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A STUDY TO DETERMINE WHY GLASSBORO STATE-ROWAN UNIVERSITY  
ALUMNI NON-DONORS DO NOT GIVE TO THE UNIVERSITY AND WHAT THE  
UNIVERSITY CAN DO TO ENCOURAGE THEM TO BECOME DONORS.

By

TITUS KAMAU KANYI

A Thesis

Submitted in partial fulfillment of the requirements of the  
Masters of Arts Degree  
of  
The Graduate School  
at  
Rowan University  
June 30, 1999

Approved by \_\_\_\_\_

Date Approved June 30, 1999

# **ABSTRACT**

**Titus Kamau Kanyi**

**A STUDY TO DETERMINE WHY GLASSBORO STATE-ROWAN UNIVERSITY  
ALUMNI NON-DONORS DO NOT GIVE TO THE UNIVERSITY AND WHAT THE  
UNIVERSITY CAN DO TO ENCOURAGE THEM TO BECOME DONORS.**

1999

Thesis Advisor: Dr. Don Bagin

Master of Arts in Public Relations

The purpose of this study was to determine from Glassboro State-Rowan University alumni non-donors why they do not give to the University and what, in their view, the University can do to encourage them to give.

Using a mail questionnaire, based on a literature review, interviews with fund raising, alumni and research professionals at Rowan, the author surveyed 110 Glassboro State-Rowan University alumni non-donors. The data was hand-coded and analyzed using the Statistic Package for Social Science (SPSS).

A majority of non-donors had a fulfilling experience at Glassboro State-Rowan University, felt the University has improved since they graduated and give to other organizations. Most alumni non-donors have visited the University more than twice since graduating, though few have attended alumni events.

Lack of connection to the University and availability of money when solicited were the prominent reasons cited by non-donors for not giving to their alma mater. Clear articulation of specific needs, impact of alumni gifts and cultivating the alumni before and after they graduate, are some ways the University can motivate non-donors to become donors.

## **Mini-Abstract**

This study determined why Glassboro State-Rowan University alumni non-donors do not donate to the University and what the University can do to encourage them to give.

Clear articulation of specific needs, alumni gifts impact and cultivation of alumni before and after they graduate are ways to overcome lack of connection and other barriers to alumni-giving.

## **Acknowledgments**

I am grateful and indebted to many people for their help with my thesis but cannot recognize everyone. However, I'd like to thank Renee Jacobs for being an excellent supervisor, mentor, and friend. I thank Dr. Philip Tummina, executive vice president for university advancement and the entire Development Office for their expertise and support. I also thank my thesis advisor Dr. Don Bagin for his guidance and patience.

I am grateful to my family in Kenya: dad, mum, Mwangi, Tabitha, Wambugu, Shiru and Shiku, who have been a pillar of strength to me. I deeply appreciate and thank Mariamu Nyamu, whose encouragement and support have been most valuable.

Dedicated to my beloved sister Anne Wangari Kanyi,  
who inspired me in her life and beyond.

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## **Chapter One**

### **Introduction**

Institutions of higher learning face the challenge of operating with tight budgets. Tuition fees, in most colleges and institutions, are not sufficient to cover the normal operation costs nor acquiring and maintaining up-to-date facilities. Federal and state funding is limited, often times declining, for many educational institutions.

Though not of much comfort, colleges and universities are not the only ones facing this harsh predicament. “Only a minority of public and nonprofit organizations can cover their operating costs and finance future growth strictly from internally generated funds. Most need to devote significant marketing efforts to attract donations of money and gifts of goods and services.”<sup>1</sup>

The situation is not getting better, suggests Thomas O Haren, a development professional for 40 years. “If any college or university is to succeed in perpetuity, it must build an endowment large enough to offset the increasing costs of education that come

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<sup>1</sup> Lovelock, Christopher and Charles Weinberg. Public and nonprofit Marketing, 2nd ed. Redwood: The Scientific Press, 1989, p. 459.

from inflation, the requirement for technology and other unpredictable expenses,” O Haren states, sharing his concern about the future of education institutions.<sup>2</sup>

Colleges and universities like Rowan are therefore forced to pursue all available sources of income to provide quality higher education. “State funding reductions in recent years have forced the University to look for alternative sources of funding,” states the Rowan University “1997 President’s Report.”<sup>3</sup> Consequently, they have joined other not-for-profit organizations in the stiff competition for private funding from individuals, corporations and foundations.

The alumni population is among the most obvious available source of funding for educational institutions. Moreover, alumni have most directly benefited from the services provided by these institutions. However, the extensive efforts to raise funds among this “easier” target group has resulted in less than expected success.

Development professionals are busy trying to understand their publics and what makes them give. However, more challenges exist. “As the development of institutions becomes a more sophisticated “science,” we devote considerable energy and resources to prospects research. We compile data on donors from every available source, except the donor,” development professional James Lord and psychologist George Kelly acknowledge.<sup>4</sup>

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<sup>2</sup> O Haren, Thomas. “A Portfolio Match: The American College and its Alumni,” Journal of the American Society of Clutchfc, (May 1996), p. 4 .

<sup>3</sup> Rowan University, “1997 President’s Report.”1997.

<sup>4</sup> Lord, James G. The Raising of Money. Cleveland: The Third Sector Press, 1990, p. 15.

Is it possible to find out why so many alumni do not support their alma mater as expected and desired? "How do you find out what's going on in a person's mind? Psychologist George Kelly suggests, "Ask him; he may tell you."<sup>5</sup> That is what this study is about -- finding out from the horse's mouth, as the idiom goes -- asking alumni non-donors directly.

## **Need for Study**

Glassboro State-Rowan University has more than 51,400 alumni but only 10% give to the University. The national average for alumni-giving is pegged at a low 20.7%, according to an article in *The Chronicle of Higher Education*. To make matters worse, some fundraising practitioners contend that the actual figure is even lower, were it not for manipulation of figures by unscrupulous development officers.<sup>6</sup>

Whereas alumni-giving at Rowan has steadily continued to grow in gifts received and the number of donors, further growth is highly desired. "Most universities and colleges have just about 20% of the alumni giving to their annual funds," Executive Vice-President for University Advancement Dr. Philip Tumminia states, emphasizing that the high number of non-donors is not a unique Rowan problem. "This means that over 80% for most universities, and 90% for Rowan, still need to be cultivated to give. The

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<sup>5</sup> Lord, James G. The Raising of Money. Cleveland: The Third Sector Press, 1990, p. 15

<sup>6</sup> Mercer, Joyce. "Fund Raisers Differ on the Value of Statistics Showing the Percentage of Alumni who Give," The Chronicle of Higher Education, July 12, 1996: 1996, p. 33.

<sup>7</sup>Interview with Rowan University Executive Vice President for University Advancement Dr. Philip Tumminia, October 5, 1998.

potential for new relations is great and there is a lot of room for growth in alumni-giving.”<sup>7</sup>

Dr. Tumminia and other university advancement professionals at Rowan are eager to find out what they can do to convert alumni non-donors into donors. They hope to use the finding of this research in short-term and long-term planning for the department. The University Advancement Office desires to reduce the high ratio of non-donors among the Glassboro State-Rowan University alumni.

### **Importance and Relevance of Study**

“Alumni-giving is important to the University because it lays the foundation for receiving larger gifts,” Annual Fund Coordinator Renee Jacobs says. “Corporate and other major donors want to know how much alumni give when considering their involvement with the University,” she continued. Jacobs further explains that external donors are deterred from giving when they see those who have attended the institution not giving.<sup>8</sup>

Typically, most universities and colleges encourage alumni-giving through annual fund, major gifts and planned giving programs. Annual fund gifts are normally smaller amounts (below \$1,000) as compared to major gifts. Planned giving often involves gifts of assets and estates. However, all the giving programs are inter-linked. The traditional

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<sup>8</sup> Interview with Rowan University Annual Fund Coordinator Renee Jacobs, September 30, 1998.

model of giving suggests that annual fund donors eventually become major gift donors and later planned giving donors.<sup>9</sup>

“Rarely do I find someone giving a major gift, who has not been a regular donor to the Annual Fund,” shares Rowan University's Director of Major Gifts Anne Hagan, stressing the link between annual fund and major gifts programs.<sup>10</sup>

While it is unfortunate that the majority of alumni do not donate to the University despite annual and major gift solicitations, they may have valid reasons. The elimination of these obstacles may be the missing ingredient to dramatically increase alumni-giving to the annual fund, major gifts and planned giving programs at Rowan University and beyond. More and larger donations from foundations and corporations may also result from higher alumni-giving at Rowan University.

This study is important and relevant because it seeks to unearth insights that will enable the University Advancement Office to more effectively reach alumni non-donors. It investigates, from alumni non-donors' perspective, why alumni do not give to their alma mater and what Rowan University can do to encourage them to become donors.

Specifically, the study seeks to find out:

- ◆ How do alumni non-donors remember their experience at Glassboro-Rowan University?
- ◆ How do they perceive Rowan University in comparison to when they were students?
- ◆ Have they returned to campus since they graduated?

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<sup>9</sup> Dean, James C. “Development dynamics,” Fund Raising Management, March 1998 vol. 29 no.1, p. 9.

<sup>10</sup> Interview with Rowan University Director of Major Gifts Anne Hagan, December 7, 1998.

- ◆ Do Glassboro State-Rowan University non-donors give to other causes?
- ◆ What factors -- positively or negatively -- motivate, influence or determine their giving decision to Rowan University?
- ◆ Why have they never given to Rowan University?
- ◆ Is there anything the University can do to encourage them to give?
- ◆ If they were to give, what would they want to donate?
- ◆ What would they like their gift to support?
- ◆ How would they like to be solicited for annual fund gifts?
- ◆ Did the non-donors live off-campus or on-campus when attending college?

## **Background**

University Advancement reports show Glassboro State-Rowan University alumni gave \$106,734 in 1993-94 and \$109,369 in 1994-95. The following year, they gave \$283,544 while in 1996-97, alumni-giving decreased to \$184,020. However, in 1997-98 alumni-giving totaled \$350,520.<sup>11</sup>

According to the report, 2,209 Glassboro State-Rowan University alumni made gifts to the University in 1993-94, compared to 4,066 in 1997-98. The average gift for the annual fund now stands at \$37. The Rowan University Development Office would like to see these figures double in the next three to five years.<sup>12</sup>

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<sup>11</sup> Rowan University Foundation. "Fundraising Strategies: A Five-year Overview and Plan," 1998, p. 2.

<sup>12</sup> Ibid., p. 5.

The Annual Fund office solicits alumni through annual direct mail and phonathon campaigns. Alumni-giving support freshman scholarships, alumni activities, library acquisitions and upgrading other campus facilities.

## **Limitations**

This study focused on non-donors only. Therefore, while understanding why donors give is important to promoting alumni-giving, it was beyond the scope of this study.

The study focused on selected Glassboro State-Rowan University alumni who currently do not give to the Rowan University Foundation fund raising programs. Glassboro State-Rowan non-donors in this study refer to alumni who have been contacted for gifts by the University but declined to give. The study did not include alumni who have requested no further contact with the University. The alumni database shows 39,961 good mailing addresses.<sup>13</sup>

The study primarily focused on the reasons Glassboro State-Rowan alumni non-donors offered for not giving to Rowan and what they said would encourage them give to the University.

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<sup>13</sup> Interview with Coordinator of Development Information and Research Valerie Au, June 28, 1999.

