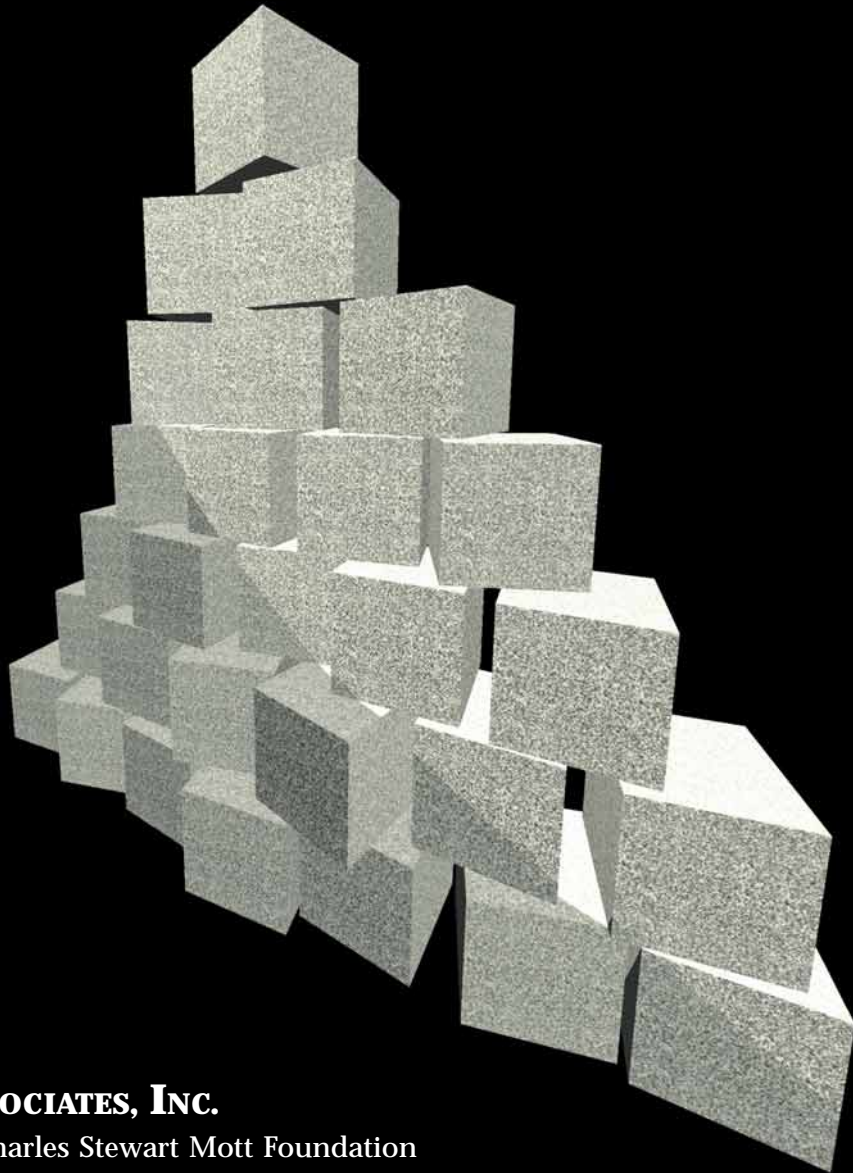


# Alumni Giving in The New Millennium

A Guide to Securing Support

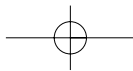


**AYERS & ASSOCIATES, INC.**

Funded by the Charles Stewart Mott Foundation



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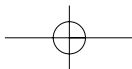
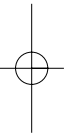
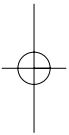




## Table of Contents

<b>Preface</b> .....	iii
<b>Introduction</b> .....	1
<b>Trends In Alumni Development</b> .....	3
<b>Overall Data And Information</b> .....	3
<b>Ayers &amp; Associates, Inc.'s Findings</b> .....	5
<b>Implications</b> .....	8
<b>Strengthening An Alumni Development Program</b> .....	9
<b>Strategy Development</b> .....	9
<b>Connecting With Students</b> .....	10
<b>Maintaining Connections With Alumni</b> .....	11
<b>Soliciting Alumni Support</b> .....	12
<b>Recognizing Donors</b> .....	14
<b>Conclusion</b> .....	15
<b>Appendices</b>	
<b>Appendix A: Top 30 Institutions Ranked by Average Alumni Giving Rate</b> .....	17
<b>Appendix B: HBCUs Ranked by Average Alumni Giving Rate</b> .....	18
<b>Appendix C: Top 10 Colleges and Universities by Average Alumni Giving Rate and Classification</b> .....	20





## Preface

During the year 2000, Ayers & Associates, Inc. conducted a comprehensive study on alumni development at selected colleges and universities which was generously funded by the Charles Stewart Mott Foundation. A follow up study was conducted during 2002 to understand the on-going and latest challenges in the field. Findings in the two studies were essentially comparable. Specifically, insufficient financial resources, a lack of trained staff, and technological deficiencies are challenges that colleges and universities face in instituting comprehensive alumni development programs. The major difference in study findings is that participants in the 2002 study asserted that declining economic conditions over the past few years present an even greater challenge in securing support from individual donors now and in the near future.

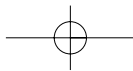
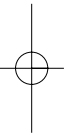
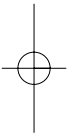
Institutions that have realized significant success in alumni development generally have developed and implemented comprehensive strategies. As was found in both studies, private colleges and universities generally tend to realize greater successes in alumni giving compared to public institutions. At the same time, traditional white institutions (TWIs) generally fare better than historically black colleges and universities (HBCUs). In many cases, the more successful institutions possess a greater mass of critical resources for implementing an aggressive alumni development program.

Given the wealth of information that has been gathered in both studies, this guide was prepared to provide institutions, particularly HBCUs, with an overview of alumni development trends as well as ideas for generating alumni support. The suggestions are a compilation of "best practices" as well as initiatives which were found to be innovative. Many of the ideas can be replicated while others can serve as a foundation for colleges and universities to tailor or enhance to suit their individual needs. In any case, it is hoped that the guide serves as a tool for encouraging institutions to re-visit their alumni development programs and determine the best traditional and creative manners in which to secure critical support from their alumni.

Ayers & Associates, Inc. would like to acknowledge the generous support of the Charles Stewart Mott Foundation for the two studies on alumni development. Several individuals affiliated with Ayers & Associates, Inc. are recognized for their assistance in completing the studies: Danita Ayers, Principal; Darryl Ayers, Principal; William Harvey, Senior Associate; Isaac Sanders, Senior Associate; David Wilson, Senior Associate; John Wilson, Senior Associate; Nicole Inouye, Administrative Assistant; and Mindy Smalling, Intern.



Dr. George E. Ayers  
President  
Ayers & Associates, Inc.



## Introduction

Alumni have represented the largest group of donors over the past decade, accounting for 28.2% (\$6.8 billion) of voluntary support of higher education from 2000 to 2001.<sup>1</sup> Although alumni support is critical, many colleges and universities have not fully tapped into this funding source. Internal challenges at an institution, such as securing an appropriate budget, experienced and sufficient personnel, technology, and other resources, often make it difficult for a college or university to develop and implement a comprehensive alumni development program. Furthermore, external factors, such as the economy, stock market and other events, can negatively impact the ability of organizations to secure strong support from donors.

Given the many identified challenges in alumni development and the philanthropic changes taking place during this new millennium, Ayers & Associates, Inc., with support from the Charles Stewart Mott Foundation, engaged in two studies. A comprehensive study was conducted during 2000 followed by an update in 2002 to understand the successes and challenges that higher education institutions have experienced in alumni development as well as trends in this field. The studies also helped identify model alumni development practices that could be used as examples for other institutions to replicate or modify to strengthen their programs, particularly our nation's historically black colleges and universities (HBCUs) who have encountered more significant challenges in securing alumni support.

The first study, *Philanthropic Transitions: A Study of Alumni Giving in Selected Colleges and Universities*, entailed several initiatives. A comprehensive review of literature on alumni development was undertaken to understand trends as well as practices, experiences, challenges and needs for higher education institutions. Twelve colleges and universities, including six HBCUs and six traditional white institutions (TWIs), were visited to obtain more detailed information on specific alumni development programs. In addition, 30 higher education institutions considered to be leaders in alumni giving were



contacted to participate in interviews using a survey instrument. Sixteen of the 30 institutions (53%), including three HBCUs, completed the interviews.

