

EMERGING DONORS: THE RELIABILITY AND VALIDITY OF
THE SURVEY OF WOMEN'S PHILANTHROPIC MOTIVATIONS (SWPM)

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Doctor of Education

by
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The undersigned, appointed by the dean
of the Graduate School,
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EMERGING DONORS: THE RELIABILITY AND VALIDITY OF
THE SURVEY OF WOMEN'S PHILANTHROPIC MOTIVATIONS (SWPM)

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it is worthy of acceptance.

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This work is dedicated to my late father, William Snyder, to whom I promised I would complete this study. He was a wonderful dad, and I miss him. It is also dedicated to my husband, Dan, who believed in and supported me without fail, encouraged me with great love, and sacrificed for me so that this day would be realized. And, finally, this study is dedicated to our beautiful children, Will, Anna, and Sam who have taught me more than I could ever learn in a classroom – unconditional love, humility and the blessed joy of being a mom.

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CHAPTER 1

INTRODUCTION TO THE STUDY

Chapter 1 provides background information that supports the need for this study. A theoretical framework that supports the study is discussed. The purpose of the study, problem statement, research questions, and definition of key terms are also presented. Limitations and delimitations of the study are introduced. Chapter 1 ends with the significance of the study and anticipated benefits of this research.

Background

Fundraising has existed in American higher education since the founding of Harvard College in 1636 (Solomon, 1985). In fact, fundraising in United States higher education institutions is a major institutional activity, integral to the fulfillment of institutional goals. An important component of sustaining a college or a university involves the amount of private funds secured by the development operations within the university. According to the National Education Association Higher Education Web site (2008), as state budgets continue to decline, state funding to public institutions continues to decrease while tuition costs continue to increase. Thus, the necessity for private funding for these institutions continues to increase. Likewise, private universities also find themselves leaning upon the financial support of alumni, parents, friends, corporations, and foundations in order to help supplement their budgets. Indeed, academic fund raising has become a part of the fabric which now comprises higher

education finance. The monetary gifts and pledges received from individuals often make the difference between adequate and great institutions.

One group of donors that remains largely an unrecognized and untapped funding source is women. Current demographics indicate that women will be in control of vast amounts of money in the near future, and this places them in a position to dramatically affect the course of philanthropic activity. Former Morgan Stanley senior vice president, David Bach, was quoted in an interview with CASE Currents senior editor Scott Lajoie, saying, “Any way you cut it, the largest bulk of inheritance assets eventually will end up in the hands of women in the next ten years” (Openshaw, p. 5). According to Havens and Schervish (2003), those assets could range from \$46 trillion to \$131 trillion. Alongside these factors, women’s increased educational levels, financial prowess, and successful careers will strongly impact women’s giving potential and capacity over the next decade. If institutions of higher education are to secure the fiscal allegiance of women, a greater understanding of the factors that motivate women to give will be needed. Therefore, the purpose of this study is to focus on women as donors to a religiously affiliated, Research I, private university, examining their motivations for giving and to test the internal consistency and reliability of the survey instrument developed to capture these motivations.

The religiously affiliated, Research I, private university became co-educational in the 1970s. Thus records within its development department indicate that the majority of gifts, whether large or small, received by the university throughout the 1970s, 1980s, 1990s and even today are from alumni of the university and not alumnae of the university. A rise in alumnae gifts occurred in 2007 with the 35th celebration of the co-

education of the University which coincided with an initiative led by its alumnae, which produced a published book honoring a former university president. This book was a compilation of letters from more than 150 alumnae from the classes of 1972 to 2011 who expressed their appreciation to the former president for moving the University to its present co-educational status. The book was virtually funded and completed by alumnae donations in late 2007. This project and women's outreach to become more involved with the university prove that the momentum exists to further engage the University's women with their alma mater through philanthropic support as well as other leadership opportunities.

Chapter 1 will introduce literature support critical to the study, as well as introduce the theoretical framework and provide a brief overview of the literature review. The chapter also will address the purpose of the study, research questions and definitions of key terms. Finally, the chapter will introduce limitations and the significance of the study.

Theoretical Framework

Havens' and Schervish (2001) provided an appropriate theoretical framework for examining the philanthropic motivations of women. Drawing from their extensive ethnographic and survey research on charitable giving, they developed an alternative paradigm to economic models while researching the transfer of wealth. They refer to this paradigm as the Identification Theory. According to this theory,

it is self-identification with others and with the needs of others (rather than selflessness), that motivates transfer to individuals and to philanthropic organizations and that leads givers to derive satisfaction from fulfilling those

needs. The notion of identification is grounded in the religious and philosophical tradition of the practice of human love. (p. 1)

The Identification Theory dictates that the root of care is based on four variables in the equation of care. First, once the family's security is met, the remainder of funds is designated for philanthropy; second, the process of identification can be fostered through association; third, social expressions of gratitude are fostered through the experience of giving; and fourth, the donor engages in a process of discernment allowing him/her to ask and answer four questions. Is there something:

1. you want to do with your wealth?
 2. that fulfills the needs of others?
 3. that you can do more efficiently and more effectively than government or private enterprise can do?
 4. and that fulfills your happiness by expressing your gratitude, bringing you satisfaction, and actualizing your identification with the fate of others?
- (Havens & Schervish, 2001, p. 2).

The Identification Theory is conceptualized from the broader concept of "caritas" which is a Latin word meaning care. Caritas is the belief that caring behavior reflects the presence of self-identification with others and specifically with the needs of others. Care extends beyond self, though self is a part of caritas. Caritas, which is further developed in chapter 2, encompasses family, friends, neighbors, associates, groups, communities, and others. This theory holds that caring behavior reflects the unity of love of self, love of neighbor, and love of God. Havens' and Schervish's (2001) study of 44 participants found donors provided money and time to caring for individuals other than their families, and they contributed the largest amounts of time and money to individuals and organizations with whom they most closely identify or were involved with at some time in their lives.

Thus, the motivation for women to give to the private University may be derived from a connection to the university, be it academic, athletic, emotional, or spiritual in nature. For example, their motivations could be triggered by the fact that they once received financial aid as the result of benefactor support. Havens and Schervish (2001) suggest that those who give to individuals and organizations identify with an incident that happened in their own lives or could have happened in their own lives.

Beyond personal identification as a donor, the Identification Theory supports previous research suggesting women give to bring about change and make a difference (Shaw & Taylor, 1995; Sterling, 2005). Thus, the Identification Theory provides a framework for understanding charitable behavior and for exploring the motivations of women and their philanthropy, intimating that women give to create a better world and to leave the world a better place. The survey used in this study will measure whether women donating to the private University wish to make a difference in their lives and the lives of others via the expression of *caritas* or based upon other factors identified in the survey. However, *caritas*, the underlying assumption of the Identification Theory, may more appropriately explain their motivations for providing financial support and thus serves as the theoretical framework for this research.

Review of Literature

Research on philanthropy has traditionally focused on men as leaders of the family, corporate America, politicians, and community leaders. At a time when women had no rights to inherit money or land, or to vote, they became both fund raisers and philanthropists in an effort to educate women. Philanthropy was seen as a badge of citizenship and empowered women when they were otherwise disenfranchised (Slinker,

2001). But times have evolved, and today women hold many of the same corporate positions as men and are using philanthropy to change and impact their communities (Shaw & Taylor, 1995). The fact that women are increasing their corporate stature and are turning to philanthropy to make an impact in their communities prompted the necessity for further research studies and focus groups directed to why and how women give.

