

# NOTE TO USERS

This reproduction is the best copy available.

**UMI**<sup>®</sup>



**The Impact of Undergraduate Greek Membership on Alumni Giving at the College  
of William and Mary**

---

A Dissertation

Presented to

The Faculty of the School of Education

The College of William and Mary in Virginia

---

In Partial

Fulfillment

Of the Requirements for the Degree

Doctor of Philosophy

---

by

Patricia Purish O'Neill

May 2005

**The Impact of Undergraduate Greek Membership on Alumni Giving  
at the College of William and Mary**

by

Patricia Purish O'Neill

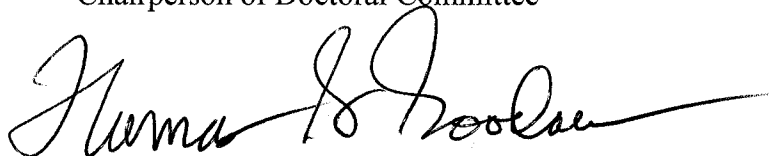
---

Approved April 2005 by



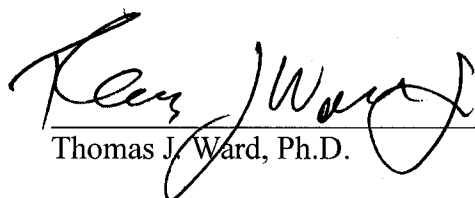
---

David W. Leslie, Ed.D.  
Chairperson of Doctoral Committee



---

Thomas G. Goodale, Ph.D.



---

Thomas J. Ward, Ph.D.

© 2005

Patricia Purish O'Neill

ALL RIGHTS RESERVED

## **Dedication**

This dissertation is dedicated in memory of my father

John J. Purish  
1948-1999

## Acknowledgements

Completing my dissertation would not have been possible without the support, guidance and encouragement of many people. First, I would like to thank my committee for their time, invaluable insight and commitment to working with me in designing and implementing my research for this study. My Chair, Dr. David Leslie gave an incredible amount of ongoing feedback and assistance throughout the process; he was always accessible and timely in providing me direction. Dr. Thomas Ward offered much-needed assistance on the methodology and quantitative procedures for which I am grateful. And to Dr. Thomas Goodale, with whom I share the belief in the Greek experience, I am thankful for his willingness to be a part of this process from afar and for his encouragement throughout my doctoral program.

I was very fortunate to have the support of many people at the College of William and Mary. I would like to thank the Office of University Development for providing access to the data. I also truly appreciate the support and encouragement of my colleagues in university development, student affairs and the staff at the Fund for William and Mary.

A special thanks goes to my dissertation coach, Dr. Anita Friedmann, who kept me focused on what I needed to do, made the task of dissertation seem manageable and helped me prepare for every stage of the post-coursework process. Dr. Carlane Pittman was my personal cheerleader while I wrote the dissertation. She encouraged me and was always so positive in pushing me towards the finish line. I hope that one day I can help a future doctoral student the way my two friends helped me survive this process.

I would also like to acknowledge my sorority, Alpha Delta Pi. In many ways, my decision to join a sorority eighteen years ago helped shape my personal, academic and professional goals. As I pursued a career in higher education, there have been many sisters who supported and encouraged me along the way. I've also benefited from many friendships with other fraternity and sorority alumni who have advanced my professional and research interests. In particular, I would like to thank Phi Kappa Tau Educational Foundation for the Interfraternity Fellowship I received to help fund my doctoral program.

My last acknowledgement goes to my family for their patience, support and belief in my ability to complete my Ph.D. I'm thankful for the example my mother, Loretta Purish, set many years ago as I watched her manage a career, a family and graduate studies. Thank you for showing me how to balance the demands of all these commitments. My husband Kevin is the one who deserves the most appreciation. He was patient and understanding as I pursued and completed this final phase of my doctoral program. His enduring support and help with our son, John Patrick, is what truly made this dissertation possible.

## Table of Contents

|   |           |
|---|-----------|
| <b>DEDICATION.....</b>                          | <b>IV</b> |
| <b>ACKNOWLEDGEMENTS .....</b>                   | <b>V</b>  |
| <b>LIST OF TABLES.....</b>                      | <b>IX</b> |
| <b>LIST OF FIGURES.....</b>                     | <b>X</b>  |
| <b>ABSTRACT .....</b>                           | <b>XI</b> |
| <b>CHAPTER I .....</b>                          | <b>1</b>  |
| Conceptual Framework.....                       | 3         |
| Statement of the Problem.....                   | 5         |
| Significance of the Study .....                 | 5         |
| Definitions of Key Terms .....                  | 6         |
| Limitations and Delimitations of the Study..... | 7         |
| <b>CHAPTER II.....</b>                          | <b>9</b>  |
| History of Fundraising in Higher Education..... | 10        |
| Alumni Giving and Student Involvement.....      | 13        |
| The Beginning of Greek Organizations .....      | 16        |
| Greek Membership and Alumni Giving .....        | 21        |
| Conceptual Framework.....                       | 22        |
| <b>CHAPTER III .....</b>                        | <b>25</b> |
| Summary of Project.....                         | 25        |
| Research Questions.....                         | 26        |
| Research Context.....                           | 27        |
| Research Participants.....                      | 28        |
| Data Collection Procedures .....                | 29        |

|  |           |
|--|-----------|
| <b>Research Design</b> .....                                 | <b>30</b> |
| <b>Instrumentation</b> .....                                 | <b>30</b> |
| <b>Data Analysis Procedures</b> .....                        | <b>30</b> |
| <b>CHAPTER IV</b> .....                                      | <b>32</b> |
| <b>Summary of the Study</b> .....                            | <b>33</b> |
| <b>Results of the Research</b> .....                         | <b>34</b> |
| <b>Percentage of Donors</b> .....                            | <b>35</b> |
| <b>Total Lifetime Giving</b> .....                           | <b>39</b> |
| <b>Average Lifetime Giving</b> .....                         | <b>42</b> |
| <b>Ten-Year Adjusted Total Giving</b> .....                  | <b>47</b> |
| <b>Summary</b> .....   | <b>48</b> |
| <b>CHAPTER V</b> .....                                       | <b>50</b> |
| <b>Conclusions and Implications</b> .....                    | <b>50</b> |
| <b>Overview of Results</b> .....                             | <b>50</b> |
| <b>Relationship of Study Results to the Literature</b> ..... | <b>51</b> |
| <b>Research Challenges</b> .....                             | <b>57</b> |
| <b>Implications for Practice</b> .....                       | <b>58</b> |
| <b>Conclusion</b> .....                                      | <b>60</b> |
| <b>REFERENCES</b> .....                                      | <b>62</b> |
| <b>APPENDIX A</b> .....                                      | <b>73</b> |
| <b>VITA</b> .....  | <b>74</b> |

## List of Tables

|                   |  |           |
|-------------------|--|-----------|
| <b>Table 3.1</b>  | <b>Research Desigh Matrix .....</b>                                      | <b>30</b> |
| <b>Table 4.1</b>  | <b>Descriptive Statistics of Data Set .....</b>                          | <b>35</b> |
| <b>Table 4.2</b>  | <b>Percentage of Donors .....</b>  | <b>36</b> |
| <b>Table 4.3</b>  | <b>Percentage Donors Who Gave in Last Ten Years.....</b>                 | <b>36</b> |
| <b>Table 4.4</b>  | <b>Percentage of Female Donors by Class Era.....</b>                     | <b>37</b> |
| <b>Table 4.5</b>  | <b>Percentage of Male Donors by Class Era.....</b>                       | <b>38</b> |
| <b>Table 4.6</b>  | <b>Descriptive Statistics – Total Lifetime Giving.....</b>               | <b>40</b> |
| <b>Table 4.7</b>  | <b>Total Lifetime Giving – Two-Way ANOVA.....</b>                        | <b>42</b> |
| <b>Table 4.8</b>  | <b>Descriptive Statistics – Average Lifetime Giving for Females.....</b> | <b>43</b> |
| <b>Table 4.9</b>  | <b>Descriptive Statistics – Average Lifetime Giving for Females.....</b> | <b>44</b> |
| <b>Table 4.10</b> | <b>Average Lifetime Giving – Three-Way ANOVA .....</b>                   | <b>45</b> |
| <b>Table 4.11</b> | <b>Descriptive Statistics – Ten-Year Adjusted Total Giving .....</b>     | <b>48</b> |
| <b>Table 4.12</b> | <b>Ten-Year Adnjusted Giving Total – Two-Way ANOVA .....</b>             | <b>48</b> |

## List of Figures

|                   |                                     |           |
|-------------------|-------------------------------------|-----------|
| <b>Figure 4.1</b> | <b>Percentage of Donors.....</b>    | <b>39</b> |
| <b>Figure 4.2</b> | <b>Distribution of Donors.....</b>  | <b>41</b> |
| <b>Figure 4.3</b> | <b>Average Lifetime Giving.....</b> | <b>46</b> |
| <b>Figure 5.1</b> | <b>Dual-Involvement Theory.....</b> | <b>56</b> |

## Abstract

With colleges and universities under pressure to increase private support from alumni, the challenge for institutional advancement programs is developing strategies to encourage more alumni to establish a habit of giving. The purpose of this study was to examine the relationship between undergraduate membership in a fraternity or sorority at the College of William and Mary and its impact on giving to the annual fund as an alumnus. This study utilized Alexander Astin's involvement theory to hypothesize that involvement as a student influences involvement with the institution after graduation.

This study examined personal giving data accessed from the alumni database at the College of William and Mary. The sample included all undergraduate alumni affiliated with a class year between 1964 and 1994 and incorporated each case's lifetime and most recent ten-year giving history to the institution's annual fund. The ten-year giving history utilized for this research included fiscal years 1995-2004. Nine research hypotheses were tested and examined alumni participation, total lifetime giving, average lifetime giving and adjusted ten-year total giving to the college's unrestricted annual fund.

The results of the statistical analyses demonstrated that undergraduate Greek membership is positively related to alumni giving. Across all of the hypotheses tested, the results revealed that significant differences exist in the giving patterns of Greek alumni compared to non-Greek alumni. Significantly more Greek alumni are donors, give at higher levels, and give more persistently and constantly over time than their non-Greek peers.

Relative to the independent variables of gender and class era, the results were mixed. The interaction between Greek membership status and gender had no significant effect on giving patterns except for donor participation across class eras; however, the combination of Greek membership status and class era did have an effect. As Greek alumni age, there is an increase in both participation rate and average lifetime giving; the same effect was not observed for the non-Greek population.

## Chapter I

### Introduction to the Study

American higher education has historically depended on three critical sources of revenue: 1) government funding, 2) student-paid tuition and fees, and 3) private support (Kotler & Fox, 1985). Record-level state deficits have led to severe budget cuts in higher education, and this coupled with lower returns on endowment revenue, is forcing colleges and universities to increase fundraising efforts (Peterson, 2003). As federal and state funding for higher education has decreased over time, private support to colleges and universities has become increasingly important (Miller, Newman & Seagren, 1994). Private support has always played a significant role in private higher education and more recently, public institutions must now rely upon such sources of revenue.

The importance of private donations to U.S. higher education is demonstrated by the giving figures reported for 2003. According to the Council for Aid to Education (2004), private gifts to higher education totaled \$23.9 billion equal to what was raised in 2002 and down slightly from \$24.2 billion in 2001. The money given to colleges and universities accounted for 7.8% of institutional expenditures. This represents more than a 50% increase from the 1980-81 private giving totals which equaled \$4.2 billion or 6% of expenditures (Pulley, 2001). In 2003, alumni contributed \$6.6 billion or 27.6% of the total voluntary support to higher education. The 2004 CAE figures show a 3.2% increase in giving to higher education over 2003 for a total \$24.4 billion. Alumni contributions accounted for 27.5% of the total, although the percentage of alumni making donations declined to 12.8%. This is the third consecutive year that saw a decrease in the alumni donor percentage which was 13.8% in 2001 (CAE, 2005).

Since alumni giving comprises more than a quarter of overall philanthropic support to higher education, it is essential for colleges and universities to understand what motivates alumni to provide financial support for their alma mater. Leslie, Drachman, Conrad and Ramey (1983) assert “because private giving is critical to all postsecondary institutions, especially the independent sector, a clear understanding of the forces influencing voluntary support will be very important” (p. 233). Recent research suggests that alumni who eventually become million dollar donors to their alma mater begin giving modest annual fund gifts to their institution two to five years after graduation (Peterson, 2003). Cultivating and soliciting these future major gift donors on an annual basis is critical not only to current fundraising success, but also to future major gift fundraising (Strout, 2004).

One example of an institution’s response to the need for increased revenue is demonstrated by the College of William and Mary. In 2000, the school embarked upon a fundraising campaign to raise \$500 million to support critical financial needs of the college. While this is an ambitious fundraising initiative, many do not realize William and Mary’s institutional advancement program is relatively young compared to the development programs of peer institutions. Although it is the second oldest college in the country, founded in 1693, the college’s professionally staffed advancement program only was established in 1970. During the past decade, private donations have become critical to William and Mary due to drastic cuts in state appropriations. Over the past 25 years, state support has dropped from 43% to 18%, redefining the vital role private funds play in the college’s ability to provide quality educational opportunities for students (Jones, 2004).

Along with William and Mary, many schools have been forced to rely more heavily on private support. As a result of this trend, the past twenty years have seen new research focused on institutional advancement (Kelly, 1991). Further understanding donor characteristics and giving patterns are important for advancement professionals to enhance their efforts and facilitate successful fundraising as private giving becomes more and more critical to the future of higher education (Bristol, 1990). One theme that has evolved out of this research indicates that the level of involvement as a student often translates into involvement as a graduate. Data analyses suggest that students involved in co-curricular activities develop institutional loyalty and these alumni give at higher rates than peers not involved on campus (Conley, 1999; Gaier, 2001; Gardner, 1975; Haddad, 1986). For instance, involvement in a Greek organization has also shown a higher likelihood to give to one's alma mater (Haddad, 1986; Harrison, Mitchell & Peterson, 1995). To further this research, this study examined the relationship between undergraduate membership in a fraternity or sorority, and its impact on alumni giving at the College of William and Mary.