The second study, *Alumni Giving at Colleges and Universities in the New Millennium: An Update on Philanthropic Transitions*, involved a review of the latest literature on philanthropy and alumni giving, particularly in light of the declining economy and the fallout from the tragedies of September 11, 2001. In addition, 21 colleges and universities from the original study were contacted for telephone interviews, with ten institutions participating in the interviews (47.6%). A survey was distributed to 39 colleges and universities considered to be the leaders in alumni development based on data in U.S. New & World Report's 2002 *America's Best Colleges* issues. Six (6) institutions (15%) responded to the survey. Furthermore, eight (8) individuals who are considered to be experts in philanthropy or alumni development were contacted for in-depth interviews.<sup>2</sup>

Findings in the two studies were essentially comparable. Specifically, although many colleges and universities have achieved impressive results in alumni development, most higher education institutions face formidable challenges in developing and implementing aggressive alumni programs due to financial, personnel,

<sup>1</sup> Source: *Voluntary Support of Higher Education*, Council for Aid to Education.

<sup>2</sup> The experts included Emmett Carson - President of the Minneapolis Foundation, Steve Crafton - Vice President for Alumni Affairs at the University of Michigan, Earl G. Graves, Sr. - Chairman, Editor and Publisher of *Black Enterprise*, Melvin Mack - Assistant Director of Alumni Affairs at Morris College, Monise Quidley - former Director of Alumni Affairs at the United Negro College Fund (UNCF), Donald Stewart - President of the Chicago Community Trust, Georgia Valrie - Director of Development and Alumni Affairs at Alabama A&M University, Ronald Vanden Dorpel - Senior Vice President for Advancement at Brown University.

technological and other limitations. The alumni development function typically receives an insignificant allocation of the institutional operating budget, generally less than 1%, which limits the department's capabilities in securing necessary resources. In addition, the declining economic conditions over the past few years, and the negative impact that the events of September 11, 2001 have had on employment levels and the stock market have created even greater challenges for many organizations to attract and retain donors.

Colleges and universities continue to use traditional as well as creative means to maintain contact with alumni and enlist their support including electronic and print publications, alumni organizations, affinity programs, direct mail appeals, annual funds, reunion or alumni funds, and phone-a-thons. Many institutions have initiated efforts to solicit and secure donations from alumni through the internet. Higher education institutions that have been successful in achieving notable alumni giving rates tend to have well-defined and executed strategies. In general, private institutions tend to realize higher alumni giving rates as they have traditionally been more focused and dependent on private donors than public institutions. Furthermore, TWIs generally tend to fare better than HBCUs which could partially be attributed to the availability of necessary resources as well as experience.

In order to strengthen alumni development programs given the internal and external challenges, colleges and universities must revisit their missions, refine their development strategies, and build on initiatives to secure alumni support. The two studies conducted by Ayers & Associates, Inc. revealed many traditional means as well



as creative strategies that institutions are utilizing in alumni development. Furthermore, the firm's discussions with experts in philanthropy and alumni development have provided suggestions for cultivating alumni and gaining their support, particularly for HBCUs.

The first section of this guide highlights alumni development trends and Ayers & Associate, Inc.'s findings. The following section provides suggestions on strategy review and definition for alumni development. In addition, examples are provided of the "best practices" and suggestions for alumni development, starting with building relationships with students, maintaining contact with alumni and securing their support. It is hoped that these recommendations provide colleges and universities with the basis for implementing or enhancing alumni development initiatives.

## Trends in Alumni Development

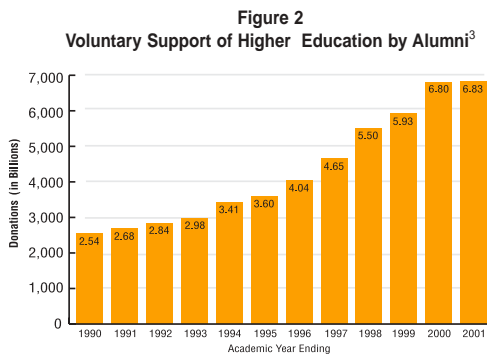
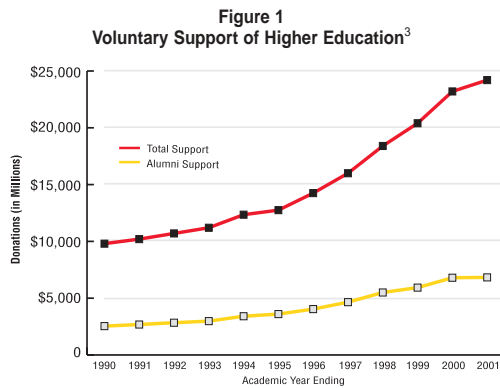
### Overall Data and Information

Alumni support has steadily increased over the years and constitutes approximately 25% to 30% annually of total voluntary support of higher education, which represents the most significant group of donors (see Figure 1). However, the annual growth rate in alumni giving has fluctuated from an unprecedented high of 18.3% from 1997 to 1998 to a recent low of 0.4% from 2000 to 2001 (see Figure 2). These fluctuations in annual growth rates have essentially mirrored environmental factors, namely the economy and the stock market, over

during 1998 and 1999 slowed the growth in alumni giving. This limited growth is attributed to a significantly weakened economy, massive corporate layoffs, and an unpredictable stock market.

According to a study conducted by the Association of Fundraising Professionals, *The State of Fundraising 2001 Report*<sup>4</sup>, 37% of the education survey respondents indicated that the funds received from all sources decreased between 2000 and 2001; 19% of education respondents also expect a decrease between 2001 and 2002. Most education organizations participating in the study indicated that they were on track with fundraising throughout most of 2001; however, in October, after the terrorist attacks, most realized a decrease as giving to charities and relief organizations surged. Although some improvement was realized in fundraising, not all education organizations recovered by year end due to the effects that the events of September 11, 2001 have had on the economy and the stock market. Many education organizations cited the economy, a fluctuating stock market, staffing, leadership issues and lack of a vision as the most significant challenges for 2001. Challenges for 2002 include the economy, attracting and retaining donors, leadership issues, turnover, and finding qualified fundraisers.

Although colleges and universities face similar challenges in alumni development, some higher education institutions have realized more significant gains in this area. Data from the Council for Aid to Education supports the assertion that private institutions are more successful in raising funds from alumni due to their reliance on private support, whereas public institutions have traditionally enjoyed significant state support. From 1999 to 2000, 68% of alumni donations to colleges and universities went to private institutions. Furthermore, research/doctoral institutions garnered 70% of alumni support with liberal arts colleges (21%), Master's institutions (8%), specialized institutions (1%) and two-year colleges (less than 1%) securing significantly less proportions of alumni support. The average alumni gift, however, varies by control and type of institution from a high in 2000 of \$1,883 at private research/doctoral institutions to a low of \$93 at public two-year colleges. Following research/doctoral institutions, public Master's institutions had the second highest average alumni gift at



the years.

From 1995 to 1998, a robust economy, a lucrative stock market and tax incentives for charitable giving spurred generous giving to various organizations, including colleges and universities. A weakening stock market

<sup>3</sup> Data source: Voluntary Support of Higher Education (annual), Council for Aid to Education.

<sup>4</sup> Source: The State of Fundraising 2001 Report, Association of Fundraising Professionals, April 15, 2002.

\$1,099. Public research/doctoral (\$852), public specialized institutions (\$775) and private liberal arts colleges at (\$577) were also among the top colleges and universities for average alumni gift by control and classification.

General satisfaction with a college or university is considered a critical indicator of individuals' willingness to support the institution as alumni. Therefore, the results of an annual study conducted by U.S. News & World Report, *America's Best Colleges*, were reviewed. Alumni giving, with a weighting of 5%, is one of seven criteria utilized to rank institutions within Carnegie Classification as well as by region for Master's Universities and Comprehensive Colleges – Bachelor's.<sup>5</sup> The 2002 U.S. News & World Report study of 1,433 higher education



institutions supports findings by the Council for Aid to Education, specifically that private institutions tend to fare better than public institutions in alumni development. Of the top 30 colleges and universities ranked by average alumni giving rates for the 1999 and 2000 academic years, 29 institutions (96.7%) are private TWIs; only one public HBCU, Alabama A&M University, is in this elite group (see Appendix A). The top 30 institutions have alumni giving rates of 50% or more; however, these institutions are not necessarily the highest ranking institutions by general satisfaction in their respective categories which suggests the need for program improvements. In addition, the broad range of average alumni giving rates among colleges and universities in the U.S. News & World Report study, from 0.1% to 66%, implies many institutions need

to focus on alumni development.

