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**ALUMNI LOYALTY: EXAMINING
THE UNDERGRADUATE COLLEGE EXPERIENCE
AND ALUMNI DONATIONS**

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AND ALUMNI DONATIONS**

by

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Dissertation

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This dissertation presents a model of the college experience and contribution decisions to a large, public institution of higher education. It provides a review of the literature and a comprehensive model, or Systems Influence Digraph, that considers the relationships between 11 major affinities related to college experiences and contribution decisions: (a) Dorm Life; (b) Necessary Evils; (c) Relationships; (d) Academic Life; (e) The Good Life; (f) University Financial Perceptions; (g) Nostalgia; (h) Degree of Bonding; (i) Educational Contract; (j) Benefits of Giving; and (k) Closing the Deal. The findings show that the college experience can be used to understand or predict alumni contribution decisions.

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I. INTRODUCTION

Context of the Problem

University officials find that money allocated by state legislatures year after year is able to absorb less and less of universities' costs due to the rising costs of higher education as well as the inflated dollar. Over the past century, state funding allocations for public higher education have steadily declined to somewhere close to 20-25 percent of universities' general-purpose budgets (Rhodes, 1997). As state institutions are redefined as 'state-assisted' rather than 'state-supported', state governments no longer bear substantial responsibility for providing the majority of funding for public higher education operations. Additionally, state officials have begun to view education as more discretionary than in the past. This phenomenon has caused a great deal of restructuring of funding sources by administrators of institutions of higher education.

Due to this change in funding structures, the responsibility of financing public higher education has gradually shifted to the individual state institutions. The principle financial issue facing public colleges and universities is how much support they will receive from state governments in the future and whether the rules and formulas that govern how states allocate funds to institutions will change in light of changing demographics and economic factors (Hauptman, 2001). As a result of inadequate funding, every college and university must consider private giving as an additional source of funding.

The increased costs in higher education are not keeping pace with the funding sources. Over the past thirty years, governors and state officials have chosen to divert state tax resources from higher education into other state budget priorities including prisons, health care, welfare, and K-12 education (Breneman & Finney, 2001; Hauptman, 2001; Mortenson, 2001).

Given the fact that state appropriations have covered less of universities' general-purpose budget over the past twenty years, it is necessary for institutions to seek new funding sources. For public research institutions, it is appropriate to receive funding from the federal government in the form of research grants. Another promising source is that of private donor funds. With the diversion of state allocated funds to prisons, health care, welfare, and K-12 education, the need for private support is growing, and all institutions – public as well as private – now rely on private support (Rhodes, 1997). During the 1999-2000 academic year, institutions of higher education amassed an estimated \$23.2 billion in private giving (Pulley, 2001). The gains in

private donations in 1999-2000 marked the fifth consecutive year where double-digit percentage increases were recorded (Pulley, 2001). In the 2004 fiscal year, donations to colleges increased by 3.2 percent, which was the first increase since 2001, and John Lippincott, president of the Council for Advancement and Support of Education, believes that the increase in donations for 2005 and 2006 will probably hover somewhere in the 5-percent range (Strout, 2006a).

Higher education institutional spending has increased substantially in the past twenty years. However, private giving to colleges and universities has risen even faster than the spending (Pulley, 2001). In the 1999-2000 academic year, voluntary support equaled 9 percent of institutional expenditures, a fifty-percent increase from 1980-81 (Pulley, 2001). Most of the money has been given in the form of endowments. The fiscal years of 2001-2002 and 2002-2003 were difficult years for the United States' economy because of the events of September 11, 2001. This financial period of difficulty was felt in many areas including higher education development. However, the "fiscal year 2005 was a very respectable year for college and university endowments and one that more closely resembled long-term historical return than [those] seen in a number of years" (Strout, 2006b, p. 1). "The size of endowments and the strength of alumni and other private giving are among the most distinctive features of American higher education" (Hauptman, 2001, p. 119). In short, fund raising has become a lucrative way in which public institutions of higher education substitute the shortfalls of state appropriations.

Many institutions derive a share of their budgets from fund raising (Waddell, 1992). As a result, institutions have provided an excellent base for future (larger) gifts, have been able to keep tuition costs from substantially increasing year after year, have recruited more students (particularly out-of-state students), and have added to their endowment through grants from national foundations (Dunn, 1988; Lyons, 1989; Moden & Williford, 1988). Additionally, fund raising has been extremely important to a broad range of institutional types, most recently, public institutions of higher education.

Several of last year's top fund raisers were research universities in the midst of campaigns to raise \$1-billion or more (Strout, 2006a). Of the 22 universities with goals of \$1-billion or more, 13 of the universities were public. These institutions included: (a) Michigan State University; (b) New York University; (c) North Carolina State University; (d) Purdue University (e) Texas A&M University at College Station; (f) University of California at Los Angeles; (g) University of California at San Diego; (h) University of Iowa; (i) University of Kentucky; (j) University of Michigan at Ann Arbor; (k) University of Missouri at Columbia; (l) University of

North Carolina at Chapel Hill; and (m) University of Wisconsin at Madison (Strout, 2006a).

The research indicates that it is much easier for a public research university with an established tradition of philanthropic support to prosper (Johnstone, 2001a). As indicated above, institutions currently campaigning for large sums of money should be able to attract alumni donors. Specifically, during the University of Texas at Austin's "We're Texas" fundraising campaign from September 1, 1997 through August 31, 2004, the \$1.63 billion raised represented 520,000 contributions from 130,000 individuals, 7,300 corporations, and 600 foundations (The University of Texas at Austin, n.d.a.).

The contributions funded hundreds of new student scholarships; professorships and chairs to expand the faculty; campus enhancements; and research initiatives that push the frontiers of knowledge. The campaign has made possible state-of-the-art facilities for engineering, computer science, biology, psychology, and the geosciences. The University was also able to acquire major new collections of art, photography, and important historical resources. Perhaps most important, the campaign has directly linked in the public's mind the long-term destiny of the state of Texas with the quality of its flagship university. Through the lens of the University's six core values—learning, individual opportunity, discovery, leadership, responsibility, and freedom—the campaign has shown how philanthropic resources invested at UT Austin are leveraged into serious social and economic rewards that affect everyone (The University of Texas at Austin, n.d.a., p. 1).

In the following section, an overview of the major Texas funding sources is explored in order to determine how the University of Texas at Austin is funded. This discussion centers on a description of funding sources for Texas public higher education over the past few decades. Through this examination of the funding history of Texas public higher education, an argument may be made that boosting external funding sources for the University of Texas at Austin is necessary in order to maintain the mission of education excellence.

Funding Sources for the University of Texas at Austin

A composite of the funding sources for the University of Texas at Austin is made up of students and parents (in the form of tuition and fees); the state and federal government (in the form of the Permanent University Fund, state appropriations, and federal grants); and philanthropists (in the form of private giving). Contributions from all groups have made the University of Texas at Austin an institution of excellence in education. However, the decreasing of one or more of the funding sources must be compensated by the other sources. Over the past

decade, appropriations to the University of Texas at Austin “lagged behind other colleges in the state and declined on an inflation-adjusted basis” (Gose, 2002, p. 6). As a result, the other funding sources have compensated for the loss by demanding higher philanthropic contribution levels.

Tuition and Fees

In a time when questions about affordability surround higher education tuition costs, the University of Texas at Austin is revered for its low-cost tuition. This is due in part to the Texas State Legislature. In the past, legislature set the tuition rates for the University of Texas at Austin and adopted a fee system to make up for state-mandated limits on tuition as well as shortfalls in appropriations. With this structure, parents and students bore the burden of shortfalls in the form of fee payments rather than hikes in tuition. Every student supplemented university costs in the form of fees. Fees included the following: (a) library fee; (b) advising fee (c) student services fee; (d) student services building fee; (e) union fee; (f) international education fee; (g) registration fee; (h) health services building fee; (i) medical services fee; and (j) an information technology fee.

More recently, the University tried to adopt an “Infrastructure Charge” by which the Board of Regents of the University of Texas System approved a \$150 per semester infrastructure charge, beginning in the fall 2002 for students at the University of Texas at Austin (Hale, 2002, p 1). The charge was set to increase by \$50 in fall 2003, \$85 in fall 2004, \$85 in fall 2005, and \$30 in fall 2006 and fall 2007, capping at \$430 after six years (Hale, 2002, p 2). The charge was to provide funds needed to pay for essential building repair and renovation that have gone unanswered in the form of deferred maintenance for several years (Hale, 2002, p. 5). “By 2006-07, it would have generated about \$31 million of the \$150.7 million in recurring funding the university needs to offset projected budget deficits” (Hale, 2002, p. 5). However, John Cornyn, the Attorney General of the state of Texas, reviewed the Infrastructure Charge, rendering an opinion about its constitutionality according to the current legislation for university fee structures. The fee was deemed unconstitutional. Attorney General Cornyn ruled that the infrastructure charge “could not be levied to the extent that it duplicated a building use fee first introduced in 1969” (The University of Texas, 2002, p 3). Therefore, on July 16, 2002, officials at the University of Texas at Austin dropped the proposed fee. Instead, officials worked hard to achieve the tuition deregulation through the Texas Legislature. In 2003, tuition was deregulated. “The law transferred authority for setting tuition from the Legislature to university governing boards” (The

University of Texas at Austin, 2003, p. 1).

In the spring 2004 semester, the University of Texas at Austin adopted a flat-rate tuition plan. Flat-rate tuition means the cost per credit hour will go down as students increase the number of hours taken during a semester (The University of Texas at Austin, 2003). “The plans also included other major financial incentives for students to increase their course loads and graduate on time” (The University of Texas at Austin, 2003, p. 1). Even with the institution of flat-rate tuition, parents and students still bear the burden of shortfalls in legislative appropriations. Additionally, it may be difficult to understand the costs associated with higher education and that much more difficult to know where their money is filtered.

Texas Funding Formulas

In understanding the University of Texas at Austin funding sources, it is important to understand the state-legislated funding formulas for institutions of higher education in the state of Texas, specifically institutions supported by the Permanent University Fund (PUF).

The PUF is a public endowment contributing to the support of institutions of the University of Texas System (excluding UT – Pan American and UT at Brownsville) and the institutions of the Texas A&M University System (other than Texas A&M Corpus Christi, Texas A&M International University, Texas A&M – Kingsville, West Texas A&M University, Texas A&M Commerce and Texas A&M University – Texarkana) (The University of Texas Investment Management Company, n.d.a). The PUF was established through the appropriation of land grants, which today contains over 2 million acres located primarily in West Texas (The University of Texas Investment Management Company, n.d.a). The PUF grew substantially when oil was discovered on the West Texas lands (The University of Texas Investment Management Company, n.d.a). At the end of the 2005 fiscal year, the market value and book value of the PUF was \$9.4 billion exclusive of land acreage (The University of Texas Investment Management Company, 2005).

The PUF is currently split between 17 campuses in the University of Texas and Texas A&M Systems. Currently, the two flagship institutions, the University of Texas at Austin and Texas A&M University get “less than a tenth of the income, on a per-student basis” (Gose, 2002, p. 7). However, many state legislators continue to think the fund has made the University of Texas at Austin wealthy (Gose, 2002). This is one of the reasons administrators of the University

of Texas at Austin consistently rally at the state capital for more funding year after year.

State Appropriations

Over the history of the University of Texas at Austin, the state has been a participant in the funding of its mission. The University of Texas at Austin shares a history with the state of its origin. Texans recognized the need for an institution of higher learning for the benefit of its people. Specifically, the state mandated the inclusion of a university when it said, “[t]he legislature shall as soon as practicable, establish, organize, and provide for the maintenance, support, and direction of a university of the first class, to be located by a vote of the people of this State, and styled ‘The University of Texas’” (University of Texas System, n.d.a).

However, over the past few decades, the support of the state has gradually decreased. The state of Texas now funds approximately 22 percent of the operating budget of the University of Texas at Austin (Gose, 2002). Clouded by large endowment holdings of the Permanent University Fund (PUF) and the completion of the \$1-billion capital campaign, the University of Texas at Austin appears to have little financial shortfalls. However, a deeper look reveals that the University of Texas at Austin is “downright poor compared with other elite public and private institutions” (Gose, 2002, p. 5).

Private Philanthropic Giving

Although the University of Texas at Austin has faced and continues to face inadequate state support similar to many institutions of higher education, contributions from private citizens have helped to lessen the financial burden. For the University of Texas at Austin, a tradition of philanthropic support has followed it since its opening in 1883. The high regard of the University of Texas at Austin has proven to attract philanthropic donors from across the state. Additionally, the wealth of the state (as a result of oil rich land) is realized in affluent alumni and friends of the University who donate to their favorite causes.

UT Austin fund raisers and administrators have demonstrated an extraordinary ability to raise money (Gose, 2002). Recently, administrators of the University of Texas at Austin reached their seven year, \$1-billion capital campaign in just four-and-one-half years (Faulkner, 2002). The former university president, Larry R. Faulkner, hoped to increase the university’s own

endowment to more than \$2.4-billion, which would match the university's share of the permanent fund" (Gose, 2002). Further,

[i]f the university hits \$5-billion between the endowment and its share of the permanent fund, and increases its spending rate to 5 percent, a change Mr. [sic] Faulkner hopes to adopt, the university would eventually receive \$250-million per year in endowment payouts alone (some of the university's own endowment money has been pledged in estates, but is not yet in hand). That's just \$30 million less than its appropriation from the state this year (Gose, 2002, p. 31).

For the University of Texas at Austin administration, the continued interest in courting alumni donors may provide the means to remain a great learning institution, to transmit cultural values, to encourage civic understanding and to foster other less quantifiable and profitable – but still valuable – features of the University (Yudof, 2002).

Alumni Giving

Alumni giving is distinguished as yielding about twenty-nine percent of the total sum of private giving (Council for Financial Aid to Education, 2001). Compared to appropriations and allocations from the government and income from many other sources, voluntary support for colleges and universities takes on relatively unrestricted spending forms. Whereas the spending of governmental monies and other resources generally are prescribed or at least closely regulated, much voluntary support may be expended almost without constraint (keeping within the wishes of the donor). The result is that endowment and related funds often are the major sources of institutional discretionary funds by which innovations may be introduced, risks may be taken and investment in the futures may be made (Leslie & Ramey, 1988). Therefore, if institutions want to advance rather than remain stagnate, private donations will be the means of doing so.

Statement of the Problem

Although alumni donors have been heavily relied upon in the financing of colleges and universities for more than 300 years (Williams & Henderickson, 1986), their financial contribution to higher education has received little scholarly interest (Pezzullo & Brittingham, 1990). Moreover, the relationship between alumni loyalty and financial contributions to an

undergraduate institution of higher education has remained mostly ill defined. Limited allocations from state resources as well as the competing quest for private dollars and resources by philanthropic organizations reinforces the need to examine alumni loyalty to public, research institutions of higher education (Williams & Hendrickson, 1986; Leslie & Ramey, 1988).

Purpose of the Study

The purpose of this research study was to identify how an institution of higher education creates an undergraduate experience that fosters students' sense of loyalty and ownership as well as their motivation to give financial support to their alma mater. The study also examined what factors affect alumni loyalty to their undergraduate alma mater.

The Subproblems. Two subproblems were addressed in this study, including:

1. to analyze and to evaluate how a public, research institution of higher education provides an experience to undergraduate students, while at the university, that encourages loyalty or does not encourage loyalty to their alma mater and
2. to determine whether alumni loyalty translates into financial contributions.

Research Questions

The following questions guided the study:

1. How does the undergraduate experience foster alumni loyalty?
2. What motivates alumni to give financially to their undergraduate alma mater?
3. What inhibits alumni from giving financially to their undergraduate alma mater?

The Delimitations

This study focused on undergraduate alumni rather than graduate alumni.

This study focused on the individual donor rather than corporate and foundational private giving.

This study focused on the undergraduate donor who gives more than \$100 annually to the University of Texas at Austin. However, this study will not attempt to look at different levels of financial contributions of alumni.

This study adopted the written style and usage of the term “fund raising” followed by Brittingham and Pezzullo (1990), Duronio and Loessin (1990), Duronio, Loessin & Borton (1988), Miller (1991), Waddall (1992), and Worth (1993), and others, who have written the noun form as two words and hyphenated the adjective form (Cooke, 1994).

This study did not attempt to look at alumni donors who have elected to give financial contributions to any other institutions of higher education except for their undergraduate alma mater.

This study did not attempt to look at donors who have not graduated with an undergraduate degree from the University of Texas at Austin.

The Limitations

A number of limitations are identified in this study, including the following. Therefore, the results of this study may not be generalized to the larger population of colleges and universities.

1. There are inherent weaknesses in all research designs and methodologies including case studies.
2. Tape recording interviews may have more limitations than filming on videotape as the researcher will have to document facial expressions rather than analyzing them on video tape.
3. Cooke (1994) identifies that the “definitional scope” and “current lack of precise meaning associated with the concept of ‘fund raising’ as a very real limitation” (p. 20). Further, Cooke (1994) spends considerable time explaining the difficulty in the lack of definitional clarity. For the purposes of this study, for example, everything an undergraduate does may relate in some way to motivating him or her to give or to not give financially to his or her alma mater. This may produce obstacles for the researcher in gaining an understanding of how the undergraduate experience affects alumni donations.

Methodology

The current literature base consists, almost exclusively, of quantitative studies identifying the demographics of alumni. Additionally, the studies review information regarding attitudinal variables, involvement variables, and philanthropic variables. However, there are very few studies that include a qualitative methodology. Therefore, this study will use qualitative methodology including focus groups and interviews of undergraduate alumni of a public, research university as analyzed through the Interactive Qualitative Analysis (IQA) method recommended by Norvell Northcutt and Danny McCoy (2004).

The Definitions of Terms

Alma Mater – this is defined as the University of Texas at Austin.

Alumni Loyalty – this is defined as the relationship to the University of Texas at Austin that is defined through the students' undergraduate experience that results in the betterment of the University of Texas at Austin. Loyal alumni are individuals who are deeply and happily involved in the life of the institution, who give generously to their alma mater, of money, time, and expertise, and who give inimitable personal access to resources beyond the institution's own reach (Mueller, 1980).

Alumnus/Alumna – a person who successfully graduates with an undergraduate degree from the University of Texas at Austin.

Alumni – people who successfully graduate with an undergraduate degree from the University of Texas at Austin.

Co-Curricular – non-academic activities or involvement for undergraduate students.

College (or colleges) – academic units within a university.

Development Officer – see *fund raiser*.

Donation – see *financial contributions*.

Donor – any undergraduate alumnus or alumna who has made a \$100 annual donation to any unit or program of the University of Texas at Austin.

Extra-curricular – see *co-curricular*.

Financial Contributions – any amount of money contributed to the University of Texas at Austin.

Flagship Institution – a public institution of higher education whose primary mission is that of research and graduate education designated as the primary research institution of the state or system.

Flat-Rate Tuition – tuition that is calculated in a package so that the cost per credit hour will go down as students increase the number of hours taken during a semester (The University of Texas at Austin, 2003).

Fund Raiser – a member of the University Office of Resource Development at the University of Texas at Austin who performs five basic functions: (a) prospect identification; (b) encouragement; (c) solicitation; (d) receiving and recording; and (e) stewardship (Worth, 1993).

Fund Raising – a word used to describe a larger set of concepts, programs, and activities associated with translating private financial resources into public good. Additionally, fund raising also includes the concepts of “solicitation,” “development,” and “institutional advancement.”

Institution of Higher Learning – see *undergraduate institution*.

Involvement – the amount of physical and psychological energy that the student devotes to the academic experience (Astin, 1993).

Longhorn Foundation – foundation where individuals interested in obtaining access to University of Texas at Austin athletic events must donate money in order to have the option of buying athletic packages.

Loyalty – see *alumni loyalty*.

Non-donor – a graduate who holds an undergraduate degree from the University of Texas at Austin who has never made a financial contribution to the University of Texas at Austin.

Permanent University Fund – a public endowment contributing to the support of institutions of the University of Texas System (excluding UT – Pan American and UT at Brownsville) and the institutions of the Texas A&M University System (other than Texas A&M Corpus Christi, Texas A&M International University, Texas A&M – Kingsville, West Texas A&M University, Texas A&M Commerce and Texas A&M University – Texarkana) (The University of Texas Investment Management Company, n.d.a)

Program (or programs) – a major administrative unit, a series of activities, or a single event (Andreas, 1993, p. 199).

School (or schools) – see *college*.

Student Development – positive growth process in which an individual becomes increasingly able to integrate and act on many different experiences and influences (Evans, Forney, & Guido-DiBrito, 1998, p. 4).

Texas Exes – an umbrella organization whose responsibilities includes provision of the technical support services, coordination, and planned activities of the alumni of the University of Texas at Austin. Additionally, Texas Exes includes an undergraduate co-curricular network centered on leadership and service to the University of Texas at Austin.

Undergraduate Institution – an undergraduate institution of higher learning is defined in this study as a four-year, public, degree granting institution in the United States of America.

Undergraduate Student – a student of any age who is enrolled in undergraduate coursework at the University of Texas at Austin.

UT Austin – The University of Texas at Austin.

UT – see *UT Austin*.

Assumptions

A number of assumptions are made in regard to the proposed study, including:

1. Income from private giving continues to be of great importance to American colleges and universities.
2. “Competition among nonprofit organizations for financial contributions and other resources will continue to increase” (Cooke, 1994, p. 23).
3. Annual levels of financial contributions by alumni will continue to rise nationally.
4. The tightening fiscal climate has caused many institutions to work toward increasing private giving as a means of gaining financial flexibility.
5. Limited allocations of state resources available to public higher education institutions have raised the importance of voluntary support to a critical level.
6. Institutions will be held accountable to becoming more efficient and proficient in providing an undergraduate experience that creates a sense of ownership and compels former students to give financially to their undergraduate alma mater.

7. Universities provide their students with a co-curricular experience that creates a sense of ownership and determines whether or not alumni will contribute financially to their undergraduate alma mater.
8. Undergraduate students are more likely to donate to their undergraduate alma maters than graduate students donating to their graduate alma maters.
9. The undergraduate student college experience is likely to contain different components than that of the graduate student college experience.
10. Alumni have selected either to financially support or not to financially support their undergraduate alma mater.
11. Qualitative research can identify the sources of loyalty to their undergraduate alma mater.
12. “Fund raising will typically be at least one part of the solution/response/strategy for counteracting or overcoming adverse economic conditions” (Cooke, 1994, p. 23) for institutions of higher education.

Significance of the Study

Income from private giving has always been of great importance to American colleges and universities. However, in recent years, the tightening fiscal climate has caused many institutions to work toward increasing private giving as a means of gaining financial flexibility. The real costs of public and private education were greater in the 1990s and the early years of the 21st century than they had been at any time in the history of higher education. The pervasive decline in resources compared to the increase of higher education costs available to public higher education institutions has raised the importance of voluntary support to a critical level (Leslie & Ramey, 1988; Mosser, 1993). Because appropriations do not keep pace with higher education cost increases and inflation, colleges and universities look to private donations now more than ever as a major source of revenue to be utilized in this time of uncertain budgeting (Altbach, 1991; Bristol, 1990; Brittingham & Pezzullo, 1990; Leslie & Ramey, 1988; Miller & Casebeer, 1990; Mosser, 1993; Volkwein, Webster-Saft, Xu & Agrotis, 1989). Voluntary support frequently provides the margin of excellence and the element of vitality, which separates one institution from another (Leslie & Ramey, 1988). Maintaining and expanding this resource will approach crucial significance and in some cases, will determine whether or not a college or

university will keep its doors open. Across the United States, at many colleges and universities, there has been a growing emphasis on increasing the role of private funds in higher education (Altbach, 1991).

Prompting alumni to give, however, is not obtained by just asking for money. According to Dunn, fund raising is both an art and a science (1988). There is a distinct art in matching an institution's major need with the interests of major prospective donors, in helping the donor to see the need, and in he or she taking pride in helping in a substantial way. Nevertheless, identifying prospective major donors and soliciting the great mass of small donors in the most effective ways also constitute no small science (Dunn, 1988). Therefore, higher education fund raisers must not only ask for funds and explain the institution's great financial need but also simultaneously defend the quality, importance, and value of higher education.

With respect to departments within an institution of higher education, various academic and administrative subunits have made attempts, as of late, to benefit from fund-raising efforts. There is a growing concern among higher education professionals to supplement their decreasing budgets. Additionally, with the threat of student affairs offices (e.g., residence life) being outsourced and the push for accountability through initiatives such as the Student Learning Imperative (American College Personnel Association, 1996), student affairs offices may be forced to establish more (and often costly) programs not accounted for in their budgets. Of the literature available on institutional advancement, however, few studies exist regarding the relationship between participation in co-curricular activities and fund raising as well as the relationship between development and student affairs offices (Fygetakis, 1992). As a result, an increase in solid qualitative research on alumni giving and the role of the undergraduate experience can offer greater depth to the literary base. The significance of this study, therefore, is to enhance understanding of how the undergraduate college experience relates to alumni fund raising.

Despite the lack of literature regarding fund raising and the student undergraduate experience, alumni may be just the answer for assisting with financial troubles in this time of uncertain budgeting. According to Astin's Involvement Theory, students who are involved in co-curricular activities as undergraduates will have a strong tie to their alma mater (Astin, 1993). In turn, these students may feel a strong enough tie to their alma mater to donate money, time, and/or resources (Astin, 1993).

Therefore, studying the undergraduate experience of individuals may provide a glimpse

into the source of loyalty for individuals who financially contribute to their alma mater. The research may aid in strategies to recruit and to retain alumni donors. It may also inform institutions of higher education about how to create a sense of ownership for their students to their alma mater that will result in financial contributions. Furthermore, the results of this study may be of interest to institutions of higher education as well as professionals working in the field of fund raising. It will inform and will contribute to both theory and practice.

Organization of the Study

This study is organized into five chapters. Chapter One describes the purpose of the study as well as its significance in the body of literature. Chapter Two reviews the body of literature as a means for determining the limitations of the current knowledge base. Chapter Three describes the research design and the plan for the research. Chapter Four examines the data collected from the alumni donors and non-donors. Chapter Five is intended to offer conclusions and recommendations for future research.

Summary

In the next chapter, a review of the literature will be presented for the study. The information provided in the literature review will inform and will educate the researcher regarding the significance of the undergraduate experience in alumni fund raising, the history of fund raising, higher education funding sources for the past twenty years, and the research available on alumni fund raising with a specific focus on institutional variables, demographics variables, and involvement variables. The chapter will also examine the problems, or gaps, in the research. The review of literature will act as a guide for understanding the undergraduate experience and how it relates to gaining alumni support.

II. REVIEW OF THE LITERATURE

Chapter Overview

The purpose of this chapter is to review the existing body of knowledge and literature related to fund raising in higher education. While the review of literature is not definitive, a description of the historical perspective of fund raising in higher education is presented, followed by a brief review of the funding sources for public higher education over the past twenty years, and an overview of institutional variables, demographics variables, and involvement variables of alumni donating. The chapter concludes with problems and limitations of the research as well as a theoretical framework for the study.

Introduction

Higher education fund raising has garnered increased importance as colleges and universities function with resources that have not kept pace with increasing costs. Flagship institutions have begun to rely on alternative revenue sources in order to maintain services as well as to compete with private colleges and other public universities. The monies gained through fund raising, in some cases, have picked up where state and federal resources have left off. Fund-raising programs have taken on such great importance that they now play a vital role in educational institution planning and financing (Miller, Newman & Seagren, 1994). Alumni are frequently targeted in these higher education fund-raising programs. Alumni donations continue to be the largest donor category within institutions of higher education (Council for Financial Aid to Education, 2001), however, it remains a source of income that has not been fully developed or understood (Taylor & Martin, 1995).

The purpose of conducting this literature review is two-fold. First, the literature review will identify major trends in both the scholarly and professional literature related to fund raising. Secondly, the literature review will distinguish gaps in the literature that could be addressed in future research.

Historical Perspective of Fund Raising in Higher Education

The study of fund raising has had growing interest from scholars and professionals in the past few decades. However, one area that has been slower than others to evolve has been the development of a comprehensive background or history of fund raising and alumni relations in education (Miller, Newman & Seagren, 1994). The historical review of fund raising in higher education has been divided by many authors into several phases of collegiate expansion, such as early medieval period, colonial times, proliferation period, and post-World War II era.

Medieval Period

Fund raising for higher education can be traced directly to the opening of the medieval university in twelfth-century Europe (Miller, 1991). Early records of fund raising for academic institutions were recorded at the University of Paris in 1158 (Miller, 1993). “However, a constant element of the history of medieval universities, and certainly in the Middle Ages and early modern times, is the lack of financial resources” (Ridder-Symoens, 1996, p. 183). The meager revenues of a medieval university were made up of the students’ matriculation and graduation fees, fines, small individual gifts that were often made for a specific purpose, and the acquisition of books, of educational material, or of furniture (Ridder-Symoens, 1996). Other “in kind” gifts consisted of the use of building and room space, food, and library resources (Miller, 1993). Additionally, many universities possessed a collection of valuable objects such as jewelry, rugs, ornamental objects, etc., which were mainly donations by community members (Ridder-Symoens, 1996). A generous donor could give temporary aid, but relief was short-lived and unpredictable (Ridder-Symoens, 1996). It was apparent by the constant openings and closings of medieval universities that many institutions existed from month to month.

Colonial Times

Not surprisingly, fund raising in American higher education can also be traced back to the colonial period with the opening of Harvard University (Brittingham & Pezzullo, 1990). The foundation of American colleges during the colonial period demanded a substantial amount of monetary investment (Millett, 1952; Rudolph, 1962). At the founding of Harvard, William and Mary, and Yale, for example, students incurred the cost for instruction, room, and board. However, due to changes in enrollment during the eighteenth century, colleges were no longer able

to support themselves in this fashion, and for several years were deficit spending (McAneer, 1952). Additionally, there were only six endowed professorships in American colonial colleges before the American Revolution, four of them at Harvard (Rudolph, 1962). Clearly, colleges would need to look for other means of support in order to continue the building of dormitories and academic classrooms and the stocking of libraries, for example.

American colleges were saved by peaking interest in higher education. Thousands of individuals from America and the British Isles were making cash gifts equaling a very considerable amount of money for colonial colleges. Still, the donations were not matched college for college (McAneer, 1952; Rudolph, 1962). Harvard received the most donations while William and Mary, for example, received little money from private gifts (Rudolph, 1962). This inequity was confronted by the founders and administrators of the newer colonial colleges (McAneer, 1952). The inequity prompted college presidents to ask members of the community for modest donations.

Founders and college presidents convinced people of the value of higher education. They were able to translate this value into financial support that became an organized solicitation of funds from individuals closely connected with colleges or aligned with the purpose of having a college.

When George III appealed to English benefactors, his catalogue of purposes suggested the variety of directions in which American higher education was developing: to combat the inconveniences of an uninstructed population drawn from different parts of the world...to guard against total ignorance...to instil...just principles of Religion, Loyalty and a Love of Our Excellent Constitution; to instruct in branches of useful knowledge; to train instructors to go among the people and among the Indians (Rudolph, 1962, p. 12).

Presidents translated the purposes of a college in order to gain donors. These purposes may have included: (a) the sense of unity gained from the religious diversity of America during the colonial period; (b) the advancement of learning used for the management of American government; (c) the church; and (d) the training of religious teachers. Presidents used these benefits to establish interest in higher education as well as to build relationships with colonial philanthropists. However, college presidents did not spend all of their time building relationships with philanthropists as early Americans and Englishmen gave money for a variety of reasons including commitment to the church and commitment to the community. College presidents did not yet serve as “chief fund raiser.”

Gift giving to colonial colleges from Englishmen became a regular occurrence after a short time. The majority of the gifts came as small donations from thousands of Englishmen. A church affiliated with a denomination of a particular college proved to be the most generous givers. And in return, American colleges, as an expression of Christian charity, gave assistance to needy young men (Rudolph, 1962). While the colonial economy could not compare to the philanthropy displayed by Oxford and Cambridge Colleges, individual benevolence was in the English tradition. “Even in times of the deepest political stress, the English responded. It is one of the ironies that so many Englishmen contributed to the colleges in order to foster imperial unity, whereas the institutions were destined, and to a great degree by intent, to become steppingstones to American intellectual autonomy” (McAnear, 1952, p. 607).

Englishmen and American donors gave money through a few efforts, specifically, subscription lists, private lotteries, and bequests. Similar to donors today, colonial college donors did not rely solely on the role, vision, and leadership of the president to donate funds. Often, donors were interested in supporting the promotion of the institution as it related to the growth of the church. Ultimately, colonial college donors were interested in the promotion and growth of the community as a whole.

Donors interested in supporting the purposes of colleges made pledges based on subscription lists. The subscription was a promise to pay a small sum of money in the future. Private lotteries provided American colleges with another opportunity to receive financial support. However, individuals participating in lotteries were not doing so out of the goodness of their hearts. Individuals were hoping to “invest” their thirty shillings to win hundreds of shillings. Unfortunately, the lottery was not popular and was eliminated in the later 1700s (McAnear, 1952).

In addition to subscriptions and private lotteries, bequests were a source of capital income. In a few cases, colleges received large sources of income. Benefactions given to institutions revealed a concern for practical education to the masses. However, despite the amount of money received by donors contributing large amounts of money, a small number of individuals indicated bequests for educational purposes (McAnear, 1952). It had not yet become customary for individuals to give money in this fashion. It was also not customary for members of the university community to ask for money in this way.

Colleges in early colonial times were able to stay afloat, in many cases, as a result of donated gifts. However, presidents, trustees, and faculty lobbied for financial assistance from the

state. State-elected officials, too, recognized the degree to which individual philanthropy by itself would be unequal to the needs of higher education. State-elected officials financially stepped in to assist. Colleges began to rely on the government for financial support. “All (colonial colleges) received grants for buildings and endowments from the provinces in which they were located. They also were allotted continuing contributions, whether by legislative appropriations, by the grant of income from a special tax, or from the revenue of some governmental service such as a public ferry” (McAneer, 1952, p. 592). However, gifts from the state would not continue indefinitely. Gifts had been given in recognition of the public nature of the collegiate corporation, but the government was not financially able to support the hundred of small colleges being founded in the late 1800s (Rudolph, 1962).

Fortunately for church-related colleges, at their foundings, states recognized a relationship of obligation and responsibility toward colleges. Colonial colleges were creatures as much of the state as of the established churches they were intended to serve (Rudolph, 1962). As a result of early history, it took several years for denominational colleges to distinguish themselves from the state. Until the time of separation of church and state, colleges were more state-church colleges (Rudolph, 1962).

In addition to the established state support, the Great Awakening from 1730-1770 inspired early colonial colleges to initiate continued support from the state (Heyrman, 2000). The effects of the Great Awakening aided in a movement away from the church and toward the state. The movement created colleges in which the tie to the church varied and where diversity and tolerance were more accepted (Rudolph, 1962). Hence, the liberation of the spirit during the Great Awakening may have sharpened the student’s intellect, but it also, according to the church, may have damaged his religious character (Rudolph, 1962). With such an argument to be made, the churches that put restrictions on financial support given to religiously-affiliated colleges did not support this movement.

Proliferation Period

During the second half of the 1800s, due primarily to the 1862 Morrill Act, 149 state schools opened (Miller, 1993). Public higher education as it is known today formed during this time in history. The steady growth of public research universities, comprehensive universities, four-year colleges, two-year colleges, professional and vocational schools occurred after the

adoption of the 1862 Morrill Act (Rhodes, 1997). More than 100 years later, in 1997, 80 percent of all students were enroll in public institutions of higher education (Rhodes, 1997). Around that same period, a few wealthy benefactors founded a group of private institutions – among them Cornell (1865), Johns Hopkins (1876), Chicago (1890), and Stanford (1891) – which collectively formed the prototype of the new private American university (Rhodes, 1997).

Around this time, during the proliferation of higher education, many colleges faced financial crises and alumni societies responded to the financial need (Miller, 1993; Mueller, 1980). These alumni societies were formed to financially assist colleges during troubled times. They were central to the survival and growth of institutions whose well-being relied on the private sector (Mueller, 1980). This included personal resources of money, time, and experience (Mueller, 1980). During this time in history, “alumni relations” developed “as a valid administrative function within public universities” (Mueller, 1980, p. 63). As fund raising maintained its significance in advancing the interests of colleges, alumni were given the opportunity to serve in the representation of college governance (Miller, 1993). Toward the end of the 19th century, colleges utilized athletic events to increase alumni interest (Miller, 1993).

Post-World War II Era

Although fund raising occurred in many forms and fashions through the evolution and history of higher education, fund-raising offices did not become an integral part of colleges and universities until after World War II (Herrmann & Herrmann, 1996). The emergence of a centralized fund-raising office did not reach most universities until around the 1970s (Brittingham & Pezzullo, 1990; Korvas, 1984). Therefore, organized fund-raising efforts described as a profession has a short history of just thirty years. In this short time, the profession of fund raising has been defined and refined as well as become more comprehensive and systematic. As state funds have been reallocated to other state organizations in the past few decades (namely K-12 education, health care, and prisons), fund raising has again been a necessity to keep higher education a reality (Miller & Casebeer, 1990).

Funding restrictions continue today in the ways in which state funds are distributed to higher education. Despite the emphasis placed on an educated society, state funding has not kept pace with the rising costs of higher education as well as the steady increase in inflation. This, in turn, has caused a great deal of restructuring of funding sources, which bring several dilemmas

for institutions of higher education. More often than not, this funding dilemma is solved by students and parents. Three trends of public financial support have emerged in the literature including cost containment, improved performance, and public accountability (Rhodes, 1997). The level of adequate funding in the future will depend, to a growing extent, on whether public education will be able to withstand the public scrutiny regarding the expectations for higher education. In the following section, a discussion on cost containment and public accountability is presented. This discussion will center on a description of funding sources for public higher education over the past twenty-five years. Through this examination of the history of public higher education funding from 1980 to 2005, an argument may be made that external funding sources for public education are necessary in order to maintain universities' financial solvency.

Higher Education Funding Sources from 1980 through 2005

Given the financial pressures of a weakening economy, it is necessary to review the trends of various sources of higher education funding, specifically tuition and state appropriation funding, over the past twenty-five years to anticipate trends for the future of higher education. At a time when state appropriations are funding 20-25 percent of university budgets, it is important to recognize and to acknowledge the nature of funding sources as well as the potential use of funds in the financing of higher education.

Public higher education costs are typically divided between four parties: (a) parents; (b) students; (c) taxpayers; and (d) philanthropists (Johnstone, 2001a). "The sharing and shifting of the costs among these parties is a zero-sum game, in which a lessening of the burden upon, or revenue of one, must be compensated either by a reduction of underlying costs or by a shift of the burden to another party" (Johnstone, 2001a, p. 9). For the past twenty-five years, the burden has shifted from the taxpayers to students and parents, as state appropriations have not kept pace with inflation and the increased costs of higher education. Tuition has risen at two times the rate of inflation as higher education institutions have not been able to substantially decrease their costs from year to year (Lasher & Green, 2001). Davis (2000) has examined some of the long-term trends in prices at four-year colleges. His research has revealed the following trends for the past two decades:

prices at four-year public and private colleges grew rapidly in the 1990s, but at a slower annual rate than during the 1980s; in spite of the slower growth rates in college prices, concerns about college affordability increased during the 1990s, probably because college prices absorbed greater dollar shares of family earnings at most income levels (Davis, 2000, p. 1).

Although higher education in the United States is an engine of economic growth, it also can be a gatekeeper to individuals who cannot afford to pay the high costs of tuition.

Tuition. The most recent pattern of financing higher education has been by parents and students in the form of tuition payments. “This pattern (less reliance on taxpayers) is seen especially in the public sector and particularly in the more costly (and generally the more selective) public research universities” (Johnson, 2001b, p. 19). For the past twenty-five years, the increase in tuition has steadily grown, making colleges seem less affordable. It was not until the last decade that policy makers took interest in the “affordability issue” of higher education. Kipp, Price & Wohlford define affordability as “something that people can pay for without serious financial inconvenience” (2002, p. 2). For the purpose of their research, affordability was operationally defined in terms of:

(a) the expenses that students faced at a particular college, (b) the estimated amounts that the student and family could reasonably contribute toward those expenses (generally called the “Expected Family Contribution” or “EFC”) and (c) the amounts and kinds of financial aid available to the students (Kipp, Price & Wohlford, 2002, p. 2).

By this definition, college becomes affordable if the sum of a student’s EFC and the average financial aid available to him or her are equal to or greater than his or her estimated average annual expenses at a particular college (Kipp, Price & Wohlford, 2002).

Several recent reports, one commissioned by Congress, show the following information related to the steady increase in tuition over the past two decades. Educational opportunity is not equal across the 50 states (Kipp, Price & Wohlford, 2002). Educational opportunity is not equal for groups of individuals across the country (National Commission on the Cost of Higher Education, 1998). Some groups of students are charged tuition and fees that diverge from the institution’s average level (Stringer, Cunningham, Merisotis, Wellman & O’Brien, 1999). Parental contributions are covering a diminishing proportion of the average price of college attendance (Stringer, Cunningham, O’Brien & Merisotis, 1998). Tuition discounting, over the

past decade, have gone to students from higher-income families rather than to the intended financially-needy families (Redd, 2000). The racial profile of the graduating class of 1993, for example, did not mirror the enrollment of all students graduating college that year (Heller, 2001). The demographic changes and a shifting economy across the country have fueled continuing debate about higher education affordability and accessibility.

Demographic Changes and Shifting Economy. The 2000 Census revealed that in the last decade the Hispanic population had increased by 58%, the African American population by 21% and the White population by 5%. For example, between 1990 and 1996, the Southeast and Texas attracted a large share of black migrants (Frey, 1998). White dominant education, driven by middle-class values and English-only language, may be forced to change as the under-represented races and ethnicities eclipse the dominance and majority of the White race.

Today, universities are deeply embedded in their societies. The modern university has provided social mobility to previously excluded groups. Established in the medieval period to transmit knowledge and provide training for a few key professions, universities over the centuries have become the most important creators of new knowledge through basic research (Altbach, 1991). Limited funds from cuts in federal spending in the area of student financial aid and a desire for efficient allocation of scarce postsecondary resources will come into direct conflict with the demand for access. Demands for access by previously excluded groups will continue to place great pressure on higher education. If institutions want to continue to serve these previously excluded groups, administrators must increase the proportion of state allocated monies to public higher education. Additionally, breaking the pattern of the long-held assumption by citizens and legislators that there is waste in higher education may be one of the means for reassessing the priorities of state-elected officials who control state appropriations.

State and Federal Appropriations. The principal financial issue facing public colleges and universities is how much support they will receive from state governments in the future and whether the rules and formulas that govern how states legislators allocate funds to institutions will change in light of changing demographics and economic factors (Hauptman, 2001). State funding for higher education has always been heavily influenced by states' fiscal situations (Hovey, 2001). Given this fact, the individual state's economy often dictates the level of giving from year to year.

While the federal government provides substantial support to higher education in the form of student aid and research grants, state governments bear substantial responsibility for the budgeting for public higher education operations (Hauptman, 2001; Layzell & Lyddon, 1990). State-elected officials have the opportunity and responsibility to determine funding to public colleges and universities. Over the course of the past few decades, education has been viewed as more discretionary by officials (Hovey, 2001; Layzell & Lyddon, 1990). Governors and state officials have chosen to divert state tax resources from higher education into other state budget priorities including prisons, health care, welfare, and K-12 education (Breneman & Finney, 2001; Hauptman, 2001; Mortenson, 2001). Due to this fact, funding from the state and from the federal government fluctuates from year to year.

A Review of Revenue Patterns from 1980 through 2005. In the 1980s, each of the major sources for higher education (state and local funding, the federal government, tuitions and fees, and endowment income and private giving) grew substantially in real terms (Hauptman, 2001). Institutions of higher education were financially secure due to the economic growth of the second half of the decade. With the rate of growth in resources often less than inflation, higher education funding in the 1990s was far different than in the 1980s (Hauptman, 2001). During the decades of the 1990s, overall state funding of higher education and endowment income grew much faster than inflation to support growing enrollments and need for more services (Hauptman, 2001). An exception to this trend occurred in the first several years of the 1990s when state spending for higher education fell in current dollars for the first time in history (Lasher & Greene, 2001).

The current scenario for high education funding sources is lower taxpayer contributions, reduced institutional budgets, higher tuition and fees, level parental contributions, and much higher debt burdens (Johnstone, 2001a; The Institute for Higher Education Policy, 2001). Governments at every level have come to contribute less to the cost of providing postsecondary education to their citizens (Zemsky & Wegner, 1997). As mentioned above, this burden of higher education costs shifted to parents and students. However, although the state share of institutional budgets has fallen, state funds still represent the primary source of support for public institutions (Hauptman, 2001).

In light of the many capital campaigns for institutions of higher learning, administrators acknowledge that budgets with state appropriations that do not keep pace with the rising costs of higher education can be supplemented with philanthropic dollars. It has proven to be easier for

public research universities with deep and affluent applicant pools with established traditions of philanthropic support to prosper in their capital campaigns (Johnstone, 2001a). Overall, however, in the past two decades, fund raising has become increasingly part of the responsibilities of public sector officials as institutions seek to replace shortfalls in state funding and to reduce the need to raise tuitions (Hauptman, 2001, p. 119). Specifically, more than any other means of private giving, alumni fund raising has been a focal point for administrators to augment higher education budgets. Due to the significance placed on alumni fund raising over the past few decades, there have been a number of studies that have attempted to identify why individuals give support to institutions of higher education. However, there is need for more research to examine if there is a relationship between alumni donating behavior and the undergraduate college experience as the literature on fund raising in public research universities is sparse (Taylor & Martin, 1995). Below, relevant research regarding alumni fund raising is identified.

Relevant Research Regarding Alumni Fund Raising

Alumni fund raising has been the focus of several prior studies, though most of the relevant research was found in doctoral dissertations relating to private institutions of higher education (Taylor & Martin, 1995). While additional literature regarding alumni was found, these writing are not considered to be scholarly research (Herrmann & Herrmann, 1996). The dissertation reports illustrate a variety of variables that were chosen for study regarding alumni and their propensity to donate money to their alma mater. The most salient include institutional variables, demographic variables, and involvement variables. Below, each of the variables is discussed as they were reported in relevant alumni fund raising research.

Institutional Variables

Institutions spend 8 to 16 cents directly on fund raising per dollar raised (Ryan, 1990). Alumni relations expenses amount to between 2 and 8 percent of gift dollars raised (Ryan, 1990). Other constituent (public) relations represent between 3 and 12 percent (Ryan, 1990). Obviously the old adage, “it takes money to make money,” would be an appropriate theme for fund raising. Fund raising offices participate in phonathons, direct mail campaigns, and special programs, all of which help universities acquire charitable contributions from six primary sources. These six

sources encompass: (a) private individuals; (b) nonbusiness organizations; (c) religious denominations; (d) business corporations; (e) corporate gifts; and (f) foundations (Leslie & Ramey, 1988; Worth, 1993).

Alumni donation is a distinct category as compared to the sources mentioned above. It has consistently continued to be the largest donor category within institutions of higher education (Council for Financial Aid to Education, 2001). Unlike appropriations and allocations from government and income from many other sources, voluntary support for colleges and universities takes on relatively unrestricted spending forms and becomes a “margin of excellence” for institutions of higher learning. “The term ‘margin of excellence’ was used by development professionals at many public universities to emphasize that private funds would provide an added margin of quality to academic programs which received their basic funding from state funds” (Hermann & Hermann, 1996, p. 2-3). In other words, according to the authors, private funds would make state-supported programs even better (Hermann & Hermann, 1996).

The spending of governmental monies and other resources generally is prescribed or at least closely regulated while much of voluntary support may be expended without constraint (in keeping with the donor’s wishes). The result is that endowment and related funds often are the major sources of institutional discretionary funds by which innovations may be introduced, risks may be taken and investment in the future may be made (Leslie & Ramey, 1988).

The literature differs in respect to what type of institution attracts alumni to voluntarily give. According to Melchiori, private institutions and small schools, in general, are ahead of public institutions in tracking their graduates and, therefore, are more successful in reaching the highest percentage of their alumni (1988a). However, development, once considered the domain of the private sector, has become an essential component at public colleges and universities as well (Harris, 1990; Williams & Hendrickson, 1986; Young & Fischer, 1996). Overall, public universities are doing a much better job of tracking alumni and involving them in institutional events (Melchiori, 1988a).

Literature on prestige has provided an institutional variable worthy of examination. Duronio, Loessin & Borton's research shows that on the average wealthier, larger, older and more prestigious institutions acquire higher levels of voluntary support (1988). Williams and Hendrickson (1986) concur that prestige is the key variable to attracting private support – of which public institutions claim an increasing share. They go on to claim that mere status as a private institution is no longer solely sufficient to attract private support (1986). National

academic rankings (Harris, 1990; Young & Fischer, 1996) as well as personal regard for the institution are also found to be important instruments that motivate alumni to contribute (Young & Fischer, 1996).

Institutional factors related to perceptions of institutional value (direction, mission, strength of leadership, and distinctive features) are variables that attract philanthropic support (Williams & Hendrickson, 1986). Young and Fischer reported that Brittingham's (1993) study found some commonalities to explain the success of fund raising at the institutions they studied (1996). According to Brittingham's research, every one of the successful institutions was "clear about its mission and its educational niche in the higher education arena; each had high levels of both optimism and realism; each had strong presidential leadership; and each had an experienced chief development officer who possessed the necessary skills to pursue funding opportunities" (Young & Fischer, 1996, p. 4).

Additional institutional factors were found to be correlated with actual funds raised in a study cited by Young and Fischer (1996). These include: (a) current market value of endowment funds; (b) dollars spent for education, scholarships, and general educational purposes; (c) library holdings; (d) number of alumni; (e) percentage of freshmen applications rejected; and (f) percentage of faculty holding an earned doctoral degree (Young & Fischer, 1996). Although there is substantial research on institutional variables, most studies emphasize the need for examining the demographic information of the alumni donors.

Demographics Variables

The literature reveals a lack of demographic and attitudinal information on alumni and donors thus drastically limiting the variable available for analysis. A few studies report that people more disposed to giving are religious (especially Protestant), married with children, women and better-educated (Brittingham & Pezzullo, 1989). Brittingham & Pezzullo (1990), Fygetakis (1992), Leslie & Ramey (1988), and Mosser (1993) categorize alumni donors as wealthier, middle-aged or older, having strong emotional ties to their alma mater, having earned at least a bachelor's degree, participating in some alumni activities and having good religious or voluntary affiliations. Melchiori agrees with the above researchers but discloses in her study that 94% of the donors are male (1988b).

Regardless of the availability of demographic data, fund raisers should remember that the

research only points to the likelihood of alumni donation. Rather, researchers should use the demographic information in conjunction with what motivates alumni to understand the gift-giving relationship between donors and individual institutions. This approach could be very useful in developing effective fund-raising strategies. It may be equally important to understand the non-donor's perspective on University fund raising. However, little scholarly research has been conducted on non-donating alumni.

Involvement Variables

There have been a number of studies that have attempted to identify why alumni give. Researchers realize, however, that the type of institution and donor demographics do not predict alumni willingness to donate (Duronio, Loessin & Borton, 1988; Brittingham & Pezzullo, 1990; Duronio & Loessin, 1990). Several studies have suggested that undergraduate education and involvement with students, faculty and staff may be a factor in alumni donating financially or otherwise (Fygetakis, 1992; Leslie & Ramey, 1988; Lyons, 1989; Miller, 1991; Miller & Casebeer, 1990; Volkwein, Webster-Saft, Xu & Agrotos, 1989), while other studies have found a relationship between giving and obligation to society (Volkwein et al., 1989; Wilmoth, 1990), self esteem and altruism (Leslie & Ramey, 1988; Volkwein et al., 1989; Brittingham & Pezzullo, 1990; Wilmoth, 1990; Palmer, 1992), social and emotional ties with their institution (Leslie & Ramey, 1988), and the economy (Leslie & Ramey, 1988). Krotseng and Freed (1991) and Waddell (1992) focus on alumni attitude toward institutions with clear policies, realistic goals, an effective information network and a qualified management team as motivations in giving to higher education.

It is a given of fund raising, according to Hofmann (1990), Leslie & Ramey (1988) and Wilmoth (1990), that contributors, except in those rare instances in which anonymity is insisted on, desire appropriate recognition. Recognition can range in the conferral of an honorary degree, the naming of a building, a college or an endowment, a brick in front of a campus building or, as simple as, a public announcement or a letter from the receiving department. Realizing that this may be true, fund raisers must take every opportunity to thank their alumni donors in one way or another. This technique can be a way of cultivating alumni to be life-long givers and supporters of higher education institutions.

Substantive Shortcomings of Previous Studies

On the whole, research on alumni donating is limited and has had a very short history as a serious subject of study (Herrmann & Herrmann, 1996; Young & Fischer, 1996). Private support has become increasingly important to American institutions of higher education, yet research on fund raising has lagged behind the expansion of institutional efforts. Additionally, few studies exist regarding the role of the undergraduate experience in alumni fund raising (Young & Fischer, 1996). Of the research conducted, evidence links graduates' giving behavior to their emotional commitment (Pezzullo & Brittingham, 1990). Pezzullo and Brittingham suggest that development officers need to know how and when these attitudes form and the extent to which activities after graduation can influence them (1990). If researchers find that "bonding and cultivation activities do not change attitudes toward giving, then the importance of undergraduate experiences becomes greater" (Pezzullo & Brittingham, 1990, p. 49).

Just in the last decade, researchers have seen the importance of studies in clarifying how development can support and facilitate achieving larger institutional goals and how fund-raising performance and management could be improved through empirical research (Duronio & Loessin, 1989). Brittingham and Pezzullo concur with the lack of research and add six reasons why this may be true.

Fund raising has not been of significant interest to the professorate; until quite recently, fund raising has been described in the terms of a gift relationship; economists used models to predict giving that assumed that people who made contributions to charities and to higher education did so out of fairly direct economic motivations; institutional researchers have shown little interest in studies related to fund raising; the largest number of studies on fund raising has been done by graduate students for their dissertation; institutions have found that the most valuable data for them has been that information constructed and shared by their immediate groups of institutional peers; and the major professional associate of fund raisers, Council on the Advancement and Support of Education, is new itself (1990).

Additionally, the research conducted has typically considered alumni as a single group (Pezzullo & Brittingham, 1990). It may be necessary to segment (age, sex, ethnicity, graduation years or classes, college or program, etc.) alumni to determine how specific research questions affect various populations.

Methodological Shortcomings of Previous Studies

Researchers examining alumni as contributors have overwhelmingly used quantitative methods. Although this approach is very useful, it may have limitations regarding the understanding of how the undergraduate experience may or may not influence the level of loyalty of an alumnus/a. It may be that a qualitative approach can uncover the complex social-emotional issues within students' college experience that contribute to a level of alumni loyalty. The role of emotions has been largely ignored in the study of fund raising. Although emotions are prominent in a college student's experience, the influence of those emotions has not been correlated to the behaviors of alumni. Qualitative research may be more appropriate in assessing how students experience their emotions and how this experience may influence their opinion to give money to their alma mater. If the college experience is different for donors and non-donors, this would suggest different strategies to cultivate donors and non-donors. The absence of research using a qualitative approach may obfuscate the possibility of gaining information about donors and non-donors. Thus, a qualitative methodology was utilized to examine the effect of the undergraduate college experience on alumni donations. Although not all available literature was presented, a clear picture of a shortcoming in the methodological framework was accurately presented. A qualitative study will effectively serve as a tool for bettering the current body of literature.

Theoretical Framework

The theoretical framework for the research has its roots in the above literature review. As noted in Taylor and Martin's (1995) study, the body of literature provides an explicit explanation of the multiple variables studied over the past several decades. The variables most examined were demographic, attitudinal, philanthropic, and involvement variables. These variables were typically used to predict donor status (donor and non-donor) and/or donor level (high or low) (Taylor & Martin, 1995). The categories of independent variables were identified as statistically significant over and over in various studies (Taylor & Martin, 1995). A framework to include the variables studied in isolation will be identified using the Interactive Qualitative Analysis method, which has similar variable isolation methods as grounded theory. These variables will be examined using the theoretical, heuristic framework that is: the undergraduate college experience affects alumni giving. Grounded theory provides researchers with relevant predictions,

explanations, interpretations, and applications (Glaser & Strauss, 1967). This study will utilize grounded theory by describing the discovery of this heuristic theory from participant data.

Summary

A review of the relevant literature pertaining to variables of alumni donors has been studied. A historical perspective of fund raising was discussed. Additionally, an historical review of the expansion of development into a “profession” was included in the literature review. The need for alumni fund raising was examined and an in depth look of the variables that contribute to fund raising were addressed in the review of the literature. A variety of institutional variables were positively related to alumni donating. Demographic variables proved to be more contradictory with some of the researchers indicating some characteristics to have a positive relationship while others indicated no relationship. However, the most studied variable in review of the literature was alumni involvement with their alma mater. This variable was found to be positive relationship in all of the reviewed literature. Additional research, specifically qualitative research, could examine the effect of the undergraduate college experience on alumni donations.

In the next chapter, the methodology of the study will be presented. The purpose of Chapter 3 is to describe the research design as well as to define the constructs underlying the study.

III. METHODOLOGY

Chapter Overview

This chapter presents the research methodology. An overview of the following design and procedures include: (a) research design; (b) description of the sample; (c) procedures and data collection; and (d) data analysis. A brief summary of the chapter is also presented.

The purpose of this research study is to identify how an institution of higher education creates an undergraduate experience where individuals have a sense of ownership and feel compelled to give financial support to their alma mater. The study also examines what factors affect alumni to decide to give or not to give to their undergraduate alma mater. The following questions guided the study:

1. How does the undergraduate experience foster alumni loyalty?
2. What motivates alumni to give financially to their undergraduate alma mater?
3. What inhibits alumni from giving financially to their undergraduate alma mater?

Studying the undergraduate experience of alumni provided a glimpse into the source of loyalty for individuals who financially contribute to their alma mater. The research aided in strategies to recruit and to retain alumni donors. It also provided institutions of higher education with the means of understanding how to create a sense of ownership for their students to their alma mater that would result in financial contributions. Furthermore, the results of this study are of interest to institutions of higher education as well as professionals working in the field of fund raising. It informs and contributes to both theory and practice.

Research Design

A qualitative investigation was utilized in this study. Through the qualitative method of research, it was the goal of the researcher to provide description, interpretation, verification and evaluation in examining the effect of the undergraduate college experience on alumni donations (Peshkin, 1993). Peshkin elaborates on the necessity of qualitative research emphasizing that many types of good results are the fruits of qualitative research (1993).

According to Palumbo, only an extremely small portion of reality will be captured through quantitative research and, if the research is conducted at the wrong point in the process, its conclusions will be wrong and misleading (1985). Guba, as quoted by Lincoln, asserted that naturalistic inquiry is in some ways superior to the more traditional, conventional form for certain kinds of research, particularly social or behavioral research (1985). Lincoln also believes that an event must be studied in its own context before it can be fully understood (1985). From the data received through qualitative research, researchers can learn what people perceived and how they interpreted their perceptions (Weiss, 1994). In the case of this study, the researcher learned how alumni perceived their undergraduate experience as well as interpreted what alumni perceived were the affects of the undergraduate experience on alumni donations.

Previous research focusing on the area of alumni fund raising aimed to report how many people were in particular categories or what the relationship was between being in one category and another (Weiss, 1994). According to Weiss, if statistical analysis is the goal of the researcher, it would be better to use the survey approach that is offered through quantitative research (1994). On the other hand, if the researcher is interested in depth and density of material, it would be better to use a qualitative approach as it gives a full account for the experience of a participant (Weiss, 1994).

This study utilized an embedded single case study design with the University of Texas at Austin alumni as the primary unit of analysis and both undergraduate experience and alumni donations as embedded units of analysis (Merriam, 1988). “In general, case studies are the preferred strategy when ‘how’ and ‘why’ questions are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context” (Yin, 1984, p. 13). The case study relied on two resources: direct observation and systematic interviewing (Yin, 1984). This study proposed to utilize small focus groups as well as participant interviews to determine their decisions of choosing to give or not to give to their alma mater. The topic of ‘decisions’ is cited as the major focus of case study (Yin, 1984). Given the use of these specific techniques, case study design was the preferred methodology.

Single case study design allowed the researcher to yield a great deal of data with attention to rich detail (Patton, 1990). Information gained through this case study gave results that conjure a human face. The research methodology proposed with this research dealt with design, analysis, and reporting issues rather than focusing on the traditional collection of data through experiments, surveys, histories, and the analysis of archival information (Yin, 1984).

A limitation of case study methodology is that its dependence on a single case renders the research incapable of providing a generalizing conclusion. A single case study has been criticized as limited because it does not contain multiple cases with more a more generalized applicability. Additionally, opponents cite several limitations with case study methodology. Critics are concerned with a lack of rigor. The methodology relies on personal interpretation of data. When abused, researchers run the risk of allowing biased views to influence the direction of the findings and conclusions (Yin, 1984).

Description and Selection of Sample

It was determined from several phone calls and meetings with staff on the University of Texas at Austin campus that the University maintains a database of the living alumni of the University of Texas at Austin. This database includes such information as demographic information, information about involvement as an undergraduate, and amount of money donated to the University. Upon further inquiry, the researcher learned that approved members of the community can access the information on the database. Approval, for example, is extended to members of the development office, deans of colleges and schools, the dean of students, and members of upper administration such as the vice president for public affairs, and the vice president for student affairs.

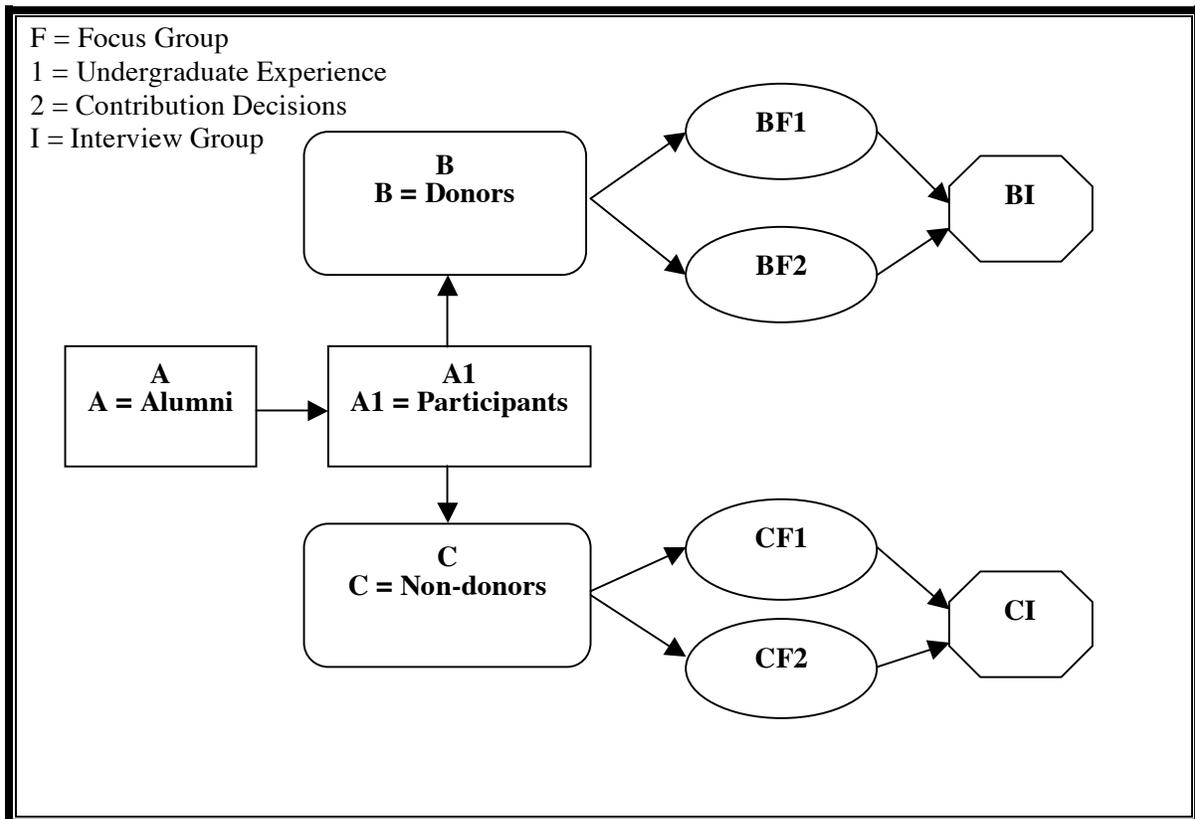
The researcher gained access to alumni for the use of acquiring a participant sample by supplying the former associate director of development, with the following information: (a) purpose of the study; (b) the significance of the study; (c) research design; and (d) the description and selection of the sample as well as the researcher's resume. Once access was granted, the researcher used the database to obtain the contact information of potential participants.

Participants were selected based on a purposive selection. Case study criteria included:

1. alumni who graduated in the 10-year period of 1993-2002;
2. alumni who graduated with an undergraduate degree, not a graduate degree;
3. graduates from all areas of undergraduate study were eligible for the sample;
4. alumni who either donate nothing to the university or who have donated \$100 or more annually since their graduation date; and
5. alumni with an income ranging from \$40,000 to \$70,000 annually.

The population was separated into two sample groups: donors and non-donors. To determine appropriate sample sizes, each of the groups were treated as an individual group with 25 members in each group. The sample included both men and women of any ethnicity or race. The sample consisted of individuals who could be available to participate in focus groups and interviews in the city of Austin and its surrounding area.

Once the individuals were separated into donor and non-donor groups, the researcher randomized the groups into two issue groups with 10-15 participants in each of the groups – undergraduate experience and contribution decisions. Two of the subgroups (BF1, CF1) were asked to speak about their undergraduate experiences. Specifically, the researcher asked the groups to recount their time as an undergraduate student at the University of Texas at Austin. The other 2 subgroups (BF2, CF2) were asked to tell the researcher about why they decided to give or decide not to give to the University of Texas at Austin.



Participants (A1)	Donors (B)	Non-donors (C)
Undergraduate Experience	1 (BF1)	2 (CF1)
Contribution Decisions	3 (BF2)	4 (BF2)

After data was collected on the participants’ undergraduate experiences as well as participants’ contribution decisions, the researcher created an interview protocol including questions from both issue groups. The researcher asked the individuals from *both* sets of subgroups (BF1, BF2 and CF1, CF2) to participate in an interview about *all* of the data from both issue groups – undergraduate experience and contribution decisions. This process permitted the researcher to gain construct validity, internal validity, and reliability in examining the effect of the undergraduate college experience on alumni donations.

Research Procedures

Due to the nature of the study, the researcher is the primary data-collection instrument through the use of focus groups and participant interviews. In the qualitative interview, the participant provides information while the researcher, as a representative of the study, is responsible for directing the respondent to the topics that matter to the study (Weiss, 1994). Lincoln asserts that although humans are not perfect, they are infinitely adaptable (Lincoln, 1985). In reporting participants’ multiple realities, researchers are capable of recognizing, sorting, and honoring these multiple realities (Lincoln, 1985). “Naturalists further understand that all instrumentation has embedded in it some set of values, but it is the human instrument that is capable of identifying, taking into account, coping with, and learning from its own and others’ expressed and unexpressed values” (Lincoln, 1985, p. 142).

Interactive Qualitative Analysis

Interactive Qualitative Analysis (IQA) is a systems approach with a phenomenological basis and built-in data gathering, data analysis and data interpretation functions to create a specific framework of reality (Northcutt & McCoy, 2004). “Systems have two components: *elements and relationships among the elements*” (Northcutt & McCoy, 2004, p. 27). The elements

are categories of meaning (Northcutt & McCoy, 2004). Utilizing the IQA method of data collection, participants “identify the elements of the system, describe the relationships among the elements, and understand how the elements and relationships dynamically interact” (Northcutt & McCoy, 2004, p. 27). In the data analysis phase, the researcher interprets the nature of the unity/non-unity represented in the system, draws conclusions about the logical effects of changes of state of some elements on others, and analyzes the effects of outside influences (interventions) on the system (Northcutt & McCoy, 2004). Once a system is created from the elements, relationships are established between systems. This approach continued until the researcher was satisfied with the results.

Qualitative research depends heavily on group process to capture a socially constructed view of the respondents’ reality (Northcutt & McCoy, 2004). The process of data collection allows the researcher to “step into the shoes” of the participant to gain perspective on their experiences. Failure to spend the time understanding the participant’s point-of-view results in data that is not representative of the group being studied. Therefore, the IQA method of research requires a very specific process for the collection of data.

Data Collection Instruments

The data was collected through focus groups of alumni donors and non-donors as well as individual interviews of participants. Four separate focus groups were convened. Two groups were asked about the undergraduate experience at the University of Texas at Austin. Two groups were asked about their contribution decisions. Two groups comprised of donors. The other two groups comprised of members who chose not to financially give to their alma mater. More information about the data collection procedures is shared below in the data analysis portion of this chapter.

During the spring 2005 semester, focus groups were conducted with approximately 20 alumni donors and 20 alumni non-donors of the University of Texas at Austin in order to explore various aspects of the effects of the undergraduate experience on alumni donations and alumni contribution decisions. The purpose of the focus group was to examine a number of themes and concepts related to alumni fund raising. Interview questions were established, refined, or eliminated through the focus group process.

Each of the 44 focus group members participated in the interview process. Each interview

was performed in Austin and was conducted separately. A predetermined set of questions was used in each of the interviews. The researcher used “how” and “why” questions in order to elicit a detailed description (Weiss, 1994). Additional questions were added based on the direction of the alumni comments. All participants received a letter explaining the research as well as a copy of the researcher’s resume.