### **Conceptual Framework**

This study utilized Alexander Astin's involvement theory to hypothesize that involvement as a student influences involvement with the institution after graduation. Astin developed the involvement theory to help explain the impact of college on students. The foundation of Astin's theory is, "students learn by becoming involved" (Pascarella & Terenzini, 1991, p.50). Previous research demonstrated that learning takes place when students spend time and energy on specific tasks. In addition to Astin's research on involvement, Pace (1982) examined the quality of student effort to understand why

students persist in college. Both researchers focused on the importance of investment of energy in certain tasks in order to achieve in college. The findings suggest students who invested in academic and extra-curricular activities tended to remain connected to the institution. These students also demonstrated a higher likelihood to persist in attaining their degrees and expressed overall satisfaction with the college experience (Pascarella & Terenzini).

The concept of involvement developed out of research on retention in the 1970s. Both Astin (1975) and Tinto (1975) found that students who dropped out of college before completing a degree were disconnected from the institution. Students remaining at the institution were more involved in and connected to the school. Involvement also has been correlated with students' attainment of important outcomes such as academic achievement and degree completion (Pascarella & Terenzini, 1991). The learning and personal development of students is directly proportional to the quality and quantity of student involvement in the educational environment (Astin, 1985). Involvement is defined to include both academic and co-curricular experiences.

Student involvement theories have been studied in the student affairs arena and encompass research from the social sciences. Past research examined specific aspects of involvement in the college experience such as: residence life (Schroeder & Hurst, 1996), extracurricular activities (Kuh, 1991; Ose, 1997; Smith & Griffin, 1993; Stanford, 1992), and co-curricular environments (Schroeder & Hurst; MacKinnon-Slaney, 1993). This research examined student satisfaction, persistence in school and investment of student efforts during the college years (Pascarella & Terenzini, 1991). Most of the studies support the belief that involvement is beneficial to students.

The theoretical grounding for alumni giving research is limited (Carbone, 1986; Kelly, 1991). Previous research has been focused on internal and external motivations for giving (Connolly & Blanchette, 1986; Friedmann, 2003). Using Astin's theory of involvement as a framework to examine the relationship between student involvement and alumni giving, provides the opportunity to develop additional insights for the fundraising profession. This study focused specifically on students involved in a Greek organization as an undergraduate and its impact on alumni giving.

### **Statement of the Problem**

With colleges and universities under pressure to increase private support from alumni, the challenge for institutional advancement programs is developing strategies to encourage more alumni to establish a habit of giving. Most studies in the field have explored donor characteristics for a single institution. Recent research has started to examine the influence of specific student experiences on alumni annual giving. The overarching question posed by this study is the following:

- 1) Does undergraduate membership in a fraternity or sorority lead to increased giving to one's alma mater?

Through quantitative inquiry, this study examined the impact of undergraduate Greek membership on alumni giving.

### **Significance of the Study**

Fundraising continues to play a critical role in the financial affairs of colleges and universities (Leslie & Ramey, 1986; Wilemain, Goyal, Van Deven & Thukral, 1994). Because of this, the findings of this study provide insight for both practical and theoretical application. For practitioners, understanding the impact of undergraduate

Greek membership on alumni annual giving creates opportunities for developing fundraising strategies to leverage this knowledge. Since undergraduate Greek membership was found to significantly impact alumni giving, strategic initiatives for soliciting fraternity/sorority alumni can result in increasing dollars raised for the institution. Conversely, the results suggest examining how development offices can encourage and influence giving by non-Greek alumni who comprise 55 percent of the non-donor population.

Although this study was based on a single institution, it examined actual giving data and did not rely on self-reported charitable giving practices. The body of knowledge on academic fundraising needs to be expanded and this research establishes a new stepping stone on which future studies can be built. Further research on fundraising in higher education encourages the development of a theoretical framework to support the fundraising profession in the academy (Kelly, 1991).

In addition to providing insight in the fundraising arena, this study also adds to the body of knowledge regarding the impact of Greek membership. With only a few exceptions, current research on fraternities and sororities focuses on the impact of membership on the undergraduate experience and asserts both positive and negative outcomes associated with Greek affiliation. This study adds another dimension to the existing research by examining the impact of undergraduate membership on alumni giving.

### **Definitions of Key Terms**

This report includes terminology relative to fundraising and higher education. Some terms are specific to William and Mary. For the purpose of this study, the term

*annual fund* refers to the institution's annual giving program designed to solicit gifts every year from its undergraduate alumni. The annual fund is an unrestricted fund that supports the school's academic programs and operating budget. *Total lifetime giving* is the donor's cumulative giving to the annual fund beginning with graduation through June 30, 2004. The college operates the annual fund on a fiscal year running from July 1 through June 30. *Average lifetime giving* is the donor's total lifetime giving divided by the number of years since graduation.

The term *alumni* is used throughout this study. This term represents both males and females who enrolled at the College of William and Mary with an anticipated graduation date between 1964 and 1994. The use of this word does not imply that all subjects actually graduated from the College.

The undergraduate alumni used for this study are divided between two groups 1) members of fraternities and sororities and 2) non-members. The term *Greek* is used throughout this report to represent those alumni who were fraternity or sorority members in college.

### **Limitations and Delimitations of the Study**

There were several limitations relative to this research study. First, it is not possible to control for all potential donor motivations since individuals may make charitable contributions for a variety of reasons. While this study explored alumni giving in relation to student involvement in a Greek organization, other influencing factors such as alumni involvement (Conley, 1999; Ikenberry, 1999), family history with institution, also known as legacy status (Ikenberry, 1999; Melchiori, 1988b), academic success

(GPA) (Blumenfeld & Sartain, 1974; Conley, 1999) or career occupation (Connolly & Blanchette, 1986) were not available for inclusion in this research.

This study only examined alumni giving to the College of William and Mary. By utilizing data from only one institution, the ability to generalize the results to other institutions is limited. The sample for the study did not control for demographics such as degree type, multiple degrees from institution, household income or other economic factors. The influence of significant events impacting specific Greek chapters, such as chapter installations, chapter closings or milestone anniversaries, also were not controlled for in this research design.

Because the college database codes records with a graduation year, regardless of if one actually graduated, there is no difference between the subjects who enrolled and graduated and those who did not graduate.

This study was delimited by the range of class years included for the research. Alumni from the classes of 1964 through 1994 were identified for this study because these classes represent prime giving years in the cycle of alumni giving. This class range encompasses the tenth through fortieth reunions which have demonstrated peak donor participation (Bristol, 1990).

## Chapter II

### Review of the Literature

As federal and state funding for American higher education has decreased, private support to colleges and universities has become increasingly important (Miller, Newman, & Seagren, 1994). Private support has always played a significant role in private education and more recently public schools must now rely upon such sources of revenue. The importance of private donations to higher education is demonstrated by the giving figures reported for 2003. According to the Council for Aid to Education (2004), private gifts to higher education totaled \$23.9 billion, of which alumni contributed \$6.6 billion or 27.6% of the total voluntary support to higher education. The money given to colleges and universities accounted for 7.8% of institutional expenditures.

Alumni giving currently comprises more than a quarter of overall philanthropic support to higher educations. Because of this, it is essential for colleges and universities to understand the factors influencing alumni to provide financial support to their alma maters (Bristol, 1990; Leslie & Ramey, 1988). Leslie, Drachman, Conrad and Ramey (1983) assert “because private giving is critical to all postsecondary institutions, especially the independent sector, a clear understanding of the forces influencing voluntary support will be very important” (p. 233). Recent increases in alumni giving are attributed to larger gifts, not larger numbers of graduates making contributions (CAE, June 2004).

The current research on alumni giving suggests some of the many factors influencing alumni to contribute financially to their alma mater: (a) undergraduate

experience such as student involvement (Conley, 1999; Gaier, 2001; Gardner, 1975; Haddad, 1986; Miller & Casebeer, 1990); (b) alumni involvement with their alma mater (Bruggink & Siddiqui, 1995; Conley, 1999; Ikenberry, 1999); (c) institutional tradition and prestige (Leslie & Ramey, 1988); (d) economic success of individual alumni (Leslie & Ramey, 1988); (e) emotional attachment of alumni to the alma mater (Baker, 1998; Beeler, 1982; Spaeth & Greeley, 1970); (f) academic success (Beeler, 1982); and (g) an overall satisfaction of the student experience (Astin, 1993). This study specifically examined the impact of undergraduate student involvement in a Greek organization on alumni giving.

This chapter examines previous research and literature on the history of fundraising in U.S. higher education, the influence of student involvement on alumni giving, the evolution of fraternities and sororities, and Greeks and alumni giving. The literature review creates a context for the research study and serves as a framework to guide future studies.

### **History of Fundraising in Higher Education**

For more than three hundred years, higher education has been an establishment in America and fundraising can be traced back to the institution's earliest roots (Herrmann & Herrmann, 1996). During the founding of colleges in the New World, donations were sought to establish and sustain these schools (Curti & Nash, 1965). Dating back to 1636 and Harvard's beginning, philanthropy was a part of the institution's lifeblood. In 1641 three clergymen were sent back to England to raise money for Harvard and such fundraising continued to help establish the Colonial Colleges. This was followed by other benefactors who made contributions to schools such as Elihu Yale who made a gift of

goods to the Collegiate School of Connecticut, Charles Tufts who gave land to the school that now bears his name and Gardner Colby who was honored with the renaming of Waterville College to Colby College after he provided funds to save the school from financial ruin (Brittingham & Pezzullo, 1990).

The earliest fundraising efforts were focused on specific projects such as scholarships or building needs. These gifts did not help schools meet emergency or contingency needs that arose unexpectedly. It was not until the end of the nineteenth century when individuals were solicited to support the general operating costs of higher education. The first efforts to raise money for unrestricted purposes took place at Harvard in 1906 when the class of 1881 presented the school with an \$113,777 gift commemorating their 25<sup>th</sup> reunion. The gift was an endowment in which the income was designed for unrestricted purposes (Curti & Nash, 1965).

Annual alumni giving, or annual funds, did not start until 1890 when the Yale Alumni Fund was organized. Yale pioneered the first annual fund to solicit alumni for unrestricted operating expenses. Within 25 years, Brown, Cornell and Dartmouth were among the few institutions conducting annual fund drives; by 1951, 252 alumni funds existed and raised \$19,217,094 with more than two-thirds allocated for current operating expenses (Curti & Nash, 1965).

With a few exceptions, structured professional fundraising office at public post-secondary institutions first began to emerge in the mid-1970s (Cook & Lasher, 1996). The University of Michigan is noted to be among the first public universities to suggest the need for alumni support. In his inaugural address, President James B. Angell acknowledged receipt of state funding and concluded his remarks, "let it not be thought

that the aid furnished by the State leaves no room for munificence” (Curti & Nash, 1965). Initial fundraising efforts at public colleges and universities were designed to create scholarship accounts and evolved into more comprehensive operations to support a variety of academic programs (Herrmann & Herrmann, 1996). Alumni contributions continue to assume special significance, especially when unrestricted, and are any institution’s major source of discretionary funds (Leslie & Ramey, 1988; Willemain, et al, 1994).

In their monograph, *The Campus Green: Fundraising in Higher Education*, Brittingham and Pezzullo (1990) identify four trends necessary to understanding the evolution of fundraising in higher education:

- 1) The shift away from church-affiliated and individual and personal solicitation to direct institutional appeals of an organizational and professional nature.
- 2) The dramatic shift away from the notion of “charity” and toward “philanthropy”.
- 3) The imposing role fund raising plays in all aspects, daily or yearly, of institutional life rather than being limited to crises or major changes in direction.
- 4) The widespread acceptance of fundraising among state-assisted colleges and universities in the last 40 years (p. 13-14).

As voluntary support of higher education becomes a more vital source of funding, it is important for colleges and universities to understand how to grow private support, particularly from alumni. Melchiori (1988a) asserts that alumni function as providers to their alma maters and additional research is needed to more fully understand the motivations underlying alumni support. It is critical for institutions to recognize the factors influencing alumni to provide financial support to their alma mater and apply this

information to encourage more alumni to give and at higher levels (Bristol, 1990; Leslie & Ramey, 1988).

### **Alumni Giving and Student Involvement**

Until recently, philanthropy in higher education has not been a topic of serious inquiry as most of the research has been conducted in the last twenty years (Kelly, 1991). This is likely a result of the increased importance of private support to the health of colleges and universities. Brittingham and Pezzulo assert “research on fund raising in higher education is both limited and fragmented” (1989, p. 1). One reason for the limited amount of attention to the topic is offered by Kelly (1991) in suggesting that fundraising has been disadvantaged as a field of study because it lacks a theoretical framework.

Alumni giving is a function of capacity and motivation (Connolly & Blanchette, 1986). Capacity refers to one’s financial ability to make a gift and motivation, also termed inclination, is influenced by one’s willingness to give away the money. Although loyalty and motivation are latent variables that are difficult to quantify, Dunn and Hutten (as cited in Connolly & Blanchette) offer two basic ways to measure alumni giving: loyalty (motivation) and wealth (capacity). Loyalty is determined by the percentage of alumni from a defined group making a contribution. To determine the influence of wealth, a calculation of the median gift by alumni in the defined subgroup likely represents factors of both loyalty and wealth.

Based on the motivation and capacity model suggested by Connolly and Blanchette (1986), they found that motivation to give declined as alumni grow older and identify less with the school, while capacity increased the longer graduates were out of school and became more developed in their careers. Bristol’s (1990) study on alumni of

the University of New Hampshire supports the inverse relationship between the impact of age of class, number of years since graduation, on alumni participation and total dollars given. Class reunions positively influence alumni gift size, however, the impact on percentage of alumni giving is seen only slightly among the five-year reunions. Both the 25<sup>th</sup> and 50<sup>th</sup> reunion classes demonstrated increases in both gift size and alumni participation (Bristol, 1990; Grant & Lindauer, 1986; Willemain, Goyal, VanDeven & Thukral, 1994).

Research shows that the types of experiences to which students are exposed in college influence the level of their success and satisfaction throughout college (Astin, 1993; Pascarella & Terenzini, 1991). Boyer (1987) asserts that the quality of campus life directly impacts the effectiveness and satisfaction of one's undergraduate experience. On campuses where the curricular and co-curricular activities work in concert to promote a sense of community, students are more likely to remain enrolled in school. However, for students to truly benefit from co-curricular involvement they must actively take a role in the opportunities offered by the campus (Astin, 1993).