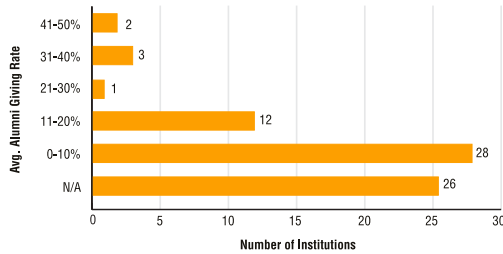
The 2002 *America's Best Colleges* study also supports the assertion that TWIs generally tend to fare better than HBCUs in alumni giving. Of the 72 HBCUs in the study, only six (8.3%) have average alumni giving rates in excess of 20% (see Appendix B). Only 3 of the top 20 HBCUs (15%) ranked by average alumni giving rates are public institutions, which again supports the assertion that private institutions are more successful in alumni development. Alabama A&M University is the only HBCU in the top ten for alumni giving rate among all National Universities – Doctoral, falling behind the leader, Princeton University. For all Comprehensive Colleges – Bachelor's (South), three HBCUs rank in the top 10 for alumni giving rates, specifically Morris College, Claflin University, and Johnson C. Smith University. For all Comprehensive Colleges – Bachelor's (West), Wiley College, the only HBCU in the top 10, is the leader (see Appendix C). As Figures 3 and 4 illustrate, the distribution of average alumni giving rates among HBCUs in 2002 *America's Best Colleges* (74) are primarily concentrated in the 20% and less categories, whereas the distribution for all colleges and universities in the study (1,433) are spread among categories, with some in the up to 70% range.

Literature on alumni development suggests colleges and universities that attain significant alumni giving rates tend to have well-developed and implemented strategies, with many focusing on developing current students into giving alumni. Higher education institutions use a variety of traditional and creative methods to cultivate alumni and secure their support. Engaging the institution's board, president and other senior executives as well as faculty, staff and students in alumni development is important. Pre-alumni and alumni clubs, electronic and print publications, regional events, homecoming, reunions, community service, alumni education, career assistance, affinity groups and other initiatives are manners in which to maintain contact with alumni which prove critical for soliciting support. Alumni funds, annual drives, direct mail appeals, fundraisers for specific purposes, phone-a-thons and other solicitation strategies are used by colleges and universities.

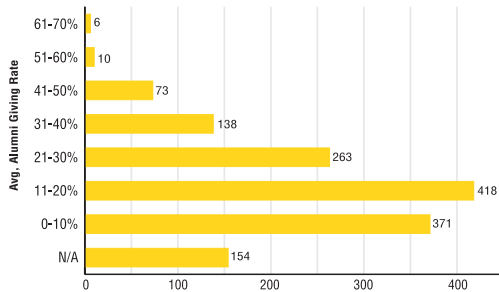
The internet is increasingly becoming a critical tool for higher education institutions to maintain contact with

<sup>5</sup> U.S. News & World Report uses the following categories for institutions: National Universities – Doctoral, Liberal Arts Colleges – Bachelors, Universities – Master's (Midwest), Universities – Master's (North), Universities – Master's (South), Universities – Master's (West), Comprehensive Colleges – Bachelor's (Midwest), Comprehensive Colleges – Bachelor's (North), Comprehensive Colleges – Bachelor's (South), Comprehensive Colleges – Bachelor's (West) and Institutions with a Specialty. All institutions are ranked within their respective categories, with the exception of Institutions with a Specialty which are just listed. Criteria used to determine overall institution rankings include academic reputation, graduation and retention rates, faculty resources, student selectivity, financial resources and average alumni giving rate.

**Figure 3**  
Distribution of Average Alumni Giving Rates for HBCU's



**Figure 4**  
Distribution of Average Alumni Giving Rates for All Survey Participants



alumni as well as secure support. Many colleges and universities have instituted online giving capabilities as a cost effective and convenient method for accepting donations. Although there are mixed perspectives regarding the long-term growth prospects for securing donations in this manner due to privacy concerns and other matters, many organizations are realizing successes using this method. The internet and other methods for maintaining contact with alumni and gaining their support will be discussed in further detail in the next section.

**■ Ayers & Associates, Inc.'s Findings**

During the year 2000, a team of consultants from Ayers & Associates, Inc. visited twelve colleges and

universities, six HBCUs and six TWIs, to gain a comprehensive understanding of their alumni development efforts and challenges.<sup>6</sup> Although these institutions differ in some respects, they have common issues relative to alumni affairs. Specifically, the colleges and universities have similar overall goals for the alumni development function. Furthermore, their operating budgets for alumni development represent a small proportion, generally less than one percent, of the total institutional budgets. The average alumni affairs budget is \$341,318, with a significant portion of this budget generally being allocated to personnel costs. All institutions have limited personnel in alumni affairs with 75% (9) of the colleges and universities having zero to three professional staff and 92% (11) having zero to three support staff. Technological deficiencies make alumni development difficult for these institutions and an overwhelming percentage indicated that if they received additional funds, technology upgrades would be a high priority. The site visits also revealed the following differences among HBCUs and TWIs:

- The average institutional, institutional advancement, and alumni affairs budgets are lower at HBCUs than at TWIs (\$20 million versus \$30 million, \$1.5 million versus \$1.8 million, and \$200,000 versus \$300,000 respectively);
- The average number of professional and support staff is lower at HBCUs compared to TWIs (2.2 versus 3.7 for professional staff and 2.3 versus 3.1 for support staff).
- The percent of addressable alumni is slightly lower at HBCUs compared to TWIs (74.3% versus 80.2%);
- The average alumni giving rate at HBCUs is lower than at TWIs (17.5% versus 24.7%); and
- The total amount of alumni giving for 1999-2000 was lower at the six HBCUs compared to the six TWIs (\$5.4 million versus \$58.7 million with one TWI raising \$50 million).

During 2000, Ayers & Associates, Inc. also conducted interviews with 16 colleges and universities, including 3 HBCUs, considered to be alumni giving leaders in their categories as defined in the *2000 America's Best Colleges* study by *U.S. News & World Report*.<sup>7</sup> These interviews supported findings in the site visits as well as general

<sup>6</sup> The 12 institutions included Benedict College, California State University-Stanislaus, Florida A&M University, Hampton University, Macalester College, Morehouse College, North Carolina A&T University, Pacific University, Purdue University-Calumet, Smith College, Spelman College and Trinity University (San Antonio).

<sup>7</sup> Respondents included Bennett College, Bethune-Cookman College, Dartmouth College, Dominican University of California, Elmira College, Emory and Henry College, Fisk University, North Central College, Northwest Nazarene University, Pittsburgh State University, Rocky Mountain College, Spalding University, Union College, University of Richmond, Williams College and Yale University.

trends in alumni development. Again, financial resources, personnel, and technology were issues among respondents. The average operating budget for alumni affairs was \$247,075, representing an insignificant percentage of the overall institutional budgets. Eleven of the respondents (68.8%) had only zero to three professional staff and twelve respondents (75.0%) had only zero to three support staff in alumni affairs. All colleges and universities expressed a need for additional technological tools including fundraising software applications, on-line access and portals, and scanners. These tools are expected to improve records management, enhance communications with alumni, and support online giving capabilities. Additional financial and personnel resources as well as training for staff were other expressed needs.

During 2002, 21 institutions that were considered alumni giving leaders in the 2000 *America's Best Colleges* study were contacted for brief follow up telephone interviews. Ten of the colleges and universities contacted (47.6%), including two HBCUs, participated in the interviews.<sup>8</sup> These interviews support the previous findings as to the challenges that colleges and universities face in alumni development, particularly relevant to resources. Institutions continue to use a mix of traditional and creative methods for securing alumni support. It was noted that personal contact with alumni is critical in fundraising and many institutions continue to use alumni clubs, institutional publications and other means to maintain a connection with alumni. Recognition of alumni through publications, plaques or other methods is important. Several institutions commented that alumni development must be a concerted effort of the alumni affairs function, development, institutional leadership, departments, alumni and students. Specific alumni development strategies recommended by these respondents will be discussed in the following section.