Treatment

Confidentiality is an important component of research. Confidentiality is necessary in order to elicit cooperation from participants. Additionally, the UT Austin Human Subjects Review Board requires participant anonymity and confidentiality. Therefore, in this study, confidentiality was guaranteed to all participants.

All interviews were tape recorded with two separate recorders by the researcher. The tapes were professionally transcribed. After the professional transcription, the researcher verified the accuracy of the transcript through member checking. The final working draft was analyzed and coded using the Interactive Qualitative Analysis (IQA) method.

Data Collection

Interactive Qualitative Analysis (IQA) was adopted for the current study (Northcutt & McCoy, 2004). This approach includes theory construction and incorporates affinity naming, inductive coding, axial coding, interrelationship digraphing and systems influence digraphing (Northcutt & McCoy, 2004). The research process began with focus groups of donors and non-donors. In the case of this study, it consisted of alumni non-donors and alumni donors of the University of Texas at Austin. The purpose of the focus group sessions was to generate categories of meaning or affinities to later be used in an interview protocol.

Pilot Study

During the fall 2003 semester, focus groups were conducted with 3 donors and 3 non-donors of the University of Texas at Austin in order to explore various aspects of the effects of the undergraduate experience on alumni donations and alumni contribution decisions. The

purpose of the pilot study was to examine a number of themes and concepts related to alumni fund raising. Interview questions were established, refined, or eliminated.

All 6 interviews in the pilot study were conducted in Austin with each interview being conducted separately. A predetermined set of questions was used in each of the interviews. Additional questions were added based on the direction of the alumni comments. All participant received information explaining the research as well as a copy of the researcher's resume.

The selection of the alumni was random. All interviews were tape recorded with two separate recorders by the researchers. The tapes were professionally transcribed. After the professional transcription, the researcher verified the accuracy of the transcript through member checking.

The pilot study identified the approach needed for the study. Additionally, the pilot study solidified the strategy for the study.

Focus Groups

The process of data collection can be found through the use of focus groups. Using the IQA method of research, the focus group was taken through an extensive, yet inclusive, process in order to collect data. Initially, the group was asked to express their ideas about their undergraduate experience at the University of Texas at Austin or alumni contribution decisions by writing them on index cards, which would then be taped to the wall. During this process, the group was asked to discuss the issue openly and in considerable depth. Below is a more specific explanation of the process that the facilitator exhibited to introduce the participants to the nature of research and to her problem statement and issue questions. The researcher went to great lengths establishing trust with the group to convey that the information shared during the focus group process was protected as well as was representative of the participants' reality. The researcher took one donor and one non-donor group through a Guided Imagery process in which the participants were asked to think about their undergraduate experience at the University of Texas at Austin as well as their perceptions of being an undergraduate student. The researcher took the other donor group and non-donor group through a Guided Imagery process in which the participants were asked to think about their decisions to contribute to the University of Texas at Austin. Participants were given descriptive, guiding statements allowing them to clear their minds of the thoughts of their day, thoughts of what they needed to do at work or with their families,

and thoughts that may stifle the focus needed to think about the topic. The researcher's goal was to prime the participants' thoughts about the issue statements (Northcutt & McCoy, 2004). It was the researcher's expectation to obtain focused thoughts in the area of her study.

Silent Nominal Brainstorming Phase. The researcher then "told a story that portrayed her research issue in episodic form and invited participants to recall their experiences relative to the issue" (Northcutt & McCoy, 2004, p. 89). Depending on the focus group, the researcher "reminded the participants to remember the words, phrases, mental pictures, or other memories" of the experiences of being an undergraduate student at the University of Texas at Austin or their decisions to contribute or not to contribute to the University of Texas at Austin (Northcutt & McCoy, 2004, p. 89). Participants were given a mental tour of the subject in order to facilitate the reflection of their experiences and decisions. Guided Imagery was valuable in evoking a variety of dimensions regarding the undergraduate college experience or alumni contribution decisions. The process of Guided Imagery allowed participants to construct a narrative story to understand their experience and decisions. Additionally, it facilitated a process where both breadth and depth of participants' experiences was available regarding each of the two topics.

Once the Guided Imagery was complete, the participants were asked to identify any word(s) that described their thoughts and feelings regarding the subject. This process was done independently and silently as to prevent participants from influencing one another. Index cards were supplied in bulk quantity so that students could write with little to no disruption. Participants were encouraged to write down one thought per card until they could no longer think of things and ideas to contribute. There was no time limitation for this exercise allowing alumni to include all of their thoughts.

This method of data collection proved advantageous to the researcher as individual participants remained uninfluenced as well as anonymous. Additionally, every participant was given the opportunity to share his or her experiences. Most importantly, however, the process allowed the facilitator to gain an extraordinary amount of data.

After participants spent several minutes sharing their thoughts on index cards, the facilitator asked the group to tape their cards to the wall in rows and columns. Throughout the group discussion, "the facilitator guided participants to clarify their understanding of the responses on each card eliminating any ambiguity and vagueness associated with the meanings of the words and phrases" (Northcutt & McCoy, 2004, p. 94). This is known as "clarification of

meaning” phase (Northcutt & McCoy, 2004).

Clarification of Meaning Phase. The advantages of the clarification process stem from the researcher’s ability to clarify the exact context of any word or phrase. Additionally, participants were able to clarify any word or phrase that was shared without enough context or background. This additional information was added to the card at this time in the process. The clarification stage allowed individuals the opportunity to clarify thoughts generated on the cards. Also, individuals who required more self-reflection were afforded the opportunity to work independently through the silent nominal brainstorming process. Therefore, the exercise was a good balance for a variety of thinkers and processors. After the clarification of meaning phase, the data was coded for analysis. The coding process included inductive coding and axial coding.

Affinity Grouping (Inductive Coding). “Coding is the name given by qualitative researchers for the way in which text is represented by abstractions” (Northcutt & McCoy, 2004, p. 95). The authors of the IQA Process use both inductive and deductive coding during the affinity analysis. Inductive coding was performed through the affinity grouping process while deductive coding occurred during the naming of the affinity.

During the affinity phase, “participants were asked to silently (a) review all of the cards on the wall and (b) group them into similar themes” (Northcutt & McCoy, 2004, p. 98). The participants were instructed to group the cards by their own set of categories. However, participants were permitted to move any card in which another participant had already grouped. This process of sorting occurred until the group was able to organize their words and phrases into a set of categories upon which the focus group agreed. Participants had different roles during this process. Some people were fully engaged, grabbing and sorting cards quickly. Some individuals were more reflective, choosing few cards to sort. Some participants did not sort a single card, electing to be a spectator in the process. However, the role of the researcher was to support the entire group. At this time in the process, the researcher guided the group to systematically sort and to reflect in order to extract themes that represented the entire participant group.

Affinity Naming and Revision. Axial coding attempts “to name, reorganize, clarify, and refine the affinities” (Northcutt & McCoy, 2004, p. 98). Once the group identified and categorized the words and phrases, it was necessary for the group to assign general, broad

meaning to the cards. This process was “achieved through group discussion and consensus” (Northcutt & McCoy, 2004, p. 98). Affinity titles were determined by the group based on the group’s perceptions of each meaning. Each affinity title was written on an index card and placed above the words and phrases that comprised that category.

In the case of several groupings of cards, it was necessary for the participants to identify an over-arching affinity name that accurately described the several groups or categories of cards. This complex affinity was determined because the group identified words and phrases that fit on a continuum of that particular category. This process allowed participants to begin to understand the complexity of the affinities as well as relationships that began to emerge in the data. The affinity names were created using the written words and phrases. It was important to note that the entire group collaborated to come up with the affinity names. After the coding process, participants were asked as a group to identify relationships among factors. This was completed as a focus group as well as individually during the interview process. Below, a description of the data analysis is shared.

Identifying Relationships Among Factors

The purpose of the IQA study is “to identify elements of meaning and to describe the perceived cause and effect relationship among them, thereby creating a system called a mind map” (Northcutt & McCoy, 2004, p. 199). There are 3 possible descriptions: (a) $A \rightarrow B$; (b) $B \rightarrow A$; or (c) no relationship between A and B ($A \leftrightarrow B$). The elements and relationships form a dynamic system in which a change in either an element or a relationship likely produces changes in many or all of the other elements (Northcutt & McCoy, 2004). Each focus group prepared a mind map that was a snapshot of the group’s perception of the topic. These are referred to as the group Interrelationship Digraph (IRD).

Group Interrelationship Digraph (IRD). An IRD contains a description of how the respondent views the relationship (or no relationship) between two elements. The table allows the interviewer an organized platform in which to collect the data given by the respondent. “Humans construct their reality in social settings” (Northcutt & McCoy, 2004, p. 27). Therefore, it was necessary to view the elements through a “relationship” lens. The completion of the group IRD allowed the researcher to understand the socially constructed reality of the focus group.

Once the affinities were named, it was necessary to establish how the group as a whole viewed the elements in relationship to one another. There were only three ways to view each pair: (a) the relationship may be identified by $A \rightarrow B$; (b) the relationship can be identified by $B \rightarrow A$; or (c) no relationship can be identified by $A \leftrightarrow B$. In order for the data to successfully and accurately reflect the group consensus, the researcher asked for the entire group to vote on their impressions of each element as it related to every other element. The result was a frequency chart, similar to the partial chart found below, containing the opinions of each focus group member regarding the relationship between each element. In most cases, the group's voting frequency pushed one relationship to be dominant, making the relationship account for the entire group. Essentially, the dominant relationship was redefined as the focus group's affinity relationship.

Affinity Pair Relationship	Frequency	Theoretical Code
$1 \rightarrow 2$	6	
$1 \leftarrow 2$	19	
$1 \rightarrow 3$	3	
$1 \leftarrow 3$	7	
$1 \rightarrow 4$	3	
$1 \leftarrow 4$	15	

On a few occasions, however, the group did not clearly pick one relationship over the other relationship. In these cases, the researcher kept a separate list of the affinities under question. The researcher highlighted any affinity pair relationship that did not have a distinguishable preference. The researcher then waited to see if the construction of the mind map accounted for the relationship through a recursion. Each affinity under question was resolved when identified through recursion of the construction of the mind map.

The chart below is an example of how a researcher kept a list of any affinity relationship that is not easily identified through the voting of the focus group participants.

Affinity Pair Relationship	Frequency	Conflict?
8 → 9	6	
8 ← 9	19	
8 → 10	13	?
8 ← 10	14	?
8 → 11	3	
8 ← 11	15	

The description was established by placing an arrow (or no arrow) as the indicator for the group's opinion of the relationship. The data was collected and organized in the Affinity Relationship Table (ART). An example of a completed table is below.

Focus Group Affinity Relationship Table				
Affinity Pair Relationship		Affinity Pair Relationship		Affinity Pair Relationship
1 ← 2		3 ← 4		6 <> 7
1 ← 3		3 ← 5		6 ← 8
1 <> 4		3 ← 6		6 → 9
1 ← 5		3 ← 7		7 <> 8
1 ← 6		3 ← 8		7 <> 9
1 <> 7		3 ← 9		8 → 9
1 ← 8		4 ← 5		
1 ← 9		4 ← 6		
2 → 3		4 <> 7		
2 ← 4		4 ← 8		
2 ← 5		4 ← 9		
2 ← 6		5 ← 6		
2 ← 7		5 <> 7		
2 ← 8		5 ← 8		
2 ← 9		5 ← 9		

From the ART, the data was interpreted through a tabular IRD similar to the chart found below.

Focus Group Tabular IRD												
	1	2	3	4	5	6	7	8	9	OUT	IN	Δ
1		←	←		←	←		←	←	0	6	-6
2	↑		↑	←	←	←	←	←	←	2	6	-4
3	↑	←		←	←	←	←	←	←	1	7	-6
4		↑	↑		←	←			←	2	3	-1
5	↑	↑	↑	↑		←		←	←	4	3	1
6	↑	↑	↑	↑	↑			←	↑	6	1	5
7		↑	↑							2	0	2
8	↑	↑	↑	↑	↑	↑			↑	7	0	7
9	↑	↑	↑	↑	↑	←		←		5	2	3

Identical to the number of choices for relationships, there were only three choices to be described through the labeling of the IRD: (a) ins; (b) outs; and (c) no relationship. A delta value was calculated by subtracting the ins from the outs. These numbers were placed in descending order to determine what affinity or affinities were the primary driver(s). A new chart was made to indicate the delta value in descending order. The researcher continued to look at the order to determine primary driver(s), secondary driver(s), pivot(s), secondary outcome(s), and primary outcome(s).

Focus Group Tabular IRD – Sorted in Descending Order of Δ												
	1	2	3	4	5	6	7	8	9	OUT	IN	Δ
8	↑	↑	↑	↑	↑	↑			↑	7	0	7
6	↑	↑	↑	↑	↑			←	↑	6	1	5
9	↑	↑	↑	↑	↑	←		←		5	2	3
7		↑	↑							2	0	2
5	↑	↑	↑	↑		←		←	←	4	3	1
4		↑	↑		←	←			←	2	3	-1
2	↑		↑	←	←	←	←	←	←	2	6	-4
1		←	←		←	←		←	←	0	6	-6
3	↑	←		←	←	←	←	←	←	1	7	-6

SID Assignments	
8	Primary Driver
7	Primary Driver
6	Secondary Driver
9	Secondary Driver
5	Secondary Driver
4	Secondary Outcome
2	Secondary Outcome
3	Secondary Outcome
1	Primary Outcome

The assigning of these affinities was very important as they determined where the researcher began when constructing the group mind map. In the case above, affinity 8 and 7 were the primary drivers; affinities 6, 9, and 5 were secondary drivers; affinities 4, 2 and 3 were secondary outcomes; and affinity 1 was the primary outcome.

Interview Protocol

As a researcher, it was critical to recognize the importance of constructing an interview protocol. The steps taken prior to the interview set the stage for developing the protocol. It was necessary for the researcher to design an ART, an IRD and a tabular IRD before beginning the interview phase. The tabular IRD determined the first affinity to discuss during the interview. The researchers began with the primary outcome (the affinity with the lowest delta number) to begin the discussion of the affinities as well as to make the participants feel comfortable with the interviewing process. Using the example on the previous page, the interviewer began with affinity 1. From that point, the interviewee determined the course of the interview. The researcher was prepared to bring up an affinity if the interviewee did not naturally discuss another affinity in the course of the interview. The natural order after the primary outcome (if the interviewee does not bring up another affinity) was secondary outcome(s), pivot(s), secondary driver(s), and primary driver(s).

It was also the responsibility of the researcher to be prepared for both the axial and theoretical portions of the interview. The necessary paperwork was prepared. A copy of the affinity write-up was provided in case the interviewee needed further description of an affinity. The researcher asked the interviewee probing questions that guided the discussion. Asking the

respondent to reflect on his or her personal experience through the lens of the affinity provided the researcher with a rich description of the affinity as the respondent saw and experienced that affinity.

The interviewer familiarized herself with the content of the interview as well as performed basic logistical set-up procedures (sound and equipment checks). Failure to be prepared would result in a waste of time for the interviewee and interviewer. Rather than asking the researcher to shoulder the burden of identifying categories of meaning, “the IQA process exploited the participants’ own definition of meaning by using those very categories as the outline for the interview” (Northcutt & McCoy, 2004, p. 199).

It was necessary for the researcher to design a protocol for the interview. The affinities were the signposts for the interview. As mentioned above, the interviewer began with the primary outcome. The primary outcome was that affinity which was affected by most (or all) of the other affinities. Therefore, it was a natural place to begin. The interviewee typically hit on another affinity in the description of the primary outcome. From that introduction, the interviewer would remember the reference. Once the interviewee completed his or her discussion of the primary outcome, the interviewer would reference his or her introduction of the affinity and ask questions to continue the discussion. These tactics were employed until the interviewee had talked about all of the affinities described by the focus group.

“The ‘I’ and the ‘A’ in IQA stand for interactive and analysis, respectively, which is meant to communicate the systematic relationship of data to analyze as well as the intimate and systemic relationships between the researcher as facilitator and analyst and the participant as both a source of ‘data’ and also as analyst” (Northcutt & McCoy, 2004, p. 199). “The intimate connection between the content of the interview, its structure, and the way the interview data are analyzed is taken into account by a systems approach that integrates these three” (Northcutt & McCoy, 2004, p. 199).

The interview consists of two parts: the axial and theoretical interviews. “The open-end axial interview is designed to provide a rich description of affinities by the respondents and the structured theoretical interview is designed to identify relationships between affinities” (Northcutt & McCoy, 2004, p.200). However, prior to diving into these two parts of the interview, it was necessary for the researcher to: (a) introduce him or herself; (b) explain the confidentiality to the interviewee’s responses; and (c) get to know something about the respondent by gathering some general information. After the axial and theoretical parts of the interview, it was necessary for the

interviewer to thank the respondent.

The Axial Interview. The axial interview contained the descriptions provided through the affinity write-up. Often the researcher asked a question similar to “what does this affinity mean to you?” in order to elicit a response from the interviewee. While interviewing the respondent, the interviewer “listened for the interviewee to describe what caused the affinity or what resulted from the affinity” (Northcutt & McCoy, 2004, p. 207). If a cause was found, the researcher moved to that cause or identified affinity. The researcher then “made clarifying or confirming statements to ensure understanding of the participant’s assertions” (Northcutt & McCoy, 2004, p. 207). “The object of the axial interview was to record clear statements from the interviewee about his or her experience with the affinity and was to collect some information that contributed to theoretical coding of its cause or its result” (Northcutt & McCoy, 2004, p. 207).

Theoretical Interview. Before beginning the theoretical interview, it was necessary for the interviewer and interviewee to take a break. If both were concentrating heavily, fatigue was an issue. A short ten-minute break provided both parties an opportunity to become refreshed. The interviewer began the theoretical interview by supplying the interviewee with a blank copy of the Affinity Relationship Table (ART). The Affinity Relationship Table acted as a springboard for the researcher to examine the perceived relationships between all possible pairs of affinities.

After making a transitional statement for the purpose of the transcript, the interviewer proceeded through the Affinity Relationship Table, recording the interviewee’s responses. If a relationship was identified, the interviewer asked the interviewee to give examples. Then, the interviewer translated the respondent’s statement into a clarifying statement so that the direction of the relationship could be accurately coded. By restating the affinity (or the affinity numbers) along with the relationship, the researcher had a proper index on the transcript. This was important when coding the interview later. The interview ended by asking the interviewee if he or she had any final thoughts as well as thanking him or her for the interview.

After completing the interview and establishing a mind map for the individual, it was helpful to have a debriefing session with the interviewee. “The researcher walked the respondent through the system, asking for comments and reflections in order to validate the representation and to gain a deeper understanding of the meaning of the system” (Northcutt & McCoy, 2004, p. 209).

Conducting the Interview. A typical interview setting consisted of a place where the interviewer and interviewee would not be interrupted or distracted. The researcher had two tape recorders with two extended microphones to capture the best results. The researcher also had all of the necessary paperwork and equipment in order to conduct the interview.

Interview Procedures. A typical interview included an interviewee who understood the study as well as understood his or her role in the study. The interviewer and interviewee established a relationship built on trust. Additionally, the interviewer was prepared with his or her interview protocol in order to have an organized interview. The object was for the interviewer to yield quality data.

Data Analysis

Speaking generally, researchers should be prepared to adhere to some standards of practice (Northcutt & McCoy, 2004). The researcher formatted the transcript word for word. The transcript were titled to reflect the alias of the respondent to protect confidentiality (Northcutt & McCoy, 2004). A filing system was developed for efficient retrieval (Northcutt & McCoy, 2004). A heading was placed in the transcript to reflect the section of the interview, for example, “Axial Interview” and “Theoretical Interview” (Northcutt & McCoy, 2004). The bolding of key words facilitated the researcher’s coding practices (Northcutt & McCoy, 2004). The first time the interviewer mentioned an affinity it was bolded (Northcutt & McCoy, 2004). Once the transcript was formatted for quick reference, the transcriber added line numbers (Northcutt & McCoy, 2004). All of these practices aided the researcher in conducting the axial and theoretical coding process.

Axial Coding

The research analysis began with axial coding. The goal of this part of the coding process was to establish specific examples of the narrative to illustrate an affinity. There were many quotes that the researcher could use to describe the affinity. Each quote was pulled out of the transcript and placed on the researcher’s axial code table. For continued referencing, the

researcher indicated the line number(s) associated with the quote. Additionally, the researcher included any notes about the exchange that gave further context to the quote such as references to other affinities, external factors, and statements that were in and out of the context of the affinity. This practice aided the researcher in completing her results write-up.

It was also important to note that a researcher's organization and attention to detail during this process either made it easier for her when completing the results write-up. Additionally, the organization and execution of the interview played a large role in assisting or hindering the researcher. Therefore, the researcher spent considerable time with the axial data, completing several series of analysis to identify subthemes within each of the 11 affinities. The quotes from the subthemes provided a composite look at each affinity and were essential to the analysis of the data.

Theoretical Coding

“The researcher also identified, through a formal line of questioning in the second phase of the IQA interview, theoretical codes which illustrated a relationship between two and/or more affinities” (Northcutt & McCoy, 2004, p. 48). Similar to Axial Coding, the recording of responses was conducted by the researcher. The Interview Theoretical Code Affinity Relationship Table was the platform for coding the theoretical interview. Quotes were pulled again to describe the relationship identified by the interviewee. The quotation and line number were placed in the table for easy reference. Additionally, the researcher included field notes to describe the context of each quote.

Summarizing and Tabulating the Theoretical Codes

After the completion of theoretical coding for the interview, an IRD (Interrelationship Digraph) and SID (Systems Influence Digraph) for that individual are created. A SID is also called a mind map, which reflects the individual's experience with the phenomenon (Northcutt & McCoy, 2004). For each interview, the researcher developed: (a) a transcript; (b) an axial code table; (c) a theoretical code table; and (d) IRD; (e) and a SID (Northcutt & McCoy, 2004). Individually, the documents provided a system that reflected the respondent's perception of the affinities. Placing the data together provided the researcher with the ability to see if there were

trends consistent though the interview group. Because the systems were compared and similarities exist, the researcher was able to provide a theory backed by research.

In writing this dissertation, it was the author’s desire to devise issue questions that could be answered through the cause and effect relationships of affinities identified by each of the four focus groups. These results will be able to be utilized to look at other subjects and institutions of higher learning for comparison. The researcher will be able to confirm or deny existing research or to create whole new theories.

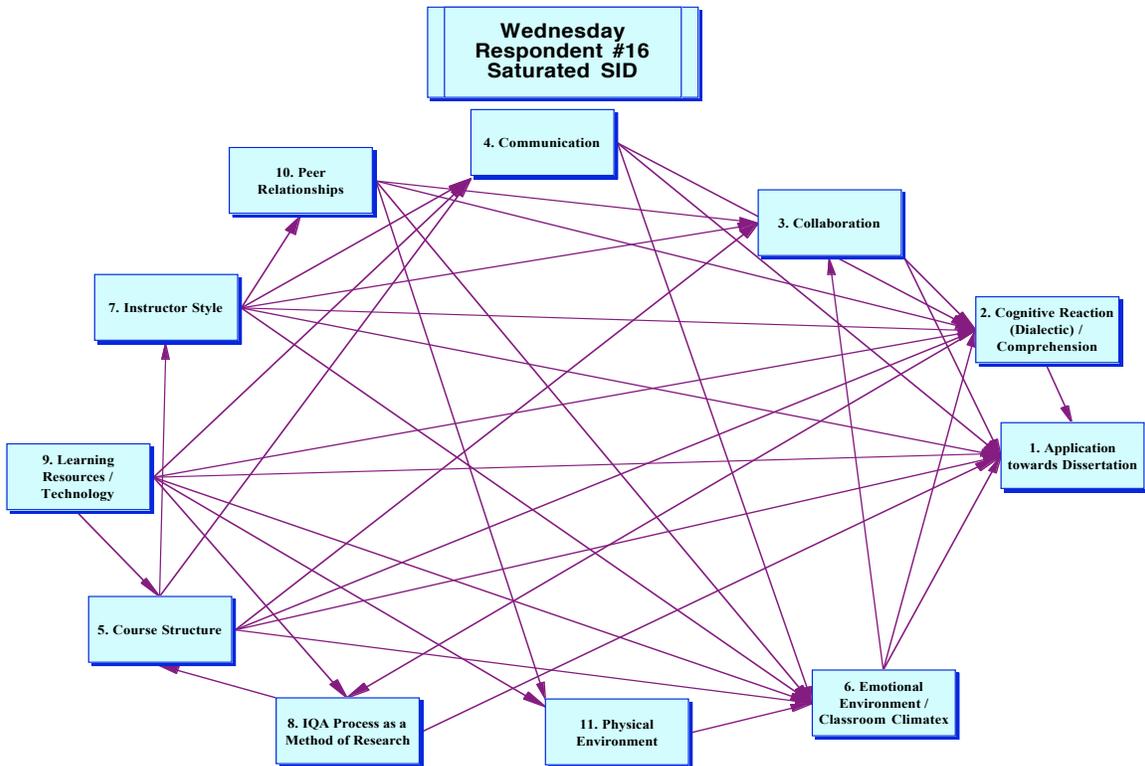
Constructing a SID from the Interview Data from a Single Interview

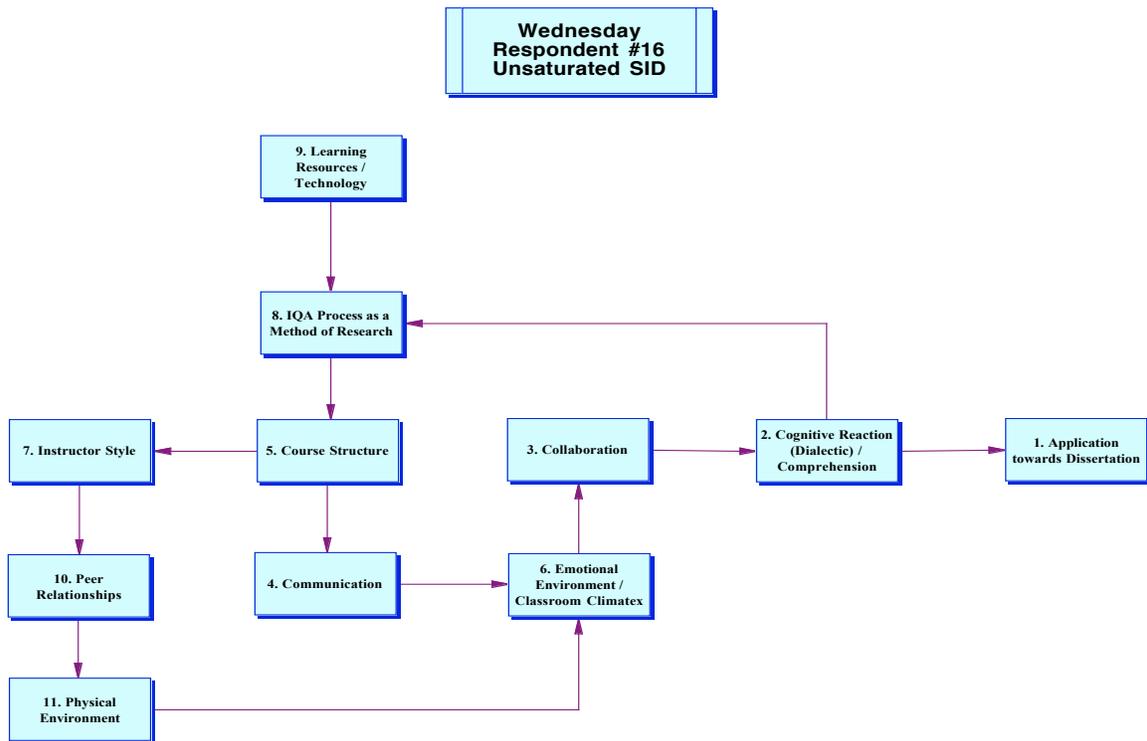
One of the main purposes of the interview was to gain an image of the interviewee’s construction of the relationships of the elements. This was formatted through a mind map. The mind map is a file that summarizes and represents a composite of the individual’s experience with the phenomenon (Northcutt & McCoy, 2004). The data gained through the axial and theoretical interview was utilized to create the IRD, unsaturated SID, and saturated SID (see below for examples).

Respondent #16														
Tabular IRD – Sorted in Descending Order of Δ														
	1	2	3	4	5	6	7	8	9	10	11	OUT	IN	Δ
9	↑	↑	◇	↑	↑	↑	◇	↑		◇	↑	7	0	7
7	↑	↑	↑	↑	←	↑		◇	◇	↑	◇	6	1	5
5	↑	↑	↑	↑		↑	↑	←	←	◇	◇	6	2	4
10	◇	↑	↑	◇	◇	↑	←	◇	◇		↑	4	1	3
8	↑	←	↑	◇	↑	◇	◇		←	◇	◇	3	2	1
4	↑	↑	◇		←	↑	←	◇	←	◇	◇	3	3	0
11	◇	◇	◇	◇	◇	↑	◇	◇	←	←		1	2	-1
3	↑	↑		◇	←	←	←	←	◇	←	◇	2	5	-3
6	↑	↑	↑	←	←		←	◇	←	←	←	3	6	-3
2	↑		←	←	←	←	←	↑	←	←	◇	2	7	-5
1		←	←	←	←	←	←	←	←	◇	◇	0	8	-8

Tentative SID Assignments	
9	Primary Driver
7	Secondary Driver
5	Secondary Driver
10	Secondary Driver
8	Secondary Driver
4	Pivot
11	Secondary Outcome
3	Secondary Outcome
6	Secondary Outcome
2	Secondary Outcome
1	Primary Outcome

Primary Driver
 Secondary Driver
 Pivot
 Secondary Outcome
 Primary Outcome





The researcher began by identifying every relationship that the interviewee shared during the theoretical coding process. The completed document was referred to as a saturated SID. By indicating every relationship, the researcher began to identify the cause and effect relationships between each of the affinities. After a copy of the saturated SID was saved, the researcher reduced the repeated relationships. The end result was an unsaturated SID where the respondent identified a picture that described his or her experience with the phenomenon. Typically, the researcher was able to identify the primary driver(s), secondary driver(s), pivot(s), secondary outcome(s), and primary outcome(s). The final picture was referred to as a mind map describing the respondent's experience with the phenomenon.

Constructing a SID from the Composite Interview Data

To complete the group SID, the following steps were taken. The first step consisted of the axial data being transferred from each Individual Interview Axial Code Table to a Combined Interview Axial Code Table. This allowed the researcher to create a database for the entire set of

respondents containing all axial codes for all affinities (Northcutt & McCoy, 2004). A blank Combined Interview Axial Code Table can be found below.

Combined Interview Axial Code Table		
Affinity	Transcript Line	Axial Quotation
1. Affinity 1		
2. Affinity 2		
3. Affinity 3		
4. Affinity 4		
5. Affinity 5		
6. Affinity 6		
7. Affinity 7		
8. Affinity 8		
9. Affinity 9		
10. Affinity 10		
11. Affinity 11		

The second step consisted of the theoretical data being transferred from each Individual Interview Theoretical Code Table to a Combined Interview Theoretical Code Table (see below for an example).

Combined Interview Theoretical Code Affinity Relationship Table			
Affinity Pair Relationship	Frequency	Transcript Line	Theoretical Quotation
1 2			
1 3			
1 4			
1 5			
1 6			
1 7			

Due to individual respondents defining relationships differently and, in fact, disagreeing about the direction of a relationship, a Combined Interview Theoretical Frequency Table lists both directions for a relationship (Northcutt & McCoy, 2004). All of the frequencies were tallied to identify a total for each affinity relationship. Much like the vote that occurred when the focus groups were asked to identify relationships, the frequency of relationships (Pareto Principle rule of thumb is 80%) determined the direction of the relationship (Northcutt & McCoy, 2004).

Combined Interview Theoretical Code Frequency Table		
Affinity Pair Relationship	Frequency	Theoretical Code
1 2		
1 3		
1 4		
1 5		
1 6		
1 7		

Again, much like the focus group, conflicts were flagged where the frequencies were close in number. These relationships were under consideration for recursion (Northcutt & McCoy, 2004). The data gained through the axial and theoretical interview coding was utilized to create the alumni donor IRD, the alumni non-donor IRD, and the alumni donor and non-donor unsaturated SID.

Technology

This study utilized the computer programs *Microsoft Excel* and *Inspiration*. All of the tables were recorded and compiled on *Microsoft Excel*. The mind maps were designed in *Inspiration*.

Summary

Chapter 4 presents the findings to the research questions in this study. Chapter 5 includes an interpretation of the findings as well as recommendations for future studies.

IV. RESULTS

Chapter Overview

This chapter presents the results of the research. An overview of the following results will include: (a) system elements of the group reality; (b) system relationships of the group reality; and (c) a description and statistics of the System Influence Diagram. A brief summary of the chapter will also be presented.

Statement of the Problem

Although alumni donors have been heavily relied upon in the financing of colleges and universities for more than 300 years (Williams & Henderickson, 1986), their financial contribution to higher education has received little scholarly interest (Pezzullo & Brittingham, 1990). Moreover, the relationship between alumni loyalty and financial contributions to an undergraduate institution of higher education has remained mostly ill defined. Limited allocations from state resources as well as the competing quest for private dollars and resources by philanthropic organizations reinforces the need to examine alumni loyalty to public, research institutions of higher education (Williams & Hendrickson, 1986; Leslie & Ramey, 1988).

Purpose of the Study

To review, the purpose of this research study is to identify how an institution of higher education creates an undergraduate experience that fosters students' sense of loyalty and ownership as well as their motivation to give financial support to their alma mater. The study also will examine what factors affect alumni loyalty to their undergraduate alma mater. Several subproblems were addressed in this study, including: to analyze and to evaluate how a public, research institution of higher education provides an experience to undergraduate students, while at the university, that encourages loyalty or does not encourage loyalty to their alma mater and to determine whether alumni loyalty translates into financial contributions.

Research Questions

The following questions guided the study: (a) how does the undergraduate experience foster alumni loyalty?; (b) what motivates alumni to give financially to their undergraduate alma mater?; and (c) what inhibits alumni from giving financially to their undergraduate alma mater?

Sample Selection Criteria and Participant Demographic Data

A purposeful sample was utilized in order to provide in-depth information by participants (Yin, 1984). A total of 44 graduates from the University of Texas at Austin participated in the study. Each of the 44 graduates participated in both the focus groups and interviews. The participants graduated from the years of 1993-2002 and had an income range of \$40,000 to \$70,000. Twenty-three participants were donors as defined by the criteria of the study, donating \$100 or more annually to the University since the time of their graduation dates. Twenty-one were alumni who have no history of financially donating to the University. Of the 23-member donor group, ten were men and 13 were women; 20 were Caucasian and three were Hispanic/Latino/Latina, and 1 alumnus was born outside of the United States. Of the 21-member non-donor group, 13 were men and eight were women; 17 were Caucasian, 2 were Asian American, 1 was African American, and 1 Hispanic/Latino/Latina, and 3 alumni were born outside of the United States.

The donor group graduated: (a) 4 students from in College of Communication in Radio-Television-Film, Corporate Communication, and Journalism; (b) 1 student from the College of Education in Elementary Education; (c) 3 students from the School of Business in Marketing, Accounting, and Business Honors/Finance; (d) 4 students from the College of Liberal Arts in French/Spanish, Sociology/Government, English, and Government; (e) 2 student from the College of Natural Sciences in Computer Sciences and Interior Design; (f) 1 student from the School of Social Work; (g) 1 student from the College of Fine Arts in Art History; (h) 1 student from the School of Architecture; and (i) 4 students from the College of Engineering in Civil Engineering, Electrical Engineering, Mechanical Engineering, and Architectural Engineering.

The non-donor group graduated: (a) 1 student in the College of Education in Applied Learning and Development; (b) 1 student in the School of Social Work; (c) 4 in Natural Sciences in Biology, Chemistry, and Computer Sciences; (d) 1 student from the College of Engineering in Architectural Engineering; (e) 4 students from the School of Business in Marketing, Finance, and

Management Information Systems; (f) 1 student from the College of Communication in Radio-Television-Film; (g) 8 students from the College of Liberal Arts in Psychology, Government, Latin American Studies, English/History, Sociology, English/Government, and History; and (h) 2 students double-majored in English and Radio-Television-Film.

The Interactive Qualitative Analysis Process

In this study, four focus groups of University of Texas at Austin alumni were conducted to illustrate the college experience as well as decisions regarding philanthropic giving. The focus group produced several affinities that provided information about what topics, or themes, comprise both the college experience and philanthropic contribution decisions. The participant interviews articulated the relationships among these topics, or themes, to produce a conceptual map, or systems influence diagrams (SIDs) that showed how and why alumni conceptualize their college experiences and their motivations or inhibitions regarding philanthropic giving (Northcutt & McCoy, 2004). Below is a detailed account of how the four focus groups produced the final interview protocol.

Focus Group

The focus groups were conducted in a conference room on campus. An overview of the study was described including the problem statement, constituencies, issue statements and research questions and all formal University IRB processes were followed. Each focus group was audiotaped with the consent of the participants. The following text was used to formally begin the focus groups. The text was adopted from Norvell Northcutt and Danny McCoy's book *Interactive Qualitative Analysis* (2004).

Introduction to Guided Journey. The participants were told that their imaginations were the key instrument to the process. They took a journey through their minds and encountered some experiences regarding their lives as students at the University of Texas at Austin. The researcher shared that the participants may experience a variety of feelings during the journey and asked them to allow, to acknowledge, and to examine the feelings as they remembered them. The goal was to help them reconnect with their time as undergraduate students. The researcher shared that

the experiences they were about to remember were not universal for all people, but some of the themes were common for many different people who have spent time in Austin, being an undergraduate student at the University of Texas at Austin. As the participants undertook this imaginary journey, the researcher recommended keeping their eyes closed to assist them in fully concentrating on their feelings, images, and emotions regarding their undergraduate experiences.

Priming the Group. The researcher asked the group to take a minute to clear their mind of the thoughts of the day and to clear their mind of anything that may have prevented them from focusing on the topic at hand.

College Experience Guided Journey. The following guided journey was used for the two college experience focus groups.

You have graduated with a degree from the University of Texas at Austin. Let's explore your college experience as a student at UT Austin. Now imagine your life as an undergraduate student at UT Austin. See yourself engaging in the activities of that life. Notice your surroundings. Looking around you, take in the sights, the sounds and the smells that are associated with being on campus as a student. Allow yourself to become aware of your environment with all of your senses. Focus on what it feels like to be totally absorbed in those activities on campus. Be there in your mind. Reflect on all the thoughts you had concerning your undergraduate experience.

Contribution Decision Guided Journey. The following guided journey was used for the two contribution decision focus groups.

You have considered contribution decisions to the University of Texas at Austin. Let's explore your contribution decisions. Now imagine your decisions regarding philanthropic giving to the University of Texas at Austin. See yourself engaging in these decisions. Notice your surroundings. Looking around you, take in the sights, the sounds, and the smells that are associated with these decisions. Allow yourself to become aware of your environment with all of your senses. Focus on what it feels like to be totally absorbed in making decisions regarding philanthropic giving to the University of Texas at Austin. Be there in your mind. Reflect on all the thoughts you had concerning your philanthropic contribution decisions.

Silent Nominal Brainstorming Phase. After the guided journey phase, the researcher asked the group to open their eyes and to take a marker and a stack of cards that had been

supplied to the participants. The researcher asked the group to take the next few minutes to write down words, phrases, mental pictures, or other memories regarding their lives and experiences as undergraduate students at the University of Texas at Austin. They were further instructed to write down one thought, phrase, or image per card. They were encouraged not to censor their thoughts or responses and to include metaphoric language or pictures.

Clarification of Meaning Phase. The researcher asked participants to tape all of their cards to the wall. At this point, the researcher facilitated a discussion in order to clarify the meaning of each card. This process ensured that the images, words, phrases, pictures, and other memories were understood by all of the participants as well as representative of each of their realities.

Affinity Grouping (Inductive Coding). After the clarification of meaning phase, the researcher asked the participants to group the cards. The group silently reviewed the cards and grouped them into themes. Participants moved, sorted, and shifted the cards by their own set of categories. The process occurred until the group was able to organize their words and phrases into a set of categories upon which the group agreed. The goal during this process was to systematically sort the index cards to extract themes that represented the entire participant group.

Affinity Naming and Revision. The next part of the process was achieved through group discussion and consensus. The group named, reorganized, clarified, and refined the groups to assign general, broad meaning to the cards. The group reviewed each set of the cards individually. The researcher asked the following questions to prompt the group: what are your perceptions of meaning of the cards? and what would be an appropriate general, broad category that accurately identifies this grouping of cards? The group used the criteria below in determining their affinity names:

(a) it is not a person, a place, or a physical thing (except, perhaps, metaphorically); (b) it is homogeneous; (c) it is easy to define; it should have a range of meaning within this definition; and (d) it has context or relationship to other things. (Northcutt & McCoy, 2004, p. 114).

Identifying Relationships Among Factors. The purpose of the next part of the focus group was to identify the perceived cause and effect relationship among the broad groups that the participants defined as their undergraduate experiences at the University of Texas at Austin or their contribution decisions. They were instructed to use one of three possible descriptions between the broad groups: (a) A affects B; (b) B affects A; or (c) no relationship between A and B. If the participants determined that there was a relationship between the themes, they were instructed to write a specific hypothesis based upon the discussion that illustrated the direction of the relationship between the two themes.

Focus Group Theoretic Coding: Pareto Protocol. The final part of the focus group required the compiling of the participants' opinions about relationships between the broad groups. The researcher recorded the total number of votes.

Reconciling Affinities

Graduates from the University of Texas at Austin who have given \$100 or more annually to the University since the time of their graduations were split into two separate groups. One group was asked about their college experiences, the other was asked about their philanthropic contribution decisions. When the first group was asked, "tell me about your undergraduate college experience," each of the participants generated approximately 15-18 cards in the form of a word, phrase, or sentence on 5 x 8 cards (Northcutt & McCoy, 2004). "The cards were then sorted by themes, and these themes, called affinities in IQA, were named by the group" (Northcutt & McCoy, 2004, p. 114). The College Experience donor group identified the following affinities (Northcutt & McCoy, 2004):

1. Dorm Life
2. Relationships
3. Academic Life
4. Authority
5. Transportation
6. The Good Life
7. School Spirit

8. Leisure
9. Campus Atmosphere
10. Local Color
11. Annoyances

When the second donor group was asked, “tell me about your philanthropic contribution decisions,” each of the participants generated approximately 10-14 cards in the form of a word, phrase, or sentence on 5 x 8 cards (Northcutt & McCoy, 2004). “The cards were then sorted by themes, and these themes were named by the group” (Northcutt & McCoy, 2004, p. 114). The Contribution Decision donor group identified the following affinities (Northcutt & McCoy, 2004):

1. Pride
2. Life Enrichment
3. Social Responsibility
4. Decision Making Climate
5. Choices
6. Nostalgia
7. Perks
8. Institutional Concerns

There was time available in each of the two focus groups for the researcher to ask each of the participants to produce write-ups for the affinities. Each participant in the groups wrote paragraphs on approximately 4 to 5 affinities. Each affinity write-up took into account the cards generated in each affinity and any discussion that occurred during the focus group meetings (Northcutt & McCoy, 2004, p. 115). After a review of the affinity groups and write-ups, the researcher reviewed, analyzed, and determined that some of the affinities were similar and could be grouped under one affinity. Therefore, the researcher collapsed the donor affinities into the following themes and subthemes:

1. Dorm Life
2. Relationships

3. Academic Life
4. The Good Life
 - a. The Good Life
 - b. Leisure
5. Nostalgia
 - a. Campus Atmosphere
 - b. School Spirit
6. Annoyances
 - a. Transportation
 - b. Local Color
7. Loyalty
 - a. Pride
 - b. Life Enrichment
8. Choices
9. Perks
10. Institutional Concerns
11. Social Responsibility

Similarly to the donor focus groups, graduates from the University of Texas at Austin who did not donate to the University were split into two separate groups. Again, one group was asked about their college experiences the other was asked about their philanthropic contribution decisions. The College Experience non-donor group identified the following affinities (Northcutt & McCoy, 2004):

1. Campus Environment
2. Campus Structures
3. Emotions
 - a. Positive
 - b. Neutral
 - c. Negative
4. Freedom
5. School Spirit

6. Social Lubricants
7. Relationships
8. Love/Hate Logistics
9. Academics

When the second non-donor group was asked, “tell me about your philanthropic contribution decisions,” the participants identified the following affinities (Northcutt & McCoy, 2004):

1. Personal Obligations
2. Marketing
3. Lack of Control
4. Already Gave
5. University Financial Perceptions
6. Alumni Benefits
7. Bonding/Lack of Bonding
8. Other Philanthropic Options

Again, participants produced write-ups for the affinities. The researcher then compiled one affinity write-up from the responses developed by the participants as well as information taken from the focus group discussions (Northcutt & McCoy, 2004). After a review of the affinity groups and write-ups, the researcher reviewed, analyzed, and determined that some of the affinities from the non-donor focus groups were similar and could be grouped under one affinity. Therefore, the researcher collapsed the affinities into the following:

1. Relationships
2. Academic Life
 - a. Academics
 - b. Emotions
 - i. Positive
 - ii. Neutral
 - iii. Negative

3. The Good Life
 - a. Freedom
 - b. Social Lubricants
4. Nostalgia
 - a. Campus Environment
 - b. School Spirit
5. Love/Hate Logistics
6. Bonding/Lack of Bonding
7. Alumni Benefits
8. University Financial Perceptions
9. Already Gave
10. Contribution Decisions
 - a. Other Philanthropic Options
 - b. Marketing
 - c. Personal Obligations
 - d. Lack of Control

After a review of all of the data, write-ups, and discussions from each of the four focus groups, the researcher compiled one affinity write-up and one interview protocol. Many of the topics were the same for both the donors and non-donors. Therefore, it was more significant to make one protocol and ask both donors and non-donors to respond to the affinities. “A separate interview protocol for each could have been developed, but doing so would ignore the equally obvious similarities among the focus groups and would lead to difficulties in comparing the two groups, which is one of the important objectives of the study” (Northcutt & McCoy, 2004, p. 212). The optimum solution to this situation was to prepare a single reconciled protocol that incorporated the commonalities between the two, while maintaining the integrity of each of the original systems (Northcutt & McCoy, 2004). Maintaining the integrity of the data, write-ups, and discussions, the following interview protocol was used:

1. Nostalgia
2. Dorm Life
3. Relationships

4. Degree of Bonding with UT
5. Necessary Evils
6. University Financial Perceptions
7. Academic Life
8. The Good Life
9. Benefits of Giving
10. Educational Contract
11. Closing the Deal

Interview Protocol: Axial and Theoretical Interview

The following protocol was derived from the researcher's reconciled affinity process. "The purpose of the interview protocol is to use the affinities identified through focus group data collection and analysis to inform and shape questions for the second round of data gathering: the interview" (Northcutt & McCoy, 2004, p. 200). The participants were provided with the following document as a quick reference to the affinities as a way to avoid influencing the responses given during the interview. This also served the interviewer with a checklist of materials to cover in each interview in order to ensure that each affinity is explored thoroughly and consistently (Northcutt & McCoy, 2004). "The interview protocol consisted of two parts: (a) the open-ended axial interview designed to provide rich description of affinities by the respondents; and (b) the structured theoretical interview designed to identify relationships between affinities" (Northcutt & McCoy, 2004, p. 200). Because the focus groups identified Nostalgia as the driver, the researcher began each interview asking the participants about their Nostalgia of being students at the University of Texas at Austin.

Interview Protocol

Introduction: Thank you for agreeing to participate with my research interview. With your permission, I will be audiotaping this interview. The audiotape(s) will be transcribed by a professional transcriber for the purpose of data analysis. There will be no link between you and the interview transcription. Do you agree to be interviewed?

Could you begin the interview by introducing yourself and giving me some background of yourself?

What is your age? What is your gender? What is your major? What is your year of graduation from UT Austin? What is your status with philanthropic decisions with the University of Texas at Austin?

Axial Interview: Alumni from the University of Texas at Austin have identified several common themes or affinities that describe both their undergraduate college experiences and their contribution decisions. Let's look at each of these themes one at a time while you tell me about your experiences (Northcutt & McCoy, 2004, p. 218).

1. Nostalgia

This affinity defined aspects of campus and aspects of the community that cemented memories of college life into the minds of alumni. Tell me about your **Nostalgic** memories of being an undergraduate student at the University of Texas at Austin.

2. Dorm Life

This affinity described living on campus or visiting friends on campus. Tell me about your experience with **Dorm Life**.

3. Relationships

This affinity referenced many peer-to-peer interactions of students at the University of Texas at Austin. Tell me about your peer-to-peer **Relationships**.

4. Degree of Bonding with UT

This affinity described alumni's overall breadth and depth of college experiences. These experiences formed impressions of the University that alumni identified. Tell me about your **Degree of Bonding with UT**.

5. Necessary Evils

This affinity described aspects of college life that distracted students from the pursuit of learning or the pursuit of fun. Tell me about the everyday logistical problems and **Necessary Evils** of UT Austin.

6. University Financial Perceptions

This affinity described alumni's perceptions regarding UT Austin's financial status. Tell me about your **Perceptions** of UT Austin's financial status and how that factors into your contribution decisions.

7. Academic Life

This affinity pertained to the basic educational aspects, activities, responsibilities, and experiences of college life. Tell me about your **Academic Life** as a UT Austin undergraduate student.

8. The Good Life

This affinity referred to the freedom to choose to spend time participating in social and leisure activities that occurred on or away from campus. Tell me about **The Good Life** as a UT Austin undergraduate student.

9. Benefits of Giving

This affinity depicted the range of alumni benefits. It defined alumni's desires to get something from the University in return for their donations. Overall, it encompassed the statement, "what's in it for me?" Tell me about the **Benefits of Giving** to UT Austin.

10. Educational Contract

This affinity described the feeling that alumni believed there was a sort of **Educational Contract** between them and the University of Texas at Austin. This included a range of feelings with some people saying, "it is my duty to give back" while others said, "I have paid my dues to get or obtain my education level." Tell me about your **Educational Contract** as it relates to your contribution decisions.

11. Closing the Deal

This affinity referred to the factors that affected alumni when asked to give to UT Austin. Tell me about your impressions when UT Austin tries to **Close the Deal** with you.

Theoretical Coding: "Many of the themes or affinities identified have some kind of relationship; one affects or causes the other. Let's look at each theme and decide if, or how, it relates to another theme. Tell me about your experiences with such relationships. Please provide specific examples of how the relationships have affected your experience" (Northcutt & McCoy, 2004, p. 219).

Transcripts and Axial Code Tables. All interviews were transcribed word for word by a professional transcriber.

Once the transcripts were completed, the researcher analyzed each text for axial codes, which were specific examples of discourse that illustrated or alluded to an affinity. The researcher documented the reference of retrieval by recording the affinity number on the line of the transcript that referred to the affinity, and by documenting the line numbers

and affinity numbers in the Individual Interview Axial Code Table (ACT). Quotes relating to a specific affinity were cut and pasted into the third column of the ACT, along with line(s) of the transcript that were the source of the axial quote. Once all interviews were coded, the data from the interviews were summarized to create a composite of the individuals' experiences with the phenomenon. Axial data were transferred from each Individual Interview ACT to a Combined Interview Axial Code Table. By combining all interviews into one table, the researcher created a database for the entire set of respondents containing all axial codes for all affinities, with each code containing a link or a reference in the transcript and line numbers that produced the code. (Northcutt & McCoy, 2004, p. 315-316).

Composite Affinity Descriptions

The researcher then examined the quotations of each affinity to determine if there was a presence of multiple quotes, or subthemes. These subthemes developed a rich composite of the affinities. The following section is a composite description of the affinities based on quotes obtained from all of the interviews.

Dorm Life

This affinity represented the smells, feelings, and experiences the participants had living in and visiting the University of Texas at Austin's residence halls. Often referred to the more collegiate vernacular, "dorms," this affinity included the University of Texas at Austin students' living space during college. *Dorm Life* included the people, places, and activities associated with college living. *Dorm Life* had negative aspects and positive aspects. It also facilitated friendships and social activities.

Dorm Life was kind of a Necessary Evil. Dorm Life had negative aspects including roommates, facilities, and distractions. "The dorm, it had a certain feel. It had a smell. I lived in Jester and the hallways, you felt like you were in a little prison. All white and smells like fresh paint, yet stale at the same time. The food was pretty nasty most of the time. I hated the dorm. It was old, ancient, dusty, smelly. The phone lines were even bad to it. I hated the common showers because people would be bored or drunk [on the weekends] and trash the bathroom. They didn't clean it until Monday afternoon. I lived in the dorms [for] three years; but I didn't really enjoy it

that much. Dorm Life, I kind of give it a D-minus. It's just getting used to that whole having to share a room with somebody, period. The RA [resident assistant] took no interest in us. So the latter part of my experience in living in Jester really became just, 'I can't wait till this year is over so I can find an apartment and start having fun.' There were a lot of distractions to focusing and concentrating on other things. I don't have very fond memories of the dorms. I was there for about a year and my first six months wasn't a good feeling at all, because I had a roommate who basically lied on his application. He smoked. So it kind of made things a little uneasy in the dorm. I remember it was cramped and the food was nyeh. I still prefer off-campus apartments. You have more freedom there. It's not just one room. My first roommate wasn't very good. He'd come in at four in the morning and turn all the lights on, and all his stuff was everywhere. There was one point where the room was really messy that there was just no place to put anything, one time he took a shower and he put his towel on the only spot that didn't have anything there, and that was my bed. So I ended up switching roommates after half a semester."

It's really nice to just sort of roll out of bed, almost literally, maybe brush your teeth—on a good day and just go to class. Living in the *Dorms* was convenient for students in their academic and social lives. "You don't have to get up, go get on a bus, hope the bus gets there in time. When you finish class, come back, take a nap, watch a soap opera, eat badly, and go to the next class. In the beginning [of a college career], a dorm is really important. I guess it is part of the experience that you're supposed to go through. Close to class buildings, close to Gregory Gym. I could actually walk to football games. The campus store was right there. The cafeteria was right there. So everything was just really convenient. Laundry machines. It was nice to be on campus. When you really talk about inside the bubble – when you can still go to campus and walk four blocks to class. I loved it so much that I lived in the dorm for three years. I really enjoyed it. It was very convenient, given that I didn't have a car. I think it made me feel connected more so than students off campus. It was a nice transition from being at home to being loose at UT Austin. But, if I had rented an apartment, I would have felt scared and kind of isolated. Dorm Life really helped me feel like this is where I belonged for this part of my life. It was so much fun. Too much fun. I didn't do very well my first couple of semesters. Basically, we'd eat lunch, hang out, watch TV, play video games, [and go back to class]. All I can remember is our floor always smelled like laundry. Because it was an all-girls floor. And if you went to a guy's floor, they just, it smelled like gym socks. I think my sophomore year, my

roommate and I got a meal plan through Kinsolving. And that was good, just because there was more variety of food. I think it was cheaper overall, instead of paying pretty much for fast food. Obviously, far more variety than what was in my fridge in that apartment.”

You get so much out of living in a dorm that isn't related to school. Dorm Life provided students with a means for making friends, either temporarily or permanently. “It was more about the hookup with friends than a good school experience; it was the social experience. When I think of Dorm Life, I think of the social experience. Just doors open, walking up and down the halls. Just a constant, constant flow of people. I met one of my best friends there. I'm still very close to the friends who I made there. I wouldn't trade living in a dorm for at least a year, for anything. I'm better off for having lived with people. Just to know how some people approach life. You see the changes that people make over the course of that year. It ended up being the greatest thing because all the guys on my floor ended up being like my big brothers. And we all just, we hung out all the time. You learn how to live with somebody pretty quick when you're sharing a room. There's a difference between sharing an apartment [versus sharing] a room. My first year, my roommate was someone I did not know at all. But we turned out to be great friends. And then I had met a guy down the hall who was from Panama, and we decided to be roommates the following year. I still keep in touch with him. Obviously, a lot of nostalgia from my dorm because I was an RA there. I spent three years, met my future wife there; all of the good friends I still talk to were from the dorm, as well. I would say that was a big part of my identity. My parents were pretty conservative – this complete sense of freedom with 25 other 18-year-olds on the floor. I loved it because there was not just the party, but also the feeling of community. Those were the people who went to the games. We went on trips together. We went to go play paint ball out in the Hill Country somewhere. And those people, they put me to bed when I was drunk, or vice versa. You took care of people who were sick. We were pretty close [friends on that floor]. We kind of mixed together gender-wise and ended up sort of becoming a gender-free environment. There was always someone you could grab and go somewhere – whether to eat, whether to study, whether to hang out. So, Dorm Life, there were always, not just something to do, but someone with whom to talk, someone with whom to share your feelings. And, consequently, other people coming to you and sharing their feelings. If you saw someone crying or looking angry or frustrated – it was sort of like, ‘hey, what's up?’ And the next thing you knew, there was someone else going to spring break with you. It also brought you together with many different types of

people. The walks of life were broader than the area where I grew up. From that respect, it was eye opening. I lost my key one year and I thought I could find it, so we left the room open the entire year my friends would come in and out. I'd come home and there'd be people just in my room, they're my friends but none of the room owners were there, but it was just people who I knew. So our room turned into a hub of sorts for friends who lived off campus who didn't have anywhere else to go, and we would come home from a test, having people there saying 'hey, how's it going?' – just there to comfort you or to listen to your stories of how horrible it was.”

[There was] always something going on. Dorm Life included social activities for students. “They had formals and parties and just late-night get-togethers and crowding around the TV common area. [There was] late-night hangouts in the hallway and study groups. And [there was] Halloween decorating parties. The first year we lived in Jester East. And we had a room that was above Jester Beach, which was a grassy area on the south side of Jester. Well, we did do some study groups. So, it's almost felt slumber partyish. And oh my God, we partied. Oh, the late nights. Pizza at three o'clock in the morning. Hanging out and running around late at night. It was just constantly noisy, but not really an irritating noise at all, or distracting noise – like now it would drive me crazy. But at the time, *Dorm Life* just felt very alive and there was never a moment where there was nothing you could do. Eating together every day at six. We always had a table at Jester every day, everyone knew at six o'clock it was that table right next to the toaster. Twenty people eventually sitting at this table. At lunch it was always 12 on Mondays, Wednesdays, Fridays. Same place, everyone always went there. It's neat that *Dorm Life* isn't just a once-a-week, one-hour meeting where you see each other and you never see each other again. Just living life together. And eating together every day. There's something about eating together that just makes you not so homesick. We'd go to games together, play sports together, and just having a place to sit and eat. When it's Friday, you could say 'hey, what are you doing tonight?' And studying— well, it just provided other forms of hanging out and spending time with other people.”

Necessary Evils

Alumni had quite a few *Necessary Evils* that formed distinct experiences that defined their undergraduate experiences. From the inability to find parking spaces to the thousands of

grackles that blanketed the campus leaving a distinctive stench and sound in their wake, UT Austin students had plenty of things of which to complain. Necessary Evils were the specific aspects of college life that distracted students from the pursuit of learning or fun. It represented the aspects of campus life that left impressions that were both negative and nostalgic. The day-to-day practical problems of finding parking, using cramped desks, listening to protesters, and ducking grackles sometimes accentuated higher levels of stress on campus, specifically within the student body. When the group talked about this affinity, the response included a lively discussion and a collective groan. Necessary Evils included partying, dealing with administration, living in the dorms, having classes in old facilities, managing finances, having negative relationships with professors, registering for classes and dealing with transportation issues.

Distractions to pursuit of academics would be pursuit of fun. College provided students with a number of opportunities for entertainment that often distracted students from the pursuit of learning. These opportunities were identified as *Necessary Evils*. “Balancing fun and study time was a Necessary Evil. I feel really connected to the University from my association with the organizations and friendships that I established, but by the same token, it took me away from my studies, and constantly wanting to do fun things. For me, it was just a choice – am I going to go have fun, or am I going to go study like I should? I tried to be on top of what I needed to be on top of academically. But, fun always seemed to have a higher priority. I’m sure that’s why UT Austin has an interpretation as being a party school, even though it’s also a very good academic institution. I came here as National Merit Scholar; I had full scholarships, but then I partied my first semester and lost most of them. It didn’t even occur to me that that was what was going to happen. My wake-up call came pretty early on when I got my first test back and I thought, ‘wow, this is really bad.’ It needed to be something for me to experience to learn, not just hear, ‘if you go out every night, you aren’t going to feel up to studying the next day.’ I had to actually learn that. I’m sure people were in class at some point, but it just seemed like it was so easy to skip class because the sheer size of the classes. There was no way a student who missed would be [noticed or missed]. There was no way a professor could know whether or not you were there. There was no accountability to attendance, so it made it easy to not take it seriously. Distractions were plentiful. We used to have bands playing on the West Mall all the time. I remember skipping my government class every Thursday one semester because this band named Twang Twang Shock-a-Boom was playing on the West Mall. I was committed to seeing them, and I did

not care that the most boring government class in the world was being taught in a classroom. I just wanted to be on the West Mall. Austin itself is a Necessary Evil. That can be a highly distracting thing. There's a lot to do in this town and it's easy to get caught up in that. The draw to not go to class and to not do your work is just living in Austin because of the lake, because of the hills, because of everything, Sixth Street and Fourth Street. Those are the Necessary Evils of living in such a great town, why bother going to class."

Anytime I really dealt with the administration, it was a Necessary Evil. The size and breath of the institution produced a bureaucracy that alumni identified as a *Necessary Evil*. "Academic advisors assumed that I didn't know what I was doing. When I did what they told me, it was wrong and my degree plan was actually messed up. The thing that was difficult was just trying to get something useful out of the administration. Other distracters were trying to really weed through the bureaucracy of the college. The mess of standing hours in line to get my financial aid and going from office to office to office, trying to figure out with whom to talk. I know that was a distracter for a lot of students. The overall paper pushing. The biggest [Necessary Evil] wasn't really a day-to-day issue, but the fact that when I got close to graduation, sort of on a whim, somebody sitting in an office somewhere said well, 'we've decided that your program should require three more hours of [this subject].' I think that people make rather arbitrary decisions and they don't realize that three months of somebody's life is a long time. I saw that many of the people, be they administrators or teachers, just lacked a view of reality in terms of people's non-academic life, with students who actually have to get a job. Also, there's no such thing as tenure in the real world. So that was very irksome to me. Definitely, the bureaucratic system is a tricky thing to deal with, and not fun. Although to be honest with you, I do understand it. Because with the student body as large as the University has, you've just got to have a fleet of administrators. There's an advisor [who] I met in the College of Fine Arts. She was perfectly charming, but I think that she wasn't necessarily plugged into who I was or what my direction was. I pretty much felt like I was making all my own decisions, forging my own way, figuring out all that kind of stuff on my own."

The sheer size of the University, as much as it's a benefit, it's an evil. The size of campus provided opportunities but also *Necessary Evils*. "I think probably the biggest Necessary Evil for me was the large university environment. I think just the size of the university, and not being so

in tune with a university that large. I was in a university that is five times the size of my hometown. You just got lost. I remember orientation. There was a girl that I was sharing a room with, but she ended up not going to the University because she was so wiggled out about the size during orientation. She never even enrolled. But on the flip side comes an opportunity that you cannot get at a smaller college. I knew people who were doing biomedical laser research and strength magnet research, each one of those [research projects] were half a million dollars. I could go to the library 24 hours. It doesn't shut down. There's that trade-off. It's a big school, so there are big classes and there is a far distance between classes. Obviously, you're just a number. Just the size; it's both a good thing and a bad thing. I understand for a lot of people it's very intimidating. I kind of reveled in the size of it, but it does make it harder because of the accountability issue; not just being accountable to someone, but also getting a little bit of personal attention. This class I looked at, it was a 30-person class, it was about this thing I was really excited about, I got in and it's in this huge lecture hall and there were 200 people in the room. It was because it was a collection of six 30-person classes all slammed together into one class, but we each had different TAs. That was awful because that was a bait-and-switch. The core Necessary Evil of UT Austin is its size. Unless you have the ability to push through that and differentiate yourself, it's very difficult to feel that you've had an academic identity. The only people who I knew of that got small classes and individual treatment were people in the honors program. If you really did want to go through a period of intense focus, it was hard to find that unless you were in a very isolated place. I was really intimidated when I came. That stopped me from maybe contacting professors when I thought I needed help. When we had to do group projects, I wouldn't speak up because I was intimidated. One of the benefits of the school is its size, you can meet a ton of people, the facilities are fantastic, but the Necessary Evil is that it's so big. People are going to fall through the cracks. I didn't fall through the cracks, but came close at points."

I think the dorms were [a Necessary Evil]. Students identified both living in dorms and not being able to live in the dorm because of the size of the institution as *Necessary Evils*. "My dorm was not well-run. There was a class action lawsuit at the end of the year against the dorm management. The elevators – when I got stuck on the elevator 19 floors up, it was like the doors were rattling and people were screaming and it was horrible. My dorm was not [perfect], there were a lot of negatives. [Living in a dorm is] absolutely necessary, but, it's a pain. Not that living

in a dorm isn't without its developmental assets and challenges. Just learning how to deal with people as your own person—fighting with people, having relationships with people that are more serious in nature than perhaps your high school relationships. My first roommate was a Necessary Evil. He lived in Austin and yet he was constantly asking me for laundry detergent or money to borrow, or coming in at night, or phone calls at four in the morning. That was a tragic thing to my learning, trying to study in that kind of environment was awful. RAs who didn't have people turn down the music. My neighbor apparently had a new stereo and the bass would just thump. I don't know if the RA was deaf. I don't like studying at a library. I prefer studying in my own dorm or apartment, but there always was something going on. I think the biggest thing for me was being off campus. That made it hard to develop relationships with people.”

Classrooms were in kind of run-down conditions. Alumni experienced *Necessary Evils* in regard to campus classrooms, campus buildings, and the general physical plant. “I know that some of [the buildings] being so old the ceiling's going to fall down on me. But at the same time, they're building new buildings. A lot of times there was construction going on, so you couldn't hear the professor. That horrible building, ESB, that just was supposed to be renovated twenty years ago. It smells, and it hisses; and the wooden lockers. People were worrying about [new buildings] kind of taking away the character of UT Austin. There are people who had a reasonably positive attitude about the campus itself and felt like in the effort to progress, we were just tearing things down and expanding without any concern for [the old architecture]. People who come to UT Austin, because it is their experience, feel certain nostalgic feelings about the buildings that are there.”

I think the most important Necessary Evil that I faced was financial in nature – the fact that money was very tight for me as an undergraduate. Financial constraints were *Necessary Evils*. “I had to work throughout most of my college career, either as a work-study or just on campus, and that took you away from my studies. It got kind of pricey going to UT Austin. Money, that's always a Necessary Evil. My parents didn't have much money. So that was kind of tough. I grew up a poor kid, I knew that I was going to have to study hard at what I do. I think maybe some of the other people that were in the same classes with me, they didn't take it as seriously because they knew that they had the opportunity to retake that class. When you want to give is when you do get opportunities when you leave. If you don't get opportunities when you

leave, then it's more frustrating. It's more like, 'well, I spent all this money on this education, and I can't even get a job.' I had to work. But sometimes the work definitely got in the way of stuff. Work was a Necessary Evil. It helped pay for everything and it helped me stay motivated and on top of things. Working 20 hours a week. I had to juggle trying to maintain decent grades and keeping myself afloat and still being able to function and also trying to do fun things. You may be only paying \$3,000 a semester in tuition, but you're buying books and you're buying lab fees and you're buying study help and you're buying food, drinks, beverages, dues, whatever it may be. Obviously, there's not enough time to do everything and not enough money to go around when you're a person that's having to work two or three jobs to support yourself."

[When] you go to a big school, you're not going to necessarily be close with your professors. The size and stature of the institution produced a number of negative things including the *Necessary Evil* of not being able to have close relationships with faculty. "It would be nice to have someone who did the monitoring a little bit more, closer interaction possibly with a [faculty member]. I certainly did not enjoy being taught by graduate students. There was some stupid, tenured professor who taught us a whole class based on a 26-year-old paperback. He was talking about business concepts. Now it was a very easy A, and he gave us eight or nine walks. I didn't care if it was an easy A, I really, really hated [the walks]. Sometimes there's just professors who are too busy writing a book or working hard trying to get research money in. So they've got seven graduate students who are trying to run the class. I felt cheated by that. Professors had their own professional agenda, and there were certainly things that they were expected to do for the University in order to maintain their position within it. Sometimes very brilliant people were not good communicators. So you had a guy who is very impressive and you want to take his class, but they suck so bad at lecturing that it is almost better to have a graduate student trying to help you out. It's a Necessary Evil, too, to let the professors have freedom over what their curriculum. I do remember distinctly an economics professor who gave me a C and happily informed me that I was the highest C. He gave out fewer Bs than As. It was a really odd thing. I just remember talking with him about 'well, that's kind of an odd distribution and what is the rationale for that?' I remember having the impulse to slap the guy because he was just such a complete jerk about the whole thing. Some of my engineering professors, I remember going to some of them for help and some of them just being really arrogant or not very helpful. Teaching Assistants [TAs] who did not speak English were evil. Or TAs who got money from professors and they were just

placeholders for discussion sections; they didn't know anything. The very people who are supposed to be able to help you don't help you. [You have to look at UT Austin as if] you are hiring professors to teach you knowledge that you want to learn. So any time I had a class that I felt like I wasn't learning what I needed to learn, I'd drop out immediately. I'd just say, 'I'll take that a different semester with a different professor.'”

