Wise, The	Wise	VA
Virginia Commonwealth University	Richmond	VA
Virginia Military Institute	Lexington	VA
Virginia State University	Petersburg	VA

APPENDIX D

Elischer Figure Use Permission

-----Original Message-----
From: nicky elischer [mailto:nicky@thinkcs.org]
Sent: Friday, May 24, 2013 5:52 AM
To: Plummer, Robert M.
Subject: RE: Use of chart

Dear Bob
Thank you for your email and for your interest in THINK and Tony's thinking.
Attached are the original article and an updated paper from 2010. Tony is happy for you to use any material from the paper that will be relevant and helpful with the provisos that you credit Tony and THINK as the source and acknowledge the copyright.

I hope this is useful to you and good luck with your endeavours.
Kind regards, Nicky

Nicky Elischer
Business Director
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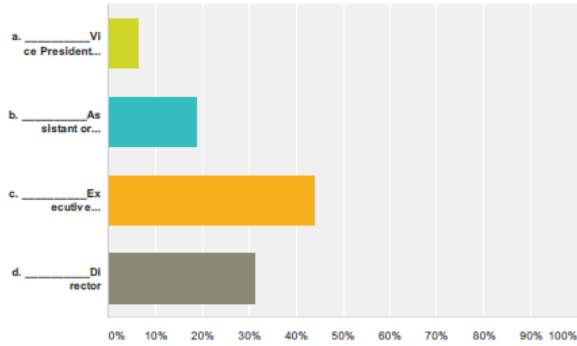Please consider the environment before printing this email Thank you.

APPENDIX E

Survey Response Summary

Q1 What is the job title for your current position?

Answered: 16   Skipped: 1

Answer Choices	Responses	
a. _____Vice President/ Vice Chancellor	6.25%	1
b. _____Assistant or Associate Vice President/Vice Chancellor	18.75%	3
c. _____Executive Director	43.75%	7
d. _____Director	31.25%	5
Total		16

#	Other (please specify)	Date
1	Senior Director of Alumni Relations and Executive Director of the Alumni Association	4/15/2014 5:40 PM
2	and President and CEO	3/11/2014 11:09 AM
3	Director, Alumni Relations	3/10/2014 2:17 PM

Q3 Approximately how many alumni of current record are in databases for your institution?

Answered: 16   Skipped: 1
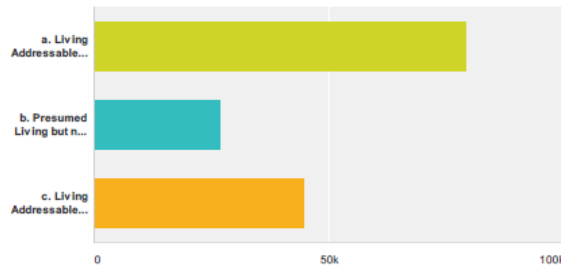
Answer Choices	Average Number	Total Number	Responses
a. Living Addressable Alumni via United States Postal Service	79,282	1,268,514	16
b. Presumed Living but not addressable	26,879	430,061	16
c. Living Addressable Alumni via E-Mail	44,976	719,622	16
Total Respondents: 16			

Q4 Does your organization offer a lifetime e-mail?

Answered: 16   Skipped: 1
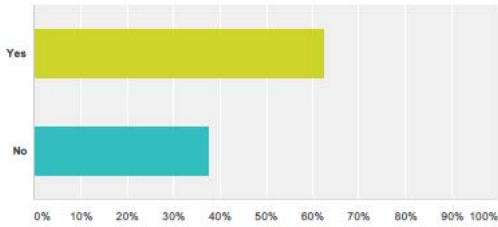
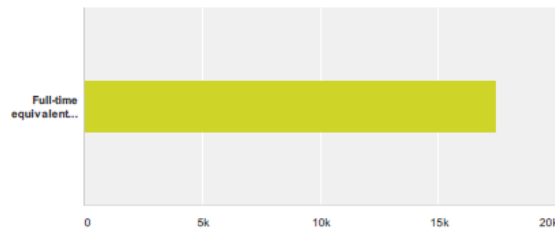| Answer Choices	Responses	
Yes	62.50%	10
No	37.50%	6
Total		16

#	Other (please specify)	Date
1	They can keep their student address as long as they continue to access it at least once every 90 days or so, or we also have a lifetime forwarding service to give them a university alumni email address.	3/10/2014 2:17 PM
2	Partially, account must be utilized every 120 days	3/10/2014 9:41 AM

Q5 What is the current student enrollment of your institution / branch campus?