Ayers & Associates, Inc. also contacted 39 colleges and universities and asked them to complete a written survey on their alumni development efforts and successes as well as the challenges, particularly in light of recent events. These higher education institutions are among the current leaders in average alumni giving rates in the 2002 *America's Best Colleges* study by *U.S. News & World Report* with average alumni giving rates of 50% to 65%. Of the 39 institutions contacted, six (6) responded (15%).



The results of this survey substantiate many of the identified trends in alumni development.

The budget for alumni development at many of these institutions represents an insignificant proportion of the total institutional operating budget, generally 3% or less. Limited personnel, lack of appropriate technology, and insufficient training were also concerns expressed by these institutions. All but one of the survey respondents indicated that the declining economy and the fallout from the events of September 11, 2001 have had a negative impact on development. These colleges and universities continue to use traditional as well as innovative means to secure alumni support but feel it is increasingly important to solidify the ties with alumni, become more personalized in campaigns, and make the appropriate up-front investment in the alumni development function to realize significant returns.

Eight (8) experts on philanthropy and alumni development were contacted during 2002 to ascertain effective strategies for cultivating and securing alumni support, particularly at HBCUs, and how to capitalize on the growing wealth in minority communities. It was noted by several experts that alumni participation is on a downward trend, thus it is a struggle to keep alumni in the fold. As such, it is becoming even more critical for colleges and universities, including HBCUs, to devote significant time and energy to connecting with their alumni in strategic manners. Many experts commented on the value of developing a relationship with alumni first, then later asking for contributions. Colleges and universities that have a historical relationship with alumni

<sup>8</sup> Respondents included Alabama A&M State University, Cedar Crest College, Centre College, Dominican University of California, Morris College, Northwest Nazarene University, Rocky Mountain College, Spalding University, Union College, and Williams College.

are successful in generating alumni support. It was recommended that pitches to alumni are more personalized and less orthodox than those of the past. Formal dinners or meetings should not be the only manner in which potential donors are courted; other methods should be considered which may be appropriate for the specific donor groups.

The experts interviewed, particularly those at institutions of higher education, noted that the generation of alumni can impact their attitudes about and approach to alumni giving. The University of Michigan found in its research that alumni who are 30 years of age and older felt that giving back to the institution is an obligation. On the other hand, alumni less than 30 years old felt that there must be some value for them to give. Younger alumni feel that any activity to which they have contributed must make a difference in the lives of people. Scholarships represent an example of a cause that young alumni would find worthy of support. Baby boomers appear to be transitioning from planned giving for traditional institutional needs to more grassroots initiatives, such as programs that affect the local community. Endowments are not important to this generation but scholarships are considered worthy of support. Athletics continue to appeal to both the young and more mature alumni but this expert has found that blanket appeals generally do not work.

Although many colleges and universities have experienced the negative effects of the fallout from the tragedies of September 11, 2001 on alumni giving, one university indicated that these events have actually had a positive impact on planned giving. It appears that many of the more mature alumni re-evaluated their lives and decided to make decisions about their futures, particularly as it related to their alma mater. Thus, many have included the institution in their wills and developed specific planned giving programs. One of the experts noted that there will be a transfer of wealth in the neighborhood of \$41 trillion in the next few years from generation to generation. Thus, it behooves all colleges and universities, including historically black institutions, to become more aggressive in cultivating alumni in the areas of bequests and wills. Some of the experts interviewed noted colleges and universities are cultivating a small number of alumni for donating principal gifts of \$5 million and more. This trend is driven by the large fundraising campaigns being undertaken by many institutions.

African-Americans and other minorities groups have traditionally earned less than their white peers. However, the median income in these communities as well as the number of wealthy minority individuals is increasing and these individuals are becoming players in the financial markets. It is critical for institutions, particularly HBCUs, to capitalize on this trend and secure necessary support from their alumni. According to the U.S. Bureau of the Census, the median income for black males and females has experienced significant growth, in excess of 25%, between 1990 and 1999.<sup>9</sup> Furthermore, a recent study by the minority-managed Ariel Mutual Funds in Chicago and Charles Schwab revealed that 74 percent of blacks with at least \$50,000 in annual household income now own stocks or stock funds, which is a 30% increase from 1998. Growth in stock ownership among whites during the same time frame was only 4%.<sup>10</sup>

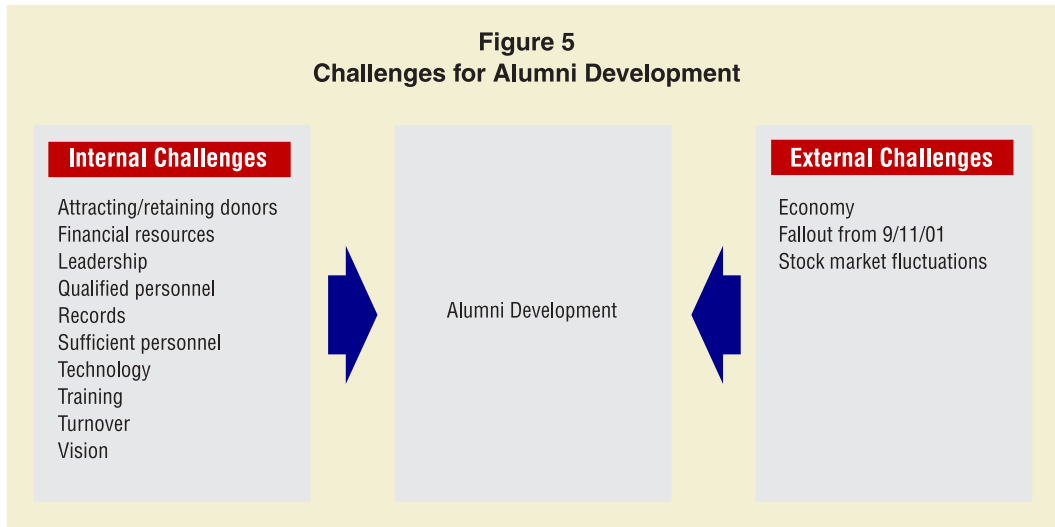
Colleges and universities, particularly historically black institutions, must enhance their fundraising appeals to these prospective donor groups. Institutions of higher education must recognize that minorities can be strong supporters of education. It should never be assumed that minorities, particularly blacks, do not give thus they are not cultivated; historically, when asked, these individuals will give. Making assumptions about the giving habits of specific groups then not pursuing development initiatives due to those assumptions can often undermine development efforts. When soliciting donors of color, colleges and universities must recognize the donors' customs and sensibilities. It has been recommended by one expert that fund raisers should be hired who's ethnic



<sup>9</sup> Source: 2001 Statistical Abstract of the United States, Bureau of the Census, U.S. Department of Commerce.

<sup>10</sup> Source: "Stocks Soar as Choice for Black Investors," by Janet Kidd Stewart, Chicago Tribune Online Edition, June 12, 2002.

**Figure 5**  
**Challenges for Alumni Development**



and racial backgrounds are similar to those who are being cultivated. Understanding the cultures of potential donors of color and appealing to them in culturally sensitive manners can often benefit colleges and universities.

#### ■ Implications

Both studies conducted by Ayers & Associates, Inc. as well as data gathered by other organizations demonstrate that colleges and universities continue to face formidable challenges in alumni development. Although alumni have represented the largest group of private donors to higher education for many years, colleges and universities have not fully tapped into this critical source of funding. With alumni affairs generally receiving an insignificant proportion of the total institutional budget, this function faces serious operational challenges as funding impacts the ability to secure personnel and technological resources to implement programs. External factors have also affected the efforts of colleges and universities to enhance alumni support (see Figure 5). External factors cannot be controlled; however, the manner in which colleges and universities address the many internal issues and deal with external factors can have a positive effect on alumni development.

Many colleges and universities have been successful with alumni development programs, fully utilizing the

available resources to their advantage. Higher education institutions must revisit their missions and alumni development strategies, taking into account the current environment, and build on current initiatives to gain support. Public institutions may not have heavily relied on alumni support in the past but with decreases in state funding, there must be increases in development efforts. Furthermore, HBCUs, who have traditionally faced greater challenges in alumni development, must rise to the challenge to greatly enhance their programs.