In order to engage more women and attract new women donors, the University of California at Los Angeles conducted its own focus group study in 1992 with 76 women donors to their university. One of the key individuals conducting the study was Sally Blowitz, the co-executive director of women and philanthropy at UCLA (Sublett & Stone, 1992). She and her development colleagues were the first among many development professionals to gather women to talk about philanthropy and to examine their attitudes and beliefs as they relate to philanthropy. “Criteria for selection of participants included philanthropic experience at a donor level of \$25,000 or above, a demonstrated understanding of philanthropic goals, and a connection to UCLA as a donor, volunteer, or alumna” (von Schlegell & Fisher, 1993, p. 49). The results of the study suggested that women gave for one or more of the following reasons: personal motive; tradition; teaching philanthropy; personal involvement; wanting to make a difference; recognition of one’s own gift; wanting to see the results of giving; and responsibility to give.

The overriding themes derived from this focus group study led Shaw and Taylor (1995) to direct additional focus group interviews. In order to gain an understanding of women’s motivations to give, they conducted these focus group interviews with over 150

women donors and development officers associated with organizations and higher education institutions across the country. Researchers had three primary goals in mind: to identify why women had been disregarded as philanthropists, to document the giving potential of women, and to assist organizations and institutions in designing and implementing programs for their female constituents by offering new approaches and ideas on the topic of women and philanthropy (Shaw & Taylor, 1995).

Based on their findings, Shaw and Taylor (1995) concluded that women give in order to change, create, connect, commit, collaborate, and celebrate. They further elaborated on the 6 “Cs”, explaining that women want to “promote *change*, *create* something new, *connect* with the philanthropic endeavors they choose to support, *commit* to the programs they become involved in, *collaborate* with others involved in the project, and *celebrate* their accomplishments” (pp. 88-96). Based upon the growth of and increased interest in women’s philanthropy, Shaw-Hardy (2005) further suggested that 3 “Cs” connected to motivations for giving be added to the initial 6 “Cs” in her assertion that women are motivated to give in order to *control* their funds, find *confidence* in their financial stature and their roles as philanthropists, and gain the *courage* to utilize their philanthropy in order to provide solutions to societal issues.

Understandably, donor motivation research has been conducted mainly to enhance the fund raising efforts of colleges and universities. Upon reviewing the existing studies on why donors give, many researchers concluded that efforts made by colleges and universities to secure private funding far outpace the energy placed into understanding fund raising through empirical research. Brittingham and Pezzullo (1990) concluded that “the practice of fund raising is thinly informed by research that can lead to a greater

effectiveness, help institutions understand the role fund raising plays in higher education, or illuminate the dilemmas it presents to practitioners and institutional leaders” (p. 1).

Burlingame (1992) asserted that research is needed to document levels of women’s giving and to formulate reasons why women give. Though some research has been done since the early 1990s, it is imperative for higher education institutions to continue to explore and understand the giving behavior of women if their time, resources and talents are to be utilized to their fullest potential.

Importantly, in the mid 1990s, one of the first empirical studies was conducted on alumni and alumnae giving to the University of Michigan. Mosser (1993) researched the interaction between capacity to give and motivation to give, and the effect on the gift giving behavior of alumni/ae. Additional dissertations have been completed since the mid-1990s that have addressed the motivations behind women’s donations to universities; however, none have been conducted on private institutions of higher education. Using a self-designed survey instrument, Simari (1995) examined women’s philanthropy to universities and colleges as it relates to personal, academic and social characteristics of the donors. In 1999, Bressi surveyed 250 women at the University of Tennessee, exploring factors that the women considered important when considering making a gift to the university. Likewise, Parsons (2004) researched factors that were important to women when making a decision to donate to the University of Alabama at Tuscaloosa. Additionally, in 2006 Pumphrey explored the characteristics that motivated women to give to the University of Virginia.

While previous research has provided a stronger understanding of motivating factors that lead women donors to make a financial contribution to an institution,

questions still remain regarding the definitive data about the attitudes, beliefs, and expectations of women donors. In short, there exists a need for more studies which use and rely upon quantitative data.

Statement of the Problem

There is a lack of knowledge about the perceptions and motivations of women's giving at a religiously affiliated, Research I, private university. The failure to understand the perceptions and motivations of women's giving could be detrimental not only to future fund raising efforts but also to relationships fostered with women in order to increase the number of university trustee, council and board leadership positions held by women.

Currently, there is no known survey instrument measuring women's philanthropic motivations. As well, there is a lack of knowledge about the internal consistency and reliability of the instrument used in this study to better understand the perceptions and motivations of women's giving.

Purpose of the Study

The purpose of this study was to focus on women as donors to a religiously affiliated, Research I, private university, examining their motivations for giving while testing the internal consistency and reliability of the survey of women's philanthropic motivations (SWPM) instrument developed to capture these motivations.

Research Questions

1. What is the overall reliability and internal consistency of the Survey of Women's Philanthropic Motivations (SWPM)?
2. What are the overall summary statistics for all survey items on the instrument?

3. What is the correlation between the independent and dependent items? Null hypothesis (H_0): there are no significant correlations between the independent and dependent items.
4. Based on responses on the survey instrument, when donor participants are categorized by “Giving Levels” what items best discriminate between giving levels?
5. Based on responses on the survey instrument, when donor participants are categorized by “Amount of Giving” what items best discriminate between giving levels? How is the amount and frequency of giving related to specific motivations?
6. Based on responses on the survey instrument, when donor participants are categorized by “Frequency of Giving” what items best discriminate between giving levels?

Definitions of Key Terms

The following definitions are operational for the purpose of conducting the current study:

Advancement. A term used at the site University to encompass alumni relations and fundraising on and off the university campus.

Alumna. A female graduate of a college or university.

Alumnae. A group of female graduates of a college or university.

Alumni. Male and female graduates of a college or university.

Benefactor. An individual, corporation or foundation providing financial support of a charitable organization. This term can be used interchangeably with the term donor.

Bequest. To give property to a person or charitable organization by will. This term is also a noun whose meaning is a gift in a will of personal property known also as a "legacy."

Charitable Organizations. Organizations that are generous in giving money or other help to the needs or that are concerned with charity. Also known as a 501 (C) 3, which has Internal Revenue Service tax exempt status.

Conferring University. The university where the researcher attended and studied.

Cronbach's Alpha. A measure of test reliability that may be used with tests such as Likert scales, whose items have answers that can be scored along a continuum, rather than simply as correct or incorrect. A score above .70 is acceptable (Leedy, 1997).

Development. The process and activities involved in soliciting financial support for programs, activities, events, endowments, and capital projects for charitable organizations. This term is interchangeable with fundraising and resource development.

Descriptive statistics. An analysis technique yielding data depicted in a table, specifically mean and standard deviation of the SWPM.

Development Officer. An individual who performs fundraising in support of a charitable organization.

Discriminant Analysis. A statistical procedure that examines differences in subjects' scores on several variables to determine if these differences separate the subjects into their respective groups.

Donor. An individual, corporation or foundation providing financial support to a charitable organization. This term can be used interchangeably with the term benefactor.

Endowed Fund. A fund established through the gift of property, income or a source of income to a charitable organization. The base line for establishing an endowed fund at the site university is \$100,000.

Endowment. A transfer of money or property donated to an institution, with the stipulation that it be invested, and the principal remain intact. The establishment of an endowment allows for the donation to have a much greater impact over a long period of time than if it were spent all at once, due to compound interest.

Family Foundation. An organization established by a family to coordinate their philanthropic interests. Such a foundation can be very specific as to its field(s) of funding interest or can be very broad in scope.

Fund raising. The process and activities involved in soliciting financial support for programs, activities, events, endowments, and capital projects for charitable organizations. This term is interchangeable with development and resource development.

Ordinal regression. A statistical analysis that investigates the effects of categorical or continuous independent variables on one ordinal dependent variable at a time (Streiner & Norman, 2003).

