

## **Winner of 2009 Published Scholarships**

### **John Grenzenbach Award:**

#### **Philanthropy, Volunteerism & Fundraising in Higher Education**

Andrea Walton & Marybeth Gasman

The reliance on private funding and initiatives to build and sustain academic institutions has been a distinctive feature of higher education in the United States dating back to colonial times. Until now, however, there has been no volume bringing together classic and contemporary scholarship on educational philanthropy and higher education for students, practitioners, and policymakers in the field. Presenting original introductory essays, research articles covering major approaches and topics, and primary documents for teaching, *Philanthropy, Volunteerism, and Fundraising* introduces readers to several key points: among them, but not limited to, the centrality of private giving in shaping the development and diversity of U.S. higher education; the importance of voluntary action in shaping educational policy (even in an era when government intervention has been strong), the role of donors as an external force shaping research as well as campus intellectual life and culture, and the role of philanthropy in access. Readers will acquire a firm grasp of the significance of the cultural phenomenon of philanthropy—the giving of money and time—as a salient force shaping higher education, both historically and today.

### **Alice L. Beeman Award:**

#### **Marketing Colleges and Universities: A Service Approach**

Thomas Hayes

The marketing of colleges and universities faces a number of challenges. The first of which is how marketing is viewed within most institutions of higher education. The second major challenge is that many people who are marketing colleges may not understand that marketing a university is not the same as marketing beauty products, gym shoes or an Apple iPod. Both of these obstacles can be overcome, but not without the proper preparation and understanding of the challenges that they present.

This book focuses on looking at the marketing function with universities from a different perspective and introduces the principles of marketing services to the process. Unfortunately, even though the service sector of most economically developed countries represents over seventy percent of the GDP (in the United States the figure is eighty percent), teaching the marketing of services is the exception rather than the rule. As a result, too much attention is put on promotion rather than behavior and integrated processes is an afterthought rather than the guiding principle.

There are three core messages this book seeks to reinforce. First, you can fight change, invest in change or create change and the only way to lose is by fighting it. Long term success will come to those that embrace the reality of marketing services.

Second, “we are in the business of recruiting successful alumni.” Institutions of higher education have to move beyond the enrollment management concept to the understanding the interrelationships of the educational process that extend well beyond graduation.

Third, it is about the total “educational experience”, not just the academic development of the student. Expectations have never been higher and the social, physical, spiritual and day to day needs of the student have to be addressed at the same high level of quality

### **H.S. Warwick Award:**

#### **Altruism and the Child Cycle of Alumni Donations**

Jonathan Meer & Harvey Rosen

This paper uses a unique data set to assess whether donors’ contributions to a nonprofit institution are affected by the perception that the institution might confer a reciprocal benefit. We study alumni contributions to an anonymous research university. Inter alia, the data include information on the ages of the alumni’s children, whether they applied for admission to the university, and if so, whether they were accepted. The premise of our analysis is simple: If alumni believe that donations will increase the likelihood of admission for their children and if this belief helps motivate their giving, then the pattern of giving should vary systematically with the ages of their children, whether the children ultimately apply to university, and the outcome of the admissions process. We refer to this pattern as the child-cycle of alumni giving.

If the child-cycle is operative, one would observe that, *ceteris paribus*, the presence of children increases the propensity to give, that giving drops off after the admissions decision is made, and that the decline is greater when the child is rejected by the university. Further, under the joint hypothesis that alumni can reasonably predict the likelihood that their children will someday apply to the university and that reciprocity in the form of a higher probability of admission is expected, we expect that alumni with children in their early teens who eventually apply will give more than alumni whose teenagers do not.

The evidence is strongly consistent with the child-cycle pattern. Thus, while altruism drives some giving, the hope for a reciprocal benefit plays a role as well. Using our results, we compute rough estimates of the proportion of giving due to selfish motives.

### **Winner of 2009 Dissertations**

### **John Grenzenbach Award:**

#### **Philanthropy and Transformation in American Higher Education**

Richard W. Trollinger  
University of Kentucky, 2009

Despite its frequent misuse to designate an exceptionally large gift, the term “transformational gift” suggests that some charitable contributions cause dramatic change in recipient organizations. This inquiry was undertaken to answer the research question: How are colleges and universities changed by transformational gifts? In order to answer this question, a collective case study was undertaken. The three institutions studied – the University of Richmond, Emory University, and the University of North Carolina at Chapel Hill – are all located in the southeastern United States, and each received a notable mega-gift in the second half of the 20th century.