## **Plan of study**

The author conducted a preliminary literature review after consultations with Rowan University's Annual Fund Coordinator Renee Jacobs, Executive Vice President for University Advancement Dr. Philip Tumminia and Thesis Advisor Dr. Don Bagin.

The author then constructed the survey instrument. After further discussion with and approval by the trio, the survey was reviewed by Director of Development Eugene Lyman; Coordinator of Development Information and Research Valerie Au; Coordinator of Alumni Affairs and Special Events Kathy Rozanski; research professor Dr. Diane Penrod; Assistant Director of University Relations Joe Cardona and Public Relations/Advertising Graduate Assistant Jacob Farbman. Appropriate adjustments were made and approval gained for the research to proceed.

A random sample of 800 non-donors was drawn from the alumni database at the Rowan University's Development Office. The selected alumni were asked to participate in the study through a double-paneled postcard signed by the executive vice president for university advancement, the coordinator of the public relations graduate program and the researcher (See Appendix 1 for a copy of the invitation.)

Of the 800 postcards the author sent, he received 194 back; 133 alumni non-donors indicated they would participate in the study. The author mailed questionnaires to only the 133 who agreed to participate in the study. To increase the participation rate, the author made the return portion of the postcard postage-paid. The questionnaire package also included a prepaid business reply envelope. (See Appendix 2 for copy of postage-paid business envelope)

The author conducted a literature review at the Rowan University, Villanova University, Eastern College and West Chester University libraries. He also conducted an on-line digital search for material at Temple University, the University of Pennsylvania and several other libraries. The author also conducted catalogue and Internet researches. He reviewed past issues of the Rowan Magazine and other institutional publications.

The ABI Inform-business, Education Resources Information Center (ERIC), UMI ProQuest Digital Dissertations and Searchbank searches highlighted over 200 articles, theses and other scholarly works from periodicals and journals under “alumni,” “annual giving,” “annual fund,” and “alumni giving.” The author found none on “alumni non-donors.” He found one study on the effects of the name change on alumni giving at Rowan University.

The author further reviewed past issues of *Currents*, a magazine from the Council for Advancement and Support of Education (CASE); statistics from the Council for Aid to Education (CAE); issues of The Chronicle of Higher Education and The Chronicle of Philanthropy.

The author interviewed some of the University Advancement Office staff, including Executive Vice President University Advancement Dr. Philip Tumminia; Director of Development Eugene Lyman; Annual Fund Coordinator Renee Jacobs; Coordinator of Development Information and Research Valerie Au; Director of Major Gifts Anne Hagan and Coordinator of Alumni Affairs and Special Events Kathy Rozanski. The author also held consultative meetings with Dr. Don Bagin, his thesis advisor.

The author mailed a reminder note, an additional questionnaire and a prepaid business reply envelope to those who had indicated they would participate in the study but not returned their surveys after the deadline.

The author hand-coded the surveys. He used the Statistical Package for Social Sciences (SPSS) to analyze the data from which he derived findings, drew conclusions and made recommendations.

### **Definition of terms**

**Glassboro State-Rowan University Alumni:** Graduates of Glassboro Normal school, New Jersey State Teachers College at Glassboro, Glassboro State College, Rowan College and Rowan University.

**Donors:** People who have donated money and/or time to a non-profit organization.

**Non-donors:** People who have been asked to donate money or time to a non-profit organization but declined.

**Alma mater:** College or university that awarded one a diploma.

**Foundation:** A non-profit organization, which oversees the raising, investing and distribution of charitable funds.

**Glassboro State -Rowan University non-donors:** Glassboro State-Rowan alumni who have been approached for gifts to the University but have declined.

**Endowment:** Donations to the University whose principle is retained while disbursing earned profits.

**Phonathon:** Telemarketing method of soliciting annual fund donations.

## **Chapter 2**

### **Literature Review**

The purpose of this study was to determine from Glassboro State-Rowan University alumni non-donors why they do not give to the University and what, in their view, the University can do to encourage them to give.

Few studies have been done on alumni non-donors. The author found no study done on reasons non-donors offer for not donating to their alma mater. No literature was found that sought to determine from non-donors what can be done to encourage them to give to their former colleges and universities. The entire literature review produced only remotely relevant materials connected to the study but none that addressed the core concerns of this study.

Perhaps therein lies the reason for the large alumni non-donor population. According to James Lord "Understanding what people want is critical to the practice of fund raising." He asserts it is a grave mistake for development professionals to assume they already know what prospective donors want without asking them. <sup>14</sup>

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<sup>14</sup> Lord, James G. The Raising of Funds. Cleveland: The Third Sector Press, 1990 p.17.

The author conducted a literature review at the Rowan University, Villanova University, Eastern College and West Chester University libraries. He also conducted an on-line digital search for material at Temple University, the University of Pennsylvania and several other libraries.

The ABI Inform - Business, Education Resources Information Center (ERIC), UMI ProQuest Digital Dissertations and Searchbank searches highlighted more than 200 articles, theses and other scholarly works from periodicals and journals under "alumni," "annual giving," "annual fund," and "alumni giving." None appeared under "alumni non-donors."

One thesis on the effect on the name change from Glassboro State to Rowan was found among the theses at Rowan University.

Over half of the articles were repeatedly featured in the databases. Surprisingly, none sought to determine from alumni non-donors why they do not give or what their alma mater could do to encourage them to become donors.

The author further reviewed past issues of *Currents*, a magazine from the Council for Advancement and Support of Education (CASE); statistics from the Council for Aid to Education (CAE); issues of The Chronicle of Higher Education and The Chronicle of Philanthropy. Still no information was obtained on reasons alumni non-donors offer for not donating or what they feel would make them financial give to their alma mater.

Other searches using broader headlines like "fundraising," "donors," "donations" and "philanthropy" on the Internet produced numerous articles on political fundraising campaigns, health (organ)-related fields and other unrelated topics. The Internet search revealed many web sites of schools, colleges and universities. The sites primarily

featured the institution's fundraising efforts and provided opportunities for alumni to make donations.

The catalogue search at the previously mentioned universities for books under the mentioned subjects revealed just a handful of books. The author also studied past issues of the Rowan Magazine and other institutional publications. At Eastern College, the author found many books in the nonprofit collection section of the library addressing a broad variety of fundraising, philanthropy and other nonprofit sector issues.

Despite not addressing the core concern for this study, the materials uncovered gave the author a solid understanding of alumni-giving, fundraising, philanthropy and the nonprofit sector. The articles, theses and others scholarly works mainly centered on donors and attempts to maintain and attract their support to various causes. Those efforts have been fruitful in various aspects of fundraising and philanthropy.

## **General Non-donors**

Christopher Lovelock and Charles Weinberg shed some light on non-donors. They suggested 13 barriers to giving among individuals: self-centeredness; bad experiences; no vested interests in the institution; no interests in the institution or its cause; other higher priorities; no giving habit; perceived insignificant gift; poor information about the organization; no solicitation; poor solicitation; no available funds; wrong timing; and forgetting.<sup>15</sup>

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<sup>15</sup> Lovelock, Christopher and Charles Weinberg. Public and Nonprofit Marketing, 2nd ed. Redwood: The Scientific Press, 1989, p. 444.

Lucille Maddalena looked at the issue from an organizational point of view. She emphasized organizations failed to receive donations and support when there was no or poor name or purpose recognition; negative publicity or misinterpretation of its activities; and one-way communication – only when the organization needed money. She suggested prospects do not support an organization whose board members are not influential in the community.<sup>16</sup>

Philip Kotler and Alan Andreasen compared non-donors to donors. They suggested non-donors, compared to generous donors, were almost twice as unlikely to: attend church; itemize federal tax returns or have a college degree and above. When they were growing up, non-donors were twice as unlikely to have belonged to a youth or similar group; and they were twice as unlikely to have seen someone they admired helping others. Non-donors were twice as unlikely to be motivated to give by feelings of moral obligation to help others or religious beliefs. Volunteering for an important cause was not a high motivator for non-donors.<sup>17</sup>

Andrea Kihlstedt and Catherine Schwartz saw non-donors in a positive perspective. “It is tempting to view these people [non-donors] as stingy or as the organization’s second-class citizens. In truth, however, many non-donors wish to remain friends of the organization and may even become donors at another time,” Kihlstedt and Schwartz emphasized.<sup>18</sup>

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<sup>16</sup> Maddalena, Lucille. A manual for Nonprofit Organizations, NY: Amacom, 1991, p. 2.

<sup>17</sup> Kotler, Philip and Alan Andreasen. Strategic Marketing For Nonprofit Organization, 5<sup>th</sup> ed. Upper Saddle River: Prentice Hall, 1996. p. 251.

<sup>18</sup> Kihlstedt, Andrea and Catherine Schwartz. Capital Campaigns. Gaithersburg: Aspen Publishers Inc, 1997, p. 173-175.

## **Reasons for donating**

Various authors discussed the major reasons why people donated. Russ Prince and Karen Maru (1994) suggested people give out of generosity, empathy, obligation, traditions, investment, loyalty and prestige.<sup>19</sup>

Philip Kotler and Alan Andreasen said esteem, recognition, habit, nuisance, sympathy, obligation and concern were the key motivators to giving.<sup>20</sup>

Con Squires suggested donors gave because of -- habit, desire, effecting change, beliefs, memorial, loneliness and depression, control and dispersing one's worldly possessions.<sup>21</sup>

Doug Stutler and Dave Calvario stated two determinants of alumni support. They suggested people must be able to give and have a desire based on a connection or loyalty to an institution.<sup>22</sup>

## **Alumni giving and name change**

The thesis by Michelle Dailey Baccare on the name change from Glassboro State to Rowan indicated that the name change would affect alumni-giving. It revealed that

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<sup>19</sup> Russ Prince and Karen Maru. The Seven Faces of Philanthropy. San Francisco: Jossey-Bass Publishers, inc., 1994, p. 114.

<sup>20</sup> Kotler, Phillip and Alan Andersean. Strategic Marketing for Non Profit Organizations, 5th ed., Upper Saddle River: Prentice Hall Inc, , 1996, p. 255.

<sup>21</sup> Squires Con. "All about Donors." Fund Raising Management, April 1999.

<sup>22</sup> Stutler, Doug and Dave Calvario. "In alumni support, satisfaction matters." Fund Raising Management, Nov. 1996, p. 12, 13.

24.8% previous donors said they would not give to the institution in the future because of the name change. About the same number of donors (25.4%) said the name change would not affect their giving decision.<sup>23</sup>

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<sup>23</sup> Baccare, Michele D., "A Study on the Attitudes and Perceptions of Glassboro State-Rowan College Alumni about the College's Name Change and the \$100 Million Donation." 1994, p. 143.

## **Chapter Three**

### **Procedures**

The purpose of this study was to determine from Glassboro State-Rowan University alumni non-donors why they do not give to the University and what, in their view, the University can do to encourage them to give.

The author conducted a preliminary literature review after consultations with Rowan University's Annual Fund Coordinator Renee Jacobs, Executive Vice President for University Advancement Dr. Philip Tumminia and Thesis Advisor Dr. Don Bagin.

The author then constructed the survey instrument. After further discussion with and approval by the trio, the survey was reviewed by Director of Development Eugene Lyman; Coordinator of Development Information and Research Valerie Au; Coordinator of Alumni Affairs and Special Events Kathy Rozanski; research professor Dr. Diane Penrod; Assistant Director of University Relations Joe Cardona and Public Relations/Advertising Graduate Assistant Jacob Farbman. Appropriate adjustments were made and approval gained for the research to proceed.