Philanthropy. The effort or inclination to increase the well-being of humanity, by charitable aid or donation.

Pearson Product-Moment Correlation Coefficient. A statistic used to express the degree of relationship between two variables that may vary from +1.00 (perfect positive correlation) to -1.00 (perfect negative correlation) (Streiner & Norman, 2003).

Reliability. “The degree to which scores obtained with an instrument are consistent measures of whatever the instrument measures” (Fraenkel & Wallen, 2003, p. G-7).

Site University. The university where the study group is housed.

Stewardship. The responsibility for taking good care of resources.

Limitations

Because the researcher focused upon women donors at only one private, religiously-affiliated, Research I, higher education institution, the results of the study have limited generalizability to women donors at other institutions of higher education. A second limitation was that the researcher could not assume that the survey participants understood the survey instrument or answered each question truthfully. Additionally, a third limitation was that the survey instrument used in this study was evaluated for internal consistency and reliability in this study and not prior to the study.

Delimitations

A delimitation of the study was that several other factors or dependent variables pertaining to women's motivations for giving could have been addressed in this study. Additionally, the researcher has a working knowledge of the motivations for women's philanthropy and the level of importance to engagement as a fund raiser. And yet a third delimitation is the lack of literature on the topic of women's motivations for giving.

Significance of the Study

Although women are emerging as substantial donors to higher education, the research on the motivation behind their benefaction is limited. Furthermore, many of the published studies have focused on women donors to public state-supported institutions, whereas this study will focus on women donors to a private, religiously affiliated university.

Therefore, this study will add to the body of research that currently exists on women donors and on women donors at a religiously affiliated, Research I, private

university. The findings should help fund raisers by providing insight into the preferences and motivations of women when making charitable decisions as well as the way in which they wish to be stewarded. The findings also will be important to higher education presidents, board members, senior administrators, and development researchers as they plan for future capital campaigns involving a women's philanthropic initiative.

Summary

The purpose of this study was to determine what motivates women's decisions to donate to a religiously affiliated, Research I, private university, and to test the validity and reliability of the survey of women's philanthropic motivations (SWPM) instrument developed to capture these motivations. This was accomplished by surveying women who are contributors to a religiously affiliated, Research I, private university.

Chapter 1 provided background information that supported the need for this study. A theoretical framework that supports the study was discussed. The purpose of the study, problem statement, research questions and definition of key terms were also presented. Limitations and delimitations of the study were introduced. Chapter 1 ended with the significance of the study and anticipated benefits of this research.

Chapter 2 begins with a brief history of American higher education and philanthropy. Second, donor behavior and motivation will be examined. Third, the current literature concerning women and philanthropy is presented. Finally, the chapter concludes with a discussion of the conceptual framework that will be used to examine the motivation of alumnae making financial contributions to a religiously affiliated, Research I, private university.

Chapter 3 presents the research design and methodology that were used to conduct this study. The purpose of the study is reviewed, as are the six guiding research questions. The data source, population and sample, development of the survey instrument, data collection, analysis of data, and summary of methods are also discussed.

Chapter 4 offers a presentation of the findings and analysis of the data. Analyses of the data are presented here with regard to each research question (RQ 1, 2, 3, 4, 5, and 6) and findings are discussed with depictions of data through tables and figures. Analyses include interpretation of findings supporting internal consistency of the SWPM, descriptive statistics of the SWPM and correlation between independent and dependent variables. Chapter 5 presents an overview of the study, a summary and discussion of findings by research question, limitations of the research, the researcher's conclusions about the study, and recommendations for the future. A summary will conclude Chapter 5.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Introduction

The purpose of this chapter was to review the literature on fund raising in American higher education, focusing primarily on women and philanthropy. This chapter will first address the history of American higher education and philanthropy. Second, donor behavior and motivation will be examined. Third, the current literature concerning women and philanthropy will be reviewed. Finally, the chapter will conclude with a discussion of the conceptual framework that will be used to examine the motivation of alumnae making financial contributions to a religiously affiliated, Research I, private university.

History of American Higher Education and Philanthropy

The history of American philanthropy is deeply rooted in American higher education. According to Korvas (1984), the first charitable gift in America was contributed upon the establishment of Harvard College. The individual to make provisions in his will for higher education, more specifically the founding of Harvard College, was John Harvard in 1638. Harvard bequeathed a portion of his estate, including money and 300 volumes of books from his personal library, to start Harvard College (Korvas, 1984). “Income from gifts and bequests such as this went a long way toward paying the expenses involved in founding and nourishing Harvard and, later, eight other colonial colleges” (Curti & Nash, 1965, p. 3). Importantly, these gifts were the catalyst

for establishing American colleges and universities and, in turn, creating the existence of higher education in America.

According to Bremner (1982), education was a major concern of philanthropists in the nineteenth century. From the outset, “American higher education has depended upon private voluntary support to accomplish its many goals and objectives and to serve its various constituents” (Mosser, 1993, p. 57). It was because of private financial contributions of individuals that American higher education exists and it was with that continued financial assistance that it flourishes. “Although the creation of the framework for higher education was a notable achievement in American history; more importantly, it was the beginning of the tradition of supporting America’s colleges with voluntary contributions” (Curti & Nash, 1965, p. 106).

Harvard’s gift was foundational and launched the establishment of higher education in America. However, this gift was not enough to maintain the academy at Harvard, and financial problems arose due to increasing operational costs of the early institution. The colonists realized that there must be a transition from individual charity to organized philanthropy. According to Cutlip (1990), the first systematic effort to secure funding for higher education was launched at Harvard when three clergymen, William Hibbens, Hugh Peter, and Thomas Weld, traveled to England to solicit gifts from various individuals who felt that it was a noble cause to educate the Indian. The three clerics embarked on a more organized, institution-centered approach to long-term financial needs by focusing their efforts on individual donations. Thus, it was the charitable contributions of individuals that helped support the foundation and creation of a higher education curriculum.

More important to this study, however, were the donations of individual benefactors who opened the door for women to donate to, pursue and secure degrees in higher education. The first known scholarship contributed to an American college came from a woman, Lady Anne Radcliffe Mowlson, who established the scholarship at Harvard in 1643 as an act of Christian benevolence. As the great fortunes were made in the second half of the 19th century, America saw the creation of institutions like Vassar, Smith and Johns Hopkins by single donors (Rudolph, 1990).

Just as men's education began with the need to educate and train men for the clergy, educating women also had Christian roots. The education of women showed remarkable growth from 1790 through the 1850s. The purpose in educating women was to promote the ideals of a Christian wife, mother and teacher (Solomon, 1985).

While early in the history of American higher education women were involved in fund raising in support of women's education, philanthropy traditionally included mostly men, with the exception of the extremely wealthy families such as the Vanderbilts, Rockefellers, Mellons, Carnegies and Astors, who actually taught their daughters to give back to their communities (The Impact of Individuals, 1995).

“The support of college training for women marked one of American philanthropy's greatest achievements” (Curti & Nash, 1965, p. 106). In 1830, chemist and revolutionary educator Mary Lyon, founded a college for women in order to implement her educational ideas for a female seminary (as women's colleges were called that that time). In 1834, nearly 200 years after the founding of Harvard, Lyon embarked on a Mt. Holyoke College campaign that would become the most widely-used approach to fundraising in the 19th century. “The extension of college-level instruction to women

was a strikingly creative achievement of American generosity” (Curti & Nash, 1965).

Dr. Arnaud C. Marts (1961) wrote: “This personal search for gifts was the major technique used by college administrators all through the nineteenth century for founding and maintaining our colleges. Indeed, it was the accepted technique for college fund-raising [sic] in America. . .” (p. 10).

Donor Behavior and Motivation

Beyond understanding the history of philanthropy, the question remains as to why people give to a particular institution. According to Jordan and Quynn (1991), there are seven common sources of donor motivation.