A wealth of information on alumni development has been gathered in both studies conducted by Ayers & Associates, Inc. There are many examples of specific initiatives that institutions have undertaken to engage their constituents in alumni development, develop students into givers, maintain the connection with alumni and secure critical support. Traditional methods have been utilized, such as annual funds and reunion events, as well as more innovative methods, such as the internet. The following section provides suggestions on the alumni development function and highlights many strategies that have been used by colleges and universities in cultivating alumni and securing support. The examples provided are intended to provide higher education institutions with a basis for enhancing their alumni development programs either through the replication or modification of these ideas.

## Strengthening An Alumni Development Program

Alumni represent the largest private group of donors to colleges and universities, accounting for \$6.8 billion (28.2%) of voluntary support to higher education from 2000 to 2001 according to the Council for Aid to Education. Alumni development offices must ensure that they are aggressively pursuing this funding source to support critical institutional programs and continue their legacies. Internal challenges, particularly resource limitations, have hampered alumni development efforts. Furthermore, external factors, such as the economy, have further compounded alumni development challenges. From 2000 to 2001, the growth in alumni giving was at a low of 0.4%, primarily due to declining economic conditions. A worsening economy, a fluctuating stock market, massive corporate layoffs, and the fallout from the tragedies of September 11, 2001 will present fundraising challenges in the present and near future. However, colleges and universities must implement initiatives to stimulate growth in alumni giving. Public institutions must heighten their focus on alumni development as state funding cuts become more prevalent and HBCUs, who have traditionally faced greater challenges in alumni development, must strengthen their programs.

The two studies conducted by Ayers & Associates, Inc. as well as studies conducted by other organizations and the available literature on alumni development contain significant information on successful program initiatives. The following pages represent a compilation of "best practices" and serve as suggestions for colleges and universities to strengthen their alumni development programs. Higher education institutions must first consider their alumni development missions then develop appropriate strategies in terms of resource allocation and initiatives to meet goals. Securing the support of constituents is a critical part of the alumni development process. Furthermore, colleges and universities must focus on the campus environment, ensuring that students have positive academic and social experiences as such factors will impact their willingness to support institutions as alumni. Concerted efforts must be made to maintain a strong connection with alumni which can foster a sense of giving. As several institutions cautioned, general requests to donors that the institution is "counting on their support" are not always effective. Fundraising initiatives for which the purpose is not clear



or to which alumni may not feel committed are less successful. Higher education institutions need to identify appropriate initiatives to secure alumni support.

### ■ Strategy Development

In light of declining economic conditions over the past few years combined with the on-going internal challenges of managing an alumni development program, colleges and universities must revisit and refine their missions relative to alumni, taking into account the current environment. The alumni development missions should be refined in the context of the overall institutional missions. Alumni development must receive greater priority and be integrated into the institution's strategic plan. The institutional commitment to alumni development must be clear with the roles of constituents defined, particularly college or university leadership. In assessing goals and objectives, the allocation of resources must be considered, including funding, personnel and technology. If current resources are insufficient, consideration should be given to acquiring the critical resources, either through shifts in institutional budget allocations or securing support from external sources.

Required resources are directly linked to the intended alumni development strategies. Colleges and universities must critically assess the relative successes and failures of alumni development efforts. If specific initiatives have not met expectations, consideration must be given to abandoning unsuccessful efforts or, if appropriate, improving those efforts to realize more significant results. Feedback from alumni and other constituents as well as a review of goals versus results are critical in assessing

program effectiveness. In addition, colleges and universities should be open to integrating new initiatives into their programs. The following pages contain examples of successful initiatives which can be replicated or modified to meet an institution's needs. Furthermore, Appendices A, B, and C list many colleges and universities, both HBCUs and TWIs, who have experienced varying levels of success with alumni development. These institutions can be used as resources in understanding their experiences and the requisite elements for effective implementation of initiatives. Regardless of the strategies chosen to enhance alumni development, it must be realized that assessment of initiatives is an on-going process and if goals are not being met, strategies should be revised.

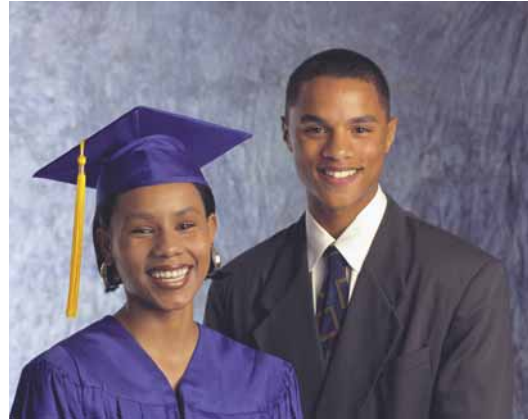
### ■ Connecting with Students

Several studies have substantiated the fact that individuals are more likely to support their alma maters as alumni if they have had positive experiences at the institutions. Furthermore, initiatives at many colleges and universities have shown that individuals who are exposed to fundraising and the results of contributions as students are more likely to develop a sense of giving as alumni. Many higher education institutions currently utilize surveys to assess student sentiments regarding the colleges and universities. The importance of these surveys cannot be emphasized enough as they can point to institutional deficiencies as well as highlight strengths. With this information, higher education institutions can refine academic offerings, student organization options, sports, and other aspects of student life to better meet the needs of this important constituent. Specific suggestions for enhancing the quality of student life include the following:

- Ensuring students have the resources, such as computer laboratories and library materials, to facilitate the learning process;



10



- Making available the financial resources for those in need to attend an institution of higher education;
- Making sure the necessary support systems are in place to ease students' transition to college and through graduation, such as academic advisors, available faculty for reviewing course materials, tutoring services, and a career services office;
- Periodically reviewing the curriculum to determine if it meets the requirements of students, taking into account student interests, the professional fields they pursue upon graduation and the needs of the community at large;
- Having a variety of student organizations as well as fraternities and sororities which meet the interests of students; and
- Instilling a strong sense of institutional pride through sports events, homecoming celebrations, and college or university recognition based on its attributes, such as being ranked among the best institutions, having a significant research center, or winning a sports championship.

In addition to ensuring that students have positive living, learning and social experiences at the institution, colleges and universities must expose students to the importance of charitable giving and enlist their assistance in securing funds for the institutions. Furthermore, students must see the impact of alumni gifts on the colleges and universities. When students are introduced and involved in development efforts and recognize the importance of donor gifts in sustaining institutional programs, they are more likely to develop a sense of giving. Specific examples of engaging students in the alumni development process include the following:

- Enlisting student support in conducting phone-a-thons

- by offering prizes for those who raise the most money or donating funds to student organizations based on the amount that the members raise;
- Educating students about the importance of giving back by highlighting the results of contributions, such as new facilities or equipment, or through other means;
  - Engaging students in the writing of thank you notes to alumni and other donors, particularly students who have directly benefited from the donations in the form of scholarships, facilities, or other manners;
  - Inducting students into pre-alumni clubs so they begin to recognize their role as alumni, particularly as it relates to supporting the institutions;
  - Formally introducing students into alumni associations upon graduation so their connection with the institution is maintained;
  - Facilitating the designation of class representatives who maintain contact with their classmates and assist in the solicitation of class gifts while students and as alumni;
  - Fostering competition among classes to exceed the prior senior class gift;
  - Allowing students to organize fundraising initiatives for student clubs, class gifts, alumni or other drives;
  - Creating excitement around the act of giving such as displaying a chart of fundraising progress to date in a prominent campus location;
  - Using non-traditional means for collecting student donations such as a "gift mobile" or the institution's mascot; and
  - Recognizing student contributions to class gifts and other fundraising drives through donor lists in the campus newspaper, "walls of fame" with donors' names posted on plaques or other materials, and other means.



### ■ Maintaining Connections with Alumni

It is critical for colleges and universities to maintain contact with alumni as they leave the institutions and move on to other academic, professional or personal pursuits. A fundraising campaign should not be the only reason to contact alumni as they will be less likely to donate to the cause. Studies on several campuses have shown that alumni who remain involved with their alma maters in some manner and are kept informed about institutional news are more likely to become donors. Many higher education institutions are using surveys to assess alumni sentiments regarding alumni programs, institutional publications, and other means for maintaining ties between alumni and institutions. As is the case with student surveys, alumni surveys are critical tools for highlighting strengths and weaknesses so alumni programs and fundraising initiatives can be modified as appropriate. The voices of alumni must be heard and programs should be tailored to meet their needs.