Access to courses at UT Austin is god-awful. The registration process for classes was a *Necessary Evil*. “I think not knowing your schedule from semester to semester was a little difficult as far as trying to arrange for a job or other things like that. Sometimes the class schedules would be really difficult to manage; they would all be close together or all in the morning or something. [A Necessary Evil] was being required to fulfill the requirements for [an engineering] major. I took very few electives outside the College of Engineering. In the College of Engineering, you were not required to take any foreign language classes or anything more than the absolute bare minimum of government classes and history classes. So that, to me, was bothersome. It was a struggle to get in different, interesting classes. The first time I enrolled was over the phone. It was much better once students could register using the Internet. In Computer Science, they had required classes and a lot of them required this one [prerequisite] class. So, I couldn't move on in Computer Science, unless I completed it and they were always all full. I was in a panic going to my academic advisor. It's just this huge headache to try to get that done. I think it was frustrating that I couldn't take classes outside of my major. I think that if students were taking classes that they really wanted to take or studying something that they wanted to study, whether it is just an elective—made your whole semester exciting. I know for my minor, I struggled to get into an art class. I ended up having to take the same class four times. I just had to study different things. Luckily, it was a drawing class, but I couldn't take any painting or sculpture [classes]—that's only for art majors. So, [it] kind of made it hard for people to be diverse in their knowledge. Courses that are required for everyone is a good idea, but the implementation could be better. Scheduling was so difficult for undergraduate classes, especially for the ones that everybody wanted to take. Sometimes you were left with getting a crappy eight o'clock class. Access to the classes that I wanted and access to the classes that I had to take [were Necessary Evils]. Scheduling was a big one. The most challenging part about going through any academic curriculum was getting the classes that you needed at reasonable times and with professors who had great reputations. We used to register by filling out these bubble sheets.

Everyone filled out their bubble sheet at the same time and put them into a computer, and it would spit out some list of courses for you, and it was mailed to you a couple of months later. So you'd find out what you were taking right before classes began. It was kind of frustrating navigating [TEX]. [Each semester], you had this ideal schedule that you set for yourself—classes based on location, based on time—and you could never get your ideal schedule. But it still was frustrating because I would spend so much time coming up with a perfect schedule and usually end up getting different layers of alternates. I would say the biggest distraction of learning is all the other courses that they make you take to get your degree. I had four years of history and two years of government in high school and junior high, why do I have to take four more semesters of that stuff in college when my major is mechanical engineering? TEX, the dial-in registration system, erased a huge hurdle. That was like going from stone tablets and chisels to fountain pen and paper. That was a pretty big deal in terms of convenience. There were times when, like trying to get Spanish at UT Austin, and I was not getting in any of the classes, so finally I went back to ACC to get those. So that was an Evil.”

Mainly transportation issues were the big [Necessary Evils] at UT Austin. Whether walking, busing, or driving, getting to campus, moving around campus, and getting home produced a number of *Necessary Evils*. “The campus is so big that I know a lot of times I didn’t even want to go to campus just because I didn’t want to walk for a mile to get to class, and I didn’t particularly like taking the buses, but I did it because I usually lived on Far West or in the Riverside area. [The University is] so big that you can’t have parking for hundreds and thousands of people. When [professors] hold you late, it makes it very difficult to get to the other side of campus. Parking was always an issue, even on weekends. So the only time I was ever able to park on campus was during summer school, and I had to park in the LBJ parking lot. Then I’d walk a few blocks to a bus, take that bus down to campus, and then have to walk a few more blocks. The thought of having to drive in, find someplace to park, and hike into campus, sometimes I said, ‘you know what, I’m just going to stay in bed.’ Once I lived off campus, there were buses, which either would be full in the mornings or running late. What I saw as the logistical problem, A number one, was parking. So the way I worked around that was I just got an apartment six blocks from the Business School, and I walked to school every day. I was really thin when I graduated. I finally just started buying a parking garage—it cost me a lot of money, but it was better than trying to find a parking place. Do you mean things like parking tickets? Yes, that’s a Necessary

Evil; that's a really big Evil. Things like the parking permits—all the parking spaces that expire at 5:45 [p.m.], but start at 7:30 [a.m.]. If I were out and too tired to park my car, I had to wake up at 7:00 the next morning to move it. The hot weather is quite taxing because I would walk a lot and would rush to class. The hot weather made me sweat, so by the time I got to class, I was out of breath, hot, sweaty, and not focused. In the wintertime, the shuttle buses and classrooms were often very, very hot. It's just like stepping out of the fridge into a sauna. I had an eight o'clock class, so I would get here at 7:15, 7:20, to make sure I would be on time. However, the bus would drive up and say, 'I'm on my break.' If I were running late, it would have been nice [to find parking close to the building]. If I got caught in traffic and missed a class, that interfered with my education. I don't test particularly well, and taking tests in big auditoriums at night was weird for me. Then I had to walk home in the dark and that just really freaked [me out]. I just don't think a woman should be walking around at night by herself, especially not downtown. But sometimes you had to."

Relationships

Relationships referred to friends, peers, classmates, and co-workers made during college. Any peer-to-peer interaction fell under this category. College provided the opportunity to build, in some cases, life-long friendships. The environment of sharing of ideas, away from family and childhood friends, contributed to how students made decisions regarding Relationships. Students made friends where they lived, in the classroom, and outside the classroom. However, some participants reported a lack of friendships or acquaintances.

I made a lot of friends where I lived. A great focus centered around roommates and "dormmates" because, in most dorm and living scenarios, students were sharing a room and living and learning together. "My roommate was a guy from my high school, and there were at least one or two other people from my high school living in Dobie as well. Of course, I met a couple of new people and that was pretty much my friendship group for freshman year. I was friends more with people who I lived with, more than people who were in my cohort through the School of Social Work. Most of my friends I met in the dorm. My roommate my sophomore year, I met through those postings in the Union for roommates. The next thing I knew, we were attached at the hip, so we moved in together. A lot of people made a lot of friends in the dorms. I

still have friends from the dorm that I'm still very, very close with. Still best friends 12 years later. [I remember the] standard late-night study group, cramming for tests. I kind of miss it actually. I don't miss that studying part but I miss those interactions. It's just more about learning to make friends, learning to accept a bunch of different people, which is something that I learned during my college years."

I got to meet so many different people in my classes. The developmental and academic growth associated with college life suggested the importance of collegial peer interaction. "Most of my friends in college I met through classes. I guess it was easier to make friends because I was in class with people who had similar interests. In some of my business classes, I was able to be on some pretty cool teams projects. In fact, my first semester, I was on a team that had the second highest project grade in the class. We even had a reunion meeting a year later. We had really formed this big bond. The people who I took classes with [I got] to know them really well, especially in upper-division engineering classes. I was always taking the same classes with the same people. We'd all study hard and take our tests. Then people would get together on the weekends and hang out. I made a lot of lifetime friends at the School [of Social Work]. There is a bond that happens when you go through a school together, and no one outside of your cohort understands your cohort like you understand each other. The whole peer-to-peer experience was a gift. Cultural diversity made it a really positive experience. There was one woman who had gone back to France, and we still correspond with one another. I made some really good friends that I still keep up with now who led me to do things that I never would have before, like take a ballroom dancing class when I majored in Natural Sciences. Getting into my core classes, having class after class with the same people, that's when I really started developing Relationships. I remember taking art classes—the art labs were four hours long and so you spend a lot of time with those people. We would get breaks in the class and I just remember going out and sitting and talking to the people from my classes for a long time. Every class, I would search out a group of people who were willing to compete with me. Whoever got the lowest score in our study group had to buy ice cream cones for everybody. I pretty much had a study group in every single class. I sort of created my own little social groups. Peer-to-peer Relationships in the College of Engineering were very good because we were all in the same boat. We really all hated the way the classes were being structured. I was so focused on getting through school that I formed Relationships with other students in order figure out what to do next, especially when it came

down to advising. Unless you were a star pupil who the professors liked to spend time with, most of the advising happened peer to peer. [I had Relationships] with my peers in my classes. In my field, interior design, we [were] all doing our own projects. Unlike some departments, it wasn't really a cutthroat environment. We were there to help each other. We were all just basically going through the same thing, trying to get our degrees and trying to learn and grow as individuals. In the Architecture School, I had many Relationships with my friends. It was great, just because you're in studio 24/7. When you're not in your other classes, you're in studio especially when you have a project due. And so, you're with these same people for five years in a row, working at a table next to them, bouncing ideas off of each other for a long time. And it's very, very tight [community]. In every class you'd meet one person you'd look forward to seeing again. That would usually just stem from doing a project together or you happened to live near each other, so you'd walk home together."

It is such a big campus, it's very easy to find people who have your same interests without having to go to the same people. Relationships referred to socializing with other college students outside of the classroom and dorm either at parties or other activities around campus. "Archery was my big social thing in college. A lot of those people I've still kept in touch with, going to sporting events, going to Sixth Street, parties. I remember going to Hellraiser parties and meeting up in coffee houses with other classmates and friends and going to fraternity parties. A lot of the stuff I did was with other students doing college-related things, like going to basketball games and football games. When I think of interactions outside of class, it's generally for party reasons. Every once in a while we'd come up to the student union and hang out with some friends after class or in the evenings. One of the first [people who] I met was at new student orientation, playing an icebreaker. The person I met ended up becoming one of my best friends. We became roommates. We joined student groups together. We were orientation advisors together. We are still friends to this day. I just really met incredible people. The foundation [of my friends] really was when I joined a service organization. The people who pledged with me really became lifelong friends. Then sort of a second group of students that I felt really close to were students who were orientation advisors with me. Many of those people are still people I consider my closest friends—people who I visit on a regular basis, people who I could count on for anything. By far my best and closest friendships are the people I met while living at the Tejas Club. [In the Longhorn Life organization], there was always somebody to talk to about something or somebody

with whom to share your dreams. Sometimes the seniors with juniors would give you hope; they would tell you it's not that bad or it's okay, you'll make it through this class."

I just really didn't have much of [academically based Relationships]; I really didn't. For some participants, *Relationships* were not aspects of their college experiences. "I think back on the program that I was in, and I really didn't retain close friends from the program that I was in. I was pretty solitary on my journey through this place. I didn't make any friendships in the dorms because my Dorm Life experience was absolutely terribly bad. Actually, I didn't make that many friends on my dorm hallway, so much as I just enjoyed being around a bunch of girls. I hung out with my roommates and my roommates' friends, but I didn't like them so much. But I don't recall ever really establishing a rapport with anybody in the classes or anything. From classes, [I] never really made a lot of friendships. Some of the Relationships were brief and served their purpose with whatever class I was taking. I would think that from peer-to-peer relationship, I don't think I gained any great friends that I have today. I don't think I had any great friends that I had strictly from classes, but certainly many acquaintances from the same major."

Academic Life

The affinity Academic Life pertained to the basic educational aspects, activities, responsibilities, and experiences of college life as well as tied together the breadth of activities, people, and places that were directly associated with classes and the work related to preparing for classes. It also referred to the emotions and actions felt while attending classes and lectures, for example, studying for classes, buying books, trying to concentrate in the libraries, dealing with administration, cramming for finals, using yellow highlighters, and using computer labs. It described class and campus settings, which affected students' academic lives. This affinity also referred to professors, teaching assistants, and administrative personnel and the influence they have over students' college experiences, specific students' academic experiences, and academic performances.

I had some great instructors. Alumni remembered positive experiences, classes, and discussions with professors during their day-to-day *Academic Life*. "The caliber of professors and instructors was incredible. I had an American Literature professor for an upper-division class. I

hated American literature, but this class was amazing; he was amazing and tough. He did not take any shit. If you gave him shit on a paper, he sent it back. He was very fair, absolutely fair, but really tough. I had a professor who taught Chaucer – everything except *The Canterbury Tales*. I needed an upper-division seminar, and it was at the right time. She was incredible. I loved that class. I kept that \$80 book of Chaucer because I loved that class so much. I'm never probably ever going to read it again, but I couldn't bear to part with it. I really enjoyed this one teacher. He was a specific Roman History teacher. Instead of just walking up and going, 'on this date, this happened; on this date, this happened,' he told it like it was more of a political story. Then, he would create the characters for you. So, it was much more like you were watching a modern show about it. [One of my] teachers was really committed; he'd made sure he knew all of our names, and our likes and dislikes. The last day of class, he brought everyone donuts, and he wanted to shake everyone's hand. Nothing really sparked academic interest for me until I took a sociology class for an elective. It was a course called 'Sociology of Gender.' You talk about an academic turning point—that was that class. I studied more than I studied for any other class. I ended up getting a B. I just could not believe that because I was so used to getting As without trying or Bs if I could skip every other class. But what I actually learned from that experience was that [what I wanted] college to be [about] was [my] learning. I wanted to come here to learn, not to get grades. I stopped thinking about my college life as, 'let me figure out what the professor wants from me' but instead, 'what can I gain from this class.' I can think back on a few instructors who really stood out for me. One [professor] was great because he unabashedly presented history—American history—in a way that having grown up in Lubbock, Texas, had not been presented. He presented it in a way that was so highly intelligent and true and correct, that you had no other option but to be introspective about it and to look at it and to really study it and understand it. That was a really important thing to me, and that's something that I took away and really appreciated. Some professors I really respected; they were very inspiring. I took the initiative to interact with [professors] personally. [All the professors] were interested in not just what we were studying, but how it applied to our lives."

They throw you into these giant courses, they just hit you with a ton of information, and then it's totally to get you out of these courses. Alumni also reflected about negative experiences with professors in their day-to-day *Academic Life*. "I had some not-so-hot instructors. Either they couldn't speak English or they didn't care about their students or they just had their tenure, so

they were just there to have a job. The focus on the research means less focus on the students and the teaching. There's no feeling of personal responsibility or of accountability because you only have to be accountable to yourself, because [the professor] doesn't give a shit whether you're there and that was the hardest part for me. The professors really had the philosophy that I don't care if you fail, especially in upper-level classes. It was truly the feeling that you were a burden on the professors. Even though you were paying to go to school there, you were paying their salary, but nonetheless [you were] a burden. My physics professor was never in class and a graduate student always taught the class at such a theoretical level. There was not a big emphasis on the [practical application] of what you were learning. UT Austin is one of those places where, clearly, [professors] are trying to fail you in the beginning, when you get there, because they've got to weed out or cut down total size. I guess that's one of the reasons I don't have that strong of a bond, because it all felt so impersonal to me. One time I did go talk to a professor, and his recommendation was to drop the class after the first test. Which I didn't, and I ended up making a C. I found that the size of the undergraduate courses made the learning experience canned, which it really has to be, when you're catering to a few hundred people in a class. [Professors are] burdened with lecture hall-size classes that really make learning somewhat uninteresting. Unless they can transcend the size of the class, and only a special few instructors were able to do that for me. There were bad professors who gave out extremely difficult tasks and impossible deadlines. Consequently, we ended up spending almost every day in the lab [with] practically no social life. [A friend of mine] was working on the project and then she went to grab lunch, leaving the computer and all the papers and books there. They didn't steal anything, but they took her disk. So she lost all her work the day before the deadline. She appealed to the professor and the professor refused to help her. She said, 'well, it's your fault not to back up your work. It's also your fault to leave your work unattended. So I hope that you can learn from this.' I think that was a very cruel way of teaching somebody. I had one professor who they would see you coming and he would go in his office and close the door, even though it was his office hours. I knocked but he wouldn't answer. You knew he were in there, you could hear him. If I looked at school in general, I just have the feeling like I did it on my own without the help of professors."

I think one of the major differentiating factors about UT Austin is the breadth of academic opportunities. Participation in higher education and in Academic Life provided students with many opportunities to explore a variety of topics that were outside their degree plans. "It

was really fulfilling to learn about things that were interesting to me. I took several creative writing classes and that was fulfilling because that was kind of a hobby of mine. I didn't pursue it as a major, but it was something that was interesting to me and really satisfying to be able to do with other students who were also writers. I took one class in programming, just to see what it was all about just because I could. I took one class in anthropology just to broaden [my] mind. I took several different languages, not long enough to become fluent, but just to kind of see what it was all about. I was an undergraduate film student, but I took graduate courses in lighting design. I took a 3-D graphics course, senior-level course, in the computer science department, having not ever taken any computer science courses at UT Austin before. Because UT Austin is such a large university, you have the opportunity to do all these different things. [Academic Life] gave me a lot of skills, perhaps a sort of ill-defined, nebulous set of skills that I use in day-to-day life. More than anything else, I have a better understanding of the world at large."

I enjoyed the challenge of [academics]. Participation in higher education and in *Academic Life* provided students with many rewards, success, and satisfaction. "[After I got inspiration from one teacher, I began] trying to establish relationships with faculty members and really studying. I gave up on the party life for a while and really focused on studying and found friends who liked being in the library with me. We'd study until two in the morning and close the library down. We'd have fun while we were studying, but it was all about learning. I enjoyed that the responsibilities were on the students and I never really got mad if I got a low grade because I was very aware that it was choices that I made. I love learning for the sake of learning so I really enjoyed my classes. Once I ended up with my psychology major, I loved my classes. In my school, we have small classes, very intimate. I was under the impression that I was going to be a little fish in a great, big pond, just because of the sheer numbers and my actual experience was so completely different that I just thought I could stay here forever. I was able to use some kind of creative thought process where a lot of other majors and a lot of other people didn't have that opportunity, so I felt kind of fortunate that way. I liked to read and I loved to write, so academically, I felt like even though it was a lot of work, it was something that was doable and if it wasn't doable, it was my own fault for procrastinating. I built a bunch of furniture for myself because as a student, you were given the ability to do that. I needed a coffee table, so I made myself a coffee table; I needed a lamp [so] I made myself a lamp. I was really very immersed in my studies; I really loved it. So Academic Life for me, I was just really into the humanities part

of it—writing papers—that was exciting to me. I was there to get my degree; I was there to have fun, but still I was more focused than the average student. I ended up in study groups with the students-older-than-average group a lot of times.”

I think Academic Life was very stressful, especially because I was not used to having to study, did not know [how] to study, and did not know how to manage my time. Academic Life produced a high level of stress for alumni. “I remember feeling overwhelmed. The Business School is pretty difficult. It was hard getting through there. Academics [were] very competitive, it was very challenging. I remember spending a lot of time with [friends] in the libraries, or pulling all-nighters. I’d wait to write my papers until the last minute. Turning in lots of papers. Academic Life was busy because I always had lot of chapters to read or I would have to write a long paper and I would procrastinate. I knew all about it for the entire semester but, of course, you don’t typically work on it until the week or the day before. I always felt like I was behind, but maybe everybody kind of felt that way. I was really concerned about the level of difficulty and whether I was going to make it. [Academics were] a lot harder than I thought. There are so many other distractions and there was just so much going on that I had to be really disciplined. I took one class that I really couldn’t stand per semester to break them up. It was really kind of a struggle, academically. Because of that one [class I failed my first semester], that really made me have to work extra hard. It also affected my standing in my college. I remember getting another C in my engineering classes and thinking, ‘how am I going to [get an internship]?’ I’m seeing all these people get internships because of high GPAs so it just felt like things were hopeless.”

I tried to focus on my studies, but I still struggled. Alumni participation in higher education and in Academic Life sometimes produced dissatisfaction and failure. “The second semester, I don’t know exactly what happened, but it was not a good semester. I was trying to take subjects that I didn’t really have a mind for. I came from a big school that had large classes in the sense that it might have 30 kids in them but to go to a class with 500 kids is a wholly different matter. I didn’t know anybody personally, but I just remember noticing things like how much emptier Dobie seemed in the second semester of my freshman year than in the first—same thing with classes in general. I had that impression that a lot of people aren’t here. Going back to college after a break was really a challenge because I just didn’t have the discipline that I did prior. So when I came back, I did exactly what I had done when I was at my other school—taking

about 15 to 17 hours. It was just really kind of disastrous. I actually ended up failing my one and only class ever in my life. But it really kind of affected my outlook throughout the rest of my college career. The first test that I took in each class was the most important because it defined whether I was going to be climbing uphill. If I failed my first test, then it just made the whole semester seem pretty hopeless. When you're hopeless, it affects how you study, it affects your friendships, your relationships, and your outlook on life for how much time you can spend on activities. When it comes to the academics part, I really have negative feelings. Academic Life was hectic, stressful, and I did not enjoy it. I remember doing group work that was very unsatisfying. Most of my bad experiences were in classes outside of my major [that] I was forced to take. That was even worse, because I [was] paying a lot of money to basically hear a lot of B.S. that I don't care about and didn't want to take. When I graduated, I didn't have a job, which was big disappointment to me. I felt betrayed because I was the president of honors business and all these people people who did not participate in activities were getting jobs and I was not. If you've got a test where the high grade is 27, how does that convey what you've really learned? That was always frustrating."

I never really reached that point where scholarship was my number one aim. Alumni admitted that part of their *Academic Lives* was doing the minimum to get by. "I remember thinking the entry-level courses were not tough. You showed up, did your reading. You could get a C even if you didn't show up that often. I actually did fairly well academically, but I didn't really have to study that much, and didn't. I kind of majored in co-curricular activities—that's where I spent the bulk of my time, either in those organizations, doing work for them, or with people I met through those organizations. I didn't really go to class all that much. But when I did go, there were a few classes that I actually liked. Most of them were my music classes. I didn't take academics all that seriously. At a certain point, it just became, 'I just want to get my degree and get out of here.' I've always been a good student at heart, and I love school, I love learning. It's just sometimes the distractions were impeding on my activities and responsibilities. Back then it was all about avoiding studying as much as possible. For me, the libraries were places where I didn't have to spend a whole lot of time. I don't even know if I did a research paper in my four and a half years, including summers, being a photojournalism major. So a library was just a good place to meet girls. Not to say that I was really successful at that, but that's what it was for me. Like most people I know, I started off a little slow in school. I enjoyed the benefits of being a

young, 19-year-old student at the University of Texas. I took about the first two years off and really didn't go to any classes."

My Academic Life was pretty much my only life in college. For some alumni, scholarship and *Academic Life* existed to the exclusion of everything else. "I was pretty studious. I skipped class, but very rarely. Looking back, I wish I'd spent more time socializing and less time studying. Although I probably wouldn't have passed if I'd done that, just because I had to struggle to get to where I was able to get. I wish now that I'd gotten involved in maybe different types of activities. But, with two majors, and one of them being Architecture, which is so time-consuming, I didn't get involved in campus activities. My Academic Life was my classes and my friends in those classes. I didn't really socialize much with my fellow students, because I had homework and I had to work. Outside of work, I just went home and did my homework. I barely had time for friends. Academics were it for me. I remember hearing students talk about, 'if I fail this class, my parents will pay for it again' and that wasn't an option for me. If I failed any class, I didn't get the rest of my scholarship money. So that was the most important thing and that's what I focused on. I didn't even date in college."

The Good Life

The Good Life referred to the freedom to choose to spend time participating in social and leisure activities that occurred on and away from campus including casually organized or unorganized pleasure activities by undergraduate students. For the first time, many college students were on their own, totally free from parents and teachers. Students were able to live in the moment where decisions were made daily and a non-stressful existence was the ultimate goal. College life clearly created an opportunity to experience life outside of the classroom with little interference from parents, family, and teachers. And utilizing the time outside of the classroom became an individual choice to participate in some type of rest, relaxation, and recreation. This was unstructured, free time and was not related to school activities or getting studying done. The participant group remembered The Good Life fondly. College was precious to the participants; and they knew this fact when they were students. Therefore, they grabbed every opportunity to live in a carefree manner.

At the University, you can find a community no matter who you are. The Good Life provided an opportunity to meet and to interact with people who were different from the people from their hometowns and high schools. “It doesn’t matter how strange or weird or straight or cut-and-dried, Democrat, Republican, pink hair, whatever, you’re going to find somebody somewhere whose doing something that you’re going to enjoy. I just saw so much diversity, so many different types of personalities, and [I] never met the same person twice in a day. You’d say hi to everybody and everybody said hi to you. I got to meet so many different types of people that I wouldn’t normally have met, because usually you stick with people who are like you. UT Austin gave me a chance to meet people who were nothing like me, and who were just incredible; I learned so much. It was a growing experience for me. It was just interesting meeting all the cast of characters that you meet when you come to school. I always felt UT Austin actually had a pretty good balance between being sort of a crazy party school and then being a pretty serious place—where there was a lot of niches. You never felt like it was one way or the other. It was sort of that there was always a good choice. We’d go to other people’s apartments and hang out, and we’d just get to meet lots of different people.”

I started exercising a lot more in college than I ever had before. The Good Life was defined as exercising and fitness. “I started jogging regularly and going to the gym and lifting weights and swimming. A good friend of mine and I took a swimming class together. I enjoyed doing extracurricular activities like going to play racquetball. I spent a lot of time at the gym. I think the gym here was awesome. I remember, after I graduated *Sports Illustrated* did a study about the best sports colleges, and Texas beat Stanford as the best and one of the main reasons was not only the athletics, the varsity athletics of the college, but also all the intramural opportunities. I took full advantage of [intramural sports]. I played basketball, football, softball, and loved it. So I certainly considered that part of The Good Life. The facilities were fantastic. The organization [of intramural sports] was wonderful. I went on one of the Outdoor Adventures trips, backpacking. That was a really good program [through Recreation Sports]. I could do a lot more things like go out and play team sports—just get big groups of people together and do things that you can’t do now without a great deal of planning.”

Watching sports, the football games, was a lot of fun. For some, *The Good Life* included participating in UT Austin’s athletic events. “I’m a big sports fan, women’s and men’s sports. I

absolutely do love the football team and the women's basketball and soccer teams. One of the main things I remember was going to a lot of sporting events. We went primarily to football games. I also went to some basketball games. Also associated with the University would be the sports. I went to OU. There were a few football games, but really after my first semester I hardly ever went to any anymore."

There were just so many [organizations]—you could find one that fit your personality and your needs. The number of student organizations from which students could choose to participate provided them *The Good Life*. "It was really nice because I didn't experience any groups or activities from which I was excluded. [Archery] started out as, 'that just sounds cool,' and turned out it was something that was cool and that I was good at. I loved the people who tended to be attracted to that organization. We'd have our meetings, and then we'd go out dancing or we'd go out and have parties. You could just be [participating in student organizations], full-time, and not even worry about school. I was part of the English honors society. You meet people who, all of a sudden, instead of having one friend who wants to go scuba-diving, you can meet twenty people who want to go scuba-diving, people who have your similar interests. I did help found a group called UFA, which was named after the UFA filmmaking production company in Germany in the first half of the century. We called it the United Filmmakers Alliance. By my sophomore year I had joined a big community service organization that also was very committed to a lot of social activities, always having parties. During the day, we spent a lot of time just sort of hanging out in the Union. Student organizations were housed in the Union, there were all these programs happening in the Union. You could walk in the Union and find everyone from the student government president down anyone involved in any student group. Tejas was where I really connected with people and would have a lot of conversations. Most of my good memories happened at the Tejas House. I was also in Longhorn Singers and that was fun. We got to perform at different [University events]. You name it, there's an organization that does it. I dipped my toe in a lot of different things just to kind of see what was going on—the opportunity to explore things."

The freedom [in college] is, to some extent, intoxicating. *The Good Life* contained a large element of freedom for students. "I remember if we wanted to stay out until four o'clock in the morning, being stupid, doing silly things, just talking, whatever it was, we would. If you were

living at home, you would never be able to come and go as you pleased, stay up all night. To some extent there's kind of a don't ask, don't tell kind of thing that goes on with parents and children. You have to decide to shut off the stress from school and go do something fun. I love that independence of being able to stay out late if I wanted to. It was really good for me to just be able to jump into a car and go somewhere and not have to have a curfew and feel trusted in that way—that I am my own person. And if you knew you needed to study and you didn't want to, you didn't have to. It was just the sense of a freedom to do what you wanted. I remember a lot of almost doing nothing in college that meant taking my classes when I wanted to take them. If I didn't want morning classes, I didn't get morning classes. I get to sleep in, roll out of bed, take my shower, and walk to class. You don't have to deal with traffic, you don't have to deal with people, in that respect. It's like all of a sudden you're free and have all this temptation, so you access it. So the first two years, I'd go out and drink and eat and be merry. I didn't live high off the hog. I didn't spend a fortune, but considering that I wasn't earning anything for that first year and a half or so, that's a freedom that I'll certainly never experience again. I'm a pretty independent person. I never moved back home after I moved out. So that was pretty fun, to be just totally independent and have the freedom for romantic relationships. I loved being able to sit back, at the Union, and read—you had people all around you, but yet you felt like you were kind of cocooned. I just remember skipping one class but being on campus and just going to the Six Pack, and reading a book [for pleasure].”

Austin is such a vibrant town. The Good Life meant enjoying the city of Austin. “I had the opportunity to go out on a nice sunny day—go to the lake, play golf or go downtown. Enjoyment was hanging out with my friends and going out to eat. I usually had my weekends free, so I felt like I had a lot of opportunity go to the movies or [listen to] music. That was really neat to be able to see different kinds of music [performers] and get to know new bands. I'm a very outdoorsy kind of person, so the whole town really was my place to be. I took a lot of advantage to go hiking, camping, biking, walking, or swimming at Barton Springs. I would also go rock climbing at Enchanted Rock. I went to tons of state parks, all the local ones around here. My friends and I did lots of driving. There is not a bit of this city and surrounding areas that we didn't drive through. It's also the time I discovered the various restaurants they have in Austin, both the ones near campus and away from campus. We were going out to eat every night and just having a really good time in terms of our eating life. You realized there were all these Austin-y

kind of things, like Blues On The Green or Old Pizza Nizza. That's why I took 12 hours a year because I wanted to be able to do things, hang out with friends, go to the parks, or go to the beach."

A large part of my Good Life was alcohol and that kind of stuff, partying. The Good Life included drinking alcohol, legally or illegally, and attending parties. "Getting to drink for the first time—that, of course, was part of [The Good Life]. My apartment became sort of this party central. There was a key waiting on the balcony for anyone any time they wanted to come over to hang out. At any given moment there'd be between 15 to 20 people just hanging out in my apartment, in my bedroom, my roommate's bedroom, the living room, and the kitchen. Home is not the right word because it wasn't like a home, because you really didn't have any [privacy]. There's no sanity there. It was more like a party house. Everyone met there before going out. We made decisions about where we were going to go together. It just became like every night of the week—we were going out and doing something, whether it was going to a club, to a party, hanging out, except for Tuesdays, we couldn't find anything to do on Tuesdays. Our big thing was Les Amis; it was a bar where Starbuck's is now. That was the big thing—just taking off a huge chunk of the Friday afternoon, say when the Studio was running slow, and eat Mexican tostados and drink beer. It was a little getaway kind of thing. Crown and Anchor, having beers and Double Dave's pizza, quarter Shiner Bock night. But the parties, I'll confess that I went to some that were a little out of hand in terms of drinking. The Good Life was getting back from dinner at the dorm, going up to my room, taking a shower, and getting all dolled up—wearing my little short shorts and tight shirts and have my hair up and get my makeup on. I'd go flirt with as many boys as I could and sneak as many drinks as I could, since I wasn't old enough. I had fun at fraternity parties. Halfway through my freshman year, I got [into a] party binge by going out and partying every night of the week except Mondays and Tuesdays. I started out partying a little harder than necessary. The socializing aspect of college life—on weekends there was always a party, get-together, dinner, or happy hour."

University Financial Perceptions

Being exposed to the University community for 4 or more years allowed participants great insight to the finances of the University. University Financial Perceptions played a large

role in participants' decisions regarding philanthropic giving to the University of Texas at Austin. A range of alumni responses displayed an overall University Financial Perception. The capacity for participants to connect to the community and to assist with improving deficiencies through financial contributions was well documented through this affinity. However, in the same regard, individuals saw a very wealthy UT Austin community and therefore felt no financial contributions were necessary.

I think [alumni] have to play a very active role in creating and endowing scholarships to make sure that [students] have more support—especially given the price of tuition. Donors have a strong affinity toward students' financial needs. "I give my money directly to my academic unit because I think they seem to have fewer scholarships [for students]. If I don't donate, then all these poor students are not going to have anything. I think it's really sad that there is no money there [for scholarships]. If [current students are] not financing at least some of [their college degree], they are going to be in some serious debt when they get out. I think there are a lot of challenges out there for money, especially for undergraduate students. I don't think you have that many opportunities to get some kind of financial support. It was pretty much just loans or work-study. There's not that much funding to go around. I feel that I was very fortunate because I was receiving a scholarship. The way I see it is that if former students had not given money to get those scholarships endowed and in place, I would never have gotten those scholarships. Unless we keep passing the torch from generation to generation, students are not going to benefit from the scholarships. It's a big thing for me to be able to give funds and to participate with fundraising programs to help the students be able to stay there, to help them when they hit a crisis, to help them go to a conference. I gave in an optimistic way, hoping that at least some part of the money that I gave would benefit another student."

I think it goes back to wanting to give to a specific thing. Alumni donors elected to give to the colleges and schools from which they graduated rather than to the University at large. "I gave because I felt an obligation to give back to the school that gave me an education. Especially with the School of Architecture – I think it's important because Engineering can get money from large construction companies who will contribute to the Department of Civil Engineering. With Architecture, it's a little more difficult. Architecture really just depends on the individual contributions of people who are wealthy, who love architecture. But, there are actually not that

many [wealthy alumni who love architecture]; [and so,] it does depend a lot on the alumni. I devote my money exclusively to the Business Honors Program, because I think, quite frankly, they use it better than any other group at the university. I trust the person in charge of the program where I have [given money and I have] a personal understanding of how the program runs. I'll tell you I contribute to the College of Natural Sciences because I want to make sure that's where the money goes. The general fund—it just gets sucked into who knows what, and I don't know where it goes. I want my college to benefit, because I don't know how well it benefits if you don't make those contributions. I am beginning to focus my contributions to the School of Social Work, based on the fact that we do so much with so little at that school already. I know that there are certain colleges and certain departments that are really trying to do a whole lot with very little. I know the university's moving to a flat tuition. The problem with a flat [rate] tuition is that certain departments will no longer be able to have fees, and I know that will be a major blow to the Business Honors Program, because that's where a good bulk of the year-to-year income came from, which really is sad. So, that gives me somewhat of an incentive to invest and give money to the University, specifically to the Business Honors Program, because that source of funding will die there.”

I see the places on campus that are in disrepair. Alumni's University Financial Perceptions are based on the maintenance and repair of University buildings. “I don't know how much contributions actually go to the repair of the school. But if the money gets directed to building repairs, great. I see the high costs of expanding and maintaining. I think Liberal Arts students, more than most, realize the really sad state of the facilities on this campus. Going to renovate the English buildings, that's not really high on the priority list or even the undergraduate labs in Welch and Painter. I keep hearing or reading articles about the maintenance, that they're having maintenance issues at the University, that the buildings are falling apart, and they don't have money to fix them. With an aging campus, we have aging buildings, aging plumbing, aging everything. And we're expanding at the same time repairs need to be done. The expansion is necessary to grow a college on the campus. So I guess you patch and build, however you do that. I'm looking at the stadium and I understand that was all direct contributions. But I'm just [thinking], so maybe administration should be hitting up those guys for contributions for the maintenance of the buildings, so the athletes can get an education.”

It gets back to the whole question of education and the value that a society puts on [education], the money's not there. Although the affinity focused on alumni and their perceptions of the University's finances, alumni shared their overall financial perceptions of the kindergarten through college educational system. "It's a concern [that education is not more of a priority for society]. Honestly, it makes me angry. People need to take responsibility, take loans. I believe [there is] more help out there than people admit. Even if I didn't have warm and fuzzy feelings about this place, my appreciation about the need and importance of higher education is such that seeing how our universities are struggling, I would still give. Even if I had the worst educational experience and it tainted my memory, I think that I'd still have an appreciation for what higher education does for me, for society, for the state. I would still give because they need it. It's more than just giving to an organization that gives shots or neuters cats. And I give a lot to other organizations that have narrower goals. But if you give here, it's like giving to everything because you're changing lives that will then go on to change more lives. The effect from giving your money to the University is just like the dollar that the Comptroller says you get three and a half to five dollars from. It's just that same kind of return in lives, and that's an amazing difference. My feeling is that most state-funded schools in Texas obviously need more money, from kindergarten all the way through college."

I know that to reach their goal of world-class facility they still need more help. Alumni discussed a need for more money in order to maintain a high-class educational stature. "It is graduates' responsibilities to offer our greatest contributions. If we don't, then the University itself will suffer and that legacy that is so strongly built up, that pride that I have for graduating, may not be there in the future. I know that UT Austin is trying to be a world-class facility. And the tuition rates were bargain basement. I don't think you could get a better bang for your buck than a UT Austin education. I know that if I give, I'm helping them achieve that goal. They need to maintain the resources where you make them ready and available for all the students that are here. That's important because [if] they get rid of that, then there's nothing left. I've always been an advocate of increasing the tuition, even if it meant subsidizing people who couldn't pay. I'd rather pay a couple of thousand dollars more a year, and have a thousand of that go to someone who can't afford to pay, as long as I get some incremental value out of that [in the value of my degree]. It's absolutely true in order to remain competitive, and I want my degree to have value. I want to have the University be all that it can be [by maintaining competitive professor salaries]. I

realize that in order to be competitive, they have to pay a lot of money to keep high caliber people.”

Some of the deans are not using the money the way it's intended to be used. Alumni have a sense of distrust with how money is spent at the University. “There is a disconnect between spending money responsibly and spending other people’s money. It’s like having your mother’s credit card. That makes it difficult for me to kind of trust the whole. Most of [the tuition] does go back to the students but there seems to be an awful lot that kind of just disappears in between the cracks. I feel like UT Austin has more money than it lets on but that it’s often mismanaged. There’s billions of dollars in this University fund but I don’t know what they do with it. I don’t know how it’s meted out. I don’t know how it’s supposed to live over the life of the University. There are a lot of hard assets that staff uses, but I’m not sure they use it to the right method. How that affects my contributions is that I feel that UT Austin administrators will not utilize my contributions wisely. Any money that comes into the University, there’s a perception on my part, whether true or not, that it is going towards somebody’s research, somebody’s salary, and somebody’s agenda other than the individual students. I think I’ve got resentment there because there are so many staff as well as budgetary agendas that I think are skewed. For example, people in administrative positions, who are put in the system as working 19 hours a week instead of 20 so that they don’t get benefits—things like that that piss me off. I think that my perception of not just UT Austin, but also any entity that is part of government, is that they’ve got plenty of money, they just don’t know what the hell they’re doing with it. I perceive UT Austin as a school with a lot of money but they’re always asking for money. They’re always saying they’re short on money, so that makes me think, I’m not sure what the [reality] is. [When I was a student,] what was coming to light at that time was how much property the UT System owned and how intertwined the University was with state politics. A lot of those perceptions were negative because it seemed UT Austin had great wealth, but yet all the fees kept going up. I think a lot of us wondered how could they have all these assets, and yet we have to keep forking over more money. I do know that recently they’ve been saying that they’ve hit an all-time low with their donations. But when I was going to school here, it seemed like they were getting lots and lots of grants and lots of donations.”

I feel like the University has got money but whether they put it in the right place, I don't know. Because of their *Perceptions*, alumni had different opinions were money should be spent. “It’s a university, which is a learning [institution], but it’s also business. So we’ll spend a lot of money on marketing. When I see the commercials on TV for UT Austin, they show all these time-lapse things, either the [McDonald observatory] or flyovers of the campus or the clock tower spinning, it does bring back nostalgia. It seems like they’re just trying to recruit more research dollars or more money for sports programs. They have a great deal of money, and they waste a great deal of money. I see them spending a lot of money on things that I think are fairly frivolous. I see where we give coaches and athletics a lot of money. I also remember sitting in one of my classes that was over on the north side of campus and hearing fire trucks going to Welch a couple different times because there was something wrong with the ceiling. There were just all of these dangerous things going on. It’s like on the one hand I see that the University is flush with money as far as athletics, but then they’re saying they don’t have the money to repair old buildings that need to be repaired. I would say that the University is flush, but I don’t see that they’re spending it in the right places. I do know what kind of tuition I paid, and I know how much a lot of people paid. It makes me wonder, okay, where is all this money going? UT Austin has a lot of money, but I don’t necessarily approve of how they’re allocating it. I think that they’re not necessarily treating all its people as well as they should. UT Austin is spending a lot of energy and a lot of money on what I would consider needless topics— what I would call non-essential courses to get a degree. There’s a lot of energy and money spent pushing pet projects, maybe a new building, maybe a new service center. Yet there’s no money, or there seems to be no money, to maintain current assets. We create the asset and then we let it drop. We tear that asset down and put another asset and let it rot, instead of trying to maintain the assets. It just seemed like there was money coming out of the seams. But the money didn’t seem like it was going to the things that I thought were important. I think that there are areas that end up getting under-funded. I feel like the university has a lot of money, but I don’t feel like it’s evenly distributed among the colleges. I know there are some very specific things that they can and can’t do with certain monies. How they distribute the money—a lot of departments are sort of on their own. There are some places that are definitely hurting for money. Then, there are some places that aren’t hurting for money. I definitely think a lot of the money is sports-oriented or oriented toward things that I’m not necessarily interested in.”

I definitely think of UT Austin as a big fat wealthy organization. Alumni had the *Perception* that the University had unlimited financial assets and, therefore, they do not need to donate money to the institution. “They have a lot of assets at their disposal and they seem to have a lot of money at their disposal. I just feel they’ve got so much that it seems like they could use what they have to meet their needs. A lot of people outside the University have this perception that the University has just tons and tons of money to throw away. I know there’s a big perception out there that UT Austin gets all this money from the state. So why do they need money from me? I was always under the impression that all of the money came out of one particular pot, and was distributed evenly across campus. I have since found out is that that’s not true, and that a lot of money comes from research and from other stuff like that. I think what’s deceptive about UT Austin, which may, in my opinion, hinder the amount [of donations] but UT Austin just exudes [money]. It’s just a very classy, well put-together campus. When you drive by the campus, it doesn’t look like it’s in financial hardship ever. You drive by and everything looks nice, and everything looks like it’s where it’s supposed to be. Everything looks like it’s in good repair. So when I drive by, it looks like a beautiful campus. You don’t really see a need for improvement because it just looks so immaculate and so nice, especially from a distance. When I drive by the campus, I don’t have that visual motivation to give. If I am going to give money, I’m going to give it to a more worthy cause or more struggling cause—it’d be like giving money to Michael Dell. He’s got a lot of money. He’s got a successful business. So that’s kind of how I feel about it. It’s like there’s other places that probably need the money worse. [Michael Dell doesn’t] need my \$20. It’s kind of weird to hear that they’re suffering. I see all the progress of what’s going on so I’ve never felt like it was this thing that needed my 100 bucks. UT Austin just does not seem needy. You’re constantly hearing about donations that are made. You see buildings named after people like the Red McCombs Softball Complex. And, of course, the tuition, they have what, how many thousands of students on campus? They get research grants. I perceive that the University is doing quite well for itself. Probably I would assume for its size, I would rank it probably in the top 10 financially strong as an institution. They’ve really got people supporting them. That’s not encouraging or discouraging really, but you do have it in the back of your head that all these people are donating. They really don’t need my measly 10 dollars or 100 dollars that I can give them. I know that The University of Texas has been blessed with a lot of money from previous investments—oil—and a large amount of research endowments, and the University itself is very wealthy.”

Public institutions are public almost in name only, in terms of federal funding and funding at the State level. Alumni perceive that the state does not support the University to their satisfactions. “The point is that relative to other comparable institutions, it is my belief that the University of Texas at Austin does more with less, than comparable institutions. But in the scheme of things it’d be better if the University had more state support and I guess you could also say more alumni support, etc., just all sources of funding. I’ve been reading a lot in the paper the attempts to raise tuition and the state legislature [funding]. So it seems they’re always struggling to pay the bills [as well as the] legislature funding always being in question. If you don’t have money coming from state government, then it has to come from somewhere. I know that the financial crunch on all public institutions is pretty serious, especially, the latest numbers I’ve heard are twenty-five percent of the funding came from the State and I think that was numbers from when I was graduating. So, I wouldn’t even be surprised if it’s lower than that. [I have realized] that things are not good, that the University has wealth in some ways, but it’s not wealth like capital. It’s not like cash. I feel that the University really needs support. Athletics is a little different, because [they] are solely independent from [the University as a whole]. Things like the Permanent University Fund, people talk about it all the time. You can’t take that money out. First of all, it doesn’t belong all to UT Austin. It belongs to like 20 schools. Secondly, if you took all that out, it would be gone in a heartbeat, and then there’d be nothing. Never mind that it’s against the law; it was set down in legislation that the principal can’t be touched. But, even if it could, even if they wanted to change the law, that is not good stewardship of resources. That is like blowing through your trust fund. I think Dr. Faulkner is probably having to pull for every bit he can get from the Legislature, to try to support so many programs that he feels that they need to do. I’m not one who thinks that we’re overly endowed. I know that the trend for quite some time now has been for the legislature, wonderful folks there, geniuses that they are, to basically pass the buck and abrogate all responsibility. This is not just with UT Austin; this is a major debate in the current session about how to fund the schools. I think in general they’re a bunch of retrogrades. Why they don’t see the value of education generally to the economy of the state is beyond me. I understand that the state has cut a lot of money from the University, and that makes them look towards other places to find money. The money’s not coming from the State, and so it has to come from the alumni.”

Nostalgia

The University of Texas at Austin alumni had many personal experiences, both positive and negative, that embedded college life in their minds. Aspects of campus and aspects of the community cemented a feeling of Nostalgia for alumni. These simple experiences, when collected, made up the college experience. Nostalgia was defined by participants in categories including: (a) architecture and buildings; (b) life as a student; (c) extracurricular activities; (d) partying; (e) a sense of bonding; (f) dorm life; (g) relationships; and (h) athletics.

I remember what the buildings looked like and what the trees looked like, and the sights and the sounds. Students had positive and negative *Nostalgic* memories about the buildings, architecture, sights, and smells of campus. “It’s the Tower bells or the smells of the Texas mountain laurel or the unfortunately terrible smells of the chemistry and biology buildings. I remember the bells, and sometimes I’d recognize the songs that were playing, and that was neat. There’s always the Tower. Everything revolves around the Tower. At ten to one everyday, the music plays in the Tower. If I’m out and I start hearing it playing, *Happy Birthday*, or some other song, I think it must be ten ’til one. But, those are the things that make me go, ‘awww.’ Just a very traditional, very beautiful campus. We used to always have lunch in the [same] areas around the plants in the West Mall or under that big tree that had been cut down in front of the School of Architecture. I really liked the Union. I hated the libraries. The Six Pack was good, if you just wanted to chill on the lawn. It’s sad to say that even though I was in the Business School, I didn’t spend a whole lot of my time there. I found other places to go—some of the older buildings. I also liked sitting back behind the Tower, back where that turtle pond area is. I remember one thing that broke my heart was when the Scarborough House burned down; then they started [tearing] down old carriage houses. Nostalgia was seeing the Tower against a blue sky, and I thought, ‘what a beautiful view.’ Each time they tear down an old building, I lose part of the Nostalgia, which also loses my connection to that school. Whenever I would have math and statistics, invariably they seemed to be in RLM, and that whole area is just an eyesore essentially. I don’t know what they were thinking, because the main part of campus is a beautiful place. I did spend a lot of time in the library at the UGL and PCL. As time went on, I got to know better libraries, like the architectural library and the library in the Main Building. We spent a whole lot

of time in the Union, sitting upstairs studying on the couches, so those [memories] are very nostalgic times for us. Down by Waller Creek, I used to go there and read all the time, in-between class. I felt a peace there. I love those huge oaks that they had there. The [Harry Ransom Center] is amazing. The Blanton also with the collections and all the other work is a really great thing to have here. A lot of [my Nostalgia] centers around the School of Architecture and the buildings in particular, in that half of the campus. Because as an architecture student, they literally just give you keys to the building, to the workshop, to the basement, etc. There's Goldsmith and Sutton. I could come and go as I pleased. It's a nice campus, with the exception of the grackles down there on Speedway. I really like the Six-Pack area because it's so pretty with the big trees, looking up at the Tower. When we see it lit orange, it's just kind of something for pride; and it's a little nostalgic."

There's the Nostalgia of being a student, being part of the hustle and bustle of campus—going to the library, going to classes, carrying the books under the arm. Alumni have positive and negative Nostalgic memories of being a student, interacting with faculty and their peers, attending classes, and studying. "I guess the extremes kind of stand out in my mind, like the really small classes and the really big classes. I could just appreciate the difference that UT Austin professors offered in terms of class structure, class syllabus, and everything that was taught compared to ACC professors. You're going to classes, you're meeting new people; you're struggling through the hard times together. I have wonderful memories of being a University of Texas student. In my profession, knowing that what I was learning was going to impact the lives of so many people so I took it very seriously. I loved the Academic Life, not that I always studied like I should have. I just liked being in that environment, that intellectual environment. I was reading [a book] for a class and I looked up and I was on the West Mall in the Six-Pack, just kind of sitting in the sun. I was under those trees and it was all dappled under there. I looked up and it was just perfect, I was like, 'I'm reading a French novelist; I'm in college.' It was just like this perfect moment. So I wrote a little paragraph in my book and occasionally when I'm feeling nostalgic, I'll dig the book out of the bookshelves and read the little paragraph. The Tower went off, the bells chimed, and it was this amazing moment where everything came together, where I was alone. There was a little bit of solitude, but with so many people around. I was still part of the community. I had a few professors who I didn't think were really putting their time in. Even sometimes had some graduate students in the class and felt a little resentful of the money I'd paid

to have a graduate student who didn't seem to be particularly bright, to be teaching us. The engineering school didn't care too much about whether or not you were there. You were basically a number and that was it. In fact, professors often tried to get you to quit, trying to reduce class size. They actually pursued getting people to drop out. So in that aspect, it didn't inspire a lot of Nostalgia. I do remember some of the teachers who made an impression on me. Although I guess I'd have to say there weren't that many, and some made an impression for negative reasons as well as positive. I remember drinking espresso and cramming in the library for as long as I could for finals. I guess that's as nostalgic as I get. I loved going to school. I loved taking classes and I love learning. But I didn't have that same experience of living in a dorm and my life certainly was revolving around learning, but it wasn't necessarily revolving around the experience of UT Austin as a lot of other people experience it. There were days—it's hard to call them days. I would be awake working in studio for 34 hours, I'd go home for about four, I'd come back and work for 28 hours, I'd go home for four. I'd come back and do another 30 hours, go home for four. It'd go on for like a week or so, where I was cramming, trying to get everything done. A lot of my nostalgic memories are these two or three o'clock in the morning runs to Metro to grab coffee and going back to Studio—working until my eyes started to jitter. It's sleep deprivation, basically. You can't concentrate, you just have to go on instinct and just draw and draw and draw. A lot of people think it must be a really bad memory, but they're really good memories because I was there with all my friends and you really get to know your classmates at that point, where you stink and you talk in complete nonsense. I do have weepy feelings about it when I think back about it, but it's a lot of the relationships and friendships that I made due to severe stress. I remember coming in as a chemistry pre-med student and ending up as an engineer and going through the traumatic of that. The nostalgic feelings I have are more being a student than anything specifically associated with UT Austin.”

I think the memories that I carry with me are those of being involved in extracurricular activities. Extracurricular activities were a component of participants' *Nostalgia*. “I'm very nostalgic about the organizations that I was involved with as an undergraduate. One of them was APO—Alpha Phi Omega. I saw a student who was wearing her APO shirt. It reminded me of when I was a student and on certain occasions we would wear our shirts just to sort of show our participation and affinity with that organization. I was really active with the archery club, so lots of great memories of trips, participating in different tournaments and stacking six people to a

room because you're trying to save money. I think the other kind of things would be thinking about playing racquetball in all of the gyms, including when they used to have the outdoor racquetball. I think about the gym because I was there all the time. When I think about my college experience, I remember my involvement in student groups, particularly my last two years. I felt that was the time of my college career when I came into my own—really felt comfortable in my academic pursuits. [This] allowed me to sort of free myself and really explore a lot of different student organizations. I was involved in some student service groups. I was involved in groups that related to my major. I was an orientation advisor, working with incoming freshmen and transfer students. I also had an on-campus job in the Office of the Dean of Students, working with freshmen. When I think about my college experience, I think about those moments when I was working with students through orientation and Retention Services and when I was involved in community service. Where I ended up making most of my friends was—the second half of my sophomore year, I joined the Tejas Club. I ended up living in the house there. That's a great bunch of guys. I remember meeting some people who were involved in Longhorn Life. I got involved in that group and I made some of the best friends that I could have ever had. Being part of the student group has changed my life in a lot of ways. I think going to games, playing intramurals, studying together, living life together, and eating together every day with this group of people has just been the biggest part of coming to UT Austin.”

Most of my college memories are partying. Nostalgic memories included partying with alcohol. “I remember swimming in the fountains at night when we're not supposed to be swimming in the fountains. We'd go out partying and come home and have a little too much to drink, and we'd get in the fountains and go crazy. The parties that they had with different kinds of people. I think about running around at night with my friends, and playing hide-and-seek like around the fountains and the Six Pack. I've met a lot of really good friends attending fraternity parties.”

You don't really feel a hard connection to it, or at least I didn't. For some participants, *Nostalgia* was feelings of disconnect to the University community. “I don't feel very nostalgic about it. I really don't. I didn't spend much time on campus. I'd just come here and go to class and leave, because I was working while I was going to school. So I didn't hang out much. [After my first year], I lived off campus, so my interaction in school was only really more of going to

class and going to work. I never got involved in any clubs, associations, or fraternities. The one thing about UT Austin that I remember is a loose sense of belonging. I think part of the Nostalgia came from simultaneously feeling free—you're on your own for the first time—while also feeling lost and a little bit scared of the bigger environment and not being part of that. The Nostalgia, to me, if I did have it, maybe I'd be more committed to donating. But I don't have that strong of an emotional bond. I just wanted to go to school and get out of school. I didn't really feel a connection; I felt more just a number than anything. I just wanted to get the degree and move on with my life. I've got to admit, I hated being a student. When I left high school, I was down here in Austin three days after graduation and then school, and I just wanted to be done with my education really badly. So I think the whole time in college I had this attitude of let's get out of here, the sooner the better. I think it would have been that way no matter where I had gone to school.”

I definitely remember the Dorm Life. Living on campus in dorms facilitated many memories and *Nostalgia*. “I still have lifelong friends from the dorms who I am still tied. Nothing like freshman girls' dorm. I think a lot of it is surrounded by the dorms for me, since I was an RA. I remember having a dorm room on the fifth floor of Jester West, looking west. I used to always come back for naps right around the time that the sun was setting. I have a very distinct memory of that. When I think of nostalgic things, I think about Jester because that's where I stayed my first year. I lived at a co-op for a while, so I have a lot of memories associated with that. It's a little sad because you don't always keep in touch with all the people who you meet during that time frame, but just how close-knit everybody was and how open everybody was with each other just because you're physically right there all the time. I was really aware of what everyone else was doing, what they were thinking, what they were going through. That's pretty nostalgic for me to remember that intense proximity of emotion with everyone around. It was interesting because when I first came down to UT Austin, actually I didn't have my act together in terms of applying for a dorm space. So I ended up living in Dobie for my first year, because my parents thought it was important that I live on campus. That year Dobie actually [was] remodeled and [they] ended up renovating the whole building. For the first six weeks of college, I lived in the Driskill, because they didn't get it completed on time. Of course, I was underage. So I was right there on Sixth Street, but I couldn't actually go do anything. I didn't realize it at the time, but more looking back that [was] one of my actual disappointments in a way that I couldn't live in a

University dorm, a regular dorm, because I didn't really want to have much association with the people who I met at Dobie. They were definitely not a normal subset or a normal cross-mix of people.”

I met a lot of different kinds of people that I hadn't met in high school growing up.

Friendships and relationships produced *nostalgic* memories. “Within my college, I got to know a lot of different people. I got to meet a lot of the athletes through different classes. My classmates named me to be the speaker [at commencement]. That just topped off an amazing experience for me. I guess the things I most remember are just it was much easier to meet people in college than it is in the so-called ‘real world.’ The big classes were fun to me. If there were 350 kids in the class, I went, ‘woo-hoo, a lot of people that I can potentially get into study groups with or make friends with, or whatever it is.’ I’m still in close contact with a lot of [the Tejas Club] guys to this day. People need ways to kind of break it down into a more manageable group, because otherwise, how are you going to form close bonds with anybody? Relationships were really more with the people who I had the same classes with and then the people who I work with very closely. So those would be pretty much the things nostalgic to me. I really think that the Nostalgia was rooted in the friendships and the things that I did outside of school more or less. My best friends in life are people that I met here in Austin while at college. I went to high school in a very small town, and everybody knew everybody for your whole life. I got to meet so many new people—picking and choosing my friends. [The] Architecture School is a very close-knit community. [I got to know people in that environment and that has carried over to today.] I’ve know some people for ten years now from my freshman year at the Architecture School. I didn’t really glorify any of the friendships. I met my husband there, but still, to me that was separate than the college experience. There’s also Nostalgia thinking of the camaraderie outside of school. I remember I was sick one day during my freshman year. I remember my friend brought me a Subway sandwich and a Dr. Pepper. I was floored, because here was the first time somebody had done something for me without me ever doing anything for him. It wasn’t because of how rich I was or how poor I was or what I looked like or how I dressed. Here was a guy who just wanted to do something totally unselfish for somebody. Longhorn Life members changed my life and how I view friendships. They shaped my views—political, socioeconomic, religious.”

A very big part that went hand in hand with establishing those memories were the UT Austin traditions, the football games, the pep rallies—all the customs and traditions that the University has—the songs and everything. Nostalgic memories included rich descriptions of University athletic events. “When I was a freshman, we did fairly well in the basketball tournament. I remember when we beat Xavier to go to the round of eight. It wasn’t rioting in the streets, but after we won, people went out onto the Drag and were celebrating and having a lot of fun. So just like watching every time the basketball tournament rolls around, I remember certain good things and bad things that happened related to our sports’ teams. The University environment, all the athletic events. My first football game—it was just amazing to be part of that crowd. Those first days of the year are so hot. We’re in the stadium and we’re just baking in there. I know we were drunk. I think we lost even, but it didn’t matter. It was just awesome—just the roar of the crowd. That’s an amazing thing. My first Thanksgiving, we went to the A&M football game in College Station. All the memories—the drive with my friends, feeling so excited—like we’ll kick their butts and we’re going to win. It was freezing, in direct contrast to the first game. That was pretty amazing. Probably my biggest Nostalgia would have to do with the athletics—when Ricky Williams broke the record at A&M. I was there, and I remember all the details about the game. I remember the first football game I went to as a student. Just being in the student section of the crowd. There’s a lot of energy there, and a lot of passion for the university; and it’s really infectious. I think I stopped going to the early games just because I would get baked in the sun. I did go to a few football games, but it’s not like that’s my favorite thing to do. I’d much rather watch it on TV with beer and my friends than down [on campus]. I didn’t really go to a lot of sporting events back then. I’m a very passionate person when it comes to sports—just going to game days in Austin and going to the Cotton Bowl for Texas-OU weekend, and seeing Ricky Williams play. Those things are really strong to me. Also they light up the UT Tower whenever we win a ball game.”

Degree of Bonding with UT

Degree of Bonding with UT described the overall breadth and depth of experiences of UT Austin students. Throughout students’ careers, they have impressions of the University as a result of their experiences. Focus group respondents made (and continue to make) their contribution decisions based on the number of positive and negative experiences they had as students as well

as the college experiences that left the biggest impressions. These experiences either bonded or did not bond alumni to the University. Although the individual circumstances to garner a Degree of Bonding with UT emerged for very different reasons, the overarching Degree of Bonding with UT was reflected in the groups' descriptions of their college experiences. Degree of Bonding with UT created an overwhelming emotional response that was individual to each member of the group. In turn, contribution decisions were affected by alumni and their Degree of Bonding with UT.

UT Austin is this enormous bureaucracy, which has these bright points that if you try really hard, you can connect and you can make yourself this little constellation and give you this wonderful educational experience. Or it can be like swimming in the ocean with no land in sight. The *Degree of Bonding with UT* alumni experience was determined by either positive or negative academic experiences. "I feel pretty bonded to UT Austin because I spent 60 years there and feel like I got a pretty good education for a pretty good value. I had some scholarships, so I think that helped me feel like they wanted me there. When I started enjoying my classes and enjoying the experience, and appreciating it when I was learning, I did feel the bonding strengthen. I don't bleed burnt orange. It was a good place to get an education, and for that I am thankful. And that is why I give, not because I've had particularly the best times of my life at UT Austin. As far as the actual education, I felt like UT Austin's harder because you have to learn it on your own. Professors don't hold your hands. I would say I didn't bond to the university as much as I did to the smaller group and the Business School. I feel I was more of a vocational learner than a liberal arts [learner]. I look back and think that my network's based on this University and my career is based on what I got out of this University. I actually feel like the School of Architecture was really good for me. I fell in love with architecture. I think a lot of [my bonding] has to do with the sense [that] this program was a really good discovery. I really appreciate the learning experience. In many ways, I feel almost like the School of Architecture is an extension of my person. My major is Latin American Studies, which is also very much a part of me and very much identifies who I am. I think that's another reason why [I feel bonded to the University]. And because UT Austin is one of the best schools for Latin American Studies, I'm very proud of where I went, and what I studied. I feel like I got a great education, had a great life experience. Because it's such a large school and the school really treats you like a number, you don't feel a personal connection with them. It's more the challenge of trying to make it through the school than it is an honor to

graduate from the school. At UT Austin, I rarely felt [a connection to faculty members]. I cut class all the time. In a giant class, the professors didn't know I was there, nor did they care. That may have something to do with my lack of bonding and my negative feelings about UT Austin. I just rarely felt inspired at the University. There were so many times when I felt like I needed help, but my professors and counselors and advisors weren't very helpful. I had to dig my way out myself. In four and a half years at UT Austin, and lots and lots of instructors, I had only a few, less than five, that I could think of who really stood out for me. I wouldn't call [the bonding] a negative bonding, but more of a lack of bonding. I love UT Austin's spirit, but I don't love UT Austin. They don't have the time or the resources to care about you. They're just too big. America has sort of been seen in the past as a land of opportunity. In many ways UT Austin works along those same lines. There's a lot of opportunity here, but you have to find it; you have to seek it out. It's not going to fall in your lap. It either teaches you to have sort of a strong personality and drive of your own, or it just kind of blows you over."

I don't feel very connected to the actual university so much as the people. Participants interacted with staff members at various points in their educations and that affected their *Degree of Bonding with UT*. "There was a woman in the placement office at CBA who was really good. I said, 'you know what you're doing and I don't.' She took my resume and she repackaged me to look the way I wanted to on paper. I learned about how the recruiters come to the school, and I learned about which companies I was going to match and which I wouldn't match. That formed a Degree of Bonding with the placement office. It's interesting that I still love the school even though they don't necessarily take care of the people to the best [of their abilities]. I think my contributions come in through Texas Exes, and I ended up with several scholarships through them, so that was part of the reason that I chose to donate that way. I don't know, maybe it is that I want that sense of belonging and [giving to Texas Exes] gives that to me. I felt like I really was cared for that I need to do the same [by donating to my department]. I know how important education is, and so that's why I'm willing to put my money where my mouth is for UT. When I think about the University, I think specifically about a person—her name is Marilyn Heimlich. She was my supervisor and one of my professors. My father died when I was in college, and I never thought that anyone would care that my father had died. I had missed a couple of classes and never thought to talk to professors about it. She called me into her office because I was taking a class for orientation advisors [and I] had missed two sections. She was telling me that I might

be kicked off of the staff. I told her why, and her reaction was so shocking to me—she cared what I was experiencing rather than that I had missed the class. That was so odd to me because I'd had so many friends who had tragic things happen to them in college and their professors' reactions were—turn in the work or you have an F. It was never about caring about the student. And so that really shocked me. Finding a staff person like that at UT made me feel better about being at the University. I thought UT Austin was kind of a cold place for a lot of people. I felt like I was the exception. Working on campus and actually working with staff who I felt like really cared about people, was definitely an important factor and something that I really feel gave me a really strong tie to UT Austin.”

My overall feeling right now could be summarized in just memories. Nostalgic memories formed a *Degree of Bonding with UT*. “The college years were very positive—in the classroom, in the dorm, with my friends, and in the organizations I was involved. [The University] was a part of my life for a few years. I enjoyed most of it and am glad I was there; so it leaves me overall with a good feeling. It's a really pleasant campus, really nice to walk around and the weather's nice most of the time. I have good memories of walking to classes and just learning new things and meeting new people. It's like this is a once-in-a-lifetime thing. You don't get this opportunity to do all this ever again. [Attending commencement] just really drove home that [the University of Texas at Austin] means a lot. You get a lot more exposure to a lot of different things about how the University works [when you live on or very near campus]. To see the changes that occur to people when they're being educated [is amazing]. When I think about UT Austin, I usually don't think about, 'I couldn't park here' and 'I couldn't get the right class.' I have a lot of good memories about UT Austin. I think about how different I was as a freshman versus a senior. Other than just the memories I'll always have, I will always appreciate UT Austin as a university. I know there were things that were negative, but I don't even really remember too many of them. I liked that every single day at UT Austin, the experience was so different. I think about the rallies on the west mall. And other times, I just think about birds chirping and people playing Frisbee on the South Mall. My feelings are really eclectic, and they just change, because that was how my experience was at UT Austin. It was just a collection of feelings. So that's how I would describe my current ones. I love The University of Texas. That's the only place I wanted to go. I guess in a nostalgic sense, [my feelings about UT Austin are] mostly good. It's kind of neat when you hear *The Eyes of Texas*, because, to me, that embraces the whole university.”

[I have a] kind of a feeling of pride that I did graduate from a major university that is well known and carries a lot of prestige. UT Austin's reputation formed a *Degree of Bonding with UT*. "[Graduating and working for the University System] reinforced my feelings about not this one, but all of our institutions, just how much they contribute to individual lives, to society as a whole. Especially when you go to look for a job— 'wow, you went to UT, what'd you do?' It's just that name recognition that helps. I've always been a UT fan. But, now, I think that there's a little bit more pride. I do have my class ring, which I wear even now. Regionally, the school is, hands-down, the best place to be in terms of being a well-rounded school. And so just on the whole, it's like 'hey, I found a great thing, person, that is an important part of my life now.' So, you do bond with that experience, with the University. I feel very fortunate that I was able to go there and it just happened to be a world-class university. UT Austin is of world-class stature. I'm impressed with UT Austin. Even with all of its flaws, I love what it does. I love what it represents. I'm a born and bred Texan. I love that we have a university that is so comprehensive in the state. Then to be [admitted to] one of the schools is something so amazing to me, it's just overwhelming. When I hear that somebody went to UT Austin, I have this sense that they got a good education. I would trust their education. I think it really does have an absolutely wonderful reputation. It's an outstanding academic university, but also, it also turns out results. When I walk on campus, I think it's pretty prestigious."

I was really involved in going to watch all the sports; so there was that sense of pride. Appreciating and watching UT Austin's sports produced a *Degree of Bonding with UT*. "I really do believe that attending [athletic events], watching on TV, particularly when our teams are successful, plays a big role in a students' perceptions of the University and their experiences here. I had a lot of really good times either at the events themselves or at events related to the games themselves. I loved going to the games when I was in school. I bought season tickets every year for football games. I follow sports a lot—basketball, baseball, and football. I have lots of orange T-shirts. I feel pretty bonded to UT Austin because of that. I remember being in school and people talking about how football actually funded some of the other sports. I do like tennis, and I would very rarely, but occasionally, go over to Penick-Allison and watch some of their matches. I think that sports fans in particular, because they have that whole rush of affection toward their team, I think those people particularly get bonded with the University as a whole. When you go to

a game, you feel so unified with the whole student body for this one goal of winning a football game or winning whatever [sport]. I've always felt bonded to UT Austin. I think one of the main reasons, other than me going there, was because I was kind of raised paying attention to football. I feel after going and graduating there, my connection is stronger. I think I would always probably feel some sort of connection, even if I hadn't finished up there. Sports, love it, we're going to indoctrinate our children. Sports are a major factor in my love of the University. It's a way to express that kind of joy. I love the teams. I'm a diehard Longhorn sports fan. When I think of bondedness, I think of sports. When I cheer for UT, it's usually because I'm at a UT game or a UT sports event. I am bonded through sports and I like watching sports."