1. “Philanthropy – pure and simple” (p. 654). These are the people who want to make the world a better place. “Usually this donor neither expects nor wants attention for the gift and may decline any form of recognition.” These donors are typically anonymous and very rare.

2. A legacy of giving. These individuals are usually the widows or widowers or childless couples.

3. Mutual benefit. Most gifts involve a benefit to the donor and to the institution.

4. Memorials. Many friends and families establish a scholarship, plant a tree or a garden or underwrite the cost of a statue or piece of art in memory of a deceased friend, family member or colleague.

5. Honor the living. Similar to memorials, but the gift is made in honor of someone living.

6. Repay a debt. These are typically donors who received financial aid in the form of scholarships or who feel that their success in life is tied directly to their having attending and graduated from the university.

7. A 'neon' light. This donor who is motivated by a "major need for recognition." These donors "need plaques, signs, name plates, and their name in print...often" (p. 654).

Understanding a donor's motivation for giving is critical to the fund raiser and the fund raising team at a university in order to reach and exceed fund raising goals and to build sustainable relationships with their constituency. These sustained and well-cultivated relationships usually provide future, and many times larger, financial gifts. However, the search for variables that correlate with giving has yielded few consistent findings. Brittingham and Pezzullo (1990) summarized the characteristics of people who are more inclined to give.

Alumni donors tend to be wealthier, be middle-aged or older, have strong emotional ties to their alma maters, have earned at least a bachelor's degree, participate in some alumni activities, and have religious or voluntary affiliations. Sex and marital status are not good predictors of alumni giving. The search for precollege [sic] or college variables (including major, place of residence, and participation in student activities) associated with giving has yielded few consistent findings, though having sufficient financial aid, particularly in the form of scholarships, may be related to future giving (p. 40).

Ryan (1997), in his doctoral dissertation *Impact of Donor Motivations and Characteristics on Giving to Higher Education*, surveyed 1000 donors to Emporia State

University. A total of 347 donors participated in the study for an overall response rate of 34.7%. The study examined the relationships of donor motivation and donor characteristics. The motivating factors that were significant to donors were the value they placed on higher education, their satisfaction with their college experience, and their belief that the university provided a quality education. Ryan (1997) found that older donors were more likely to give and donors with higher income and higher net worth gave much larger gifts. The discriminating factor between large and small gifts was found to be income tax considerations.

Women and Philanthropy

Women have become motivated in various manners and made great strides as contributors, not only because higher education institutions have been persuaded to approach them for funds, but also because of their rise in educational level. Figures released on the U.S. Census Bureau (2008) Web site showed one-third of women ages 25 to 29 had college degrees, up 1.2% from the previous five years. But just over a quarter of men that age earned degrees, down nearly 1% in that time. Men of all ages still had more degrees than women -- 30% to 28% -- but while their degree attainment rate has remained flat for decades, women's education rate has climbed steadily. Interestingly, between 1970 and 2003, women moved from being the minority to the majority of the U.S. undergraduate population, increasing their representation from 42% to 58% of undergraduates (National, 2005). Projections to 2016 indicated that women's undergraduate enrollment will increase to 12.2 million or 60% of the undergraduate population (Hussar, 2007). Consistent with these enrollment changes, women surpassed

their male peers in educational expectations and degree attainment over the last 30 years (Freeman, 2004).

As a result of their increased education and business acumen, women have entered a workplace that has been traditionally male-dominated and have been assuming CEO positions as well as other extremely visible leadership positions at Fortune 500 companies. As a result, women have accumulated wealth at a rapid rate and have acquired financial and investment skills like no other generation of women. Simultaneously, as demographics indicate, women have and will continue to inherit money through an unprecedented wealth transfer. The 2006 National Center for Health Statistics report displayed factors that impacted the financial futures of women as it related to the wealth transfer:

- Women, on average, live 5.2 years longer than men, and by the year 2020, 40 million women will be 65 years or older.
- Seventy percent of the baby boomer women will live longer than their husbands and many of them will be widowed for more than 15 years of their life.
- Ninety percent of all women will live alone at the end of their lives, a combination of those who have been widowed or divorced, and those who have remained single.

These statistics as well as the fact that, presently, there is a landslide wealth transfer occurring that is projected to continue for the next 45 years, lead to a healthy financial future for women. Research conducted by Havens and Schervish (2003) indicated that “during the period from 1998 to 2052, the United States will see between \$31 and \$41 trillion in private intergenerational wealth transfer create some 10.1 millionaires.”(Gaudiani, 2003, p.159). The researchers clarified that the wealth transfer is not simply inheritance but that \$25 trillion of the \$41 trillion will move to heirs; at least

\$6 trillion will go directly to philanthropy, and the rest will go to estate taxes and legal expenses for settling estates. By the year 2010, a recent survey by the Center for Women's Business Research predicts women will control more than 60% of the nation's wealth, estimated to be more than \$22 trillion dollars, before taking into account the anticipated intergenerational wealth transfer.

Not only are women inheriting money at a rapid rate, but the IRS reported in 2005 for 2001 figures that 3.4 million or 46.3% of the nation's top wealth holders were women. This represents a 36% increase from the prior reporting in 1998. The IRS defined top wealth holders as individuals with gross assets in excess of \$675,000. These women had a combined net worth of \$6.29 trillion, an increase of nearly 50% from that reported in 1998. In 2006 the Center for Women's Business Research estimated that there are about 10.4 million privately-held firms in the United States with 50% or more ownership by women, accounting for two in five (40.2%) of all businesses in the country. These firms generate \$1.9 trillion in annual sales and employ 12.8 million people nationwide. These statistics, along with the fact that women tend to outlive men by an average of a little over five years, indicate women will control the majority of the financial resources, estimated to be \$41 trillion, passing from generation to generation over the next 45 years (para 1, "Why Focus on Women's Philanthropy?," n.d.).

As women continue to reap the benefits of inherited wealth and savvy financial planning, what is known about female donors comes largely from widely repeated, untested expressions of personal opinion and assumptions made by development professionals. It has long been assumed that women do not give and this notion permeates the literature on giving (Braus, 1994b; Marts & Lundy, 1998; Matthews, 1991;

Shaw & Taylor, 1995; von Schlegell & Fisher, 1993). As a result, there exists very little research about the motivation behind the female benefactor when giving to higher education.

According to Shaw and Taylor (1995), “Previous studies in philanthropy and fund raising spoke only to the ways in which men give and [they believe] that women give for different reasons – reasons based on their experiences as women” (p. xii). Writers on women’s motivations (Critz, 1980; Goldberg, 1989, Matthews, 1991; Tanner, 1991; McGill, 1993; Hickey, 1993) all addressed the same foundational issues. Each author mentioned attitude, cultivation, and recognition, but they all lacked quantitative data to support their findings. Most studies were anecdotal and relied heavily on case studies, focus groups, interviews and informal conversations. While these studies were extremely useful and important to the topic of women and philanthropy, this researcher believes there is a dire need for more quantitative data within this field of study. Thus, this researcher became involved in the development of a survey gathering data on women’s motivations for giving, which was used to gather the data for this study.

In fact, Sondra Shaw-Hardy and Martha Taylor, co-founders of the Women’s Philanthropy Institute, relied primarily on interviews, focus groups and discussions with over 150 women philanthropists and several development professionals to describe women’s motivations for giving and the history of women’s philanthropy. They cited the modern women’s philanthropy movement as having been propelled by growing educational opportunities for women and their increased self-determination during the decades of the 1970s, 1980s and 1990s.