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The author hand-coded the surveys. He used the Statistical Package for Social Sciences (SPSS) to analyze the data from which he derived findings, drew conclusions and made recommendations.

## **Chapter Four**

### **Research Data**

The author conducted this study to determine from Glassboro State-Rowan University alumni non-donors why they do not give to the University and what, in their view, the University can do to encourage them to give. The author sent a mail survey to alumni non-donors who agreed to participate in the study.

Specifically, the study sought to determine answers to the following questions:

- ◆ How do alumni non-donors remember their experience at Glassboro-Rowan University?
- ◆ How do they perceive Rowan University in comparison to when they were students?
- ◆ Have they returned to campus since they graduated?
- ◆ Do Glassboro State-Rowan University non-donors give to other causes?
- ◆ What factors -- positively or negatively -- motivate, influence or determine their giving decision to Rowan University?
- ◆ Why have they never given to Rowan University?
- ◆ Is there anything the University can do to encourage them to give?

- ◆ If they were to give, what would they want to give?
- ◆ What would they like their gift to support?
- ◆ How would they like to be solicited for annual fund gifts?
- ◆ Did the non-donors live off-campus or on-campus while attending college?

Of the 133 non-donors alumni who indicated they would participate in the study, 110 alumni returned their surveys. The author used 107 of the returned surveys since three contained a large number of unanswered questions.

In this chapter, the author presents the survey results. He also presents a question-by-question breakdown, frequency and percentage, of how the alumni non-donors answer the survey. The author also analyzes the decade (named QB 20A), degree (named QB21A), residency (named QB22A), and gender (named QB23A) for each of the participating alumni non-donors.

The author omitted Question 11 from the survey as a large number of alumni misunderstood how they were to rank the provided options. Questions 3, “What two things did you gain from Glassboro-State-Rowan that have been the most valuable to you?” Question 5, “How did you finance your studies at Glassboro-State-Rowan?” Question 16, “Who would you prefer asking you for your annual fund gift?” were hand-tabulated as they required more than one response and the author was unable to computer-code them.

Responses to all open-ended questions are contained in the last section of this chapter. However, a summary of the open-ended responses is included in the questionnaire section in the order the questions appear in the survey.

## Questionnaire responses

Q1A In general, how would you describe your overall experience at Glassboro State-Rowan?

	Frequency	Percent
Fulfilling	53	49.5
Very fulfilling	23	21.5
Somewhat fulfilling	16	15.0
Neutral	11	10.3
Very unfulfilling	3	2.8
Somewhat unfulfilling	1	.9
	-----	-----
Total	107	100.0

Q2A Do you feel Rowan's reputation has improved or declined since your graduation?

	Frequency	Percent
Improved	55	51.4
Improved tremendously	17	15.9
Somewhat Improved	14	13.1
Remained the same	9	8.4
No response	5	4.7
Declined	4	3.7
Somewhat Declined	2	1.9
Declined tremendously	1	.9
	-----	-----
Total	107	100.0

Q3A What two things did you gain from Glassboro State-Rowan that have been the most valuable to you?

	Frequency	Percent
Degree acquirement	64	30.9
Career specialization	37	17.9
Academic preparation	29	14.0
Employment enhancement	24	11.6
Growing-up experience	17	8.2
Life-time friendships	16	7.7
Higher income opportunities	11	5.3
Leadership development	7	3.4
Student activities	1	.5
Other	1	.5
	-----	-----
Total	207	100.0

NB: The total responses are more than 107 because participants were allowed to indicate more than one answer.

Q4A What is your most unpleasant memory of your Glassboro State-Rowan experience?

	Frequency	Percent
Parking	26	24.3
None	21	19.6
Name change	14	13.1
Registration difficulties	10	9.3
Financial difficulties	7	6.5
Other	8	7.5
Academic preparation	5	4.7
Food	5	4.7
Relations w/administration	5	4.7
Campus facilities	4	3.7
Personal difficulties	2	1.9
	-----	-----
Total	107	100.0

Q5A How did you finance your studies at Glassboro State-Rowan University?

	Frequency	Percent
Full/part-time jobs	62	31.0
Family Resources	47	23.5
Student loans/grants	43	21.5
Personal Savings	27	13.5
Scholarships	13	6.5
Graduate Assistantships	4	2.0
Others (G.I. Bill)	4	2.0
	-----	-----
Total	200	100.0

NB: The total responses are more than 107 because participants were allowed to indicate more than one answer.

Q6A How many times have you visited the campus since your graduation?

	Frequency	Percent
3-5	30	28.0
None	24	22.4
1-2	24	22.4
More than 20	15	14.0
6-10	9	8.4
11-20	5	4.7
	-----	-----
Total	107	100.0

Q6 b) For what kind of events?

	Frequency	Percent
Classes/Seminars	18	17.3
Just visiting	17	16.3
Center for the Arts	15	14.4
Sports	9	8.7
Library	9	8.7
Business	6	5.8
Visiting friends	5	4.8
Homecoming	5	4.8
Visiting professors	4	3.8
Recreation Center	4	3.8
Graduation	3	2.8
Kids events	3	2.8
Greek events	2	2.0
Career & Academic Planning Center	2	2.0
Bookstore /Other	2	2.0
	-----	-----
Total	104	100.0

NB: Twenty-four (24) non-donors had not returned to campus since they graduated. The total responses are more than 83 because some participants visited the campus more than once and for different events.

Q7A To what causes/projects do you primarily donate money ?

	Frequency	Percent
Community	71	44.3
Religious	52	32.5
Others	7	4.4
Political	6	3.8
Health	6	3.8
High School	5	3.1
Charity	5	3.1
Higher education	4	2.5
Historic	2	1.3
Kids school	2	1.3
	-----	-----
Total	160	100.0

NB: The total frequency is more than 107 because participants were allowed to indicate more than one answer.

Summary of how many non-donors give or do not give to other causes.

	Frequency	Percent
Give	96	89.7
Do not give	11	10.3
	-----	-----
Total	107	100.0

Q8A In your opinion, what motivates alumni the most to donate to their alma mater?

	Frequency	Percent
Appreciation of University	43	40.2
Importance of education	18	16.2
Other	12	11.2
Meet specific need	9	8.4
Anticipation-what university will do	8	7.5
Reputation of university	7	6.5
Recognition by university	6	5.6
No response	4	3.7
	-----	-----
Total	107	100.0

Note: Others included: Higher government funding, income (2), tax benefit, respect for graduates and faculty, impact, experiences at college (4), and no explanation (2).

Q9A Have you ever given money to the Rowan Annual Fund?

	Frequency	Percent
No	88	82.2
Yes	12	11.2
Not sure	7	6.5
	-----	-----
Total	107	100.0

Note: The participants (11.2%) indicated they had previously given to the Rowan Annual Fund. The records at the Development Office do not reflect them as donors. If they donated to the annual fund, they may be omitted as donors in the records perhaps if they only gave before 1989 or because of a recording error. The Development Office established the current donation recording system and alumni database in 1989. <sup>24</sup>

Q9B Why not ?

	Frequency	Percent
Don't feel connected	40	37.4
Didn't have money when asked	25	23.4
No response	20	18.7
Name change	9	8.4
Other	6	5.6
Never been asked	2	1.9
My gift - not much	2	1.9
Dislike phone solicitation	2	1.9
Bad experiences at Glassboro-Rowan	1	.9
	-----	-----
Total	107	100.0

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<sup>24</sup> Interview with Coordinator of Development Information and Research Valerie Au, June 28, 1999.

Q10A State of New Jersey financial support covers about 50% of Rowan's operation budget. The institution raises the rest through its fundraising efforts, tuition fees and other charges. In your opinion, what can the university do to encourage alumni support for the Rowan Annual Fund?

	Frequency	Percent
Specify funds' use	16	18.4
Do not know	12	13.1
Already doing enough	9	10.3
Send campus updates	8	9.2
Change name back	7	8.0
Alumni events	7	8.0
Nothing	6	6.9
Use Glassboro connection	5	5.8
Cultivate alumni when students	4	4.6
Department appeals	4	4.6
Others	4	4.6
Alumni benefits	3	3.5
Community visibility	2	2.3
	-----	-----
Total	87	100.0

NB: The total frequency is less than 107 because some participants did not give any answer to the question.

QA12 The average alumni gift to the Rowan Annual Fund is \$37. Would you consider this:

	Frequency	Percent
Enough	46	43.0
Other	27	25.2
Too little	22	20.6
Too much	12	11.2
	-----	-----
Total	107	100.0

Note: Other responses included: not sure (15), as expected, and others with no explanation (11).

QA13 Regarding the donation amount, would you prefer:

	Frequency	Percent
Don't asked specific amount	61	57.0
Not giving at all	26	24.3
Giving year of graduation	7	6.5
Other	5	4.7
Giving above annual fund average	3	2.8
Giving annual fund average	3	2.8
Asked specific amount	2	1.9
	-----	-----
Total	107	100.0

QA14A What influences your decision on whether to give or not to give to Rowan University?

	Frequency	Percent
Available funds	37	30.6
Connection	21	17.4
Other priorities	16	13.2
Purpose/need	11	9.0
Experience at GS-RU	10	8.3
Name change	10	8.3
No obligation	5	4.1
Solicitation method	5	4.1
Reputation (University)	3	2.5
Recognition	3	2.5
	-----	-----
Total	121	100.0

NB: The total frequency is less than 107 because some participants did not give any answer to the question.

QA14B Donations to the Rowan annual fund is tax-deduction. Does this influence your decision to give?

	Frequency	Percent
No	48	44.9
Not necessarily	39	36.4
Yes	20	18.7
	-----	-----
Total	107	100.0

QA14C How does the name change, from Glassboro to Rowan affect your giving decision?

	Frequency	Percent
Doesn't affect my decision	65	60.7
Discourages my giving	40	37.4
Motivates my giving	2	1.9
	-----	-----
Total	107	100.0

QA15 How would you like to be solicited for future annual fund gifts?

	Frequency	Percent
Prefer not to be asked	50	46.7
Regular mail	31	29.0
Rowan magazine	9	8.4
No response	7	6.5
Personal visit	3	2.8
Other	3	2.8
Letter before phone	2	1.9
Telephone call	1	.9
Email	1	.9
	-----	-----
Total	107	100.0

QA16 Who would you prefer asking you for annual fund gifts?

	Frequency	Percent
Prefer not to be asked	54	44.6
It does not matter	35	28.9
Annual fund staff	5	4.1
Faculty	4	3.3
Former classmates	4	3.3
Scholarship recipients	4	3.3
Current students	4	3.3
No response	4	3.3
Alumni Association board	3	2.5
Other alumni	2	1.7
Others	2	1.7
	-----	-----
Total	121	100.0

NB: The total frequency is more than 107 because participants were allowed to indicate more than one answer.

QA17 How long were you a resident student (living within half a mile from campus)?

	Frequency	Percent
0 years	63	58.9
4 years	28	26.2
1 year	5	4.7
3 years	4	3.7
2 years	3	2.8
5years	2	1.9
Other	1	.9
No response	1	.9
	-----	-----
Total	107	100.0

Mean 2.495

QA18 How long were you a commuter student?