Colleges and universities have used many means for keeping alumni involved with the institutions, including alumni clubs, institution events, mentoring opportunities and affinity programs, among others. Furthermore, higher education institutions have heavily relied on publications to communicate with alumni regarding institutional news, events and fundraising campaigns. Publications, both print editions and electronic versions, have been effective in keeping alumni informed. The internet provides a cost effective option for providing alumni with timely information. In addition, the internet makes it easier to stay in touch with alumni given that moves will generally not impact their email addresses, whereas street addresses may become outdated in the institution's database. Specific suggestions for maintaining a strong bond between a college or university and its alumni include the following:

- Electing alumni to serve on the institution's board of trustees or advisory committees;
- Offering career development services (position postings, career and job seeking advice, relevant seminars and other relevant services) specifically for alumni which can be particularly invaluable given the current economy and job market, and foster greater alumni appreciation of the institution;
- Sponsoring alumni education programs on campus and at other locations to advance their knowledge and skills which also promotes appreciation of the college or university;
- Hosting networking events for alumni to enhance their

professional associations with other alumni and institutional administrators, faculty and staff;

- Organizing community service days for alumni, giving them an opportunity to engage in volunteer work with other alumni without having to make a significant long-term time commitment;
- Developing affinity programs for alumni to maintain their connection with the institution and alumni, including travel groups, insurance, credit cards with the institution's name and logo, etc.
- Facilitating nominations for annual alumni awards for service to the institution, community service or professional accomplishments;
- Instilling a strong sense of institutional pride through sports events, homecoming celebrations, reunions, and college or university recognition based on its attributes, such as being ranked among the best institutions, having a significant research center, or winning a sports championship;
- Creating bonds between alumni and current students through alumni-student mentorship programs, alumni speaking at career days or other events, or alumni serving as advisors to student organizations;
- Having academic units maintain contact with alumni who received degrees from their respective departments through communicating departmental events and enlisting alumni support with activities when appropriate;
- Having faculty maintain contact with alumni with whom they had developed a good rapport as an advisor, instructor, or otherwise;
- Organizing national alumni clubs and regional chapters which sponsor various activities (networking events, community service days, alumni visits to local attractions or events, etc.) and also serve as a form of communicating with alumni;



12



- Increasing personal contact with alumni through board, president and other administrator visits with alumni groups as well as faculty speeches or seminars on topics that may be relevant to alumni interests;
- Facilitating the appointment and support of class agents who assist with maintaining contact with their respective classmates, keeping records current, engaging other alumni in the institution and alumni activities, organizing reunion events, assist in the solicitation of gifts, etc.
- Offering permanent email forwarding addresses for alumni through the institution's website so the college or university does not lose touch with alumni and alumni can maintain contact with each other;
- Producing and distributing periodic alumni publications which highlight the value and successes of the institution, recent events, alumni news and other information of interest to alumni;
- Utilizing electronic mail capabilities to distribute alumni newsletters and other institutions communications; and
- Creating an alumni section on the institution's website with college or university and alumni news.

#### ■ **Soliciting Alumni Support**

Colleges and universities have used traditional methods for soliciting alumni support, such as direct mail appeals and phone-a-thons, as well as innovative means, such as the internet. In soliciting alumni for support, it is important to be sensitive to the current economic conditions. It should never be assumed that a certain individual or group will not support the college or university; appeals for support should be made to all and

when possible, the pitch should be personalized to gain the individual's interest and hopefully, his or her support.

In soliciting alumni for support, it is also important to be sensitive to the notion that generations make a difference in alumni giving. As a study at the University of Michigan revealed, alumni 30 years of age and older felt that giving was what they were suppose to do. Younger alumni felt that there must be some value for them to give and want immediate feedback on how their donations will be used. At Brown University, it was also found that the generation of alumni can make a difference in their perspectives on actions relative to giving. Each generation is attracted to different things so blanket appeals are not effective. Young alumni appear to be switching from planned giving for traditional institutional needs to grass roots type of initiatives, such as programs that affect the local community.

Another prominent area that colleges and universities, especially historically black colleges and universities, need to be sensitive to in soliciting alumni support is the growing economic power of Blacks, Hispanics, Asian Pacific Islanders, and Native Americans. Institutions must recognize that minorities are strong supporters of education. Wealthy African-Americans, many with their own earned first-generation wealth, appear to be prime targets for increased alumni support. Emmett Carson of The Minneapolis Foundation encourages fundraisers to tailor appeals to the customs and sensibilities of potential donors as well as hiring fundraisers whose ethnic and racial backgrounds are similar to those of potential donors. With a more personalized approach from someone of a similar background, it is expected that potential donors will become supporters. Furthermore, with the additional challenges that higher education institutions face in securing alumni support during these turbulent economic times, institutions must increase their overall efforts.

Specific methods for securing alumni support include the following:

- Specifying how donor support will respond to constituent needs in all appeals so alumni understand the purpose for the funds;
- Conducting phone-a-thons for a specific purpose instead of general contributions so alumni understand the need;
- Hiring a telemarketing firm to maximize the reach of alumni fundraising efforts;
- Coordinating and collaborating among fundraising groups on campus (development, athletic departments, etc.) so alumni are not being overwhelmed with



- multiple appeals from the institution at the same time;
- Conducting prospect research and engaging the president, board members or others in the cultivation of alumni who are expected to be major contributors;
- Organizing special events of interest to alumni to raise funds, such as sporting events, balls, etc.;
- Conducting direct mail appeals and complementing them with online fundraising initiatives;
- Offering an online donating option on the institution's alumni page on the website;
- Being flexible in terms of donating options, including via online, by credit card, and in multiple payments;
- Being sensitive to economic and employment conditions by determining a more appropriate time to discuss giving if certain alumni cannot support the institution now or making arrangements for donations at a later date;
- Engaging class agents and other alumni in the cultivation and solicitation processes;
- Involving the board, administrators, faculty, staff, students and other constituents in alumni development;
- Encouraging more significant giving in annual and alumni drives with challenge grants and matching gifts;
- Promoting competition among classes for reunion drives;
- Creating excitement around fundraising campaigns with regular updates on donations to date versus goals in alumni publications and on the institution's website;
- Publicizing major gifts to the institution which often can stimulate additional donations;

- Creating different tiers based on level of support, such as “presidential” or “platinum” for major donors, with an associated benefit for high levels of support, such as a campus street named after the donor, which distinguishes significant donors; and
  - Distributing “draft” versions of alumni donor lists before final reports are printed which can increase support by particular individuals and/or encourage more alumni to become donors once they know which classmates have contributed and the relative ranges of their support.
- Printing and distributing an annual report of donors to the institution, distinguishing major contributors by the ranges of their contributions from the “general” contributions;
  - Publicizing major donations to the institution by alumni;
  - Creating a wall or hall of fame with plaques to recognize significant contributions;
  - Creating an alumni walkway with the name of each alumni donor inscribed on a brick if he or she has contributed a minimum amount to the college or university; and
  - Naming campus facilities or streets after alumni or other donors who have made major contributions to the institution.

### ■ Recognizing Donors

Colleges and universities must realize that recognizing alumni donors is a critical aspect of the fundraising process. Timely acknowledgement and recognition not only gives alumni a sense of honor and accomplishment but also is a stimulus for future donations when it is evident that the institution appreciates the support. Higher education institutions have used the traditional annual report for recognizing alumni and other donors as well as tokens of appreciation, such as plaques, for acknowledging donor support. The tiered levels of support mentioned above promote special recognition for significant donors. Specific recommendations for acknowledging donor support include the following:



## Conclusion

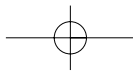
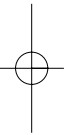
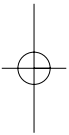
Philanthropy in the new millennium will continue to be in a stage of transition with economic conditions and the fallout from the tragedies of September 11, 2001 influencing the priorities of donors. Despite economic uncertainties, it is estimated that there will be a transfer of wealth in the neighborhood of \$41 trillion in the next few years from generation to generation. Furthermore, alumni have traditionally been the largest group of private support for colleges and universities. Thus, it behooves institutions of higher education to become more aggressive in cultivating alumni and soliciting their support. Colleges and universities must continue to develop and implement strategies in securing alumni support. The strategies or "best practices" presented in *Alumni Giving in the New Millennium: A Guide to Securing Support* for strengthening alumni development programs hopefully will be useful to historically black colleges and universities as well as mainstream institutions in this respect.