Answered: 16   Skipped: 1

Answer Choices	Average Number	Total Number	Responses
Full-time equivalent students; as reported to governing agencies	17,456	279,290	16
Total Respondents: 16			

#	Full-time equivalent students; as reported to governing agencies	Date
1	6726	4/15/2014 5:40 PM
2	5000	3/26/2014 11:01 AM
3	21500	3/24/2014 4:27 PM
4	31000	3/17/2014 11:22 AM
5	5589	3/11/2014 11:20 AM
6	26000	3/11/2014 11:09 AM
7	18626	3/10/2014 2:47 PM
8	11500	3/10/2014 2:17 PM
9	60000	3/10/2014 1:34 PM
10	2000	3/10/2014 9:41 AM
11	11849	3/3/2014 12:34 PM
12	3000	3/1/2014 4:26 PM
13	48000	2/28/2014 6:20 PM
14	17000	2/28/2014 5:27 PM
15	5500	2/26/2014 11:22 AM
16	4000	2/17/2014 9:01 AM

Q6 Which of the following best describes in percentages of the student population of your institution/branch campus serves?

Answered: 16   Skipped: 1
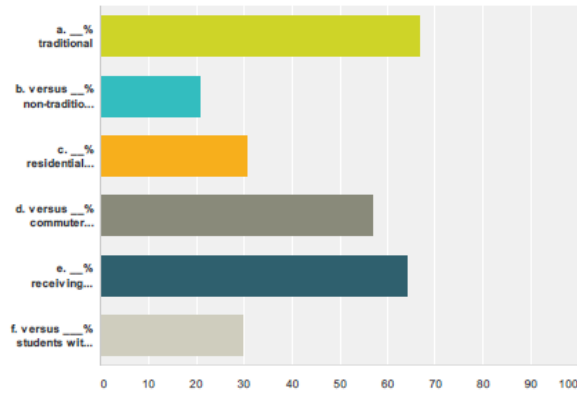
Answer Choices	Average Number	Total Number	Responses
a. __% traditional	67	1,066	16
b. versus __% non-traditional students————————	21	334	16
c. __% residential on-campus	31	491	16
d. versus __% commuter students————————————	57	909	16
e. __% receiving financial aid	64	1,027	16
f. versus ___% students with No Financial Aid	30	473	16
Total Respondents: 16			

Q7 Which of the following best describes your institution/branch campus?

Answered: 16   Skipped: 1
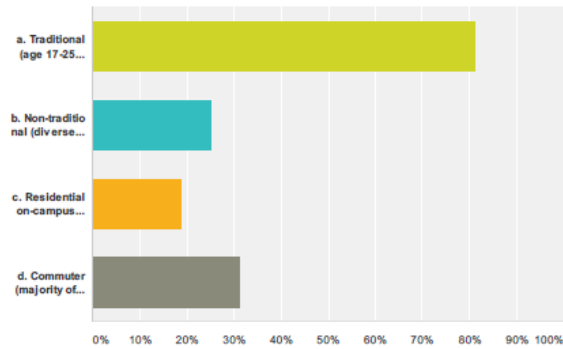
Answer Choices	Responses	
a. Traditional (age 17-25 majority of enrolled)	81.25%	13
b. Non-traditional (diverse age mix of enrolled students)	25.00%	4
c. Residential on-campus (majority enrolled live on campus)	18.75%	3
d. Commuter (majority of enrolled drive/ride to campus)	31.25%	5
Total Respondents: 16		

Q8 Please indicate the number of full-time alumni staff that are considered as part of alumni relations:

Answered: 16   Skipped: 1
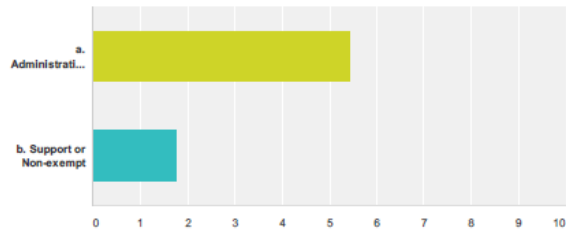
Answer Choices	Average Number	Total Number	Responses
a. Administrative or Exempt	5	87	16
b. Support or Non-exempt	2	23	13
Total Respondents: 16			

Q9 Please indicate the number of part-time alumni staff that are considered as part of alumni relations:

Answered: 16   Skipped: 1
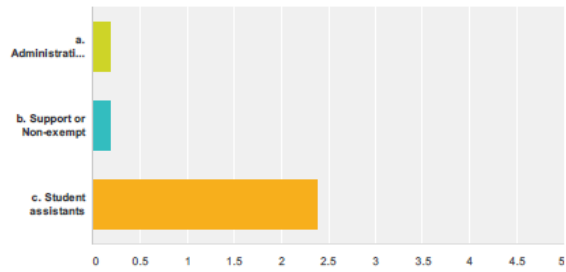
Answer Choices	Average Number	Total Number	Responses
a. Administrative or Exempt	0	3	16
b. Support or Non-exempt	0	3	16
c. Student assistants	2	38	16
Total Respondents: 16			

Q10 To what office or administrator does your position report to:

Answered: 16   Skipped: 1
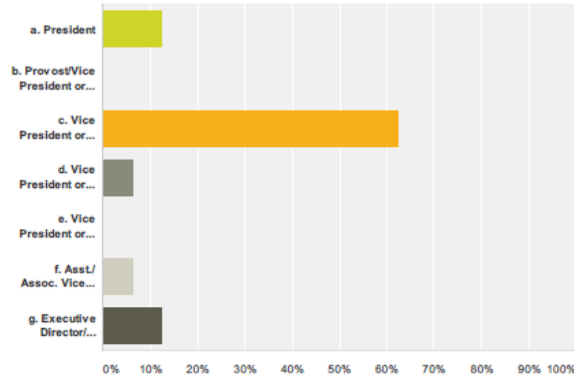
Answer Choices	Responses	
a. President	12.50%	2
b. Provost/Vice President or Vice Chancellor for Academic Affairs	0.00%	0
c. Vice President or Vice Chancellor for University Advancement	62.50%	10
d. Vice President or Vice Chancellor for Development	6.25%	1
e. Vice President or Vice Chancellor for Administration/ Operations	0.00%	0
f. Asst./ Assoc. Vice President or Assoc./ Asst. Vice Chancellor	6.25%	1
g. Executive Director/ Director	12.50%	2
Total Respondents: 16		

Q11 Funding Resources - Please indicate the percentage that best estimates the amount of these sources of funding received annually, by percentage of the overall funding, for your organization/office.

Answered: 16   Skipped: 1
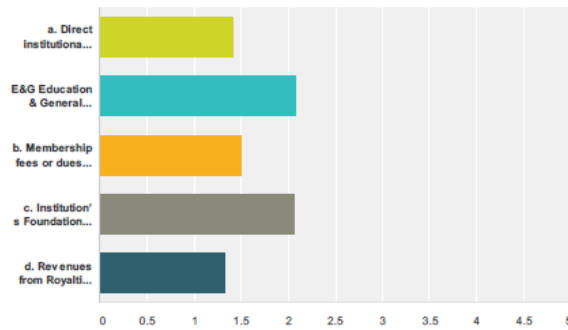
	0-25%	26-50%	51-75%	76-100%	Total	Average Rating
a. Direct institutional appropriation / Special Allocation or Fee	75.00% 9	8.33% 1	16.67% 2	0.00% 0	12	1.42
E&G Education & General budget	30.77% 4	38.46% 5	23.08% 3	7.69% 1	13	2.08
b. Membership fees or dues; User fees (tickets, passes)	70.00% 7	20.00% 2	0.00% 0	10.00% 1	10	1.50
c. Institution's Foundation allocation / Grants	46.67% 7	13.33% 2	26.67% 4	13.33% 2	15	2.07
d. Revenues from Royalties / Auxiliary enterprises (sales)	66.67% 10	33.33% 5	0.00% 0	0.00% 0	15	1.33