Past research has consistently found that alumni who participated in student activities are more likely to donate and donate at higher levels to their school (Gardner, 1975; Haddad, 1986; Ikenberry, 1999; Martin, 1993; Miracle, 1977; Oglesby, 1991; Parsons, 1998; Shadoian, 1989; Springer, 1991). The above referenced studies examined student participation in general student organizations, Greek organizations, intercollegiate athletics, residence life leadership, student publications and student government. Alumni, who as undergraduates, were involved in the life of the institution beyond the classroom demonstrated a higher likelihood to participate in alumni activities and giving.

One factor associated with student involvement is satisfaction with the college experience (Gaier, 2001). Conley (1999), Ikenberry (1999), Gardner (1975) and Haddad (1986) all found that participation in student activities was a strong factor in determining donor status as well as level of giving. Graduates who were satisfied with their college experience are more likely to feel connected to their alma mater, become more involved and contribute financially (Johnson & Eckel, 1998; Baade & Sundberg, 1993). A 1996 study of college seniors suggests that one's satisfaction with the college experience influences the intent of the future graduate to be a donor or non-donor to the institution (Stutler & Calvario). These findings suggest institutions should recognize that today's students are tomorrow's alumni donors. The cultivation and education of the importance of alumni involvement should begin while students are enrolled, and not postponed until they become alumni.

Another factor influencing charitable giving is capacity or personal income. Pascarella and Terenzini (1991) found a majority of studies indicated a small positive and statistically significant relationship between involvement in co-curricular activities and subsequent earnings. These effects appear to be strongest for students who participated as leaders within campus organizations. The resulting increased income of these student leaders may positively affect their giving as alumni.

Maintaining contact with one's alma mater impacts personal giving to the school. According to a study by Opinion Dynamics (2004), one third of college graduates reported having made a contribution to their alma mater in the past year. Of the 33% who gave, 42% indicated feeling informed about the current goals and priorities of their alma mater influenced giving. In addition, the volume of communication between the

school and its alumni is also an important predictor of alumni giving. Those who say they get too little communication (18%) from their alma mater are least likely to give. Mixer (1993) emphasizes the importance of developing personalized linkages between the donor and the institution through effective communications and meaningful donor involvement.

These findings suggest that student involvement promotes satisfaction with one's undergraduate experience and translates into increased alumni giving.

### **The Beginning of Greek Organizations**

Since the founding of Phi Beta Kappa in 1776 at the College of William and Mary, many colleges and universities have become hosts to fraternities and sororities. As the forerunner of today's Greek-letter organizations, Phi Beta Kappa established traditions and artifacts still evident in present-day fraternities. To date, there are nearly 100 social Greek-letter organizations recognized at more than 900 institutions across North America. In 2002, fraternity and sororities boasted memberships of more than 750,000 undergraduates or 5.5% of college students (O'Neill, 2002).

Soon after colleges began emerging in the New World, students with similar interests started organizing groups on campus. In the mid-1700s, debating and literary societies began to surface. Rudolph (1990) attributes the rise of such societies to the political environment of colonial times. As early as 1750, six students at the College of William and Mary organized the secret society known as F.H.C., later recognized as the Flat Hat Club. Current (1990) asserts that these "boys" were dedicated to the ideals of friendship, conviviality and knowledge. These groups were founded by students to

augment the academic experience and provide an alternative to the rigors of the classroom (Rudolph, 1990; Hunt & Rentz, 1994).

On December 5, 1776, in the Apollo Room of the Raleigh Tavern, five William and Mary students founded Phi Beta Kappa. At this first meeting the students decided upon a name, motto and recognition medal (Current, 1990). Adopting the motto, “Philosophy is the guide of life” the group used the first letter of the Greek phrase for its name Phi Beta Kappa, becoming the first Greek-letter society in America. The Baird’s Manual (Anson & Marchisani, 1991) cites that Phi Beta Kappa began with “the essential characteristics of such societies: an oath of secrecy, a badge, mottoes in Latin and Greek, a code of laws, an elaborate form of initiation, a seal and a special handclasp or grip” (VI-128). Originally the group was formed as a literary society, focused on literary exercises such as composition and debating, and to provide a social outlet for its members. Following expansion to Harvard, Yale and Dartmouth and other schools, the group diverted from its origins as a literary society to an elite scholarly honor society and remains so today (Fivehouse, 1968).

Phi Beta Kappa was the beginning of many secret societies that emerged on college campuses across the country. In 1825 at Union College in Schenectady, New York, several members of Phi Beta Kappa formed the Kappa Alpha Society. Additional groups began at Hamilton College and Miami University spreading the popularity of these fraternal organizations throughout the northeast and Midwest (Current, 1990). Today, the North-American Interfraternity Conference, a confederation of men’s fraternities, maintains a membership of sixty-three national/international fraternities with collegiate chapters on more than 800 campuses (O’Neill, 2002).

The first women's organization was founded in 1851 at Wesleyan Female College in Macon, Georgia. The Adelphean Society was formed by six young students for the purpose of mental, moral and social betterment. These girls, many of them just fourteen and fifteen years old, were some of the first females to receive a college education in the United States. The following year, the Philomatheon Society began at Wesleyan. Following the doors opening for women in higher education, sororities continued to grow as other women's groups were founded at schools in both the northeast and the Midwest. In 2004, the National Panhellenic Conference, the umbrella organization of the twenty-six inter/national women's sororities represents 3,000 chapters and 5,228 alumnae associations in the United States and Canada (National Panhellenic Conference, 2004).

Another association comprised of fraternities and sororities is the National Pan-Hellenic Council. The Council represents nine historically African-American organizations comprised of 5,500 chapters and 1.6 million living alumni/ae. Alpha Phi Alpha Fraternity was the first historically African-American fraternity founded in 1906 at Cornell University. In 1908, at Howard University, Alpha Kappa Alpha formed making them the first NPHC sorority (National Pan-Hellenic Council).

Much of what started with Phi Beta Kappa in 1776 continues to be traditions of current-day Greek organizations. The secret motto, handshake, badge, oath of secrecy and elaborate initiation are all important elements of fraternities and sororities. However, in addition to the social and academic development of its members, service to others and the community is an expectation of membership.

## **Research on Greek Membership**

Over the past decade, research on the impact of undergraduate Greek membership has grown substantially (Thorson, 1997). This is a result of the scrutiny fraternities and sororities face from college administrators and faculty, the media and the public at large. Both quantitative and qualitative studies have examined variables such as academic achievement, social development and moral and ethical development (Thorson, 1997; Tripp, 1997). Most of these studies demonstrate a negative relationship between Greek affiliation and the above mentioned variables. Kuh, Pascarella & Wechsler (1996) assert, "Because many fraternities are indifferent to academic values and seem to shortchange the education of many members, we need a careful examination of the educational benefits fraternities provide" (p. B24). Such findings pose an ongoing challenge for Greek life advocates to demonstrate the value of Greek membership as a part of the academy and beyond. Heida (1990) asserts, "The successes are harder to detect than the failures" (p. 3).

Research on fraternity and sorority membership is controversial at best. Most of the research focuses on the undergraduate experience and examines primarily men's fraternities (Tripp, 1997). The research examines the impact of fraternity/sorority membership on the college experience and measurable outcomes; many studies are limited to a single institution. Kuh, Pascarella and Wechsler (1996) assert that alcohol use, intellectual development, personal development and cognitive development are all negatively affected by membership in a Greek organization. A study conducted by Hayek, Carini, O'Day & Kuh (2002) examined the levels of engagement between Greek and non-Greek students in terms of studying, participating in extracurricular activities

and interacting with faculty members and peers. The findings of this research found a positive relationship between Greek affiliation and the variables examined. Results suggested members of Greek organizations appeared to be equally and sometimes more engaged in active learning, student-faculty interaction, community service and satisfaction with the institution.

In 1997, research on the impact of Greek affiliation on college and life experiences was conducted by Esther Thorson. This research focused on assessing how outcomes of Greek membership impact adult life and was designed to test four dimensions: (a) charitable giving; (b) community activity; (c) retrospective satisfaction with the college experience; and (d) retrospective extra-curricular activities. The findings illustrate a much more positive picture than previous research on undergraduate Greek members. The research suggests Greeks are more likely to support their alma maters as alumni and make larger gifts than their non-Greek peers. Sorority alumnae reported being more involved in extracurricular activities than their non-Greek counterparts and the fraternity alumni. Greek alumni from both sororities and fraternities cited higher participation in community and civic activities than non-Greek alumni.

Highlighting the positive aspects of Greek life, O'Neill (2002) asserts Greek membership provides the most successful leadership development program for college students. Leadership skills are honed through opportunities to manage large organizations of people, oversee sizable operational budgets and facilitate conflict resolution and goal setting. Collectively, fraternity and sorority members provide 10 million hours of volunteer service a year and this emphasis on service to others prepares members for a lifetime of community involvement.

## **Greek Membership and Alumni Giving**

If the research suggests that student involvement promotes alumni giving, it is reasonable to examine involvement in a specific student organization and its impact on alumni giving. This section looks specifically at the research related to Greeks and alumni giving.

The participation of students in fraternities and sororities has been reported to positively affect giving (Harrison, Mitchell & Peterson, 1995; Thorson, 1997). They reported participation in such organizations builds a lifetime relationship between individual members and their institutions. Parsons (1998) cited two studies which support Greek membership's positive impact on alumni giving. In a study dating back to 1958, Baughman's findings supported the notion that fraternities and sororities members contribute at much higher levels than non-Greeks by studying donations to New York University. Among an alumni population of nearly 200,000, ninety percent of its alumni gifts came from the 6% of its alumni who were fraternity and sorority members as undergraduates. In relation to the size of gifts from Greek alumni, Parsons (1998) referenced the Indiana University Alumni Association statistic reporting 75% of the alumni who contributed \$5000 or more in 1969 were IU fraternity members.

Fraternities and sororities encourage their membership to become involved in campus activities. Within the chapter, members can assume a leadership position on committees, as a committee chair or as an officer. Greeks are also encouraged to become involved in leadership positions on campus such as student government, orientation leaders or within organizations specific to one's major. Stronger ties appear to develop between these students and the institution as a result of extracurricular involvement. This

involvement not only builds loyalty, but also satisfaction. Bruggink and Siddiqui (1995) suggest alumni giving is positively influenced by Greek membership. Campus involvement may also lead to a better understanding of volunteerism and the importance of serving the campus community (Parsons, 1998).

Haddad (1986) found that membership in a Greek organization made alumni more likely to donate, however, Martin (1993) was unable to confirm the effect of fraternity/sorority membership on donor status. This study did find Greek affiliation resulted in alumni giving at higher levels than non-Greeks.

The importance of keeping alumni informed about the institution's current events and priorities was mentioned previously and may influence the giving of fraternity and sorority members. As alumni form networks, both formal and informal, remaining up-to-date on the school's priorities and use of funds can positively impact alumni giving. This may also play a role in the increased giving among Greek alumni who are likely to remain more connected to sorority sisters/fraternity brothers as a way to keep informed of events at their alma mater.

### **Conceptual Framework**

This study utilized Alexander Astin's involvement theory to hypothesize that involvement as a student influences involvement with the institution after graduation. Astin developed the involvement theory to help explain the impact of college on students. Specifically, Astin's (1985) input-experience-output (I-E-O) model was used to examine the influence of undergraduate Greek membership on alumni giving. The foundation of Astin's theory is, "students learn by becoming involved" (Pascarella & Terenzini, 1991, p.50). Previous research demonstrated that learning takes place when students spend

time and energy on specific tasks. The findings suggest students who invested in academic and extracurricular activities tended to remain connected to the institution. These students also demonstrated a higher likelihood to persist in attaining their degrees and expressed overall satisfaction with the college experience (Pascarella & Terenzini).

Pascarella and Terenzini (1991) assert that Astin's I-E-O model was one of the first models to understand the impact of college on students. The *I* represents inputs or all of the characteristics students come to college possessing such as academic ability and family background. Collegiate experiences are represented by *E*, and encompass all of the experiences that students encounter while in college such as academic and extracurricular activities. The final aspect of the model is *O*, or outcomes, which result after the student experiences the environment. Outcomes could include grades, achievement in educational goals and ultimately, graduation.

Using Astin's theory of involvement as a framework to examine the relationship between student involvement and alumni giving provides the opportunity to develop additional insights for the fundraising profession. This study utilized Astin's I-E-O model to determine if differences in alumni giving exists between students who were involved in a Greek organization and those students who were not.

### **Summary**

This review of the literature shows that comprehensive research on alumni giving is limited. In order to understand why some alumni give at higher levels and more consistently than other alumni, it is necessary to examine actual alumni giving data from an institution. The next chapter identifies specific research questions and the analytical

processes implemented to determine if a relationship exists between undergraduate Greek membership and alumni giving at a particular institution.

## **Chapter III**

### Methodology

#### **Summary of Project**

One trend among the research linking student involvement and alumni giving is that nearly all studies utilized research designs based on data from single institutions. A study on the impact of Student Alumni Foundation membership on alumni giving utilized giving data from eight schools (Friedmann, 2003). Only one research study (Thorson, 1997) examining the impact of Greek membership and alumni giving used subjects from more than one institution, however, the data collected for this study were self-reported and did not use actual giving data from the schools involved in the research. Such methodologies are likely the result of researchers having limited access to multi-institutional giving data and the confidentiality guarding the release of giving information to outside sources.

The purpose of conducting this study was to examine the relationship between undergraduate membership in a fraternity or sorority at the College of William and Mary and its impact on giving to the annual fund as an alumnus. This chapter outlines the procedures utilized to test if a significant relationship between the two variables exists. To accomplish this, data from the William and Mary alumni data base were analyzed through SPSS to determine significance for questions posed by this study. This chapter describes the subjects, sample selection, data collection and data analysis used for this research study.