*I don't feel [a sense of] bondedness by just individual things—I just feel in its entirety. A sense of pride about the University was described when speaking about *Degree of Bonding with UT*. "You really do have a relationship with the university when you go to this university. And it's just like two people [who] have a relationship. It's not always great. There are going to be things that you're not so fond of with the other person. I think when you add up all the other things—sort of using the University as a person—all the good qualities it has and all the things it's given to you, and all the things that happen when you're in its presence, it's like that thing, that person, if you will, is really dear to me. I feel immense pride about this place—a love and appreciation for everything and that's definitely why I give. It just means a lot to me here. I get all teary-eyed about it. I don't know where along the way I went from being the jaded college student to being that crazy, fanatical alumna. But somewhere along the way it happened. I identify very strongly with having gone to UT Austin. I have some [family members], and one of my best friends who are Aggies. We're constantly poking at each other in a very fun way, about my being a Longhorn. I'm sure that's one of the reasons that I identify with [being a Longhorn] so strongly. You find Longhorns everywhere and I guess it's a conversation starter. It's something that you can identify with other people. I love this University. I love [that] its here in Austin, the way it makes this place a great place to live. The ideas that come from it, the energy. I feel a strong sense of pride to have gone to UT Austin. It's not a pride that comes just because it's a good school and has a good reputation in that aspect. It is the pride that this University was your first academic experience outside of K-12 education. It's like your first love, in a way. I'm kind of looking at UT Austin as my first love. All other education has been wonderful. It's that UT Austin was the first. That would be a feeling I would use to describe my degree of bonding."*

I think my feelings about UT Austin contribute pretty big [to my contribution decisions]. Degree of Bonding with UT filtered into alumni's contribution decisions resulting in donations. "I wouldn't want to go to any other school. If I don't [contribute] I feel a little guilt. I don't contribute to any of the other programs, except for the Athletic Department. [Your decision to give] has a lot to do with if you feel like the University has given you that sense of fulfillment. I have this great job and I can live off this good salary that they're giving me. I think of it in those terms. When I get a phone call, I think about my being a student there. And in turn, I try to think about current students. I know how hard it is to have the money that the University needs to get the programs that we have. All of those programs takes funding. That sense of pride [is what drives me to give]. Quite honestly, the first reason behind giving was because I wanted to get a better football seat. But now, I think there are many more important things than just getting that good seat. So, I will continue as long as we can to give to UT Austin. I'm one of those who does bleed orange as far as loyalty to the University. And that does, in turn, make me want to give back to the University just because of everything that it's done for me. Which is why, even after I graduated with a Liberal Arts degree and I wasn't making much, I still made a decision to become a lifetime member, just because I was very proud of my association with the University. I feel kind of silly but the reason why [I give to the Texas Exes] is because I've grown up seeing those Texas Exes life member bumper stickers. I would not be where I am today without the University."

A lot of [my contribution decisions] may very well be that the bond is not really there. So I don't have the yearning desire probably of giving to the University. Degree of Bonding filtered into alumni's contribution decisions resulting in decisions not to give to the University. "I feel a little weird if I would donate [money] to the University, because I don't feel [bonded to the University]. It's not that I haven't thought about donating money to the University, because I have. But it all centers toward the School of Architecture, kind of where I have my connections. I feel like if I were close to the professors that that would impact my giving financially. I feel that if I have this notion of the University helping me throughout the struggles rather than being the cause of the struggles, that that would impact my giving. An ideal situation would be if there were some professors who I was very close with and I could e-mail them for help. And because of that relationship, I could feel connected to the University. Then I would donate. But just being

connected through sports doesn't give me very much motivation. I guess when I was paying all this money for the opportunity to aspire to something greater, this university was supposed to help me. What I found out, however, is this university doesn't really care about me at all. That's the kind of feeling that I had. [There was] a lot of bad race relations happening on the campus, and no one was taking a stand. UT Austin was investing in South Africa. There were always protest on campus, and we couldn't understand why the administration didn't care. It was just sort of baggage."

Educational Contract

Educational Contract described the feeling of needing to give back or not needing to give back to the University of Texas at Austin based on the college experience. This was identified as the perceived or real duty to return to the University what graduates have taken or what was given to graduates. Or, this was the confirmation that dues were already paid in the form of tuition and fees and no donation is required. This affinity was affected by individuals either feeling driven to give philanthropically or feeling satisfied with their decision not to give philanthropically because of their Educational Contract.

I feel like I'm paid up. Participants felt they already had given UT Austin money when they were students and did not feel as though they should give money as alumni. Therefore, their *Educational Contract* was complete upon graduation. "I feel like I'm still paying my dues, and for the next two and a half years, I will still be paying my dues. I would definitely say I have paid my dues. During the time I was there, tuition doubled and I didn't get any benefit out of paying so much money. I didn't suddenly belong to the most prestigious university or I didn't suddenly have the best professor. I definitely feel like I paid my dues. I feel UT Austin met their end of the contract; I graduated and got my degree. Therefore, our contract is mostly fulfilled at this point. I don't necessarily think they owe me anything, but I definitely don't feel that I owe them anything. I don't feel obligated to give. I purchased the service and they provided it. In the sense, I paid everything, and by myself. I bought a degree. A lot of people paid a lot of money to go the university, and they get a lot of state funding. If I had gotten a scholarship or a grant, I definitely would have felt much stronger of a sense of obligation. The way I see it right now, I paid my dues; I paid for my education, and I got my degree. I learned a great deal, and I got this

experience that comes with it, and benefits that come with it. So in the end, it's done. Every semester, the University and I came into a contractual agreement. If I defaulted on part of it by dropping a class, I just basically donated that money. But when it was over, it was over.”

I feel more of a duty to give back. For donors, *Educational Contract* punctuated duty and obligation, specifically, about graduates' responsibilities to give when they have received so much from the University. “I do feel a moral obligation to contribute something back. I believe I got where I am because of [my education]. I think of my Educational Contract as, ‘I paid my tuition but now I *must* give back.’ As long as I can afford it, and I have the means to do so, I'll probably continue to give. I do feel a sense of duty to give back. One of the reasons it took me so long to get to school was because I didn't have the funds. From where I came from, the men were the first to go to school in our family, and women—it was just like never discussed. Everything I did, I did on my own volition. I know people who are smart and they need to be in school; they need to be somewhere they can use their talents and their skills. I just feel like if I could do it, I'm going to see if I can help. That's one reason I like to do the fundraising for the School of Social Work, to give scholarships, to pay someone's electric bill to keep them in school instead of leaving. I paid tuition and that's fine; I don't think that makes us even. It's about duty—even a duty to myself because I want the city where I live, the state where I live, to prosper, to be a place where I want to stay. To do that, we need thriving universities. So it's my duty to not just the University, but to myself to continue to give and support that activity. I do feel like the Texas Exes helped my family and me out. I feel like if I can help them provide scholarships to someone like me, then I should give. I certainly think I have an obligation to give as an alumna. I would plot myself [on the side of obligation] because I still feel that pride. It's my responsibility because I am one of the people who has taken a good amount of professional and personal growth from being at the University of Texas at Austin.”

I do feel that it's more of an investment. Participants' experiences with these reflections about their *Educational Contracts* led to the consideration of how well higher education assisted the global community and created social change in the world. “If you do help out, you can look at it as there could be a person there that's going to be going to medical school that could be curing your cancer or one of your children's ailments. So giving to UT Austin is a good thing. This person could be teaching my son or daughter how to play music, and then maybe my son or

daughter could be a piano virtuoso or just know how to play the piano. There's no downside to having an educated public. I feel like it's my responsibility to help perpetuate [freedom of thought] and the opportunities to do that. It's our duty to educate our population. We can't make the world a better place if we don't have education. You've got to have an education to grow. We have a moral responsibility to educate people. Unfortunately, it costs money. To me the duty of giving back is not as a graduate so much as an individual in society. It's social responsibility. I think for a lot of different reasons, I think it's my obligation to give. But beyond just giving money, it's my obligation to do things for University students specifically. I see it as a duty so that others can not only take as much from their college experience as I did, but so that, down the road, maybe they will be able to better my life professionally and/or personally. So many things are tied to [a formal education]. Though, we would never know it, the way that we treat it in this country like people who whine and complain about school bonds. [They say], 'I don't have a kid going to school, so why should I pay for somebody else's kid to go to school?' Well, because you don't want that kid breaking into your house because he has no hope and he has no future and he was kicked out of school—that's why you do it. We pay our teachers just abysmal salaries and we pay punks in the NFL millions of dollars. We pay a teacher who educates and shapes lives \$20,000 a year. This is my little way of making my little spit in the ocean. I feel like I support [smaller, under-funded programs] because they're of good quality, and not necessarily because I'm obligated to, but kind of that feeling of, 'if I don't do it, who will?' It's also somewhat selfish, because I think propping up the future classes and the quality of education in the business program will help my degree in the long run. I just feel like in order for the university to maintain its status of academic excellence, it takes money. It takes money to move forward; it takes money [to] maintain. I just feel like contributing just helps maintain that status while providing new programs."

Why should I contribute to a school that really doesn't give a damn about me. I don't know necessarily how much The University of Texas invested in me? Participants had a strong sense that their *Educational Contract* ended upon graduation because they were not cared for as an undergraduate student. "My opinion of the way that this relationship—this love relationship between UT Austin and me is, is that it's unrequited love. I love UT, but UT doesn't love me back. This is a somewhat neglectful boyfriend and I'm not going to just break my back to do anything else. He's not an attentive guy, and he'll hurt my feelings if I let him, so I'm not going

to. I'm not going to give him opportunities to do that. As soon as I got the degree, it was basically 'you are on your own; we don't care if you get a job or ever see or hear from us again.' The feeling was unless you want to go on to graduate school, we don't want to talk to you anymore. Because of this kind of standoffishness that the school had with the undergraduate students, the feeling to me is, 'well, if the school doesn't care about me, why should I care about the school?' I don't think anyone ever says go out and conquer the world then come back and donate to liberal arts students because there's an assumption that they can't go out and conquer the world. There's no expectation that they give back, as a liberal arts student, [until] you later get that phone call from the alumni group or from the development office asking you to give back. Then it's suddenly like, 'no, I was the one that couldn't get classes and everyone thought our major sucked and no one thought we could ever do anything.' I feel like if I hadn't had such a negative experience getting a job, I would be perhaps more willing to give. I really did have a sense of betrayal that here we are at a public institution, and what I saw at the end of the day is that the class system still rules. The people who are the upper class who have the connections still come out the best. That kind of left me thinking, 'well, the University is supposed to be, to some extent, an equalizer in terms of equalizing the floor of opportunity.' I didn't feel that they did that at all. I don't necessarily feel like the University did give me as much of the knowledge that I truly needed to make it in the world than what I've learned after I got out. Since my perception is that I had to work my way through all the difficult trials going through school, that the University didn't help me, but in fact caused me problems. They had professors who were awful teachers and advisors who just didn't help you."

I guess my duty as a UT Austin alumnus would be to kind of stay out of trouble, basically do not give an opportunity for people to tarnish the reputation of UT Austin. For some participants, the concept of the *Educational Contract* was extended by being good citizens and representing the University well. "I do really good things in my profession—that's the way to thank UT Austin. I sort of feel like there's an obligation to the school, but more a self-imposed moral obligation to make the University look good and to make your actions and contributions reflect the quality of education at UT Austin. I really feel like I want the University to be the best university, because it was really terrific to me and whether I do that through actions and trying to be a good person or making financial donation, [than that is what I will do]. I guess I feel like they owe me in the sense that they need to remain an accredited and respected University, not just

some degree mill and, at the same time, I need to hold up my end of the [contract] by performing well to give UT Austin a good image. That's the only thing I feel like I owe them. But money, no, not at all."

Benefits of Giving

The affinity Benefits of Giving was the desired personal perks for giving to the University. The affinity Benefits of Giving depicted participants' desire to get something from the University of Texas at Austin in return for their donations. This affinity was about the concept "what's in it for the donor?" The group felt that if they give something, they should or desired to receive something in return. The affinity Benefits of Giving represented participants desired or received perks for varying levels of financial contributions. In order to urge a donation, the participants believed the university needed to provide a benefit to alumni.

I don't mind being recognized. For participants, recognition, either in a small form or in a large form, was an incentive to give, a *Benefit of Giving*. "I don't need my name on a plaque but I think it's nice to be recognized. I think everybody likes to see his or her name in print. I don't mind being announced on the radio. I just want a thank you. Because I give on a very small scale, I don't have any kind of illusions that I'm going to have a name on a building. My money might replace a lock; [maybe they'll] put my name on a lock, or maybe a toilet seat. In a way, what I picture when I get that letter thanking me for having donated that, to me, is enough. I would think that relatively simple things, like bumper stickers—the Texas Ex bumper sticker—those are good, particularly around town. But even something like a T-shirt somehow designating that you're a donor or a supporter, could be an incentive. They're always going on, like when they built the new Alumni Center, about all the paving stones and the bricks. I don't want to shovel out \$500 to have my name imprinted in some paving stone that all these people are going to walk over and nobody's ever going to look at. I never got the concept. [But] clearly they haven't had trouble getting people to do it. I'm definitely one of those people; I'm thinking what's in it for me. I wanted one of those nice little stickers to stick on the back of the truck. It might be just a small token of appreciation, but I don't want to give something and not expect to get anything at all."

The main benefit for me for giving is I did still want to be associated with UT Austin. Being associated with the University in some fashion was a *Benefit of Giving* for participants. “It is largely selfish just because I do want to be associated; I do want some small benefits from it. The only thing that I want is to still be in touch—to get something, some information about what’s going on. [I get information from the College of Natural Sciences that tells] what the professors and the students are researching—groundbreaking research. It’s nice to know the college is still cutting-edge. I also like the *Alcalde*. Being tied to the University [is also a *Benefit of Giving*]. The fact that I get the magazine and still kept abreast as to what’s going on at the University and my your college is great because I really care about the welfare of the University. But also it gives me the sense of ownership, that I’m invested in some way and that I’m a minor part of a major thing. I think a sense of ownership gives people a bond. That’s how I feel when I give to the University. Part of that is now part of me and I am part of it. When the University calls to remind me about making my contribution, students call, which is nice to hear what’s going on from them, and be able to ask them what they think. They gave me an overview of the college—here’s where your money goes, here’s what’s been happening, here’s some cool things we’re doing. For me, that’s the biggest benefit—staying in the loop, kind of staying in touch.”

I just gave because I thought it was the right thing to do. Participants had an intrinsic sense of giving that was identified as a *Benefit of Giving*. “This is going to sound really silly, but I am proud of the fact that I graduated from UT Austin. I think the *Benefit of Giving* to UT would be that this is our University. My partner and I both graduated from here; so it makes sense. I didn’t feel like the University owed me a lounge for alumni. I thought that the *Benefit of Giving* to UT would just be feeling more like you were helping out the gang that educated you. I think of it almost like giving to KLRU or KUT. You give to those places—it’s almost like a tax on what you’re using. With the School of Architecture, I see it a little bit like that. It’s almost like the idea that, in the end, the education is really economical. What’s in it for me is doing the right thing and the right thing is supporting UT Austin. When I give a donation it’s not about what’s in it for me. What’s in it is supporting something that I believe is the right thing to do. Like I give money to KUT now and I’m very happy about that because every morning I wake up and I get news from NPR. It’s much more about supporting my personal beliefs and ideals than about getting something beyond that, something tangible back from it. I don’t expect any benefits from having given. If I wanted a material benefit, I would give when they’re asking you to buy a brick outside

the Alumni Center. I haven't really thought about what UT Austin can give back to me because I feel like UT Austin has given me something. It's given me that education and that helped me to get where I am. One is maybe a benefit to the University but it would benefit me. If I really believe that there was a need, I would feel an intrinsic benefit of knowing that I supported something that needed improvement in a place that I really care about. So there isn't a 'what's in it for me.' I also donate to the Friends at Hogg and I don't expect anything out of that. I don't really expect any tangible benefit. I don't want a bag; I don't want a bumper sticker. I don't want stuff in return; I'd rather that be turned back into something that's much more useful. I don't want anything. I don't want any mementoes. I don't want any football tickets. I don't want any crap. I don't even want stickers. My pride doesn't run in that direction. A contribution or donation, by its nature, is not designed to be a purchase of goods and not designed to be a purchase of privileges. It wouldn't be a contribution otherwise. I'm very proud to have a degree from the University, so this would be a way to give back to it, maybe help the University because I care for it."

For me, giving directly to my academic program benefits my field by helping more students be prepared because I'll be working with them in the future. Helping current students, faculty, or staff was a *Benefit of Giving* that participants feel when they give to the University. "The Texas Exes Association does a lot of really good things for the institution. They give scholarships and they hold programs that do benefit current students. Being able to help future Longhorns. I feel like I'm giving where money is needed. I can target an area where they work hard; I like what they do; and I feel like they should be supported. It's more of a warm and fuzzy feeling knowing that something I like is continuing. I would like to know that the money I'm giving is going to either the staff or faculty, to something useful for either learning or students or professors. I don't even care if it goes to the gardener, but that it's helping the people who really make this University tick—whether that's students or faculty—not just being put into some random place where nobody knows where it's going. I remember when I was in school there were so few scholarships offered. I would like to see people not have such a hard time going to school. That would be really rewarding for me if they were able to either quit their job or to work less and put more of their energy into school; I think that would be a good thing. I just like to see that the program continues and that students in it are having a good experience and they don't have to fire good professors or have fewer students in the program because they are tight on money. I know that when I'm giving that I'm contributing to the quality of the education that the current students

are getting. I know that while those students are faceless people, I still know that it's because of people like me—five years ago, 10 years ago—giving that enabled me to go through the experiences that I had. I think the Benefits of Giving is giving the opportunity to someone else to attend here, which was this opportunity that was given to me as an undergraduate student. It's like giving to almost anything else, like giving to United Way or the American Heart Association, the idea that your money is going to be put to good use. I feel like the [scholarships] went to financially needy people. I think that's important. I remember in high school thinking, 'there's no way I can go to college; I can't afford it.' I started the whole scholarship application process and continued that through college, I realized that there was a way. I really think what drew me to donate to Texas Exes was that I had gotten scholarships from them.”

I get intrinsic “feel-good-isms” from donating. For some participants, a *Benefit of Giving* was obtaining a good feeling about themselves. “With all philanthropy and/or volunteerism and things like that who benefits? Well, a lot of times it's the person. Let's say I go and work at a soup kitchen for a weekend. Do the people at the soup kitchen benefit? Sure, absolutely. But who really benefits? Me, because I feel all nice about myself. It's like aren't I a good person? I went and helped these people. I gave them my time and my energies, and perhaps my monies, to make their lives better. The gift, to me, is in the giving. If I feel that it's important enough for me to shell out some money, then that's what I get out of it. I like knowing that when I give to something, that that something will in turn give to something else. If I were to give to someone, my hope would be that they would graduate some day and also give, just so that I would know that my contributions are being multiplied and not just taken for granted. I don't want free football tickets or free tickets to any theatrical performances down at any of the concert halls. It just makes me feel good.”

I do it for benefits. One of the *Benefits of Giving* for participants was to acquire priority seating at UT Austin athletic events. “My financial giving tends to focus more on the athletic side of things. With the athletics donation to the Longhorn Foundation donation, I do get things. My season tickets are sort of attached to that. You can have season tickets without it, but you're going to get better seats if you give, particularly if you've done it for a long time. And just little things like the media guide and parking. There are some very real things that I [get in return for my donation]. Most of the donations I gave were for UT football tickets. [By donating to the

Longhorn Foundation], you get first crack at the football tickets. We are members of the Foundation and we do that because we want to support the University and because we're season ticket holders. My husband and I are both Texas Exes. We know that that helps us get what we want, which is to keep our football tickets. So that's part of it. For the Longhorn Foundation, you get access to better season tickets."

I'd like to see it continue to be a top university in the state and the nation. Participants also believed that a *Benefit of Giving* was to keep their University a high-caliber, top-ranking institution. "So I understand that contributions help keep the prestige. It takes money to keep professors there, to keep the facilities top-notch, to keep the sports programs, to keep all those things in the elite status, or certainly in the top-level status. What I get out of it is supporting the future of our community and our society and of having an institution that will continue to produce top-quality education and research. I'm donating to the University so it can continue to operate and make my degree have value."

What are they going to do for me, if I give money. Participants listed several *Benefits* they would desire if they were to give to the University. "They have to offer benefits for giving. But, why don't they just offer a t-shirt or sweatshirt, or a hat. I would like my choice of something like two tickets to either baseball or football—and not bleeder seats but not the best. I don't think people are asking for a lot, but a little souvenir or something would be nice. But generally speaking, if you're thinking about giving money to a non, non-profit, to a big enterprise such as UT Austin, then that's when I do start thinking about what's in it for me—partly because I kind of wish, obviously, that as an ex-student, that I still had access to the library or I still had access to the gym. I look at the University as this big thing; they seem to have everything and I have very little and architects don't make like large sums of money. Because the School [of Architecture] has so much, this amazing library, photo lab, the wood shop, the metal shop, all these little amenities. I would imagine if I was to donate, I would like to still be able to have access to the facilities because those are the things I would never be able to have for myself. If I were giving a lot of money, I would be interested in football tickets but that's kind of the only thing that I would want. If they just did a drawing of 20 seats for each football game from donors and just had people in box seats—and it could be anybody, whether you gave \$100,000 to the University or whether you gave \$10 to the University. I feel like I'd like to be kept more in the

loop about events and cultural opportunities going on at the University. If I give, let me use your gym facilities or your library facilities. It seems like at the very minimum, contributions should at least get you an audience from the faculty.”

If I were to give, I'd want to give to a student who's similar to me, just so that I would have the satisfaction of knowing that they didn't have to go through the same thing I had to go through. Participants would consider a *Benefit of Giving* to assist current students. “If I was thinking about giving, especially a large amount of money, I would want to know that it's going to go to help everybody in the University. I think the benefits to me would be being able to put a visual to something specific, which would make me feel more connected to the University. If they mailed out to people something about the budget and what they do with all the alumni donations, that would help me. I really feel bad sometimes, especially when I see students who are really struggling, like student teachers here who I know they're struggling just to finish college. I would do it, I'd donate in a second, especially to them. I think part of it is the donating and the, 'oh, it's just going to go to the sports department.' You don't know where your money's going to go or how it's going to be used. I think there are students who attend who truly need help, and people coming from really disadvantaged backgrounds. There are a lot of situations in which you can really say it would be great to give money to UT Austin if you could designate it properly. But I would expect— what's in it for me is how do I see the benefit to greater society. How will it affect [society], or better yet, can I also then make some of the decision, at least guide who my donation will then affect? I'd rather give scholarships to people who I know.”

Closing the Deal

The affinity *Closing the Deal* refers to the factors that affected alumni when asked to give to the University of Texas at Austin. It was participants determining if they would contribute (and how much to contribute) when asked to donate as well as determining to whom or where the donation would be specifically given. *Closing the Deal* included what influenced participants' decisions to donate or not to donate to the University. These influences included individuals' financial situations and any competing philanthropic organizations. It also included the timing of the request as well as how and where the group was asked. Participants had interests in where their money most benefited. Most participants required reviewing individual financial situations

to determine whether to contribute or whether not to contribute. Values that align with the participants' beliefs were identified in order for a contribution decision to be made and a donation to be given (either to UT Austin or to another philanthropic organization).

If a person feels like the direction of the school is going [where] they like, and that it's useful to them or to the world, they're more likely to contribute. Participants needed a connection to their college or academic program to *Close the Deal*. "Just seeing that my college is continuing to do new things, new programs, and always trying to improve are some of the main factors that I think of when giving to UT Austin. I split my contribution between Fine Arts and College of Business Administration. I never took an art class, but I just feel so strongly about the arts. It's just really important for me to see that voice be lifted up and amplified in the bigger community. When I'm looking at the piece of paper and I'm deciding whether to give some money, the primary factor is sort of the philosophical ideals of what I think money should be given to. Those are the types of things that I could visualize having a direct impact on maybe a few people in a select college, the college that I was in, not just the whole University. I see that as having so much more potential than some of the sort of big umbrella. It has a lot to do with my contribution decisions, because I have a finite amount of money to give and I have to decide where I want it to go and where I think it's most important. And so, knowing what I know about UT Austin's [finances] and what they need, it's easier for me to make that decision; and I'm more willing to give it to something like this than to just hand it off to a homeless guy. I really feel like that it will eventually improve the quality of life in the state that I live in. You can give to a school and you can put restrictions on that and say, 'hey, I want this to be spent on my college.' Don't ask me for money because UT Austin needs money this year. I need to hear specifically, 'what are you trying to do? What are you trying improve? What's changing?'"

They had a student call to ask about my experiences and so I told them my story. Development officers have an approach, or pitch to *Close the Deal*. "Looking back now, I could tell that they were trying to develop some bond and then, they started out with the pitch. I could tell they had spent a whole lot of time developing the pitch because instead of starting at \$20, they started at \$500 and they worked their way down until they found a price that I could match. It was at a level that I could easily sacrifice. I came away impressed with the school again, just how they're able to get money out of me when I hadn't really planned on doing it. I think because

I had a good experience with UT Austin, I was impressed with my teachers and with the level of my education when they asked, it was really important. Because there was no bad experiences that I'd had with the University, no bad perception on my part of the University, and that they asked in a letter. It was one of those, 'congratulations! You're coming up on graduating. Don't you want to give back?' And sucker that I am, I said yes. They asked at the right time, right as you're graduating, 'hey, continue your relationship with the University.' It seemed like the right thing to do. I donate because I want people to benefit [like I did]. One thing I think they do that's effective is they'll have a student call me. I really enjoy that because they're genuine and you really get the connection that the money you're giving could help them through school. That hits me here in the heart. [I give] because they're young and they don't have money. I know that I can make a difference."

For the foundation, I have to do it to get the tickets. Alumni Closed the Deal in order to keep seats at athletic events. "I think with athletics, winning is Closing the Deal; if they are successful. It's interesting because I think there's a bit of a Catch-22. In order to be successful, they need contributions. The first time around, it was my going to them and saying, 'here, I want to do this because of this benefit I will receive.' I don't think there's any Closing the Deal with me, because I was the initiator in the first place; and now, it's just a matter of getting a renewal every year. People want to contribute to something that is succeeding. But it's not only winning."

I'll persuade myself. Alumni did not need the University to initiate *Closing the Deal*; they gave because they are passionate about the University. "Short of them cussing me out on the phone, what UT Austin does doesn't change whether I'm going to donate or not; I am going to donate, simple as that. They make it very easy to give, which is important. I will donate when I have the time—when I have the money available. I'm not a hard sell, basically. So it's not like, they don't have to convince me or persuade me of the Benefits of Giving back. I already know. Whereas with other [non-profit] organizations, I'd be real hesitant and maybe not even participate because they just want my money. The other thing that affected my giving decision was my company match. There's something really attractive about being able to double your money. It's a win-win. I imagine later in life when I'm making more money that I'll continue to give more money to the University. The University doesn't really factor in so much. Like I said, the only thing that would start changing my mind would be if I saw the University administratively doing

things that I just really have issue with: corporations on buildings or the University started to decline for whatever reason or they started firing professors because they didn't like what they were saying. I'm not anticipating any of those. They don't really need to [Close the Deal]. I think Closing the Deal with me is more of an internal decision that I make. That no matter what they say or do, I will give based on my internal decision. It has a lot more to do with my mental and emotional connection because of my opportunity to be at the University. I've got a very deep sense of pride and gratitude. I'm my own salesperson. I don't need a closer; I am one."

If I had maybe a little more say in where the money went, and they used that in their bargaining process, that that would definitely help. Participants would *Close the Deal* if they had a strong sense that their monies would go to their designated area of interest. "I think my biggest desire would be some way of controlling or having some influence as to how my donation was distributed among the University. Something that could contribute to Closing the Deal is maybe some pamphlets about where the money would go, and information about what their working on or examples of programs that are in need of funding. I don't really know where it goes and it goes to so many places, obviously. If I could just put a face, an academic face, to a need, or describe some of the scholarships, that would really help me. UT Austin likes to send out their flyers, 'We're Texas; let's raise money,' campaign. But you really don't know what's going to happen with that money. If you're giving money to a specific group, you want to know, 'well, what are you going to do with it?' If the answer is, 'we're going to make another endowment for a professor,' that's great but, we want to know. It's like, where's my money going? I think that's the big thing. Friends of Alec is the organization that usually calls me and I'm not really sure where that money from Friends of Alec goes. It would take more specific information on where exactly the money goes, or maybe they have a particular project that they're working on and they're soliciting just for that project for me to Close the Deal. It could go to football and I definitely do not want that. Can I direct my donation to a particular department as compared to the University as a whole? I think that whoever I was talking to or [whatever I was] reading in a letter, there would have to be some sort of indication that I could have that sort of control. I'm sure that's not something that the University would really probably want to relinquish because I'm sure there are some departments that would get a lot more."

The primary factor in my giving is my personal financial situation. An alumni's financial status factored into *Closing the Deal*. "I'm changing careers to a much lower-paying one. My husband was jobless for a few weeks, and luckily he got one but, it's lower paying than what he was getting before. So, we're going to have to adjust our lifestyles just a little bit, and that doesn't include adding in \$100 a year to the University of Texas. What I think about when they call and ask me for a donation is my financial status. I wish I made more. I wish I could contribute. There's not a lot of disposable income, to say the least. I'm certainly not starving but my architecture career certainly has kept me in debt, and I've used every last extension on paying back my financial aid so far. I was really hoping that eventually I'd get the raise I deserve, so I can actually start paying on my student loans. It's pretty pathetic, that I don't make enough to even be able to pay back what I already owe. I'd love to do it, maybe \$100 is not that much. It's \$100 that could go toward paying back that large lump sum I owe the government. Considerations—the bills I'm paying, the price of gas going up 50 cents in the past whatever, the fact that my medical insurance at work has been reduced, the fact that the cost of beef has increased so much. It's just things that you get hit with day in and day out. It's just a matter of money. That's just generally when I say I'm sorry, I just can't because I have nothing left over to donate with. When you graduate, you have this opportunity to buy a lifetime membership to the Texas Exes, knowing in some ways that's giving back to UT too. At the time, there was no way I could ever do that. Then when you get to the point where you probably could afford it, it's then tripled the price. So it no longer is even an opportunity that I would [take advantage]. At that point, I was just thinking, 'oh hell no, now, there's no way I could part with that much money.' So I think [I] missed the boat."

It's very impersonal. Participants did not feel enough connection to the University, normally because of bad experiences or a lack of bonding, to *Close the Deal*. "I think they really missed the boat in letting people who left here, who were liberal arts students, know the value of their degree. Do I still feel attached to the University? No, I really don't. I rarely get things from the University. I'll get some things from the School of Architecture but that's probably about it. The first time I met my dean, or talked to my dean, was the day I graduated. That's the only time he talked to me and I think [about that] over and over. After I graduated, I went to law school for a year and when I decided not to keep going to law school [and I needed to find a job], I went back to one of my colleges' career offices. The person was just like, 'no, you graduated a long

time ago, we can't help you at all.' It was an unpleasant experience and so then when I get something from that college, I'm like, 'no, you didn't meet me halfway.' If the cumulative effect of negative experiences is such that you don't have a positive vibe about a particular element of the University, in this case, a college, then I think it can influence your behavior. I guess the fact that they call just to ask for money, but they don't call for anything else does not endear me. UT Austin could improve their asking with personal touches, especially from a university that is known throughout the world as being impersonal, I think [that] would really help with closing factors. I think it's because I just don't feel that attachment that people feel to UT Austin. That definitely plays a part in my decision-making [process]."

They're doing fine, come on. Participants believed that the University has too much money to *Close the Deal* with them. "It's like you guys have so much of my money to begin with, that you really don't need anymore. You're doing fine without me. I already had to pay for all sorts of required fees that had nothing to do with my education. A lot of it's based around how much of a drop in the bucket do I feel like this is going to be. I always will kind of go back to the fact that UT Austin is one of the wealthiest school systems in the nation. I kind of feel like where is that wealth going if it's not going to be going for building maintenance or if it's not going to go to employees or if it's not going to do something for the students? That's the biggest thing [that factors in]. Actually, I guess there's really nothing [that factors into giving now]. I guess it kind of just gets back to knowing where the money goes and actually, maybe my perception that they do have a lot of money. Whereas I feel like what's \$50 to UT Austin? So that buys like a sports sock. So that's a big part of it, is how significant my dollar is."

There are a lot of other organizations I'd rather give to, that I can have a much more tangible impact. Participants would rather *Close the Deal* with other, competing philanthropic organizations. "I give to M.D. Anderson, as well as some other outside organizations. There's pretty much nothing UT Austin could do to entice me to give. There are just more deserving causes. People struggling against a big—and it's my perception of UT Austin—rich business against smaller struggling groups. It just seems like the money would be much more appreciated and, hopefully, used better in the smaller charities or the charities that are struggling more. I like to give to the smaller organizations because, hopefully, they're more frugal with the money that they do get and use it for the people that they're really trying to help, not just to market

[themselves]. I felt better about giving my money to Special Olympics. If I was going to give my money to a charity, it seemed more important to me that some kid have a special day, who maybe doesn't have a whole lot of special days, as opposed to getting a new doodad on a building somewhere, which is probably pretty adequate in the first place. Usually the organizations that I give money to are smaller and so fear is a big motivation for me that they really won't have enough money to operate. There are organizations I know that definitely need it. I don't have that motivating fear for the University. I don't have that same anxiety, that same compelling feeling that they need money so much. If I contribute to anything, I feel more obligated to my church than anywhere. There are other things that I perceive to have a greater need like St. Jude's Children's Hospital. There's been nothing that's tugged at my heartstrings, where it's like this is a need that UT Austin has from you, and I think, 'wow, I want to help, I'll find a way to donate to that.' I'm thinking, 'you know what, I have this extra money that I'd like to donate, I'd rather sponsor a kid going to camp in the summer who can't afford it.'"

The telemarketing stuff, that doesn't work for me. Participants did not want to *Close the Deal* when they felt like University representatives solicited them over the telephone. "Every time my phone rings and I see UT Austin on there, I kind of shudder. It's like, 'I already sent in my money, leave me alone.' I don't like it when they call, I don't like being contacted by them. Send me something in the mail or send me something over e-mail, but don't bother me at home. I don't like being asked for money, and I'll politely decline, but they keep calling me. I don't like doing stuff over the phone. I don't really like to be pushed. I don't enjoy the phone calls where they try to tell me all the reasons I should give. I know the reasons I would give, and their phone call is not going to change that. I had a girl call me and she asked for 100 dollars and I said no. And she said, 'well, do you think you could give 50 dollars' and I said, 'no, really I can't.' She said, 'well, how about 25 dollars?' I just hung up at that point because I don't ever want to give to them, if they're that obnoxious. A telemarketer [calling] at dinnertime really does not work with me and that's usually how most of the calls came in. The telemarketing aspect is almost so impersonal. The sheer number of telemarketing B.S. that goes on now; it's almost like spamming e-mails. If it comes in like a telemarketer call, it has to be bad, so I wouldn't even consider it. They were kind of like pushing me to donate. If somebody's going to try to pressure me to make the decision right away, it's going to completely turn me off. I think it's impersonal when you get a phone call, because everybody hates solicitation phone calls. Everybody hates them, for good reason,

it's annoying. You weren't expecting it; you're put on the spot. I think just not feeling very personal when they call, knowing that I'm on some list and they're just going down the list."

I try get them to send me something that I can tangibly hold and look at, then I might be more willing to do it. Alumni provided opinions about direct mail in their decisions to *Close the Deal*. "I don't mind the letters, because it reminds me that I want to give. If I get a request in the mail, I actually do read it. If it's got a Web page on there, I'll get on the Web page and look at it, too, because I am interested in that sort of thing. It's much more difficult for somebody to say no to an actual human being that's asking them for money than it is for someone to tear up a piece of paper and throw it away. When it's written, I often don't get to the point where it's Closing the Deal because I just don't open it. If they have made attempts, I either haven't opened the envelope or haven't received the message, or it hasn't been significant enough to make me donate. I think occasionally I get the Communications newsletter through the mail, I was flipping through it, and there's contacts and numbers on there, so I think they're doing an excellent job. Now I can get that in the mail one day. And then a week later, I can get something else in the mail that says, Texas Exes MasterCard offering you some kind of promotion; if you stick your name on a credit card, UT Austin gets a .0001 percent kickback from each purchase for the alumni fund. When I get things in the mail like that, there's only one way that a credit card company or anybody else could have this information and that is from the University. I don't want my information being sold by the educational institution that I went to. Consumer debt among students is a huge problem, and I think that the colleges are very much in bed with a lot of these promotional offers in the attempt to gain whatever money they can. I think that that's absolutely pathetic."

They've never even asked for money in general. Some participants were never given the opportunity to *Close the Deal*. "I don't think UT Austin has tried to Close the Deal with us, because they've never contacted us about any specific projects that they'd like a donation for. I guess UT Austin hasn't tried to Close the Deal with me particularly because I've been pretty much out of contact for quite a while. I haven't had any call from them in a long time. I've never been contacted by the University and asked to donate. I think if I was put in a situation [where they actually called me], I probably would donate. I don't know if out of guilt or just because I'm

a sucker when people call me and ask me to do things. I think that I would think that it's a good cause and I should give back, not that it's my duty but that I should give back.”

Group Reality: System Relationships

Interview Protocol Part 2

After the completion of the *axial interview* the participants were asked to complete the *theoretical interview*. This aspect of the interview was designed to identify relationships between affinities (Northcutt & McCoy, 2004). The Affinity Relationship Table (ART) provided a reference of all possible relationships between affinities. With this document in hand, the respondents were asked if they identified the perceived cause and effect relationship among the eleven affinities and if they would explain their rationale behind their beliefs. For any two affinities, (A and B), there were 3 possible descriptions between these broad groups: (a) A affects B; (b) B affects A; or (c) no relationship between A and B (Northcutt & McCoy, 2004).

$A \rightarrow B$ (A influences B)

$A \leftarrow B$ (B influences A)

$A \leftrightarrow B$ (No Relationship)

Below, is the *Theoretical Interview* protocol used in this study.

Theoretical Coding

I would like you to think part of the interview in two steps. First, is there a relationship? For example, you have spent some time identifying and talking about the meaning of *Nostalgia* and *Dorm Life*. Now, think about the two broad categories in relationship to each other. Do you feel there is a direct connection between the two? Secondly, if the answer to the above question is *YES*, what is the direction of the relationship? For example, now that you have decided there is a connection, share specific examples that illustrate the direction of the relationship between *Nostalgia* and *Dorm Life*.

Affinity Name
1. Nostalgia
2. Dorm Life
3. Relationships
4. Degree of Bonding with UT
5. Necessary Evils
6. University Financial Perceptions
7. Academic Life
8. The Good Life
9. Benefits of Giving
10. Educational Contract
11. Closing the Deal

Possible Relationships
$A \rightarrow B$
$A \leftarrow B$
$A \leftrightarrow B$ (No Relationship)

Affinity Relationship Table						
Affinity Pair Relationship		Affinity Pair Relationship		Affinity Pair Relationship		Affinity Pair Relationship
1 2		2 8		4 8		7 8
1 3		2 9		4 9		7 9
1 4		2 10		4 10		7 10
1 5		2 11		4 11		7 11
1 6		3 4		5 6		8 9
1 7		3 5		5 7		8 10
1 8		3 6		5 8		8 11
1 9		3 7		5 9		9 10
1 10		3 8		5 10		9 11
1 11		3 9		5 11		10 11
2 3		3 10		6 7		
2 4		3 11		6 8		
2 5		4 5		6 9		
2 6		4 6		6 10		
2 7		4 7		6 11		

Transcripts and Axial Code Tables

Once all of the interviews were completed and transcribed word for word by a professional transcriber, the researcher analyzed the donor data and non-donor data for theoretical codes that illustrated a relationship between two or more affinities (Northcutt & McCoy, 2004). For easier retrieval, the researcher documented the line of transcript that referred to the affinity for each participant on the Individual Interview Theoretical Code Table (TCT). Quotations

relating to a specific affinity pair relationship were cut and pasted into the third column of the TCT, along with the line(s) of the transcript that were the source of the theoretical quotation. The data from the interviews was then summarized to create a composite of the donors' and non-donors' experiences with the phenomenon. Theoretical data was transferred from each Individual Interview Theoretical Code Table to a Combined Interview Theoretical Code Table (Northcutt & McCoy, 2004). By combining all donor and non-donor interviews into two separate tables, the researcher created two databases for the two sets of respondents containing all theoretical codes for all affinities pairs with each code containing a link or a reference to the transcript and line numbers that produced the code (Northcutt & McCoy, 2004).

Theoretical Code Frequency Table

A count of each theoretical code was entered into the Combined Interview Theoretical Code Affinity Relationship Table. Each pair of relationship directions was included to document all responses. To ensure a rich sample, the researcher solicited 13 more donors and 11 more non-donors to complete a Theoretical Code Frequency, taking the total number to 36 donors and 33 non-donors. The researcher counted the number of donor and non-donor respondents for each relationship and placed the tally in the frequency column. A separate Theoretical Code Frequency Table was created for donors and non-donors. Below is the Theoretical Code Frequency Tables.

**Donors Combined Interview
Theoretical Code Frequency Table**

Affinity Pair Relationship	Frequency	Affinity Pair Relationship	Frequency	Affinity Pair Relationship	Frequency
1 → 2	1	3 → 4	35	5 → 10	21
1 ← 2	32	3 ← 4	0	5 ← 10	6
1 → 3	2	3 → 5	11	5 → 11	22
1 ← 3	33	3 ← 5	13	5 ← 11	2
1 → 4	15	3 → 6	15	6 → 7	13
1 ← 4	21	3 ← 6	1	6 ← 7	13
1 → 5	4	3 → 7	18	6 → 8	10
1 ← 5	23	3 ← 7	16	6 ← 8	9
1 → 6	8	3 → 8	28	6 → 9	32
1 ← 6	9	3 ← 8	6	6 ← 9	2
1 → 7	3	3 → 9	17	6 → 10	18
1 ← 7	31	3 ← 9	2	6 ← 10	4
1 → 8	3	3 → 10	20	6 → 11	29
1 ← 8	33	3 ← 10	2	6 ← 11	2
1 → 9	21	3 → 11	23	7 → 8	31
1 ← 9	4	3 ← 11	1	7 ← 8	5
1 → 10	20	4 → 5	3	7 → 9	24
1 ← 10	8	4 ← 5	25	7 ← 9	5
1 → 11	22	4 → 6	14	7 → 10	31
1 ← 11	5	4 ← 6	17	7 ← 10	2
2 → 3	26	4 → 7	4	7 → 11	27
2 ← 3	7	4 ← 7	33	7 ← 11	2
2 → 4	29	4 → 8	3	8 → 9	16
2 ← 4	7	4 ← 8	31	8 ← 9	7
2 → 5	17	4 → 9	29	8 → 10	22
2 ← 5	10	4 ← 9	3	8 ← 10	4
2 → 6	14	4 → 10	31	8 → 11	26
2 ← 6	6	4 ← 10	3	8 ← 11	1
2 → 7	23	4 → 11	21	9 → 10	8
2 ← 7	9	4 ← 11	14	9 ← 10	22
2 → 8	25	5 → 6	20	9 → 11	27
2 ← 8	7	5 ← 6	6	9 ← 11	6
2 → 9	18	5 → 7	29	10 → 11	31
2 ← 9	0	5 ← 7	4	10 ← 11	1
2 → 10	18	5 → 8	25		
2 ← 10	1	5 ← 8	1		
2 → 11	20	5 → 9	19		
2 ← 11	0	5 ← 9	3		

**Non-Donor Combined Interview
Theoretical Code Frequency Table**

Affinity Pair Relationship	Frequency	Affinity Pair Relationship	Frequency	Affinity Pair Relationship	Frequency
1 → 2	2	3 → 4	29	5 → 10	18
1 ← 2	22	3 ← 4	1	5 ← 10	3
1 → 3	3	3 → 5	9	5 → 11	18
1 ← 3	26	3 ← 5	13	5 ← 11	2
1 → 4	18	3 → 6	14	6 → 7	5
1 ← 4	10	3 ← 6	2	6 ← 7	19
1 → 5	2	3 → 7	21	6 → 8	10
1 ← 5	22	3 ← 7	10	6 ← 8	11
1 → 6	8	3 → 8	28	6 → 9	28
1 ← 6	10	3 ← 8	2	6 ← 9	3
1 → 7	4	3 → 9	18	6 → 10	19
1 ← 7	26	3 ← 9	4	6 ← 10	7
1 → 8	4	3 → 10	15	6 → 11	28
1 ← 8	26	3 ← 10	1	6 ← 11	1
1 → 9	17	3 → 11	18	7 → 8	15
1 ← 9	6	3 ← 11	0	7 ← 8	15
1 → 10	10	4 → 5	4	7 → 9	23
1 ← 10	7	4 ← 5	27	7 ← 9	3
1 → 11	15	4 → 6	10	7 → 10	23
1 ← 11	9	4 ← 6	17	7 ← 10	6
2 → 3	19	4 → 7	4	7 → 11	22
2 ← 3	9	4 ← 7	28	7 ← 11	2
2 → 4	21	4 → 8	3	8 → 9	17
2 ← 4	2	4 ← 8	27	8 ← 9	5
2 → 5	12	4 → 9	25	8 → 10	20
2 ← 5	7	4 ← 9	5	8 ← 10	3
2 → 6	16	4 → 10	20	8 → 11	20
2 ← 6	1	4 ← 10	8	8 ← 11	3
2 → 7	19	4 → 11	25	9 → 10	7
2 ← 7	5	4 ← 11	4	9 ← 10	16
2 → 8	22	5 → 6	17	9 → 11	26
2 ← 8	4	5 ← 6	9	9 ← 11	3
2 → 9	11	5 → 7	28	10 → 11	26
2 ← 9	3	5 ← 7	2	10 ← 11	2
2 → 10	12	5 → 8	18		
2 ← 10	2	5 ← 8	5		
2 → 11	15	5 → 9	15		
2 ← 11	1	5 ← 9	3		

Pareto Protocol

The results of the frequency tallies were transformed into the Pareto Protocol Table (Northcutt & McCoy, 2004). The Pareto Protocol determined which affinity pair relationships were to be used in the system. Below is the Pareto Protocol Table.

Affinity Pair Relationship	Frequency Sorted (Descending)	Cumulative Frequency	Cumulative Percent (Relation)	Cumulative Percent (Frequency)	Power
3 > 4	35	35	0.9	2.2	1.3
1 < 8	33	68	1.8	4.3	2.5
6 > 9	32	100	2.7	6.4	3.6
1 < 2	32	132	3.6	8.4	4.8
1 < 3	32	164	4.5	10.4	5.9
4 < 7	32	196	5.5	12.5	7.0
10 > 11	31	227	6.4	14.4	8.1
7 > 10	31	258	7.3	16.4	9.1
7 > 8	31	289	8.2	18.4	10.2
4 > 10	31	320	9.1	20.4	11.3
4 < 8	31	351	10.0	22.3	12.3
1 < 7	31	382	10.9	24.3	13.4
4 > 9	29	411	11.8	26.2	14.3
5 > 7	29	440	12.7	28.0	15.3
6 > 11	29	469	13.6	29.9	16.2
2 > 4	29	498	14.5	31.7	17.2
6 > 10	28	526	15.5	33.5	18.0
3 > 8	28	554	16.4	35.3	18.9
7 > 11	27	581	17.3	37.0	19.7
9 > 11	27	608	18.2	38.7	20.5
8 > 11	26	634	19.1	40.4	21.3
2 > 3	26	660	20.0	42.0	22.0
5 > 8	25	685	20.9	43.6	22.7

4 < 5	25	710	21.8	45.2	23.4
2 > 8	25	735	22.7	46.8	24.1
7 > 9	24	759	23.6	48.3	24.7
3 > 11	23	782	24.5	49.8	25.2
1 < 5	23	805	25.5	51.2	25.8
2 > 7	23	828	26.4	52.7	26.3
1 > 9	22	850	27.3	54.1	26.8
1 > 11	22	872	28.2	55.5	27.3
5 > 11	22	894	29.1	56.9	27.8
8 > 10	22	916	30.0	58.3	28.3
9 < 10	22	938	30.9	59.7	28.8
4 > 11	21	959	31.8	61.0	29.2
5 > 10	21	980	32.7	62.4	29.7
1 < 4	21	1001	33.6	63.7	30.1
2 > 11	20	1021	34.5	65.0	30.4
3 > 10	20	1041	35.5	66.3	30.8
5 > 6	20	1061	36.4	67.5	31.2
1 > 10	20	1081	37.3	68.8	31.5
5 > 9	19	1100	38.2	70.0	31.8
2 > 9	18	1118	39.1	71.2	32.1
2 > 10	18	1136	40.0	72.3	32.3
3 > 7	18	1154	40.9	73.5	32.5
3 > 9	17	1171	41.8	74.5	32.7
4 < 6	17	1188	42.7	75.6	32.9
2 > 5	17	1205	43.6	76.7	33.1
8 > 9	16	1221	44.5	77.7	33.2
3 < 7	16	1237	45.5	78.7	33.3
3 > 6	15	1252	46.4	79.7	33.3
1 > 4	15	1267	47.3	80.6	33.4
2 > 6	14	1281	48.2	81.5	33.4
4 > 6	14	1295	49.1	82.4	33.3
4 < 11	14	1309	50.0	83.3	33.3
3 < 5	13	1322	50.9	84.2	33.2

6 < 7	13	1335	51.8	85.0	33.2
6 > 7	13	1348	52.7	85.8	33.1
3 > 5	11	1359	53.6	86.5	32.9
2 < 5	10	1369	54.5	87.1	32.6
6 > 8	10	1379	55.5	87.8	32.3
6 < 8	9	1388	56.4	88.4	32.0
1 < 6	9	1397	57.3	88.9	31.7
2 < 7	9	1406	58.2	89.5	31.3
1 > 6	8	1414	59.1	90.0	30.9
1 < 10	8	1422	60.0	90.5	30.5
9 > 10	8	1430	60.9	91.0	30.1
2 < 8	7	1437	61.8	91.5	29.7
8 < 9	7	1444	62.7	91.9	29.2
2 < 3	7	1451	63.6	92.4	28.7
2 < 4	7	1458	64.5	92.8	28.3
2 < 6	6	1464	65.5	93.2	27.7
5 < 6	6	1470	66.4	93.6	27.2
5 < 10	6	1476	67.3	94.0	26.7
3 < 8	6	1482	68.2	94.3	26.2
9 < 11	6	1488	69.1	94.7	25.6
7 < 8	5	1493	70.0	95.0	25.0
1 < 11	5	1498	70.9	95.4	24.4
7 < 9	5	1503	71.8	95.7	23.9
1 > 5	4	1507	72.7	95.9	23.2
4 > 7	4	1511	73.6	96.2	22.5
8 < 10	4	1515	74.5	96.4	21.9
6 < 10	4	1519	75.5	96.7	21.2
1 < 9	4	1523	76.4	96.9	20.6
5 < 7	4	1527	77.3	97.2	19.9
1 > 7	3	1530	78.2	97.4	19.2
4 > 5	3	1533	79.1	97.6	18.5
4 > 8	3	1536	80.0	97.8	17.8
4 < 10	3	1539	80.9	98.0	17.1

1 > 8	3	1542	81.8	98.2	16.3
5 < 9	3	1545	82.7	98.3	15.6
4 < 9	3	1548	83.6	98.5	14.9
1 > 3	2	1550	84.5	98.7	14.1
3 < 9	2	1552	85.5	98.8	13.3
5 < 11	2	1554	86.4	98.9	12.6
6 < 11	2	1556	87.3	99.0	11.8
7 < 10	2	1558	88.2	99.2	11.0
7 < 11	2	1560	89.1	99.3	10.2
6 < 9	2	1562	90.0	99.4	9.4
3 < 10	2	1564	90.9	99.6	8.6
1 > 2	1	1565	91.8	99.6	7.8
2 < 10	1	1566	92.7	99.7	7.0
3 < 6	1	1567	93.6	99.7	6.1
5 < 8	1	1568	94.5	99.8	5.3
8 < 11	1	1569	95.5	99.9	4.4
3 < 11	1	1570	96.4	99.9	3.6
10 < 11	1	1571	97.3	100.0	2.7
2 < 9	0	1571	98.2	100.0	1.8
2 < 11	0	1571	99.1	100.0	0.9
3 < 4	0	1571	100.0	100.0	0.0
Total Frequency	1571	Equal Total Frequency	Equals 100%	Equals 100%	Power = ED

The Affinity Relationship Table

The Affinity Relationship Table (ART) summarized the relationships used in the systems by the Pareto Protocol. There were 52 affinity pairs at 80.60%, 58 affinity pairs at 85.80% and 67 affinity pairs at 91%. Of these 67 affinity pairs, 14 were considered to be in conflict. Conflict occurs where approximately the same number of respondents argued that A influenced B ($A \rightarrow B$) and B influenced A ($B \rightarrow A$) and the responses kept the relationships, in the case of this research, above 91%. These conflicting relationships were an indication that a feedback loop was present

and needed to be addressed. In the initial construction of the system, the researcher tabled the lowest frequency conflict and used the highest frequency affinity. Below are the ART and conflicting relationships that were addressed once the system was built.

Combined Groups Affinity Relationship Table							
Affinity Pair Relationship		Affinity Pair Relationship		Affinity Pair Relationship		Affinity Pair Relationship	
1 ← 2		2 → 8		4 ← 8		7 → 8	x
1 ← 3		2 → 9		4 → 9		7 → 9	
1 → 4	x	2 → 10		4 → 10		7 → 10	
1 ← 5		2 → 11		4 → 11	x	7 → 11	
1 ← 6	x	3 → 4		5 → 6	x	8 → 9	
1 ← 7		3 ← 5	x	5 → 7		8 → 10	
1 ← 8		3 → 6		5 → 8		8 → 11	
1 → 9		3 → 7	x	5 → 9		9 ← 10	x
1 → 10	x	3 → 8		5 → 10		9 → 11	
1 → 11		3 → 9		5 → 11		10 → 11	
2 → 3	x	3 → 10		6 ← 7	x		
2 → 4		3 → 11		6 ← 8	x		
2 → 5	x	4 ← 5		6 → 9			
2 → 6		4 ← 6	x	6 → 10			
2 → 7		4 ← 7		6 → 11			

The Interrelationship Diagram (IRD)

Creating an Interrelationship Diagram (IRD) was the first step in a general process called rationalizing the system (Northcutt & McCoy, 2004). The data collected through the creation of the Pareto Protocol was summarized in an IRD: a matrix containing all the perceived relationships in the system (Northcutt & McCoy, 2004). The IRD displayed arrows that showed whether each affinity in a pair was a perceived cause or effect, or if there was no relationship

between the affinities in the pair (Northcutt & McCoy, 2004). For example, an arrow pointing from A to B (A→B) indicated that A was the cause or influencing affinity and that B was the effect or the influenced affinity. Below is the Composite Interview IRD.

Tabular IRD													OUT	IN	Δ
	1	2	3	4	5	6	7	8	9	10	11				
1		←	←	↑	←	←	←	←	↑	↑	↑	4	6	-2	
2	↑		↑	↑	↑	↑	↑	↑	↑	↑	↑	10	0	10	
3	↑	←		↑	←	↑	↑	↑	↑	↑	↑	8	2	6	
4	←	←	←		←	←	←	←	↑	↑	↑	3	7	-4	
5	↑	←	↑	↑		↑	↑	↑	↑	↑	↑	9	1	8	
6	↑	←	←	↑	←		←	←	↑	↑	↑	5	5	0	
7	↑	←	←	↑	←	↑		↑	↑	↑	↑	7	3	4	
8	↑	←	←	↑	←	↑	←		↑	↑	↑	6	4	2	
9	←	←	←	←	←	←	←	←		←	↑	1	9	-8	
10	←	←	←	←	←	←	←	←	↑		↑	2	8	-6	
11	←	←	←	←	←	←	←	←	←	←		0	10	-10	

Tentative SID Assignments. Once the Composite Interview IRD was sorted in order of delta (Δ), the delta values were used as an indicator for the relative positions of affinities within the system (Northcutt & McCoy, 2004). Affinities with a positive delta were relative drivers or causes (Northcutt & McCoy, 2004). Affinities with negative deltas were relative effects or outcomes (Northcutt & McCoy, 2004). Affinities with a delta of zero were pivots or points of recursion (Northcutt & McCoy, 2004). The Tentative SID Assignments Tables represented the initial place of affinities for the SID. In the case of this research: affinity 2 (Dorm Life) is the primary driver; affinity 5 (Necessary Evils), affinity 3 (Relationships), affinity 7 (Academic Life), and affinity 8 (The Good Life) are the secondary drivers; affinity 6 (University Financial Perceptions) is the pivot; affinity 1 (Nostalgia), affinity 4 (Degree of Bonding with UT), affinity 10 (Educational Contract); and affinity 9 (Benefits of Giving) are secondary outcomes; and affinity 11 (Closing the Deal) is the primary outcome.

Tabular IRD – Sorted in Descending Order of Δ														
	1	2	3	4	5	6	7	8	9	10	11	OUT	IN	Δ
2	↑		↑	↑	↑	↑	↑	↑	↑	↑	↑	10	0	10
5	↑	←	↑	↑		↑	↑	↑	↑	↑	↑	9	1	8
3	↑	←		↑	←	↑	↑	↑	↑	↑	↑	8	2	6
7	↑	←	←	↑	←	↑		↑	↑	↑	↑	7	3	4
8	↑	←	←	↑	←	↑	←		↑	↑	↑	6	4	2
6	↑	←	←	↑	←		←	←	↑	↑	↑	5	5	0
1		←	←	↑	←	←	←	←	↑	↑	↑	4	6	-2
4	←	←	←		←	←	←	←	↑	↑	↑	3	7	-4
10	←	←	←	←	←	←	←	←	↑		↑	2	8	-6
9	←	←	←	←	←	←	←	←		←	↑	1	9	-8
11	←	←	←	←	←	←	←	←	←	←		0	10	-10

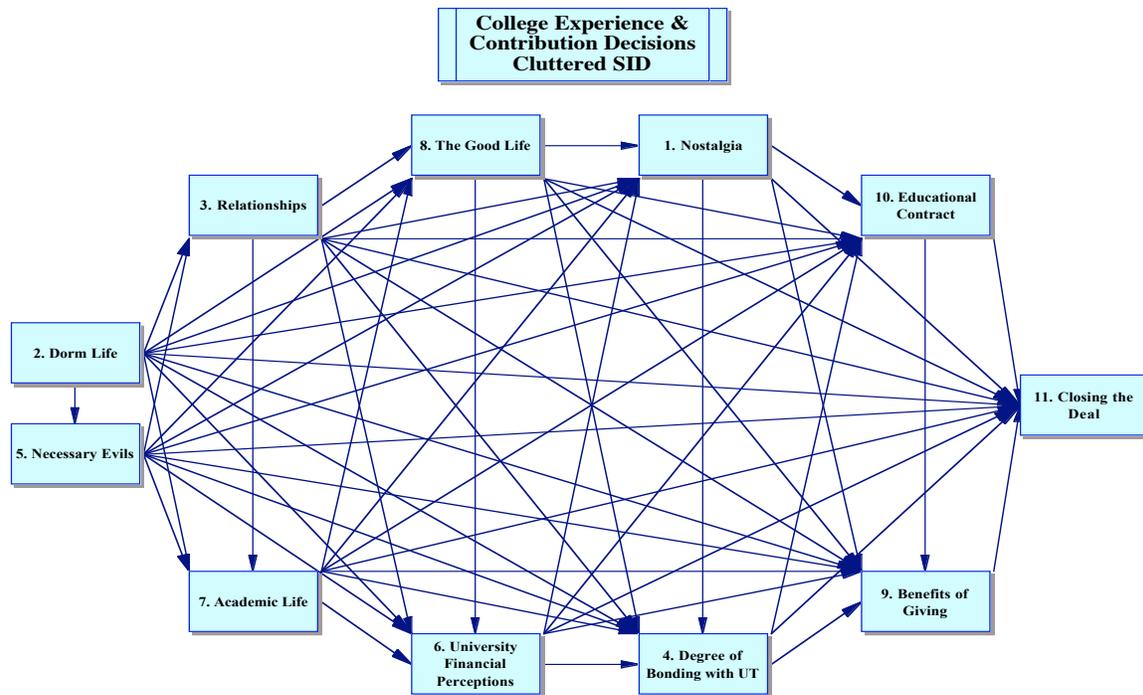
Tentative SID Assignments	
2	Primary Driver
5	Secondary Driver
3	Secondary Driver
7	Secondary Driver
8	Secondary Driver
6	Pivot
1	Secondary Outcome
4	Secondary Outcome
10	Secondary Outcome
9	Secondary Outcome
11	Primary Outcome

The System Influence Diagram (SID)

The System Influence Diagram (SID) is a visual representation of an entire system of influences and outcomes (Northcutt & McCoy, 2004). In this study, it was created by representing the information presented in the IRD as a system of affinities and relationships among them (Northcutt & McCoy, 2004). The researcher began to develop the SID by arranging the affinities according to the Tentative SID Assignment chart in a flow chart software program.

In this case, the researcher used Inspiration. Inspiration was used to organize the affinities from a rough order of topological zones: (a) Drivers on the left; (b) Pivots in the center; and (c) Outcomes on the right (Northcutt & McCoy, 2004). Once the affinities were arranged, the researcher drew connecting arrows between affinities in the direction of cause to effect (A→B) as represented in the IRD (Northcutt & McCoy, 2004).

Cluttered SIDs. The first version of the SID contained every link present in the IRD. Because of the saturation of arrows, this SID was referred to a Cluttered SID. The cluttered SID is shown below:

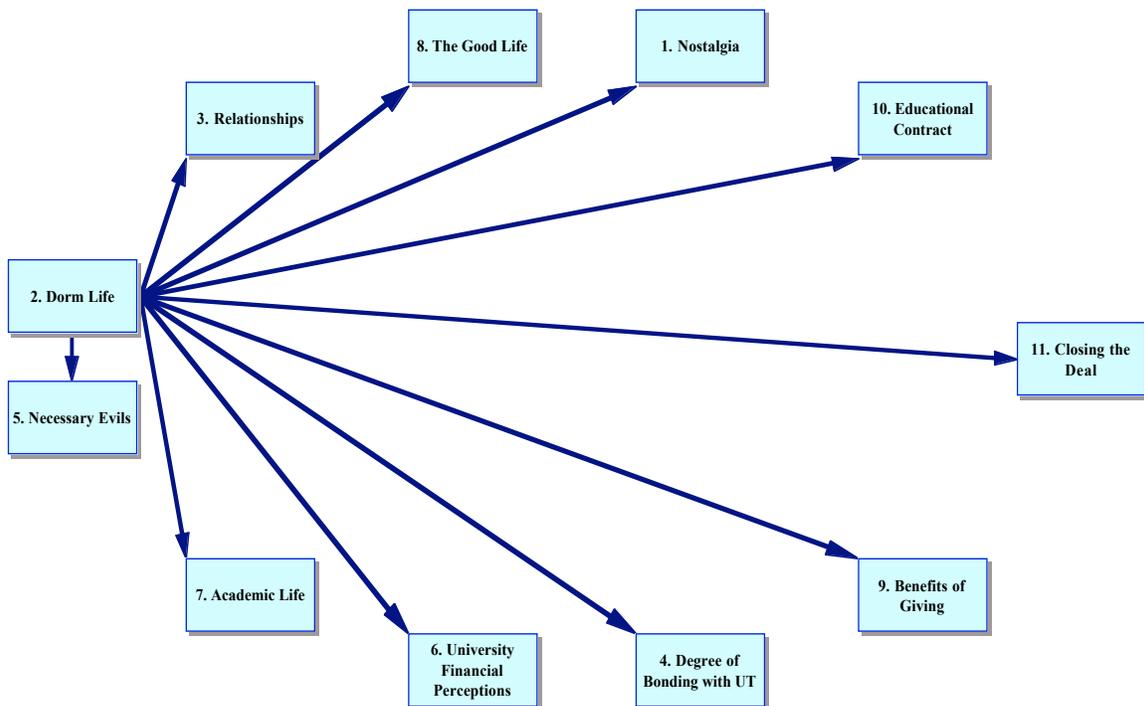


Composite Theoretical Descriptions

The researcher next examined all quotations for each separate affinity pair relationship. Multiple quotes were linked together to produce a composite quote. The following discussion will build the SID link-by-link detailing the composite description of the theoretical codes based on quotations obtained from all the interviews.

Dorm Life

Dorm Life drove the system. Where students lived had a direct impact on all the elements of the system.



Dorm Life affects Necessary Evils. “A lot of my Necessary Evils might not have happened, if I hadn’t lived in the dorm. Definitely, the proximity to the people who would drink all night in the dorm [was a Necessary Evil]. I think Dorm Life can affect Necessary Evils, because UT Austin has their RAs in place and their training affects what’s tolerated and what behaviors are acceptable and how the rules are policed. I actually feel that Dorm Life was a Necessary Evil. There were so many activities going around, and distractions, you felt compelled to participate. Because I didn’t live in a dorm, it created more Necessary Evils for me. Sure, there were Necessary Evils in Dorm Life, probably bathroom stuff and noisy neighbors. Dorm Life definitely caused [and prevented] some of the Necessary Evils. There were good and bad things

about living in a dorm—having to use the computer lab there, washing machines breaking down, and having to wait for the elevator on the 12th floor, for example. I think some Necessary Evils resulted from Dorm Life, but it was convenient.”

Dorm Life affects Relationships. “I was only in a dorm for that one year, but definitely the Relationships there—just understanding how to deal with other people. I made some friends and hated others, so Dorm Life definitely had an impact. Dorm Life created an environment where you were butted up against a lot of people and in close contact. Some of the friends who I made at UT Austin were through the dorm. All of my roommate Relationships, I didn’t enjoy too well; but, those were Relationships. The way that the Dorm Life was designed led to your Relationships. My buddy Mike was randomly thrown into a room with three other freshmen at Jester. They’re still all friends right now. I think that Dorm Life, to an extent, impacted my Relationships. That I didn’t live in a dorm, I think certainly impacted my Relationships. If you had a good experience when you were living in a dorm, whether it was your suite mates or your roommate, then some of those Relationships last forever. My brother has collegial relationships that have lasted since college. They had a lot of areas that facilitated students meeting. The [cafeterias] had millions of places, and the dorms themselves had millions of places. The proximity, the location of rooms, the size, the activities, set the ground for Relationships to emerge. It’s absolutely your Dorm Life that affects your Relationships, because your first time on campus and you’re meeting a lot of people who are [there for the] first time, and a lot of those people are still my friends today. If you were living next to someone, I think it was just natural that you were going to develop those Relationships. Dorm Life was where you formed Relationships, and probably most people who did that freshman year, that was where they made lasting friends for the entire four years.”

Dorm Life affects Academic Life. “I think some of the behavior in the Dorm Life, whether my own or other people’s behaviors, had negative affects often on the Academic Life. To a degree, the Dorm Life drove the Academic Life, because if you really screwed up in the dorms, it affected your academic world in terms of how easy or hard it is to concentrate and study. I think they were very tied. It could have been the difference between your being able to stay late at the library and just being able to walk across the street to your dorm, and doing more research for your paper or not studying because you did not want to drive or ride the bus to campus. We either

studied more with people in our dorm or we didn't get a damn thing done because of the people in their dorm. I think if you were off on a good note, then you had a good chance of having a good academic experience. I actually went to class more because I was close and there was no parking and traveling issues. Dorm Life definitely affected my Academic Life, because once I didn't live on campus, I didn't go as much. Living in the dorms also provided me access to the library, which is where I did most of my studying, and therefore [did well] in the classroom. I guess because I didn't have the Dorm Life, I probably focused more on my Academic Life. There were other reasons, but I always said that if I had lived on campus, I probably wouldn't have made it through school. The Dorm Life experience was mostly negative in the sense that I spent so much time having a good time that I didn't do as well."

Dorm Life affects The Good Life. "There was always something, even in the middle of the night, for better or worse, going on in a dorm and most of it involved The Good Life, having fun, meeting people. Dorm Life was just wonderful. I could always go back and take a nap, if I needed to, and also my friends could come and crash at my place. I think had I lived in a dorm, I might have had a different, if not, a better life. Dorm Life affected The Good Life, because that was where most of my relationships were and my initial social life was at the university. If you had a bad living situation, you did not have a Good Life. When I wasn't studying—especially during my first year—that's where we would hang out was in the dorms [when] we weren't going out. I see the connection in the sense that the dorm was where part of The Good Life was happening. Being in a dorm, you had that sort of freedom, but still felt the emotional safety of being in a family. I was close to the Dobie Theater. I remember going there a lot to see movies. I think for some people, Dorm Life was their Good Life. In the dorms, you always had a willing partner. Even though The Good Life was going to spring break somewhere with people, those ideas started in the dorm setting. You met a lot of good friends you hung out with and enjoyed The Good Life, or The Good Life was just hanging out at the dorm. I think Dorm Life affected The Good Life, because you had less obligations and responsibilities than if you lived off campus. Your food was typically there. There was no monthly rent check I had to pay. We would get together and play football out in the yard. I think that if we're talking about The Good Life being really freedom—Dorm Life to me was still not like living on your own in an apartment. I think that Dorm Life affected The Good Life. It kind of took away from some of the freedoms

just because there were people there watching you, Resident Assistants. It was great, it was a step up from my parents' house, but it was not like being on your own, like total full freedom.”

Dorm Life affects University Financial Perceptions. “There were actually dorms that didn't have air conditioning, that influenced your perceptions of just how much money the University had. It would depend on what dorm they were in, but if you were in a really nice dorm, you might think all of UT Austin had a lot of money. But, if you were in a more cramped space with older amenities, and maybe didn't have a bathroom that worked so well, you might have had an outlook about the University that was a little different. If you were paying for this, and you were paying for that, you may have said, ‘well, the university is getting all this money from me anyway. How can they be having a problem with building another dorm because I'm paying out the nose for this.’ So I guess my Dorm Life affected my vision of their University Financial Perceptions. I didn't see a need because, from a student's perspective, everything was there, the food, rooms, places to study, etc. There was a constant flow of fun and food, almost this false sense of [reality], just this access to so many different things that affected my perception of the University. Dorms here were expensive. So, the way I see it, it's another source of income for UT. I stayed in an on-campus dorm; those were not as nice as some of the private dorms. I felt like UT needed to put more into that [dorm]. I could see that as being pro or con. If your dorm was kind of torn up and you walked outside and you saw these brand new buildings and everything was so nice and lush, you wonder why they could not have sunk more money into the dorms. Now on the other hand, if you had a very nice dorm, you walked out, you saw everything nice and lush, you may have said, ‘okay, wow, that's a nice place.’”