	Frequency	Percent
0 years	27	25.2
3 years	22	20.6
4 years	18	16.8
2 years	16	15.0
1 year	10	9.3
Other	6	5.6
5 years	4	3.7
6 years	3	2.8
No response	1	.9
	-----	-----
Total	107	100.0

Mean 3.505

QA19 Would you prefer a non-monetary donation, as compared to giving money, as your gift to the University?

	Frequency	Percent
No	85	79.4
Yes	19	17.8
Other	2	1.9
No response	1	.9
	-----	-----
Total	107	100.0

Note: The author compiled the information regarding decade of graduation, degree awarded, gender and residency from the returned postcards and Development Office database.

QB20A Decade of graduation

	Frequency	Percent
1980s	36	33.6
1990s	29	27.1
1970s	28	26.2
1960s	9	8.4
Not available	4	3.7
1950s	1	.9
	-----	-----
Total	107	100.0

QB21A Degree awarded

	Frequency	Percent
BA	78	72.9
MA	17	15.9
BS	4	3.7
BA/MA	4	3.7
Not available	4	3.7
	-----	-----
Total	107	100.0

QB22A Current Residency

	Frequency	Percent
New Jersey	85	79.4
Other states	22	20.6
	-----	-----
Total	107	100.0

QB23A Gender

	Frequency	Percent
Women	65	60.7
Men	42	39.3
	-----	-----
Total	107	100.0

Note: The author used participants' mailing addresses to determine their current residency. The addresses are predominately home addresses though a few alumni use their business addresses to receive alumni mailings.

## **Findings**

- ◆ More than 71% alumni non-donors had a fulfilling or very fulfilling experience at Rowan. Only 3.7% had a somewhat unfulfilling, unfulfilling or, very unfulfilling experience at Rowan.
- ◆ Of those who had very fulfilling experiences at Glassboro-Rowan, 82.6% have not given to the Rowan Annual Fund and neither have 79.2% of those who had a fulfilling experience.

Note: The participants (11.2%) indicated they had previously given to the Rowan Annual Fund. The records at the Development Office do not reflect them as donors. If they donated to the annual fund, they may be omitted as donors in the records perhaps if they only gave before 1989 or because of a recording error. The Development Office established the current donation recording system and alumni database in 1989.<sup>25</sup>

- ◆ More than 67% of Glassboro-Rowan alumni non-donors surveyed said the Institution's reputation has improved since they graduated. Only 6.5% felt the Institution's reputation has somewhat declined, declined or tremendously declined.
- ◆ Parking (24.3%), and name change (13.1%) were the most unpleasant alumni non-donors memories of Glassboro State-Rowan University. It is interesting to note that 19.6% of the alumni non-donors do not report giving to their alma mater despite having no unpleasant memory of their stay at the Institution.

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<sup>25</sup> Interview with Rowan University Coordinator of Development Information and Research Valerie Au, June 28, 1999.

- ◆ The survey revealed that 30.9% of alumni non-donors surveyed considered the degree acquired as the most valuable asset they gained from their Glassboro State-Rowan experience. Also, 17.9% felt career specialization was the most valuable asset gained from the Institution.
- ◆ Only 10.5% of alumni non-donors received scholarships (6.5%), graduate assistantships (2%) or G.I Bill (2%) from Glassboro-Rowan or elsewhere. More than one-third (31%), mostly undergraduate students, financed their studies through full-time/part-time jobs. More than 23.5% financed their studies through family resources, while 21.5% did so through student loans/grants.
- ◆ More than three-quarters (77.6 %) of alumni non-donors have visited campus since they graduated; 28% of those who visited did so between three to five times. Only 4.8% of those who have returned to campus have come for Homecoming. Classes/seminars have brought back 17.3% to campus while 16.3% have returned to campus just to visit. Only 2.8% have attended another graduation at Glassboro State-Rowan since their own.
- ◆ More than 89.7% of the alumni non-donors reported giving money to other causes/projects. Only 10.3% do not give to any cause/project at all. Community causes/projects attracted 44.3% of the alumni non-donors, while 32.5% reported giving to religious causes. Only 6.9% indicated giving to education causes; 2.5% of them gave to higher education.
- ◆ More than 40% considered appreciation of what the University has done for them as the essential motivator for alumni giving.
- ◆ More than 82% acknowledged they had never given to their alma mater.

- ◆ One third (33%) cited desire to give, while another third (33%) said the annual funds drive were the reasons for their giving.
- ◆ More than 37% of the alumni non-donors indicated they have never given to Glassboro State-Rowan because they do not feel connected to the Institution any longer. Lack of money when asked for a donation was the second highest response (23.4%). Only 8.4% cited name change as the primary reason for not giving.
- ◆ The annual fund average gift (\$37) was considered enough by 43% of the alumni non-donors, while 20.2% felt it was too little. More than a quarter (25.2%) indicated they were not sure about the \$37 average gift.
- ◆ More than half (57%) preferred not to be asked for a specific amount. Only 1.9% preferred to be asked a specific amount. Nearly a quarter (24.3%) said they prefer not to be solicited at all when asked about their donation amount.
- ◆ More than 30% indicated availability of funds influenced their giving decision to Rowan, while 17.4% said they were influenced by a lack of connection.
- ◆ More than 44.9% indicated the tax benefit was not a factor in their giving decision. Only 18% said that tax benefit influenced their giving decision.
- ◆ More than 60% of alumni non-donors reported the name change from Glassboro to Rowan did not affect the giving decision to the Institution. More than 37.4% said the name change discouraged them from giving while only 1.9% were encouraged by it. More than 69% of the alumni non-donors surveyed graduated before the name change.
- ◆ Only 2.8% preferred to be solicited using the current method -- a telephone call. More than 46.7% indicated they prefer not to be solicited when asked what solicitation

method they prefer. Almost a similar number (44.9%) reported being open to be solicited using other methods, with regular mail being the most preferred choice of the alumni non-donors (29%.)

- ◆ For 28.9% of the alumni non-donors, it did not matter who solicited them for a gift, though 44.6% preferred not to be solicited when asked who they prefer soliciting them.
- ◆ An average of 45.7% indicated they preferred no solicitation for annual fund gifts. Only 24.3% indicated they would rather not give at all.
- ◆ More than 58% of alumni non-donors were never resident students at any time during their stay at Glassboro State-Rowan. Of the 41.1% who were residents, 63% lived on campus or within half a mile from campus for four years.
- ◆ More than 74% of Glassboro State-Rowan alumni non-donors were commuters at one point or another.
- ◆ More than 79.4% preferred a monetary to a non-monetary gift to their alma mater. Only 17.8% indicated they preferred a non-monetary gift, mainly donating their time or services.
- ◆ More than a third (33.6%) of the non-alumni graduated in the 1980's; 27.1% in the 1990's and 26.2% in the 1970's.
- ◆ More than 76% of those studied graduated with undergraduate degrees, and 19.6% with a master's degree.
- ◆ Almost four of every five (79.4%) reside or work in New Jersey.
- ◆ More than 60% are women.

## **Open-ended questions.**

This section of the study contains responses to open-ended questions. They provide an opportunity to gain insights from non-donors' comments on why they do not give to their alma mater and what the University might do to encourage them to give. The author presents the responses as they were expressed in the questionnaire with limited editing to maintain the non-donors' perspective. A summary indicating frequency and percentage for the open-ended questions is included in the preceding section.

4b) What is your most unpleasant memory of your Glassboro-Rowan experience? Why?

### Academic preparation

- ◆ Advisors were too busy to talk due to high numbers of elementary education majors.
- ◆ Was not taught the necessary material needed for my job.
- ◆ Not well prepared for classroom management -- and find now, 30 years later -- that my student teachers are no better prepared.

### Registration difficulties

- ◆ Could not get class I wanted and had to miss class due to conflict.
- ◆ Required classes closed out very quickly- encouraging summer semesters.
- ◆ Too many students trying to get same classes.
- ◆ Registration was very time consuming.
- ◆ Trying to get classes that didn't conflict with my work times.
- ◆ Too many students trying to get the same classes.

### Name change

- ◆ No consideration of history - students, community, academic and social. Very disappointed in the manner in which it was accomplished.
- ◆ The School sold out. There was no need to change the name for money.
- ◆ It was unnecessary. It alienated all Glassboro State College Alumni. The College no longer exists for Glassboro State College Alumni.
- ◆ It was a sneaky maneuver and left Glassboro State College Alumni feeling cheated. From a public relations standpoint, it was completely mishandled.
- ◆ Just recently Princeton University was given a \$100 million donation gift and you can bet it did not change its name.
- ◆ Disliked the fact that the name change happened in my senior year.

### Relations with administration

- ◆ Administrator was rude and unhelpful.
- ◆ I had an interview in June 1997 for an adjunct position and was treated rudely.
- ◆ Not helpful at all. Uninterested in my development, more on their advancement.
- ◆ Their demand for perfection was overwhelming.

### Campus facilities

- ◆ The facilities were quite outdated -- building, maintenance, grounds, and library. It has improved now.
- ◆ Facilities for music department in late 1960's were before the new building.

- ◆ Inadequate on-and-off campus housing.
- ◆ Found no campus-based or campus-referred counseling facilities.

#### Financial difficulties

- ◆ Worked to put myself through college and usually had two or three jobs. It was exhausting, with little to eat at times.
- ◆ My father had died and I had to work off-campus to pay my fees.

#### Food

- ◆ Although I was a part-time graduate student, the food was not good, nor were the surroundings.
- ◆ Poor quality food.
- ◆ Served with hairy chicken!
- ◆ Not very good.
- ◆ Very poor quality.
- ◆ I gained 20 pounds during my freshman year eating in the dining hall

#### Parking

- ◆ Too far away.
- ◆ It was difficult to find parking due to the location of the lots and the vehicle spacing.
- ◆ The lot near Bozorth was too small to accommodate the number of students on that side of campus.
- ◆ Parking lots were too far away from Robinson Hall - especially for night classes.

- ◆ Was crowded for late afternoon and evening classes.
- ◆ Inadequate parking space for the number of commuter students; Security staff were far too eager to write tickets without considering the inadequate parking situation.
- ◆ Not enough lots and inconvenienced with searching for parking spot.
- ◆ Never enough parking.
- ◆ Lots were often filled. Walking is not an issue if you have a place to park.
- ◆ Not available.
- ◆ It was not always ideal weather for a long walk.
- ◆ Parking facilities not adequate for the number of students attending the University.

None

- ◆ Did graduate work at Glassboro part-time in the evenings. Did not get involved in the school.

Other comments

- ◆ Commuting - required to live off campus because I lived within 25 miles.
- ◆ Ineligibility for honors designation on diploma because of transfer student status.
- ◆ Falsely accused of cheating on a math test in a course I never took. I was cleared by the administration a couple of days before graduation for a “crime” I did not commit, for an event that happened when I was not on campus!
- ◆ Isolation from campus activities -- commuted to classes for BA and MA degrees.
- ◆ Schedule conflicted with classes as well as trying to get meals around schedule.

- ◆ A professor forcing his classes on me. Had no interest in his classes and I was more interested in subjects that would benefit me, not his pocket book.
- ◆ Balancing work, school and a family was very difficult.
- ◆ Refused to graduate with B.Sc. because of one credit.
- ◆ Lack of student groups/clubs that were relevant to me.
- ◆ The instructors were poorly prepared and lazy.

9a (b) Have you ever donated money to the Rowan Annual Fund? If yes, when and why?