Shaw-Hardy (1993) offered this summation of the future of women's philanthropy:

Women will take control of their money and their finances while insisting that institutions and organizations be held accountable for their gifts; become confident about their financial situation and their abilities as philanthropists and, as a result, be able to develop giving plans for their philanthropy; and have the courage to look at their values and the issues of society and use their philanthropy to help solve these issues. They will know that not everything will succeed, but that they were there, they cared, and they made a difference (p. 21).

Findings from these anecdotal studies suggested that more quantitative data is needed to verify the characteristics that motivate alumnae to make financial contributions to colleges and universities.

Kaplan and Hayes (1993) found that "men cherish recognition and status, [and] women want to be involved with organizations to which they contribute money" (p. 8). Women were more interested in building programs and wanted to build relationships with the institutions they support (p. 8). Other literature cited that women donors desired anonymity when making large contributions. According to Taylor (1993), "many women seem to want to avoid the distancing from their peers that publicity may engender. Fundraising must permit women, when necessary, to serve as role models without public acclaim. For men, recognition tells the world they have done well. For a woman, it may set her apart from her community" (p. 87). "Women want to see the big picture and, unlike men, want more project details and "may want to assume accountability for how the gift is allocated to the project" (p. 92).

Sommerfield (1992) suggested that men tend to give larger gifts to capital campaigns for colleges and universities, whereas when women give major gifts to capital campaigns, their gifts are usually in the form of bequests because women are more afraid than men of not having enough money to live on. Women believe that making gifts through their estates provides them with more financial security (p. 12). Additionally, many women in American society are first-generation wage earners and, consequently, feel less secure about investing and handling their finances than do their male counterparts.

It was not until the success of the Wellesley University's fund raising campaign that women as donors even became a topic of discussion within the fund raising field. Wellesley shattered the negative notions about women's giving when the campaign generated a total of \$168 million from their alumnae between 1987 and 1992 (von Schlegell & Fisher, 1993). At that time, the Wellesley campaign was the most successful fund raising effort conducted by a private, liberal arts institution. Not only did Wellesley secure the largest amount of money in the history of any American liberal arts college, it raised the money from women who were considered a constituency that was never known for its benefaction.

As a result of the Wellesley College campaign, many development professionals nationwide began to study what motivated alumnae to give back to their alma maters. Tanner and Ramsey (1993) argued that "It was the distinctly female character of Wellesley's capital campaign that accounted...for its success (p. 130). They cited the work of Gilligan (1982), Clinchy (1986), and Tannen (1990) to postulate that "development professionals have learned that women tend to experience the self as

connected and that they espouse a morality based on care” (p. 130). Thus, development professionals at Wellesley gave alumnae many opportunities during the campaign to “connect with each other and with the college” (p. 130). What they learned during the campaign was that alumnae who were prospective donors needed to be listened to and to have their suggestions and questions taken seriously (Tanner and Ramsey, 1993).

The momentum generated from the success of the Wellesley campaign motivated other colleges and universities to take note of this overlooked constituency of women donors. The University of California at Los Angeles (UCLA) has studied the donor behavior of its alumnae for nearly more than a decade. According to Sublett (1993), the UCLA Women and Philanthropy Focus Groups Report documents feedback from focus groups “regarding women’s particular needs and responses during the cultivation and solicitation stages” (p. 48). Key findings from six focus groups, representing women from diverse backgrounds, were multifaceted. In order to be included in the focus group, the women in the UCLA study had to be categorized as donors, volunteers or alumnae. They also needed to have an understanding of UCLA’s philanthropic goals and be past donors at the level of \$25,000 and above.

Focus group studies found that women were motivated to contribute to their alma maters in many ways. Some cited personal motives and family traditions while others cited involvement with the institution. The participants cited “personal motives” as a major factor in their decision to make a gift. As indicated by Sublett, these “women were ultimately influenced in their philanthropic decisions by an ethic of personal commitment” (p. 51).

Another theme, according to Sublett (1993), generated from the conversations with focus group members at UCLA, was that family traditions in giving influenced many women's giving patterns. Many women also believed that they had a responsibility to give something back. "The passing on of philanthropic behavior to the next generation was a related theme consistently expressed" by women who participated in the focus groups. Additionally, focus group interviews revealed that women wanted to be involved with an organization before they committed to a major gift. By doing so, women build trust with the organization. "Since women are still rarely invited to enter a non-profit's board room or join its prestigious councils, work as a volunteer is often the only vehicle available to them to test the fit between their values and interests and those of the organization soliciting their support" (p. 52).

Sublett (1993) also found that institutions must be careful when addressing the area of gift recognition. According to a focus group facilitator, "One woman had stopped giving to an [institution] that insisted on thanking her husband" (p. 54). As Sublett noted, "Failures to recognize the wife as separate, and as [a] potentially generous individual were most often cited as examples of inadequate recognition." One female donor interviewed during the UCLA focus group study stated, "We don't feel very well accepted or even entertained the way men are. I don't know how many times my husband is taken to lunch by UCLA. In fact, if UCLA really wanted money, they'd spend a lot more time with me" (p. 54).

According to Sublett (1993), female donors to UCLA wanted to see what they could accomplish with their gifts. They favored active fund raising, and they wanted to use their contributions to make changes during their lifetimes. They wished to make a

difference and to touch the lives of others. These women also wanted to fully understand the organization that they would be funding. Not unlike men, explained Sublett (1993), “They want to be honored by having the request for a gift come from a person of rank or respect. They want to be courted” (p. 55).

Von Schlegell and Hickey (1993) observed that the UCLA study found that major gender differences in philanthropic giving do exist. “Women’s giving,” according to the study, “is more about relationships, while men are inclined to consider the recognition benefits of making a gift” (p. 26). Men wanted to know more about who else has given and “tend to be more competitive about giving. Men are also more likely to be tied to an ‘old boy’ network and therefore, to participate in reciprocal giving” (p. 26).

Modeled after programs established by UCLA, Colgate University also organized focus groups to informally survey its alumnae about what motivated them to make gifts to the university. Many of the findings from the focus groups at Colgate mirrored those findings at UCLA. Alumnae, according to Joyce & Barlok (1993), “give not to support the status quo, but to effect change” (p. 80). Women like appeals that identify specific project needs and like to know specifically how their donation will be used. Women desire the same time and respect paid to them that has historically been paid to men (p. 81).

Colgate University’s focus group research allowed it to establish a set of goals that could increase financial support among its alumnae. The activities included increasing the number of women in the university leadership giving club, developing a gender-specific stewardship program, making sure that publications printed by the university feature gifts from women, hosting special leadership and financial training

seminars for women, and “address[ing] the involvement and solicitation of women athletes and women of specific academic areas” (p. 81-82).

Other motivations for Colgate alumnae to give included the ability to develop new programs and to give to specifically identified programs. Interestingly, many alumnae at Colgate reported that they “have never been asked to give, certainly not in a personal way, especially by people they know and respect” (Joyce & Barlok, 1993, p. 82).

In 2000, the Council for the Advancement and Support of Education (CASE) funded a study by researchers, Tidball, Tidball, and Fisher (2000), which involved surveying alumnae from twenty-three colleges and three girls’ schools. Of the academic institutions in the study, fourteen were women’s colleges, nine were co-educational, and three were girls’ schools. Tidball, Tidball, and Fisher (2000) discovered that of the female graduates surveyed, 86% considered themselves donors. They also reported that thirty two percent of respondents claim they volunteered for their alma maters [and that] their efforts were concentrated in fund raising (27%), reunion planning (22%), and admissions work (22%). Alumnae reported feeling most connected to the institution through alumnae magazines/notes and in local alumnae network/club activities (p. 3). Additionally, 43% of respondents reported that the largest annual gift they had made to their alma mater was between \$100 and \$1000. Most of the graduates directed their restricted gifts to scholarships, academic programs, and building projects (p. 3).