Dorm Life affects Nostalgia. “Nostalgic memories are those feelings that are brought out when you think about your college experience. You think about it and it either brings up nostalgic feelings, or perhaps negative feelings, or perhaps both. Just little memories of things that happened sort of elicit this response, this good feeling, funny feeling. Getting caught in the elevator and dropping some floors was a traumatic experience; nonetheless it makes for an amusing tale later on. If you met all your buddies in the dorm and you had a great time, you had all these stories about the dorm; those are elements that compose Nostalgia. I think that Dorm Life gave me that college experience and that tie to the people and the places on campus because I was around it all the time. The Dorm Life, the friends I had there, the moments I had there,

that's what [I remember when I am nostalgic]. Thinking about my time at UT Austin and in the dorms are the things that triggers that little happy 'I just ate chocolate' feeling.' I think it's kind of a negative Nostalgia. I guess it's part of the overall experience that you would have. If you have a miserable roommate and hated your dorm room, maybe that would cloud the Nostalgia you would have for the University. I have very positive memories of living in dorms and great friends and just convenience. I think back to college, and some of my best memories were from the dorm. I met a lot of friends there and I had a lot of fun there. The experiences from the Dorm Life were one of the main sources of Nostalgia for me. Those experiences in the dorm created the actual memories about which I'm nostalgic. If I had gone through Dorm Life, I would have a much higher level of Nostalgia, unquestionably. My Dorm Life creates my largest source of Nostalgia, just the friendships and the people, and the activities, and late nights, eating Subway and studying together. I would think that Dorm Life affects Nostalgia. If I lived in a dorm, I can look back on those days with fond memories, in a nostalgic way."

Dorm Life affects Degree of Bonding with UT. "Had I not lived in a dorm my first year, my Degree of Bonding with the University would have been less significant. If you don't live on campus for at least some period of time, preferably your first year, how are you ever going to feel that? You would go to school, go to class, maybe go to the library and study, and then go home. You need [Dorm Life], that was community and not only physical community, but your mindset about what you were part of. Dorm Life can definitely lead to your feelings about UT Austin. I would say that your Dorm Life, since you were there a lot, shapes how you feel about UT, whether you were enjoying it, whether you were miserable there. If your Dorm Life was good, then you'll have good feelings. I think Dorm Life affected my feelings about UT, simply because I didn't live in a dorm. I think the Dorm Life influences those feelings—making the university more human. I think that, if anything, the whole set-up of the Dorm Life probably affected, and helped facilitate, my good feelings about UT. I would think Dorm Life affects feelings about UT because let's say you had a horrible traumatic Dorm Life, that first semester you were away from home, you did not like any of the students on your floor, you would say that first semester was very tough. The negative experiences with my first roommate affected me, my perceptions of UT. And later on, my other roommates affected me in the same way. I look at people who lived in an apartment the first year and didn't get that connection, and most of them were dissatisfied with the school. They didn't have any bonds."

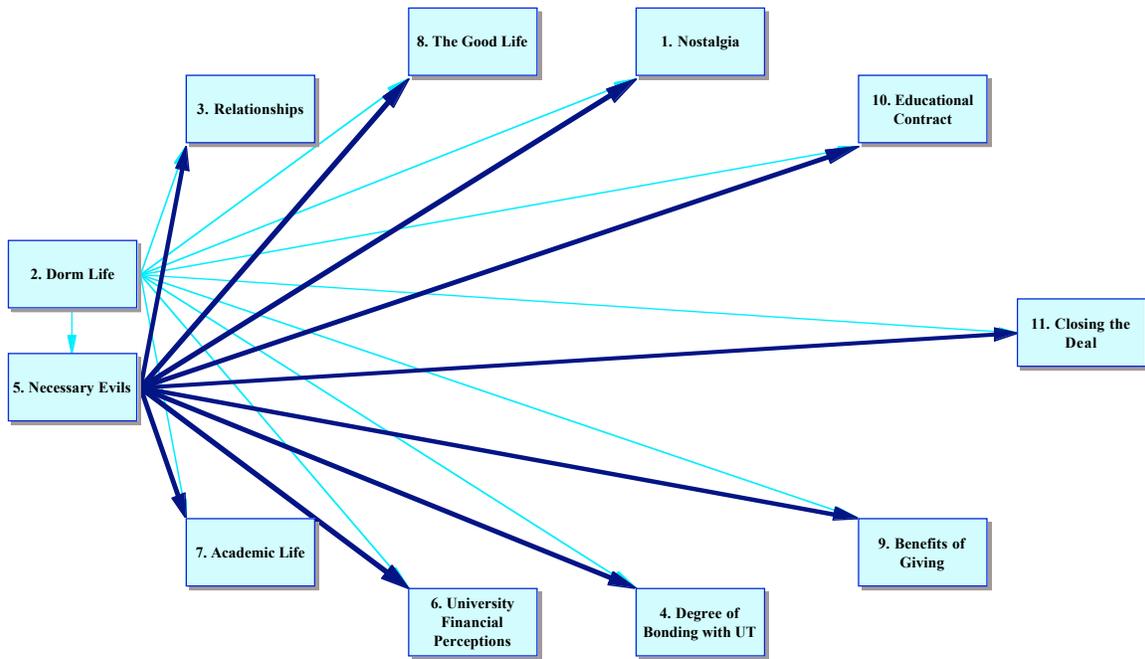
Dorm Life affects Educational Contract. “I know that the University now is trying to get all the freshmen to live on campus, or as many of them as possible, for them to experience that feeling of feeling more connected to the University and I think that was the case with me. I have that Educational Contract in that by giving back and allowing some of these students to come, first of all, to campus, they might get that opportunity as well. Your Dorm Life could lead to your feelings about your Educational Contract. I could see where Dorm Life could drive that a little bit. They gave me a Good Life while I was here for four or five years, and I need to make a difference after I graduate. If I perceive that I have an Educational Contract and that I’m in a dorm, that’s just part of my Educational Contract. As far as I’m concerned, that’s just a permanent condition of the contract. If I had lived in a dorm, I might have made lifelong friends from the dorm, and I really would have felt indebted to the experience, more so than I do since I haven’t lived in a dorm. If I hadn’t lived in a dorm, and UT hadn’t rented this dorm for me, I would have never met my best friends and I would have been at a great disservice because of that. So to me, Dorm Life definitely does affect that Educational Contract in that way.”

Dorm Life affects Benefits of Giving. “When you think about things like the honors halls and things that they have right now—I wish they had more of that, more community building for people who weren’t honors students. I guess Dorm Life could inform the Benefits of Giving in much the same way that Nostalgia can. If I gave to one of the dorms somehow to help them finish out a study room or a break room, if I gave to the University and it created a better environment – a better Dorm Life situation for my kids—then that would be something where, for me as a parent, I would think about that as a benefit for giving. Your feelings about your Dorm Life, even if they were very negative, might lead you to think it was a good thing to give money to fix things. Or your experience of Dorm Life being at a certain level and you’re wanting to maintain that or improve it for future students, I think would affect whether you see that as a Benefit of Giving. I guess because I said what’s in it for me, where is this money going? I guess I think the dorms could use a revamp. If I felt like Jester, which is the only dorm I’ve ever lived in, needed new paint. If I knew that that’s where it was going [that would be a benefit]. I would say that Dorm Life can affect the Benefits of Giving, that if you did choose to give back to the University, maybe that could help the Dorm Life. My experiences with the dorm were great and I get joy about putting back into that Dorm Life, the dorm that I lived in.”

Dorm Life affects Closing the Deal. “It’s like everything sort of goes through Nostalgia for me. The fact that I have nostalgic feelings about Dorm Life, therefore, that impacts [Closing the Deal]. It would be Dorm Life to Closing the Deal, because it’s part of those whole memories. Dorm Life affects how I feel when I do Close the Deal. It’s positive and so it’s a [factor], in my opinion, the same way Nostalgia is—warm and fuzzy. You think Jester was a hellhole and someone’s asking for money to improve it, that might help Close the Deal. I’ve lived in a dorm, and it was a great experience for me. If you had a good dorm experience, you’re probably more likely to give than if you had a bad one. The Dorm Life would affect [Closing the Deal], because somehow if they were able to put me in that mindset while I was considering donating, [that my donation] would help someone else to experience what I did, then it would help Close the Deal. If you remember the time in the dorm positively, you’re then somewhat predisposed. I think Dorm Life could affect Closing the Deal. If you started off good, or if you lived in your dorm the whole time and you had a good experience, then it makes it easy to give. Living in the dorms was definitely a financially easier option, and so I guess it saved me money that I don’t have to pay back. Once again, it depends on what type of experience you had. If your dorm wasn’t well maintained, even if your academic experience wasn’t all that positive, it could factor into your decision to Close the Deal. When I [consider] Closing the Deal, seems like I spent a lot of money in the dorms, maybe that affects not Closing the Deal.”

Necessary Evils

The affinity Necessary Evils directly impacted many of elements in the system. It was referenced and connected to each affinity.



Necessary Evils affect Relationships. “Like the class size, maybe [a student may] not really meet that many people. You may not feel like going to meet a friend because they are 18 blocks away. The girl who chose not to go to school at UT because it was too overwhelming at orientation—that affected our relationship because we couldn’t have one. I think Necessary Evils can lead to Relationships. I had the horrible class with two of my best friends and we just kind of barely knew each other before that. And then on the flip side, the Necessary Evils of there being so many different people here, you’re not going to meet everybody. The parking situation affected my Relationships in that I probably did not go to campus as much. I probably miss some Relationships that I would have otherwise enjoyed. I’ll go through the leisure learning catalog, informal classes, and I’ll skim it for what is offered off campus and that’s what I will consider, nothing else. I’m missing a lot of Relationships because I just choose not to deal with that on-campus situation. Your Necessary Evils will undoubtedly affect how your Relationships are handled, how much time you can devote to the Relationships. There were certain people who you possibly had to, or wanted to, spend more time with, whether it was to catch a ride somewhere because you lived in a certain place, and people drove to your place. It affected how much you saw certain people or didn’t see them. If the Necessary Evils were remedied, the Relationships might be better. I guess Necessary Evils would affect Relationships because it may take away

from your opportunity to go out to movies and parties, or go be a part of a student organization, or maybe it'll take away from your opportunities if you had to go and work.”

Necessary Evils affect Academic Life. “I came in with a lot this credit. So, my advisor did not know what to do with me. She said, ‘you shouldn’t take physics your first semester,’ and I didn’t take physics that freshman year. It was coming at me as that perception that I couldn’t handle it; I was just mediocre. Not taking physics my freshman year threw off my entire chemistry degree because I had to have a pre-requisite for some of my chemistry courses. I know I had to be advised. I know I had to tell the advisor what I was doing. But, he just would not personalize the session, and it really affected my academic [career]. Trying to get the courses that I wanted and trying to get into campus to get to the 8:00 a.m. class I had to take because there was nothing else available [was a Necessary Evil]. Necessary Evils affected my Academic Life, especially when you couldn’t get a class or you’re late because you couldn’t park. [If] I had to work, it took more time away from my academics. I used to park ten blocks from where I needed to get to class, just to find parking without having to pay for that, too. That was a hardship for me, because I could get here at 7:00 in the morning, and running to class with books. I understand that there’s not enough parking, so it’s just one of those things that I had to accept. I think just the big classes and the feeling of just being part of a big group. It affected my Academic Life in that I didn’t really have any one-on-one attention from professors. How much you like your professors or respect them or respect who’s teaching you—and the value which you feel like you got, the learning you think you got out of the whole deal—was directly related to those professors. If I had not been intimidated, I would have had a different Academic Life. The Necessary Evils of huge and impersonal classes, just being a number in a classroom affected how I felt about academics. Obviously Necessary Evils affected my Academic Life because of my ability to, or lack of ability, to obtain the funding. The only one was the damn bus driver who wouldn’t get you to class. It did [affect Academic Life] a little, on more than one occasion. I had a midterm, as a matter of fact, and I walked into that midterm five minutes late and got called down by that professor because of it. I went to him later and explained to him, and he even apologized to me that he was having a bad morning, he understood but it definitely had an impact. When a professor calls you down just before you take your midterm, believe me, I was shook up all during the test. I can see how Necessary Evils affect Academic Life in that, getting to class, being

such a large campus, parking, the size of the class, you could sometimes get lost in the cracks of the system, UT could lose some students, I would think, through these Necessary Evils.”

Necessary Evils affect The Good Life. “I would say that Necessary Evils affected The Good Life because whether it was transportation issues or construction issues—it affected what I wanted to do in my spare time. Necessary Evils affected my Good Life for almost the exact same reasons as Academic Life—could not park, sat in the counselor’s office for three hours instead of hanging out with my friends. If you can’t get over those Necessary Evils, then everything is going to be miserable. I ended up being stuck on campus all day because I had this huge break in between classes [and that] impacted my ability to work, socialize, and have fun. I would say Necessary Evils affected The Good Life, just because, like in my case, having to work. The Necessary Evils I had to take care of and get out of the way before I could truly enjoy The Good Life. Necessary Evils influenced how well things went at home and everything else too. Necessary Evils took away from my ability to enjoy stuff. If you had to work, you couldn’t go to a student government meeting. Walking up Speedway on a rainy morning, smelling that disgusting smell of bird droppings, and three of my buddies were with me, all three of us just laughing our heads off because it stunk so bad. I lump in sporting events as part of The Good Life of the University of Texas. It’s hard to get a ticket sometimes, even as a student. So those Necessary Evils—the size of the school, which means it has a good sports program also means that, as just one student, it’s hard to participate in or get those tickets.”

Necessary Evils affect University Financial Perceptions. “I think that the Necessary Evils affect the financial perception. A lot of those Necessary Evils are precipitated by money. Maybe they want so many students because they need the money. I guess if they had more money, they could hire nicer people. I did have to work and I know that money is an issue for a lot of students. I know that the University wishes it could offer more in financial aid. I don’t think they want to raise tuition. I feel like maybe you felt like the University could provide something to have helped alleviate these Necessary Evils. The Necessary Evil—it’s a big university and it requires a lot of people who don’t always talk to each other. I feel like there are financial situations that don’t always get properly addressed. In my case, money was tight and some of the Necessary Evils, like parking, I couldn’t participate because I didn’t have the means. The cost of education everywhere is going up and that’s a Necessary Evil. Necessary Evils drives University Financial

Perceptions from the standpoint of there are certain Necessary Evils, i.e., tuition and other billing costs that I had to pay, which kind of colored my perception as far as what the overall financial status of the University was—they have a lot of money. Having to put up money to buy season tickets. I accept that as a Necessary Evil. Which creates more money for the University, so that affects how I feel. The fact that the University is a big fat cat is why they're a big fat bureaucracy. Necessary Evils affect the perception that I have of this school, because I was someone who had to bust my ass and work a ton, and I saw a lot of other students who were just getting by because they were getting, whether it be parents' money or scholarship money, and you could not understand how you didn't qualify for this grant, you are going to have maybe a sour taste in your mouth. These Necessary Evils, being parking, you'd say this is one of the wealthiest schools and I can't park five blocks next to it. We can't build a parking garage or get some kind of system worked out better?"

Necessary Evils affect Nostalgia. "Necessary Evils affect my Nostalgia. It's not necessarily a good memory, but I remember being really inconvenienced with the parking and the big classes. Necessary Evils affect Nostalgia because even though I had to ride the bus and had to park—while I was walking those six or eight blocks, I got to see a lot. The actual walk itself was sometimes nice, so it's part of the Nostalgia. The Necessary Evils were there and while they might have been distracting, I think it made me who I am today, and in some cases, built character. I learned from my mistakes. Having Ramen soup for every day of the week—it wasn't fun then, but looking back it is nostalgic. Or how many Domino's pizzas did we buy because my dad sent me \$100 worth of Domino's gift certificates, so I fed the floor, periodically. You feel later like you really made it through something, is kind of what's nostalgic. The Necessary Evils can even somewhat seem like war stories now. It's sort of like, my university was bigger than yours and I can prove it by telling you this story. If, when you think back, you only think about the Necessary Evils, it's really going to cut down on your feelings of Nostalgia. Necessary Evils definitely affect Nostalgia, negatively. The bureaucracy of those sorts of things, in retrospect, it wasn't that bad but of course, I would rather have not dealt with it. I suppose that occasional Necessary Evils might result in Nostalgia, but generally, you try to forget those. At UT Austin, it's just hustle and bustle. There were some huge oaks by the LBJ School that I felt so at ease up there. It just felt so relaxing to go up there to read and study. When you're surrounded by concrete to me, that's just not conducive. I think Necessary Evils can definitely cut off any

inclination towards Nostalgia. I think back to what I did while I was at UT Austin, and a lot of those things were having to work multiple jobs and missing out on a party and studying way too late. But in the end, it all adds up to the good memories of what UT Austin has made me into today. Those things I experienced, they formed memories. Waiting in line for food, getting hassled by homeless, almost blinded by birds – those things you remember. The Necessary Evils affect the Nostalgia, because, that puts a little cloud over my happy, ‘I remember all this’ feeling. You look back and you’re just kind of in awe of how many people were around there and what their situations were—where they came from, what their majors are, what their interests are, how old are they, that kind of thing. So I just have to go with the Necessary Evils brought me Relationships and affected my Nostalgia.”

Necessary Evils affect Degree of Bonding with UT. “There are Necessary Evils that your parents do to make you, for lack of a better term, a better person. In the same way, those Necessary Evils that the University—the hassles that you go through—you love your parents in spite of, or because of, the things that they do. I remember being cramped up in that dorm room. I had to put up with the Necessary Evils to just get to be there. Things like living off campus, driving in, difficulty with getting classes and things like that, certainly colored my experiences. If you have any kind of a chip or a bad feeling about something, then they uncertainly drive your feelings about it. Bureaucracy hurts your feelings about the university. Not being able to experience certain things because of having the Necessary Evil—your strict degree plan. While some of the Necessary Evils might have been distracting having gone through them, you see them as like, ‘it was tough but it was great at the same time, I learned from it.’ I’m sure Necessary Evils exist no matter where you go, that you always find something not quite to your liking, but it definitely factors into how you feel about the school. Despite the intimidation of large classes and a big campus, I still felt really connected. Because I’m a staunch UT fan, it wasn’t going to do too much to hurt [my feelings about UT]. Why can’t they have more classes? Why is there such a problem with this? For me, I accepted the Necessary Evils, but I can see how the Necessary Evils would affect your feelings about UT. [Parking] keeps me from giving. Hell, parking sucks and they ought to do something about that. I understand the significance of building new buildings but, people ought [to be able] to get to those buildings so they need to think about that more. I was asking if they were building any more parking garages, and there’s nothing on the slate. I just don’t understand it and that just ticks me off. I still have strong feelings about the bureaucracy

and not feeling like I always got the best education. I think of UT Austin as so huge, it's such a big institution and because of that, there are probably more Necessary Evils. Necessary Evils definitely affect feelings about UT because those things I mentioned about trying to obtain financial assistance definitely puts the bad spin on how I feel about UT. I had a test and wanted to get on campus early so I could go by and ask some people a couple of questions before the test. I got on the bus at Disch-Faulk Field, and the bus driver pulled up and said it was his break time. This was like 7:20 a.m. and I was nearly late for my test. Your overall feelings about UT Austin are formed by all kinds of occurrences, and some of those occurrences would be the Necessary Evils.”

Necessary Evils affect Educational Contract. “Necessary Evils were a part of the Educational Contract. I guess the Necessary Evils were the price I paid on my contract. It is the University's duty to give me an education. It is my duty to fulfill that contract [by] doing what I have to do. When I first got here, the University had a duty for the professor to teach me, for there to be a lab for me to go to. It was my duty to pay my tuition even if that meant working or putting up with a larger class. We wouldn't even have a contract if I didn't stay. Necessary Evils affect my Educational Contract in that I wasn't getting to take the classes for free. Not only did I pay for them, but also I had to bust my rear end to make it through those classes. I don't feel like because I was in those classes, that it's my duty to give back per se. Necessary Evils are going to negatively affect your Educational Contract, because you're not going to feel like you need to give back if they treated me so badly the first time. I think Necessary Evils did affect my Educational Contract ideas. I came to school to learn mechanical engineering. In order to accomplish that learning, these are all the dues that I had to pay. I had to go through the condo project, dealing with the condo association. I had to go through all the B.S. courses. I had to deal with all the other stresses and factors involved with actually now dedicating, in my case, five and a half years of my life to get the education. The way I would look at it is that I think I did all the things I was supposed to do. I didn't crawl out with a 2.001. I did well in school and I participated and I did all these things, and I didn't get a job—where was the support? I guess the Necessary Evils affected my Educational Contract just because it felt impersonal. So it's just over when college is over. There's no bond. I just wanted to finish it. If you're a person, like me, who had to work a ton and was trying to get as involved as you possibly could in the University, and you make a success out of it, you almost either want to support the University so that students don't

have to, or you want to share your experiences with a student who may be going through that same thing. Like look, I made it, here's how."

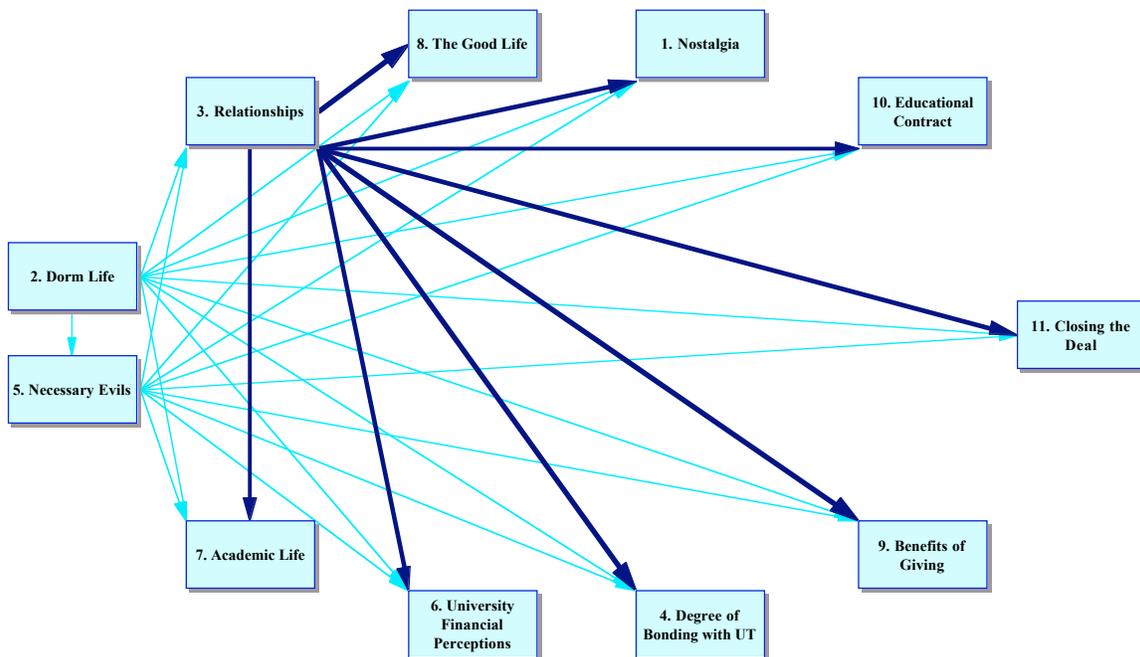
Necessary Evils affect Benefits of Giving. "Given my own experiences as to what I remember about my undergraduate experience, I know how other students might be in my same situation. I want to give back so that perhaps maybe [I can] lessen that experience for them— make it a little bit easier for them. The Necessary Evils probably drive the Benefits of Giving. I paid those fees, because possibly, it helped somebody else. It kept the Student Center open and it helped somebody else. I wish that I could give to the University as a whole, and feel like it would be responsible with my money. But, because it's not necessarily a well-oiled machine, I guess that takes away a little bit from the Benefits of Giving. I want more access if I'm giving money. It seems very cyclical here, that's kind of how I see it. It's like in one case I was hoping that it would be easier to give some money. But then I'm asking for some return on giving. You want to see that all the hard work that you put in is going to reap some kind of benefit. I guess Necessary Evils would affect the Benefits of Giving. I don't know enough about the donation process, but if you could earmark your contribution to a parking deal or adding more facilities, obviously, so that students wouldn't be so cramped, or more faculty where the faculty-to-student ratio could be lower, then that would help your Benefits of Giving. I hardly think about the Benefits of Giving because of the Necessary Evils I had to endure when I was an undergraduate student, particularly within my Academic Life."

Necessary Evils affect Closing the Deal. "Because of the Necessary Evils, I'm a little bit embittered in that way. And I feel like, 'well, I've paid you for my degree and I'm done dealing with you.' So, in that way, I think that Necessary Evils do kind of influence my feelings about my Educational Contract so I don't want to Close the Deal. Any money-raising apparatus annoys me. I have a really hard time with all that stuff and I associate the money-raising apparatus with those kind of larger bureaucratic problems. One of the Necessary Evils at UT Austin is the level of bureaucracy. And so if that bureaucracy leads to someone that I believe should get tenure, not getting tenure or being laid off, then that would definitely stop me from Closing the Deal. A large part of my thoughts when I give is based around individuals. If you feel like the university is just some big bureaucracy, your money is going to be a drop in the bucket. What do they need it for? The thoughts of helping people not have to do those things like work while in college help me to

Close the Deal. I guess the Necessary Evils influence the way I go about Closing the Deal. Those two affinities are one and the same because I do not want to Close the Deal with the University. If they could Close the Deal by connecting it to a Necessary Evil that I believe would help a future student, then I might donate. The extent to which you've suffered would temper whether or not you would continue your Educational Contract and donate to the University. Despite the intimidation of the size of the institution, those things I had to overcome, I think that giving back to UT Austin would be important, despite those [Necessary Evils]. It could influence it, because of people quitting and dropping out. I sort of have ill feelings of going through all of those Necessary Evils. I could see that it could be tougher to Close the Deal with the University for someone who was burned by the Necessary Evils."

Relationships

The affinity Relationships was one of the drivers in the system. It, too, played a dominant role in the college experience.



Relationships affect Academic Life. “Study groups, I wouldn’t have passed some of my classes without them. But it wasn’t just random study; these were people that I’ve had some of my major classes with. My Academic Life was richer and fuller because I had good Relationships. The type of people you hung out with and whether or not they were very academically focused or socially focused affected Academic Life. Relationships helped with my Academic Life as far as it impacted the ability to study with peers or get notes from peers or share [notes with peers]. I got most of my information as far as the courses to take and the advising from peer-to-peer Relationships. If you’re unhappy with your Relationships that can certainly weigh on your academic studies. Relationships could be positive or negative on your Academic Life. Positive in that you can get your study group together and academically it could be a positive thing; negative because you’ve got a bunch of party friends that can affect your academics. I never really sparked up any Relationships, other than the study groups. I remember Symbolic Logic. I mean, hell, that one was tough. One guy saved my butt. I started working with him, because he had it down. If it were not for him, I wouldn’t have done very well in that class. I would have definitely tried to drop it, if I could have. I ended up getting a C in that class, but hey it was because of him. If I wanted to see [my boyfriend] I certainly wouldn’t let a test get in the way of it. We had to study, but we’d study together. There was no way that I could have gotten through it just on my own. The development of some Relationships was critical in that success because it is not only an academic relationship, but it’s actually kind of a support team. When you do poorly on a test, you have one or two people who say, ‘come on, it’s not that big of a thing; I’ll help you with this.’”

Relationships affect The Good Life. “If it weren’t for your friendships, you couldn’t have The Good Life. You could do it by participating in different activities, but unless you had somebody that you’re here with—alone, it’s not as great. I was able to make new friends and meet my husband there; I was able to enjoy myself outside of class. I had people who I could do things with. Good Life was good because of Relationships. Your Relationships drive how you perceive your life. If you’re enjoying what you’re doing, then your Relationships are going to prosper. Especially as far as on campus, it certainly was nice to have friends to kill time with. Relationships affected The Good Life because the Relationships you made directly influenced what type of Good Life you were having, or what you were going to do. Moments of solitude are fine, but honestly, if you don’t have friends and you don’t have fellow students and

troublemakers, it's not that much of a Good Life. I'm the kind of person you sort of have to ask to go out. The people who were my friends were the kinds of people who would get me out. If not, I would just probably have sat at my desk and drawn. Because of the Relationships, I felt I had more opportunities for social or leisure interaction. It was the people and their personalities that sort of led the direction like which parts of The Good Life I accessed. Relationships were definitely part of The Good Life, so they basically defined, if you will, The Good Life. If you're able to take advantage of things in Austin, it's a lot more fun with people around you than if you did not have friends around you. The more friends you have at UT Austin make it more fun. Relationships definitely made The Good Life. It was so fun to be able to be independent and be with your friends but The Good Life definitely makes it more fun to be around people, that you have that much freedom."

Relationships affect University Financial Perceptions. "I think certain people's Relationships with the community affects its [perceived] finances. If you have a group who is talking down about the university, I think you're more prone to feel that way. A lot of my friends were also in the same situation. We experienced a lot of the same things of being poor and kind of struggling through it, so I do see a relationship there. Relationships might drive the University Financial Perceptions as you talk about each other's feelings and gather information about what you believe the financial situation is in the University. I think my Relationships affected the University Financial Perceptions because I think about particular faculty members, and I remember thinking at the time, I wonder how much they're paid, and however much they're paid, they're probably not paid enough. And so that definitely affected my thoughts. You read things about Mack Brown; he's the most amazing coach on the face of the planet but I remember reading about his salary at the time and just being kind of pissed off. It's a state university and all these coaches make that kind of money? I understand it is in order to keep the coaches but that doesn't make it any easier knowing that this professor who gives so much personal attention to these students in his class, and who's so genuinely interested, is making that much less when he's just such an incredibly intelligent and involved person. If your friends are giving money to the University, if they see that it's a good investment, then in turn you'll understand the same thing. I trust UT Austin and I think it's doing fine. Like if I spoke that to my friends, that that might change our giving patterns."

Relationships affect Nostalgia. “Almost all of my memories are of people. Some are of events, but the ones that sort of give what I call Nostalgia, that wistful feeling, involve people that I remember, and that are or were a big part of my life. The people who I met, some of them I no longer see, but what I feel for them gives me that feeling. The feeling that you felt for them doesn’t go away. Relationships are a big part of the good feelings, the feelings that you have, the longing you have, for those days. It was not playing racquetball; it was playing racquetball with John or Joe. Relationships would build on the Nostalgia, remembering the good times and the struggles. I think the Relationships that I formed with my peers, my fellow students at the time, certainly have an impact on how I look back on it, on the college experience as a whole. When you reflect, you don’t reflect at that moment. You usually reflect after college about the Relationships you had while you were in college. If your Relationships are good, then you will have those feelings and those memories of that [time in your life]. Wonderful friendships were established here at the University, not only with friends, but also with administrators and some faculty members. [I had the opportunity] to spend more time with my friends [in college] than I do today. If you have positive or negative peer-to-peer Relationships would determine whether you have fond memories, bad memories, whether you are drawn to that. You make a lot of new friends and you remember unique and interesting people who made an impression on you one way or another. The Relationships that you’ve had at the school are, hopefully, going to bring the Nostalgia of that time and place. I’d say the Relationships made the Nostalgia just because when I get together with these same friends, it’s the fact that we were together doing certain things, that made the memories and we talk about them to this day. I think that it’s possible that if I had made other kinds of Relationships, for example, through dorms or through sports or through something like that, then I would have a different kind of Nostalgia. I would say the same thing, that you would look back nostalgically on the Relationships that you formed at the University.”

Relationships affect Degree of Bonding with UT. “If I hated all the people I was around, or had negative Relationships, then I don’t think I would have been in a place where I could have bonded with the University. I think of UT Austin as being a place where I met nice, interesting people. I think many [of the] people definitely help [get you] through UT Austin. It was those Relationships that build memories of how awesome I think my school is. If you build lifelong friends, you’re going to improve your feelings about UT. So much of my sense of my bonding with UT Austin, my college experience, is from the Relationships I had with my friends. I didn’t

make any lifelong friendships at UT Austin, so the feelings that I have about UT don't in any way stem from any Relationships that I formed, either with the teachers or with fellow students. And because of that, I am not bonded to UT Austin. I got to know one of the volleyball players really well. We ended up being in a lot of different classes together and studying together. And to this day, even though she's gone, I still am very tied in to volleyball, because I had the opportunity to get to know her a little bit better. So that Relationship that I developed with her carries over to that little aspect of bonding. I wouldn't watch half the football games I do, if it weren't for friends coming over here, and the fact that it's a social event. I still enjoy watching football games but the friends around me—they paint things orange. Especially my friends who are lifetime alumni members and go to every game, they're much more gung-ho about it than I will probably ever be. I feel good about UT Austin because of these people I got to meet while I was there or just because we attended UT Austin together. The friends you meet, the Relationships that you form are going to go into a broad category, into your Nostalgia and your feelings about UT Austin. Having friends who are also Longhorns, you're part of a group, part of an identity that creates a kind of bonding.”

Relationships affect Educational Contract. “If your friends feel like they owe the school something, you may feel that way as well. If they feel like they are done, then you'd probably pick up on that. I think if you were miserable there, didn't have any friends, you were always lonely or always feeling like you're missing your family, then your Educational Contract ended when you left [the University]. I made the Relationships and then that made the contract. The more you feel connected to the relationship, then the more you feel bound maybe to give. I guess the Relationships for me are just very defining in everything I think about when I remember UT Austin. So while their financial status didn't help me build these Relationships, I think all of us came here. My parents paid for everything, while some of my friends came here on scholarship or were working their way. So I would feel obligated to give back because of the Relationships I built. I think Relationships affect the Educational Contract, I think that it will affect whether or not you feel the duty to give or not, whether or not you want to continue to see a particular professor do his job or not, for example.”

Relationships affect Benefits of Giving. “The idea of wanting to give so that that kind of environment can continue to happen for future generations. I think Relationships have influenced

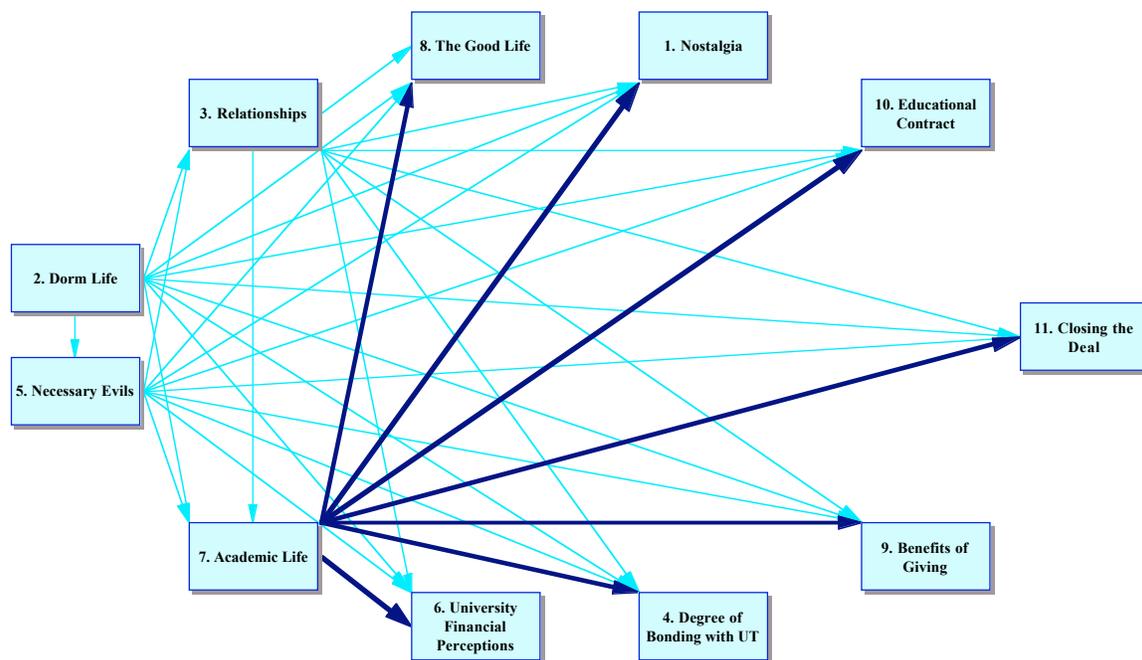
those kind of things, those Benefits of Giving. One of the Benefits of Giving, in a way, you're still connecting yourself with that community. You have those Relationships; and giving, somehow, helps you feel like you're still connected to those Relationships. I feel like there is a strong camaraderie in the School of Architecture and I think that's good for the profession. And now that I'm out, I like that. Especially now when I teach—that's something I still really like about the School of Architecture. I think those Relationships—if there's any benefit to giving, besides your helping to maintain your school as a strong [institution for the profession]—I think those [Relationships] were really influential in that perception. I think a lot of us influence each other in encouraging each other to participate in giving. I think putting a human face to the University completely makes it seem like a much bigger benefit to give. I think Relationships would point toward Benefits of Giving, because you think well, maybe this professor would make more money or maybe they would add more books to the library for this person to watch over. I guess with my thing, that if I had married someone who went to the University of Alabama, we probably wouldn't be as likely to give to UT Austin. The fact that our Relationship, we're married and we're both big UT Austin people, there's only one institution we would ever want to give to. The most important Relationship that I have, we'd be more likely to give. The Relationship makes me more likely to give, but it doesn't really have an affect on the benefits, unless I was giving a lot and I had football tickets. I feel like my friends taught me to give.”

Relationships affect Closing the Deal. “Positive Relationships with, again, filtering through Nostalgia, the fact that I had these Relationships that made me [Close the Deal]. Relationships affect [Closing the Deal], because some of the other people giving are those friends. I think Relationships can help Close the Deal if you have the rub-off effect that I was talking about—with your feelings of the university. All those together, my memories of Relationships and the ones that were built there with other students or just the entire campus, everyone who was involved in it, just even walking past them or anything sort of affects the way I feel about the University. I could see it if your other friends were also giving, almost like a peer pressure type thing. Or if there were things that you could all do together, things like that [as a result of giving]. If your friends, your colleagues, your professors, people who you've had good Relationships with, or bad Relationships with, are impacting your decision, they can Close the Deal in itself. If you loosely term Relationships like you with the alumni group, then I guess Relationships would impact Closing the Deal. If, let's say, one of my friends now becomes the

chapter president of the UT Austin Alumni Association, I'm probably more likely to donate than I would if some kind of stranger or someone like that."

Academic Life

The affinity Academic Life impacted many of the affinities in the system. Therefore, it was a secondary driver in the system.



Academic Life affects The Good Life. "I would say in my case, the Academic Life affected The Good Life. It just kept me from being as social as I should have been. School was my priority. I think your Academic Life drives your Good Life because academics can put you in a social circle. I saw a lot of students having The Good Life and not seeing much of the Academic Life. When I came back and got serious about it, then my Academic Life took precedence over my Good Life. If you're enjoying your classes, if your studies aren't killing you, you're going to feel like you have more free time, even if you don't. I was always studying versus getting out there and having fun, or even just relaxing. Maybe some people don't take joy in what they were

learning or the things they're studying, but I always did. If your Academic Life is going well, then it feeds into a larger part of The Good Life. I think in some ways Academic Life affected The Good Life, mostly in positive ways in that through classes, I met a lot of people. It's harder to have The Good Life if your Academic Life is crazy. I think my Academic Life still affected my time, socializing and leisure. How much you're enjoying your classes or not can spill over into how much you enjoy your other time, and how much time you have left over. My Academic Life did help my Good Life along the way. The Good Life [was affected by] my Academic Life, in that just that brief encounter with Dr. Besch, and talking to him about Astronomy then I started to take all of those classes and visiting the Observatory. I think that because of my academic interests, that propelled certain interests in The Good Life. I'm interested in hearing this speaker because of this interest that was strengthened through my education. I think, strangely enough, those two are just so interconnected for me, and they kind of go back and forth as to how one affects the other and it could go either way. I think my Academic Life affected my Good Life much more. Academic Life affects The Good Life, just because it's taking away from The Good Life. Whenever you have to write a paper or something like that, go to class, you can't spend that time doing leisure or social activities."

Academic Life affects University Financial Perceptions. "Professors talk about the University's finances, students talk about them, staff talks about it, everybody talks about them. [If UT Austin] restructured their finances, there'd be better salaries; there'd be better per-student funding. I think that your Academic Life could drive your University Financial Perceptions, because, I think what you received academically, then you could say, 'well, they do need more money for more professors.' I guess the Academic Life would affect the University Financial Perceptions, because the exposure to different classes and resources for the classes would affect your perception. If you're always taking classes with 300 people, you'd think that they don't have money to pay for people to teach a class. I think my Academic Life influenced my University Financial Perceptions. It may have affected me a little, thinking they have a lot of money, why don't they pay their professors more and let ones that are just dragging in research money, just do that, and pay them anyway so that they don't waste our time when they're trying to do other work, and, clearly, we are a very low priority for them. It's the standard gripe, you have a lot of high-powered faculty that UT is paying a lot of money to get, and it does a lot for the school's reputation. But are they teaching anybody? Do they even have any interaction at all? Depending

on how many people were in my classes, in the photography program, what kind of equipment we had. You start to wonder, what does the University have and how do they choose to spend it? Because it was not enough for our department. I think because I was aware of the facilities being different in different colleges and schools within the University community. I just remember all the facilities that are provided to us give me the impression that UT Austin is wealthy. UT Austin just provides a lot. They provide what you need, and that's because they have the money to do it and that enhances your Academic Life. When you were going to register for the next semester, and you saw some of the fees that were down on that sheet, a computer usage fee when you didn't use a computer, an advising fee where the professor said, 'is this what you're taking?' Signs it, fifty bucks and I've heard it's even more now. There were a lot of sore attitudes about paying fees you didn't receive or use. You don't have a lot of money to begin with, and to sit there and they soak some more from you, which left a sour taste in people's mouth as far as academic experience. It wasn't just me, it was pretty much everyone in that boat. Because these people, they're just trying to sift more money out of you. They've got money; they don't need to sift that much more. Academic Life had an affect on the University Financial Perceptions because I thought everyone was really professional in what they were doing. The fact that I respected the education I received makes me think that they're running a pretty good show. I know that there are professors who need help, and [that is] one of the reasons I give. Some of the colleges are much bigger and certainly healthier money-wise, and then there's little schools like the School of Social Work, that just doesn't get a lot of funds because the jobs that we get when we get our degrees are not so high-paying."

Academic Life affects Nostalgia. "Funny things that an instructor said in class, or those moments of epiphany, revelatory moments, that you might have had in a class. But in one of my classes, very early on in my career, this guy talked about this study that related to 'Sesame Street.' I still remember that, and I still use it because, basically, it's like people with good intentions can end up doing more harm than good. It was kind of like what the message was that made a difference to me. It's very nostalgic, just thinking about some of those work groups for projects in classes I was part of—that's where a lot of the memories came from and a lot of the friendships came through. When you look back, you're going to think about your Academic Life, the time you spent in classes, your favorite class. I think the elements of Academic Life result in Nostalgia, like, staying up until 3:00 a.m., at the UGL or being really excited about certain

professors' teaching style and recognizing now that it was pretty silly. Coming back to UT Austin after I left for academic reasons, I had a much stronger grasp on why I was there, and so that really colors my Nostalgia for the time that I participated more as a student. That's also a special feeling—to be part of something that large, even in only your small way. It's both intimidating and something special. I think about my Academic Life while at UT Austin and I think about sitting, in class, and taking notes, and basically Nostalgia begins. There's my psychology professor, Dr. Sang, sitting us down the last day of class; and rather than reviewing for the final, telling us, you know, 'don't forget the important things in life,' and the whole class being extremely quiet, and pencils down, and everybody listening to every word that he said. That's someone sharing something really big that transcends the classroom and affects your life and your outlook on life, and gives us all a reason why we're doing this. Academic Life, just feeling like a number doesn't make me nostalgic. Definitely Academic Life can make one have that kind of happy nostalgic association with the University. The Academic Life we talked about was one aspect of life during the time, but I still look back upon it positively. Buckling down for a test, a final, and doing really well on it. Obviously, that's going to give you a good warm feeling.”

Academic Life affects Degree of Bonding with UT. “Academic Life affects your Degree of Bonding because the experiences that you have in the classroom and what you get out of it completely affect your bonding with UT and the level and the type of bonding that you have. My relationships or non-relationships with professors and things like that just give me an overall feeling about it. I think your experience in the classroom and your relationships with professors or TAs really determine how you end up feeling about the University in a positive or negative way. Well, for the most part, I would say, with one possible exception, I found the Academic Life was what really kept me coming back. It made a huge impression on me, that there are people who are teaching here who feel like this is their calling and that's what I'm looking for. I definitely think your Academic Life dictates your feelings. I had classes that were totally amazing—amazing professors and amazing things that I learned. And then there were some that I was like I did not get anything out of it. I don't even know why they have it. I think my Academic Life was the most important thing at UT Austin and what I think about most, so I guess my Academic Life affects my feelings about UT. A lot of my good feelings about the university come from the strong academic experience. Academic Life definitely negatively influences my feelings because of my professors who did not care about my education and closed the door when I would try to

come to see them during office hours. The whole process of learning and discovery, I think whatever your experiences are, it's all part of your memories of going to school there. The fact that it was so difficult. I [had to] struggle to maintain my grades [and] to keep an eye on my grades. [That] may have given me a negative feeling toward the University too. Dr. [Besch], who was the director of the McDonald Observatory, [was the professor for] one of those astronomy classes I [took]. There were 200 to 300 people in this class. He asked me to do the class survey. I thought that was pretty cool. And then, I was on the escalator, over at the [science] building one time, and he happened to be walking there beside me; and he [said], 'hey, you're pretty good at this stuff,' because I was kind of interactive in the class as much as I possibly could be. And so, that was probably the only bond I ever had with a [professor]. A friend and I went to one professor. He had [given] us a schematic of a turbo jet engine with an after-burner. He gave us this paper during class and never said a word about it. This other guy and I went to him during his office hours and said hey, 'you gave us this but never said anything about it, we didn't have any homework on it, is this something we need to really consider?' 'Nah, I don't think I'd worry about it.' Well, we get into the final, and the last page here's this turbo jet engine, got an after-burner right there in the exam. My buddy is sitting there just griping and cussing to himself. Just little things like that made me have negative feelings about UT Austin. I was pleasantly pleased with all of my classes. I never really thought any of my teachers were stupid. We have great professors, renowned, that the Academic Life makes me feel good about the school that I attended."

Academic Life affects Educational Contract. "If you believe that a student is really getting more than a diploma, that their Academic Life, what they're learning, the skills that they're acquiring, are going to allow them to in turn make a bigger, better, more substantive contribution to the world at large, then I would think that that impacts your idea of an Educational Contract, of your sense of responsibility. In some ways, I think I got a shoddy product that I bought and so, [I'm] not inclined to want to give more money—like putting more money into a bad car, so to speak. For me, it's like I want to keep giving to maintain the prestige. I learned to learn, to think, to reason, to do, to problem-solve and all those sorts of things. I can write a complete sentence and use punctuation in it, all those things. That's part of what the contract was—they were supposed to give me that and I got it. So now my part continues because they did their part. I busted my rear in those classes. I don't feel like I owe them anything. I paid to be in

the classes and I did what I was supposed to do to get through them. So I don't have a duty to give back as far as that's concerned. I perceived every semester to be simply a contract. They expected me to fulfill my portion. I expected them to fulfill their portion. The Academic Life I had, again, just having a good experience, makes me just want to give and know that in 20 years it'll be even better. If I had three Nobel Prize-winning professors in chemistry and I was a chemist, I would feel like these people put in so much effort, the school got the top-notch talent. In order to keep those people there for the next wave of chemists, I'm obligated to give that kind of money. There's one gentleman that I love to death. We had a class reunion, and he was going to be there, and the only reason I went to that was because that gentleman was going to be there and it was such a huge pleasure to see him again. I think alumni loyalty is an important thing and I owe my school a great deal for the caliber of education I got. I owe them."

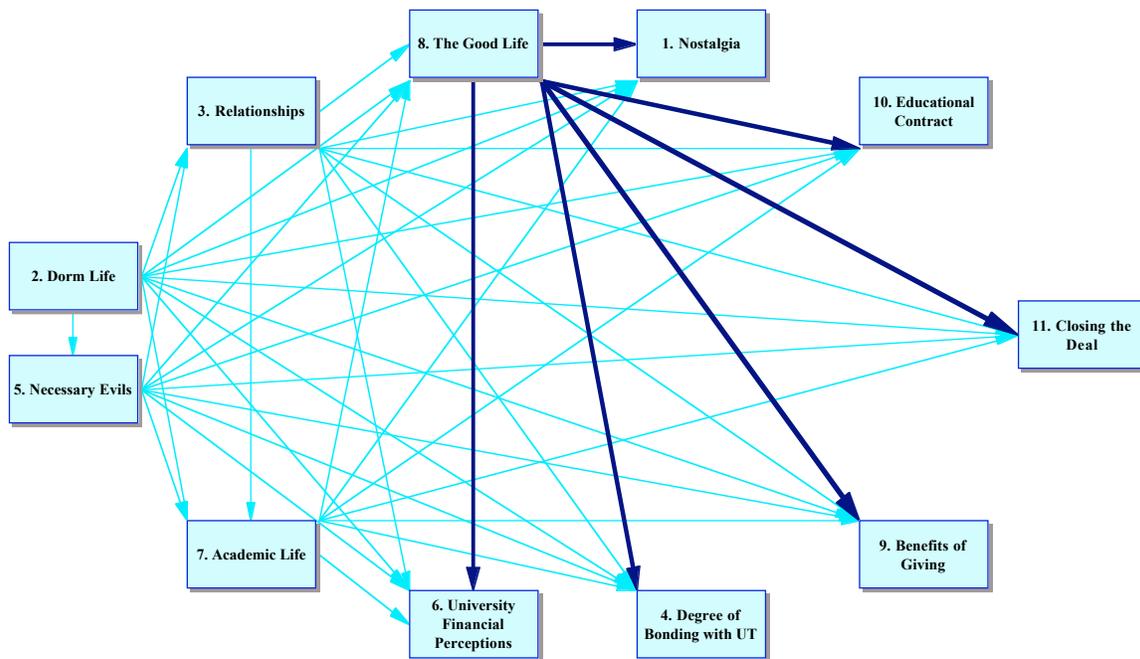
Academic Life affects Benefits of Giving. "The value that I got out of UT Austin was academic, and it created my wealth, which makes me want to give back. That goes back to whether you're thinking about giving, and what it would fund. If it would fund other programs, or research, or, hopefully, in the field that you studied, that's definitely something I think about when I think about the Benefits of Giving. I think Academic Life when I think about giving. So, that's a direct influence on if or what you're going to give. What I learned here, what I was provided as a student—one of the benefits I get is knowing that that continues for future students. I think your Academic Life [determines] whether you give. I think if you did well academically, that means nine out of 10 times when you get out, you're going to be fine. You're going to be able to find a job and you're going to be financially stable. If you didn't do well, it's going to be a little bit tougher for you and you're going to think about that and you may not give. I think one of the big Benefits of Giving is strengthening the programs. I felt the programs were strong, and a lot of it had to do with the wealth of the school. I just go back to that and think that that's one of the reasons why I contribute. The better you feel the academics are, the better you think they'll get because of the giving. Because the great reputation that this University has, being a flagship institution, therefore, you want to give to keep that prestige up. It keeps the value of your degree. It's probably all a negative perspective. I think that just my feelings about the class sizes and lack of personal attention, that you could see how Benefits of Giving would change if they were directed instead of having more sky boxes at Darrell K. Memorial Stadium. If you enjoyed your Academic Life at The University of Texas, and you look back on it fondly, you would hope that

your contribution could go to keeping whatever positive experience you had going for the next round of students, the next group of freshmen.”

Academic Life affects Closing the Deal. “Academic Life was a moment of importance in my life that affects Closing the Deal. If you have a positive academic experience, then Closing the Deal wouldn’t be as difficult. If you felt like you got a quality education and that you had a great time in your classes, then you’re more likely to give money than if your degree hasn’t helped you at all. If I didn’t think this was a good school, I wouldn’t be giving them money. I feel like it was a worthwhile, good quality education for what I had to pay. The Academic Life is going to basically drive whether or not I say yay or nay on Closing the Deal. When I have good memories of classes that I took or when I read about interesting research that’s going on at UT Austin today, then I’m glad to see that they’re doing that and I Close the Deal. I enjoy hearing UT Austin professors mentioned in the news or in articles. The research aspect of academics, I think, would also help a lot just to try to make this world a better place, maybe some of the ways we can do it. There are so many potential ideas, discoveries and literature that come out of Academic Life, and so that would help to also put a face to Academic Life. I think Academic Life affects Closing the Deal. I tend to think about my grades and the professors and the TAs that gave them to me and I don’t feel compelled to Close the Deal.”

The Good Life

The affinity The Good Life impacted many of the affinities in the system. Therefore, it was a secondary driver in the system.



The Good Life affects University Financial Perceptions. “Because you know what your Good Life was, it affects how you perceive the finances, because you want to make sure that students have the funding necessary to have The Good Life. I know that UT Austin actually pays a lot of folks to come to campus to teach. More of the things that I mentioned earlier were individuals coming who would be paid by the University. The enjoyment and entertainment that you had and knowing that that came out of the University’s budget, that may make you think the University is wealthy. My time spent outside of classroom—all the other facilities non-school related, like the gym and performances, ball games, stadium, and all that stuff, also gives me an impression that UT Austin’s wealthy. I have a perception. The Good Life contributed to my false perception of the University’s finances. So much was so great and so many resources were there, which I don’t think they should take them away to get future donations, but I think it should highlight the other side: that we didn’t have everything we needed to have fun and leisure and we still had to pay a lot of fees.”

The Good Life affects Nostalgia. “It was fun to watch a movie and then sit out by the fountains drinking piña coladas at two in the morning, smoking cigarettes and having deep talks

with the people that I was friends with. I think The Good Life is what Nostalgia is all about. You try to turn everything into The Good Life. Living The Good Life—that’s partying, laying in the sun, driving down the highway, going to the games—all those things definitely give you the warm fuzzies. The Good Life for me was actually getting to sit down and watch a football game with my family on Saturdays. I remember times that I didn’t get to because I was studying and I could hear it in the background, and I’d be like, ‘ohhhh, I want to watch so bad!’ I think The Good Life will give you nostalgic feelings. Those kind of getaways driving around town and visiting the local recreational parks, there was a little bit of freedom associated with those trips and a lot of good memories. I think that plays a huge amount into Nostalgia. I guess just thinking about the things that I did, it brings back the fond memories about the crazy times I may have had or just how it may have brightened up my time at school. The Good Life is the thing that makes memories for you. The Good Life of going out, raising hell on a school night, going to school and then raising hell on another school night. I think The Good Life has an affect on Nostalgia, again, just all the feelings and experiences and extracurricular activities. I’d say that The Good Life affects your Nostalgia, just your memories of everything that goes on here in Austin. The Good Life is how you think about the past. Forty Acres Fest—just to see professors getting dunked into the water will always stay in my memory. When did The Good Life happen? We met at a table over there in ECJ and that was it. The biggest decision we had was to go get fried rice or a pizza roll. I had a nice time, but I was always working. I really like responsibility. So I’m not really nostalgic about the lack of responsibility that I had in college.”

The Good Life affects Degree of Bonding with UT. “I think that The Good Life influences my feelings; you could connect UT Austin to all those good times. I really have a lot of good feelings about the experience because of those getaways, and those kind of casual, recreational activities. If you had a good time during those four years, you would just associate them with the university. If everything is going great—everything that you remember [you] enjoyed, then you’re going to really feel warm and fuzzy about UT Austin. I had a really Good Life here, so that colors my personal feelings. The more you enjoy it, generally speaking, the more you have positive feelings about UT Austin. I think The Good Life sometimes helps me perpetuate the feelings. I think just meeting people and doing things on campus, but mostly off campus makes me bonded to UT Austin. The fact that UT’s in Austin makes it a much more pleasurable. If you stuck UT in Vermont, you probably wouldn’t have as many good feelings about UT. Overall I’d

say that the undergraduate days were probably just the most carefree time of my life and that reflects on UT Austin. I would say that the experiences I had, The Good Life I had, make me feel more bonded to UT Austin. Even those things that were extracurricular, since they go back to the Relationships that I made at UT Austin, they then put a positive spin on UT itself. I think UT Austin does a good job of giving you plenty of things to have a Good Life. The thing I was appreciative about UT Austin is bringing me together with the people that I still maintain a relationship with. The Good Life definitely makes me have good feelings about UT, that I had that much freedom. It was where I came of age. I would think The Good Life funnels into the feelings about UT. I guess my personal feelings about UT are certainly shaped by The Good Life.”

The Good Life affects Educational Contract. “Part of the University is not only to go to class, but also to be around other people, other young people. The Good Life reinforces the contract idea because—the idea that you owe something back to your classes because you had a great time for four years. You’re not going to hesitate to give as soon as you walk out the University if you had good things and good thoughts about it. I think that in a subtle way The Good Life drives your feelings for your Educational Contract, because my contract with UT Austin has nothing to do with stipulating that there’s an intramural soccer team that I can take part in. But having that there, even when I don’t think that’s part of the contract, can lead to my feeling later about whether I owe the University something. If you have a Good Life, you may be more prone to give back because what you’re reaping is possibly because of your educational [contract]. I think The Good Life is a reason why I give—to sustain that possibility for other students. If you enjoyed your time there, you are more likely to have an Educational Contract that goes past your graduation date. I’m not sure that’s related to the Educational Contract for me, because, for me, that’s a value to give to universities in general and not to give to UT Austin specifically. If you have a Good Life at UT while you’re attending there, that could affect how you feel [about] the contract, whether it’s fulfilled or not, or whether you still feel that there is a contract still connecting you to the University. As a sports fan, I loved my time watching the football team and so now as an alumnus, I’d like to donate to the athletic program to make sure that it continues to be a source of enjoyment for students and the community. I took a lot out of it, I want to put back and make sure that the quality is always there.”

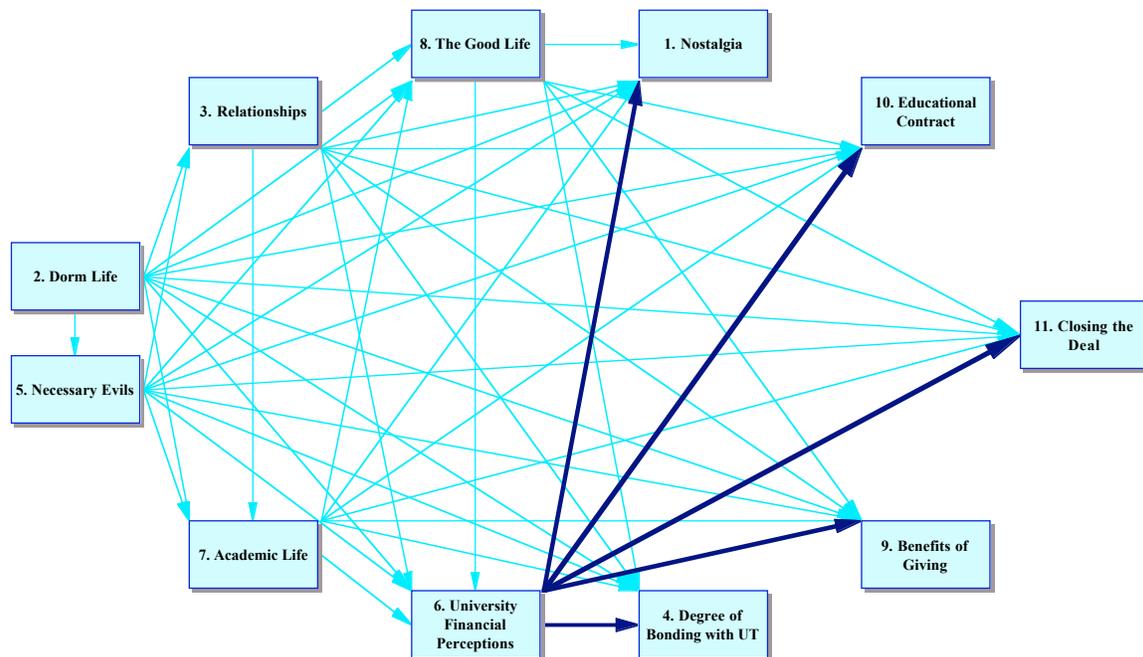
The Good Life affects Benefits of Giving. “More people should have that experience; be young on campus, enjoy The Good Life. I do think the college experience is a good one because of that nice relationship between the kind of freedom that you have as a young college student and just wanting to keep The Good Life sort of in a mix. Your Good Life determines the Benefits of Giving. If you had good experiences, good thoughts, about it, you’re not going to hesitate to give. I enjoyed my college experience, it was a benefit; so now if I give money and I help continue that whole thing for my kids or for other kids, then that’s a good thing. All the positive experiences that related to UT Austin, even if some of them were indirect, they still were part of the University experience. The Good Life would contribute to images and motivators that would be sources of benefits. I would want people to be able to do those social and leisure activities that I was able to do. I’m not saying I want to fund somebody to be able to go out and get a six-pack, but to experience UT and not have to be so consumed with other things. The Good Life would affect the Benefits of Giving, just because of how I felt about the sciences and astronomy. If there were a hotel discount at Fort Davis, and just being able to be one of the select few to get to look through one of the two giant telescopes, I would consider giving. Or, better yet, if they actually built a telescope for people to use from a remote location, I would definitely give to obtain that access. One of my fondest memories was sitting by the fountain in between classes and I wanted to donate something to upgrade that fountain or fix it up or get the moss growing off of it, cleaned up and brightened up again. I would think that The Good Life could give you a good feeling about your donation and that would be a Benefit of Giving.”

The Good Life affects Closing the Deal. “Had I not lived a Good Life, then Closing the Deal would be that much more difficult. If you enjoyed your time there, you are more willing to Close the Deal. The Good Life would affect Closing the Deal, but I don’t think it’s as important as the previous stuff that affects Closing the Deal. Just having an overall positive impression about the University is more important than The Good Life Closing the Deal. If they accessed and reminded me of all those positive things, and that there’s a jeopardy of losing those for future students, I would be more willing to Close the Deal but they are not doing that for me. If they helped me to access those memories of my Good Life, it would have a strong influence on Closing the Deal. I think that’s what my father experiences when he gives money to the University of Wisconsin. It’s a source of pride for him to Close the Deal. He’s not remembering his classes; he’s remembering the guys that he went to the football games with, or the guys in his

fraternity that he did God knows what with at who knows what time of the morning. So I think that's the way it works for a lot of people. If you have good experience, then it may be a lot easier to Close the Deal. One of my best friends, he was a Pi Kappa Alpha. He gives every year and goes to all the games. I understand why he had that connection, because he was much more involved in the school than I was. He lived on campus and I commuted from off-campus. He had much more of a life on campus. I didn't have any of that, so I don't feel what he feels. I see it and I understand why he goes that way, but it's just not something that I feel."

University Financial Perceptions

The affinity University Financial Perceptions was a pivot in the system. It had as many ins as outs, making the delta value a value of zero. University Financial Perceptions was where there were several points of recursion within the system.



University Financial Perceptions affect Nostalgia. “It would also be a positive relationship, University Financial Perceptions affects Nostalgia because of the benefits that I got from my college experience. When I give it reminds me of being a student. I guess I could break it down even more. UT Austin also is in the top 10 as far as getting federal grants and DOD grants, so they’re doing pretty well there. Alumni money ought to go toward improving the student experience and physical plant, like more dorms. Not so many TAs, maybe better assistance in terms of retention and tutoring and for freshmen. I guess it’s kind of like, unless I know how my money’s going to be used and I can have some assurance about it, I am not comfortable giving. The fact that we have to pay a college coach the millions of dollars that we do is unfortunate. I know that the football team brings in cash money from television, inspiring the sale of merchandise, which is authorized by the University. However, my understanding is that the reality is that no matter how much TV money comes in, the University spends way more on the athletic program in terms of coaches’ salaries, travel, scholarships, than whatever it’d be possible to earn off of any kind of television money or anything else. So there are things that frustrate me when I hear about that and makes me less nostalgic about the University.”

University Financial Perceptions affect Degree of Bonding with UT. “The University Financial Perceptions definitely affect my feelings about UT – I feel like they have enough money already. It kind of puts a negative feeling toward UT, because I almost view them more as a business than anything else. Perception in the way UT Austin spends its money definitely is a negative influence on the way I feel about UT. When you’re watching the news, or when you hear about the College of Engineering just got whatever donation, or the College of Liberal Arts just got whatever donation – the fact, after being at UT Austin and spending all the money in tuition, I don’t have as strong a sense of bonding. It’s my perception of where UT Austin is spending their money [that is as] important to my feelings about the University and also important to my giving. All the talk about tuition increases and fee increases and buying books that cost so much money – I have these perceptions that they’re spending so much money on athletics, and then over here, a little sociology undergrad going wait, help us out over here. That definitely colored my feelings. My feelings about UT Austin, is it a well-run institution that’s out to serve its students? Probably not so much, based on my perceptions. I would say that your University Financial Perceptions would change your feelings about UT especially when you think about the financial perceptions of the Athletic Department. It seems like they can just build any

building they want at any time they want. So, you get this feeling about UT Austin, like how big and awesome we are because we have all this money. I think that my current University Financial Perceptions affect my feelings about UT. I'm more willing to give more, because, knowing what I know now and how much benefit I have derived from UT Austin. I know how big of a struggle it is in some areas and because I feel the way I do, I feel we've been more loyal because of that. I feel like I owe something to the University. I would say University Financial Perceptions affect the feelings about UT. The feeling that you have participated with a well-funded department, it raises your level of pride for the program."

University Financial Perceptions affect Educational Contract. "To make the institution a person, it's like you don't feel as much responsibility for someone who's doing okay on their own. If you feel like there is a need there, then you will in turn feel a sense of responsibility to make sure that need is met. I feel like they're doing fine without me. Even without my money, they'd be fine. How I perceive the University receiving funding is going to influence me to engage in a contract to give back. I talked about that Red McCombs gave the Business School so much money when I graduated that I felt like they were pretty set for a few years and that I didn't feel a duty to give back to them. It's my duty, not just because the University is doing poorly financially, I just would still support it even if it were doing better but it's especially important since it needs me. I borrowed everything, or paid for it on GI Bill. I got no money from the university. So, for me, if [I] would have gotten money from the university, I might have felt differently about the Educational Contract. For me, it does not ever begin and end with the last payment of tuition. It was more – it is more than that. It's necessary to do more than just pay the tuition and walk away with a degree. So, I would hope other people feel the same way, so that more people can get an education. I want to afford the same opportunities that were given to me, and so therefore I want to keep giving back so that monies will be there for other students. I got some scholarships in undergrad, so I feel like I got more – that UT Austin invested more in me than it does in most students. So I feel like I didn't feel the pinch as much as other people. I guess I feel like I should give back because they did give me fellowships and that they didn't have a lot of funding to do that. I was fortunate enough to get some. So I guess I feel like I do have a duty. I do see the University as doing quite well for itself. I think the people in this country, but in this state specifically, have no appreciation, no feeling of personal responsibility. I know students always have money issues, but I'm like, 'you have no idea the deal you're getting.' If it took you

50 years to pay back your student loans, it's worth every penny. These other things we've talked about will all play into that, particularly their perception of whether the University needs money. It's not that some people really value education more or less or that kind of thing, but it's like where that idea of giving back financially falls as a priority. There's no impending doom scenario with UT Austin that I'm aware of, that if I don't make my alumni payment that all of a sudden the University is going to be that upside-down goldfish."

University Financial Perceptions affect Benefits of Giving. "If you perceive the University as needing money, then the benefit of having done a good thing, an important thing, exists. If you felt the University had plenty of money and didn't need more, then anything you gave would just be spent frivolously or just go into a war chest somewhere, then there'd be less benefit to giving. The perception of where finances [are divided and] actually knowing where finances are allotted to some of the particular [departments], makes me realize how important it is to donate. I would say that feeling of whether you're a drop in the bucket or a drop in the ocean is part of the Benefits of Giving and so your feeling about the financial situation of the University informs that. I know that the University needs help and just helping it reach its potential and that the students reach [their] potential is my benefit. My perceptions of UT Austin financially are that they have quite a bit of money and that if I give them something, they surely should be able to give me something back. I guess it just seems like your money doesn't really make a difference here as much as it would be if you gave to the Capitol Area Food Bank or something like that. I would say University Financial Perceptions could affect the Benefits of Giving very adversely, depending on how the staff, especially the financial staff, manages assets. I think University Financial Perceptions impact the Benefits of Giving, because you can see that [smaller programs] are struggling to fund all their programs. Because they seem to be struggling, I think my contribution, even though small, might help out more. Especially since they're publicly funded and subject to the whims of the legislature. If it were a private school, I might not feel so strongly, but it seems like they're always trying to take money away from UT Austin. So I feel like they really benefit from what little I contribute and I feel good about that, that is my Benefit of Giving."