#	Other (please specify)	Date
1	Used to be 100% from Royalties until our Bank of America contract was non-renewed last year.	3/10/2014 2:17 PM
2	Association - private dollars/ Alumni Relations staff state employees	3/10/2014 9:41 AM

Q12 Program Resource Allocation - Please indicate the percentage that best estimates the dollar range representing the annual allocation of funding resources based on the actual allocation of which your association or office budget is operating.

Answered: 16   Skipped: 1
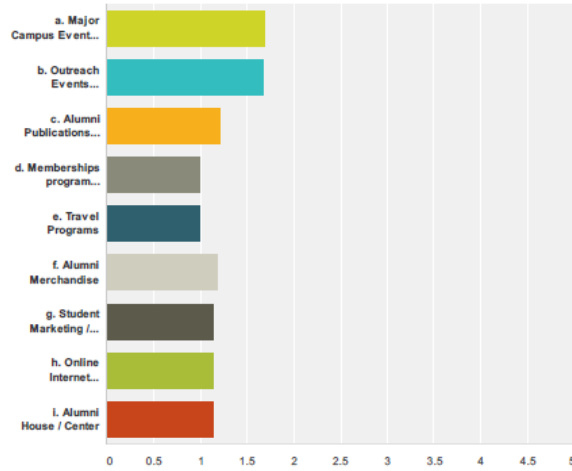
	0-25%	26-50%	51-75%	76-100%	Total	Average Rating
a. Major Campus Events (Homecoming, Alumni Weekend, Continuing Education, Reunion or Legacy programs)	43.75% 7	43.75% 7	12.50% 2	0.00% 0	16	1.69
b. Outreach Events (Chapters, Affinity Societies, Athletic events	40.00% 6	53.33% 8	6.67% 1	0.00% 0	15	1.67
c. Alumni Publications/Promotions (Magazine, Tabloid, Periodicals, Mailings)	78.57% 11	21.43% 3	0.00% 0	0.00% 0	14	1.21
d. Memberships program benefits (Solicit and Fulfillment)	100.00% 10	0.00% 0	0.00% 0	0.00% 0	10	1.00
e. Travel Programs	100.00% 9	0.00% 0	0.00% 0	0.00% 0	9	1.00
f. Alumni Merchandise	81.82% 9	18.18% 2	0.00% 0	0.00% 0	11	1.18
g. Student Marketing / Engagement	84.62% 11	15.38% 2	0.00% 0	0.00% 0	13	1.15
h. Online Internet Community/Social Media	84.62% 11	15.38% 2	0.00% 0	0.00% 0	13	1.15
i. Alumni House / Center	85.71% 6	14.29% 1	0.00% 0	0.00% 0	7	1.14

#	Other (please specify)	Date
	There are no responses.	

Q13 Technology Resources - Please indicate the response which best indicates how often your office uses the following technology resources.