## Research Questions

The overarching question in this study was to determine if a relationship exists between undergraduate Greek membership and alumni giving. This was accomplished by examining the following hypotheses:

- Hypothesis I – No difference in the percentage of donors exists between alumni who were members of an undergraduate fraternity/sorority and alumni who were not members.
- Hypothesis II – No difference in total lifetime giving exists between alumni who were members of an undergraduate fraternity/sorority and alumni who were not members.
- Hypothesis III – No difference in the total giving over the past ten years exists between alumni who were members of an undergraduate fraternity/sorority and alumni who were not members.
- Hypothesis IV – No difference exists in the percentage of donors who have given at least once in the last ten years between alumni who were members of an undergraduate fraternity/sorority and alumni who were not members.
- Hypothesis V – No difference in average lifetime giving exists between alumni who were members of an undergraduate fraternity/sorority and alumni who were not members.
- Hypothesis VI – No difference in total lifetime giving exists between alumni who were members of an undergraduate fraternity/sorority and alumni who were not members based on gender.

- Hypothesis VII – No difference in average lifetime giving exists between male and female alumni who were members of an undergraduate fraternity/sorority and alumni who were not members based on five-year class eras.
- Hypothesis VIII – No difference in the percentage of donors exists between male and female alumni who were members of an undergraduate fraternity/sorority and alumni who were not members based on five-year class eras
- Hypothesis IX – No difference in average lifetime giving exists between alumni who were members of an undergraduate fraternity/sorority and alumni who were not members based on five-year class eras.

### **Research Context**

The College of William and Mary is the second oldest university in the nation, founded in 1693. The College is located in Williamsburg, Virginia and enrolls 5,642 undergraduate and 1,933 graduate students (College of William and Mary Institutional Research data, 2004). William and Mary is a residential, public university that is in the middle of a comprehensive \$500 million campaign, which began in 2000 and ends in 2007. The annual fund was established in 1950 and continues to be a priority of the College's overall fundraising strategies. As part of the Campaign, the annual fund has a goal to raise \$33 million (The Campaign for William and Mary, 2003).

Although the annual fund has existed for more than 50 years, the College's development program was only formally established in the early 1970s. There are three departments, among a total of twelve departments, which focus on direct fundraising from individuals: the annual fund office, the office of major gifts and the office of planned giving. In 2000, there were approximately 60 staff members in university

development and by 2004 that number grew by nearly fifty percent to 88. The increase in personnel was a result of the staffing needs to successfully implement the \$500 million comprehensive campaign and increase the number of personal contacts with alumni (University Development Orientation Manual, 2004).

The Greek system has a rich history at William and Mary. The first fraternity on campus was Theta Delta Chi, established in 1853. By 1925, the number of fraternities on campus grew to eleven. In 1948, lodges for the eleven fraternities were built and served as the center of fraternity life for twenty years (Godson, S.H., Johnson, L.H., Sherman, R.B., Tate, T.W. & Walker, H.C., 1993). The current day fraternity units opened in 1967 and the original lodges were converted into class and office facilities (Marchant, 1967).

William and Mary was the first public college in Virginia to admit women in 1918 (College of William and Mary, 1993). Chi Omega was the first sorority, founded in 1921, just three years after the college became co-educational. Between 1923 and 1931, eight more sororities were added to the campus. The first sorority house was built in 1925 for Kappa Kappa Gamma and they continue to occupy the facility today (Godson, S.H., Johnson, L.H., Sherman, R.B., Tate, T.W. & Walker, H.C., 1993). The 2004 membership figures reveal that approximately 30 percent of undergraduate students belong to a Greek organization (Office of Student Activities, 2005).

### **Research Participants**

This study examined personal giving data available from the alumni database at the College of William and Mary. The sample included all undergraduate alumni affiliated with a class year between 1964 and 1994 and incorporated each case's lifetime

and most recent ten-year giving history to the institution's annual fund. The ten-year giving history utilized for this research included fiscal years 1995-2004.

### **Data Collection Procedures**

This study utilized pre-existing data obtained from the institution's alumni giving database. After securing permission from the Vice President for University Development, data were extracted from the alumni database and the Excel file was imported into SPSS for analysis. The file included a wide range of donor information: (a) alumni identification number, (b) alumni undergraduate class year, (c) lifetime giving to the annual fund, 4) giving history to the annual fund for each of the most recent fiscal years (FY95-FY04), (d) name of fraternity/sorority (if applicable), and (e) gender. In addition to these variables, records were assigned a numeric code for 1) Greek or non-Greek affiliation and 2) gender and 3) if he/she made a gift in the last ten years. This was accomplished through the assign values option of SPSS.

The number of years since graduation was also calculated and recorded on each record. This was accomplished by subtracting the graduation year from 2004. This established a class age for each record which was used to determine each subject's average lifetime gift. This was calculated by dividing total lifetime giving by the number of years since graduation.

To control for inflation, the ten-year giving history from fiscal years 1995-2004 was adjusted. This was accomplished by utilizing the Consumer Price Index Inflation Calculator. Using 1995 as the base year, giving for FY96 through FY04 was inflated so that giving for this period is in constant dollars.

## Research Design

The conceptual framework for this research study is grounded in student involvement theory. Through quantitative analysis, the matrix below outlines the research design employed by this study. This design was utilized to examine a causal comparative relationship between undergraduate Greek membership and alumni giving.

Table 3.1

Research Design Matrix

| Concept/Theory                             | Data Source/Instrument  | Independent Variable                                     | Dependent Variable  |
|--|---|--|---|
| Student Involvement<br>Astin's I-E-O Model | Institutional data<br>Statistical Analyses:<br>Descriptive<br>Chi-Square<br>ANOVA | Undergraduate<br>Greek membership<br>Gender<br>Class era | Donor/non-donor status<br>Lifetime giving<br>Average lifetime giving<br>Giving in past 10 years |

## Instrumentation

Archival data from the College of William and Mary alumni database was retrieved by the office of University Development Computing Services. The file format was provided in Microsoft Excel and was imported into SPSS for analysis.

## Data Analysis Procedures

The central question in this study was to determine the relationship between Greek and non-Greek alumni giving to the college. After the data file was finalized, tests were conducted through SPSS software. In order to answer the questions posed in this study, several statistical methods were utilized to analyze the data. Descriptive statistics were generated on the two groups, Greek and non-Greek alumni.

The independent variable for all hypotheses is undergraduate membership in a fraternity or sorority. In addition, gender and class era were used as independent variables for several of the research questions. For Hypotheses I, IV and VIII, a Chi-Square test was analyzed. Hypotheses V, VI, VII and IX utilized a three-way analysis of variance (ANOVA). Data analysis for Hypotheses II and III employed a two-way ANOVA.

## Chapter IV

### Data Analysis

The purpose of conducting this study was to examine the relationship between undergraduate membership in a fraternity or sorority at the College of William and Mary and its impact on giving to the annual fund by alumni. This chapter focuses on the results of this research. The data used for statistical analyses represents undergraduate alumni from the classes of 1964-1994 and their annual fund giving histories. The population for this study included 36,354 cases of which, 13,324 (36.4%) were undergraduate members of a fraternity or sorority and 23,030 (63.6%) were non-members. There are nine research questions presented in null hypothesis form. They are as follows:

1. No difference in the percentage of donors exists between alumni who were members of an undergraduate fraternity/sorority and alumni who were not members.
2. No difference in total lifetime giving exists between alumni who were members of an undergraduate fraternity/sorority and alumni who were not members.
3. No difference in the total giving over the past ten years exists between alumni who were members of an undergraduate fraternity/sorority and alumni who were not members.
4. No difference exists in the percentage of donors who have given at least once in the last ten years between alumni who were members of an undergraduate fraternity/sorority and alumni who were not members.

5. No difference in average lifetime giving exists between alumni who were members of an undergraduate fraternity/sorority and alumni who were not members.
6. No difference in total lifetime giving exists between alumni who were members of an undergraduate fraternity/sorority and alumni who were not members based on gender.
7. No difference in average lifetime giving exists between male and female alumni who were members of an undergraduate fraternity/sorority and alumni who were not members based on five-year class eras.
8. No difference in the percentage of donors exists between male and female alumni who were members of an undergraduate fraternity/sorority and alumni who were not members based on five-year class eras
9. No difference in average lifetime giving exists between alumni who were members of an undergraduate fraternity/sorority and alumni who were not members based on five-year class eras.

This chapter presents a summary of the study, results of the research and a chapter summary. The results are organized based on the following dependent variables: percentage of donors giving, total lifetime giving, average lifetime gift, and giving within the past ten years.

### **Summary of the Study**

Data were obtained from the College of William and Mary to conduct this study. With the permission of the Vice President for University Development, a data file containing the total lifetime giving, most recent ten years of giving by year, gender,

fraternity or sorority name and identification numbers for the defined population was provided for analysis. The gift histories included were specific to the college's unrestricted annual fund. Based on the original file, data calculations were made to establish the following additional variables: class age/class era, average lifetime gift, adjusted total giving for 1995-2004.

Through SPSS, statistics were calculated and this report utilizes the results of cross tabulations and Analysis of Variance (ANOVA). The following tables present the resulting statistics to answer the questions previously presented and include further explanation of the analyses.

### **Results of the Research**

A general overview of the demographic and giving characteristics of the alumni sample is provided in Table 4.1. Both the Greek and non-Greek groups included alumni who never made a gift to the annual fund as demonstrated by the \$0 minimum total lifetime column. The total lifetime giving average from Greek alumni is 44% higher than the average of the entire sample and 61% higher than the total lifetime giving average of non-Greek alumni.

**Table 4.1**

*Descriptive Statistics of Data Set  
Greek Membership, Gender and Total Lifetime Giving*

| Membership    | Gender             | N      | Percent | Total<br>Lifetime<br>Min. | Total<br>Lifetime<br>Max. | Total<br>Lifetime<br>Average |
|---------------|--------------------|--------|---------|---------------------------|---------------------------|------------------------------|
| Greek         | Female             | 6979   | 52.4    | \$0                       | \$228,157                 | \$1356.75                    |
|               | Male               | 6344   | 47.6    | \$0                       | \$158,924                 | \$1363.76                    |
|               | Total              | 13323  | 100.0   |                           |                           | \$1360.08                    |
|               | Missing<br>Unknown | 1      | .0      |                           |                           |                              |
|               | Total              | 13324  | 100.0   |                           | \$193,541                 |                              |
| Non-Greek     | Female             | 11953  | 51.9    | \$0                       | \$190,770                 | \$516.44                     |
|               | Male               | 11065  | 48.0    | \$0                       | \$163,490                 | \$554.19                     |
|               | Total              | 23018  | 99.9    |                           |                           | \$534.59                     |
|               | Missing<br>Unknown | 12     | .1      |                           |                           |                              |
|               | Total              | 23030  | 100.0   |                           | \$190,770                 |                              |
| Overall Total |                    | 36,354 |         |                           |                           | \$837.22                     |

### Percentage of Donors

Table 4.2 compares the percentage of donors between Greek and non-Greek alumni. These figures represent alumni who have given to the annual fund at least one time since graduation. For the total sample, the crosstabulation revealed a significant  $\chi^2 (1, N=36,353) = 1663.080, p < .001$  difference between the percentage of Greek donors (66.9%) and non-Greek donors (44.7%). This result demonstrates that Greek alumni are proportionally more likely to give, however, the 55 percent non-Greek, non-donor population suggests a huge source of untapped potential among the alumni donor base.

**Table 4.2**

*Percentage of Lifetime Donors by Greek Affiliation  
Crosstabulation and Chi-Square Test (Question 1)*

| Groups    | # Non-Donors   | # Donors*      | Pearson<br>Chi-Square | Asymp. Signif<br>(2-sided). |
|-----------|----------------|----------------|-----------------------|-----------------------------|
| Greek     | 4,414 (33.1%)  | 8,910 (66.9%)  | 1663.080              | .000                        |
| Non-Greek | 12,732 (55.3%) | 10,297 (44.7%) |                       |                             |
| Total     | 17,146 (47.2%) | 19,207 (52.8%) | 1663.080              | .000                        |

\*given at least once since graduation

Table 4.3 compares the percentage of Greek and non-Greek alumni who made at least one gift anytime in the last ten years, 1995-2004. For the total sample, the crosstabulation revealed a significant  $\chi^2$  (1, N= 36,353) = 1506.286,  $p < .001$  difference between the percentage of Greek donors (55.7%) and non-Greek donors (34.8%). In comparing the results in Tables 4.2 and 4.3, there is a ten percent difference in the number of donors who gave within the past ten years versus those who have given at some point since graduation. The ten percent difference represents nearly 4000 alumni whose giving to the annual fund has lapsed for eleven or more years.

**Table 4.3**

*Percentage of Donors by Greek Affiliation Who Gave in Last Ten Years -  
Crosstabulation and Chi-Square (Question 4)*

| Groups    | # Non-Donors   | # Donors       | Pearson<br>Chi-Square | Asymp. Signif<br>(2-sided). |
|-----------|----------------|----------------|-----------------------|-----------------------------|
| Greek     | 5,903 (44.3%)  | 7,421 (55.7%)  | 1506.286              | .000                        |
| Non-Greek | 15,012 (65.2%) | 8,018 (34.8%)  |                       |                             |
| Total     | 20,915 (57.5%) | 15,439 (42.5%) | 1506.286              | .000                        |

The final crosstabulation examined the percentage of alumni donors to the annual fund based on the independent variables of Greek membership status, gender and class era. To calculate the statistics for this question, the file was divided by gender through the Split File function of SPSS. Tables 4.4 and 4.5 provide the percentage of donors based on gender and the Pearson Chi-Square calculation for each class era by Greek and non-Greek affiliation. This analysis showed that combined interaction among these three variables is significant. For all six class eras, significance is at the .000 level. For Greek alumni, the percentage of donors is higher than the percentage of non-donors across all six class eras. The opposite is true for non-Greek alumni where all non-donor percentages are higher than donor percentages. Figure 4.1 graphs the percentage of Greek and non-Greek donors based on class era.