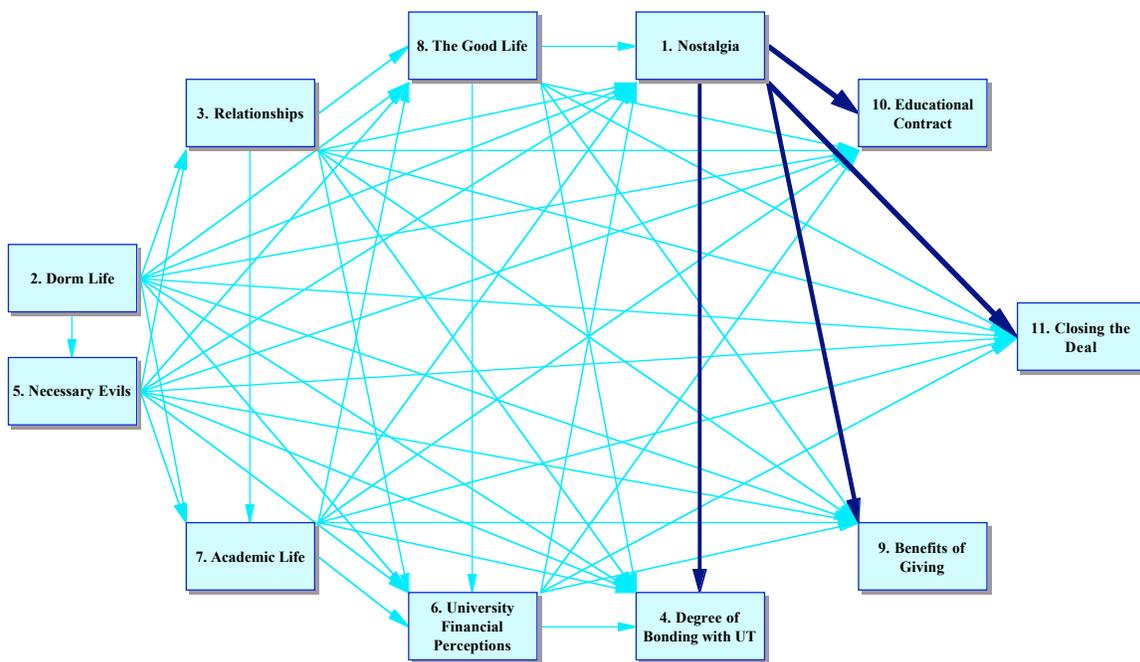
University Financial Perceptions affect Closing the Deal. "I think that how I feel about how they're doing financially makes me not want them to call me for more. I perceive where I

think funding happens, and that's where I give funding. Especially in years when the University is strapped for cash, when the legislators trim the budget, and you're like, 'how am I supposed to educate more kids on less money?' Then that definitely impacts my giving. If I'm able to give more at times like that, then I try to. If you have the belief that they have a lot of money, you don't feel like you really need to give any. I think that their financial status is definitely better than mine. Why would I help out the College of Business when it doesn't need that help? I think the big thing with me giving to the Exes is I've actually been on the receiving end of that money and that definitely makes me feel good about what they're doing. So while I think that they have quite a bit of money, I feel like they give quite a bit back. If you feel like the University didn't do anything for you, then you're not going to Close the Deal. I always want to know how much of my money is actually going to make it to the pot I want it to go in and most of the time, when I ask the question, I don't get an answer because the people on the other end of the phone don't know, which I find kind of surprising, because I would imagine they would probably get that question quite a bit. I think that would be a deal-buster for me. If I knew that, you know, fifty percent of what I contribute goes to administrative overhead that would just piss me off. If you feel that the money is being well spent, that will affect if you want to actually make that donation. I know how crucial it is for us to give. They're a business with enough money already. I do see the University as doing quite well for itself. If I were ranking, I certainly would hope to give to the University at some point but I would probably put church and charity above University, only because I feel that the University is doing so well through donations and endowments, that maybe my financial contribution, which I don't anticipate to be very significant, may have more impact in those other two areas. I would say that one of the reasons that I'm kind of hesitant to give is that I'm not exactly sure where the money goes. But I know where I don't want it to go, and that's to the athletic program. They make enough money. I guess being a foreign student, I feel like I already paid enough to go to the University. I think a lot of my Closing the Deal has to do with control, where the money goes, how much this organization had helped me and how much this organization is going to help others. I think it's hard for me to give to the engineering department or to give it to huge organizations. What am I going to be able to see as a direct impact of the money that I give when there's so much and the system is so large? What kind of dent does the miniscule amount of money that I'm going to give mean to them? There are times when I've given to charity when, not only do you get a good feeling from giving, knowing that I

feel like I've done something good for something that I care about, but you also actually get to see what your money's doing."

Nostalgia

A good portion of the affinities, but not all of the affinities, impacted the affinity Nostalgia in the system. Therefore, it was a secondary outcome in the system.



Nostalgia affects Degree of Bonding with UT. “If you have fond memories of your college experience that definitely has an impression on how you feel about UT. Nostalgia contributes to my feelings for UT because it’s just like, you go to a restaurant, you get bad service, then that’s what you remember about that restaurant, not whether the food’s good. So same thing with college. If you have a fond memory of it, then you’re going to think more highly of the University. If I didn’t have Nostalgia, I would probably just think it’s another stupid state school with a bad color for the football team. When I hit the campus, it’s hard to describe this whole sense of ‘I’m here, I’m here,’ it’s just this sense of pride and well-being. It reminds me

from where I've come. Your feelings about UT can be caused by Nostalgia – just because your memories, fond or otherwise, of the program, lead to your current feelings about UT. When you're at UT Austin, it's just an everyday thing. When you get out of UT Austin, you think, 'wow, this is what I used to do and it was amazing that I had that kind of time to do all this.' So I don't think when you're at UT Austin, you're nostalgic per se until after or towards the end, when you're about to leave. Part of it, not all of it, but part of it. Hearing the bells just makes my heart swell. I think those kind of go hand-in-hand. I think about just being in the academic environment, and being on campus and that influences how I feel now. I met the Motorola recruiter at the CBA. I shook hands with him in a classroom in the College of Business. If I had not been at CBA, I would not have had that opportunity, so that's a nostalgic memory. That was what got my future together. I think if I didn't have some feeling about Nostalgia, if the experience didn't really stand out in my mind at all, I wouldn't feel so bonded to UT Austin. I think when I look back, because of the Relationships and because of the way I feel, I feel very connected. How I remember things, the experiences that I had, good and bad, that's how I feel about UT Austin today, some good, some bad. I don't have these memories of pep rallies and football games, and orange this and orange that. I think you learn a lot about Nostalgia during orientation and just the cheers and traditions, they make you feel really part of something."

Nostalgia affects Educational Contract. "I paid my dues to get my education level. I've surely done that, but there's more to it than that and I think it has a lot to do with the fact that I'm a parent, and I've got kids grown. I've been on both sides. I've been without the education, and now I have it. There's more to it than just getting a degree and getting a better paycheck. There's more to it than that. The more Nostalgia you have for the university, you could think you have more of a contract, because you're going to believe maybe the university gave you more. I think you have nostalgic feelings, whether you call it a contract or not. I have those nostalgic feelings and I really feel cemented into the Educational Contract. Your remembrances of the experiences that you had at the University lead to whether you feel that you owe the University something or that they owe you. I see how my memories and my Nostalgia and the good feeling I have about UT Austin gives me the impetus to continue my contract. My Nostalgia, my feelings about UT Austin, affects the way I consider the Educational Contract. Whether or not you have a positive view of the contract or not, tempers or boosts your Nostalgia. Since I have no Nostalgia, this is the end of my contract. I'm just thinking if I did have Nostalgia, then yeah, some of these things

would have created Nostalgia but since I don't have it nothing really affects Nostalgia and nothing is affected by Nostalgia. I have to remember back as to what I was doing then to really kick my volunteering into gear and that continues my Educational Contract with the University.”

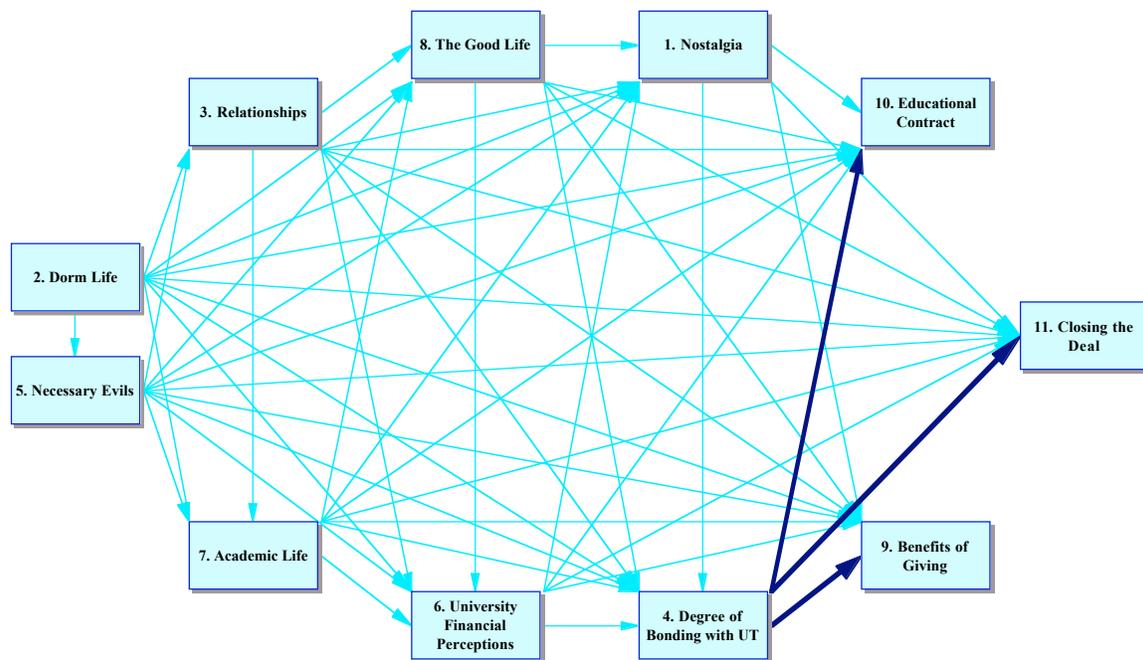
Nostalgia affects Benefits of Giving. “I guess Nostalgia affects the Benefits of Giving because I feel like if I give, it's going to keep those places the way that I remember. When you have Nostalgia and you have those memories, ‘this is why I'm giving, this is the experience I had and there's no reason why I shouldn't be giving.’ That's Nostalgia effecting Benefits of Giving. If I could put a face to the University, I would give more. The way I remember it, my giving back to students, faculty or staff would be the, ‘what's in it for me.’ If all your memories are rosy and if that was your life-altering experience, I would think that that would really put you in the direction of wanting to give. Definitely not for me though because I do not have good feelings about the University because of the faculty in the College of Engineering. I think the idea of creating that kind of Nostalgia also would spur on the idea of giving. Let's see Nostalgia for me was enjoying the aesthetics of campus but having a nice-looking campus does not give me a comfort level or a Benefit of Giving. If I want to give money to have my yard done, I'll pay someone else to do it. Does the Longhorn evoke positive emotions or negative emotions? You want to give something that has a positive image. For me, I think the Longhorn evokes positive emotions and I'd want to give to that. Professors evoke negative emotions, and I don't want to give to some of those. So I'd say Nostalgia represents the University as a whole, and I tend not to give to things as a whole. I'd rather give to something specific.”

Nostalgia affects Closing the Deal. “The absence of Nostalgia probably, it would be unlikely that any deals would be closed. I guess Nostalgia would help me Close the Deal. The more Nostalgia you have, the easier it's going to be for the university to make that sale. In Closing the Deal, Nostalgia can be sort of a mitigating factor. While it's less of an impact than my own financial state or just my sense that I need to give to the University, if I had just been on campus, you get the feeling that you might dig a little deeper, ‘all right, I won't go to Starbucks this month.’ Nostalgia affects Closing the Deal, primarily because, in my case, that's what they were calling upon at the beginning of the call. I think that if I thought back about what made my UT Austin experience nostalgic, then it would help me to donate when somebody calls and says we need you to donate. If I really thought back to that, I would say okay because I would want

somebody else to experience that. You have to feel that connection and I just don't feel the connection there. I would imagine their memories of the good times they had and the things that really altered their life in a good way would prompt them to Close the Deal. If that Nostalgia can't be brought to the surface, then I think Closing the Deal could be difficult. If you have a positive experience, you're going to think more highly of giving money back to the University. I have all these memories about UT Austin, and it helps me decide whether or how much I want to give money. If I spent four years here at UT Austin with absolutely no memorable experiences, then I definitely would not want to give. I would think that Nostalgia would affect Closing the Deal because if someone had a positive experience at the University of Texas, which I did, I would think that would help in Closing the Deal."

Degree of Bonding with UT

A good portion of the affinities, but not all of the affinities, impacted the affinity Degree of Bonding in the system. Therefore, it was a secondary outcome in the system.



Degree of Bonding with UT affects Educational Contract. “I think that you either feel [bonded] or you don’t. Feeling bonded influences your giving, but not necessarily your sense of responsibility. I’m going back to the institution as parent. It’s like your idea of – say your parent’s elderly and you take care of them, if you’re not bonded with them, that sense of responsibility will be lesser. I like to hold them intellectually separate, but I think that the feelings about UT definitely do affect my Educational Contract. Because I do have that idea that, if I’m in the middle of a road on embracing my Educational Contract, I think a lot of figuring out my feelings about the contract are motivated by those larger feelings I have for the University. If I had a much more positive view of UT Austin, I might feel differently about my Educational Contract. If you’re a member of society, you need to support education. But the pride comes into it. It makes it a happy duty versus something that you do because you must. My Educational Contract didn’t end with the last tuition payment because of my Degree of Bonding with UT. It is my duty to give back to the University. My overall positive feelings about UT Austin are what have extended my Educational Contract for the rest of my life to give back and to stay connected with the University. I think the feelings affect the Educational Contract. I’m an easy mark because the desire’s already there, ‘come on, call her, she’s easy.’ The feelings affect my Educational Contract. I don’t feel like I owe them anything, I still have pride in the school. Everything that gives me neutral feelings about UT Austin made my contract end when I graduated. I guess I do have an Educational Contract but it is in the kind of negative because I’ve already paid my dues. I’ve paid what I was supposed to pay back then for my education, and that’s it. I don’t hate the University. I didn’t totally dislike my experience but those are things that made my Educational Contract end at graduation. I feel connected to UT Austin, that’s why I care about the Educational Contract. I would think that if you just felt so strongly that the University of Texas had kind of saved your life, changed your life, then maybe you would feel more obligated to help out and donate.”

Degree of Bonding with UT affects Benefits of Giving. “Just like with Nostalgia, if you care about the institution, you’re bonded with it, then that’s going to create that Benefit of Giving, the one that you can’t quantify but the one that makes me feel good, the Benefit of Giving. Just like buying your parents a Christmas present, it makes you feel good. If you had a positive overall experience like I did, you’re going to be more likely to give back. Whereas I have a friend who also came at the same time I did. He didn’t have a very positive experience and he probably never

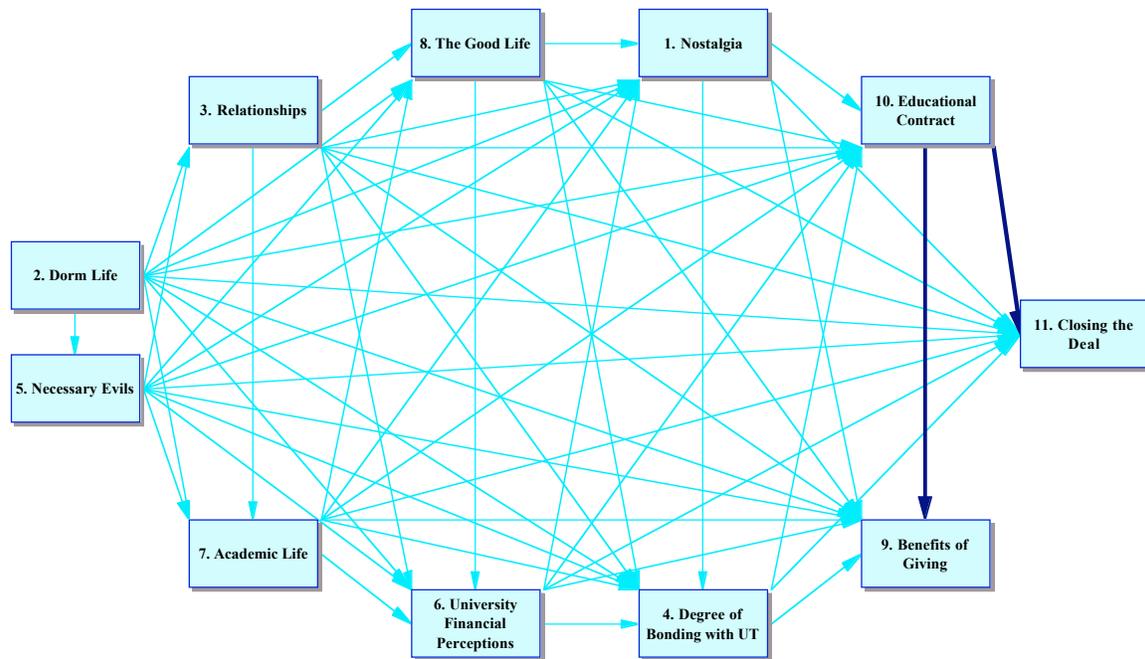
gives back even though he's a successful engineer. He probably makes much more money than I ever will. But he, the moment that he graduated, he was like thanks but no thanks. Whereas with me, I'll probably stay involved for as long as I can. If you have this ownership of UT Austin, or you're a part of it, then I think that you will give, whether your benefit is just your feeling of satisfaction of helping this University you graduated from, or if you're actually receiving a tangible benefit. The reason I give is because I'll be thinking about future students having a better time at the university, better feelings, and better educational experiences. Just in a sense of being a part of the University or proud of your educational experience, the Benefits of Giving – it's not as hard to sell if you have positive feelings about UT. All those affinities put together just kind of keep me very neutral about UT Austin. So it would, in that case, affect how I would feel about the Benefit of Giving, not too sold. I don't really expect any benefits from UT, but they do give them and that does give me actually a good feeling that they are open to you to come back to campus and use the libraries, and use the facilities that you needed to use. I think that my negative feelings about UT Austin make me not really care about the Benefits of Giving. There are things that are good to give to, but if they have evils attached to them, it's hard to give it to them.”

Degree of Bonding with UT affects Closing the Deal. “I think the feelings affect the Closing the Deal, back to being an easy sell. When I'm writing a check, I honestly think about some miscellaneous student who might get some money that they wouldn't get otherwise – that they'd be able to come here and, like me, learn that they're not Miss Conservative Dallas or that maybe this [donation] is going to support some research. I always think about those things when I write the check, not that I expect for my money to fund everything like that, but mine and all the other people together, it might. When UT won the Rose Bowl, people should have been calling my house for a donation. They should have had speed-dial to every alumnus, 'how about now? You want to donate about \$100 now?' 'Sure, make it \$200!' That was a real high. It could be just more of the negative perception of how it does not allow me to let them Close the Deal. I guess in that regard, you sort of pick your battles when it comes to donating in general, you pick the ones you want to do. Because if you don't do that, then everyone's going to hit you up. So in that regard, I guess in my mind, I already have picked the things that I want to help and I sort of have just let the other things just kind of go away, like UT. I don't know if there are really any feelings about UT there, so no real Closing the Deal. If I had deeper love, then I would consider Closing the Deal. Obviously, I would give until I couldn't give anymore. My feelings about UT definitely

affects how I Close the Deal, it is just not going to happen. There is too much negative history to overcome.”

Educational Contract

The affinity Educational Contract was impacted by almost all of the affinities in the system. However, because it was not impacted by all of the affinities, it was a secondary outcome in the system.



Educational Contract affects Benefits of Giving. “There’d be no point to an Educational Contract if I did not believe in the Benefits of Giving. In other words, in the absence of a Benefit of Giving, the Educational Contract would be meaningless. I really do think it’s more that contract thing influencing my giving. I don’t get much out of giving, other than personal satisfaction. I’m not looking out for anything. Educational Contract reinforces your Benefits of Giving, especially for the more abstract Benefits. I was on the receiving end of where I am giving now. It’s not that I’m going to receive something now from them – it’s that I’ve already received

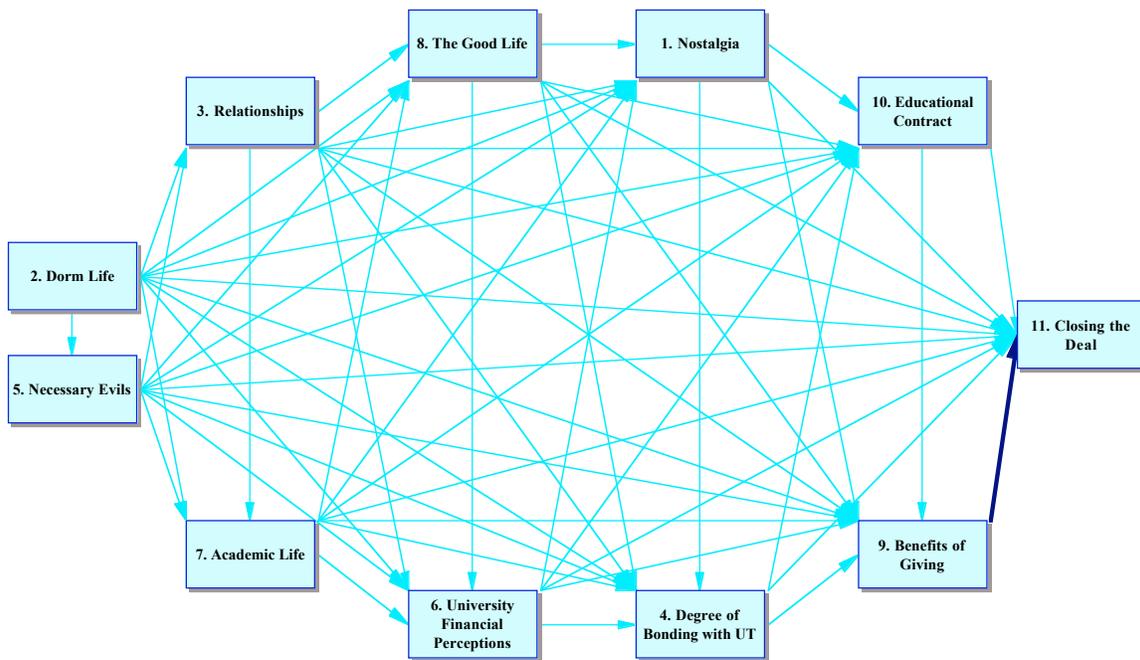
from them and I'm giving back. The Educational Contract is what informs whether you feel like you need Benefits of Giving. If you feel like you owe the University something, it doesn't really matter what the Benefits of Giving are, because it's not important. The Educational Contract trumps it. I have this feeling of duty to give because of the Benefits that I get from it, nothing tangible in the sense of something materialistic. When I give, I see other students developing that feeling of Educational Contract, I see that as a Benefit of Giving. Then maybe they'll give to the program, too, and it will grow. What's in it for me is giving back to the community. If you feel like you can see your money going directly to something that affected a program or an instructor that really changed your perceptions, then those benefits would be obvious. I paid more than what I get out of the University. If I would give more, I would expect something. Some people feel like they paid very little and got a lot out of UT Austin, so now it is their duty to give more. I guess for me, the Educational Contract comes out even. So, I don't feel obligated to give and whatever I will give, it's just purely charity and I don't expect to get anything back. I guess maybe the Educational Contract affects the Benefits of Giving, in that the reason where I fall in the contract means that I'm not very interested in having my name on a building."

Educational Contract affects Closing the Deal. "The art of Closing the Deal is to make people feel like they have to have this Educational Contract. Not that that's the only thing but without that Educational Contract, it'd be hard to envision Closing the Deal. I feel like UT Austin gave me something, enriched my life and helped me get into a profession that I like and that makes me feel like giving. Because of my Educational Contract, I want to Close the Deal. If you feel like the Educational Contract doesn't just end when you leave, then you've already Closed the Deal. I think my Educational Contract definitely impacted Closing the Deal, just because I did feel that I was obliged to give and so while the ask was good and the timing was good, it was my obligation that really sealed it. If you feel that you owe something, then that's going to Close the Deal. If you believe that you don't owe something, then there are other factors that are going to sort of mitigate whether that deal closing happens. I don't feel like I have a duty to give back, so it doesn't help them in any way Close the Deal. I suppose if you still feel like you had a contract, an Educational Contract, you'd Close the Deal. If you want to continue to give, you'll Close the Deal. If you think your time is done, you will not. It's like if people feel like they get a lot more than what they paid for, then they may feel obligated to donate. If you feel you owe UT Austin something, then you won't be so offended if they call. If I think that I got my money's worth out

of that contract, I would be more apt, to Close the Deal. If I think I got the short end of the stick, ‘unh-uh, ain’t happening.’ I see that I’m supporting UT Austin if and when I do send my children here, and every time I buy a UT sports ticket. If I go out and buy a UT sweatshirt or t-shirt, I see I’m supporting the University. They get a percentage out of that. I paid three dollars more for a pair of house slippers for my daughter because they had a Longhorn on it. So I perceive that every time I buy something like that, I’m supporting the University.”

Benefit of Giving

The affinity *Benefit of Giving* was a secondary outcome because all of the other affinities affected it. However, it was not a primary outcome because it affected *Closing the Deal*. The affinity *Closing the Deal* was the primary outcome because each affinity in the system affected it.



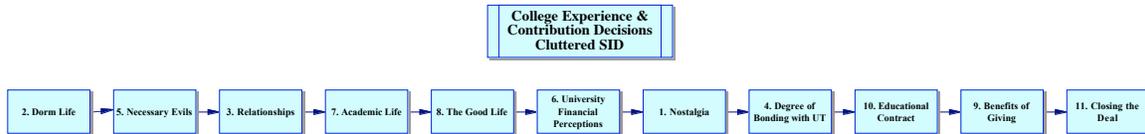
Benefits of Giving affects Closing the Deal. “If I really felt like there was no benefit to giving, either for me or for the institution, then why at all would I even Close the Deal? It’s like hey, buy this car that won’t drive and I’m not going to make a profit off of it. Why would you do

that? I do see benefits to giving. I'm helping other students and helping [my] profession. If you don't feel like there are any Benefits of Giving, why would you give? Why do I give to the Athletic Department? Besides the fact that I love the sport of football, I want to stay connected to the university, and I want to be active somehow—that's a great way to be active. If you're getting what you want, you're going to Close the Deal, for me, it is football seats. If you sit back and think, 'now, why do I really give?'—and maybe it's a little deeper than just a superficial, 'oh, I give because I get football seats, or I get a good seat.' Maybe it's a little bit more of, 'I am helping a little bit. My money goes to student athletes. It goes to scholarships.' If they would Close the Deal with my being offered something I like, which would be something related to astronomy, then I would give right away. If somebody called me up and said, 'okay, we've listened to [the researcher's] research.' Then, I'd say, 'okay, well, fine, you're listening to us' and that might Close the Deal. I would call it an incentive. If I knew that the money that I was donating was going directly to the School of Architecture and helping out an architecture student, again, I would feel more of an incentive to give but I am not sure I can know that for certain. I hate being controlling about it, but it does mean a lot to me personally that I know somebody who is going through the same experiences that I had. It's very true that a lot of times, if you get some benefit to it, then you're sold. If you get free tickets, for example, tickets to the football game, then people might be more tempted to give. If someone were to call or send you something in the mail, and say, 'hey, come spend a day at UT Austin,' doing this and that and it's not going to cost this much. If it's a fund-raiser, then that wouldn't be as insulting, maybe. It just wouldn't rub you the wrong way as much when they make a cold call asking for money. Tell me what the benefits are and I'll let you know if and what I'm going to give. You show me what my benefits are going to be and I'll Close the Deal.”

The Composite Interview Uncluttered SID

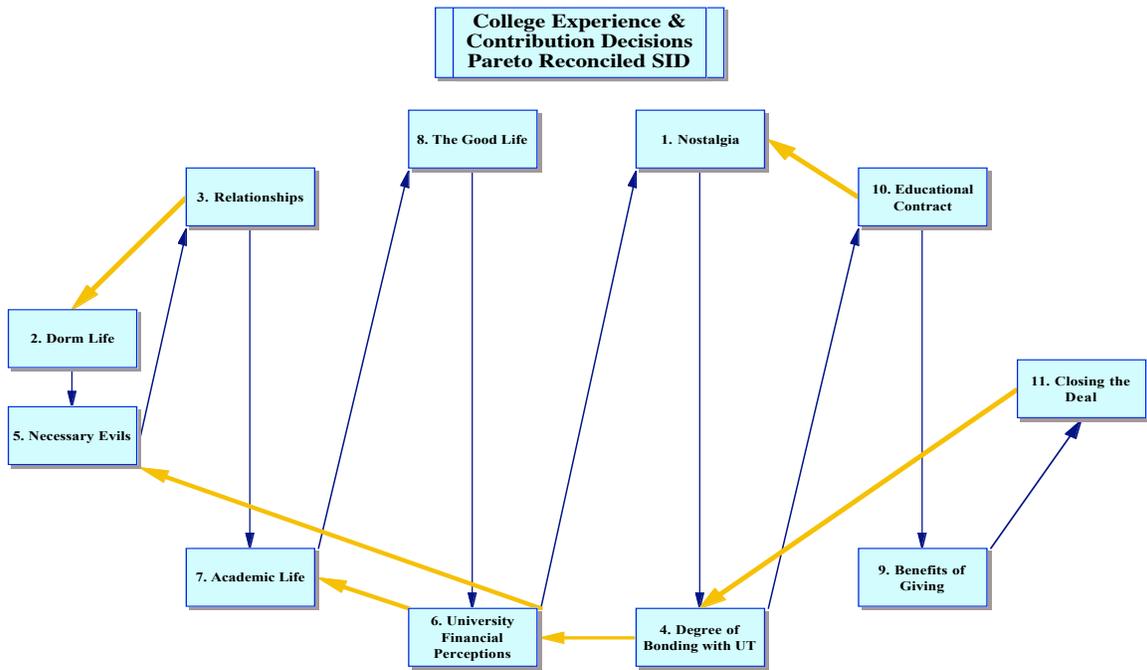
The cluttered SID contained all of the relationships described by both the donor and non-donor groups. It was saturated with every relationship, as outlined above. However, the difficulty with the saturated SID was that it is very difficult to interpret, particularly with the number of affinities and relationships produced in this system. This system had so many links that the potential application of the system could be lost in the details of the many relationships. Once the relationships were comprehensively defined, the system was reconciled through a supplementary,

or secondary, SID called the Uncluttered SID, one where the researcher removed redundant links (Northcutt & McCoy, 2004). Below is the Uncluttered Composite SID.

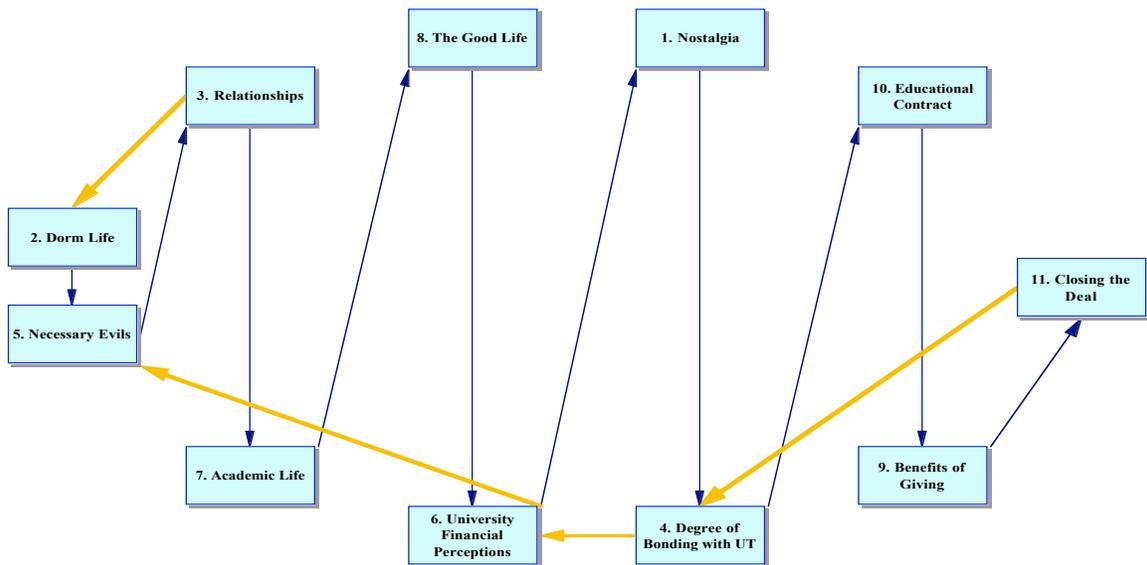


Pareto Reconciled SID

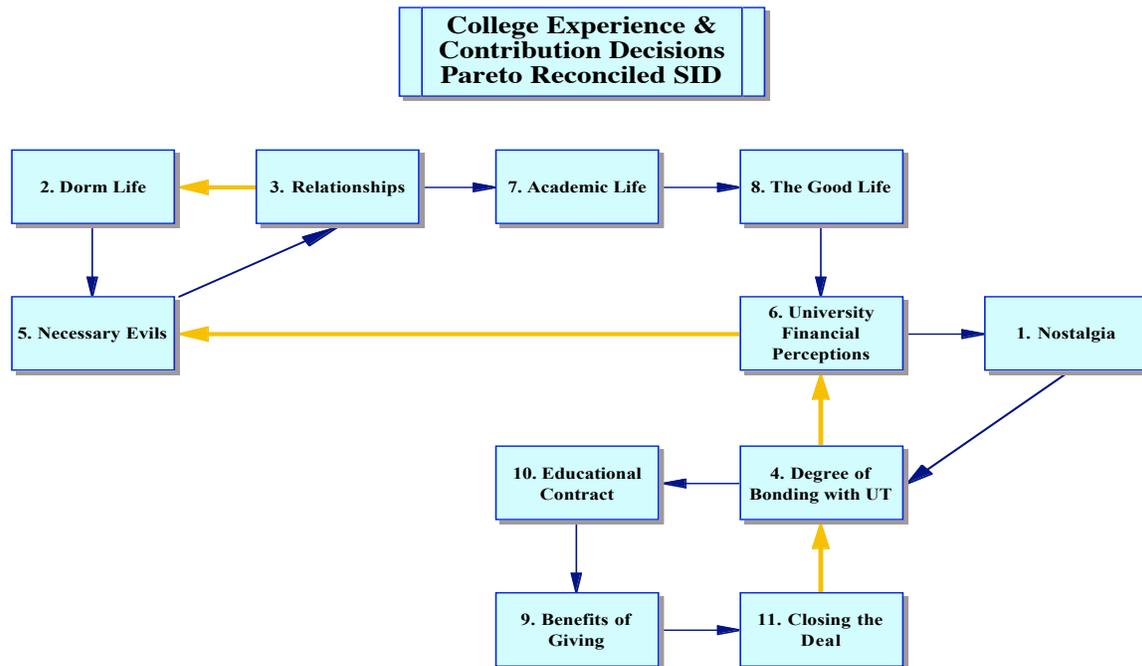
Once the researcher removed all of the redundant links, the Pareto Protocol was examined for conflicting relationship. Several links not directly described in the composite theoretical descriptions were added to the SID to account for the conflicting relationships defined in the interviews. Conflicts occurred when the same affinity pair was identified as having relationships in both directions at a rate that was significant to include in the system. The lesser frequency was temporally ignored in the IRD but was reconciled in the uncluttered SID. To the relationships, the system was examined to see if the conflicting relationship was indicated in the system possibly as part of feedback loops. If that was the case, nothing needed to be done. Arrows were placed for the following relationships: (a) Relationships to Dorm Life; (b) University Financial Perceptions to Academic Life; (c) University Financial Perceptions to Necessary Evils; (d) Degree of Bonding with UT to University Financial Perceptions; (e) Educational Contract to Nostalgia; and (f) Closing the Deal to Degree of Bonding with UT. These relationships are documented below with thicker, yellow arrows.



Because the arrow from University Financial Perceptions to Academic Life was redundant, it was removed from the system. Additionally, the link drawn from Educational Contract to Nostalgia was redundant and removed.



Once the redundant links were removed, the system was organized so that the researcher could more easily interpret it as shown below.



Relationships affects Dorm Life. Many alumni struggled with the relationship between Dorm Life and Relationships. Some believed that Dorm Life affected Relationships while others thought Relationships affected Dorm Life. Some had good explanations why the Relationships affected Dorm Life. For example, a friend that you made in one of your classes could lead to being a roommate the following year. The result of adding the relationship is a feedback loop, which means the two affinities actually affect each other. However, in the case of this system, the affinity Necessary Evils must be taken into consideration in this feedback loop.

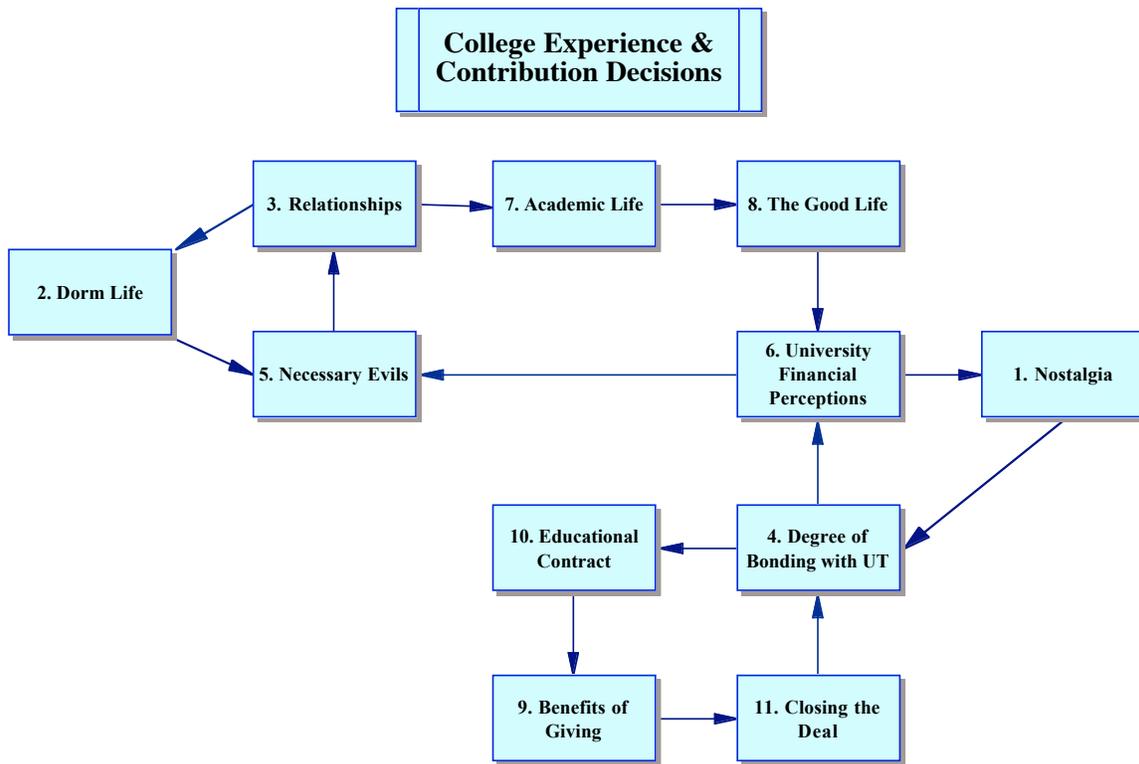
University Financial Perceptions affects Necessary Evils. Again, many alumni struggled with the relationship between University Financial Perceptions and Necessary Evils. Some believed that Necessary Evils affected University Financial Perceptions while others though University Financial Perceptions affected Necessary Evils. One subject put it this way, “how the

finances at the university are set up, how they're divided, how they can be yanked at any point in time and completely changed by people outside of the university affects the Necessary Evils.” Another shared, “because the funding has always been distributed the way it has been, some of the bureaucracy has been in place for a while and it will stay in place for a while.” The result of adding the relationship is another feedback loop, which means the two affinities actually affect each other. However, in the case of this system, the affinities Relationships, Academic Life and The Good Life must be taken into consideration in this feedback loop.

Degree of Bonding with UT affects University Financial Perceptions. In the same way alumni struggled with the Relationships described above, they were conflicted with the relationship between Degree of Bonding with UT and University Financial Perceptions. Some alumni believed the relationship went one way; some alumni believed it went the other way. Some had good explanations why feelings Degree of Bonding with UT affected University Financial Perceptions. One subject expressed the difficulty in making a decision by saying, ‘I don’t want to say no relationship, because the two are kind of intertwined, but I’d almost see them as an equal relationship.’ The result of adding the relationship is another feedback loop, which means the two affinities actually affect each other. However, in the case of this system, the affinity Nostalgia must be taken into consideration in this feedback loop.

Closing the Deal affects Degree of Bonding with UT. Alumni struggled with the relationship between Closing the Deal and Degree of Bonding with UT. Subjects shared that Closing the Deal often decreased their Degree of Bonding with UT. For example, one alumni said, ‘Closing the Deal affects my feelings about UT, because it’s a negative thing when they keep asking for money. In the way they try to fundraise, it makes me have negative feelings about the University.’ The result of adding the relationship results in another feedback loop, which means the two affinities actually affect each other. However, in the case of this system, the affinities Educational Contract and Benefits of Giving must be taken into consideration in this feedback loop.

Below is the Composite Interview Uncluttered SID that was used throughout the study.



A Tour through the System

Dorm Life, Necessary Evils, and Relationships drove the system. These were both positive and negative college experiences for students and shaped the alumni's views of the University. If the Dorm Life was enriching, if the Relationships were plentiful, and if the Necessary Evils were minimal, alumni moved through the system to Academic Life. However, if Necessary Evils were consistent, the student may remain in the loop getting assistance from their Relationships, for example. Together, Dorm Life, Necessary Evils, Relationships, Academic Life and The Good Life built a composite of the students' perceptions of the University's finances. If the finances produced hindrances in any way, this resulted in Necessary Evils and the student began again within the loop. However, if the University Financial Perceptions were positive, for example, the student moved through the college experience to Nostalgia. The second part of the system was elements that made up their contribution decisions. In much of the same way Dorm Life, Necessary Evils, Relationships, Academic Life, The Good Life, and University Financial Perceptions made up the "Alumni College Experience," University Financial Perceptions, Nostalgia, Degree of Bonding with UT, Educational Contract, Benefits of Giving, and Closing

the Deal made up “Alumni Contribution Decisions.” Beginning again with the pivot, University Financial Perceptions, alumni who remembered the University had plenty of wealth were not bonded with the University, believed their Educational Contract ended upon graduation, either needed a Benefit of Giving to Close the Deal or wanted a Benefit of Giving and did not Close the Deal. Conversely, an alumna who believed the University was in need of money may draw on her Nostalgia, her Degree of Bonding to UT, her Educational Contract, and feel good about her contributions (her Benefit of Giving) in order to Close the Deal. Again, these feedback loops prevented alumni from moving through the system with ease. In each of the tours, however, the outcome of the system was Closing the Deal.

Group Reality: System Statistics

Significant Differences

The researcher examined of the transcribed interviews in order to identify the perceptions of the respondent (Northcutt & McCoy, 2004). Based on the tone, or timbre, as identified by the researcher, a code was recorded for the affinity (Northcutt & McCoy, 2004). A negative perception of an affinity received a 1, a neutral experience received a 2, and a positive experience received a 3 (Northcutt & McCoy, 2004). The overall experience was also coded. The data for all interviews was compiled and a statistical chi-square analysis was run to identify if there was a significant difference between affinities for donors and non-donors (Northcutt & McCoy, 2004).

The data for all interviews was compiled and a chi-square statistical analysis was run to determine if there was a significant difference between affinities for each group (Northcutt & McCoy, 2004). The same chi-square analysis was done for the overall perceptions of each class as a group (Northcutt & McCoy, 2004). A significance level of less than .05 indicates a significant difference in the experiences of the donor and non-donor group. There were six affinities that were significantly different: (a) Relationships; (b) Degree of Bonding with UT; (c) University Financial Perceptions; (d) Academic Life; (e) Educational Contract; and (f) Closing the Deal. Additionally, Benefits of Giving was close to significant at the .076 level. Below are graphs representing the statistical chi-square analysis. The group differences will be presented in the next chapter at greater length.

1. Nostalgia
2. Dorm Life
3. Relationships
4. Degree of Bonding with UT
5. Necessary Evils
6. University Financial Perceptions
7. Academic Life
8. The Good life
9. Benefits of Giving
10. Educational Contract
11. Closing the Deal

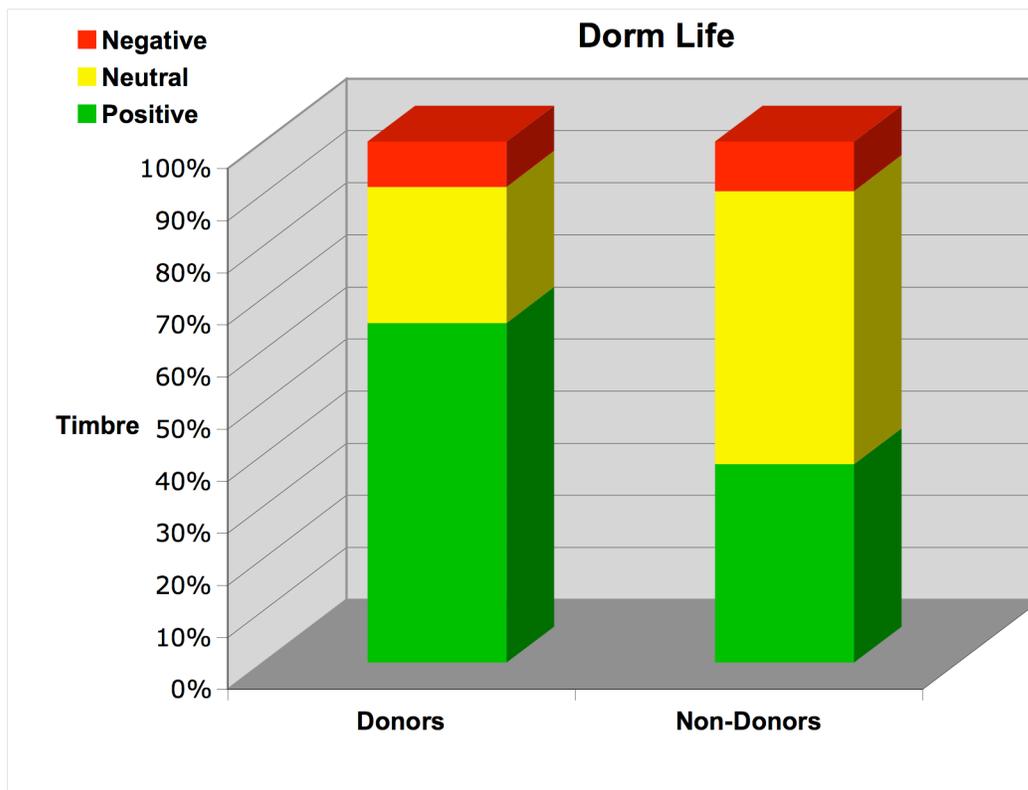
Individual Interview Perceptions Donors

Interview Number	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	Ave.	Overall Timbre
8	3	3	3	3	2	3	3	3	3	3	3	2.91	3
10	3	3	3	3	2	3	3	3	3	3	3	2.91	3
14	3	3	3	3	3	3	3	3	3	2	3	2.91	3
1	3	3	3	3	2	3	3	3	3	3	2	2.82	3
5	3	3	3	3	3	3	3	3	1	3	3	2.82	3
9	3	3	3	3	3	3	3	3	1	3	3	2.82	3
4	3	3	3	3	2	3	3	3	1	3	3	2.73	3
11	3	3	3	3	3	3	3	2	1	3	3	2.73	3
7	1	2	3	3	2	3	3	3	3	3	3	2.64	3
16	3	2	3	3	3	2	3	3	1	3	3	2.64	3
17	3	3	3	3	1	3	3	3	1	3	3	2.64	3
23	3	3	3	3	1	3	3	3	1	3	3	2.64	3
21	3	3	3	3	1	1	3	3	2	3	3	2.55	3
13	3	3	3	2	2	2	3	3	1	3	2	2.45	2
15	3	1	3	3	2	3	3	3	1	2	3	2.45	2
18	3	3	3	3	2	2	3	3	3	1	1	2.45	2
6	2	2	3	3	2	3	3	2	1	2	3	2.36	2
20	3	2	3	3	3	2	3	1	3	1	2	2.36	2
19	3	2	3	2	1	2	3	2	3	2	2	2.27	2
22	1	3	3	2	1	2	3	2	1	3	3	2.18	2
2	3	3	3	2	1	1	1	3	3	1	2	2.09	2
12	3	2	2	1	3	1	2	3	3	1	2	2.09	2
3	3	1	3	3	1	2	1	1	3	1	1	1.82	2
Average	2.78	2.57	2.96	2.74	2.00	2.43	2.78	2.65	2.00	2.39	2.57	2.53	3
Overall Timbre	3	3	3	3	2	2	3	3	2	2	3	3	3
1 Negative			2 Neutral					3 Positive					

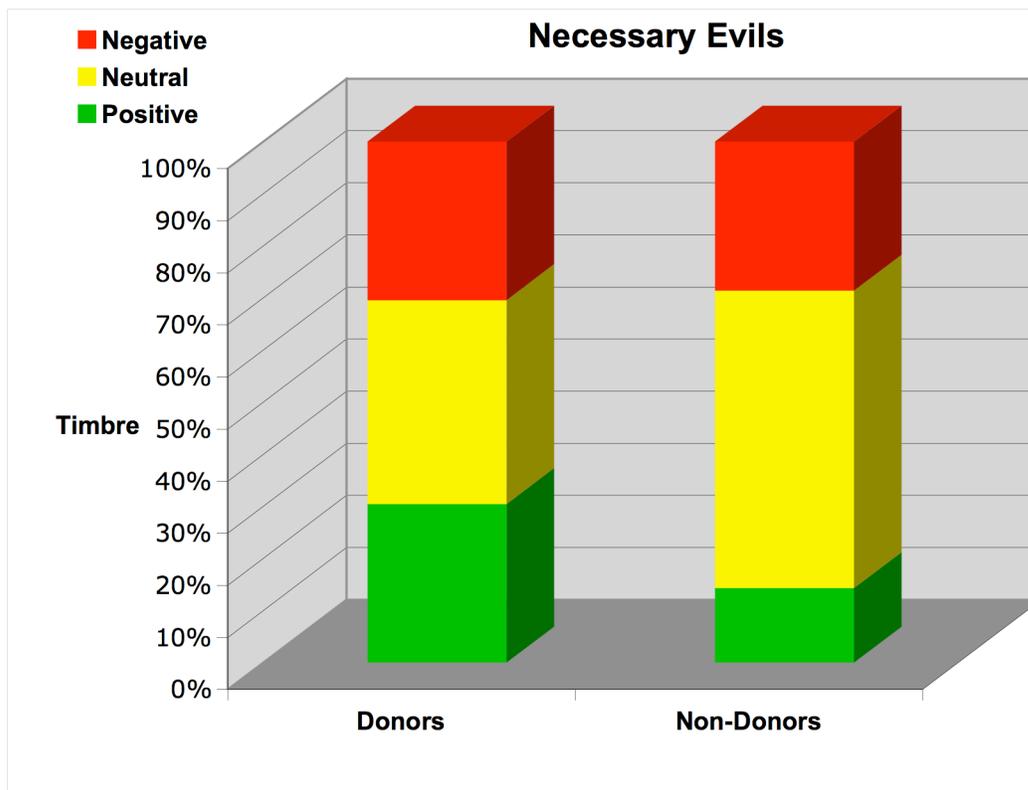
Individual Interview Perceptions Non-Donors

Interview Number	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	Ave.	Overall Timbre
26	3	3	3	3	3	1	3	3	1	3	1	2.45	2
30	3	1	3	3	2	3	3	3	1	3	2	2.45	2
38	3	3	3	3	1	2	2	3	3	3	1	2.45	2
25	3	3	3	3	2	2	3	3	1	2	1	2.36	2
29	3	3	3	3	3	1	3	3	1	2	1	2.36	2
31	3	3	3	3	2	2	3	2	1	2	1	2.27	2
37	3	2	3	3	2	1	3	1	3	3	1	2.27	2
42	2	2	2	3	2	3	2	3	3	1	1	2.18	2
40	3	3	3	3	2	1	3	2	1	1	1	2.09	2
24	3	2	3	2	2	1	2	3	2	1	1	2.00	2
36	3	2	2	1	2	1	3	3	3	1	1	2.00	2
39	3	2	3	3	1	1	3	3	1	1	1	2.00	2
43	3	3	3	3	1	1	2	3	1	1	1	2.00	2
44	3	2	3	2	2	1	1	3	2	1	1	1.91	2
28	3	1	2	1	2	2	1	3	2	1	2	1.82	2
33	3	2	3	1	2	1	1	3	2	1	1	1.82	2
27	1	3	2	1	1	1	1	3	2	1	1	1.55	2
41	1	2	1	2	2	1	2	1	3	1	1	1.55	2
32	1	2	1	1	3	1	1	3	1	1	1	1.45	1
35	1	2	1	1	1	1	2	3	2	1	1	1.45	1
34	1	2	1	1	1	1	1	2	3	1	1	1.36	1
Average	2.48	2.29	2.43	2.19	1.86	1.38	2.14	2.66	1.86	1.52	1.10	1.99	2
Overall Timbre	2	2	2	2	2	1	2	3	2	2	1	2	2
1 Negative			2 Neutral					3 Positive					

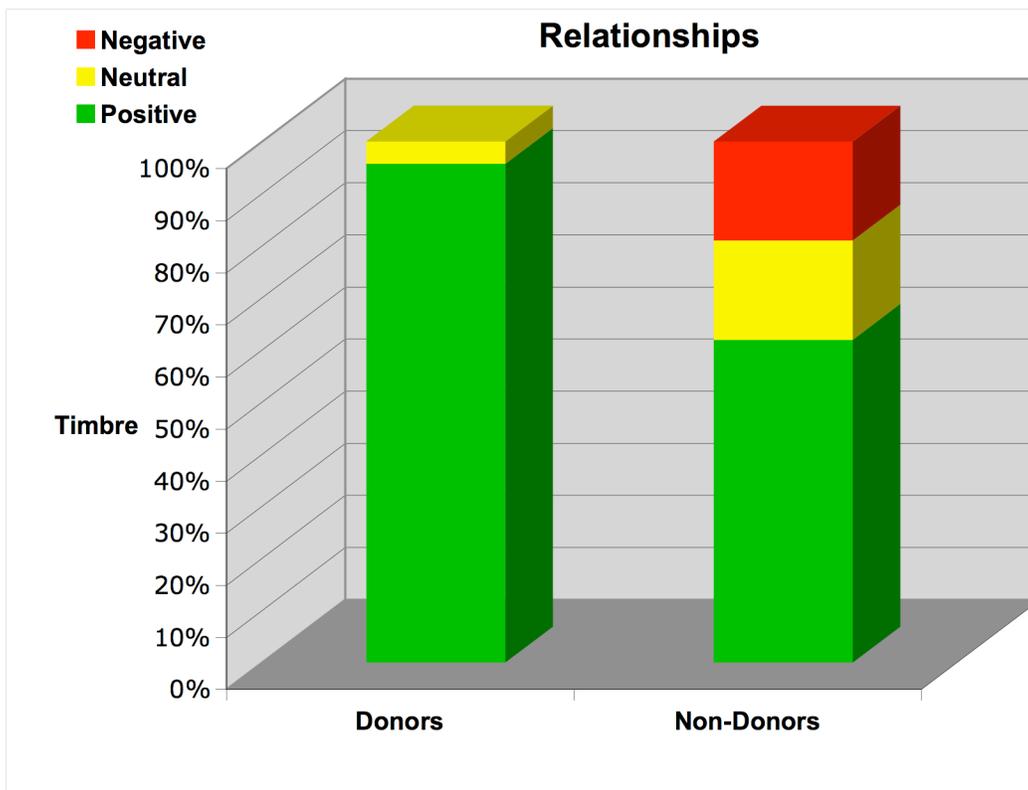
Dorm Life Perceptions			
	Donors	Non-Donors	Total
Positive	65.20%	38.10%	52.30%
Neutral	26.10%	52.40%	38.60%
Negative	8.70%	9.50%	9.10%
Total	100%	100%	100%
Chi Square 3.517		Significance Level 0.172	



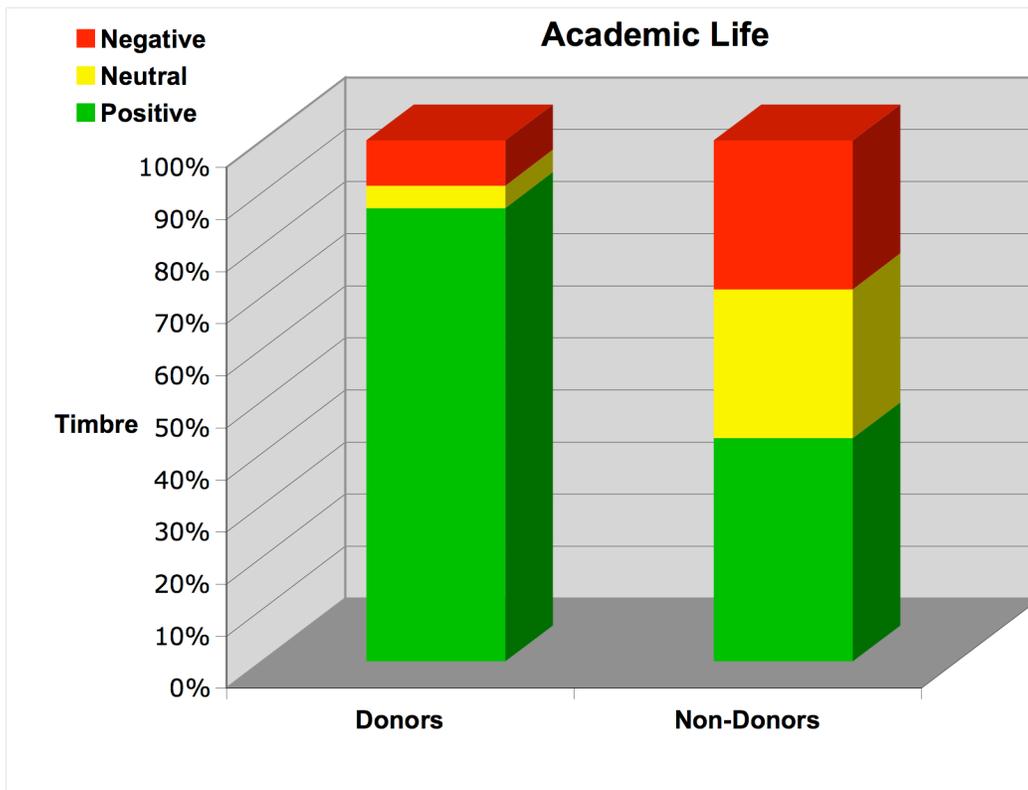
Necessary Evils Perceptions			
	Donors	Non-Donors	Total
Positive	30.40%	14.30%	22.70%
Neutral	39.10%	57.10%	47.70%
Negative	30.40%	28.60%	29.50%
Total	100%	100%	100%
Chi Square		Significance Level	
2.019		0.364	



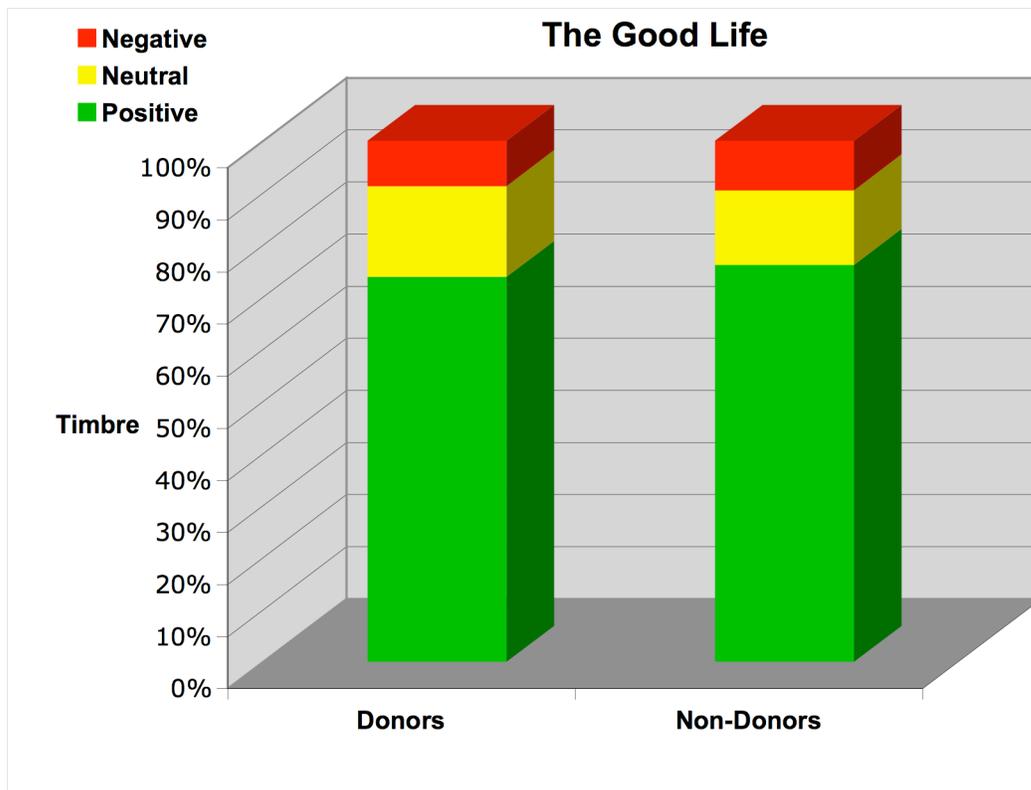
Relationships Perceptions			
	Donors	Non-Donors	Total
Positive	95.70%	61.90%	79.50%
Neutral	4.30%	19.00%	11.40%
Negative	0.00%	19.00%	9.10%
Total	100%	100%	100%
Chi Square		Significance Level	
8.04		0.018	



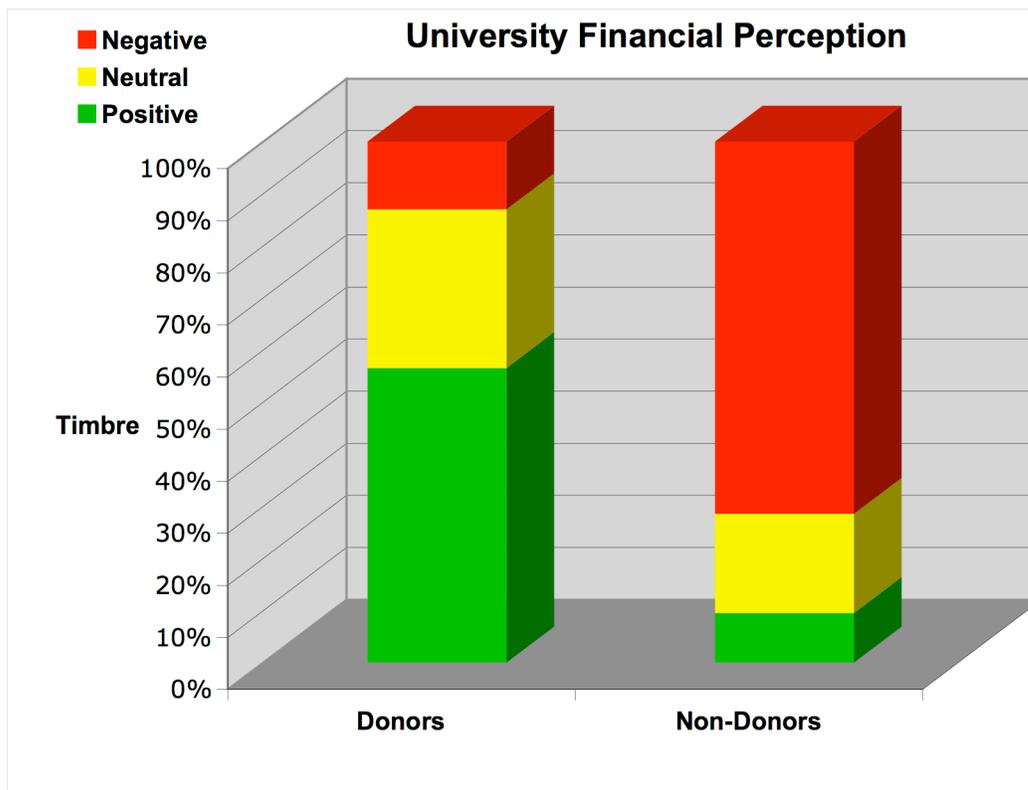
Academic Life Perceptions			
	Donors	Non-Donors	Total
Positive	87.00%	42.90%	65.90%
Neutral	4.30%	28.60%	15.90%
Negative	8.70%	28.60%	18.20%
Total	100%	100%	100%
Chi Square 9.673		Significance Level 0.008	



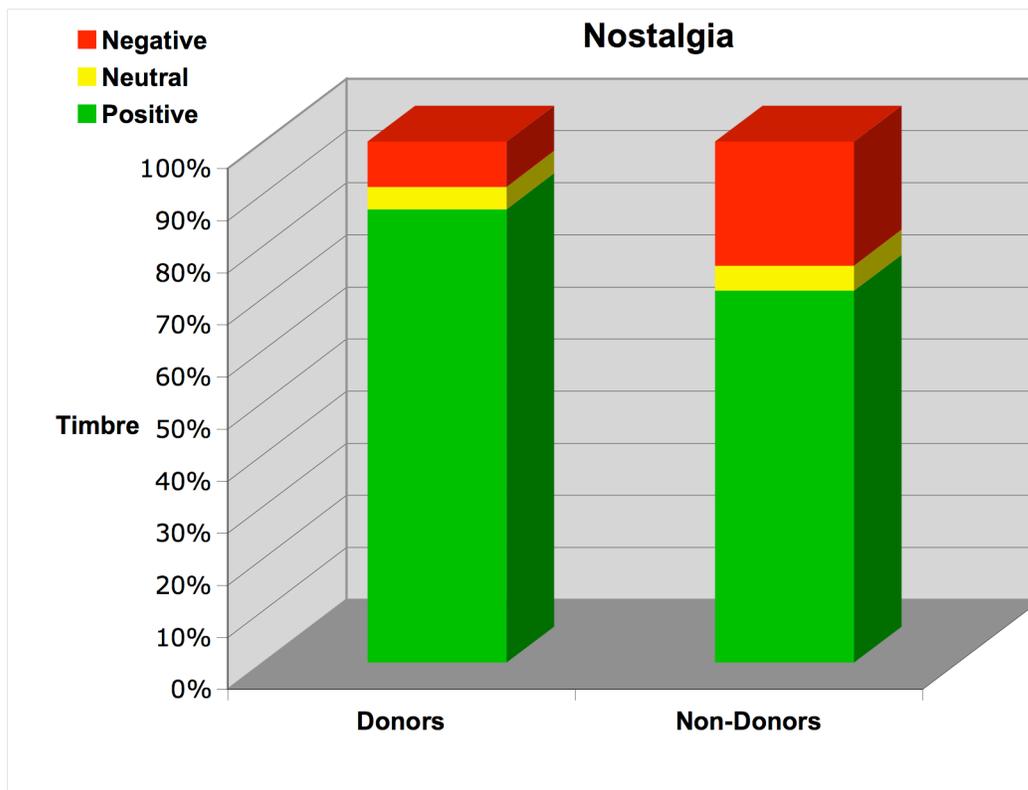
The Good Life Perceptions			
	Donors	Non-Donors	Total
Positive	73.90%	76.20%	75.00%
Neutral	17.40%	14.30%	15.90%
Negative	8.70%	9.50%	9.10%
Total	100%	100%	100%
Chi Square		Significance Level	
0.082		0.960	



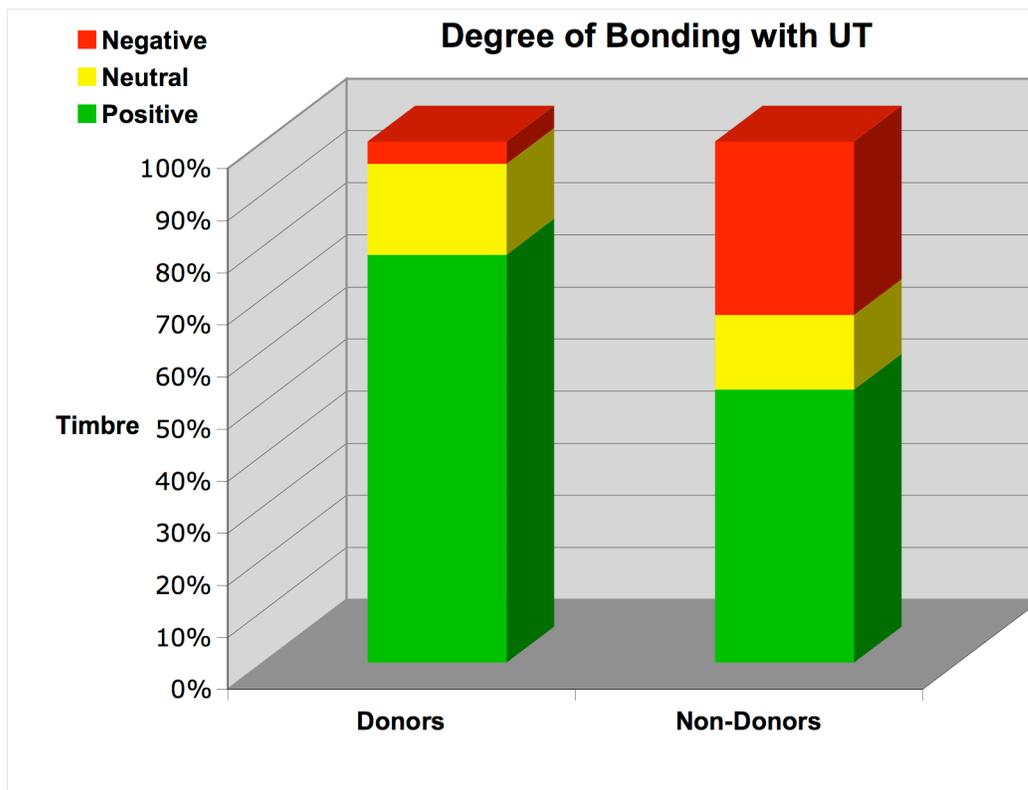
University Financial Perceptions			
Perceptions			
	Donors	Non-Donors	Total
Positive	56.50%	9.50%	34.10%
Neutral	30.40%	19.00%	25.00%
Negative	13.00%	71.40%	40.90%
Total	100%	100%	100%
Chi Square		Significance Level	
16.829		.000	