Alumnae surveyed by Tidball, Tidball, and Fisher (2000) during the CASE study reported that their motivations “for making either an initial gift or a gift twice as large as previously given were [in response to] an urgent call from help by the institution, an opportunity to honor someone else, and a chance to participate in a collective gift” (p. 3).

Additionally, “a greater number of alumnae from female institutions reported supporting a spouse’s college more generously than [their] own school, while alumnae of co-educational colleges reported more equal levels of giving” (p. 5).

In 1993, Mosser researched the interaction between capacity to give and motivation to give at the University of Michigan, and the effect on the gift giving behavior of alumni/ae. His study consisted of an alumni/ae consensus survey sent to 250,000 alumni/ae. Of that sample population, 110,010 individuals completed and returned the survey; providing an overall response rate of 44%. Mosser found evidence that the involvement of fund raising personnel with students prior to their graduation may assist in their becoming an alumni donor.

Simari (1995) researched and wrote her doctoral study on women as donors in higher education. The sample population consisted of 753 women associated with Hofstra University, including donors and non-donors. The response rate was 37.2%. The purpose of her study was to “examine women’s philanthropy to universities and colleges as it relates to personal, academic and social characteristics of the donors” (p. 2). Simari discovered that major motivations for alumnae giving included five factors which are generally consistent with those found by Shaw and Taylor (1995). She found that alumnae had a desire to help the next generation; alumnae believed in the importance of rebuilding or repaying; alumnae had a loyalty to the university; alumnae were more likely to be contributors to student scholarships, awards, and loans; alumnae did not consider the giving level of friends, classmates, and peers as a reason for giving (p. 70).

Bressi (1999) explored factors that were important to women when considering making a gift to a large public university. A survey was sent to 250 women who had

made financial contributions to the University of Tennessee; the response rate was 72%. She found that the four factors that motivated women to give were “a desire to help the next generation of students, a desire to make a difference with their gift, trust in university leadership, and loyalty to the university” (p. 92). Importantly, Bressi (1999) also found factors which are important to a woman when being solicited for a gift included personal contact, knowing how the funds would be used, being involved prior to making the gift, and accountability in how the gift will be administered (p. 92).

Parsons (2004) in her doctoral dissertation researched factors leading to women making financial contributions to the University of Alabama at Tuscaloosa. Her research relied on a mixed-method approach. The sample population for the quantitative component of the study consisted of 113 women with a cumulative gift record of \$250,000 or more. The 29-item survey elicited a response rate of 52%. The qualitative component, a subset of this population, consisted of 28 women who had advanced from one cumulative giving level to a higher level. Parsons found that women gave because they enjoy it, to socialize, to share what they have, to make a difference, and because they were asked (p. 104).

Pumphrey’s (2006) doctoral dissertation explored the characteristics that motivated women to give to the University of Virginia. The study consisted of a 23-item survey mailed to 600 graduates of the College of Arts and Science between 1974 and 1999. Of that sample population, 266 individuals completed and returned the survey, which resulted in a response rate of 46.8%. Pumphrey found that women gave to the University of Virginia based upon the quality of their education, university mission,

ability to sustain academic excellence, tax savings, supporting women's programs, and access to university events (p. 79).

Traditionally, wrote Tanner and Ramsey (1993), fund raising campaigns at American colleges and universities "have been designed by men to raise money from men. But times change and now that women make up half the undergraduate universe, as well as half of the graduating classes of MBA programs and law and medical schools, institutions that ignore their women are not only fiscally irresponsible but also shortsighted since women's perspectives and values can only enhance the fund-raising environment" (p. 123).

Theoretical Framework

Identification Theory

This study will use identification theory as a framework for examining motivations of women when making philanthropic decisions to a university. Havens and Schervish (2001) developed the identification theory as an "alternative paradigm to economic models" (p. 1). Since research suggested that women give to make a difference and that they wish to leave the world a better place, *caritas*, the underlying assumption of the identification theory, may appropriately explain women's motivations for making financial contributions to their college or university.

Havens and Schervish (2002) identification theory was, instead, based upon care and was shaped after the collection and analysis of data in a year-long diary study of individuals' daily voluntary assistance and financial support to their chosen charities. Called the Boston Area Diary Study (BADS), the findings from BADS "theoretically confirm the identification theory of care; methodologically capture how individuals

perceive and carry out caring behavior as a unity; and empirically document the existence of a moral citizenship in America that is substantially more vigorous than is implied by the usual indicators of civic and political citizenship” (p. 47). For the purposes of this study, the identification theory and its application to motivations for giving were explored.

Havens and Schervish (2002) describe their theory as follows:

“The identification theory of care, which we have developed over time to explain the roots of formal and informal giving and volunteering, presents an alternative to theories of selflessness, altruism, guilt, noblesse oblige, and generalized reciprocity based on trust, in which charitable behavior is usually framed. The identification theory has empirical roots in our extensive ethnographic research: interview studies with wealth holders about their philanthropy; interviews with a random sample of Boston area residents about their daily spirituality; our multivariate analysis of the motivation for charitable involvement; and has philosophical roots in religious and philosophical traditions, especially in the discourse of human love” (p. 48).

Prior to the formal establishment of the identification theory, Schervish and Herman (1988) conducted a study titled *The Study on Wealth and Philanthropy* which offered an alternative perspective on the motivation behind donor involvement, namely that “caring behavior is motivated by identification with the needs of others” (p. 49). The identification theory was then formulated and validated by two additional studies including Havens and Schervish’s (1997) study, *1992 Survey of Giving and Volunteering in the United States*, and an additional study involving 30 in-depth interviews of major

donors involved in philanthropy, also conducted by Havens and Schervish. Participants in both studies indicated that when addressing their philanthropic involvement, their motivations were not out of self-interest, but they remembered a specific moment when identification with another person was a significant event that caused a response that led to a longer term commitment to philanthropy (Havens & Schervish, 2002).

The Identification Theory, grounded in the empirical findings and practical and philosophical implications of BADS, was developed after Havens and Schervish (2002) conducted a study over the course of the 1995 calendar year of the caring behavior of 44 participants. The researchers conducted approximately 1800 interviews during that year. Interestingly, the BADS was the first diary study on giving and volunteering (p. 48).

Havens and Schervish (2002) wrote that the identification theory is relational in nature and that this relational approach could be fostered and expanded as time passes: “voluntary assistance derives from identification, identification derives from encounter, encounter derives from relationship, and relationship derives from participation” (p. 50). Thus, the researchers postulated that what individuals do for those with whom their lives most closely intersect (such as family and close friends) serves as a model for what they do for those whose lives are more distant from theirs in time, space, and relationship. Identification motivated care, they wrote, for those viewed as similar in nature and similar in experience.

The Identification Theory served as the conceptual framework for this study to address the motivations for the women donors’ financial support of a religiously affiliated, Research I, private university. It may be that the female donors’ financial resources committed to the university were directly tied to their close identification with

the present students who were attending the university or with those whose lives have been impacted positively by the university. As Havens and Schervish (2002) wrote, “organizations that had helped the participant, their family, or their friends generally took precedence over organizations and causes that had not” (p. 52). Thus, it would be logical to assume that female donors who had the experience of attending the site University or had a family member or friend who attended the site University as a result of financial aid would be more apt to support the university in a myriad of ways or to support a student who plans to attend the university through scholarship support.

Summary

This review of relevant literature on female philanthropy identified characteristics that motivated women to contribute to their alma maters. The few studies that have been conducted so far have relied heavily on focus groups, case histories, interviews, and informal conversations. Additionally, because of the qualitative nature of previous studies, there exists a void in the literature that relied on a quantitative approach to identifying women’s motivations for giving to their alma mater.