Answered: 16   Skipped: 1
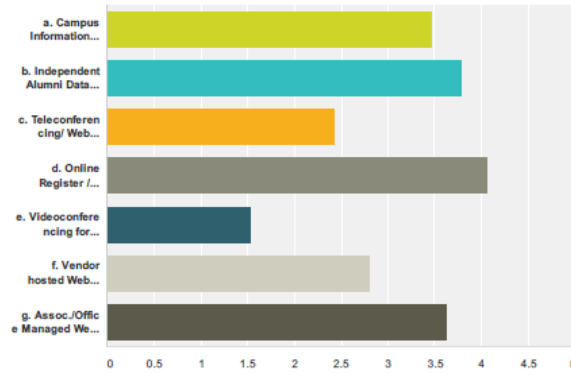
	Almost Never	Once in a while	Occasionally	Fairly Often	Almost always	Total	Average Rating
a. Campus Information System/ Enterprise System	13.33% 2	13.33% 2	20.00% 3	20.00% 3	33.33% 5	15	3.47
b. Independent Alumni Data System	14.29% 2	7.14% 1	7.14% 1	28.57% 4	42.86% 6	14	3.79
c. Teleconferencing/ Web Cameras for communication	21.43% 3	35.71% 5	21.43% 3	21.43% 3	0.00% 0	14	2.43
d. Online Register / Tickets	12.50% 2	0.00% 0	6.25% 1	31.25% 5	50.00% 8	16	4.06
e. Videoconferencing for broadcast events/training	66.67% 10	13.33% 2	20.00% 3	0.00% 0	0.00% 0	15	1.53
f. Vendor hosted Web Site; association or online directory	33.33% 5	6.67% 1	20.00% 3	26.67% 4	13.33% 2	15	2.80
g. Assoc./Office Managed Web Site	18.75% 3	0.00% 0	18.75% 3	25.00% 4	37.50% 6	16	3.63

#	Other (please specify)	Date
	There are no responses.	

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VITA

ROBERT M. PLUMMER

Education: Doctoral Student, Educational Leadership and Policy Analysis,
                                        Higher Education Cohort. Completed coursework (ABD)
                                        East Tennessee State University, Johnson City, Tennessee

                                Harvard University, School of Graduate Education
                                        Institutes on Higher Education, Management Development
                                        Program, 2000

                                Master of Education Degree
                                        Concentration: Education Administration
                                        May 1987 Graduation
                                        East Tennessee State University, Johnson City, Tennessee

                                Bachelor of Science Degree
                                        Major: Social Science
                                        Concentration: Political Science
                                        May 1984 Graduation
                                        East Tennessee State University, Johnson City, Tennessee

                                Associate of Science Degree
                                        Major: Education
                                        June 1982 Graduation
                                        Southwest Virginia Community College, Richlands,
                                        Virginia

Experience: Associate Vice President for University Advancement/ Executive
                                        Director of the ETSU Alumni Association, East Tennessee
                                        State University, 1999 - present
                                Director of University Alumni, 1994 – 1997.

                                Associate / Assistant Director of Alumni Relations, 1988 – 1994.

                                Alumni Coordinator, 1986 – 1988.

                                Assistant to the Vice President for Administration and
                                Development/ Interim Alumni Coordinator, 1985 – 1986.

                                Interim Program Coordinator for Student Activities, 1985.

Graduate Assistant to the Athletics Director, 1984 – 1985.

Resident Director/ Resident Assistant, Office of University Housing, 1982 – 1984.

Student Athletic Trainer, Intercollegiate Athletics, 1982 - 1984

Student Assistant to the Director, Office of Student Activities, Southwest Virginia Community College, Richlands, Virginia, 1981 – 1982.

Credit Adjuster, Bank of Tazewell County, Tazewell, Virginia, 1980 – 1981.

Publications: Plummer, R. M., & Manahan, R. A., Managing Editors, *ETSU TODAY* , Fall 1997 – Spring, 2013, East Tennessee State University, Johnson City, TN.

Manahan, R.A., Smith, L.D., Plummer, R.M., Barber, J.H., & Yowell, D. (2010). ETSU: Generations of Pride. Overmountain Press. A color, pictorial hardback book released during the ETSU Centennial.

Honors and Awards: (Personal and those affiliated with by profession)

Council for Advancement and Support of Education – International – 4 awards, 1991, 1997, 2002, & 2008.

Council for Advancement and Support of Education - District III (Southeast U.S.) – 11 awards, 1997 - 2011.

Communicator Print Media Competition 2006, Award of Distinction for the *ETSU TODAY,* Summer Edition 2005.

The Business Journal – Annual "Forty Under 40" Emerging Leaders Recognition, 1998

Member - Omicron Delta Kappa Leadership Honorary

Member - Phi Delta Kappa Education Honorary