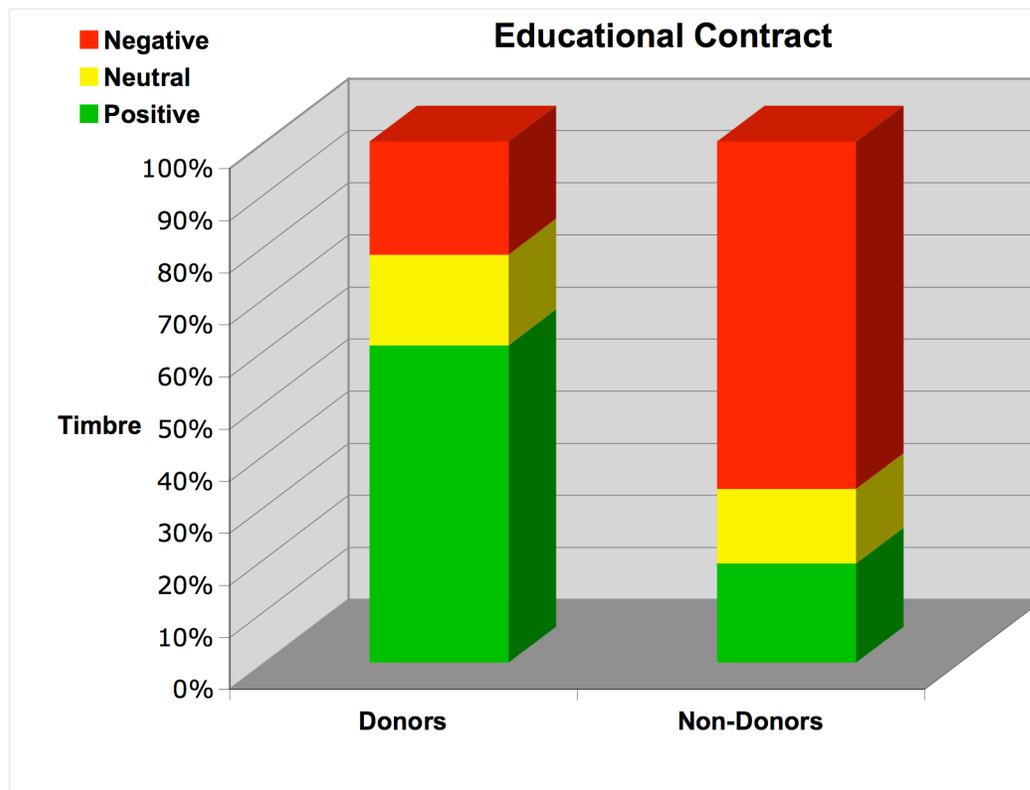
Nostalgia Perceptions			
	Donors	Non-Donors	Total
Positive	87.00%	71.40%	79.50%
Neutral	4.30%	4.80%	4.50%
Negative	8.70%	23.80%	15.90%
Total	100%	100%	100%
Chi Square		Significance Level	
1.913		0.384	



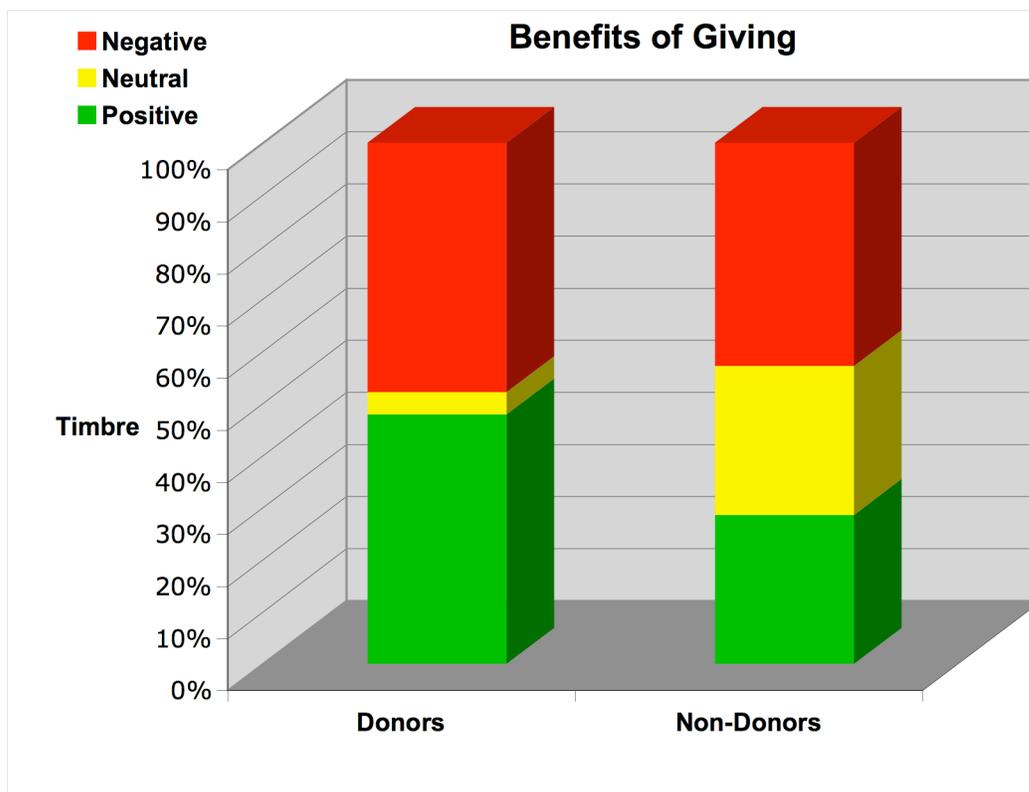
Degree of Bonding with UT Perceptions			
	Donors	Non-Donors	Total
Positive	78.30%	52.40%	65.90%
Neutral	17.40%	14.30%	15.90%
Negative	4.30%	33.30%	18.20%
Total	100%	100%	100%
Chi Square 6.255		Significance Level 0.044	



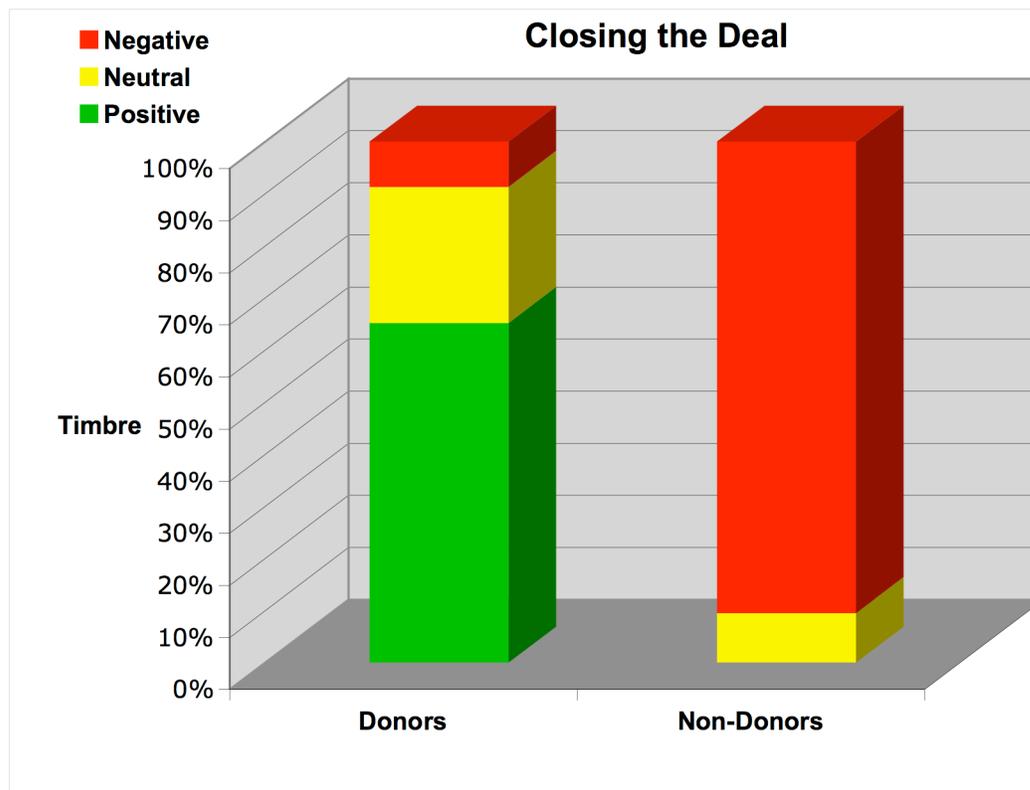
Educational Contract Perceptions			
	Donors	Non-Donors	Total
Positive	60.90%	19.00%	40.90%
Neutral	17.40%	14.30%	15.90%
Negative	21.70%	66.70%	43.20%
Total	100%	100%	100%
Chi Square		Significance Level	
9.891		0.007	



Benefits of Giving Perceptions			
	Donors	Non-Donors	Total
Positive	47.80%	28.60%	38.60%
Neutral	4.30%	28.60%	15.90%
Negative	47.80%	42.90%	45.50%
Total	100%	100%	100%
Chi Square 5.162		Significance Level 0.076	



Closing the Deal Perceptions			
	Donors	Non-Donors	Total
Positive	65.20%	0.00%	34.10%
Neutral	26.10%	9.50%	18.20%
Negative	8.70%	90.50%	47.70%
Total	100%	100%	100%
Chi Square 30.734		Significance Level .000	



Summary

Chapter 4 presented the findings to the research questions in this study. Chapter 5 will include an interpretation of the findings as well as recommendations for future studies.

V. IMPLICATIONS

Chapter Overview

This chapter presents the analysis and interpretation of the research. An overview of the following interpretations will include: (a) composite system; (b) individual system comparisons; (c) predictions and interventions; and (d) educational implications. This chapter will also return to existing literature to review the theoretical implications of this study. A brief conclusion of the study will also be presented.

Analysis and Interpretation

The last phase of an Interactive Qualitative Analysis (IQA) study is analysis and interpretation. Specifically, interpretation comes from three sources: (a) the respondents' descriptions of the affinities; (b) the respondents' judgments of the cause-and-effect relationships among the affinities and the system these judgments create; and (c) comparison of mindmaps, both at an aggregate level and at the individual level of donors and non-donors (Northcutt & McCoy, 2004). Specifically, this chapter will "interrogate the data" by asking questions in the hope to "reveal truth" (Northcutt & McCoy, 2004).

Alumni of the University of Texas at Austin constructed the truth regarding alumni loyalty. Donors and non-donors spent time with the researcher sharing their beliefs and sharing what they hold to be true (Northcutt & McCoy, 2004). These beliefs have three sets of criteria: (a) structural coherence (elements and relationships); (b) referential coherence (fits into a larger system); and (c) dramatic or characterological coherence (recognizable experiences) (Northcutt & McCoy, 2004). What makes an IQA study meaningful, however, is identifying the similarities and differences among the affinities as well as among the individual experiences in order to draw inferences based on theoretical perspective and to make predictions based on the system or to suggest interventions one may attempt to change the outcome of the system (Northcutt & McCoy, 2004). This chapter will begin with comparing and contrasting the affinities in an effort to draw conclusions based on the data.

Comparing Affinities

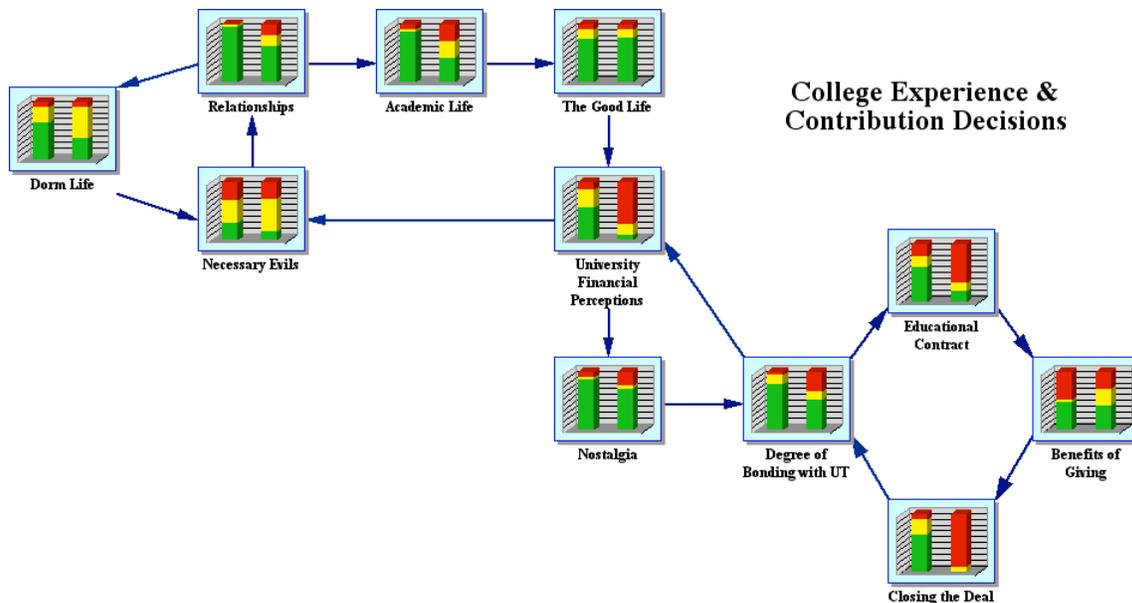
Alumni from the University of Texas at Austin experienced college through the lens of several affinities, specifically Dorm Life, Necessary Evils, Relationships, Academic Life, The Good Life, and University Financial Perceptions. Similarly, alumni experienced their contribution decisions through a lens of several affinities, specifically University Financial Perceptions, Nostalgia, Degree of Bonding with UT, Educational Contract, Benefits of Giving, and Closing the Deal. These affinities were described at great length in the last chapter. However, as also described in chapter 4, “elements that have the same meaning may have a different timbre or ‘feel’ between constituencies, between an individual and a constituency, and therefore between individuals” (Northcutt & McCoy, 2004, p. 345). The authors went on to describe that “‘timbre’ is to ‘affinity’ roughly as ‘value’ is to ‘variable’ in the quantitative research world” (Northcutt & McCoy, 2004, p. 345). And, “just as temperature (variable) may range from hot to cold, timbre is a characteristic of an affinity that has a range” (Northcutt & McCoy, 2004, p. 345).

Although alumni may have agreed on the mindmap of the affinities, they attached different meanings to the affinities and the system as a whole. In understanding this distinction, affinities will be described by type: “(a) structural (difference in value); (b) scalar (difference in polarity); and (c) dialectic (contain polarity but the polarity is required for the existence of the other)” (Northcutt & McCoy, 2004, p. 345). In this study, each affinity in all interviews was rated by the researcher on a simple Likert scale of value of 1 being negative, 2 being neutral, and 3 being positive. A chi-square analysis was performed to identify if there was a significant difference between affinities for donors and non-donors. The affinity-by-affinity difference in value or timbre between the donors and non-donors is described in the Systems Influence Digraph (SID) that follows. The structure of the mindmap has not changed; however, it displays the quantitative measure of the timbre of each affinity as described through statistically significant differences.

Significant Differences

“Comparing timbre of similar affinities is a powerful way to highlight the differences in experience” (Northcutt & McCoy, 2004, p. 349). The review and examination of the affinities produced significant differences in six of the affinities: (a) Relationships; (b) Academic Life; (c)

University Financial Perceptions; (d) Degree of Bonding with UT; (e) Educational Contract; and (f) Closing the Deal. Additionally, Benefits of Giving was close to significant at the .076 level. This section will examine how the affinities are similar or different and the reasons for that will be examined later (Northcutt & McCoy, 2004).



Dorm Life. Donors and non-donors perceived this affinity as neutral to positive with no significant differences found between the alumni groups. A thorough analysis of the interviews resulted in a general feeling that Dorm Life was a rite of passage into college. Both groups identified good things and not so good things about the dorm, such as convenience to campus and sharing a small space with someone else. The donors and non-donors also identified it, affectionately, as a Necessary Evil. The random assignment of a dorm location defined and identified Relationships in which one interacted during that period of college. It ultimately limited the scope of Relationships and defined attitudes; for example, students remembered eating bad “dorm food” or meeting a new best friend on the “long elevator ride up to the 12th floor of Jester dorm.” It included the social interactions students had with roommates and neighbors. Sometimes these interactions were planned activities; sometimes interactions resulted in unexpected camaraderie like watching a “playoff game in Jester lobby.” Participants felt college students

should experience Dorm Life, if for only a year, in order to fully participate in the “college experience,” as it aids in facilitating friendships, in providing social activities, and in producing learning experiences.

Necessary Evils. Donors and non-donors perceived this affinity as neutral to negative with no significant differences found between the alumni groups. Unlike Dorm Life, the affinity Necessary Evils was not viewed affectionately. Most of the group viewed them as hurdles inhibiting academic success or preventing the execution of fun and leisure activities. Necessary Evils included all the day-to-day practical problems of college life at the University of Texas at Austin such as administration, registration, and parking and transportation.

Relationships. There are many possible arenas for students to make collegial Relationships. Arenas may include the dorms, the classroom, and student organizations. However, this affinity was statistically significant at a rate of .018 because 38% of the non-donors reported negative and neutral Relationships while 95% of donors reported positive Relationships. Non-donors described not making or not retaining friends during their college years. The donors reported making friends while in college and retaining them to this day.

Academic Life. Donors and non-donors perceived this affinity differently, therefore it was statistically different with a rate of .008. Eighty-seven percent of donors viewed their Academic Life positively while only 42% of non-donors reported positive academic lives. These responses described a number of feelings that students had in response to Academic Life. Non-donors were “excited,” “challenged,” and “focused” when Academic Life created positive experiences. At the same time, non-donors experienced moments of “connection and separation” illustrating the push and pull that most students feel while attending college. This often produced an ambivalent emotion that was neither seen as positive or negative, but rather neutral. Finally, non-donors were prone to experience the negative effects of Academic Life when there was not enough time or energy to balance academics and social life. Negative reports also came from non-donors who had consistently poor relationships and exchanges with faculty members. Non-donating alumni shared a dialectic approach to this affinity with a range of emotions including positive, neutral, and negative. To this group, some of these experiences did not indicate a specific location, event,

or activity, and did not elicit a specific memory but rather overall feelings regarding Academic Life.

Donors referred to professors, teaching assistants, and administrative personnel and the influence they have over their undergraduate experiences, specifically their academic experiences and academic performances. Overall, the interaction with professors spurred academic success in and satisfaction with their academic lives. However, occasionally, donors did have bad interactions with faculty. But, to most of the donor group, relationships with faculty and administration were a positive aspect of their Academic Life.

The Good Life. Despite the differences between donors and non-donors in some affinities, the perceptions of The Good Life were nearly identical. Therefore, it was not statistically significant. Both donors and non-donors shared a positive response to The Good Life. Only 4 participants, 2 donors and 2 non-donors, had negative experiences with The Good Life.

For many participants, The Good Life was viewed as one of the most important aspects of college life. The Good Life was about non-academic pursuits to release steam including participating in student organizations, attending social events, exercising, and sharing downtime with friends. The Good Life included those activities that students took part in to rejuvenate. The Good Life was either a solitary pursuit or was a group event with friends. At times, it was a way to actively blow off steam. But, it was also a quieter time. For example, this category's description included activities like "intramurals," "racquetball," "reading," and "jogging." Overwhelmingly positive, the group noted the various activities such as partying and drinking alcohol with friends, taking in Austin entertainment, skipping classes, swimming in fountains, hanging out at Dobie Mall, and enjoying music at local venues that complemented (or came in direct conflict with) their Academic Life. The Good Life was seen as the participants' inspiration to complete all of the tasks identified in Academic Life. Although challenging to balance, at times, The Good Life seemed to have been meaningful and satisfying to the participant group. The Good Life clearly enhanced the participants' undergraduate experiences.

University Financial Perceptions. Alumni categorized this scalar affinity in extremes, making it statistically significant at a rate of .000. Since University Financial Perceptions was a pivot in this system, it is important to study the timbre with regard to the undergraduate experience and philanthropic decision making. For donors, the affinity ranged from concerns for

what the community needed to grow academically to what the community needed to change because of lack of growth. This affinity referred to concerns over the current status of the University community and physical plant as well as status and relevance of University policies. With everything from concerns about the safety of buildings to personal feelings toward the current president, University Financial Perceptions documented the alumni's impressions of the University of Texas at Austin from the perspective of contribution decisions. Factors that may affect this affinity included current news about the University, new programs or departments, a shift in leadership, and new construction efforts. For example, donors had concerns about classroom size and how the bureaucracy of such a large University could negatively affect an undergraduate student. Consequently, donors decided to give money to assist in hiring more professors and counselors.

For non-donors, there was a distinct perception that "UT Austin is wealthy" and that "UT Austin drags in big research money." These perceptions did not indicate the need for more philanthropic contributions. Non-donors also asked the questions, "how will my donation be earmarked?," "where will it go?," and "will it be noticed?" Non-donors' University Financial Perceptions also included issues that may have discouraged giving such as the bureaucracy, misallocation of funds, and lack of faith in University leadership. Therefore, Perceptions either attracted donors or dissuaded individuals from donating.

Nostalgia. The affinity Nostalgia was comprised of many small qualities, experiences, and aspects of campus that makes one large campus atmosphere or campus environment. Donors and non-donors responded positively with descriptions and stories about "Bevo," "barbeques in Goldsmith courtyard," "dark lecture halls," "bustling campus," "Jester beach," "South Mall," "Six Pack," and the "UT Tower" giving the University of Texas at Austin life. There were certain buildings and sounds on and around campus that made UT singularly UT. There were a lot of positive qualities, such as "architecture," "Clock Tower chimes," "old massive trees" and fragrant "Mountain Laurel" as well as corresponding negative attributes, such as "grackles," the "Drag," and "smelly, dark buildings." Very few participants had negative experiences. Therefore, this affinity was not statistically significant.

Degree of Bonding with UT. Alumni experienced the full spectrum of Degree of Bonding with UT from a lack of bond to a prideful bond to the University. In their descriptions, some

alumni shared negative experiences such as “graduation was the first time the dean said hi to me,” “I pay for parking to donate my time already,” and “lack of personal bond to UT Austin.” Others had positive experiences such as “tradition,” the national ranking of the Management Information Sciences (MIS) program, “feeling good,” and “feeling proud.” The Degree of Bonding that participants felt was exhibited in the many impressions that were pulled from the undergraduate experience. Donors made (and continue to make) their contribution decisions based on the number of positive experiences while non-donors do not donate because of their negative experiences. These experiences either bonded or did not bond alumni to the University. The range of this affinity was pronounced in experiences such as “I do not feel a strong connection to UT Austin” and “I love this school.”

Although the individual circumstances to garner a Degree of Bonding emerged for very different reasons, the overarching Degree of Bonding was reflected in the overall groups’ descriptions of their undergraduate experiences. Degree of Bonding created an overwhelming emotional response that was individual to each member of the group. Contribution decisions were affected by alumni and their Degree of Bonding, so it seems only natural that an alumni group of donors to the University of Texas at Austin had a sense of “pride” and “loyalty” toward the institution while non-donors had a less than average level of bonding with UT Austin. Most members of the donor group channeled the sense of pride and an acknowledgement of life enrichment when making decisions regarding philanthropic giving. Non-donors exhibited less pride. The undergraduate experience either bonded or did not bond alumni to the University of Texas at Austin, which directly affected contribution decisions and made this affinity statistically significant at a rate of .044

Educational Contact. This affinity revealed a significant difference between the two groups, at a .007 level. For donors, this affinity punctuated duty and obligation, specifically, about graduates’ responsibilities to give when they have received so much from the University. Donors’ experiences with these reflections led to the consideration of how well higher education assisted the global community and created social change in the world. Whether or not all people in Texas, for example, attended college, donors felt that higher education contributed to the greater good of Texas. Donors to the University were investing in future graduates and in the societal community as a whole. It was about the participants’ acknowledging that “with great

privilege (graduating from college) comes great responsibility (giving back financially to their alma mater).”

On the other hand, non-donor participants felt they already had given UT Austin money when they were students and did not feel as though they should give money as alumni. Many group members expressed that “UT Austin got a fair amount of my money already” and “I paid my fair share for my education.” Although some of the participants’ tuition and fees came from scholarships they earned, hours they worked, or loans they paid (or are paying), non-donors felt that the money should come from the current student body in the form of tuition and fees. In their opinions, their educations were not cheap and each of them struggled, both academically and financially, to complete their degrees. The affinity Educational Contract justified in the minds of non-donating participants that they made enough of a contribution to the school by being a student and by paying the “contracted price” of tuition and fees.

Benefits of Giving. The affinity Benefits of Giving represented participants’ desired or received perquisites for varying levels of financial contributions. Often, for non-donors, the desired perquisites had a negative context. Non-donors had a quid pro quo mentality for their giving which had a more negative connotation. However, 12 out of 23 donors gave money to support academic endeavors. Those donors who did give money in order to receive season football tickets (9 out of 23 donors) also gave money to either their college or to scholarship funds. Only 2 donors gave to only receive football tickets. Therefore, overall, donors were willing to give money in order to help others in need. Benefits of Giving that were of interest to non-donors included a non-monetary connection that ended, or was “cut off,” at the time of graduation such as access to the library, access to career services, and access to the gym. For most non-donors, in order to urge a donation, they believed the university needed to provide a Benefit to alumni. Although this affinity did not display a significant difference, it was calculated at a .076 level, which may warrant further investigation.

Closing the Deal. The affinity Closing the Deal was clearly seen as an important aspect of contribution decisions. As a result, Closing the Deal was statistically significant at a rate of .000. Donating requires some level of evaluation of financial resources, so it seemed only logical that donors responded with “how much?” and “because I can” while non-donors would turn down

the request due to “bills” and “student loans.” Each participant required reviewing his or her individual financial situations to determine whether or not to contribute.

Donors’ decisions regarding where contributions were specifically made varied greatly from participant to participant. These decisions included consideration of various colleges, schools, and programs within the University of Texas at Austin community. This affinity reflected the donors’ response to an identified need. For example, a participant chose to donate to the College of Liberal Arts’ Classics Department, for example, over the College of Business because of the perception that the Classics Department was less funded than the College of Business. Or, participants chose to donate to an individual endowment to recruit new faculty or to retain excellent faculty.

The affinity also addressed non-donors’ decisions to give to the tsunami relief or to an orphanage where the need was greater or, at least, better articulated. Non-donors expressed that the University should exhibit more fiscal responsibility before asking for more money from alumni. Additionally, Closing the Deal captured the immediate financial obligations that prevented, or simply delayed, an alumnus from donating to UT Austin. For example, many of the non-donor participants described a fair amount of debt in the form of “credit cards,” “student loans,” and “bank loans.” Additionally, this affinity illustrated the everyday and long-term financial requirements of life such as “paying bills,” “planning for children’s educations,” and “planning for retirement.” Specifically, the non-donors group’s responses conveyed higher priorities than giving to UT Austin. According to the non-donors, donations to universities were an elective contribution when one had made excess in one’s financial portfolio. Additionally, the group was concerned with their lack of control over where donations were allocated and spent.

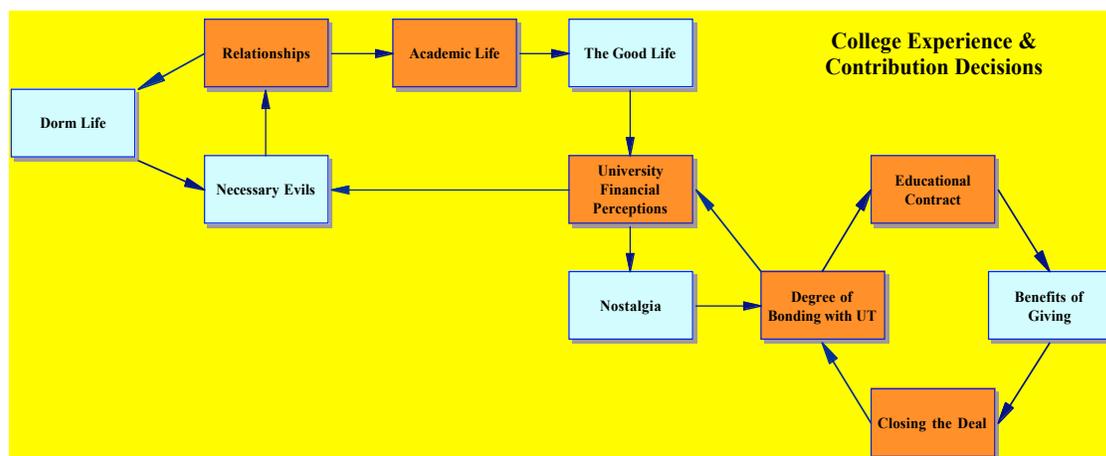
Comparing Composite Systems

Examining the System Influence Diagram, or SID, provides the researcher with insight into the nature of the phenomenon being investigated (Northcutt & McCoy, 2004). A three-pronged approach was taken with the SID including: (a) structural comparison and distinction in terms of their systemic properties; (b) inferential analysis based on one or more scenarios (prospective or forward scenario, retrospective or backward scenario, or external influences); and (c) theoretical examination in relation to existing theoretical views (Northcutt & McCoy, 2004).

The system represented by the SID provided a basis for understanding why donors and non-donors' undergraduate experiences and their contribution decisions may have been different. However, it is necessary to investigate the data provided through the groups' stories to fully understand these differences.

Why the Difference?

Development offices may argue that the desired outcome of college is a marriage of student to institution resulting in donations and participation after graduation. If this is the desired outcome, half of the alumni studied, and even more UT Austin graduates, fail to fulfill this role. The systems represented by the alumni SID gave the researcher a basis for understanding why the two groups made completely opposite contribution decisions: if one affinity takes a turn for the worse, the shock may be felt along the rest of the system (Northcutt & McCoy, 2004). If the researcher examined what affinity failed “first” (toward the driver end of the system), she may be able to explain what other affinities may have failed (Northcutt & McCoy, 2004). In analyzing the system, the first affinity that is different is Relationships (as denoted in orange). The SID’s content and sequence were the same for both groups, so it is necessary to look further into the system (Northcutt & McCoy, 2004). By examining each of these affinities, some conclusions may be drawn to begin to understand the difference between undergraduate experiences and contribution decisions of donors and non-donors.



The Life Net: Living and Befriending. Donors and non-donors' system began with Dorm Life. This affinity was not statistically significant in regard to their perceptions of it being positive, neutral, or negative. However, in review of participants' transcripts, the majority of donors (13 out of 23) lived in the dorms while only 8 of 21 non-donors lived in dorms, leaving 13 non-donors to live off-campus compared to 9 donors living off campus. This information becomes relevant in relation to the affinity Relationships. Students reported again and again the positive effects that living on campus, engaging in the classroom, and participating in student organizations had on building their community of friends. Relationships were the support group for college students. One participant characterized her Relationships by saying, "I still have friends from the dorm that I am still very, very close with, basically best friends 12 years later. [And I remember the] standard late-night study group, cramming for tests. I kind of miss it actually. I do not miss that studying part but it is those interactions." If one-third of the opportunities to make life-long friendships were not afforded to students, their means to obtain friendships may have been diminished. One non-donor who did not live in the dorms was able to see the potential of building a community from living on campus said, "I really wish that I had lived in a dorm. That was a hindrance to meeting people. If I had to do it over again, I would live in a dorm. I think that is a really cool thing."

A great focus of Relationships centered around "dorm mates" because, in most dorm and living scenarios, students were sharing a room and living and learning together. These Relationships thrived and existed on the interactive nature of college life. If Dorm Life was negative, or non-existent, Relationships did not thrive.

Avoiding the Vortex. The next affinity in the system was Necessary Evils. Although there was no significant difference in the perception of distractions from school and social life, donors often shared at least one positive aspect of Necessary Evils. For example, a donor shared, "I am in a university that is five times the size of my hometown. You just get lost. But on the flip side with that comes opportunities that you just cannot get at a smaller college. I knew people who were doing biomedical laser research. I knew people who were doing strength magnet research, each one of those [research projects] was half a million dollars." Non-donors were less likely to see a bright side to their Necessary Evils. "I think during finals, it was very hard to find a quiet place to study in the library. Parking was rare. Some of the birds are annoying. They are very fearless of people, so they just fly low, right into your eyes, and you have to actually get out of the way

instead of them getting out of your way. Hot weather, definitely hot, very, very hot.” The affinity elicited negative responses from both donors and non-donors; however, at least one aspect of the donors’ responses was positive while there were no positive aspects to non-donors’ responses.

Academic Insult to Injury. Attending an institution of higher learning obviously required time in the classroom. The next failure in the system involved Academic Life. Non-donors complained of tenured faculty members teaching from a 26-year-old-book; faculty aggressively seeking to weed-out students in classes; and teaching assistants and professors who did not speak English well. Donors reported having positive interactions with professors; having fulfillment learning about topics that were of interest; and having very positive experiences in the classroom. It is possible that the donors were more engaged, but this probably would not account for the significant difference between the two groups. Relationships may have been the differentiating factor again.

Relationships were where students found comfort for difficult hurdles and shared successes. Forming a feedback loop with Dorm Life and Necessary Evils, Academic Life, The Good Life and University Financial Perceptions, Relationships were the first opportunity that the researcher saw college students sharing their joys and dividing their pain, so to speak. In the classrooms, the donors used their friends to persevere through their Academic Life. “Lord knows I would not have passed some of my classes without Relationships. A lot of my study groups were not just for one class, they tended to carry through to different classes as [it] ended up. It was not just [a] study group. It was more than that.” Whereas, non-donors’ friendships took participants away from their studies keeping them in the feedback loop until they were able to move into the second phase of the system. “A lot of Relationships caused me to miss a lot of the Academic Life.” This was a vital difference between donors and non-donors.

If I am studying, I am not playing; If I am playing, I am not studying. The interplay between Academic Life and The Good Life was a consistent description by participants. The Good Life and Academic Life were a zero sum game where if one affinity captured the students’ time, the other affinity was neglected. For example, if students were indulging in The Good Life, they were not engaging in the Academic Life; if students were studying, they were not participating in The Good Life. Although the affinity, The Good Life, was not significantly

different, both the Academic Life and The Good Life's descriptions provided further explanation of the failures within the system.

When the system was constructed, there was a conflict between Academic Life and The Good Life where participants had equally described $A \leftarrow B$ or $B \leftarrow A$. Once the system was constructed, these two affinities were contained within a larger feedback loop. Upon further review of the system, nearly all of the donors reported that Academic Life affected The Good Life. Non-donors engaged a great deal in The Good Life to the detriment of their Academic Life reported an equal mix of $A \leftarrow B$ or $B \leftarrow A$. Donors shared the following testimonies of their Academic Life and Good Life: "Most outside-of-my-program stuff, I ended up making academic stuff. I had an interest in theater, so I took theater classes. I had an interest in computer science, so I took a computer science course" and "I remember spending a lot of time with [friends] in the libraries, or pulling all-nighters." Non-donors shared a different focus when describing these two affinities: "Like most people I know, I started off a little slow in school. I enjoyed the benefits of being a young, 19-year-old student at the University of Texas. "I took about the first two years off and really did not go to any classes" and "A large part of my Good Life was alcohol and partying. So I definitely hit the ground running in college and it certainly affected my course work." While both donors and non-donors reported an overwhelmingly positive Good Life, for donors it worked in concert with Academic Life, benefiting their undergraduate experience positively. For non-donors, The Good Life worked against Academic Life, detracting from the undergraduate experience.

The Propeller. The next affinity, University Financial Perceptions, had dramatic affects on the system. The polarity of the responses framed a significant difference, at a level of .000. Donors overwhelmingly felt that the University of Texas at Austin was in need of more financial support by any means possible. They saw places on campus in disrepair. They saw University officials struggling to pay energy bills. They saw a public university in name only because of the percentage of support by the legislature. Non-donors believed the University was not in need of money and wondered how administrators were using the oil money, research money, and money from tuition and fees. Their Financial Perceptions were overwhelmingly supporting the belief that the University was financially stable. The success of fund raising over the years was fostering confidence in the University to "land on their feet."

The perception that the University had tremendous resources made non-donors wonder why they did not feel the benefits as students. Non-donors were wondering why they were not given financial assistance, as indicated by the alumna who said, “I did not get a scholarship. I know that I applied for them, but I never got any.” Alumni donors felt that giving back to future students would benefit the University as a whole. This concept was shared by this alumna, “I do feel like they helped me and my family out through scholarships and I feel like if I can help them do that for somebody else then I should.”

Although this affinity was in the College Experience subsystem feedback loop, it was an affinity of importance to the next stage of the system, contribution decisions. “Feedback loops can go either positive (nothing succeeds like success) or negative (failure breeds failure)” (Northcutt & McCoy, 2004, p. 362). The previous scenarios are examples of how a feedback loop can quickly spiral forward toward advancement or spiral in reverse much like the propeller of a boat. The success of the system in fostering a positive undergraduate experience results in alumni’s sense of loyalty and ownership as well as their motivation to give financial support to their alma mater. The failure in the system, as described above, will result in the loop being repeated. This repetition will become more negative until something has to give (Northcutt & McCoy, 2004). In this case, the ultimate result of the spiral of implosion is rejection of Closing the Deal. However, more description of this lynchpin affinity will be discussed in relation to Degree of Bonding with UT, Educational Contract, and Benefits of Giving because there are points of intervention that are worth noting, particularly for development officers and university officials.

Remember When? Although the previous scenario paints a bleak picture for non-donors and their decision to give philanthropically to the University, it is nevertheless true that more than 75% of non-donors reported positive Nostalgia (Northcutt & McCoy, 2004). This large majority of non-donors was satisfied, even if in retrospect, with their college experience, making this affinity not statistically significant. Why, then, if non-donors were nostalgic, did not all the participants Close the Deal with the University and make annual donations? The Nostalgia, for most, was not enough to overcome negative elements of significance that came up in the second part of the “Contribution Decision” system specifically Degree of Bonding with UT. Again, there are points of intervention that are worth noting to possibly push a non-donor to donate. These theories will be explored when the researcher looks at 3 individual participants’ SIDs below.

Tell Me How You Really Feel. Degree of Bonding with UT was an affinity that was identified as significantly different, at the .044 level. Since Degree of Bonding has a certain level of emotional attachment (or lack of emotional attachment), it stands to reason that there was perception difference in this area. The disparity between the two groups concerning Degree of Bonding was informed by the College Experience system. With that in mind, non-donors carried negative baggage from the “superaffinity,” College Experience. This explained the significant difference, with nearly 80% of donors scoring their Degree of Bonding with UT as a positive affinity, while only 50% of non-donors rating this affinity as positive. The data speaks to the difference as well as the stories of the participants described the difference clearly.

Non-donor interviews identified specific emotions that reinforced the findings. They clearly stated, “As far as a bond, I just do not really have that.” Another non-donor said, “I really do not feel like I bonded too much with the University.” The lack of bond included: (a) they felt like a number; (b) they did not attend football games every week or did not go to the Erwin Center to watch basketball games, or did not go to Disch-Falk to watch baseball; or (c) they did not live in a dorm or immerse themselves in UT Austin life. During the interviews, non-donors were able to connect the reasons why they did not bond as a direct link from their college experiences and often connected these reasons with an understanding why they did not give to the institution, though most of them did not make this connection until they were asked to “tell about their experiences as a student at the University of Texas at Austin.” Once these alumni experienced failures in Relationships or failures in Academic Life, for example, they were vulnerable to not Closing the Deal. All of this happened before the non-donor was ever asked to make a donation. As non-donors continue to drive through the system, the baggage they carried became heavier and heavier. All of this baggage was cumulated in the “superaffinity” contribution decisions.

Sign Your Name on the Dotted Line. As noted in the composite interview system diagram, the first loop of affinities consisted of the undergraduate college experience. The second loop of affinities consisted of all of the components of an individual making a philanthropic decision. The Educational Contract was an affinity that was also identified as significantly different at the .007 level. The difference can be summed up in two statements: “It is my duty to give back” and “I have paid my dues to get my education.” Non-donors focused much of their

undergraduate years engaged in a contract that completed at graduation. The system in place was a service that non-donors could “purchase.” When this service was purchased, non-donors were limited by the academic contract in place semester-after-semester. How professors behaved in the classroom, how classes were available, and how the students engaged in their academics were the deciding factors in how the contract was perceived.

Donors entered a life-long contract when they enrolled in the University. Donors adopted a big-picture approach to the collegiate experience. For example, donors had a feeling of social responsibility as a result of their contracts. This is a rather complex approach to academe, extending well past their graduation dates. Donors accepted (and accept) the responsibility of an educated society (or at least an educated state of Texas). Their ability to assist in this process impacts multiple Texans, for example. Non-donors were left to be an independent contributor to an educated society by simply putting themselves through college.

What’s In It For Me? The next affinity in the system is Benefits of Giving. Although there was no significant difference in the perception of the incentives for participants, only two donors took advantage of incentives (football tickets) without giving to their college or to scholarships as well, while non-donors were either not offered the incentives they wanted or were not interested in the offered incentives. Some donors obtained athletic seats in exchange for their donation in addition to donating to assist students. Some non-donors wanted access to the library, to the gym, or to astronomy facilities, for example. However, it is worthy to note that more non-donors had a quid pro quo mentality toward their possible donations than non-donors. All-in-all donor participants were just happy to help students in need.

Deal or No Deal? All of the students who reported bad experiences and numerous negative affinities, obviously, did not Close the Deal with the University while each donor did Close the Deal. Because of this dramatic polar response between donors and non-donors, this affinity was significantly different at the .000 level. With this in mind, it is important to note that intervention will not occur at this stage in the system. Intervention, or reversing undesirable effects, during the college experience can only be completed with *current students* through the College Experience affinities (Dorm Life, Necessary Evils, Relationships, Academic Life, and The Good Life). Intervention during contribution decisions can only be completed with *alumni* and must be tackled through the Contribution Decisions affinities (University Financial

Perceptions, Nostalgia, Degree of Bonding, Educational Contract, and Benefits of Giving). This will be explained in the sections, *Coming into Focus: Different Views of Reality* and *Individual Variation*.

Non-Donors: A Downward Spiral. Undergraduate students who did not live in the dorms and who did not make friends in that environment quickly found themselves in a downward spiral during the college experience. Analyzing a student caught in this negative feedback loop would unfold something like this: A student finds himself having problems making friends to share joys and divide the hurdles of Necessary Evils. Additionally, a student requires a collaborative college environment for success and pleasure and seeks Relationships in Academic Life (the classroom) and The Good Life (student organizations). Lacking the ability to reach the fullest potential of friend making, he lives a lonely life, riding the bus to and from home and spending time in the evening with few friends. Because he has a limited network of peer support, he must figure out how to go around these hurdles on his own. He becomes more isolated as his college experience progresses, leaving limited Nostalgia regarding his college experience. Once a graduate alumnus, he remembers his limited Nostalgia, recalls that he was not supported by administration, and comes to the conclusion that his Degree of Bonding with UT is negative or, at the very best, neutral. As he moves into the third phase, when he is approached or independently considers philanthropic giving to the University, he spirals through the system in an even tighter loop, until something breaks, in this case, his Educational Contract. He defines his Educational Contract as complete and does not Close the Deal.

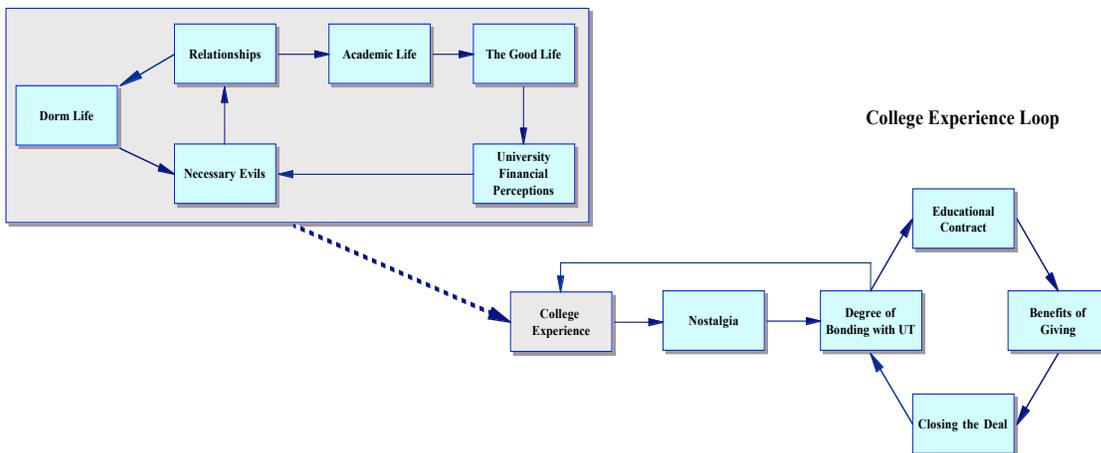
Donors: An Upward Spiral. Analyzing another alumna through the same system with positive perceptions gives quite a different journey. This alumna lived in the dorms. She was able to make many Relationships through her dorm experience. As she entered life in the classroom and life outside of the classroom, she was able to make more friends. With these friends, she avoided Necessary Evils at a successful rate because her friends helped her to negotiate them. Additionally, she had positive experiences with faculty and staff who may have aided in avoiding Necessary Evils. In what seems like no time, she graduates from college with wonderful memories and Nostalgia. She frequently recalls her Nostalgia, the support that administration provided in the structure of college, and comes to the conclusion that her Degree of Bonding with UT is positive. When she is approached or independently considers philanthropic giving to the

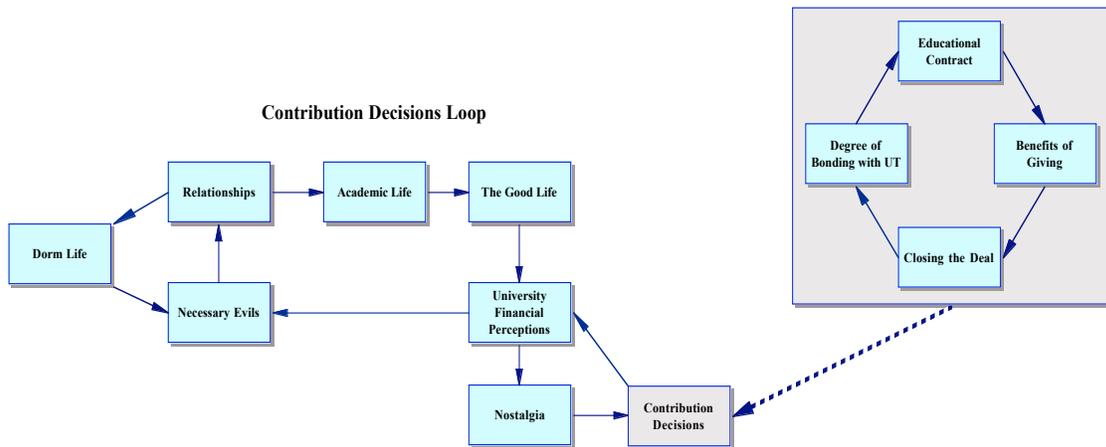
University, she is excited to continue her Educational Contract and Closes the Deal with a donation.

Back to the Differences. These scenarios describe how Relationships can change a student’s outlook on the college experience but do not explain why non-donors had a different experience with respect to their contribution decisions (Northcutt & McCoy, 2004). Some non-donors reported a level of bonding with UT but did not donate to the University. Several factors account for this at various stages of the system, as outlined in the beginning of this chapter. A more in-depth analysis of these factors will be interpreted later in the chapter.

Coming into Focus: Different Views of Reality

If the researcher magnifies the feedback loops, one will see how these two groups of alumni better fit into the overall scheme of higher education development. This allows the researcher to apply the concepts from donors and non-donors of the University of Texas at Austin to the multifaceted arena of institutional advancement. Zooming and its relationship to the larger feedback loops, College Experience and Contribution Decisions, is reviewed briefly in the following diagrams before continuing with the *Individual Variation* case example.



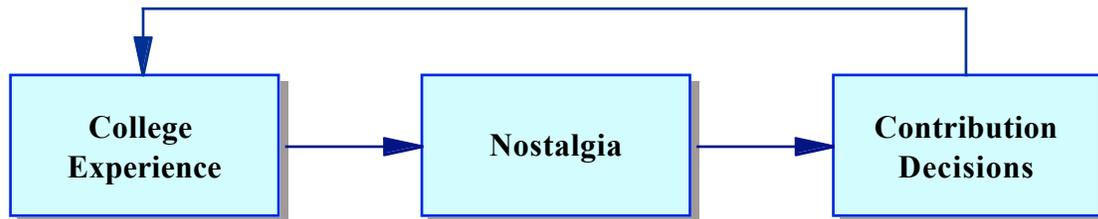


“Feedback loops consist of a system of at least three affinities, each influencing either directly or indirectly the other” (Northcutt & McCoy, 2004, p. 335). For example, the “College Experience” subsystem (A → B, B → C, C → D, D → E, E → F, F → A) comprises a feedback loop in which each of the six affinities – Dorm Life, Necessary Evils, Relationships, Academic Life, The Good Life, and University Financial Perceptions – influences each other.

Although one purpose of a SID is to sort the affinities out in order from relative ‘causes’ (drivers) to relative ‘effects’ (outcomes), it is important to recognize that within a feedback loop the distinction between drivers and outcomes is blurred. In the example above, A & B might be drivers, C & D secondary drivers or outcomes, and E & F primary outcomes in the larger system of which A, B, C, D, E and F exist. But relative to each other, these distinctions are largely irrelevant because they all influence each other. Each has meaning not only independent of each other (as implied by the individual names) but because of their interconnectedness, have meaning as a dynamic set of affinities (Northcutt & McCoy, 2004, p. 335).

It also is important to make note of the Intermediate View SIDs in relation to past, present, and future time frames. College Experience is in the past and Contribution Decision is in the present and future time frames. These descriptions of time frames are relevant when looking at the individual variations of the system in the zoomed out, or telephoto, view.

College Experience & Contribution Decisions: Zoomed Out



Note that this new system is identical to the first except that many of the affinities comprised by each of the feedback loops have been collapsed, or “zoomed out,” into a more general form, College Experience, Nostalgia, and Contribution Decisions (Northcutt & McCoy, 2004). The College Experience and Contribution Decisions Intermediate View SID produces a “higher level” perspective on the phenomenon than the original (Northcutt & McCoy, 2004). “Zooming allows the investigator to develop different views of a system ranging from a view taken through a close-up lens (the one created by the participants) to one taken through a telephoto lens (as if viewed by an observer from a distance)” (Northcutt & McCoy, 2004, p. 333).

By applying what we know about this study, the researcher could have anticipated the zoomed out view of the system to contain College Experience and Contribution Decisions because of the focus group protocols. Additionally, the research could have anticipated that the College Experience affects Contribution Decisions because of the analysis of the timeline. Alumni donations occur after the completion of college. One can see that in a linear model, after a positive college experience, alumni have the springboard to Close the Deal. Ultimately, donors will Close the Deal; otherwise, they would not be called donors! Above, the researcher explained the process in a time-lapsed version beginning with college and ending with a contribution decision. Taking into consideration that most donations are prompted by some sort of solicitation (phone call, letter, e-mail, etc.), it is appropriate to analyze the system at the time of the actual solicitation. It may unfold in a manner illustrated by this example.

A phone call is made to an alumna. The alumna answers the phone. The development officer introduces himself and begins to ask questions of the alumna. If she remains on the

telephone, he engages in a conversation in order to encourage the alumna to recall her Nostalgic college experiences. Once the foundational trust is built between the development officer and the alumna, the development officer continues with “The Pitch.” The development officer talks about an educational program of interest. He paints a picture of the financial state of the educational program, for example. From this information, the alumna will form perceptions about the finances or University Financial Perceptions. If the alumna’s perceptions of the finances align with the proposed need, she processes her Degree of Bonding with UT and her Educational Contract to determine if either (or both) are enough to sustain “the ask.” If they are, she is satisfied by the benefit of helping others and Closes the Deal. If the alumna’s perceptions of the finances, or University Financial Perceptions, do not align with the proposed need or her Degree of Bonding with UT is neutral or negative or if her Educational Contract is complete, the development officer has one more angle to play. He offers her an incentive, or Benefit of Giving. If the incentive overcomes the other three elements, she Closes the Deal. It is important to note that alumni can have a neutral or negative time in college and still make contributions to the University. Often this is because the incentive, or Benefit of Giving, is something that is desirable by the alumni.

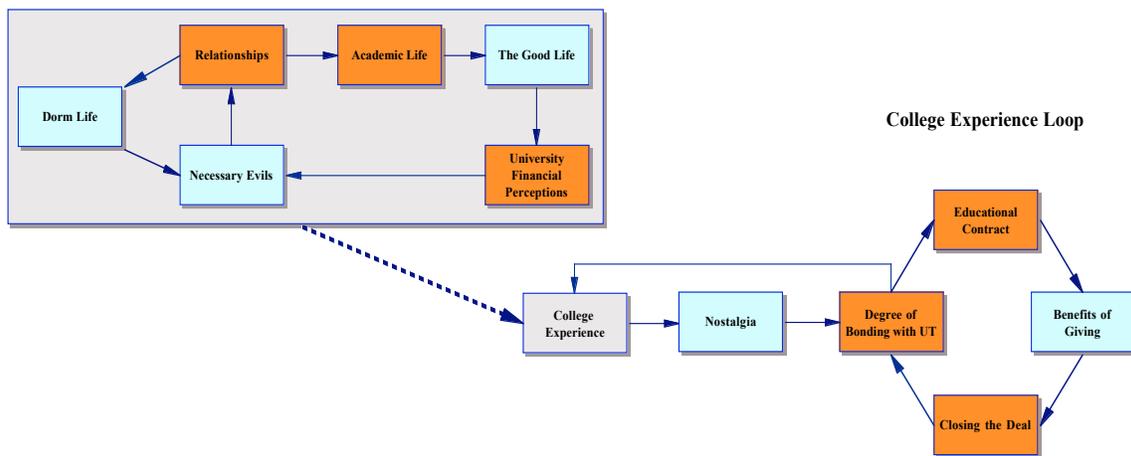
Sometimes donors take themselves through the system to the point where a donation occurs. In this way, donors are going through the system on a very regular basis. However, when they go through the system, they are either thinking of themselves in the college experience or they are thinking about the next generation’s journey through the system. If they go through the system multiple times in one contribution decision, they are often thinking about the next generation of college students. Non-donors, for example, will not readily go through the system. In fact, non-donors will only go through the system if prompted by a solicitation. In this way, the run through the system is not internally driven. Also, they are often not thinking about the next generation of students.

Redemption or Damnation. As mentioned above, a bad experience while an undergraduate student does not necessarily predetermine a bad outcome for philanthropic giving.

Unlike traditional mathematical path analytic structure, SIDs are not Calvinist; there may be opportunities, primarily through the dynamics of feedback loops, for redemption just as there are always dangers of damnation. Good inputs do not guarantee success any more than success implies that all affinities were good. A positive experience with other

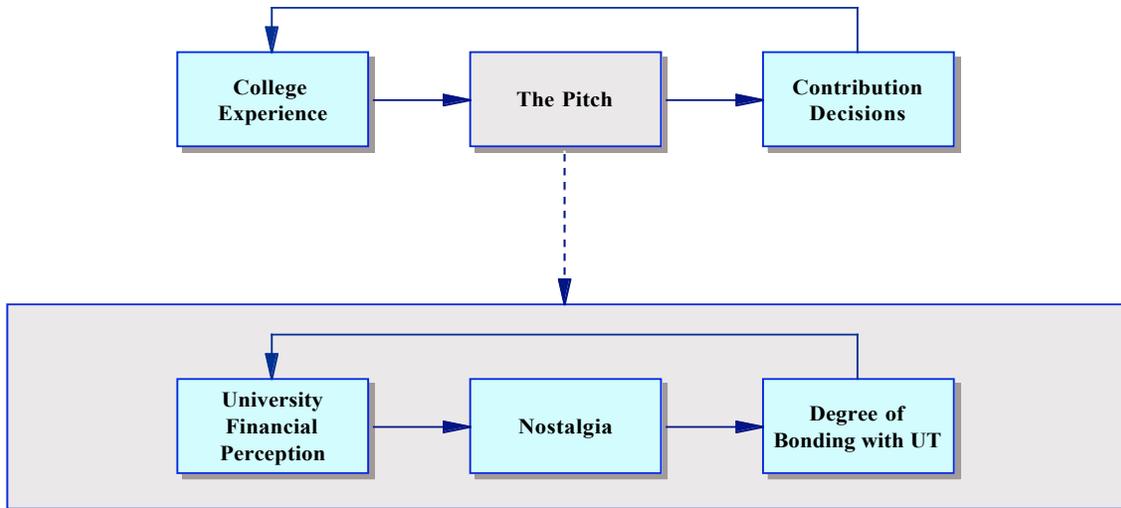
regions of the system may provide a mechanism for reversing undesirable effects (Northcutt & McCoy, 2004, p. 362).

Examining the participant groups' SID, which has been coded to show significantly different affinities in timbre between the two groups, suggests that several affinities provide counterbalances needed to explain how Closing the Deal can, in some circumstances, be achieved. There are three reasons why counterbalance affinities may change the timbre of the system. These are: (a) affinity A is a direct outcome of affinity B; (b) affinity A was evaluated positively by both alumni groups; and (c) affinity A and affinity B are part of a larger feedback loop (Northcutt & McCoy, 2004).

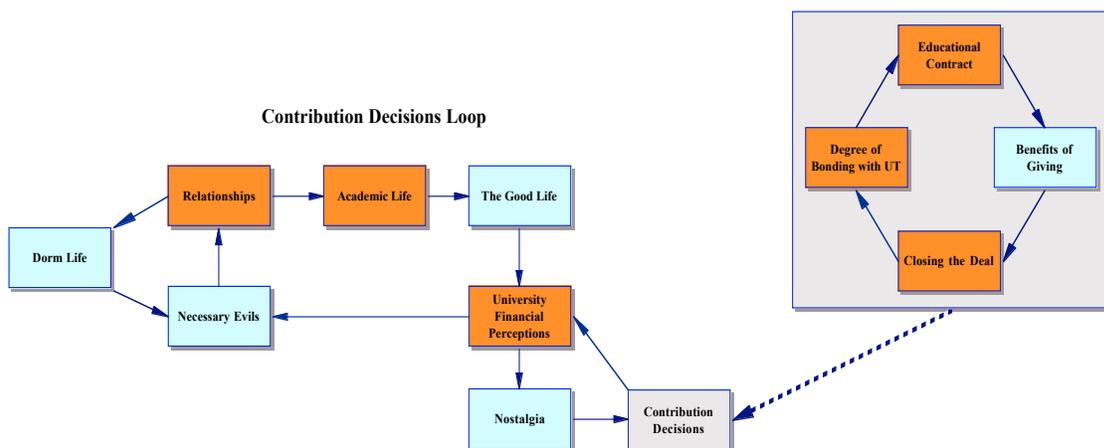


A quick glance at the College Experience Intermediate View SID suggests that Dorm Life may provide the counterbalance needed to explain how Relationships can, in some circumstances, be overcome (Northcutt & McCoy, 2004). The Good Life is a counterbalance to poor Academic Life. Nostalgia is a counterbalance to University Financial Perceptions. However, because the affinities are contained in a feedback loop, any affinity can act as a counterbalance within the system.

The Pitch Loop



Looking at the most zoomed out version of the system, The Pitch is a counterbalance for Contribution Decisions. The Pitch is where alumni packaged the college experience and couches their contribution decisions. Memories, the perceived wealth of the university, and the level of emotional bonding are obtained from each of the affinities listed in the college experience. And, in turn, these inform the contribution decision. Similarly to above, these three affinities are contained within a feedback loop: any affinity can act as a counterbalance within the system.



A quick glance at the Contribution Decisions Intermediate View SID suggests that Benefits of Giving is a counterbalance to Educational Contract and Benefits of Giving is a counterbalance to Closing the Deal. For the reasons named above, these affinities require a closer look. Each of the listed affinities is contained within a feedback loop, or a system within a system, so any affinity can act as a counterbalance within the system.

Individual Variations

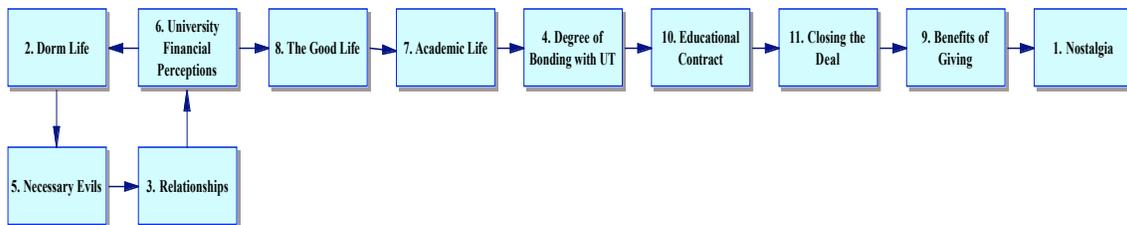
“Individual variation is another source of comparison for interpretive purposes. Individuals may be compared to each other or to composite descriptions or mindmaps” (Northcutt & McCoy, 2004, p. 366). In the case of this IQA study, a donor and non-donor were selected for comparison because they are typical of their respected constituencies. Additionally, a second non-donor was selected who may be urged to donate in the future. Comparing these individuals is a logical decision because the structures of the composite SIDs are similar for the two groups of donors and non-donors (Northcutt & McCoy, 2004). The structural similarities between the groups suggest that, at a group level, the two experiences were not different enough to produce radically different constructions of reality between the two groups (Northcutt & McCoy, 2004). “The differences in timbre of the affinities, however, are quite pronounced” (Northcutt & McCoy, 2004, p. 366).

Examining individual differences can add a layer of interpretation to the skeleton just described in the first part of this chapter. “The rationale for selecting individuals depends on the nature of the study: ‘Typical’ representatives of different constituencies are often compared, or representatives deliberately selected to represent a range on some interesting dimension may be compared” (Northcutt & McCoy, 2004, p. 366). The next section illustrates comparisons at the affinity level for three individuals: (a) the first alumnus is a donor (“Donor”); (b) the second alumnus is a non-donor (“Non-Donor”); and (c) the third alumna is not a donor, but, under the correct circumstances, may be able to be persuaded to become a donor (“On the Fence”).

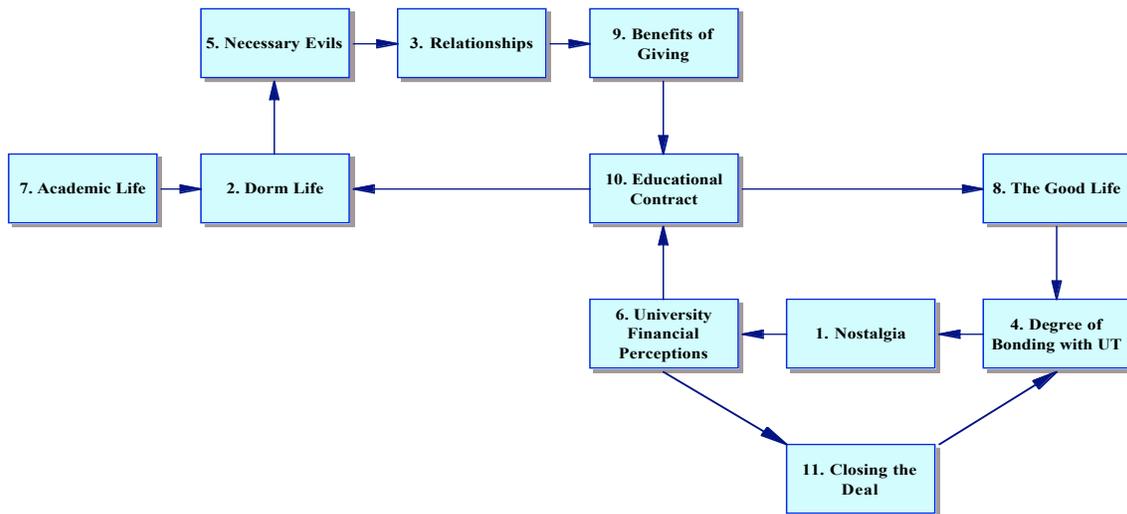
Donor vs. Non-Donor vs. On the Fence. Even though the structure of the two SIDs was identical at the composite level for the two groups, donors and non-donors, alumni progressed through the system on their own personal journey (Northcutt & McCoy, 2004). It has already been established that donors and non-donors attached different values to the affinities even

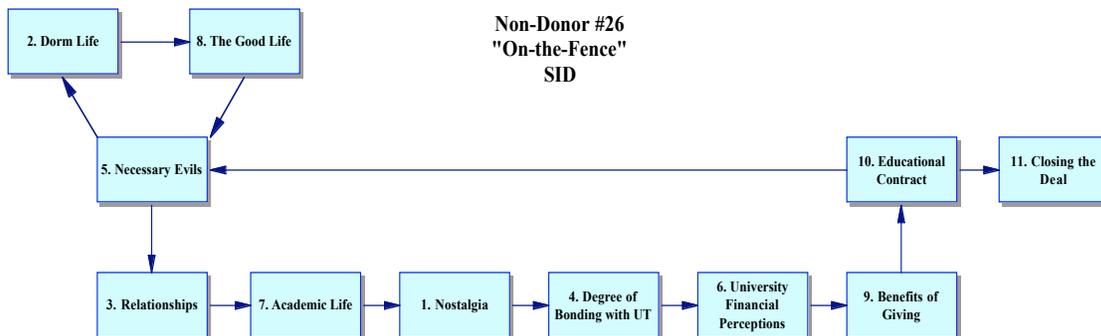
though their construction of the phenomenon was similar at the structural level. Additionally, it is important to discuss an individual's journey through the system. For some alumni the path through the system was linear, while others found themselves recurring through feedback loops (Northcutt & McCoy, 2004). The next section is the journey of three alumni. One alumnus had an overall positive undergraduate experience and elects to give philanthropically to the University of Texas at Austin (referred to as "donor"). One alumnus had a bad experience and does not donate to the University (referred to as "non-donor"). The last alumna had an overall positive undergraduate experience but does not currently donate to the University (referred to as "on the fence").

Donor #9
"Donor"
SID



Non-Donor #27
"Non-Donor"
SID





Dorm Life

Dorm Life: Donor. “I loved it so much that I lived in the dorm for three years. My first two years I lived in Moore-Hill, which is an all-male dorm and I really enjoyed it. My first year, my roommate was someone I did not know but we turned out to be great friends. Then I had met a guy down the hall who was from Panama, and we decided to be roommates the following year. I still keep in touch with him more so than the first [roommate]. The third year I lived at Brackenridge Hall and I had my own room after the second semester because my roommate flunked out. Friends would come over from off-campus. I had an extra bunk bed that they could crash on. [Living in the dorms] was a great experience for me. It was very convenient, given that I did not have a car. It was easy living on campus and everything was here. So I think it made me feel connected more so than students who lived off campus.”

Dorm Life: Non-Donor. “I lived in the dorm for one year, at Jester, and moved out to a condominium. Dorm Life was a great transition period. You were on your own, but you were not on your own. It was structured, but it was not structured. It also brought you together with many different types of people. The walks of life were, albeit somewhat narrow, in the fact that they all went to school at UT Austin, but it was broader than the area where I grew up. From that respect, it was eye opening. It was also a good learning experience, learning how to interact with people. The social skills and social interactions are probably the biggest things that one can learn in a dorm.”

Dorm Life: On the Fence. “I lived on campus for part of the time, and then we got apartments. I always had a roommate. The first year I lived at Jester – one floor is female, the next is male, alternating. We were very close with the different floors. We mixed together gender-wise and ended up becoming a gender-free environment. I actually liked my [resident assistants]. They were always really nice.”

Dorm Life: Interpretive Comparison. Although the students reacted to Dorm Life quite favorably, even a cursory reading of the three reveals a distinct difference in timbre. The donor had a great experience in the dorms, recalling friendships and convenience. The donor also distinguished a benefit of living on campus compared to individuals who lived off campus during their college years. The other two non-donor alumni (“non-donor” and “on-the-fence”) viewed their Dorm Life more as a holding pattern until they could live off campus. The difference between these two, however, is that the on-the-fence alumna made life-long friends in the dorms. She made decisions about leaving the dorms with those friends. For the non-donor, he appreciated the dorm to assist him in growing up and in learning to live on his own, which is what happened for the rest of his academic career.