**Table 4.4**

*Percentage of Female Donors by Class Era - Crosstabulation and Chi-Square  
Greek versus Non-Greek (Question 8)*

| Class Era    | Lifetime Giver | Belongs to Greek Org |           | Pearson<br>Chi-Square | Asymp. Signif.<br>(2-sided) |
|--------------|----------------|----------------------|-----------|-----------------------|-----------------------------|
|              |                | Greek                | Non-Greek |                       |                             |
| 1964 to 1968 | Non-Donor      | 21.9%                | 78.1%     | 239.95                | .000                        |
|              | Donor          | 56.8%                | 43.2%     |                       |                             |
|              | Total          | 43.5%                | 56.5%     |                       |                             |
| 1969 to 1973 | Non-Donor      | 21.3%                | 78.7%     | 260.177               | .000                        |
|              | Donor          | 53.2%                | 46.8%     |                       |                             |
|              | Total          | 40.1%                | 59.9%     |                       |                             |
| 1974 to 1978 | Non-Donor      | 20.8%                | 79.2%     | 206.155               | .000                        |
|              | Donor          | 45.6%                | 54.4%     |                       |                             |
|              | Total          | 34.9%                | 65.1%     |                       |                             |
| 1979 to 1983 | Non-Donor      | 36.6%                | 75.4%     | 169.905               | .000                        |
|              | Donor          | 46.9%                | 53.1%     |                       |                             |
|              | Total          | 38.5%                | 61.5%     |                       |                             |
| 1984 to 1988 | Non-Donor      | 20.4%                | 79.6%     | 136.028               | .000                        |
|              | Donor          | 38.5%                | 61.5%     |                       |                             |
|              | Total          | 30.1%                | 69.9%     |                       |                             |
| 1989 to 1994 | Non-Donor      | 30.2%                | 69.8%     | 112.565               | .000                        |
|              | Donor          | 46.0%                | 54.0%     |                       |                             |
|              | Total          | 37.5%                | 62.5%     |                       |                             |

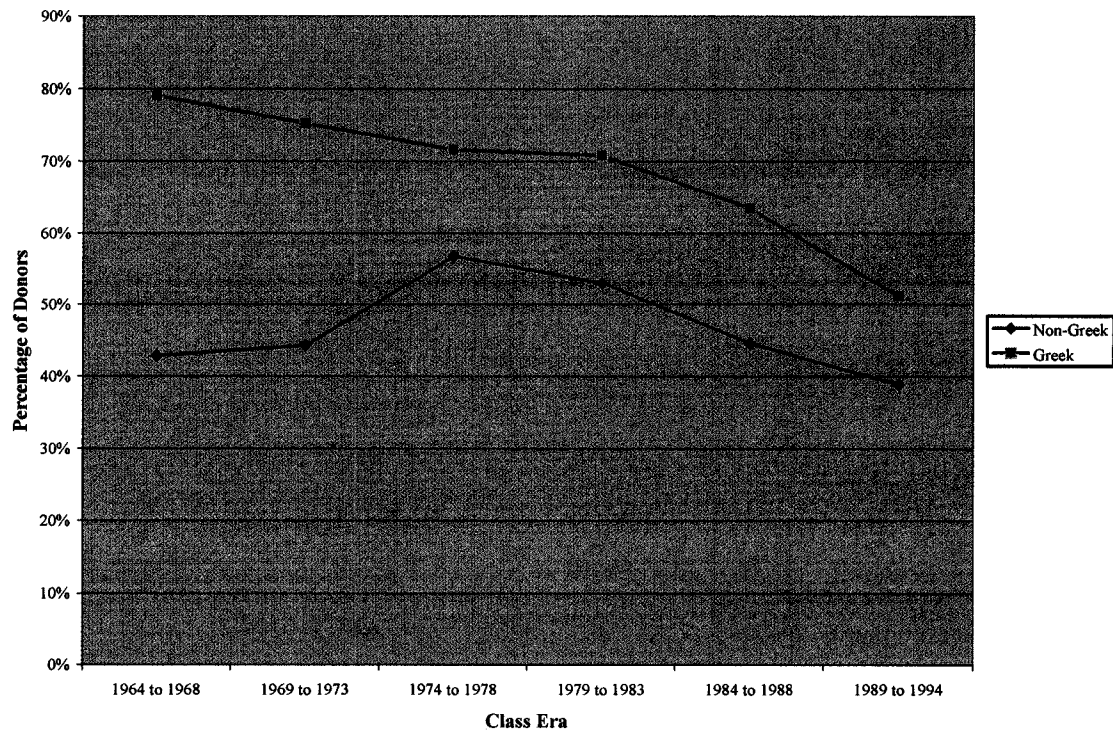
**Table 4.5**

*Percentage of Male Donors by Class Era - Crosstabulation and Chi-Square  
Greek versus Non-Greek (Question 8)*

| Class Era    | Lifetime Giver | Belongs to Greek Org |           | Pearson    | Asymp. Signif. |
|--------------|----------------|----------------------|-----------|------------|----------------|
|              |                | Greek                | Non-Greek | Chi-Square | (2-sided)      |
| 1964 to 1968 | Non-Donor      | 18.8%                | 81.2%     | 310.624    | .000           |
|              | Donor          | 54.8%                | 45.2%     |            |                |
|              | Total          | 38.2%                | 61.8%     |            |                |
| 1969 to 1973 | Non-Donor      | 20.8%                | 79.2%     | 221.387    | .000           |
|              | Donor          | 47.6%                | 52.4%     |            |                |
|              | Total          | 35.1%                | 64.9%     |            |                |
| 1974 to 1978 | Non-Donor      | 19.5%                | 80.5%     | 161.914    | .000           |
|              | Donor          | 40.5%                | 59.5%     |            |                |
|              | Total          | 30.2%                | 69.8%     |            |                |
| 1979 to 1983 | Non-Donor      | 32.0%                | 68.0%     | 37.091     | .000           |
|              | Donor          | 43.6%                | 56.4%     |            |                |
|              | Total          | 38.6%                | 61.4%     |            |                |
| 1984 to 1988 | Non-Donor      | 30.4%                | 69.9%     | 66.279     | .000           |
|              | Donor          | 44.9%                | 55.1%     |            |                |
|              | Total          | 37.2%                | 62.8%     |            |                |
| 1989 to 1994 | Non-Donor      | 36.6%                | 63.4%     | 19.453     | .000           |
|              | Donor          | 43.9%                | 56.1%     |            |                |
|              | Total          | 39.5%                | 60.5%     |            |                |

**Figure 4.1**

*Percentage of donors  
Greek versus Non-Greek based on Class Era (Question 8)*



### **Total Lifetime Giving**

Table 4.6 provides an overview of the descriptive statistics included in the two-way ANOVA which is summarized in Table 4.7. The ANOVA examined the influence of Greek membership status and gender on total lifetime giving. Figure 4.2 illustrates the distribution of donors based on total lifetime giving.

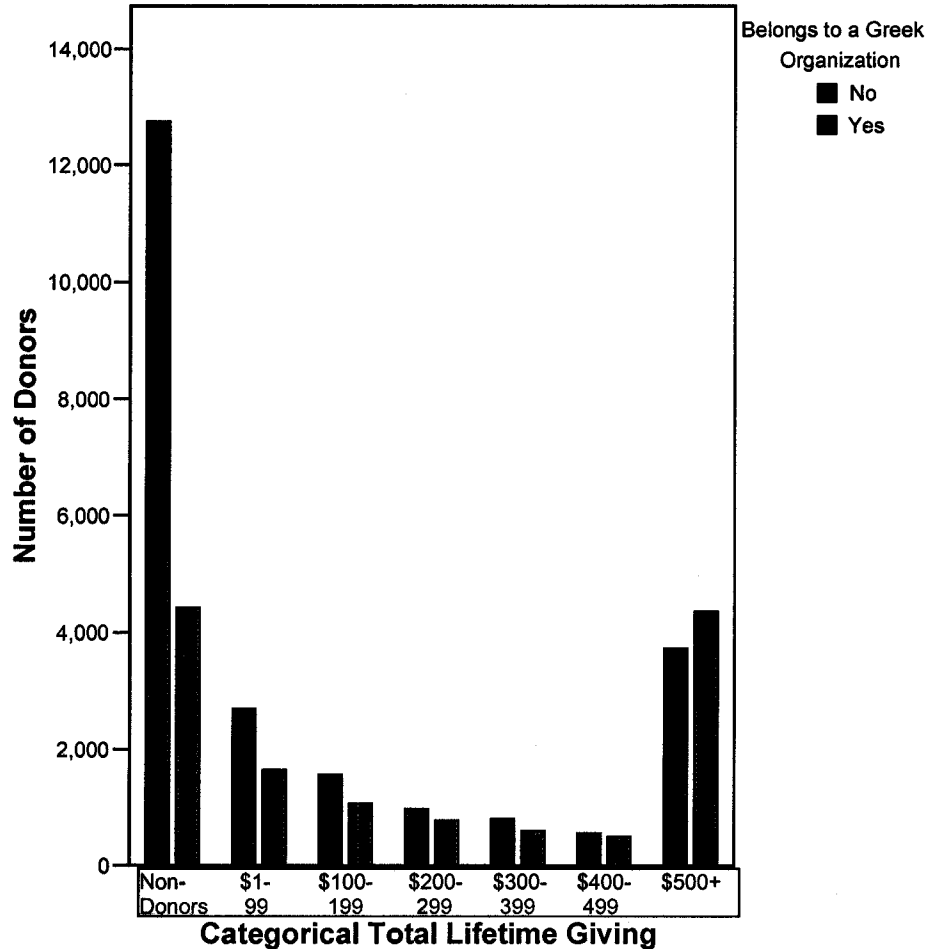
**Table 4.6**

*Descriptive Statistics –Total Lifetime Giving  
Greek versus Non-Greek based on Gender*

| Greek Member | Gender | Mean    | Std. Deviation | N     |
|--------------|--------|---------|----------------|-------|
| Yes          | Female | 1356.75 | 6386.297       | 6979  |
|              | Male   | 1363.76 | 6356.361       | 6344  |
|              | Total  | 1360.08 | 6371.822       | 13323 |
| No           | Female | 516.44  | 3636.131       | 11953 |
|              | Male   | 554.19  | 3500.796       | 11065 |
|              | Total  | 534.59  | 3571.687       | 23018 |
| Total        | Female | 826.21  | 4852.319       | 18932 |
|              | Male   | 849.20  | 4760.562       | 17409 |
|              | Total  | 837.22  | 4808.529       | 36341 |

**Figure 4.2**

*Distribution of Donors based on Total Lifetime Giving  
Greek versus Non-Greek*



The combined interaction effect of these two variables on total lifetime giving is not significant,  $F(1, N=36,341) = .087, p > .001$ . There is no gender effect on total lifetime giving; however, Greek membership did affect total lifetime giving. Table 4.7 shows the difference in total lifetime giving between Greek and non-Greek alumni. The ANOVA confirms that total lifetime giving for Greek alumni is significantly higher

$F(1, N=36,341) = 249.561, p < .001$ ) than the lifetime giving of non-Greek alumni for the total sample. The mean total lifetime giving for Greek alumni is \$1360.08, two and a half times higher than the mean total lifetime giving for non-Greek alumni, \$534.59. A 2003 study investigating alumni giving at eight public universities demonstrated mean total lifetime giving ranging between \$6.79 and \$369.43 among the schools (Friedmann). Based on the current study, there is a significant difference between Greek and non-Greek alumni giving; however, both groups give at much higher levels than those alumni included in the multi-institutional study cited above.

**Table 4.7**

*Total Lifetime Giving – Two-way ANOVA  
Greek versus Non-Greek based on Gender (Questions 2 & 6)*

| Source             | Type III Sum of Squares | Df    | Mean Square     | F        | Sig. |
|--------------------|-------------------------|-------|-----------------|----------|------|
| Corrected Model    | 5758840041.688(a)       | 3     | 1919613347.229  | 83.587   | .000 |
| Intercept          | 30261328220.909         | 1     | 30261328220.909 | 1317.693 | .000 |
| Gender             | 4218958.048             | 1     | 4218958.048     | .184     | .668 |
| Greek Yes/No       | 5731274422.952          | 1     | 5731274422.952  | 249.561  | .000 |
| Gender * Greek Y/N | 1989909.296             | 1     | 1989909.296     | .087     | .768 |
| Error              | 834493020151.068        | 36337 | 22965380.195    |          |      |
| Total              | 865724805522.134        | 36341 |                 |          |      |
| Corrected Total    | 840251860192.756        | 36340 |                 |          |      |

a R Squared = .007 (Adjusted R Squared = .007)

### **Average Lifetime Giving**

The following section contains the results for the hypotheses utilizing average lifetime giving as the dependent variable. These questions were analyzed through a three-way ANOVA. The descriptive statistics for the ANOVA, which are broken down by gender, are provided in Table 4.8

**Table 4.8**

*Descriptive Statistics –Average Lifetime Giving for Females  
Greek versus Non-Greek based on Class Era*

| Greek Member | Class Era    | Mean  | Std. Deviation | N     |
|--------------|--------------|-------|----------------|-------|
| Yes          | 1964 to 1968 | 56.65 | 247.164        | 889   |
|              | 1969 to 1973 | 63.29 | 270.837        | 1014  |
|              | 1974 to 1978 | 63.63 | 212.321        | 1085  |
|              | 1979 to 1983 | 60.30 | 286.362        | 1319  |
|              | 1984 to 1988 | 49.99 | 275.382        | 1064  |
|              | 1989 to 1994 | 35.46 | 127.036        | 1608  |
|              | Total        | 53.49 | 237.277        | 6979  |
| No           | 1964 to 1968 | 15.19 | 111.675        | 1155  |
|              | 1969 to 1973 | 25.17 | 185.652        | 1516  |
|              | 1974 to 1978 | 26.08 | 139.915        | 2024  |
|              | 1979 to 1983 | 31.36 | 194.680        | 2105  |
|              | 1984 to 1988 | 16.98 | 64.028         | 2469  |
|              | 1989 to 1994 | 14.94 | 59.369         | 2684  |
|              | Total        | 21.46 | 131.287        | 11953 |
| Total        | 1964 to 1968 | 33.22 | 184.446        | 2044  |
|              | 1969 to 1973 | 40.45 | 224.451        | 2530  |
|              | 1974 to 1978 | 39.18 | 169.663        | 3109  |
|              | 1979 to 1983 | 42.51 | 234.668        | 3424  |
|              | 1984 to 1988 | 26.92 | 160.990        | 3533  |
|              | 1989 to 1994 | 22.63 | 91.358         | 4292  |
|              | Total        | 33.27 | 178.531        | 18932 |

**Table 4.9**

*Descriptive Statistics –Average Lifetime Giving for Males  
Greek versus Non-Greek based on Class Era*

| Greek Member | Class Era    | Mean  | Std. Deviation | N     |
|--------------|--------------|-------|----------------|-------|
| Yes          | 1964 to 1968 | 77.88 | 278.802        | 869   |
|              | 1969 to 1973 | 50.49 | 155.666        | 992   |
|              | 1974 to 1978 | 63.15 | 222.202        | 937   |
|              | 1979 to 1983 | 63.49 | 407.231        | 1026  |
|              | 1984 to 1988 | 36.68 | 179.946        | 1105  |
|              | 1989 to 1994 | 32.16 | 126.991        | 1415  |
|              | Total        | 51.72 | 240.829        | 6344  |
| No           | 1964 to 1968 | 17.52 | 96.469         | 1407  |
|              | 1969 to 1973 | 27.52 | 178.633        | 1838  |
|              | 1974 to 1978 | 21.42 | 101.809        | 2161  |
|              | 1979 to 1983 | 26.01 | 94.963         | 1633  |
|              | 1984 to 1988 | 22.91 | 199.268        | 1863  |
|              | 1989 to 1994 | 17.96 | 65.057         | 2163  |
|              | Total        | 22.19 | 131.748        | 11065 |
| Total        | 1964 to 1968 | 40.56 | 190.445        | 2276  |
|              | 1969 to 1973 | 35.57 | 171.257        | 2830  |
|              | 1974 to 1978 | 34.04 | 150.062        | 3098  |
|              | 1979 to 1983 | 40.47 | 264.237        | 2659  |
|              | 1984 to 1988 | 28.03 | 192.386        | 2968  |
|              | 1989 to 1994 | 23.57 | 94.770         | 3578  |
|              | Total        | 32.95 | 179.908        | 17409 |

Results of the three-way ANOVA are summarized in Table 4.10. The ANOVA examined the interaction of Greek membership, gender and class era on average lifetime giving. Average lifetime giving was calculated by dividing total lifetime giving by class age, the number of years since graduation. The ANOVA revealed that average lifetime giving for Greek alumni was significantly higher ( $F(1, N=36,340) = 269.196, p < .001$ ) than the average lifetime giving of non-Greek alumni for the total sample. Average lifetime giving for Greek alumni is more than twice the average lifetime giving for non-Greek alumni.