The overarching factor influencing replication of any of the best practices featured is connecting with the institution's alumni. Developing a strong bond with individuals as students and instilling a sense of institutional pride as well as giving fosters support when students become alumni. Developing and maintaining a relationship with alumni by spending the necessary time cultivating them will substantially enhance the capacity of colleges and universities to increase alumni giving. Colleges and universities must become more aggressive and targeted in their appeals, recognizing that alumni of different generations and ethnic or racial backgrounds

may require tailored approaches. Institutions of higher education must re-assess their efforts and ensure they are pursuing appropriate initiatives while, at the same time, being open to considering new and innovative fundraising methods.

Funding, staffing, training and technology for alumni development programs will continue to be issues during this millennium and will significantly affect the implementation of any of the best practices. A portion of any resources secured for the strengthening the institution's alumni development program will need to be earmarked for the professional development of staff. The expansion of their knowledge and skills is imperative. Resources should also be allocated to the training of alumni volunteers who provide invaluable assistance, especially in conducting phone-a-thons, direct mail campaigns, and planning class reunions. Implementation of any or all of the strategies featured will require resources, many above and beyond their availability at institutions. External sources of support will have to be sought and in this regard, colleges and universities must look to the philanthropic world and others.

This guide to securing support from alumni is a synopsis of the development initiatives revealed during two major studies. Many of the strategies reviewed could be replicated or tailored to fit the needs of a specific institution. It is hoped that the guide will stimulate colleges and universities to re-examine their alumni development programs and to create and implement creative initiatives to increase alumni giving and, in turn, strengthen their institutions.



## Appendix A

### Top 30 Institutions Ranked By Average Alumni Giving Rate

Institution	State	Classification and Region	Classification & Region Rank	Avg. Alumni Giving Rate (%)
Amherst College	MA	Liberal Arts Colleges-Bachelor's (national)	1	66
Princeton University	NJ	University-Doctoral (national)	1	66
Centre College	KY	Liberal Arts Colleges-Bachelor's (national)	42	65
Webb Institute	NY	Schools With a Specialty-Engineering	no ranking	65
Carleton College	MN	Liberal Arts Colleges-Bachelor's (national)	6	61
Williams College	MA	Liberal Arts Colleges-Bachelor's (national)	3	60
University of St. Francis	IN	Master's (region: midwest)	3rd tier	58
Bowdoin College	ME	Liberal Arts Colleges-Bachelor's (national)	5	57
Swarthmore College	PA	Liberal Arts Colleges-Bachelor's (national)	2	57
Randolph-Macon Woman's College	VA	Liberal Arts Colleges-Bachelor's (national)	2nd tier	55
Washington and Lee University	VA	Liberal Arts Colleges-Bachelor's (national)	13	54
Davidson College	NC	Liberal Arts Colleges-Bachelor's (national)	10	53
Hamilton College	NY	Liberal Arts Colleges-Bachelor's (national)	21	53
Scripps College	CA	Liberal Arts Colleges-Bachelor's (national)	35	53
Bates College	ME	Liberal Arts Colleges-Bachelor's (national)	22	52
Trinity College	CT	Liberal Arts Colleges-Bachelor's (national)	25	51
Alabama A&M University *	AL	University-Doctoral (national)	3rd tier	50
Bethel College	KS	Comprehensive Colleges-Bachelor's (region: midwest)	26	50
Claremont McKenna College	CA	Liberal Arts Colleges-Bachelor's (national)	18	50
Colby College	ME	Liberal Arts Colleges-Bachelor's (national)	20	50
Dordt College	IA	Comprehensive Colleges-Bachelor's (region: midwest)	19	50
Elmira College	NY	Comprehensive Colleges-Bachelor's (region: north)	6	50
Emory and Henry College	VA	Liberal Arts Colleges-Bachelor's (national)	3rd tier	50
Grinnell College	IA	Liberal Arts Colleges-Bachelor's (national)	11	50
Haverford College	PA	Liberal Arts Colleges-Bachelor's (national)	7	50
Lawrence University	WI	Liberal Arts Colleges-Bachelor's (national)	50	50
Long Island University—Brooklyn	NY	Master's (region: north)	3rd tier	50
Marlboro College	VT	Liberal Arts Colleges-Bachelor's (national)	3rd tier	50
Mount Holyoke College	MA	Liberal Arts Colleges-Bachelor's (national)	24	50
Transylvania University	KY	Liberal Arts Colleges-Bachelor's (national)	2nd tier	50

\* The only public institution and the only HBCU in the top 30. Data source: 2002 America's Best Colleges, U.S. News & World Report. Notes: for liberal arts colleges - Bachelor's, second tier ranking is 52 or lower and third tier ranking is 115 or lower. For University - Doctoral, third tier ranking is 131 or lower. For Master's (region: midwest), third tier ranking is 76 or lower. For Masters (region: north), third tier ranking is 115 or less. Schools with a specialty are listed but not ranked. Alumni giving rates are averaged for the 1999 and 2000 academic years.

## Appendix B

### HBCUS Ranked by Average Alumni Giving Rate 1999 And 2000 Academic Years

Institution	State	Classification and Region	Avg. Alumni Giving Rate %
Alabama A&M University *	AL	University-Doctoral (national)	50
Morris College	SC	Comprehensive Colleges-Bachelor's (region: south)	42
Wiley College	TX	Comprehensive Colleges-Bachelor's (Region: West)	39
Clafflin University	SC	Comprehensive Colleges-Bachelor's (region: south)	38
Johnson C. Smith University	NC	Comprehensive Colleges-Bachelor's (region: south)	32
Fisk University	TN	Liberal Arts Colleges-Bachelor's (national)	29
Bethune-Cookman College	FL	Comprehensive Colleges-Bachelor's (region: south)	19
Philander Smith College	AR	Comprehensive Colleges-Bachelor's (region: south)	19
Virginia Union University	VA	Liberal Arts Colleges-Bachelor's (national)	19
Talladega College	AL	Liberal Arts Colleges-Bachelor's (national)	17
LeMoyne-Owen College	TN	Comprehensive Colleges-Bachelor's (region: south)	16
Lane College	TN	Liberal Arts Colleges-Bachelor's (national)	15
Spelman College	GA	Liberal Arts Colleges-Bachelor's (national)	14
Bennett College	NC	Liberal Arts Colleges-Bachelor's (national)	13
St. Augustine's College	NC	Liberal Arts Colleges-Bachelor's (national)	12
Voorhees College	SC	Comprehensive Colleges-Bachelor's (region: south)	12
Xavier University of Louisiana	LA	Master's (Region: South)	12
Lincoln University *	PA	Master's (Region: North)	11
Albany State University *	GA	Master's (Region: South)	10
Jarvis Christian College	TX	Comprehensive Colleges-Bachelor's (region: west)	10
Tougaloo College	MS	Liberal Arts Colleges-Bachelor's (national)	10
Hampton University	VA	Master's (region: south)	9
Howard University	DC	University-Doctoral (national)	9
Rust College	MS	Comprehensive Colleges-Bachelor's (region: south)	9
Barber Scotia College	NC	Liberal Arts Colleges-Bachelor's (national)	8
Delaware State University *	DE	Master's (region: north)	8
Fayetteville State University *	NC	Master's (region: south)	8
Morris Brown College	GA	Comprehensive Colleges-Bachelor's (region: south)	8
Alcorn State University *	MS	Master's (region: south)	7
South Carolina State University *	SC	University-Doctoral (national)	7
Virginia State University *	VA	Master's (region: south)	7
Paine College	GA	Liberal Arts Colleges-Bachelor's (national)	6
Dillard University	LA	Comprehensive Colleges-Bachelor's (region: south)	5
North Carolina Central University *	NC	Master's (region: south)	5
Oakwood College	AL	Comprehensive Colleges-Bachelor's (region: south)	5
Shaw University	NC	Comprehensive Colleges-Bachelor's (region: south)	5
Stillman College	AL	Comprehensive Colleges-Bachelor's (region: south)	5