- ◆ Desired to give
- ◆ Had available funds
- ◆ Was young and innocent!
- ◆ Annual Fund drive
- ◆ Can't remember

10. State of New Jersey financial support covers 50% of Rowan's annual operation budget. The institution raises the rest through its fundraising efforts, tuition fees and other charges. In your opinion, what could the university do to encourage alumni support to the Rowan Annual Fund?

- ◆ Don't know
- ◆ Change the name back. Acknowledge the 100 million did nothing to improve the general education
- ◆ Emphasize how contribution will make a difference, even a small amount
- ◆ Develop better relations with alumni

- ◆ Aggressively pursue alumni-linked corporations for investment
- ◆ Encourage support of Rowan as students
- ◆ Send university information -- not just when they want money
- ◆ New Jersey State does not pay its fair share
- ◆ Give us back our alma mater. Did not graduate from Rowan, was proud to graduate from Glassboro State. Will never donate a penny to Rowan. Any donations will be to my fraternity
- ◆ They do enough
- ◆ Hold money-making events
- ◆ Have alumni paying undergraduate rates if they take an undergraduate course. The way it is now, alumni pay graduate rates for undergraduate courses.
- ◆ No opinion
- ◆ A periodic newsletter covering what is going on at the college
- ◆ Stop being the kind of institution that treats its alumni like dirt
- ◆ Work for higher teacher salaries
- ◆ Build better rapport between students and faculty while alumni are still attending college
- ◆ Received a masters from Rowan - feel no connection
- ◆ Seeing Rowan departments at community events; media coverage
- ◆ Fundraising effort
- ◆ Stop telemarketing - use mail only
- ◆ Utilize the feedback it asks for
- ◆ Not asking a specific amount

- ◆ Push the importance of education to the future of society more
- ◆ The college should not depend on private donations
- ◆ Be more specific in requests
- ◆ Year of graduation year very good idea
- ◆ Demonstrate specific need
- ◆ Good communication, invitation to special events
- ◆ Change name back
- ◆ Make more of the Glassboro connection
- ◆ Help alumni get jobs in their fields of study
- ◆ Sponsor class reunions
- ◆ Keep asking!
- ◆ Have current students emphasizes importance of financing student education as past alumni did for us
- ◆ Spring-fling type reunion, brochures featuring memorabilia from Glassboro to Rowan  
-- T-shirts, sweatshirts, coffee-mugs, etc.
- ◆ It does not matter. Those alumni interested in supporting the school will do so  
whether they are pressured to or not
- ◆ Explain clearly how contributions are used and perhaps give examples of how  
contributions have helped the school and the students
- ◆ Already doing an excellent job in promoting Rowan's image and needs
- ◆ Greater public relations to encourage alumni from each class to feel a part of the  
Rowan community -- class hats, shirts in return for donation.

- ◆ Clean-up campus (may be it is now); change name to Glassboro; promote more widely any alumni that has made it big in their fields
- ◆ Stress to the alumni their support is very important to the University
- ◆ Nothing; since name change alumni have quit donating; change the historic name back
- ◆ Show off what the college community has accomplished; share with the community the goals, aspirations of Rowan; openly interact in community projects
- ◆ Networking events for alumni in various locations
- ◆ Create more activities and gatherings for alumni; lower the cost of recreation center, rather than raising it every year as has happened in the last 3 years
- ◆ Suggest projects/departments to which donations may specifically be given
- ◆ Not sure, there are many mailings. It is up to the individual whether to give or not
- ◆ Prove without question, that state contribution and tuition are being spend soundly in the best interest of the students and the school cannot function without additional funds
- ◆ In my case nothing. They encourage the support of alumni
- ◆ Inform alumni exactly what the donation will go towards
- ◆ Target portions of the fund for specific uses/needs; provide the opportunity to give a monetary gift in memory of someone
- ◆ The university cannot do too much -- people are committed to show their appreciation or not. No brochure can change that feeling
- ◆ Reach out to specific department

- ◆ Supply alumni with details of how funds are used; inform alumni of areas needing funding
- ◆ Not asking for specific amount
- ◆ Education through public relations
- ◆ Maintain strong bond with alumni beginning before graduation time; never on the alumni mailing list until I requested inclusion; continued events and communication to fueling sentiment towards university
- ◆ Dinner dance; dinner and theater; dinner and concert at the University and parking
- ◆ More information on expenses. Did not know about the 50%; there is also a misconception about the Rowan gift; does my small donation matter in view of the Rowan gift.
- ◆ Paid my tuition without help, except loans which I am still paying off; give to the truly needy not for college students who are too lazy to work.
- ◆ Continue sending promotional items of interest. I read them all and am proud  
Glassboro State has become Rowan University
- ◆ Strong community -- academic and social -- involvement; better recognition of the achievements of faculty, staff and students
- ◆ Make the alumni feel welcome at the school; talk of where the teachers and alumni are today

14. a) What influences your decision on whether to give or not to give to Rowan University?

- ◆ Would gladly donate to the college as a sign of my appreciation for my education and incredible experiences there. However, since Glassboro State no longer exists to me, I never will donate a cent; glad the 100 million donor did not have a name like Lipshitz; Princeton University recently received 100 million from John Wu and did not change its name to “Wu University”
- ◆ Knowing where money is spent; recognition of gift no matter how small
- ◆ Do not feel connected to the school -- name change and I moved to the west coast where the school is unheard of.
- ◆ Give to my undergraduate school. In retrospect, maybe I can divide the money between the two schools
- ◆ Alumni have invested a lot of money in Rowan for their education, a freshman considerably less. Yet freshmen pay less for undergraduate course than the alumni for the same courses.
- ◆ Priorities are set regarding donations. First priority goes to charitable institutions; there are more needy causes than Rowan
- ◆ If solicited by phone at home or work, I will not give
- ◆ Involvement with cause for which money is being raised. Would be more likely to give to athletics than to music (no participation)
- ◆ As a graduate student, some of the charges at registration were unnecessary, for example, student activities
- ◆ Support another university and have for 30 years; never felt part of Glassboro-Rowan

- ◆ Prefer to give to fundraising campaigns that target specific local needs; might possibly donate in memory of someone
- ◆ As a rule, don't usually give donations unless I have proof where my money ends up; Glassboro State-Rowan is on my list but never get that far down before the money is gone; give to places I'm more connected with today
- ◆ The university's actual need; state funding and tuition should generally be sufficient; not convinced of a need for contributions
- ◆ New Jersey should adopt a law enabling A/B students to study free within the state, as others have done. This will ensure top students staying in the state, which will benefit us in the long run
- ◆ No connections to Rowan
- ◆ Feeling I am giving back to a school that helped me achieve success in life
- ◆ Past experience and the feeling that I attended a college that was a disappointment
- ◆ Response by alumni board to donations given
- ◆ Promotion
- ◆ Feel name change was unnecessary; Engineering Hall would have sufficed; We've waited many years for Glassboro State to become a university and now it is known by another name as a university
- ◆ Attitude and performance of school; name change & tuition prices going through the roof when I could get a better education elsewhere for nearly the same price
- ◆ Manner in which donation is requested; approach that is more personal would be more effective. Many schools have local chapters. The chapters organize events and tickets are purchased as donations or faculty/administration/ alumni speak on behalf of

the school of funds for donation; the events reunite alumni, create new relationships and create excellent networking opportunities

- ◆ If one does not feel a part of Rowan, one will not give
- ◆ As an adult part-time commuter student, never really felt a part of Rowan; have greater sense of loyalty to schools where I was a resident student
- ◆ Financial concerns but not Rowan's fault have affected my earning power
- ◆ Besides not feeling connected to Rowan, we are paying off my husband's law school bills; have 2 young kids; they are our priority
- ◆ Give a certain percentage of my income to organizations. Rowan is not as important as the ones I give to
- ◆ As a graduate students, have no emotional connection to the school; commuted so more lack of connection
- ◆ Whether I'm asked through a thesis paper like this one or directly
- ◆ How I am asked to donate and by whom -- letter, phone, student, faculty
- ◆ Feel tuition and state aid should be more than sufficient to support the college
- ◆ More alumni activities
- ◆ Don't give because I have greater needs for my money and would rather donate within my community
- ◆ Disconnected
- ◆ Never developed a sense of belong as a part-time student for 3 years; purpose designation of donation; Time of call -- there are too many other fundraising requests
- ◆ They encourage our support but we are not in a position to financially support
- ◆ Ask after my children graduate

- ◆ Name change; routine requests for donation.
- ◆ Still paying off school loans
- ◆ Do not earn very much money
- ◆ Annoyed with the name change; as a grad student, didn't feel connected to the rest of the school out of my department
- ◆ Change name back
- ◆ Demonstrated specific need and my financial status at the time
- ◆ Don't feel connected to the university; was a part-time student taking inferior courses
- ◆ Society demands an educational career -- to help someone get an education opportunity. Reputation of the university
- ◆ Give to church, community activities & to undergraduate college
- ◆ Graduated from Glassboro -- No connection to Rowan
- ◆ Don' feel connected to the university
- ◆ Nothing
- ◆ Do I have money to spare
- ◆ Disapprove of the name change; will support Glassboro State University enthusiastically and generously
- ◆ No longer feel connected to Rowan
- ◆ Does the college care about who I am and what I have grown into, or ask me to share my talents/ experiences?
- ◆ Good government, Whitman in retirement might help
- ◆ Who needs us when us when you have Henry Rowan
- ◆ My inner being. Its based on if I see the need and my ties with the college

- ◆ Hate the way I am treated every time I am on campus -- like I'm snubbed or 'that now that its big Rowan University, the rest of the world is dirt'
- ◆ Experiences and feelings of how I was treated while there
- ◆ Received a masters degree from Rowan; contribute to my undergraduate alumni association
- ◆ No connection what-so-ever to the school
- ◆ Was a part-time night student at two campuses for only a short period of time
- ◆ Tithe to our church; my giving is to the Lord, except in cases where there may be a specific need
- ◆ Financial situation

19. If you prefer a non-monetary donation, as compared to giving money, as your gift to the university, what might this be?

- ◆ Curriculum material for the library
- ◆ Mentoring
- ◆ Sharing my after-Rowan experiences with current students
- ◆ Guest speaker
- ◆ Books and materials for the library
- ◆ CD's and music equipment
- ◆ Toys, music CD's, movie tickets
- ◆ Gifts for auction/raffle
- ◆ A sign which reads "The University formerly known as Glassboro State"

#### Other comments

- ◆ In one full swoop, you have managed to alienate every student who set foot on Glassboro State soil and graduated from Glassboro State.
- ◆ The only time I hear from you is when you want money.
- ◆ I'm the "consumer" here I should be welcomed with adequate parking close to where I'm going, not inconvenienced with searching for a parking spot.
- ◆ Overall, Rowan is doing a fine job. I read the Rowan Magazine, which is a great improvement over previous ones -- paper, format and information. If Rowan needs money for a specific purpose, they should inform and include it in the Magazine. I enjoyed being at Rowan -- my professors and classmates.

## **Chapter Five**

### **Summary, Conclusions and Recommendations**

#### **Summary**

The purpose of this study was to determine from Glassboro State-Rowan University alumni non-donors why they do not give to the University and what, in their view, the University can do to encourage them to give.

The author constructed the survey instrument after conducting a preliminary literature review and consulting with Rowan University's Annual Fund Coordinator Renee Jacobs, Executive Vice President for University Advancement Dr. Philip Tumminia and Thesis Advisor Dr. Don Bagin.