This analysis also shows that combined interaction among these three variables was not significant,  $F(2, N=36,340) = 2.103, p > .001$ . However, significance was established for the interaction between Greek membership status and class era. Figure 4.2 highlights this relationship.

**Table 4.10**

*Average Lifetime Giving – Three-way ANOVA  
Greek versus Non-Greek based on Gender and Class Era (Questions 5,7,9)*

| Source                         | Type III Sum of Squares | Df    | Mean Square  | F        | Sig. |
|--------------------------------|-------------------------|-------|--------------|----------|------|
| Corrected Model                | 11133195.652(a)         | 23    | 484051.985   | 15.211   | .000 |
| Intercept                      | 47249263.476            | 1     | 47249263.476 | 1484.769 | .000 |
| Gender                         | 194.491                 | 1     | 194.491      | .006     | .938 |
| Greek Yes/No                   | 8566518.161             | 1     | 8566518.161  | 269.196  | .000 |
| Class Era                      | 2033002.364             | 5     | 406600.473   | 12.777   | .000 |
| Gender * Greek Y/N             | 4661.993                | 1     | 4661.993     | .146     | .702 |
| Gender * Class Era             | 205549.181              | 5     | 41109.836    | 1.292    | .264 |
| Greek Y/N * Class Era          | 947564.069              | 5     | 189512.814   | 5.955    | .000 |
| Gender * Greek Y/N * Class Era | 334656.025              | 5     | 66931.205    | 2.103    | .062 |
| Error                          | 1155702452.184          | 36317 | 31822.630    |          |      |
| Total                          | 1206688325.522          | 36341 |              |          |      |
| Corrected Total                | 1166835647.835          | 36340 |              |          |      |

a R Squared = .010 (Adjusted R Squared = .009)

**Figure 4.3**

*Average Lifetime Giving  
Greek versus non-Greek by Class Era*

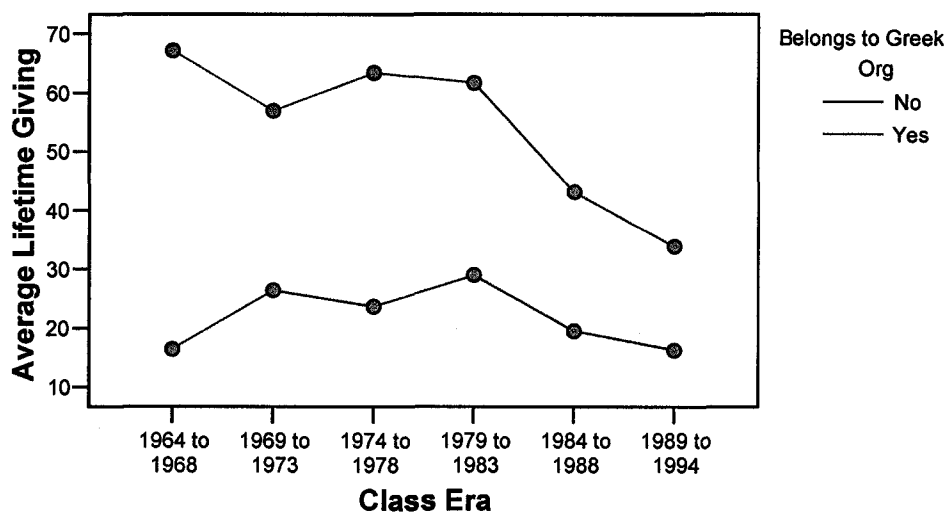


Figure 4.2 highlights the giving trends between Greek and non-Greek alumni.

Average lifetime giving from Greek alumni is significantly higher than non-Greek alumni and as Greek alumni age, their giving to William and Mary increases. This mirrors the increase of donor participation as illustrated in Figure 4.1. The Greek alumni remain loyal to the college through consistent giving which increases as the number of years since graduation increases. Giving from non-Greek alumni is lower in terms of dollars and does not increase at the same rate with class era as it does for Greek alumni. It is interesting to note that non-Greek alumni average lifetime giving actually drops 38 percent in the oldest class era from the previous class era.

### **Ten-Year Adjusted Total Giving**

A two-way ANOVA revealed the difference in the adjusted ten-year giving between Greek and non-Greek alumni based on gender. Using 1995 as the base year, giving for each year between 1996 and 2004 was adjusted for inflation based on the Consumer Price Index. The giving for fiscal years 1995 through 2004 were then added together to calculate the ten-year adjusted total giving for each case. Table 4.11 summarizes the descriptive statistics for the two-way ANOVA which is detailed in Table 4.12. The ANOVA illustrates that the ten-year adjusted giving for Greek alumni is significantly higher  $F(1, N=36,340) = 101.444, p < .001$ ) than the ten-year adjusted giving of non-Greek alumni for the total sample. The mean ten-year adjusted total giving for Greek alumni is \$1,134.84 which is 61 percent higher than the mean ten-year adjusted total giving for non-Greek alumni, \$438.57.

The combined interaction effect of the Greek membership and gender variables on adjusted ten-year giving is not significant,  $F(1, N=36,340) = .072, p > .001$ . There is no gender effect on giving within the past ten years; giving; however, Greek membership did affect total lifetime giving. Table 4.12 shows the difference in adjusted ten-year lifetime giving between Greek and non-Greek alumni.

**Table 4.11**

*Descriptive Statistics – Ten-Year Adjusted Total Giving  
Greek versus Non-Greek based on Gender*

| Greek Member | Gender | Mean    | Std. Deviation | N     |
|--------------|--------|---------|----------------|-------|
| No           | Female | 432.69  | 3682.937       | 11953 |
|              | Male   | 444.91  | 3216.302       | 11065 |
|              | Total  | 438.57  | 3466.400       | 23018 |
| Yes          | Female | 1127.80 | 6115.626       | 6979  |
|              | Male   | 1142.58 | 6121.089       | 6344  |
|              | Total  | 1134.84 | 6118.003       | 13323 |
| Total        | Female | 688.93  | 4739.417       | 18932 |
|              | Male   | 699.15  | 4509.953       | 17409 |
|              | Total  | 693.83  | 4630.852       | 36341 |

**Table 4.12**

*Ten-Year Adjusted Giving Total – Two-way ANOVA  
Greek versus Non-Greek based on Gender (Question 3)*

| Source             | Type III Sum of Squares | Df    | Mean Square     | F       | Sig. |
|--------------------|-------------------------|-------|-----------------|---------|------|
| Corrected Model    | 4092589096.233(a)       | 3     | 1364196365.411  | 63.945  | .000 |
| Intercept          | 20864815660.618         | 1     | 20864815660.618 | 978.011 | .000 |
| Greek Yes/No       | 4084255143.826          | 1     | 4084255143.826  | 191.444 | .000 |
| Gender             | 1534980.748             | 1     | 1534980.748     | .072    | .789 |
| Greek Y/N * Gender | 13903.881               | 1     | 13903.881       | .001    | .980 |
| Error              | 775210994468.949        | 36337 | 21333929.451    |         |      |
| Total              | 796797963285.971        | 36341 |                 |         |      |
| Corrected Total    | 779303583565.182        | 36340 |                 |         |      |

a R Squared = .005 (Adjusted R Squared = .005)

### Summary

The results of this research demonstrate that undergraduate membership in a Greek organization has a positive association with alumni giving. Significantly more Greek alumni are donors and give a greater amount over their lifetime than their non-Greek peers. This also holds true for giving within the most recent ten years as Greek alumni participate at higher levels and with larger gifts than non-Greek alumni.

When examining the interaction of Greek membership and gender on the dependent variables of total lifetime giving, average lifetime giving, giving within the last ten years, the results do not indicate significance. A common perception is that men give at higher levels than women, and this is supported in some of the fundraising literature. Blumenfeld and Sartain (1974), Haddad (1986) and Oglesby (1991) all found gender significant in terms of gift size. This did not hold true for the William and Mary alumni included in this study as there was neither an interaction, nor main effect of gender.

The interaction between Greek membership and class era is significant. Both variables positively influenced alumni giving across all four dependent variables. Across all six class eras, Greek alumni give more than non-Greek alumni. This interaction demonstrates that Greek alumni from older classes give more money and participate at higher levels than their non-Greek peers. Participation from Greek alumni increases for each of the class era intervals when moving from youngest to oldest. For non-Greek alumni, average lifetime giving increases over the first three class eras and the last class era; however, both the 1967-1973 and 1974-1978 eras show a decrease in the mean average lifetime giving over the previous era. Oglesby (1991) found a linear relationship between alumni age and magnitude of gift size, with gift amount increasing as alumni age. The non-Greek trend in average lifetime giving over class eras contradicts this finding. Overall, giving from non-Greeks is lower in terms of dollars given and participation.

## Chapter V

### Conclusions and Implications

With colleges and universities under pressure to increase private support from alumni, the challenge for institutional advancement programs is developing new strategies to encourage more alumni to establish a habit of giving. To accomplish this, schools need to better understand factors which encourage alumni giving. Many studies in the field have explored donor characteristics for a single institution and recent research is now examining the influence of specific student experiences on annual alumni giving.

This study examined the impact of undergraduate fraternity/sorority membership on alumni giving at the College of William and Mary. Graduates from the classes of 1964-1994 were the focus of the study. Nine research hypotheses were tested and examined alumni participation, total lifetime giving, average lifetime giving and adjusted ten-year total giving to the college's unrestricted annual fund.

#### **Overview of Results**

This study examined the relationship between undergraduate Greek membership and alumni giving. The results of this study, which are presented in detail in Chapter IV, clearly demonstrated that undergraduate Greek membership positively influences alumni giving. Across all of the hypotheses tested, the results revealed that significant differences exist in the giving patterns of Greek alumni compared to non-Greek alumni. Significantly more Greek alumni are donors, give at higher levels, and give more persistently and constantly over time than their non-Greek peers.

Relative to the independent variables of gender and class era, the results were mixed. The interaction between Greek membership status and gender had no significant

effect on giving patterns except for donor participation across class eras; however, the combination of Greek membership status and class era did have an effect. As Greek alumni age, there is an increase in both participation rate and average lifetime giving; the same effect was not observed for the non-Greek population.

### **Relationship of Study Results to the Literature**

The theoretical grounding for alumni giving research is limited (Carbone, 1986; Kelly, 1991). This study utilized Alexander Astin's involvement theory to hypothesize that involvement as a student influences donations to the institution after graduation. Astin developed the involvement theory and the resulting I-E-O model was one of the first designed to understand the impact of college on students. His research served as the framework for this current study to examine the influence of student involvement in a Greek organization and its impact on alumni giving.

The results of this study are consistent with prior research which found alumni who participated in student activities were more likely to donate to their alma mater and at higher levels. Students involved in co-curricular activities develop institutional loyalty and these alumni give at higher rates than peers not involved on campus (Conley, 1999; Gaier, 2001; Gardner, 1975; Haddad, 1986). Involvement in a Greek organization also showed a higher likelihood to give to one's alma mater (Haddad, 1986; Harrison, Mitchell & Peterson, 1995). This current study demonstrated that 66.9 percent of Greek alumni have given at some point in their lifetime compared to 44.7 percent of non-Greek alumni donors. In terms of average lifetime giving, Greek alumni gave more than twice that of non-Greek alumni; both findings support the conclusion that membership in a Greek organization positively influences alumni giving.

Another concept that evolved out of the alumni giving literature is loyalty. Connolly and Blanchette (1986) suggest that loyalty is determined by the percentage of alumni from a defined group who are donors. Giving from Greek alumni demonstrated higher levels of loyalty to the institution compared to their non-Greek peers. The loyalty factor was most evident with the older class eras as participation from Greek alumni increased from youngest class year to oldest. However, it is interesting to note that Connolly and Blanchette (1986) and Bristol (1990) found that as the years since graduation increase, alumni giving participation decreases in general. This inverse relationship between class age and donor participation was demonstrated by non-Greek alumni, but this study found the opposite to be true for Greek alumni. This confounding outcome suggests that the undergraduate Greek experience establishes an enduring loyalty to the college that overcomes the trend of declining donor participation as the number of years since graduation increases.