Additionally, development offices at colleges and universities must focus on women as an important philanthropic constituency and create a culture that welcomes and encourages women and their philanthropic pursuits. As observed by Shaw and Taylor (1995), “When fund raisers neglect this important group of potential major donors, they not only miss gift opportunities for their institutions, but also sell women short” (p. 5). Development offices must create a philanthropic culture that will enable the female donor to become fully engaged in the life of the university and to know that their philanthropic

interests will be met and stewarded to its fullest potential. This culture can then lead to increased giving.

This research study used the Identification Theory as its conceptual framework in examining the motivations of women and their philanthropy to a religiously affiliated, Research I, private university. The care women place in making a contribution to their alma mater in order to make a difference and impact others may be fully recognized in and by the identification theory. This relational theory has as its foundation, not only caritas, but also identification with others based upon similar experiences or similar natures. Once this connection is established, engaging in financial support of the individual with whom one makes these associations or with the institution that instilled these values is more likely.

The purpose of this study was to determine what motivates women's decisions to donate to a religiously affiliated, Research I, private university, and to test the validity and reliability of the survey of women's philanthropic motivations (SWPM) instrument developed to capture these motivations. This was accomplished by surveying women who are contributors to the religiously affiliated, Research I, private university.

Chapter 2 began with a historical view of American higher education and philanthropy, donor behavior and motivation was examined, and women and philanthropy was addressed. The theoretical framework, identification theory, was then examined.

Chapter 3 presents the research design and methodology that were used to conduct this study. The purpose of the study is reviewed, as are the six guiding research

questions. The data source, population and sample, development of the survey instrument, data collection, analysis of data, and summary of methods are also discussed.

CHAPTER 3

RESEARCH METHODOLOGY

The focus of this study was to determine the characteristics that motivate alumnae giving at a religiously affiliated, Research I, private university. This chapter addresses the methodology that was used to complete this study. The sections in this chapter include research design, research questions, data source, population and sample, development of the survey instrument, data collection, analysis of data, and summary of methods.

Research Design

In this section, the researcher addressed the problem statement; purpose of the study; research questions; survey research strategies; research methods; data analysis methods; limitations and delimitations; and variables.

This survey study developed a tool that will identify and potentially evaluate women's philanthropic motivations. This study was a quantitative research study, which incorporated a formal research design with validated measures. This study documented that this research can be replicated or generalizable to other settings.

Problem Statement

There is a lack of knowledge about the perceptions and motivations of women's giving at a religiously affiliated, Research I, private university. The failure to understand the perceptions and motivations of women's giving could be detrimental not only to future fund raising efforts but also to relationships fostered with women in order to increase the number of university trustee, council and board leadership positions held by women.

There was no clearly identified survey instrument measuring women's philanthropic motivations. As well, there is a lack of knowledge about the internal consistency and reliability of the instrument used in this study to better understand the perceptions and motivations of women's giving.

Purpose of the Study

The purpose of this study was to investigate women donor's perceptions and motivations toward contributing financially to a religiously affiliated, Research I, private university and to design and test the internal consistency and reliability of the instrument used to better understand the perceptions and motivations of women's giving.

Research Questions

To respond to the purpose of this study, six research questions guided the research.

1. What is the overall internal consistency and reliability of the survey of women's philanthropic motivations (SWPM) instrument?
2. What are the overall summary statistics for all survey items on the instrument?
3. What is the correlation between the independent and dependent items? Null hypothesis: there are no significant correlations between the independent and dependent items.
4. Based on responses on the survey instrument, when donor participants are categorized by "Giving Levels" what items best discriminate between levels?
5. Based on responses on the survey instrument, when donor participants are categorized by "Amount of Giving" what items best discriminate between

levels? How is the amount and frequency of giving related to specific motivations?

6. Based on responses on the survey instrument, when donor participants are categorized by “Frequency of Giving” what items best discriminate between levels?

Survey Research Strategies

In order to address the purpose of this study, a survey instrument [Appendix A] developed by Simari (1995) of Hofstra University was modified. Permission for use of and adaptation of Simari’s survey was requested and received from Simari by phone. (R. Simari, personal communication, October 24, 2008). First, since Simari’s survey was used to address both donors and non-donors, questions directed specifically to non-donors were removed since the researcher chose to include all female donors to the university in this study. Second, the researcher chose to conduct a non-experimental survey for the purposes of this study. Third, the researcher chose to use a Likert scale that presented a continuum from 1 to 9 rather than the continuum of 1 to 4 presented by Simari. Further, many of the questions in the survey were changed, reworded or deleted to capture the language of present-day literature on the topic as well as to reflect the appropriate titles and descriptors used at the site University that would be easily recognizable and understood by women completing the survey. For example, in Q6 of this researcher’s survey (which is Q2 in Simari’s survey) some answers were added to allow the researcher to test these assumptions. So, “gaining access to football tickets/football lottery” and “my family is financially secure, allowing me to contribute to the university with confidence” were added. Although some changes were made to

Simari's survey, they did not affect the utility of the survey in addressing the reliability of the survey or women's motivations for giving. This researcher's survey and Simari's survey can be examined in Appendix A and Appendix B, respectively.

Data Analysis Methods

Data was analyzed using the Statistical Program for the Social Sciences 15.0 (SPSS, Inc., Chicago IL) to perform three measures of analysis. First, Cronbach's Alpha was conducted in order to determine the reliability of the survey instrument; second, a Pearson Product-Moment correlation coefficient test was performed to determine statistical relationships between independent and dependent items; third, ordinal logistic regression was conducted to investigate the effects of categorical or continuous independent variables on one ordinal dependent variable at a time.

Limitations and Delimitations

Because the researcher focused upon women donors at only one religiously affiliated, Research I, private university, the results of the study has limited generalizability to women donors at other institutions of higher education. A second limitation is that the researcher could not assume that the survey participants would understand the survey instrument or would answer each question truthfully. And yet a third limitation was placed on the reliability and validity of the survey instrument and whether or not the researcher was working with a true random sample. Additionally, because the researcher chose to survey only women donors, the results of the study could not address the issue of whether women gave differently than men.

A delimitation of the study was that several other factors or dependent variables pertaining to women's motivations for giving could have been addressed in this study.

Additionally, the researcher had a working knowledge of the motivations for women's philanthropy and the level of importance to engagement as a fund raiser. And yet a third delimitation was the lack of literature on the topic of women's motivations for giving.

Variables

The dependent and independent variables used in this study were developed through a review of the literature. The independent variables included the sub items under research questions five, six, seven, eight and nineteen. The dependent variables include giving levels, amount of giving and frequency of giving.

Data Source

The institution in this study was described by the Carnegie Foundation as a four-year, private institution with a Fall, 2007, enrollment of approximately 11,733 students (K. Crane, personal communication, September 29, 2008) whose majors were balanced between arts and science and professional fields. This comprehensive institution was labeled as "more selective" in that the test scores of the students places the institution in the top 20% in the nation. At least 80% of the undergraduates were full-time, degree seeking students and at least 50% of the undergraduates lived on campus (2008).

Population and Sample

In this section, the researcher reviewed the target population for this study, the way in which the target population was identified, and the entity responsible for providing the names, e-mail and mailing addresses of the target population.

The target population represented 74,905 women who are donors to the site University. Of this population, 28,364 were alumnae and 46,541 were friends of the university. All women surveyed were U.S. residents, and this university was chosen

because the researcher had access to the site and to the donor information necessary to conduct the survey.

A random sample of women from this population of donors was chosen for this study. The researcher used a random number generator to select a random sample of women from the 74,905 available in the University's donor database. It was not practical to survey the entire population of donors, thus a sample was identified for this study. This researcher had initially planned to randomly select 100 women from each of the following giving levels; however there were not enough women donors to extract a random sample of 100 women in the \$50,000 - \$99,999 giving level.