Gifts to colleges and universities are a reflection of the willingness of people to give of their resources for the benefit of others. In this country, such gifts are also part of a long history Americans have of providing philanthropic support for higher education. Change in colleges and universities occurs with or without there having been a gift to cause it; therefore, in order to assess the impact of a gift that causes dramatic change, it is first necessary to determine how colleges and universities change in the absence of such a gift. Reviews of the literature on philanthropy, the role of philanthropy in the history of American higher education, and organizational behavior and change in higher education establish the context for the three case studies.

Because there has been no settled definition of “transformational gift,” one is developed and advanced in this inquiry as a standard for evaluating the gifts made to the three institutions that are studied.

The notable gifts made to the three institutions prove to have been transformational. They illustrate the finding that colleges and universities change in dramatic but different ways as a result of a transformational gift. The case studies also indicate that because of competition in American higher education, there is a similarity to the way colleges and universities (i.e., organizations in the same organizational field) change when given the resources to fulfill their aspirations.

### **Alice L. Beeman Award:**

## **Survival of the Fittest? The Rebranding of West Virginia Higher Education**

James Martin Owston, EdD  
Marshall University, 2007

From 1996 to 2005, West Virginia produced the greatest number (56.25%) of institutional rebrandings in the country. In addition, the state experienced the largest proportion (25%) of the “college-to-university” rebranding strategy than any other state. This study embarked on discovering possible reasons for this phenomenon and the results of such changes. Using a mixed method approach, a variety of quantitative and qualitative methods was utilized to determine the rationale, strategies, and implications of these name changes.

Eleven West Virginia institutions in total were analyzed. As West Virginia is a nested population within Appalachia, administrators from 51 rebranded universities in the region were also surveyed. Additionally, existing data from 103 institutions across the United States were longitudinally compared before and after a “college-to-university” rebranding. The study addressed the following areas relating to institutional rebrandings: rationale, implementation, regulatory constraints, stakeholder reactions, effects upon enrollment, resulting prestige, administrative advice, and brand protection.

While administrators reported that the goal for rebranding as a “university” was to accurately reflect the institution’s current mission, there was a tacit assumption that these changes would also produce greater prestige and increased enrollment. Certain indicators of prestige and a slowed growth in enrollment were noted following the rebranding effort.

### **H.S. Warwick Award:**

#### **Cultivating a Culture of Giving: An Exploration of Institutional Strategies to Enhance African American Young Alumni Giving**

Noah D. Drezner, Ph.D

University of Pennsylvania, 2008

African Americans give a larger percentage of their disposable income to nonprofits than any other racial group, including Whites. However, there is a lack of literature on Black giving to higher education. This lack of research is particularly acute in our current state of decreased funding to higher education. This study enhances our knowledge of how institutions instill the idea of ‘giving back’ in students and why young people decide to support higher education through a case study of the United Negro College Fund’s (UNCF) National Pre-Alumni Council (NPAC). NPAC aims to teach students about the importance of giving.

Guided by prosocial behavior, organizational development, and relationship marketing theories this organizational case study explores how NPAC instills the importance of giving to students and what influences participants’ philanthropic behaviors. The study includes 25 interviews of NPAC participants and advisors from 13 institutions, representing one-third of the UNCF.

This research broadens our understanding of how African Americans in the millennial generation think about and choose to act philanthropically and the role that Black colleges play in the cultivation of these behaviors. NPAC’s programs use both extrinsic and intrinsic motivations that stimulate college students to respond with participation as both donors and fundraisers. They motivate students with gifts and opportunities that are appropriate for the developmental stage of college students. Further the use of messages and opportunities to participate in racial and community uplift adds to NPAC’s success and the participants’ desires to be involved. NPAC continually connects their work to the African American experience. Additionally, NPAC’s education of students on the importance of giving and needs of the UNCF and the member colleges is extremely important to involving students in their work. Parental modeling and the African American church are also found to be important influences on these students’ prosocial behaviors and decisions to participate. This work is supported

by and advances our understanding of the theoretical literature surrounding philanthropy, fundraising, and prosocial behavior.