In addition to providing new insights in the fundraising arena, this study also adds to the body of knowledge regarding the impact of Greek membership. With a few exceptions, current research on fraternities and sororities has focused on the impact of membership on the undergraduate experience and asserts both positive and negative outcomes associated with Greek affiliation. This study demonstrated a positive outcome of Greek membership in relation to alumni giving. Advocates for the fraternal experience can utilize the results of this study to validate a positive outcome of undergraduate Greek membership.

### **Implications for Future Research**

The results of this study provide a foundation from which new research in higher education fundraising can build. While this study provided answers to questions posed, new questions have emerged that should be addressed in future research. Additional quantitative and qualitative studies would further test Astin's involvement theory and its applicability to understanding the significant differences in alumni giving between Greeks and non-Greeks. The goal of future research should be to further understand the factors which promote giving from Greek alumni and how such knowledge can be utilized to increase institutional support from all alumni.

Astin's involvement theory guided this study. Specifically, his I-E-O model on the impact of college on students was examined in relation to alumni giving. Because this study only examined giving differences between Greek and non-Greek alumni, future research provides an opportunity to explore other aspects of the I-E-O model and the influence on alumni giving. Research is suggested to further test the I-E-O model on both the collegiate experience and the alumni experience.

#### *Collegiate Inputs, Experiences and Outcomes*

Understanding the attributes students bring to campus that may influence alumni giving is important and should be incorporated into future research. Past studies suggest that family connections with the institution (Ikenberry, 1999; Melchiori, 1988b) positively influences alumni giving. Another aspect that could be included is the student's and their family's own philanthropic practices prior to college.

It also would be valuable to better understand what types of college experiences differentiate the Greeks and non-Greeks. What are the factors that predispose Greek

alumni to participate and give at higher rates than non-Greek alumni? Developing quantitative measures that assess the Greek experience, coupled with qualitative studies such as interviews or focus groups will provide the most comprehensive analysis of similarities and differences between the experiences of Greek and non-Greek students.

Looking beyond Greek membership, future research should include additional student involvement factors such as membership in other student groups, holding a leadership position in an organization, campus or off-campus resident and participation in intercollegiate athletics. Expanding the research to incorporate more aspects of the student experience should help determine if these experiences alone, or in combination with other campus involvement including Greek membership, promote alumni giving at the same rate as Greek membership.

A future study should also examine the outcomes of the college experience. Past research suggests that satisfaction with the overall college experience, institutional attachment and academic success are factors which influence giving. Creating a study to include measures of these outcomes would demonstrate their effect on alumni giving. The following section discusses opportunities to incorporate collegiate outcomes into future research models.

#### *Alumni Inputs, Experiences and Outcomes*

The previous recommendations suggest furthering the understanding of collegiate influences in terms of the I-E-O model. However, the opportunity to examine I-E-O for alumni should also be considered for future inquiry. The outcomes of the collegiate experience are essentially the inputs of the alumni experience. One's satisfaction with

the college, feelings of emotional attachment to the school and academic success are all outcomes of college that feed into the alumni experience.

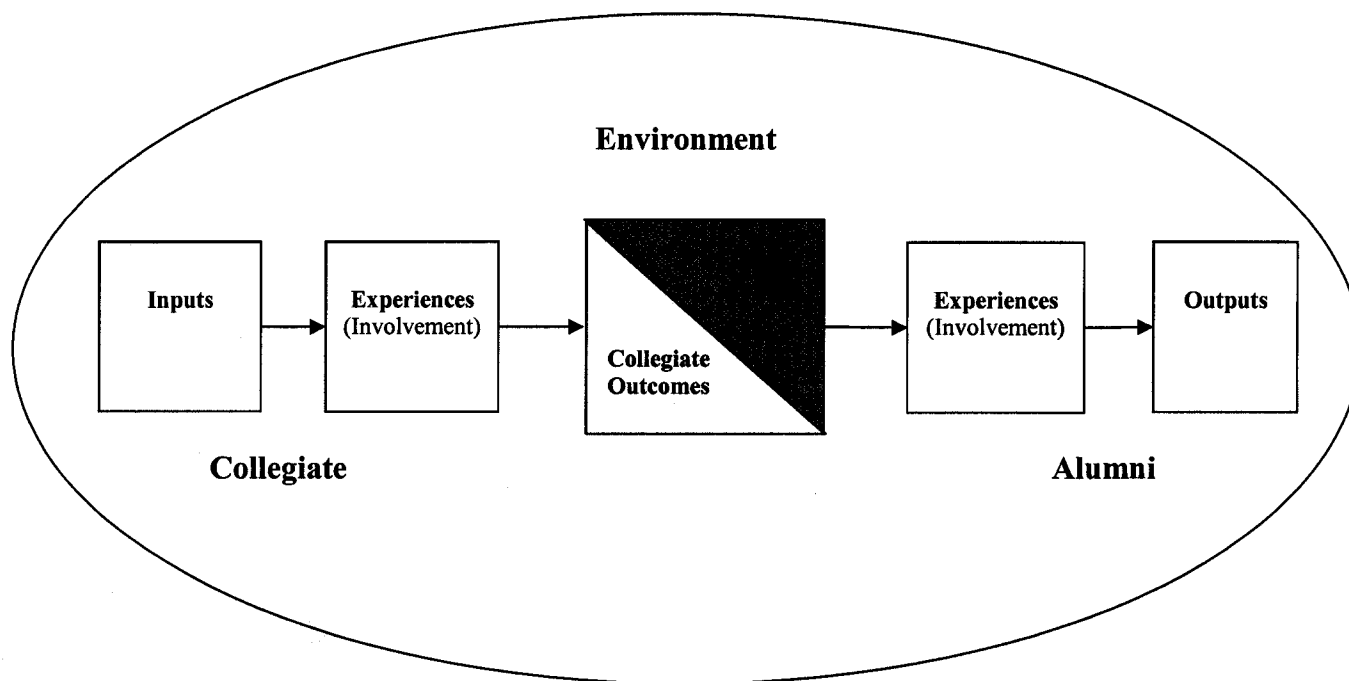
For an I-E-O alumni model, it would be beneficial to understand the following inputs that may influence alumni giving: household income, marriage status and if married to another graduate and distance between current residence to campus. These variables might provide greater understanding about the demographics of the donors and non-donors included in the study. To examine the experiences of alumni, it would be important to know level of involvement as an alumnus, frequency of campus visits and level of knowledge about current events on campus. A controlled study would provide a clearer picture on the impact of Greek membership. After determining the I and E factors, the resulting outcome would be alumni giving which can be measured in terms of participation, gift size, and the number of consecutive years as a donor.

Investigating the I-E-O model on the influence of involvement on both the collegiate and alumni experience suggests the possibility of a new theoretical framework, dual-involvement theory. Hypothetically, undergraduate involvement and alumni involvement would build on each other to result in an increase in alumni giving. Studies examining both aspects of involvement, undergraduate and alumni, could then determine if one type of involvement is a stronger influence on alumni giving, or if there is an interaction effect of dual-involvement. The dual-involvement theory could also be tested to determine if certain combinations of involvement result in different giving behaviors. An example of this would be to investigate if athletic participation, Greek membership and alumni board service produces giving at a different level than alumni who were not

Greek, but were athletes and served on an alumni board. The dual-involvement theory is illustrated in Figure 5.1.

**Figure 5.1**

*Dual-Involvement Theory*



In addition to further testing the I-E-O model, future research should be expanded to include more colleges. Replicating this research with data from multiple institutions increases the ability to more broadly generalize the findings of this study. It would also be beneficial to conduct a longitudinal study to follow the giving patterns for a cohort of graduating classes. This would help determine if giving patterns are consistent across class eras, thus showing in what ways class age influences alumni giving, or if the class' experience while on campus influences giving.

Complementing the quantitative research with a qualitative component would provide better insight into understanding why alumni giving is significantly higher by

Greeks than non-Greeks. This would help establish the nature of involvement and its effect on giving; this should be accomplished through interviews or focus groups with Greek alumni and non-Greek alumni designed to explore questions of motivation, loyalty to the institution, and other community/philanthropic practices of participants. This research should also examine one's undergraduate fraternity/sorority experience and its influence on life as an alumnus. Themes emerging from this qualitative research will aid in understanding the difference between Greek and non-Greek alumni giving behaviors and may provide insights into ways to increase financial support from the entire alumni population.

There is a great need to expand the body of knowledge on academic fundraising and this research establishes another stepping stone for researchers to build upon in the future. Further research on fundraising in higher education should encourage the development of a theoretical framework to support the fundraising profession in the academy (Kelly, 1991). This researcher suggests extending the I-E-O model for alumni to determine how both collegiate and alumni experiences impact alumni giving. Specifically, the model should investigate if involvement differs for Greeks and non-Greeks and whether undergraduate and alumni involvement patterns, independent of Greek membership, impact alumni giving. This proposed model is more holistic in recognizing that factors beyond the undergraduate experience may influence alumni giving.

### **Research Challenges**

There are several challenges relative to research on alumni giving and Greek membership. First, there is the issue of access to data on giving. Because institutions

consider histories of giving to be confidential information, some may be hesitant to release such information to an outside researcher. Although annual giving programs are results-driven and rely on a variety of donor reports to determine annual program success, the time resources needed to prepare a special data file for research purposes may not be seen as a priority and therefore denied. Most reports are “canned” from the data management system, so to extract a donor report, with the requested parameters outlined by the researcher, usually requires a database programmer to write a program to retrieve the requested data. Offering to provide the participating school access to the research results, particularly through a formal presentation, may facilitate the researcher’s access to institutional giving data.

Another issue related to data is the accuracy of student activity records. For many years, the alumni records office relied on student activities information to be self-reported by the graduate, and then coded into the alumni database. However, over the past decade, steps were taken by William and Mary to transfer this information from the student activities office as well as through ongoing research on previous graduating classes in an effort to proactively capture student involvement on alumni records. To ensure that future research can benefit from accurate historical information regarding student co-curricular involvement, the development office should collaborate with the alumni records, student activities and intercollegiate athletics offices to develop a system for coding student involvement on alumni records.

### **Implications for Practice**

Fundraising continues to play a critical role in the financial affairs of colleges and universities (Leslie & Ramey, 1986; Wilemain, Goyal, Van Deven & Thukral, 1994).

The findings of this study offer practitioners an understanding of the impact of undergraduate Greek membership on alumni annual giving. By studying why Greek alumni donate at higher levels than their non-Greek peers, professional fundraisers may discover new strategies to be employed to encourage increased financial support from their general alumni population. Leveraging the findings of this study provides the opportunity to develop new fundraising approaches which can enhance the overall annual giving program. To goal should be to create a culture of giving which results in increasing giving from all alumni.

This study revealed the significant impact of Greek involvement on alumni giving. Practitioners should consider the I-E-O model and ways to influence the experiences, or involvement, of both undergraduate students and alumni. This could be accomplished through several different initiatives. Creating a student organization to support the alumni and development efforts of the institution offers the opportunity for students to become involved on campus. From an alumni perspective, development and alumni affairs professions should jointly create opportunities for alumni involvement. Utilizing alumni volunteers to assist with reunion planning, fundraising, regional alumni activities and to serve on advisory boards are examples of ways to encourage alumni involvement with one's alma mater.

While this study demonstrated the critical role Greek alumni play in providing private support to William and Mary, it is important understand more about the 55 percent of non-Greek alumni who do not give to the college. These alumni represent a large proportion of the alumni base and initiatives should be designed to reach out to this untapped alumni population. After understanding the factors that lead Greek alumni to

provide financial support of their alma mater, fundraisers should consider how this knowledge can be applied to non-Greek alumni to influence giving. If further research shows that non-Greek alumni were not involved as undergraduates, it may be more difficult to engage them as alumni. Identifying ways to influence the involvement of non-Greeks as students as well as encouraging their alumni involvement should be a primary focus for development professionals. Acquiring new donors from this traditionally non-participatory segment of the alumni population should occur as a result of involvement with the school. The resulting involvement should lead to acquiring new donors from this traditionally non-participatory segment of the alumni population.

The results of this study can expand both the much needed body of knowledge on higher education fundraising and the practice of fundraising. Development offices should utilize these results to create annual fund strategies focused on developing a habit of giving among all alumni. This research showed that undergraduate involvement in Greek organizations significantly influenced the giving habits of these alumni and professionals in the field need to understand how this finding can lead to improve fundraising outcomes from all graduates. The Greek involvement factor may be more intense or more continuous than other undergraduate experiences and therefore may promote a high level of institutional loyalty for these alumni.

### **Conclusion**

Institutions of higher education are forced to raise more money from alumni and to successfully meet this challenge, research on fundraising is needed. This study adds to the limited body of knowledge on fundraising in higher education and is unique in its attempt to specifically examine in depth the influence of undergraduate Greek

involvement on alumni giving. The results of this study call on higher education fundraisers to more fully comprehend the impact of undergraduate student involvement on the development of alumni donors. Finally, this study suggests directions for additional research to more holistically understand how the involvement of both undergraduates and alumni may impact giving from alumni.

## References

- Anson, J. L., & Marchesani, R. F. (Eds.). (1991). *Baird's manual of American college fraternities*. (20th ed.). Indianapolis, IN: Baird's Manual Foundation.
- Astin, A. W. (1993). *What matters in college?: Four critical years revisited*. San Francisco, CA: Jossey-Bass.
- Astin, A. W. (1985). *Achieving educational excellence*. San Francisco: Jossey-Bass.
- Astin, A. W. (1975). *Preventing students from dropping out*. San Francisco: Jossey-Bass.
- Baade, R. A., & Sundberg, J. O. (1993). Identifying factor that stimulate alumni giving. *Chronicle of Higher Education*, 40(6), B1-B3.
- Baker, P.C. (1998). *The relationship of selected characteristics and attitudes of professional school alumni to financial support within a public research university*. Unpublished doctoral dissertation, State University of New York at Buffalo.
- Beeler, K.J. (1982). A study of predictors of alumni philanthropy in private universities. (Doctoral dissertation, University of Connecticut, 1982).
- Brittingham, B. E., & Pezzullo, T. R. (1989, November). *Fund raising in higher education: What we know, what we need to know*. Paper presented at the annual meeting of the Association of Higher Education, Atlanta, GA (ERIC Document Reproduction Service No. ED 313 988).