Necessary Evils

Necessary Evils: Donor. “Balancing fun and study time was a Necessary Evils. I feel really connected to the University from my association with student organizations as well as the friendships that I established, but by the same token, it took me away from my studies. I constantly wanted to do fun things. I think the most important Necessary Evil that I faced was financial in nature. Money was very tight for me as an undergraduate. I had to work throughout most of my college career as a work-study student and that also takes you away from your studies.”

Necessary Evils: Non-Donor. “Once I moved off campus, I was the president of a condominium complex and part owner. In that job, I was dealing with the association membership. That was a big distraction. It was not a full-time job and I was not getting paid for it, but I might as well have been. I dealt a lot with the managing company. I was always trying to figure out the bills. Another distraction was my trying to actually learn what life was really about.

Other distractions were trying to weed through the bureaucracy of the college. The mess of standing hours in line, going from office to office to office, trying to figure out with whom to speak and the overall paper pushing. I would say the biggest distractions to learning were courses that they make you take to get your degree. I had four years of history and two years of government in high school and junior high, why do I have to take four more semesters in college when my major is mechanical engineering? It actually distracted [me] because it took [me] away from the core courses. Add that to the red tape, and you had got these courses that were easily three semesters worth of wasted money. That now looms in the back of my head; I wasted three semesters of tuition just to get my degree. I call it wasting because I have never, to this day, used English literature, any of my government courses, any of my history courses, or any of my classical courses. At the same time, somebody who is pursuing teaching would never use fundamentals of thermodynamics or a quantum physics class.”

Necessary Evils: On the Fence. “TEX was frustrating to navigate. The other thing is that you had this ideal schedule that you set for yourself – classes based on location, based on time – and you could never get your ideal schedule. It was frustrating because you would spend so much time coming up with a perfect schedule and usually end up getting different layers of alternate classes. Transportation as a bigger umbrella sometimes was a little frustrating. I would not say any of the large classes, because I did not mind that, that just added to the diversity. I was an international student at first, so the tuition was really high. I loved the walking, so that was not a Necessary Evil. Sometimes if you really wanted to go through a period of intense focus, it was hard to find that unless you were in a very isolated place. I do not like studying at a library; I prefer studying in my own dorm or apartment, but there was always something going on. That was sometimes very positive but was also a Necessary Evil in trying to focus on studying and learning.”

Necessary Evils: Interpretive Comparison. At first glance, the reader could assume that this affinity contained very negative impressions of the University environment. While each of the individuals discussed aspects of campus that inhibited success in academics and/or the pursuit of fun, it was the regularity of events, the tones of the description, and the attitudes taken about the Necessary Evils that are worth noting. For the donor, his primary Necessary Evil was the balance between co-curricular activities and academics. He enjoyed his co-curricular activities so

much that it was challenging to focus on academics. The donor's secondary evil was his income and financial status. However, the donor spoke later about scholarships he received from the University in order to attend college. Although he had to work through college, he was still able to have the financial advantage of having had financial assistance. If he had not received scholarships, he would not have been able to attend UT Austin. The non-donor shared a number of negative experiences. Additionally, his tone was very negative. In contrast to the non-donor, the on-the-fence alumni spoke of aspects of campus that gave her difficulties. However, she approached the Evils with a solution-oriented mentality. This approach provided her with a more positive spin on Necessary Evils.

Relationships

Relationships: Donor. "All my friends were established during my college years. We are still close friends and stay in close contact with each other. For the longest time, I kept going to wedding after wedding and now the children are coming. It is great. A lot [about college life] had to do with my close friends. [Close friends came] not only from the student organizations but living in the dorms – my roommates and other people down the hall. That was a great experience as well."

Relationships: Non-Donor. "Peer-to-peer Relationships in the College of Engineering were very good because we were all in the same boat. We really all hated the way the classes were being structured. Hanging out in the engineering school, it was a rather monotonous life. We always kept joking about the fact that, in the engineering building, the male and female ratio was 22 to one. As far as Relationships, there were a lot of loose friendships, I would not call them tight. I had a couple of close friendships, but in general they were all very loose friendships. I was so focused on getting through school that I formed Relationships with other students to figure out what to do next, especially when it came down to advising. Unless you were a star pupil who the professors liked, most of the advising happened peer to peer. I do not think there was a single professor who ever suggested the schedule I should take. They did not want to spend time [with me], and I was definitely not somebody destined to be a graduate student who would bring in a major contract for them. If you were the average student, not a single professor would care. Most of my peer-to-peer Relationships were at a superficial, surface level. [Close friendships] were a

very small group and I am still friends with to this day. Those friendships were formed by similar-interest student groups. I was in a car-racing club at UT Austin, so that is how we all became friends.”

Relationships: On the Fence. “If you imagine a concentric circle, that is how I will describe my Relationships. The closer you get to the center were people with whom I spent the most time, with whom I was the closest. I had an immediate group of friends with whom I would enjoy activities, like going on spring break or eating together. We were so close that we moved out of the dorm and into apartments together. We all decided together what apartments we would live. Then you go to the next ring, where you have friends that you did not see on a regular basis, but you might have had some classes with them. So you share a particular aspect of UT Austin with them, for example, a friend with whom I studied French, and then we always went to eat Chinese food or a friend I met at orientation and we just kept in touch and occasionally go to parties or there was another friend who always listened to music with me. Then further out in the circle, there were more people but you saw them less frequently. This was made up of people who were in the dorm that you ran into all the time, the short little moments and familiar faces. For example, it was the people I saw walking to class everyday. I might have been walking to my English class and might have passed someone walking to an Engineering class. It was comprised of people who I did not know, but I felt somewhat close. Then there was a fourth circle comprised of people at UT Austin who I did not really know at all, maybe I only saw once, but they were fellow UT Longhorns. So there was that connection with them just by virtue of their being a Longhorn.”

Relationships: Interpretive Comparison. The timbres among the three responses are consistent with Dorm Life and Necessary Evils. The donor made a number of friends through the dorms and through the organizations with which he was involved. His college friendships have sustained past the college years. The non-donor’s perceptions of friendships immediately began with the College of Engineering. Thinking about the overall alumni SID, the researcher described the three primary ways students obtained friends – in the dorms, through co-curricular participation, and in the classroom. The non-donor spent one year in the dorms and moved immediately into a condominium alone. His academic experiences, as will be described below, were negative. Therefore, the only friends that he referenced were from the organizations in

which he participated. However, these Relationships were not enough to sustain an overall positive undergraduate experience because the other affinities were very negative for him. The on-the-fence alumna had extremely positive exchanges with her fellow students, making Relationships one of her most cherished college memories.

Academic Life

Academic Life: Donor. “When I first came here, I was really scared that I would flunk out even though I was ranked very high in my class. My first year, I took calculus and economics. I became very close to my teaching assistants. I never missed class. I was always in the discussions, the labs, and even their office hours. I had a very positive experience with the TAs, not so much with the faculty during my first year. I tried to approach them a few times, but it was a little intimidating. The TAs, however, were very approachable and they actually were quite instrumental in my success the first year. I love learning for the sake of learning. I really enjoyed my classes. I switched majors a few times but once I chose my psychology major, I loved my classes. I had really good relationships with my faculty. A lot of them kept encouraging me; they wanted me to go on to get my Ph.D. in psychology. I had a really positive experience in my classes.”

Academic Life: Non-Donor. “When I went to school at UT Austin, the College of Engineering had a different outlook on grading than they do today. I based this information on interviews I have done on campus recently. You had a lot more low GPAs when I was an undergraduate student. The professors really had the philosophy, ‘I do not care if you fail,’ especially in upper-level classes. Students were a burden on the professors even though you were paying to go to school. You were paying their salaries, but nonetheless [you were] a burden. The average GPA when I graduated from mechanical engineering was 2.6. The average GPA today is closer to 3.5. It is almost a whole letter grade better. Apparently something changed in the whole concept or mindset or the culture of UT Austin. Now as far as my personal experience, there were not a lot of close connections between the professors and the students. Additionally, the professors did not try to apply what they were teaching to real life. Unless the undergraduate students get real-world examples, it does not do any good for them in the careers. Professors

could tell you the screwdriver's strength and everything about that screwdriver, but they could not tell you how to use it."

Academic Life: On the Fence. "My feelings did not always align with my actions. I have always been a good student at heart. I love school; I love learning but the distractions impeded my academic activities and responsibilities. I had a constant dichotomous mindset, where half of me truly knew that I cared about academics and I wanted to make an A on every test and every assignment and I wanted the professors to see my best work, the other half was, 'I want to go listen to music with my friends.' There was that constant pull. I think that as I progressed from a freshman to a senior, the ratio of fun to work got larger in favor of work. My freshman year it was 60-40, fun to work, 50-50 my sophomore year, 40-60 my junior year and 80 to 90 percent work my senior year. As I got older, I wanted to go back and undo some of the classes in my academic career. I think there were some poor decisions I made where my grades did not reflect what I could have done. The entire academic experience, though, was great. I liked all my classes. There were a few bad professors, but overall, I really enjoyed my classes. I liked that the responsibility was on us as students. Even when I made poor choices, I was still acutely aware that the responsibility fell on me. I thought that was a really good aspect of the University. I tutored for free a lot. If anyone had problems with math, I was always happy to tutor them. There were other areas that I was deficient, so I had other people work with me. The spirit of reciprocity in the academic arena was really nice among the students."

Academic Life: Interpretive Comparison. If one thinks of a continuum of responses, this affinity strikes one response on one end, one response on the other end, and one toward the middle. The donor reached out to teaching assistants his first year for fear of not succeeding academically. Consequently, he maintained healthy relationships with instructors throughout his academic career. The non-donor had negative interactions with faculty from the start through the end of his academic career. He believed that professors were distracted by him as well as actively seeking to get him to drop out of the College of Engineering. His description was so impassioned that one can begin to see that soliciting donations from him would more than likely result in negative consequences for the development officer. The on-the-fence alumna spoke of her passion for learning (evidenced by her chosen career path as an assistant principal), but she struggled with the balance between The Good Life and her Academic Life. This description was

very similar to the donor's description of Necessary Evils. Although she successfully graduated from college, she had annually re-negotiated her academic-to-fun ratio, losing more fun each year.

The Good Life

The Good Life: Donor. "I had a very Good Life at the University. I was very involved with student organizations – to be specific, Hispanic Business Student Association and Alpha Phi Omega, a service fraternity. I could have done that full-time because I had a really wonderful time. I went through all the traditions, including Texas-OU. On weekends, there was always a party, a dinner or a happy hour. Participating in UT Austin sports was a lot of fun. Dating, you name it, I did it all. We would take trips all together. As we got closer to our senior year, the upperclassmen who had graduated before us started marrying and we would go to the weddings together. It has kept going on since then. It was and is wonderful."

The Good Life: Non-Donor. "Because there was a large number of students at UT Austin, you were bound to run into people with similar interests. Finding a niche would be a challenge at a smaller school, whereas at UT Austin, that was not a big issue. There was always a ton of interests and there was always a way to fit in. For me, it made life palatable. In the Sports Car Club, we facilitated auto classes at least once a month during the summers. I went skiing with the UT Ski Club and got hooked up with the Sailing Club. Some of the members owned a catamaran and we went sailing on Lake Travis. Loose friendships were probably the only positive experience of UT Austin, at least for me."

The Good Life: On the Fence. "The Good Life could answer one of the Necessary Evils as a positive and an evil. The evil was its impediment on academics. All of a sudden you were free and had temptations, so you accessed it. While it was fun (that was the positive aspect), it was also kind of a Necessary Evil because it prevented you from doing the things you probably should have. It was really nice because I did not experience any groups or activities from which I was excluded. A student could join a club if he or she wanted to. There were so many organizations that any student could find one that fit his or her personality and needs. Parties rarely seemed exclusive. There were a lot of open doors in the dorms. It seemed like there was a

sense of a constant, inclusive community. I thought that was a nice aspect of The Good Life. The Good Life was very present and very accessible, which made it a positive and a negative.”

The Good Life: Interpretive Comparison. This affinity had an overwhelmingly positive response by most of the participants of the study. The donor and non-donor had their co-curricular activities to provide them with their good lives. The on-the-fence alumna did not give specific activities but shared the push and pull of The Good Life and Academic Life.

University Financial Perceptions

University Financial Perceptions: Donor. “Even though we do have one of the largest endowments in the country, it is on paper and not in real money. I was very fortunate because I received a scholarship. The way I see it is that if former students had not given money to get those scholarships endowed, I would have never have been able to attend UT Austin. Unless we keep passing the torch from generation to generation, students are not going to benefit from scholarships. I think we have to play a very active role in creating and endowing new scholarships to make sure that we have more support, especially given the price of tuition.”

University Financial Perceptions: Non-Donor. “My perception of UT Austin’s financial status is a mixed perception. I see UT Austin administrators spending a lot of energy and money on needless topics such as non-essential courses to get a degree. There is a lot of energy spent in pushing agendas, maybe a new building, maybe a new service center, but yet there seems to be no money to maintain current assets. We create the asset and then we let it drop. We tear that asset down and build another asset and let it rot, instead of trying to maintain the assets we have. UT Austin is very land-rich, asset rich. How that affects my contributions is that I feel that UT Austin would not utilize my contributions wisely. The people making decisions are on an island. They have a lot of assets at their disposal and they seem to have a lot of money at their disposal. They have the whole Texas Legislature who can actually pull strings, but they do not seem to be utilizing the money wisely. They are disproportionately spending money on graduate-level courses as opposed to undergraduate courses. Graduate courses bring research money to the University. However, it seems like the undergraduate students are a Necessary Evil in order to maintain graduate programs for graduate students.”

University Financial Perceptions: On the Fence. “I think what is deceptive about UT Austin, which may hinder the amount of alumni donations, is that UT Austin just exudes money. It is a very classy, well put-together campus. I drive by and it comes across as very stately. It does not ever look like it is in financial hardship. Everything looks like it is in good repair. I do not really ‘see’ a need for improvement because it just looks so immaculate, especially from a distance. I have to get really close to start to see areas that need improvement. So that might be one maybe subconscious thing. However, when I drive by, I always have a feeling of nostalgia. I love to donate if I ever have extra money. But, the number one reason I do not donate is the worry of getting on solicitation lists. If I donate, whether it is \$50 or \$1,000, or \$5,000, I fear that I will get on more solicitation lists. I like to donate when I am told about a need and left alone. Then if I donate, I [need to] know it will not mean that I get a flood [of solicitations] and I am on every list. Part of it goes back to the statement I made; I drive by UT Austin and I will think they do not need it. I drive by in east Austin where I work, and I can say, ‘this playground needs money.’ I can see it is falling apart and I can imagine the kids who are not experiencing it because it is in disrepair. I want to donate \$200 to those types of projects. To recap, I drive by UT Austin and I do not have that visual motivation. I need to contact them and tell them I want to donate, but anonymously. But I guess that motivator is not strong enough or I would have already done it. If I knew about an important need and believed in it, then I would donate if there was a way to make it anonymously.”

University Financial Perceptions: Interpretive Comparison. The donor’s perceptions of University finances seemed to have both accuracy and understanding. His University Financial Perceptions were informed in a reality of social obligation. He understood the cyclic nature of gift giving and responded by doing his part. The non-donor shared his opposition to the way in which University monies are spent. Specifically, he was upset about the destruction and lack of maintenance of campus buildings. The little Nostalgia the non-donor had for the University was described in his affinity to campus buildings. He shared that when they are destroyed, so is his Nostalgia. The on-the-fence alumna expressed difficulty with understanding that the University may need money because when she sees campus, she does not see a need. The most intriguing element to her description of University Financial Perceptions is the fact that she appreciates

donating to needy causes. If the University could facilitate her understanding of that need, she may consider donating.

Nostalgia

Nostalgia: Donor. “I have wonderful memories of being a University of Texas student. From day one when I came to orientation, I was so eager to start my college career here. I established a really good network of friends [and] we are still in touch. The memories that I made here were incredible. I would not change it for anything. I am very nostalgic about the organizations with which I was involved as an undergraduate. The classroom experience was wonderful, I learned a lot. I think the memories that I carry with me are those of being involved in extracurricular activities and the friendships that were established there. A very big part that went hand in hand with establishing those memories was the UT Austin traditions, the football games, the pep rallies, the songs, and all the customs and traditions of the University.”

Nostalgia: Non-Donor. “The one thing about UT Austin that I remember is a loose sense of belonging. I do not really feel a hard connection to it, or at least I did not. I was not very involved with sports. I was more in the Engineering world and the Engineering school did not care too much about whether or not you were there. I was basically a number and that was it. In fact, professors often tried to get you to quit in order to reduce class size. They actually pursued getting people to drop out. In that aspect, it did not inspire a lot of Nostalgia. Any part of my Nostalgia of the University is being destroyed. When they tear down old buildings and put up new and improved buildings, I lose part of my Nostalgia, which also loses my connection to the school. For example, if you enjoyed swimming in the heated pool inside the gym, and they tear it down, you lose part of your nostalgic connection. Renaming Memorial Stadium was a big mistake. As good as Coach Royal was, Memorial Stadium was a memory to all those who have fallen in wars. Combining the names Darrell K. Royal and Memorial Stadium sounds like a memorial to Darrell K. Royal. It loses part of the connection to what that stadium actually stood for. The Board of Regents is trying to kill the Nostalgia people have with UT Austin. That is my feeling on it.”

Nostalgia: On the Fence. “I think part of the Nostalgia came from simultaneously feeling free while also feeling lost and a little bit scared of the bigger environment and not feeling part of it. What was nostalgic was just even being on a university campus that has so much school spirit. Getting to know the campus and every day feeling more and more comfortable with the school was really nice. I get really nostalgic when I think about orientation. It was the first time when it hit me that I was a college student. I was learning about all the different things that I was going to do. All the other affinities in this study, in many ways, contributed to my sense of Nostalgia. I look at Dorm Life and think about the Relationships that I built. It is a little sad because I did not always keep in touch with all the people that I met during that time. I remember how close-knit everybody was and how open everybody was with each other. I was aware of what everyone else was doing, what they were thinking, what they were going through, sadness, happiness, etc. That is pretty nostalgic for me to remember that intense proximity of emotion with everyone around.”

Nostalgia: Interpretive Comparison. The donor was affectionate about his college years. He shared memories of friends, activities and events surrounding his participation with student organizations, and classroom experiences. Overall, his memories of the college experience inspired warm regard. The non-donor shared an opposite opinion of his college experience. He had a loose sense of bonding and negative experiences with academics. Additionally, he has a memory of the time when the Board of Regents changed the name of the stadium. He indicated that the name change prompted a loss of Nostalgia. The on-the-fence alumna had a positive response to the affinity Nostalgia. Nostalgic memories consisted of feeling more a part of campus as she became more familiar with it. She also had a recollection of campus being very inclusive and inviting. These “coming of age” memories make this alumna feel a strong connection to the University.

Degree of Bonding with UT

Degree of Bonding with UT: Donor. “It was a very positive experience, in the classroom, in the dorm, with my friends and the organizations with which I was involved. I do bleed orange as far as loyalty to the University. That does, in turn, make me want to give back to the University just because of everything that it has done for me. Which is why, even after I graduated with a Liberal Arts degree and I was not making much, I still made a decision to become a lifetime

member, just because I was very proud of my association with the University. I love to give back. My family could have never afforded my coming here, but the help was here. I believe in giving back and that is part of what motivates me to give back. I know that the money goes back to the University in the form of scholarships to needy students like I was at the time.”

Degree of Bonding with UT: Non-Donor. “I would not call [the bonding] a negative bonding, but more of a lack of bonding. You were definitely treated as a number at UT Austin, especially in the College of Engineering. They honestly did not care if you were there or not. Actually, they would prefer if you were not there. As an undergraduate student, professors treated me like I was getting in the way of their research. Classes were often taught by graduate students, not professors, and when the professors did try to teach they spoke so many levels above the undergraduate students’ heads, that [we] could not even keep up with what they said. So in that respect, there was a lot of what I call negative, lack of bonding. The part that did help in the bonding is more with other students. The first year I lived in Jester Dormitory, which was a great experience. I think every student at UT Austin should probably spend at least one semester in Jester, just to get that experience of living with 3,000 of your favorite friends. That portion of it was good. The intermingling between undergraduate students was available but that contact was lost pretty soon after I graduated, particularly after moving out of Jester. Because it is such a large school and the school really treats you like a number, you do not feel a real personal connection with your fellow students. A 525-student chemistry class is hard to feel any sense of bonding, not that I expected to feel a bond in that environment. However, in an engineering course where there were 12 students, I expected to feel a little more like a person, not a number like I did. Add that to the fact that professors actively encouraged me to drop out of Engineering, it took a lot of the bonding away from the school. It is more the challenge of trying to make it through the school than it is an honor to graduate from the school.”

Degree of Bonding with UT: On the Fence. “I have very positive feelings toward UT Austin. Even though, for my master’s degree and Ph.D., I have gone to a different university, there is still sort of that loyalty that you can still tie back to the university where you went for your undergraduate degree. I feel a strong sense of pride to have gone to UT Austin. It is not a pride that comes just because it is a good school and has a good reputation. It is a pride that this institution was your first academic experience outside of K-12 education. It is sort of like your

first love, in a way. All my other educational institutions have been wonderful. It is just that was the first love. My overall feeling right now could be summarized in just great memories. I know there were things that were negative, but I do not even really remember too many of them. It was just a really fun place. I liked that every single day at UT Austin, the experience was so different. It was such an eclectic set of emotions that I experienced that it is still kind of in existence now. Sometimes if I think of UT Austin, I think of the stadium and everything that went along with that. Other times, I think about the rallies on the west mall. Other times, I just think about birds chirping and people playing Frisbee. My feelings are really eclectic, and they just change, because that was how my experience was at UT Austin. It is just a collection of feelings.”

Degree of Bonding with UT: Interpretive Comparison. Similar to the perceptions of Nostalgia, the donor and on-the fence alumna felt very bonded to the University while the non-donor lacked bonding altogether. The donor went on to connect his Degree of Bonding with his contribution decisions. He stated that his Degree of Bonding was the reason why he was willing to give freely (and selflessly). The non-donor painted a very vivid picture with regard to his Degree of Bonding. One could also see the connection between his Degree of Bonding and his contribution decisions. Unlike the donor, however, the non-donor had no desire to donate because of his lack of bonding. Additionally, one could see exactly where the non-donor obtained his lack of bonding: the size and impersonal nature of the institution and the faculty of the College of Engineering. As was the case with several participants, the on-the-fence alumna humanizes the University of Texas at Austin, comparing it to a “first love.” Although she went on for post-baccalaureate education at another institution, she felt loyalty to her undergraduate institution.

Educational Contract

Educational Contract: Donor. “I think of my Educational Contract as ‘I paid my tuition but now I *must* give back.’ As long as I can afford it, and I have the means to do so, I will probably continue to give. That is just the way I feel.”

Educational Contract: Non-Donor. “Before going to UT Austin, I spent one year at a technical trade school in their auto mechanics class. When I was finished with that curriculum, the faculty of the school had a very active interest in me, a very active interest in helping me find

a job and creating contracts. The whole faculty was very involved with the student body. It was a small school, small faculty, small student body, very intimate, very close. There was a lot of interaction. If they were to ask for donations, I would be more willing to give because they went that extra step more than they had to to make me feel good about that whole program. They really wanted to help. Translate that over to UT Austin, when I was in my last semester, I was on my own. They did not care if I got a job or heard from me again. Unless you wanted to go to graduate school, they did not want to talk to you anymore. My grades were not the best, and I will freely admit that. There were several professors who actually tried to get me to drop out; they really did not want me at UT Austin. That was 15 years ago; things may have changed. That was my perception at the time. Because of this kind of standoffishness that the school had with the undergraduate students, the feeling to me is, ‘well, if the school does not care about me, why should I care about the school?’ My perceptions are a product of my educational experience. I am not going to pay anything above my Educational Contract. That also drives contributions—why should I contribute to a school that really does not give a damn about me? The question is not ‘what *is* in it for me’, but ‘what *was* in it for me?’”

Educational Contract: On the Fence. “I feel morally obligated. Although I admit I have not lived up to my moral obligation. I do not agree I have paid my dues and I am done. I am definitely not at that level; although my actions would communicate otherwise. But that kind of goes back to the fact that I have not gotten specific requests for specific needs to even know what UT Austin does need. They look like they are a multibillion-dollar organization. But taking all that out, I do not think I paid my dues. I feel like I am where I am now, as an educator, because UT Austin was there during the formative years of higher education development. [Because of] that I do feel this moral obligation to contribute something back. I will probably donate after all this maybe as a way of saying thank you for what you provided me, but on the other hand, I feel like if I do really good things in my profession, that is the way to thank UT Austin. If I have a UT Austin diploma on my wall, like I do, and someone walks in and says, ‘you are a really good assistant principal’ or, ‘you have a lot of moral integrity,’ then I feel like I am giving back in a way also. But, of course, if there is financial need, then you are not really helping that area. I feel like there is a self-imposed moral obligation to make the University look good and to make your actions and contributions reflect the quality of education at UT Austin. I feel like I got a really great education. I feel like I want the University to be the best university, because it was really

terrific to me and whether I do that through actions and trying to be a good person, a good employee, a good employer, or through making financial donations, than that is what I will do.”

Educational Contract: Interpretive Comparison. Much like the affinity Academic Life, this affinity drew a polarity of responses from the donor and non-donor. The donor’s Educational Contract extended past graduation while the non-donor’s Educational Contract ended upon graduation. The differing undergraduate experiences were the primary reason for their defined Educational Contracts. The on-the-fence alumna had a strong Educational Contract. She believes very deeply in supporting education. However, the perceived lack of need is her primary reason for not Closing the Deal with the University. The University has not provided her with information that makes her see a need. Therefore, up to this point, she has not Closed the Deal. Although, one could see the potential in on-the fence alumna if a development officer would be able to connect a need to her interests.

Benefits of Giving

Benefits of Giving: Donor. “I think the Benefits of Giving is giving the opportunity to someone else to attend here, which was this opportunity that was given to me as an undergraduate student. That is the most important [Benefit of Giving]. Being tied to the University is also a Benefit of Giving. The fact that you get the magazine and you are still kept abreast as to what is going on at the University and in your college, it is great because I care about the welfare of the University. But I think the most important benefit for me is just giving back what I got and giving others the opportunity to benefit just like I did.”

Benefits of Giving: Non-Donor. “A contribution or donation, by its nature, is not designed to be a purchase of goods and not designed to be a purchase of privileges. It would not be a contribution otherwise. So that portion I do understand. It is a donation. I would not expect to receive something physical for it. But what is in it for me is how I see the benefit to greater society. Can I also then make some of the decisions of where the money will go? That is part of what is in it for me from my standpoint. If I give to an organization, in the long run how will that all come back to me? College scholarships for one-eyed, green-haired students, no; let’s aim for placement services for undergraduate students. That is one of the things that I saw missing. Here

is your degree, good-bye, thanks for the money. If I give a lot of money, will I be able to participate in alumni events? That would be a direct effect. At the same time, then would I be able to meet some of the faculty and at least have their ear for a little while? At least allow faculty to hear from alumni. It seems like at the very minimum, contributions should at least get you an audience from the faculty.”

Benefits of Giving: On the Fence. “If I really believed that there was a need, I would feel an intrinsic benefit of knowing that I supported something that needed improvement in a place that I really care about. The strongest pull is feelings of Nostalgia. For example, the way we had the focus group and I did not know any of those people. The connection was alumni from the same period of time. We had similar experiences. If the University, separate from the formal reunions, had a donation ‘come together,’ I could meet with people who were there the same time. That would be a benefit to experience that connection with people. I think a benefit to my donating would be knowing that future students would experience the benefit of the donation. I would love if UT Austin came to me and said, ‘sponsor a freshman, donate \$500; this will buy one freshman’s use of the gym.’ Then I can kind of put a mental face to that request. UT Austin is going to build a new theater, so they try to raise \$100,000. The pitch is that for every \$800 donated one student will be able to take classes in that theatre. If I connected it to a specific person, that would benefit me because I could see myself in that person. I think that would be a Benefit of Giving to know it would positively affect students. The more specific it gets, the more likely you are to say, ‘I can see who benefits.’ They could solicit donations by saying, ‘we want to fund this humanities position; pay for 10 hours of this professor who is going to be teaching about cultural responsiveness in schools.’ I would be like, ‘oh, I want to do that!’ I can actually imagine this cool professor versus trying to be motivated by the aesthetics of the campus. I think the benefit to me would be being able to put a visual to a specific request, which would make me feel more connected to the University.”

Benefits of Giving: Interpretive Comparison. Contrary to the other affinities, a negative response to Benefits of Giving is *not* an indication of a negative experience. A participant who did not need a benefit in order to consider a donation was coded with a number 1 (or negative); a participant who may have needed a benefit was coded with a number 2 (or neutral); a participant who needed a Benefit of Giving in order to Close the Deal was coded with a number 3 (or

positive). Consequently, with this affinity, a response of intrinsic benefits would be coded with a 1 (or negative) and a response of a participating needing football tickets in order to Close the Deal would be coded with a 3 (or positive). Because of how he was financially assisted as an undergraduate student, the donor felt an obligation to give back to help others in need. The non-donor does not have an expectation of getting something material as a result of a donation. However, he did have a *quid pro quo* response to his contribution decisions. He had a desire to control the donation destination as well as to obtain the “ear of faculty.” In this way, he would expect something in return for a donation. The on-the fence alumna again revisited her desire to see a need. If the development officers were able to provide her a need, her benefit would be intrinsic in nature.

Closing the Deal

Closing the Deal: Donor. “I’m not a hard sell, basically. They do not have to convince me or persuade me. I already know the benefits to students. Whereas with other [non-profit] organizations, I would be really hesitant and maybe not even participate because they just want my money but they do not really want anything to benefit me.”

Closing the Deal: Non-Donor. “A telemarketer [calling] at dinnertime really does not work with me. And that is usually how most of the calls came in. A telemarketing call, for lack of a better term, around dinnertime hacks me off to begin with. That definitely sealed the deal as far as ‘you are not getting a penny out of me.’ That is really the feeling I got. The contact or the telemarketing aspect is almost so impersonal that the sheer number of telemarketing B.S. that goes on now; it is almost like spamming e-mails. If it comes in like a telemarketer call, it has to be bad. I would not even consider it.”

Closing the Deal: On the Fence. “I may be forgetting, but most of the solicitations were written communication. I think there had been some phone calls early on, but I guess if you do not donate after a certain point they stop calling. When it is written, I often do not get to the point where it is Closing the Deal because I just do not open it. I do not really read it. I do not ever feel like I am getting to that point of donation consideration because they have not penetrated that layer. I have never seen a specific need where it really tugged at my heart, like something related

to students or something related to a building with which I have a lot of positive association. There are so many buildings for which I have affection, that if someone said, 'we want to redo this wing.' I would think of the classes I took there and that would motivate me to donate. It has just been sort of like 'yeah, yeah, yeah, alumni association this,' and then I visualize UT Austin when I am driving by, and it is just not hitting my priorities. I would rather sponsor a kid going to camp in the summer who cannot afford it. If they have made attempts, I either have not opened the envelope or have not received the message, or it has not been significant enough to make me donate. I think part of it is that fear of solicitation. I made the big mistake once, not that it was a mistake, of donating to the Humane Society. Every single animal organization solicited me for a donation. I had to make calls to say 'take me off your list.' I would just rather go there and put money in their bucket. The letters from UT Austin looked so formal and official. They were so bland looking. If they had a picture of something like, 'remember walking past the Welch Building, remember all the fires? We need \$100 from 100 alumni.' I would probably give to help with that. Honestly, if there was a place that said I wish to receive periodic solicitations...if the alumni association sent out a survey soliciting information about the areas alumni may be interested in donating, then they could target alumni with information that is of interest to them. That would prompt me to donate. That would Close the Deal for me but I have not experienced that. The solicitation envelope looks like a credit card application, mass-produced. I do not expect it to be handwritten but I think a mass-produced picture or statement might resonate with someone from that timeframe, to say, 'they took the time to reminisce.' That would produce a specific connection and that would Close the Deal. But I have not experienced that."

Closing the Deal: Interpretive Comparison. Not surprisingly, donors Closed the Deal while non-donors did not Close the Deal. However, there were some non-donors, including the individual featured above, who might donate given the right circumstances. The on-the-fence alumna desired to see a need in order to feel as though it was a good investment for her philanthropic dollar.

Comparing Individual Systems

The experiences of the alumni, the first of whom is a donor ("Donor"), the second of whom is a non-donor ("Non-Donor"), and the third of whom is a non-donor who may become a

donor under the right circumstances (“On the Fence”). The donor alumnus indicated a very positive college experience. Consequently, he was (and is) strongly inclined to donate when asked (and sometimes when not asked!). The non-donor was isolated as a student by faculty and by his fellow students, dubious of University administration’s use of finances, and felt disconnected to the University. It is no surprise that he has never donated to the University. The on-the-fence alumna indicated a very positive college experience but has yet to translate that positive college experience into a donation. The fact that the University does not seem to need her money is prompting her philanthropic decisions. However, she seems very open to changing her decisions if there is a need that “pulls on her heartstrings.” A look at the alumni’s individual systems with highlighted timbres quickly reveals clues that help explain the difference (Northcutt & McCoy, 2004).

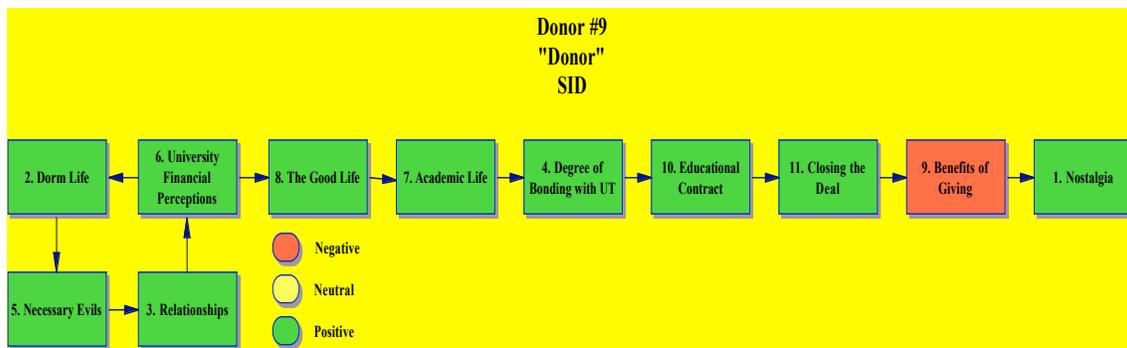
The Nuts: Donor’s SID. In the old west, cowboys bet their *carriage wheel nuts* when they knew they had a winning hand in a Texas Hold ‘Em Poker game. Since then, the poker term *The Nuts* indicates an unbeatable hand or the best possible hand given the board. In the way a poker player goes all in when he has *The Nuts*, a development officer can bank on Donor 9 (“Donor”) to continue to give to the University. All of his affinities were positive. Additionally, Donor 9 does not require materialistic incentives in order to make a donation. Therefore, his coding reflects that his Benefit of Giving comes in the knowledge that he is helping undergraduate students in the same way he was assisted.

Taking a tour through his system might be described as follows: the system begins with a feedback loop of Dorm Life, Necessary Evils, Relationships, and University Financial Perceptions. The four affinities that make up the loop can be described as external factors to the system in which the student has little control. The lottery of dorm assignments, the bureaucracies of campus, the arenas to make friends, and the receipt of scholarships are all somewhat controlled externally.

Just like all loops in an IQA study, the dynamic interaction of its components, each one influencing the other, and the resultant of this dynamism influences The Good Life for Donor 9 (Northcutt & McCoy, 2004). To Donor 9, this loop provided a jumpstart to his college experience. The Dorm Life was convenient and where he was able to make friends. If it were not for his perceptions that the University would take care of some of his expenses, he may have felt overwhelmed by expenses. Each of these interactive affinities produced a foundation where he

was able to get involved in campus. This foundation, coupled with his participation in co-curricular activities (e.g., The Good Life), gave him a sense of belonging to UT Austin. He felt enough of a connection that he was able to overcome his fear of academic failure and reach out to teaching assistants and, eventually, faculty members. Therefore, he felt safe, cared for, and comfortable with his Academic Life, whereas a student who did not (or could not) reach out to faculty did not. Because he was comfortable with his participation in higher education at UT Austin, he realized a high degree of institutional bonding.

Recalling the timeline of events, the college experience is in the past and Degree of Bonding is a current emotion. Degree of Bonding is fluid and alive in the minds of alumni, the result of which created an active and present Educational Contract for Donor 9. Because the Educational Contract is open and alive, he Closes the Deal. His contribution decisions were immediately replaced with the pleasure of knowing he assisted students in need (Benefits of Giving) which instituted recalled memories of college (Nostalgia). The alumnus' journey is a winning bet. Furthermore, one can imagine drawing a line on the Donor's SID from Nostalgia back to the beginning of the system. This is a loop in which Donor 9 (and each donor in the study) frequently finds himself or herself. The more Nostalgia Donor 9 recalls, the more he "mentally re-experiences" his college experience, the more he feels bonded, and the easier it is to justify the expense. Indeed, Donor 9's mindmap could be seen as one big positive feedback loop, a classic example of a lifelong donor.

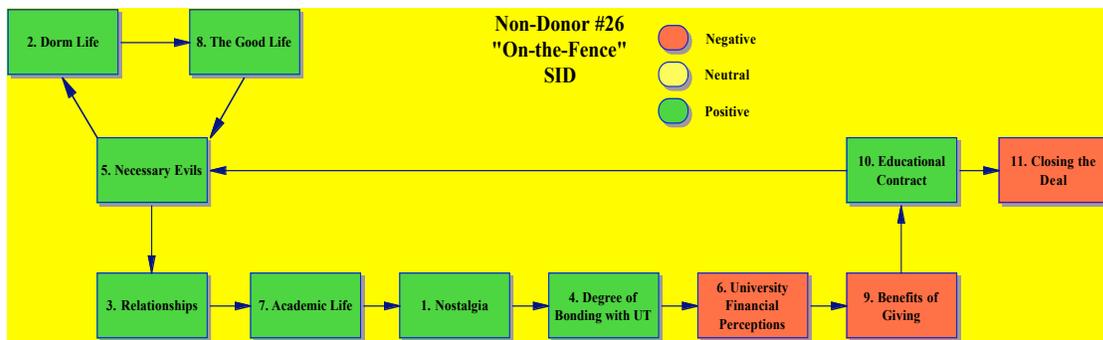


Drawing Dead: Non-Donor's SID. Although a poker player should fold when he is drawing dead, he does not know that his hand is a losing hand and he continues to bet into the pot. As is the case with Non-Donor 27 ("Non-Donor"), a development officer is drawing dead

when he solicits a donation from him. Unlike Donor 9, Non-Donor 27's experience is not that simple. Non-Donor 27's system is driven by Academic Life. His Academic Life was a test of his endurance because it consisted of hurdle after hurdle, resulting in an immediate breakdown in the system. He found some redemption in Dorm Life but did not live there long enough to lay a great foundation for the undergraduate experience. Additionally, when he moved off campus, it actually created more Necessary Evils in working as president of the condominium complex. His negative Academic Life, coupled with living alone, inhibited building Relationships, though he was able to join some student organizations that redeemed his Relationships from negative to neutral. Two things result from these four affinities: (a) if he were to consider a donation, he would have to have some materialistic incentive or Benefit of Giving (specifically, "the ear of the faculty") and (b) the desire to end his Educational Contract as soon as possible. He may have a moment of pause of continuing his Educational Contract in order to better the lives of students; however, that feeling is quickly replaced by a number of negative affinities that form a loop. Like Donor 9's system, his philanthropic decisions began at the point of Degree of Bonding. The difference between the two alumni's donation decisions, is that University Financial Perceptions resides in the latter part of the system for Non-Donor 27 and in the first part of the system for Donor 9.

The second major difference between the individual alumni's SIDs is that Non-Donor 27's system was flawed from the beginning due to interactions with College of Engineering faculty. This experience scarred Non-Donor 27 and he finds it difficult to escape this Nostalgia when solicited by a development officer (e.g., Non-Donor 27 returned again and again to this part of his experience in the interview).

need, combined with a high Degree of Bonding, leads to Closing the Deal. Non-Donor 27: a poor academic experience and a negative Degree of Bonding, combined with a perception of university wealth, lead to not Closing the Deal. Non-Donor 26 could result in either: (a) strong Dorm Life, Good Life, and Necessary Evils, combined with a high Degree of Bonding *and a perception of university wealth*, leads to not Closing the Deal; or (b) strong Dorm Life, Good Life, and Necessary Evils combined with a high Degree of Bonding *and a perception of financial need*, lead to Closing the Deal. Without question, University administration and development officers have the potential to change non-donors to donors if certain elements in the system are reintroduced to the non-donor. However, the non-donor *must* be willing to renegotiate his or her Educational Contract. In this case, Non-Donor 27 (“Non-Donor”) is not willing to renegotiate his Educational Contract and Non-Donor 26 (“On the Fence”) is willing because she stated that she has a duty to give back to her alma mater.



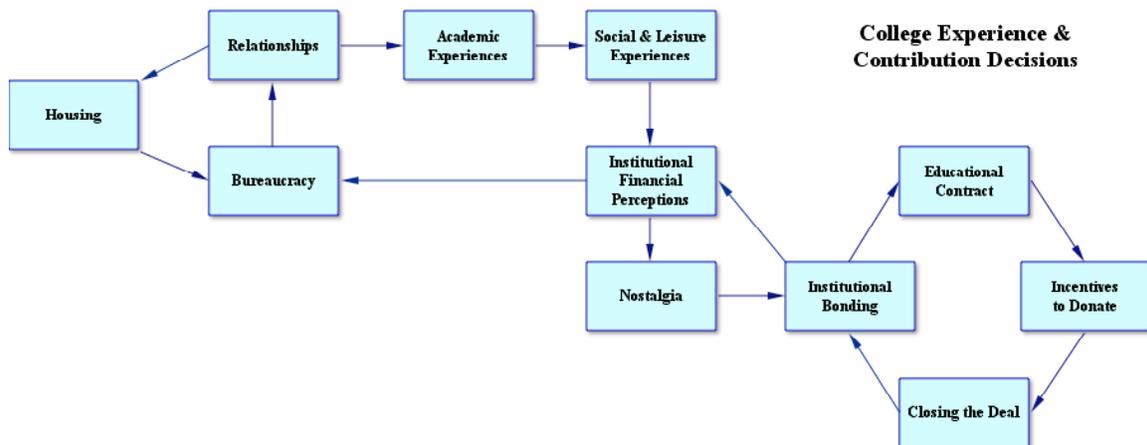
Predictions and Interventions

The SID produced by the participants in this study can be used to identify likely points of structural failure (Northcutt & McCoy, 2004). “By identifying at what points in the system where an affinity goes negative, one can identify the root causes of failure” (Northcutt & McCoy, 2004, p. 383). While the structure of the system was the same for both groups, the values of the path and the outcomes were very different (Northcutt & McCoy, 2004). At a higher conceptual level, however, the system can be used to represent a more general theory for institutional advancement for higher education (Northcutt & McCoy, 2004). With a few simple affinity name changes, the system developed by the college graduates becomes a more universal model to assist in

describing the college experience and contribution decisions (Northcutt & McCoy, 2004). By generalizing beyond the context in which the SID was constructed, the researcher is able to create a general theory of College Experience and Contribution Decisions. Specifically, the following changes were made to the model:

1. change Dorm Life to Housing;
2. change Necessary Evils to Bureaucracy;
3. change Academic Life to Academic Experiences;
4. change The Good Life to Social & Leisure Experiences;
5. change University Financial Perceptions to Institutional Financial Perceptions;
6. change Degree of Bonding with UT to Institutional Bonding; and
7. change Benefits of Giving to Incentives to Donate.

By changing some of the affinity names, a system is created that could be used to describe alumni development at any institution of higher education, public or private. The system becomes a means to theorize about alumni development. The theory is shown below.



The Uses of Theory

“Theories are used to describe, to understand, and, in general, to generate hypotheses” (Northcutt & McCoy, 2004, 383). Some examples follow.

The What If? Game

With this new system, the researcher can predict outcomes based on scenarios of interest to development officers and administrators.

In the *What if? Game*, the researcher disrupts the system by creating a scenario in any affinity and seeing how it plays out through the system. In general, there are three kinds of *What If* queries that can be made of the theory: (a) if X happens, what might be the outcomes? (Prospective Scenario); (b) if we have a certain outcome or set of outcomes, what are the conditions that could have produced them? (Retrospective Scenario); and (c) if a factor outside the system impacts at a given point, how might the system react? (Extrasystemic Scenario) (Northcutt & McCoy, 2004, p. 383-384).

Some Examples

The following are examples of the *What if? Game* as viewed through the participants' system.

What if a student does not live on campus during his or her academic years? Some alumni are not able to find friends as easily, but others find ways to compensate and even overcome by making friends in the classroom and/or in student organizations.

What if students do not make friends? Some students do not need peers to excel in college. However, others need a community of friends to rely on during the college years. An undergraduate experience that encourages the development of peer Relationships and collaboration increases the probability of satisfaction with college, and maybe successful academics, no matter the personality of the student.

What if instructors provide a poor undergraduate environment? A SID is not determined, such that if a domino were knocked down at the beginning all must fall down (Northcutt & McCoy, 2004). "Rather, the theory describes a system of recursion providing opportunities to reset some of the fallen pieces" (Northcutt & McCoy, 2004, p. 385). The theory suggests that

assistance from teaching assistants, for example, in an environment that facilitates peer Relationships and collaboration can certainly compensate for a poor academic environment.

What if an alumnus or alumna perceives the University to have immense wealth? Today's institutional advancement plan includes publicizing large donations. The bigger the donation, the bigger the press. Does this publicity actually work against the solicitation of donations? Some alumni believe that the University is very wealthy and will not donate, but others believe that the University is in need of donations because of limited funds. Development officers who propose a need that combines a cerebral approach to appeal to the intellect and/or pulls on the heartstrings of alumni will increase the probability of success in Closing the Deal.

What if an alumnus or alumna does not have a Degree of Bonding? One would agree that once the college experience is over, you cannot undo the experience. However, alumni development officers may be able to reverse a negative Degree of Bonding. In this research, Benefits of Giving reversed some alumni's Degree of Bonding with UT. Additionally, inviting alumni back on campus in hopes of creating some positive memories of campus may be a strategy to patch the broken bond.

What if an alumnus or alumni does not have a strong Educational Contract? The cycle of life sometimes changes an Educational Contract. When alumni become parents, the need to promote and to support education takes on an entirely different role. Education moves from an independent endeavor to a community initiative. This focus on social responsibility will sometimes reinstate the Educational Contract.

What if alumni do not Close the Deal? When a development officer has *The Nuts*, he should engage the donor cyclically. Additionally, the development officer may want to design a long-term plan for his philanthropic donations. When a development officer is *Drawing Dead*, it may be in his best interest to leave the alumnus alone. In this case, the development officer will more-than-likely contribute to a downward spiral. When a development officer encounters an alumna who may be a *Semi-Bluff*, he should assist the non-donor to redefine the negative point in the system. More than likely, this will occur in one or more of the following areas: (a) Institutional Financial Perceptions; (b) Institutional Bonding; (c) Nostalgia; and (d) Incentives.

Going Back to the Literature

Because the undergraduate experience drives the system, it is worthwhile for the researcher to take a more comprehensive look at the impact the undergraduate experience has on a student. Both the author's research and the research of others indicate that students are likely to be changed in many ways during their involvement with their undergraduate institution. "After the system 'possesses' them, they are different from the way they were initially" (Birnbaum, 1988, p. 33-34). Essentially, students are different after they experience college life. "Even when they return to the environment as 'products,' they continue to affect their system as alumni and citizens (Birnbaum, 1988, p. 34). Keeping these elements in mind when examining literature that relates to each of the College Experience affinities (Housing, Bureaucracy, Relationships, Academic Experiences, and Social & Leisure Experiences) could provide information relevant to alumni philanthropic decisions.

Housing

In the 1960s, Arthur Chickering researched college student development. Around the same time period, Alexander Astin began his extensive work on the role of student involvement in college student development. Their work continued for several decades after the original work began and their research is the foundation to student affairs work. In the field of student affairs, one would be hard-pressed to find a professional who has not used their theories when working with college students. In addition to working with individual students to determine predictors in development, each author researched the effects of the college environment in supporting or inhibiting student development. With this in mind, Chickering found that a residential environment contributed better to student development while Astin found higher satisfaction and persistence among residential students than among commuter students (Andreas, 1993). Specifically Chickering stated, "residence hall arrangements either foster or inhibit development of competence, purpose, integrity, and freeing of interpersonal relationships depending upon the diversity of backgrounds and attitudes among the residents, the opportunities for significant interchanges, the existence of shared intellectual interests, and the degree to which the unit becomes a meaningful culture for its members" (Widick, Parker & Knepfelkamp, 1978, p. 26).

Participation in residential life initiates friendships and provides a sense of community for students.

More studies indicate a positive impact in pairing roommates on the basis of personality types (Evans, Forney & Guido-DiBrito, 1998). “Generally, results indicate retention in the residence halls increases and community is strengthened when students with similar personality types live together” (Evans, Forney & Guido-DiBrito, 1998, p. 254). It may be difficult to achieve this on a campus like the University of Texas at Austin. However, attempting to create floors, areas, or halls devoted to unique characteristics (e.g., living-learning, healthy living, etc.) may produce greater student satisfaction.

Looking at this research in relation to this IQA study, one will see real-life examples of the effects of a residential environment on students’ undergraduate experiences. In this IQA study, the majority of donors (13 out of 23) lived in the dorms, while only 8 of 21 non-donors lived in dorms. Therefore, encouraging and providing living accommodations in resident halls is a strong indicator for positive undergraduate experience. Further, creating environments based on unique characteristics may provide yet another layer of student satisfaction for those students who live in campus residence halls.

Bureaucracy

According to Fowler (2000, p. 328) “a bureaucracy is a hierarchical organization in which everyone has a clearly defined role and directives flow from top down.” Some bureaucracy on a college campus is needed. For example, it is necessary to have faculty and staff reporting lines, classes taught at specific times listed in a course schedule, and transcripts kept of student achievement. However, some elements of campus can move bureaucracy from the helpful category to the nuisance category in the minds of students. “In general, public institutions are likely to be more bureaucratic than independent institutions because they are often embedded in bureaucratic systems of local and state government” (Birnbaum, 1988, p. 118-119). This structure may require that certain aspects of personnel and administrative processes align with other public agencies in the county or state (Birnbaum, 1988). In looking at this IQA study, when elements of the college experience were understood, predictable, routine, or repetitive, the responses were relatively positive or, at least, palatable. When they were misunderstood or erratic, the responses were negative. Under conditions of relative certainty, bureaucratic structures and processes lead

to greater satisfaction of participants while conditions of uncertainty lead to greater dissatisfaction (Birnbaum, 1988). Because the affinity Necessary Evils is a driver in the system, one can understand how this distinction can play out in contribution decisions.

Relationships

“Meaningful friendships and diverse student communities in which shared interests exist and significant interactions occur encourage development” (Evans, Forney & Guido-DiBrito, 1998, p. 41). This IQA study has provided various descriptions of Relationships by donors and non-donors. The fact that Relationships proved to be significantly different for donors and non-donors enforces the importance of this affinity. Further, this affinity is an indicator to a student’s development as well as a critical component to the undergraduate experience. According to Chickering, in order “to have a maximum positive benefit, the community should: (a) encourage regular interactions between students; (b) offer opportunities for collaboration; (c) be small enough so that no one feels superfluous; (d) include people from diverse backgrounds; and (e) serve as a reference group” (Evans, Forney & Guido-DiBrito, 1998, p. 41). Chickering adds that relationships with faculty, active learning, and collaboration with other students are key environmental factors in the area of development (Evans, Forney & Guido-DiBrito, 1998). When these factors are compared to this IQA study, one can see the participants’ experiences fall into these broad categories. Additionally, one can identify the compounding effects of negative and positive Relationships on Dorm Life, Necessary Evils, Academic Life, and The Good Life. Ultimately, this produces a positive undergraduate experience or a negative undergraduate experience that builds a foundation for philanthropic decisions.

Academic Experiences

Colleges and universities in the United States have many commonalities; however, at the same time, colleges and universities differ in many respects including size, control (public or private), curricular emphasis, and the amount and type of external funding (Kuh, 1993). “Contrary to popular belief, however, such factors as institutional size, prestige, and affluence are unrelated to student learning and personal development” (Kuh, 1993, p. 30). Pascarella and

Terenzini forwarded four conclusions regarding the importance of contextual conditions on student learning:

(a) students benefit more from their college experience when their total level of campus engagement (academic, interpersonal, extracurricular) is mutually supporting and relevant to a particular educational outcome; (b) involvement in the academic and social life of the institution enhances student learning (such leadership roles in academic and social organizations, recreation, campus jobs, and off-campus work or internships); (c) integrated and complementary academic and social programs, policies, and practices increase learning (such as advising and orientation); and (d) students who feel that they belong and are valued as individuals are more likely to take advantage of institutional resources, resulting in improved learning (Kuh, 1993, p. 31-31).

These research findings support active faculty and staff involvement in the lives of students. Additionally, the findings also confirm the need for faculty and staff to work in concert to promote students' engagement with learning and personal development opportunities by understanding the various aspects of their campus environments that influence student behavior (Kuh, 1993). These aspects of campus environments may include: (a) the institution's mission and philosophy; (b) opportunities for learning, as well as support and rewards for student effort; (c) and faculty and student cultures (Kuh, 1993). Understanding the breadth and depth of the college environment will certainly produce valuable contributions to their communities.

A quick analysis of the literature mirrors the analysis of the links between Relationships, Academic Life, and The Good Life. Additionally, reviewing the three individual participants' SIDs support the importance of these three affinities. In Donor 9's SID, Relationships (along with other affinities) drives the system and directly affects The Good Life and Academic Life. In Non-Donor 27, Academic Life (in his case negative Academic Life) drives the entire system. In Non-Donor 26, The Good Life (along with other affinities) drives the system and directly affects Relationships and Academic Life. Promoting each of these three affinities will result in students' engagement with learning and personal development, which will ultimately affect philanthropic decision making.

Social and Leisure Experiences

The importance of fun in the college experience should not be overlooked as this is one of the ways students celebrate accomplishments and share disappointments. Astin stressed the

importance of student involvement in college satisfaction (Evans, Forney, & Guido-DiBrito, 1998). His theory has five postulates:

(a) involvement refers to the investment of physical and psychological energy in various objects (this can be anything from the student experience as a whole to a specific activity, such as an intramural volleyball game); (b) regardless of the object, involvement occurs along a continuum (some students will invest more energy than other students, and any particular student will be more involved in certain activities than others); (c) involvement has both quantitative and qualitative features (a quantitative aspect of involvement would be the amount of time devoted to an activity whereas a qualitative component would be the seriousness with which the object was approached and the attention given to it); (d) the amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program (the more students put into an activity, the more they will get out of it); and (e) the effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement (Evans, Forney, & Guido-DiBrito, 1998, p. 26-27).

He argued that for student learning and growth to occur, students need to actively engage in their environment (Evans, Forney, & Guido-DiBrito, 1998). This theory was supported by the experiences of the UT Austin alumni who participated in this IQA study. Clearly the ability to find activities and to enjoy those activities was not a hurdle given that most of the participants rated their Good Life overwhelmingly positive. However, hurdles may have come in the form of “too much Good Life” interfering with the academic experience. The distinguishing factor may be the types of involvement. These different types of involvement may have a greater impact upon the undergraduate experience and ultimately philanthropic decision making. Students involved in co-curricular activities (e.g., student activities and organizations) are more likely to be in the donor group, while those who mention only social activities (e.g., partying) are more likely to be non-donors.

Adding to the Literature Base

Based on this research, the following broad theory was extracted from participant data to be forwarded to the professorate: undergraduate college experiences and alumni experiences are predictors for contribution decisions. Specifically, the following subthemes answered the research questions: a) what motivates alumni to give financially to their alma mater and b) what inhibits alumni from giving financially to their undergraduate alma mater. Additionally, each of these

themes will be further explored in the *Lessons Learned* (implications) and *Suggestions for Further Studies* sections of this manuscript.

1. Living on campus, peer-to-peer relationships, levels of bureaucracy, academic experiences, social and leisure experiences, and perceptions of institutional finances were predictors of alumni contributions (closing the deal). Although each of these predictors cannot be viewed in isolation, the following theories were extracted from participant data.
 - a. Students living in on-campus housing were more likely to give to their alma mater than students commuting from off-campus residences.
 - b. Students who had positive peer-to-peer relationships were more likely to give to their alma mater than students who had negative peer-to-peer relationships.
 - c. Students who had positive academic experiences were more likely to give to their alma mater than students who had a negative academic experience.
 - d. Students who had perceptions of the institutional *need* were more likely to give to their alma mater than students who had perceptions of institutional *wealth*.
2. Alumni's perceptions of the institution's finances, nostalgia, sense of institutional bonding (loyalty), educational contract, and incentives were predictors of alumni contributions (closing the deal). Again, although each of these predictors cannot be viewed in isolation, the following theories were extracted from participant data.
 - a. Alumni's positive institutional bonding was more likely to result in alumni donations than alumni who had negative institutional bonding.
 - b. Alumni who defined their educational contract as continuing after graduation were more likely to result in alumni donations than alumni whose educational contract ended upon graduation.

Specifically, the purpose of this section was to identify what this study adds to the current body of literature in regard to how college experiences and alumni experiences affected contribution decisions. From these theories, practitioners can identify ways to assess: a) the work of faculty and staff in facilitating positive college experiences; b) the work of faculty and staff in causing negative undergraduate college experiences; c) the work of administrators in maintaining or facilitating positive alumni experiences; and d) the work of administrators overcoming negative

college experiences and/or alumni experiences. Each of these assessments could affect institutions' current practices with both current students and alumni.

Theory to Practice

The gap between theory and practice is sometimes very difficult for faculty and staff to bridge. When research theories do not link well to practice, practitioners have difficulty utilizing the material in their everyday work. "National studies are useful for institutional research, but it is not good practice to transfer findings to a particular institution or from one institution to another" (Jacoby, 1993, p. 476). Only specific assessment will provide the needed information for an institution of higher learning. This IQA study provides foundational theories (found above in the above section, *Adding to the Literature Base*) that may give college administrators a place to begin their own assessments. For example, administrators may desire to assess the percentage of freshmen in their residence halls because the affinity Dorm Life is a primary driver and, therefore, is an important component to the College Experience system. In the same breath, UT Austin alumni's use of the word "dorms" would make most higher education professionals shudder. Additionally, administrators may desire to assess the kinds and types of information distributed to alumni about finances, budget, and expenses.

Whatever framework professionals use for facilitating student satisfaction, interventions can be targeted at either the individual or the institution; they can be either planned (e.g., working with current students) or responsive (e.g., working with alumni); or they can be either explicit or implicit (Evans, Forney, & Guido-DiBrito, 1998). However, theory to practice is only helpful if that intervention actually occurs on college campuses.

As Astin writes, a high-quality institution is one that knows about its students...[and] has a method for gathering and disseminating this information, enabling it to make appropriate adjustments in programs or policies when the student data indicate that change or improvement is needed. In other words, quality is equated here not with physical facilities or faculty credentials but rather with a continuing process of critical self-examination that focuses on the institution's contribution to the student's intellectual and personal development (cited in Jacoby, 1993, p. 476).

In short, administrators cannot change what they do not comprehend.

Lessons Learned

The alumni development system indicates several points where administrators can intervene into students' undergraduate experiences. Additionally, the system indicates several points where development officers can intervene into alumni's contribution decisions. However, the best opportunity for intervention may be during the college experience rather than the point of contribution decisions. Areas of intervention include Relationships, Academic Experiences, Institutional Financial Perceptions, Institutional Bonding and Educational Contract.

Relationships. Relationships are a defining aspect of the undergraduate experience. Relationships provide students with ways to share happiness and to divide pain. However, simply being around people of the same age does not make friendships a reality.

1. College administrators must provide opportunities for students to interact in meaningful ways, including in residential life, through student organizations, and in classrooms and other academic arenas.
2. Living accommodations are opportunities for students to make life-long peer relationships and friendships.
3. Systems employing housing as a means of fostering friendships and acquaintanceships tend to reduce student isolation while promoting group cohesion and a higher perceived quality of college life. Systems that do not employ meaningful and planned housing tend to foster student isolation and a lower perceived quality of college life.
4. Because relationships personalize the college experience, students need to feel that they can interact with their peers in a number of different arenas. Relationships can begin through living arrangements, co-curricular activities, and academic experiences.

Academic Experiences. Professors and academic activities are critical to the college experience. Most of the descriptions of Academic Life had a heavy emphasis on professors and instructors. The actions of the instructor can influence the system.

1. Despite the influence that the academic experience has in the undergraduate experience, the environment is negotiated in significant ways by peer relationships.

2. The various academic approaches produce a number of student responses, including success, failure, satisfaction, dissatisfaction, challenge, reward, stress etc.
3. While social and leisure experiences can provide students an opportunity to complement their academic experiences, there is a possibility that too many social and leisure experiences distract students from their academic experience.
4. An overwhelmingly intense academic experience can have negative ramifications for students.
5. Professors are a powerful link to students' negative and positive nostalgia.
6. Professors' approaches and availability to students communicate either interest or lack of interest.
7. Students' evaluation of the college experience is inextricable from their reaction to their professors.
8. The inability to register successfully for needed classes can increase frustration.
9. The breadth of academic opportunities may create an institutional bond.
10. The academic environment plays an important role in the college experience.
 - a. Professor and student interaction can foster academic success.
 - b. Large classrooms may make students feel isolated and alone.
 - c. Small classrooms may foster collaboration with faculty and fellow students.
11. Regardless of faculty's interest in philanthropic giving, there are behaviors that either promote giving or prevent giving. While a professor might not embrace institutional advancement as a part of his or her job responsibilities, one who behaves with this in mind might be indirectly supporting the institutional budget.

Institutional Financial Perceptions. Individuals' knowledge (accurate or inaccurate) of institutional finances is critical to contribution decisions.

1. Poor campus resources may produce the perception of financial need.
2. Advanced campus resources may produce the perception of financial wealth.
3. Presenting donor gifts to the public in many different forms (news, newsprint, newsletter, etc.) may produce the perception of financial wealth.
4. Knowledge of legislative distributions may produce the perception of financial need.
5. A sense of social responsibility may contribute to contribution decisions.

6. A sense (or knowledge) of the misuse of funds may prevent contribution considerations.
7. A lack of control in the distribution of funds may prevent contribution considerations.
8. The perceived need for more academic scholarships may produce the perception of financial need.

Institutional Bonding. A positive undergraduate experience fosters institutional bonding.

1. Institutional bonding must have individual meaning to the alumnus or alumna. It cannot be molded by a prefabricated college experience. Rather, it must be assembled from a number of fluid stimuli in the campus community.
2. Students rely on university faculty, staff, and fellow students for support during their undergraduate experience.
3. Institutional bonding is a direct result of the college experience. Institutional bonding (or lack of bonding) will affect donation solicitations.
 - a. Living on campus in the dorms can foster friendships.
 - b. Commuting to campus can limit time on campus.
 - c. Having friendships can assist students to overcome hurdles.
 - d. Bureaucracy can lead to a negative impression of the undergraduate experience.
 - e. Small academic experiences can foster collaboration and academic success.
 - f. Large academic experiences can be impersonal.
 - g. Co-Curricular activities can foster friendships.
 - h. Co-Curricular activities can distract students from their academic responsibilities.
4. The undergraduate experience impacts students' willingness to bond with an institution.
5. Institutional bonding can replace the void where alumni are nostalgic for their college years.
6. Institutional bonding can encourage participation in alumni events as well as volunteering time and energy.

Educational Contract. Fostering an Educational Contract must be a marathon, rather than a sprint, beginning at orientation and continuing throughout an alumnus or alumna's life. University faculty and staff must promote an understanding of the collaboration necessary to successfully sustain an institution of higher learning.

1. An educational contract is more than annual giving. It is a social responsibility to promote higher education.
2. Institutions of higher education rely on society for support in order to grow and develop.
3. Society relies on institutions of higher education in order to advance.
4. Educational contracts must have meaning to members of society and cannot be seen as artificial, forced, or inorganic. Without a reason for an educational contract, contribution solicitations may be perceived as something development officers do to compensate for poor budgeting and spending.
5. Instituting or reinstituting an educational contract can encourage alumni to be active with their alma maters. Since these alumni will not often seek out the institution to make donations, an educational contract may be the way to create active stewardship.
6. An educational contract can promote the sharing of information by both university administrators and alumni.

Limitations of the Study

Although this study answered the research questions, there are some limitations to the study. The study was designed to look at how the undergraduate experience fosters alumni loyalty as well as motivations regarding contribution decisions. It did not take into account internal factors such as philanthropic values. An individual's set of values regarding philanthropy is a somewhat different study, but one that could augment the meaning of this study. Since a set of values influences philanthropic decisions, the two studies would tie together nicely.

An additional limitation to this study is the "definitional scope" and "current lack of precise meaning associated with the concept of "fund raising" (Cooke, 1994). Everything an undergraduate student does during their college years (related to college or not related to college) may relate in some way to motivating him or her to give or not to give financially to his or her alma mater. This produced obstacles for the researcher to fully gain an understanding of how the undergraduate experience affects alumni donations.

This study focused on undergraduate alumni rather than graduate alumni. However, it did not take into account if the alumni were multiple graduates of the University of Texas at Austin or another institution of higher learning. Additionally, this study did not attempt to look at alumni

donors who have elected to give financial contributions to other institutions of higher education. These factors could produce unaccountable results to the study.

This study also focused on the undergraduate donor who gives more than \$100 annually to the University of Texas at Austin. However, this study did not attempt to look at different levels of financial contributions of alumni. It may be argued that alumni who give more are more loyal. This study did not measure this.

Suggestions for Further Study

The focus of this research was to examine the difference between donors and non-donors at the University of Texas at Austin. Since the first step of this research was founded on loyalty and motivation, it seems logical that the next step would be to further validate this study by examining the undergraduate experience from year one through graduation. Any one of these eleven affinities presented in this study can be “zoomed in” on for additional study (Northcutt & McCoy, 2004). By presenting a focus group of students with the issue statement, ‘tell me about Relationships as an undergraduate student,’ one could further examine the dynamic that occurs in student relationships (Northcutt & McCoy, 2004). Such a study would provide the researcher with additional affinities and a more specific view of the undergraduate experience, for example.

The study addressed the issue of fund raising at the University of Texas at Austin. Beyond this study, the real power is in its potential for a universal model of alumni development (Northcutt & McCoy, 2004). The college experience can be used to understand or predict alumni contribution decisions. Given the interview protocol for the eleven affinities of the universal model, one can examine other institutions of higher learning, public or private. An interesting case study might include following students from the start of school through graduation to see how that experience affects their contribution decisions specifically. Higher education administrators may wish to model matriculation based on the principles addressed in this study (Northcutt & McCoy, 2004).

Finally, interpretation is more a matter of searching for questions rather than answers, of highlighting possibilities rather than closing off avenues of understanding (Northcutt & McCoy, 2004). “Comparison between and within systems is a fundamental tool for interpretation, allowing the investigator to raise ever more refined and focused questions with which to interrogate systems” (Northcutt & McCoy, 2004, p. 388).

Conclusion

This topic, while not new, is a piece of a larger puzzle of alumni development for public institutions of higher education. It is the desire of the researcher to add to the development research base. The breadth of the research is not only to find more ways to increase higher education budgets, but also to obtain more buy-in to higher education and the benefits that higher education provides society. Alumni fund raising has tremendous potential for institutions of higher learning. However, fund raising is only one part of the solution/response/strategy for overcoming adverse economic conditions (Cooke, 1994). It is in the advancement of this research that administrators need to ask, “are we doing everything we can to make a student feel a relationship to this university?” Although development officers shoulder the burden of this question when they solicit funds on behalf of the institution, each member of the faculty and staff should take responsibility to build loyalty to an alma mater in their day-to-day work.

Although both donors and non-donors had the same system, their College Experience subsystem and Contribution Decision subsystem were different. While many of the affinities remained the same for both groups, several critical factors were different. Evidence suggests that once an alumnus goes through their undergraduate experience, it is more difficult to erase the lack of bonding and replace it with positive feelings. Non-donor alumni had no way of making up for their lackluster undergraduate experience. For donors, the undergraduate experience facilitated a more receptive response to contribution solicitations. Alumni rely on college faculty and staff for challenge and support throughout their college years. When faculty and staff fail them, the alumni were apt to give little consideration for the financial needs of higher education.

Tested in the study was the researcher’s personal belief that a solid undergraduate experience provides a better platform to make the “ask.” Ultimately, alumni wanted to bond with the institutions they chose for their educations. Subjectively, the researcher believes that the caliber of faculty and staff defines students’ undergraduate experience. The researcher also received a better understanding of her work in student affairs based on the outcomes of this study.

The researcher also concludes that this study can be significant to the work of student affairs. The model produced from this study can be used to establish good practices in student affairs as well as an evaluation tool for student affairs. Too often, the work of faculty and staff has few checks and balances. It is not enough to successfully graduate students. It is desirable to

build lifelong relationships with alumni. This is only going to happen if faculty and staff embrace their informal roles of facilitating a marriage between student and institution.

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