The questionnaire was also reviewed by Director of Development Eugene Lyman; Coordinator of Development Information and Research Valerie Au; Coordinator of Alumni Affairs and Special Events Kathy Rozanski; research professor Dr. Diane Penrod; Assistant Director of University Relations Joe Cardona and Public Relations/Advertising Graduate Assistant Jacob Farbman.

The author conducted a literature review at the Rowan University, Villanova University, Eastern College and West Chester University libraries. An on-line digital search for material at Temple University, the University of Pennsylvania and several other libraries was also carried out.

The ABI Inform-business, Education Resources Information Center (ERIC), UMI ProQuest Digital Dissertations and Searchbank searches highlighted over 200 articles, theses and other scholarly works from periodicals and journals under “alumni,” “annual giving,” “annual fund,” and “alumni giving.” None was found on “alumni non-donors.” One study was found at Rowan University on the effects of the name change on alumni giving.

The author further reviewed past issues of *Currents*, a magazine from the Council for Advancement and Support of Education (CASE); statistics from the Council for Aid to Education (CAE); issues of The Chronicle of Higher Education; The Chronicle of Philanthropy and Rowan University publications.

Other catalogue and Internet searches using broader headlines like “fundraising,” “donors,” “donations,” and “philanthropy” on the Internet produced numerous articles on political fundraising campaigns, health (organ)-related fields and other unrelated topics. The Internet search also revealed many web sites of schools, colleges and universities.

After further discussion and acquiring approval for the study to proceed, the author sent 800 double-paneled postcards requesting non-donors to participate in the study. The executive vice president for university advancement, the coordinator of the public relations graduate program and the researcher signed the postcards. The sample of non-donors was drawn from the alumni database at Rowan University Development Office.

One hundred and ninety-four (194) alumni non-donors returned the postcards, with 133 indicating they would participate in the study. The author mailed questionnaires to only the 133 who agreed to participate in the study.

The author hand-coded the surveys. He used the Statistical Package for Social Sciences (SPSS) to analyze the data from which he derived findings, drew conclusions and made recommendations.

## **Conclusions**

### Experience and reputation

Good experiences with an institution are important and generally enhance donor support as Christopher Lovelock, Charles Weinberg and others indicate.<sup>26</sup> However, good experiences among non-donors, as seen in the Glassboro State-Rowan case, do not in themselves guarantee alumni-giving.

At Glassboro State-Rowan, 71% of the alumni non-donors had a fulfilling experience. Only 3.7% had an unfulfilling experience at Rowan. The "Report of the Graduate Alumni Survey," conducted by The Graduate School at Rowan, also indicates most alumni who graduated between 1993 and 1997 were generally satisfied with their graduate experience. Both studies concur on the areas of most dissatisfaction -- parking and registration difficulties.<sup>27</sup>

Fewer than 1% indicated bad experiences at Glassboro State-Rowan as the main reason for not giving to their alma mater. However, in the same breath, 8.3% said their experience at Glassboro State-Rowan was one of the factors that influences their giving decision in another question.

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<sup>26</sup> Lovelock, Christopher and Charles Weinberg. Public and Nonprofit Marketing, 2<sup>nd</sup> ed. Redwood: The Scientific Press, 1989, p. 459.

<sup>27</sup> Rilling Marion, James Anderson and Keri Monahan. "Report of the Graduate Alumni Survey," Rowan University, 1998, p. 2.

More than 67% of Glassboro-Rowan alumni non-donors surveyed said the Institution's reputation has improved since they graduated. Only 6.5% feel the Institution's reputation has declined.

Rowan University's Director of Major Gifts Anne Hagan considers experience, reputation and sense of pride in an institution as some of the key motivators to alumni giving.<sup>28</sup> Similar to experience, whereas "people are eager to be associated with quality institutions," feelings of an improved institution at Glassboro State-Rowan have not translated into giving to their alma mater.<sup>29</sup>

As important as experience and reputation are, this study suggests that additional factors are involved in promoting alumni-giving among non-donors. However, it may be safe to conclude that whereas good experience and reputation do not guarantee alumni giving, they motivate giving and their absence is a barrier to giving.

Alumni-giving at Rowan is bound to increase as students have good experiences, the reputation of Rowan University improves and as students and alumni pride in the Institution grows.

Rowan University must therefore strive to make the experience of its students as memorable as possible to increase the likelihood of future alumni-giving and eradicate possible barriers to giving. It is while alumni are attending the University that they form lasting attitudes and perceptions about the Institution. Once out of the University, these perceptions and attitudes are difficult to alter significantly.

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<sup>28</sup> Interview with Rowan University Director of Major Gifts Anne Hagan, December 7, 1998.

<sup>29</sup> Duronio, Margaret and Bruce Loessin. Effective Fund Raising in Higher Education. San Francisco: Jossey-Bass Publishers, 1991, p. 19.

## Connection

Lack of connection to the University is the prominent reason Glassboro State-Rowan alumni non-donors (37%) offer for not giving to their alma mater.

In his dissertation Mohammad Firoz observed that most education institutions do not perceive their students as a key public. He notes "In business, the greatest importance was given to consumers (buyers), but in education students (buyers) were not given the greatest importance among institutional publics." <sup>30</sup>

To connect with the students and hence ensure alumni-giving after they graduate, the University must prove it sincerely cares for them and their interests. Rowan must promptly address issues concerning students and not let issues prolong over a long period as evidenced in the study and The Graduate School report.

To assure future alumni-giving, institutions must also establish a tradition of giving among students before they graduate. A vice president of a private university stresses the importance of cultivating alumni before they graduate. He confesses, "Now we understand that we need to begin developing relationships with our alumni when they are age twenty-two rather than wait until they are sixty-five." <sup>31</sup>

Development Offices must be more visible to students while they are attending the universities. Rather than waiting until students graduate to introduce and interest them in the university's development agendas, development professionals must create new and

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<sup>30</sup> Firoz, Mohammad N. "Marketing in non-profit Higher Education," Ph.d dissertation, 1982, p. i.

<sup>31</sup> Duronio, Margaret and Bruce Loessin, Effective Fund Raising in Higher Education. Sans Francisco: Jossey-Bass Publishers, 1991, p. 19.

exciting programs that link students to their annual fund, alumni and other fund raising related programs.

### Financing

Rowan prides itself on offering more than 55% of its students some form of financial aid.<sup>32</sup> In the early years, most of the students who attended Glassboro came free or paid little for their schooling. Glassboro State hence enabled many of them get out of poverty. More than 34% of those who graduated between 1927-1959 give to the University.<sup>33</sup>

Only 10.5% of the alumni non-donors received scholarships, graduate assistantship, or G. I. Bill from Glassboro-Rowan or elsewhere. Fewer than 1% of those who graduated before 1960 participated in the study. Does this suggest most scholarship recipients are donors? Could a high degree of obligation or appreciation be the key motivating factor for alumni-giving at Rowan?

The "Report of the Graduate Alumni Survey" shows 61% of the graduate students indicated financial constraints as an obstacle for timely completion of their degrees. More than 89% of the non-donors indicated having financed their studies on their own -- jobs, family resources, savings and loans.

Having acquired their degrees and specialized in their careers, do non-donors consider their association or relationship with Glassboro State-Rowan a completed

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<sup>32</sup> Rowan Homepage, <http://www.rowan.edu.html>, 1997

<sup>33</sup> Interview with Rowan University Director of Major Gifts Anne Hagan, December 7, 1998.

business transaction? Do they feel a sense of obligation and appreciation to the Institution for providing them with an education?

It would be interesting to find out whether those who donate to Rowan are motivated to give by a sense of appreciation and obligation as compared to those who financed their own education.

Previous studies on the effects on financial aid on alumni-giving are inconclusive.<sup>34</sup> This study too, does not shed much light on the above questions. However, it indicates few alumni non-donors received financial aid from Rowan or other sources. It also draws attention to some questions for further investigation to help understanding Glassboro State-Rowan alumni non-donors and donors alike.

#### Campus visits /Alumni programming

Development experts, like Rowan University's Director of Development Eugene Lyman, suggest campus visits provide alumni positive contacts with an institution. These, among other factors, should enhance alumni interests in an institution and increase the likelihood of gifts from them.<sup>35</sup>

Many alumni events, including Homecoming and class reunions, are organized around this concept. As Margaret Duronio and Bruce Loessin report, the longer a college

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<sup>34</sup> Worth, Michael. Educational Fund Raising, Phoenix: Oryx Press, 1993, p. 33.

<sup>35</sup> Interview with Rowan University Director of Development Eugene Lyman, December 7, 1998.

fails to invite alumni to campus for special alumni events other than Homecoming, the more likely the college is to lose connection with its alumni.<sup>36</sup>

At Rowan, more than three-quarters (77.6 %) of alumni non-donors have visited campus since they graduated; 28% of them have visited between three and five times. However, only 4.8% of these have returned to campus for Homecoming or alumni-related events, though nearly four of every five non-donors (79%) live (or work) in New Jersey.

Recently, a much publicized and action-packed “Alumni Day” was canceled due to low interest among Glassboro-Rowan alumni. Classes and seminars attracted the highest number (17.3%) of campus visits among alumni non-donors, while 16.3% returned to campus just to visit.

Successful fundraising programs seem to spring from institutions understanding and using their strengths as fund raising resources and dealing with their weakness.<sup>37</sup> Institutions like Rowan University must take a critical look at their strengths and weakness in making strategic decisions to improve their development programs.

The study indicates few alumni non-donors use alumni benefits-linked facilities like the Recreation Center, library or Career and Academic Planning (CAP) Center. In reviewing benefits it offers alumni, the Institution may profit from further analyzing alumni needs and interest or barriers to their using existing benefits.

Referring to Jeffrey Solof’s “Measuring the Impact of Alumni Activities on the Quality of Alumni Fund Support”, Charles Webbs notes attending class reunions and

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<sup>36</sup> Margaret Duronio and Bruce Loessin. Effective Fund Raising in Higher Education. San Francisco: Jossey-Bass Publishers, 1999, 116.

<sup>37</sup> Ibid., p. 58.

other alumni events is significant. At Massachusetts Institute of Technology (MIT), three of every four alumni donors attend alumni events.<sup>38</sup>

Although a high percentage of alumni non-donors have returned to their alma mater, few have returned to bond with their alma mater at Rowan. This study suggests a correlation between alumni-giving and a lack of participation in alumni events.

Charles Webb stresses the importance of alumni events. "To the extent that alumni activities - reunions, club events, departmental events - serve as gathering points for our very best supporters, they serve as the best possible means of cultivating those who are not contributing to the alumni fund or who are contributing at a nominal level,"<sup>39</sup>

Increased alumni participation in organizing and hosting alumni events may be a way of cultivating more alumni involvement. Segmentation of the alumni database into special interest publics, such as departments or regions, may be another way of ensuring that alumni donors and non-donors become involved in alumni activities. Effective alumni programming has the potential of enhancing emotional connections to the university and securing fundraising dollars beyond its alumni.

Charles Webb notes, "Alumni who are interested, concerned, and involved not only are a source of substantial dollars, but they also can be instrumental in securing dollars from corporations, foundations, friends of the institution, and other sources."<sup>40</sup>

One alumnus called for events that "... reunite alumni, create new relationships and excellent networking opportunities." The alumnus recommended local chapters similar to those established by other universities in her region. " The chapters organize

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<sup>38</sup> Worth, Michael. Educational Fund Raising. Phoenix: Oryx Press, 1993, p. 304.