- Brittingham, B. E., & Pezzullo, T. R. (1990). The campus green: Fund raising in higher education. ASJE-ERIC Higher education Report, No. 1: Washington D.C.: School of Education and Human Development, George Washington University.
- Blumefield, W. S., & Sartain, P. L. (1974). Predicting alumni financial donation. *Journal of Applied Psychology*, 59(4), 522-523.
- Boyer, E. L. (1987). *College: The undergraduate experience in America*. New York: Harper and Row.
- Bristol, R. B. (1990). The life cycle of alumni donations. *Review of Higher Education*, 13(4), 503-518.
- Bruggink, T.H., & Siddiqui, K. (1995). An ecometric model of alumni giving: a case study for a liberal arts college. *The American Economist* 39(2) 53-61.
- College of William and Mary. (1993). *Vital facts: A chronology of the College of William and Mary*. (11<sup>th</sup> ed.) [Brochure]. Williamsburg, VA.
- Carbone, R. F. (1986). *Agenda for research on fund raising* (Monograph No. 1). College Park: University of Maryland, Clearinghouse for Research on Fund Raising.
- Conley, A. (1999). Student organization membership and alumni giving at a public, research university (Doctoral dissertation, Indiana University, 1999). *Dissertation Abstracts International*, 60, 2825.

- Connolly, M. S., & Blanchette, R. (1986). Understanding and predicting alumni giving behavior. *New Directions for Institutional Research: Enhancing the Management of Fund Raising*, 51(Fall, 1986), 69-89.
- Cook, W., & Lasher, W. (1996). Toward a theory of fund raising in higher education. *Review of Higher Education*, 20(1), 33-51.
- Council for Aid to Education. (2004). *Giving to education stabilizes in 2003*. Retrieved August 31, 2004, 2004 from [http://www.cae.org/content/display\\_press.asp?id=53&ref=5](http://www.cae.org/content/display_press.asp?id=53&ref=5)
- Curi, M. E., & Nash, R. (1965). *Philanthropy and the shaping of American higher education*. New Brunswick, NJ: Rutgers University Press.
- Current, R. N. (1990). *Phi beta kappa in American life: The first two hundred years*. New York: Oxford Press.
- Cutlip, S. M. (1965). *Fundraising in the United States, its role in America's philanthropy*. New Brunswick, NJ: Rutgers University Press.
- Fivehouse, J. (1968). *The history of the alpha of Virginia chapter of phi beta kappa*. Williamsburg, VA.
- Friedmann, A.S. (2003). Building communities of participation through student advancement programs: a first step toward relationship fund raising. (Doctoral dissertation, College of William and Mary, 2003).

- Gaier, S. E. (2001). Increasing alumni involvement and alumni financial support through a student alumni association. Purdue University. (ERIC Document Reproduction Service No. HE033895).
- Gardner, P. M. (1975). A study of the attitudes of Harding College alumni with an emphasis on donor and non-donor characteristics. (Doctoral Dissertation, Ohio University, 1975). *Dissertation Abstracts International*, 36, 1295.
- Godson, S.H., Johnson, L.H., Sherman, R.B., Tate, T.W. & Walker, H.C. (1993). *A History of the College of William and Mary: Volume II 1888-1993*. King and Queen Press; Williamsburg, VA.
- Grant, J. H., & Lindauer, D. L. (1986). The economics of charity: Life cycle patterns of alumnae contributions. *Eastern Economic Journal*, 2(April-June), 129-141.
- Haddad, F. D. (1986). An analysis of the characteristics of alumni donors and nondonors at Butler University. (Doctoral Dissertation, West Virginia University, 1986). *Dissertation Abstracts International*, 47, 2907.
- Harrison, W., & Mitchell, S. & Peterson, S. (1995). Alumni donations and colleges' development expenditures: Does spending matter? *American Journal of Economics and Sociology*, 54(4), 397-413.
- Hastings, W. T. (1965). *Phi beta kappa as a secret society*. Washington, DC: Phi Beta Kappa.

- Hayek, J.C., Carini, R.M., O'Day, P. T., & Kuh, G. D. (2002). Triumph or tragedy: Comparing student engagement levels of members of Greek-letter organizations and other students. *Journal of College Student Development, 43*(5), 643-663.
- Heida, D. (1990). Greek affairs in higher education: Dilemmas in philosophy and practice. *NASPA Journal, 28*(1), 3-7.
- Herrmann, J. C. L., & Herrmann, S. E. (1996). *Public university fund raising*. (ERIC Document Reproduction Service No. ED 399 874).
- Hunt, S. & Rentz, A. L. (1994). Greek-letter social group members' involvement and psychological development. *Journal of College Student of Development, 35*(July), 289-295.
- Ikenberry, J. P. (1999). Alumni institutional commitment: Connecting student involvement with alumni involvement and institutional commitment. (Doctoral Dissertation, Pennsylvania State University, 1999). *Dissertation Abstracts International, 60*, 2402.
- Johnson, J. W., & Eckel, P. D. (1998). Preparing seniors for roles as active alumni. (pp. 227-244). San Francisco: Jossey-Bass.
- Jones, S. (2004, September). *Budget Overview: The College of William and Mary*. Presentation to the Fund for William and Mary Board of Directors, Williamsburg, VA.

- June, A. W. (2004). Giving to colleges reaches a plateau. *Chronicle of Higher Education*, 50(28), A25-A25.
- Kelly, K. (1991). *Fund raising and public relations: a critical analysis*. Hillsdale, N.J.: L. Erlbaum.
- Kelly, K. (1998). *Effective fund-raising management*. Mahwah, N.J.: L. Erlbaum.
- Kuh, G.D., Pascarella, E.T., & Wechsler, H. (1996, April 19). The questionable value of fraternities. *Chronicle of Higher Education*, A68.
- Kuh, G. D., Schuh, J. H., Whitt, E. J., Andreas, R. E., Lyons, J. W., Strange, C. S., Krehbiel, L. E., & Mackay, K. A. (1991). *Involving colleges*. San Francisco, CA: Jossey-Bass.
- Leslie, L., Drachman, S., Conrad, C., & Ramey, G. (1983). Factors accounting for variations over time in voluntary support for colleges and universities. *Journal of Education Finance*, 9(2), 213-225.
- Leslie, L. L., & Ramey, G. (1988). Donor behavior and voluntary support for higher education institutions. *Journal of Higher Education*, 59(2), 115-132.
- MacKinnon-Slaney, F. (1993). Theory to practice in cocurricular activities: A new model for student involvement. *College Student Affairs Journal*, 12(2), 35-40.
- Martin, J. C. (1993). Characteristics of alumni donors and non-donors at a research I, public university. (Doctoral Dissertation, University of Virginia, 1993). *Dissertation Abstracts International*, 54, 2911.

- Melchiori, G. S. (1988a). Alumni research: An introduction. *New Directions for Institutional Research*, 60
- Melchiori, G. S. (1988b). Applying alumni research to fundraising. *New Directions for Institutional Research*, 60, 51-65.
- Merchant, L. (1967). Fraternities: Twelve new residences replace the lodges. *Alumni Gazette*, 35(1), 4-8.
- Miller, M.T., & Casebeer, A.L. (1990). Donor characteristics of College of Education alumni: Examining undergraduate involvement. Southern Illinois University – Carbondale. (ERIC Document Reproduction Service No. HE023828).
- Miracle, W. D. (1977). Differences between givers and non-givers to the University of Georgia Annual Fund. (Doctoral Dissertation, University of Georgia, 1977). *Dissertation Abstracts International*, 38, 4489.
- Mixer, J. (1993). *Principles of professional fund raising*. San Francisco: Jossey-Bass.
- National Panhellenic Conference. (2004) 2003 National Panhellenic Conference Annual Report. Indianapolis, IN.
- National Pan-Hellenic Council. (nd). Retrieved December 1, 2004 from [www.nphchq.org/about.htm](http://www.nphchq.org/about.htm).
- Office of Student Activities. (nd). Retrieved March 1, 2005 from [www.wm.edu/studentactivities/greek/](http://www.wm.edu/studentactivities/greek/)

- Oglesby, R. A. (1991). Age, student involvement, and other characteristics of alumni donors and alumni non-donors of Southwest Baptist University. (Doctoral Dissertation, University of Missouri, 1991). *Dissertation Abstracts International*, 52, 2040.
- O'Neill, K. M. (2002). Today's Greek system is home to America's future leaders. *The Adelphean*, 97(1) 6-7.
- Opinion Dynamics. An opinion dynamics corporation research white paper. (May 24, 2004). [Opiniondynamics.com](http://Opiniondynamics.com).
- Orientation Manual*. (2004). University Development Office; College of William and Mary. Williamsburg
- Ose, K. (1997). Transfer student involvement: Differences between participators and nonparticipators in extracurricular activities. *College Student Affairs Journal*, 16 (2), 40-46.
- Pace, C. R. (1982). *Achievement and the quality of student effort*. Los Angeles, CA: Higher Education Research Institute.
- Parsons, F.R. (1998). Residential life as a correlate to higher education fund-raising. Unpublished dissertation; University of Alabama.
- Pascarella, E. T., & Terenzinni, P. T. (1991). *How college affects students: Findings and insights from twenty years of research*. San Francisco: Jossey-Bass.

- Peterson, V. T. (2003). Giving to colleges: There's reason for hope. *Chronicle of Higher Education*, 50(8), B16-B16.
- Pulley, J. L. (2001). College fundraising reached record \$23.2 billion in 1999-2000. *Chronicle of Higher Education*, 47(34), A28.
- Rudolph, F. (1990). *The American college and university: A history*. Athens, GA: University of Georgia Press.
- Ruma, J. L. (1992). A description of the alumni involvement of former alumni association student group members. (Master's thesis, Bowling Green State University, 1992). *Masters Abstracts International*.
- Schroeder, C. C., & Hurst, J. C. (1996). Designing learning environments that integrate curricular and cocurricular experiences. *Journal of College Student Development*, 37(2), 174-181.
- Shadoian, H. L. (1989). A study of predictors of alumni philanthropy in public colleges. (Doctoral Dissertation, University of Connecticut, 1989). *Dissertation Abstracts International*, 51, 1115.
- Smith, J. S., & Griffin, B. L. (1993). The relationship between involvement in extracurricular activities and psychological development of university students. *College Student Affairs Journal*, 13(1), 79-81.
- Spaeth, J. L., & Greely, A. M. (1970). *Recent alumni and higher education*. New York: McGraw-Hill.

- Stanford, S. W. (1992). Extracurricular involvement and development among undergraduate student leaders. *College Student Affairs Journal*, 12(1), 17-25.
- Springer, L. (1991). Validating the predictive ability of ranking alumni prospects with statistical models. (Master's Thesis, Vanderbilt University, 1991). *Masters Abstracts International*.
- Stanley, T. J. (2004, December 2004). The giving class. *Worth*, (December) 40.
- Strout, E. (2005). *Gifts to college rose last year for first time in 3 years, survey finds*. Retrieved March 3, 2005, from <http://chronicle.com/daily/2005/03/2005030303n.htm>
- Stutler, D. & Calvario, D. (1996, November). In alumni support, satisfaction matters. *Fund Raising Management*, 27 (9), 12-13.
- Strout, E. (2004). Charitable giving rose in 2003, but gifts to education foundered. *The Chronicle of Higher Education*, 50(42), A34-A34.
- Taylor, A. L., & Martin, J. C., Jr. (1995). Characteristics of alumni donors and non-donors at a research I public university. *Research in Higher Education*, 36(3), 283-302.
- Thorson, E. (1997). The impact of Greek affiliation on college and life experiences: Greek and non-Greek college and university alumni: Giving, community participation and retrospective college satisfaction. Center for Advanced Social Research; University of Missouri - Columbia.

Tinto, V. (1975). Dropout from higher education: A theoretical synthesis of recent research. *Review of Educational Research*, 45, 89-125.

*The Campaign for William and Mary: Charting our Destiny*. (2003). University Development Office, Williamsburg, VA.

Tripp, R. (1997). Greek organizations and student development: A review of the research. *College Student Affairs Journal*, 16(2), 31-39.

U.S. Department of Labor: Bureau of Labor Statistics. (nd). Retrieved March 1, 2005 from <http://www.bls.gov/cpi/>

Wilemain, T. R., Goyal, A., Van Deven, M., & Thukral, I. S. (1994). Alumni giving: The influences of reunion, class and year. *Research in Higher Education*, 35(5), 609-629.

## Appendix A

### MEMORANDUM

TO: Susan Pettyjohn, Interim Vice President University Development

FROM: Patty Purish O'Neill, Director, The Fund for William and Mary

DATE: January 25, 2005

RE: Approval for dissertation data

This is to formally request approval to access and utilize William and Mary alumni giving data for my dissertation research. The purpose of my dissertation is to determine if undergraduate Greek membership impacts alumni giving. My dissertation proposal was approved by my doctoral committee on December 17 and I received exemption, which is attached, from the Human Subjects Research Committee on January 4. With both of these approvals, I can now move ahead with requesting the actual data to be analyzed.

My proposed study is designed to examine giving from alumni representing the classes of 1964-1994 to the FWM. Data elements needed for the research include the following:

- All alumni from the classes of 1964-94 including all record statuses (A, D, L, R)
- ID#
- Undergraduate class year
- Undergraduate major
- Greek organization (if applicable)
- Gender
- Lifetime giving to FWM
- Ten-year giving history to FWM (FY95-FY04)
- Total giving to FWM FY95-FY04

All results of my research will be reported collectively (Greek vs. non-Greek) and no individual or specific organization identity will be reported.

It is my hope that this research not only leads to completion of my Ph.D. this May, but that it also provides University Development additional information on the giving habits of our alumni. I am excited about the opportunity to conduct this study and share my results with you and other interested parties in Development. Upon receiving your approval, I will submit a request to Development Computing Services and work with them to get the data needed for my research.

Please feel free to contact me with any questions.

Cc: Jackie Genovese, Executive Director Development Services  
Glen Weaver, Director, Development Computing Services

**VITA**

Patricia Purish O'Neill

Birthdate: November 30, 1968

Birthplace: Lakewood, New Jersey

Education: 1998 – 2005 The College of William and Mary  
Williamsburg, Virginia  
Doctor of Philosophy

1991 – 1993 Florida State University  
Tallahassee, Florida  
Master of Science

1987 – 1991 University of Central Florida  
Orlando, Florida  
Bachelor of Arts