**HBCUS Ranked by Average Alumni Giving Rate  
1999 And 2000 Academic Years  
(Continued)**

Institution	State	Classification and Region	Avg. Alumni Giving Rate %
Bluefield State College *	WV	Comprehensive Colleges-Bachelor's (region: south)	4
Southern University—New Orleans *	LA	Master's (Region: South)	4
Norfolk State University *	VA	Master's (Region: South)	3
Prairie View A&M University *	TX	Master's (Region: West)	2
Tennessee State University *	TN	University-Doctoral (national)	2
Cheyney University of Pennsylvania *	PA	Master's (region: north)	1
North Carolina A&T State University *	NC	Master's (region: south)	1
Winston-Salem State University *	NC	Comprehensive Colleges-Bachelor's (region: south)	1
Texas Southern University *	TX	University-Doctoral (national)	0.5
Alabama State University *	AL	Master's (region: south)	N/A
Allen University	SC	Comprehensive Colleges-Bachelor's (region: south)	N/A
Benedict College	SC	Comprehensive Colleges-Bachelor's (region: south)	N/A
Central State University *	OH	Comprehensive Colleges-Bachelor's (region: midwest)	N/A
Clark Atlanta University	GA	University-Doctoral (national)	N/A
Concordia College	AL	Comprehensive Colleges-Bachelor's (region: south)	N/A
Edward Waters College	FL	Comprehensive Colleges-Bachelor's (region: south)	N/A
Elizabeth City State University *	NC	Comprehensive Colleges-Bachelor's (region: south)	N/A
Florida A&M University *	FL	Master's (region: south)	N/A
Florida Memorial College	FL	Comprehensive Colleges-Bachelor's (region: south)	N/A
Fort Valley State University *	GA	Master's (region: south)	N/A
Grambling State University *	LA	Master's (region: south)	N/A
Huston-Tillotson College	TX	Comprehensive Colleges-Bachelor's (region: west)	N/A
Jackson State University *	MS	University-Doctoral (national)	N/A
Kentucky State University *	KY	Master's (Region: South)	N/A
Langston University *	OK	Comprehensive Colleges-Bachelor's (region: west)	N/A
Lincoln University *	MO	Master's (region: midwest)	N/A
Livingstone College	NC	Comprehensive Colleges-Bachelor's (region: south)	N/A
Miles College	AL	Comprehensive Colleges-Bachelor's (region: south)	N/A
Mississippi Valley State University *	MS	Comprehensive Colleges-Bachelor's (region: south)	N/A
Morgan State University *	MD	Master's (region: north)	N/A
Paul Quinn College	TX	Comprehensive Colleges-Bachelor's (region: west)	N/A
Savannah State University *	GA	Master's (region: south)	N/A
Southern University and A&M College*	LA	Master's (region: south)	N/A
University of Arkansas—Pine Bluff *	AR	Comprehensive Colleges-Bachelor's (region: south)	N/A
Wilberforce University	OH	Comprehensive Colleges-Bachelor's (region: midwest)	N/A

\* Public college or university.  
Data source: 2002 America's Best Colleges, U.S. News & World Report.  
N/A means data was not reported.

## Appendix C

### Top 10 Colleges and Universities by Average Alumni Giving Rate and Classification<sup>10</sup>

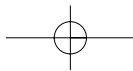
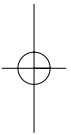
Institution	Avg. Rate	Institution	Avg. Rate
<b>National Universities</b>		<b>Universities-Master's (West)</b>	
Princeton University (NJ)	66%	George Fox University (OR)	42%
Alabama A&M University (AL) *	50%	Holy Names College (CA)	35%
Dartmouth College (NH)	48%	Marylhurst University (OR)	32%
University of Notre Dame (IN)	48%	Dominican Univ. of California (CA)	31%
Harvard University (MA)	46%	Walla Walla College (WA)	30%
Yale University (CT)	46%	Santa Clara University (CA)	27%
Duke University (NC)	45%	University of Portland (OR)	25%
Brown University (RI)	44%	University of Redlands (CA)	25%
Mass. Institute of Technology (MA)	41%	Whitworth College (WA)	25%
University of Pennsylvania (PA)	41%	Hawaii Pacific University (HI)	24%
<b>National Liberal Arts Colleges</b>		<b>Comprehensive Colleges-Bachelor's (Midwest)</b>	
Amherst College (MA)	66%	Bethel College (KS)	50%
Centre College (KY)	65%	Dordt College (IA)	50%
Carleton College (MN)	61%	St. Mary-of-the-Woods College (IN)	48%
Williams College (MA)	60%	Taylor University (IN)	42%
Bowdoin College (ME)	57%	Sterling College (KS)	41%
Swarthmore College (PA)	57%	St. Mary's College (IN)	40%
Randolph-Macon Woman's Coll (VA)	55%	Mount Union College (OH)	38%
Washington and Lee Univ. (VA)	54%	Otterbein College (OH)	37%
Davidson College (NC)	53%	Bluffton College (OH)	36%
Hamilton College (NY)	53%	MacMurray College (IL)	36%
<b>Universities-Master's (Midwest)</b>		<b>Comprehensive Colleges-Bachelor's (North)</b>	
University of St. Francis (IN)	58%	Elmira College (NY)	50%
Heidelberg College (OH)	48%	Wilson College (PA)	46%
Doane College (NE)	45%	Cedar Crest College (PA)	344%
North Central College (IL)	37%	Thiel College (PA)	35%
North Park University (IL)	37%	College of St. Elizabeth (NJ)	35%
College of Mount St. Joseph (OH)	35%	Elizabethtown College (PA)	32%
Mount Mary College (WI)	35%	Green Mountain College (VT)	31%
Dominican University (IL)	34%	Keuka College (NY)	30%
Benedictine College (KS)	31%	Merrimack College (MA)	29%
Chadron State College (NE)	31%	Lasell College (MA)	28%

<sup>10</sup> Source: 2002 America's Best Colleges, U.S. News & World Report. Average alumni giving rates are based on 1999 and 2000 data.

**Top 10 Colleges and Universities  
by Average Alumni Giving Rate and Classification  
(Continued)**

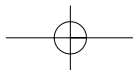
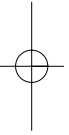
Institution	Avg. Rate	Institution	Avg. Rate
Universities-Master's (North)		Comprehensive Colleges-Bachelor's (South)	
Long Island University (NY)	50%	Brewton-Parker College (GA)	46%
Goddard College (VT)	39%	Maryville College (TN)	45%
Emmanuel College (MA)	35%	Brescia University (KY)	43%
Elms College (MA)	33%	Morris College (SC) *	42%
Carlow College (PA)	32%	Clafin University (SC) *	38%
College of Mount St. Vincent (NY)	31%	Asbury College (KY)	37%
Roberts Wesleyan College (NY)	31%	Newberry College (SC)	34%
College of St. Rose (NY)	28%	Johnson C. Smith University (NC) *	32%
Immaculata College (PA)	26%	Columbia College (SC)	30%
Salve Regina University (RI)	26%	Peace College (NC)	29%
Universities-Master's (South)		Comprehensive Colleges-Bachelor's (West)	
Charleston Southern Univ. (SC)	33%	Wiley College (TX) *	39%
Spalding University (KY)	30%	Rocky Mountain College (MT)	28%
Warren Wilson College (NC)	28%	Linfield College (OR)	27%
Cumberland College (KY)	27%	Carroll College (MT)	26%
North GA Coll. & State Univ. (GA)	27%	Oklahoma Baptist University (OK)	23%
Western Carolina University (NC)	27%	Southwestern Adventist Univ. (TX)	19%
Milligan College (TN)	22%	Texas Lutheran University (TX)	19%
Piedmont College (NC)	21%	Pacific Union College (CA)	17%
Trevecca Nazarene University (TN)	21%	Bartlesville Wesleyan College (OK)	15%
Northwestern State U. of Louisiana	20%	Northwest Christian College (OR)	15%
Schools with a Specialty			
Webb Institute (NY)	65%		
Rose-Hulman Institute of Tech. (IN)	46%		
Art Institute of Southern CA (CA)	45%		
Cleveland Institute of Art (OH)	37%		
U.S. Merchant Marine Acad. (NY)	37%		
Cooper Union (NY)	34%		
U.S. Military Academy (NY)	29%		
Rhode Island School of Design (RI)	27%		
U.S. Naval Academy (MD)	27%		
CA College of Arts and Crafts (CA)	24%		

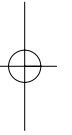
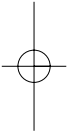
\* HBCU





# Cover - 3





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