<sup>39</sup> Ibid., p. 304.

events and ticket are purchased as donations. Faculty, administration, or alumni speak on behalf of the school to attract gifts, " she said, also advocating for income-generating alumni events.

The challenge for development offices is to find opinion leaders and others among the alumni who are willing to work with the office in organizing and mobilizing participants for events alumni will be willing to spend money to attend. Profession and career advancement programs may help foster alumni participation in department-segmented events.

### Community relations

Generally, organizations are bound to benefit from active involvement within their communities. Education institutions, like Rowan University with a large population of its alumni living within its geographic region, stand to gain from active community relations programs. Such programs allow an institution to share its vision, goals, and mission with the community. Rallying the community around an institution like Rowan has the potential of financial and public relations benefits.

Further, with nearly half (44.3%) of alumni non-donors giving to community-related causes. Rowan has an excellent opportunity to connect with its alumni, increase alumni-giving and involvement with the Institution through community related activities.

Active and strategic involvement with the community also provides the Institution an opportunity to gain local, regional and national media coverage. Reflecting on their fund raising success, a development professional at a public university links its

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<sup>40</sup> Worth, Michael. Educational Fund Raising. Phoenix: Oryx Press, 1993, p. 304.

unsolicited gifts to the “spark” national media coverage can ignite among a university's alumni.<sup>41</sup>

The University may consider bringing together community leaders to share the Institution's aspirations, increase visibility and seek community partnerships.

#### Donations to other causes/projects and priorities

As noted previously, Andreasen Kihlstedt and Catherine Schwartz warn against assuming an organization's non-donors are stingy or have other undesirable personalities. More than 89.7% of the alumni non-donors give money to other causes/projects. Only 10.3% do not give to any cause/project. Many Glassboro State-Rowan alumni non-donors indicated they give to more than one cause/project, as is characteristic of other charitable donors.<sup>42</sup>

Community causes/projects attract 44.3% of the alumni non-donors, while 32.5% give to religious causes. Only 6.8% give to education causes, 2.5% of them to higher education. This may indicate education funding is not a high priority to Glassboro State-Rowan alumni non-donors.

This study suggests a need to more clearly understand alumni non-donors and how to cultivate them to make Rowan University a top priority in their giving. This study is a step toward that goal for the University and Rowan Foundation.

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<sup>41</sup> Duronio, Margaret and Bruce Loessin. Effective Fund Raising in Higher Education. San Francisco: Jossey-Bass Publishers, 1991, p. 41.

<sup>42</sup> Kotler, Philip and Alan Andreasen. Strategic Marketing for Non Profit Organizations, 5<sup>th</sup> ed. Upper Saddle River: Prentice Hall, 1996, p. 251.

Russ Prince and Karen Maru (1994) say donors choose to give to specific organizations based on their involvement, sense of kinship and appealing organization mission.<sup>43</sup> Appeals based on alumni experiences, the university's reputation or simply to meet its obligations are not sufficient.

Rowan University needs to prove itself worth of alumni non-donor donations. "Donors are tired of giving handouts to the needy," James Lord says.<sup>44</sup> "Institutions must earn and attract investments," he states, emphasizing that people give to get something in return. "So in positioning an organization, we need to understand what's on our prospect's mind -- and align our programs with his or her established interests and priorities, Lord asserts.<sup>45</sup>

Glassboro State-Rowan alumni non-donors emphasize the University must clearly show specific needs and how their donations will be used as a prerequisite for their support. Margaret Duronio and Bruce Losessin concur, "It is also essential for institutions to demonstrate they are worth of support. Demonstrating worth means demonstrating the capacity to provide products and services that donors view as important."<sup>46</sup>

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<sup>43</sup> Russ Prince and Karen Maru. The Seven Faces of Philanthropy. 1994, p. 114

<sup>44</sup> Lord, James. The Raising of Money. Cleveland: The Third Sector Press, 1990, p. 4.

<sup>45</sup> Ibid., p. 8.

<sup>46</sup> Duronio, Margaret and Bruce Losessin. Effective Fund Raising in Higher Education. Jossey-Bass Publishers: San Francisco, 1991, p.220.

In presenting institutional needs, Rowan University must show the big picture of what alumni giving will accomplish through the Institution's impact on society. It must link the big picture to alumni values and priorities.

"Too many organizations ask people to give to them as a needy organization rather than to support promising organizations," Philip Kotler and Alan Andreasen emphasize. They referring to Harold Seymour, who suggests "the case for giving must be bigger than the institution and must be presented in a way that catches the eye, warms the heart, and stirs the mind. People respond to what they sense as the relevance, importance, and urgency of a giving opportunity."<sup>47</sup>

#### Reasons for not donating to Rowan

More than 40% of alumni non-donors consider appreciation of what the University has done for them as the essential motivation for alumni-giving.

Doug Stutler and Dave Calvario state two determinants of alumni support found in this study. They cite ability to donate (finances) and desire to give (connection).<sup>48</sup> More than 37% of the alumni non-donors indicated they have never given to Glassboro State-Rowan because they do not feel connected to the Institution any longer. Lack of money when asked for a donation was the second highest response (23.4%).

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<sup>47</sup> Kotler, Philip and Alan Andreasen. Strategic Marketing for Nonprofit Organizations, 4th ed. Upper Saddle River: Prentice Hall, 1991, p. 284.

<sup>48</sup> Stutler, Doug and Dave Calvario. "In alumni support, satisfaction matters." Fund Raising Management, Nov 1996, p. 12, 13.

People do not just give for the sake of giving even when they have disposable income. Rowan must find ways to creating the desire for non-donors to give to their alma mater and strategically solicit them when they are most likely to have disposable income. The forgone discussion presents various ways to cultivate a desire to give to the institution.

### Solicitation

An average of 45.7% indicated they prefer not to be solicited for annual fund gifts. Only 24.3% indicated they would not give at all.

Nearly half (43%) of alumni non-donors considered the annual fund average gift (\$37) enough, while 20% felt it was too little. More than a quarter (25.2%) indicated they were not sure about the \$37 average gift.

Only 2.8% prefer to being solicited using the current method -- a telephone call. Almost half of the alumni non-donors (44.9%) are open to solicitation using other methods, with regular mail being the preferred choice of 29% of the alumni non-donors. For 28.9% of the alumni non-donors, it does not matter who solicits them for a gift.

The study shows more than half (57%) preferred not to be asked a specific amount, contrary to conventional fundraising techniques, which encourage a high degree of specificity for effectiveness in raising funds.<sup>49</sup> Only 1.9% preferred being asked for a specific amount.

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<sup>49</sup> Gregory, James. The Raising of Money. Cleveland: The Third Sector Press, 1990, p. 81.

While people “give because they want to give -- not because of the methods or manipulation from fund-raisers,” effective fund raising requires careful strategies.<sup>50</sup> In the annual fund as well as other fundraising efforts, “selecting the right person to ask the right person, in the right way, for the right amount, for the right reason, at the right time,” as James Lord notes, is crucial.<sup>51</sup>

Personal solicitation, like face-to-face solicitation, offers the highest chance of securing a gift. However, it costs more compared to less personal methods like direct mail, which has a lower response rate. Telephone solicitation offers a compromise between cost, personal touch and response rate. Hence, many businesses and non-profit organizations use it, to the irritation and intrusion of many potential donors. Where possible, all the different solicitation methods should be used based on the target audience and the gift potential in question.<sup>52</sup>

Successful fund raising programs use the major fund raising tools mentioned. However, the decision on which tool an institution should use depends on its budget, personnel and facilities, among other considerations. The target audience determines which is the most effective tool to use for solicitation.

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<sup>50</sup> Worth, Michael. Educational Fund Raising. Phoenix: Oryx Press, 1993, p. 304.

<sup>51</sup> Gregory, James. The Raising of Money. Cleveland: The Third Sector Press, 1990, p. 78.

<sup>52</sup> Conroy Jr., Philip and Michael Lefever. “Fundraising in hospitality Education”, Cornell Hotel and Restaurant Administration Quarterly, Aug 1997, p. 87-95.

Harold Seymour suggests, “One-third of the people are responsible (they donate without being solicited), one-third are responsive (they donate when they are asked) and one-third react to compulsion (they donate because of pressure).”<sup>53</sup>

As an alumnus suggested, the University should continue its current efforts and “keep asking.” Periodic review of solicitation methods and processes, aimed at improving their effectiveness, is commendable to keep in touch with the dynamic changes within an alumni audience.

### Name Change

Glassboro State-Rowan alumni who were unhappy with the name change have been significantly vocal about their displeasure.<sup>54</sup> This study indicates only 8.4% of alumni non-donors do not give to their alma mater because of the name change. However, this does not suggest the name change is not an issue for the University. The relatively small but bitter public may create a barrier for the University’s fundraising programs because of negative public relations.

The University should consider addressing this long-standing and contentious issue rather than ignoring it. The University should develop a proactive strategy of soothing and wooing alumni who are bitter with the name change. While changing the name back may not be an issue to consider, the University should use the “Glassboro

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<sup>53</sup> Kotler, Philip and Alan Andreasen. Strategic Marketing for Non-Profits Organizations, 4th ed. Upper Saddle River: Prentice Hall 1991, p. 283-4.

<sup>54</sup> Interview with Rowan University Annual Fund Coordinator Renee Jacobs, September 30, 1998.

connection" by offering memorabilia or developing fund raising projects linked to the University's history.

In its fund raising efforts among non-donors and donors, the University should demonstrate the tangible benefits of the Rowan gift, the University's current needs and show how non-donors can make their impact through alumni-giving. The Rowan Foundation Web page contains good fund raising information, useful in promoting alumni giving to non-donors and various University publics. Such information, showing the University's vision and how gifts to the Foundation significantly help meet society's goals, would be a way of cultivating alumni non-donors, donors and other fund raising publics.

### Capital Campaigns

The author noted many universities and colleges are embarking on capital campaigns to finance campus-wide projects such as those presented on the Rowan Foundation web page. These multi-million campaigns result in financial and public relations benefits to an institution.

Margaret Duronio and Bruce Loessin report, "Campaigns are now designed to develop long-term relationships, educate constituents and establish higher overall results through such mechanisms as enlarging the number of donors and the size of the average gift to the Annual Fund, expanding the donor base for major gifts, and changing how the institution is perceived by all constituents."<sup>55</sup>

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<sup>55</sup> Duronio, Margaret and Bruce Loessin. Effective Fund Raising in Higher Education. San Francisco: Jossey-Bass Publishers, inc., 1991, p. 211.

Though capital campaigns are demanding and often require consultants, institutions like Rowan may benefit from their ability to revitalize overall fund raising programs.

## **Recommendations**

The author recommends to the University:

- ◆ Developing a comprehensive public relations plan targeting alumni non-donors. The plan should include a communication strategy beyond its solicitation program. (The plan could be enlarged to include donors too.)
- ◆ Connecting and cultivating alumni non-donor (and donors too) through an exclusive newsletter to feature: campus happenings; profiles of alumni donors; the University's impact on society; opportunity for giving; scholarship recipients/faculty, benefits of giving and other topics of interest to alumni non-donors.
- ◆ Repackaging and developing information, such as is on the Rowan Foundation Web page, regarding the University's vision and how gifts to the University help meet society's goals. This information, in the Rowan Magazine, newsletters, solicitation mail and other fund raising and friend-raising publications, would be a way of cultivating non-donors, donors and other fund raising publics.
- ◆ Showing how the Rowan gift and other donations have made an impact in alleviating previous problems for current students, the University and society.
- ◆ Increasing visibility in the community. The University should be featured in community events, sharing its vision, aspirations and achievements with the

community. It should also use more of the local, regional, national and international media to gain added visibility.

- ◆ Connecting and cultivating current students through promptly addressing current student issues and involving current students in fund raising efforts.
- ◆ Running a “thank you” phonathon to all previous donors.
- ◆ Incorporating non-donors in fund raising and alumni events planning
- ◆ Highlighting to non-donors Rowan Foundation activities
- ◆ Providing alumni non-donors with additional campus publications like the annual President's Report
- ◆ Continuing Rowan University's commitment towards being a nationally reputable university renowned for student-centeredness, quality education and management as outlined in its Web page.<sup>56</sup>
- ◆ Developing a unique culture that distinguishes its alumni and makes them proud to have attended Glassboro State-Rowan. The University should seek the students' input on what this culture should be.
- ◆ Strengthening the Senior Class Challenge and Student Alumni Connection program so the University can enjoy increased alumni-giving after the students graduate. The author also recommends other class-based fund raising programs.
- ◆ Reviewing alumni programming in the light of alumni needs and desires. The University must be willing to step out of the traditional alumni activities, if need be, to attract more alumni -- non-donors and donors -- alike to its activities. Activities

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<sup>56</sup> Rowan Homepage, [http:// www.rowan.edu/selfstudy/execu-summary.html](http://www.rowan.edu/selfstudy/execu-summary.html), 1999.

like the scheduled August 14 “Young Alumni Beach Party” may be innovative ways of conducting alumni programs. Innovative fund raising programs like a lottery may be considered too.

- ◆ Considering developing a capital campaign.
- ◆ Experimenting to see if mail solicitation will yield better results than phone solicitation at Rowan with alumni non-donors.
- ◆ Using focus groups to further investigate non-donors’ information level, attitudes, behavior and other issues raised in this study.

### **For Further study**

For further study, the author suggests:

- ◆ A study on Glassboro State-Rowan alumni donors to compare their attitudes, perceptions and behavior with those of non-donors.
- ◆ A study on the effectiveness of year of graduation donation.
- ◆ Further study on effects of financial aid.
- ◆ Other studies on why non-donors do not support their alma mater.

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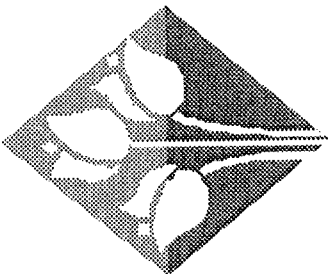
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One in 50,000!



# You are Special

Kamau Kanyi  
Box 1526  
Rowan University  
201 Mullica Hill Rd  
Glassboro, NJ 08028 -1800

*Thesis research*

Dear Alumnus,

You are one in 50,000 Glassboro State-Rowan University alumni randomly selected for a graduate studies research regarding alumni's perceptions, attitudes and behaviors to Rowan University and the Annual Fund.

We write to request your participation in this important study. The survey will take about 10 minutes to complete. Your responses will be strictly confidential.

We would appreciate your completing and returning the attached postcard by March 25, 1999. Thank you.

Sincerely,

Dr. Phil Tumminia	Dr. Don Bagin	Kamau Kanyi
Executive Vice-president	Coordinator, Graduate	Graduate Student
for University Advancement	Public Relations Program	

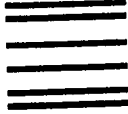
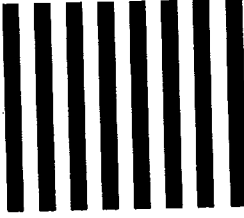
-----Please detach and return response portion-----

Name & Address

- ☐ I will participate in the study. Send me a survey.
- ☐ I will not participate in the study.

**Kamau Kanyi**  
**Box 1526**  
**Rowan University**  
**201 Mullica Hill Rd**  
**Glassboro, NJ 08028-1800**

NO POSTAGE  
NECESSARY  
IF MAILED  
IN THE  
UNITED STATES



**BUSINESS REPLY MAIL**

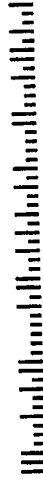
FIRST CLASS MAIL PERMIT NO. 00031 GLASSBORO, N.J.

POSTAGE WILL BE PAID BY ADDRESSEE

**ROWAN UNIVERSITY**

201 MULLICA HILL ROAD  
GLASSBORO NJ 08028-9932

THIS IS  
KANYI



Dear Alumnus,

I am a graduate student in public relations at Rowan University, where I'm doing a thesis on the perceptions, attitudes and behaviors of Glassboro State-Rowan University alumni toward the University and the Rowan Annual Fund. You have been randomly selected from the alumni database for the survey.

Your responses to this survey are strictly confidential. The questionnaire is numbered only to allow me target reminders to those who have not responded and to acknowledge your participation.

Please return this survey in the enclosed pre-paid envelope, fax to (609) 256-5406 or email your responses to Kany3338@rowan.edu at your earliest convenience before March 31, 1999. I thank you for your time and your help.

Sincerely,

Kamau Kanyi '99

Please check your response in the boxes provided.

1. In general, how would you describe your overall experience at Glassboro State-Rowan?

- ☐ Very Fulfilling      ☐ Fulfilling      ☐ Somewhat Fulfilling      ☐ Neutral  
☐ Somewhat Unfulfilling      ☐ Unfulfilling      ☐ Very Unfulfilling

2. Do you feel Rowan's reputation has improved or declined since you graduated?

- ☐ Improved tremendously      ☐ Improved      ☐ Somewhat Improved  
☐ Remained the same      ☐ Somewhat declined      ☐ Declined      ☐ Declined tremendously

3. What three things did you gain from Glassboro State-Rowan that have been most valuable to you? (Please check only two.)

- ☐ Academic preparation      ☐ Employability enhancement      ☐ Life-time friendships  
☐ Career specialization      ☐ Degree acquirement      ☐ Growing-up experience  
☐ Leadership development      ☐ Higher income opportunities      ☐ Student activities  
☐ Other \_\_\_\_\_

4. a) What is your most unpleasant memory of your Glassboro-Rowan experience?(Please Select One)

- ☐ Academic preparation      ☐ Registration difficulties      ☐ Name change  
☐ Relations with the Administration      ☐ Personal difficulties      ☐ Campus facilities  
☐ Residential Halls issues      ☐ Financial difficulties      ☐ Food  
☐ None  
☐ Other \_\_\_\_\_

b) Why? \_\_\_\_\_

5. How did you finance your studies at Glassboro State-Rowan? (Please check all that apply)

- ☐ Family resources      ☐ Scholarships      ☐ Personal Savings  
☐ Full-time/part-time jobs      ☐ Graduate Assistantship      ☐ Student loans/grants  
☐ Other \_\_\_\_\_

6. a) How many times have you visited the campus since you graduated ?

- ☐ None      ☐ 1-2      ☐ 3-5      ☐ 6-10      ☐ 11-20      ☐ More than 20

b) For what kinds of events? \_\_\_\_\_

7. To what causes/projects do you primarily donate money?

- ☐ Religious      ☐ Rotary      ☐ Political      ☐ High school  
☐ Community (United Way Fund, local Fire or police, etc.)  
☐ Higher education      ☐ None  
☐ Other \_\_\_\_\_

8. In your opinion, what motivates alumni to donate money to their alma mater?

☐ Reputation of the University    ☐ Recognition by the university

☐ Anticipation of what the university will do for them

☐ Meeting specific needs

☐ Appreciation of what the university has done for them

☐ Importance of education to the future of society

☐ Other \_\_\_\_\_

9. Have you ever donated money to the Rowan Annual Fund?

☐ Yes

☐ No

☐ Not Sure

a) If yes, why? \_\_\_\_\_

b) If no, why not?

☐ Never been asked

☐ My gift would not amount to much o Name change

☐ Dislike telephone solicitations

☐ Did not have money when asked

☐ Bad experiences at Rowan

☐ Don't feel connected to Rowan any more

☐ Don't approve the project for which the Annual Fund raises money

☐ Other \_\_\_\_\_

10. State of New Jersey financial support covers about 50% of Rowan's annual operation budget. The institution raises the rest through its fundraising efforts and tuition fees and other charges. In your opinion, what could the university do to encourage alumni support for the Rowan Annual Fund?

11. What project would you like the Annual Fund to support? Please rank the following projects, on a scale of 1 to 5, one (1) being the most important priority and 5 being the fifth most important.

\_\_\_\_\_ Alumni Events

\_\_\_\_\_ Recreation center

\_\_\_\_\_ Research

\_\_\_\_\_ Curriculum development

\_\_\_\_\_ Student diversity

\_\_\_\_\_ Athletic teams

\_\_\_\_\_ Upgrading campus facilities

\_\_\_\_\_ Library acquisitions

\_\_\_\_\_ Student Scholarships

\_\_\_\_\_ Student development activities e.g. student government

\_\_\_\_\_ Attracting & retaining outstanding faculty

\_\_\_\_\_ Other \_\_\_\_\_

12. The average alumni gift to the Rowan Annual Fund is \$37. Would you consider this:

☐ Too little

☐ Enough

☐ Too Much

☐ Other \_\_\_\_\_

13. Regarding the donation amount, would you prefer: (Please check one)

- ☐ Giving above the annual fund average. If so, how much? \_\_\_\_\_
- ☐ Being asked for a specific amount      ☐ Giving the annual fund average
- ☐ Giving your year of graduation e.g.\$19.85      ☐ Not being asked a specific amount
- ☐ Not giving at all      ☐ Other \_\_\_\_\_

14. a) What influences your decision on whether to give or not to give to Rowan University?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b) Donations to the Rowan annual fund are tax-deductible. Does this influence your decision to give?

- ☐ Yes      ☐ No      ☐ Not necessarily

c) How does the name change, from Glassboro to Rowan, affect your giving decision?

- ☐ Motivated me to give more      ☐ Does not affect my decision      ☐ Discouraged me from giving

15. How would you like to be solicited for future annual fund gifts?

- ☐ Personal visit      ☐ Telephone call      ☐ Regular mail      ☐ Email
- ☐ Letter before telephone call      ☐ I prefer not to be solicited
- ☐ Other \_\_\_\_\_

16. Who would you prefer asking you for annual fund gifts?

(Please indicate two choices)

- ☐ Alumni Association board members      ☐ Annual fund staff      ☐ Faculty
- ☐ Former Classmates      ☐ Other alumni
- ☐ Scholarship recipients      ☐ Current students
- ☐ It does not matter      ☐ I prefer not to be asked
- ☐ Other \_\_\_\_\_

17. How long were you a resident student (living within half a mile from campus)?

- ☐ 0 years      ☐ 1 year      ☐ 2 years      ☐ 3 years      ☐ 4 years      ☐ 5 years
- ☐ 6 years      ☐ Other \_\_\_\_\_

18. How long were you a commuter student?

- ☐ 0 years      ☐ 1 year      ☐ 2 years      ☐ 3 years      ☐ 4 years      ☐ 5 years
- ☐ 6 years      ☐ Other \_\_\_\_\_

19. Would you prefer a non-monetary donation, as compared to giving money, as your gift to the University?

- ☐ Yes      ☐ No

If yes, what might this be? \_\_\_\_\_