Ultimately, there were 100 women in the \$9,999 and below giving level coded as C09; 100 women in the \$10,000 - \$24,999 giving level coded as C10; 100 women in the \$25,000 - \$49,999 giving level coded as C25; 68 women in the \$50,000 - \$99,999 giving level coded as C50; and 100 women in the \$100,000 and more giving level coded as C100. Thus, there were 468 women for this sample population.

Permission for selecting the sample population was granted by the Vice President for University Relations (L. Nanni, personal communication, September 15, 2009). The research department in the University's development office provided the names, e-mail and mailing addresses of the female donor sample.

Development of Survey Instrument

This section will provide an overview of the survey instrument design, face and content validity, and reliability and construct validity.

Survey Instrument Design

The instrument selected for this study was a modification of a survey designed and used by Rosalie M. Simari in her doctoral study at Hofstra University “about how women college graduates approach philanthropic decisions” (Simari, 1995, p. 139). This survey was chosen because it most effectively and efficiently examined the motivations of why women make charitable contributions to the religiously affiliated, Research I, private university and it allowed this researcher to test for the internal consistency and reliability of the survey instrument. As well, it was the most appropriate survey available for this study. Furthermore, Simari invited other researchers to use her survey and to replicate her study in order to test the internal consistency and reliability of her instrument. In order to address the purpose and validity of this study, the instrument was modified. Additionally, the researcher used SurveyMonkey.com to adapt the survey created for online data collection.

To address the validity of the researcher’s data collection instrument, the survey was reviewed and completed by the researcher’s female development colleagues who were also donors to the university. Additionally, an emeritus professor from the department of social sciences at the site university reviewed the instrument for face and content validity.

The survey from Simari was adapted and further developed by the researcher to collect data on the motivations behind women giving to the religiously affiliated, research I, private university and included twenty-one items. The review of the relevant literature allowed the researcher to identify the independent variables and the dependent variables to be tested. Dependent variables included giving levels, amount of giving and frequency

of giving. Independent variables included the data from survey questions five, six, seven, eight, and nineteen.

Face and Content Validity

In order to establish face and content validity, the survey was pilot tested with female development colleagues within the researcher's university. Pilot testing of the survey ensured that questions and instructions were clear, content was inclusive, and length of time to complete the survey was appropriate. Six of the participants were fund raisers, two were staff members in the alumni association, one was a staff member in gift planning, and the final one was a staff member in the annual giving program. Their results were not included in the study. Each reviewer was asked to respond to the following set of questions about the survey format and content.

1. Are the directions for taking the survey clear and concise?
2. Is the language used in each item clear?
3. Should any items be eliminated?
4. Should any items be added?
5. Are any items that are unclear or confusing?
6. Is the survey length appropriate?
7. How long did it take to complete the survey?
8. Are there any items that might cause the respondent not to answer the survey?
9. Do you have any additional comments or suggestions about the survey?

Each reviewer was asked for suggestions in making the survey more understandable and easier to complete. Upon examination of the reviewers comments, the researcher modified question 1 (Q1) from a Likert scale continuum of 1 through 9 to a

multiple choice format when considering how the female donor decided to make charitable contributions. Additionally, question 8a (Q8a), which addressed how often a donor makes a gift, was modified from a Likert scale continuum of 1 through 9 to a multiple choice format including the choices “occasional years”, “one time each year”, “one to four times each year”, “four or more times each year” and “other.”

In further addressing the validity of the researcher’s data collection instrument and the study itself, the survey instrument was reviewed for content and face validity by an emeritus professor from the department of social sciences at the participating university. The professor’s comments included changing the aesthetic quality of the survey so that it allowed for ease of completion; including a survey question requesting household income; reordering specific answer options in a manner that would draw reader response and understanding; and modifying the Likert scale from a continuum of 1 through 4 to a Likert scale with a continuum of responses from 1 (unimportant or limited influence or not effective or least likely) to 9 (very important or very influential or very effective or very likely), providing a larger range and more accurate and key responses (R. Ganey, personal communication, October 27, 2008).

Modification of Original Survey

To support the modification of the original survey, this researcher turned to the knowledge creation process of Nonaka and Takeuchi (1995). The authors described knowledge creation as existing “in an open system in which knowledge is constantly exchanged with the outside environment” (p. 84-85). They further described it as grounded in “beliefs and commitment... about action...about meaning” (p. 58). Tacit



Figure 1– Nonaka & Takeuchi Learning Cycle: ten-phase model of the knowledge-creation process for modification and creation of the Survey of Women’s Philanthropic Motivations (SWPM).

knowledge was evident in action and connected to the context in which action was taken and was anchored in present experiences (Nonaka & Takeuchi). The SWPM measured the perceptions of female benefactors regarding their experiences and what motivated them to be donors to the university.

Reliability

There were a number of methods used to establish reliability. Trochim (2007) discussed four general classes of reliability: inter-rater or inter-observer reliability, which is used to assess the degree to which different individuals give consistent estimates of the same occurrence; test-retest reliability which is used to assess the consistency of a survey instrument from one time to another with the same respondents; parallel-forms reliability

which is used to gauge the consistency of the results of two tests created in the same way using the same content; and internal consistency reliability which is used to judge the consistency of results across items on the same test.

For the purposes of this study, the researcher chose to implement the consistency reliability method and focus on survey items five, six, seven, eight and nineteen. The data from these items served as the independent variables in this study. Cronbach's alpha, a statistical procedure with relatively little error, involves correlating each test item with each other. Importantly, Streiner and Norman (2003) suggested that researchers use as a threshold an alpha value higher than .70 but no higher than .90. The researcher chose .80 to ensure that the test was stringent enough to demonstrate strong support for the claim of inter-item validity.

Data Collection

In this section, the researcher addressed the request for exempted review approval from institutional review boards at two universities; the collection plans for the study; accessing the data; data security; and the use of Statistical Program for the Social Sciences (SPSS) to perform the measures of analysis. The researcher concluded the data collection section with a brief discussion of data clean up and the anticipated survey response rate.

Institutional Review Board

The researcher requested and received approval from the institutional review board at the site university [Appendix G] and from the institutional review board at the conferring university [Appendix H]. Both approvals were secured prior to the initiation of the study.

Collection Plans

In order to collect the existing data necessary for this study, the researcher used a random number generator to select female donors from the 74,905 available in the University's donor database. Additionally, in order to collect the data from women benefactors, a paper survey was mailed to each person with a good mailing address in the Advance system, and an embedded hyperlink to the online survey was e-mailed to each person with a good e-mail address.

Accessing the Data

The researcher received the giving data in the form of a Microsoft Excel spreadsheet from the office of development research. The data was blinded data, which indicated that the researcher could not match the data gathered to a specific donor.

Data Security

The donor data were secured in a laptop with password protection. The data were blinded data, thus the researcher was not be capable of identifying individual donors to the university.

Statistical Package for the Social Sciences (SPSS)

The gathered survey data from Statistical Package for the Social Sciences (SPSS, 2004) Graduate Pack 15.0 for Windows were merged with secured donor data from the University's donor database to perform three measures of analysis. The fourth measure of analysis tested the internal consistency and reliability of the survey instrument.

Data Clean Up

The data were reviewed for error and the appropriate measures and methods were applied to identify and eliminate bad data.

Response Rate

The researcher anticipated a 40% response rate in this study using Dillman's (1978), total design method (TDM). The Dillman method achieves an average of a 73% return rate for mail and telephone surveys in 1978. With the inclusion of e-mail surveys and the realization that the Advance database may house wrong or outdated e-mail addresses due to human error, the researcher was cautiously optimistic in projecting a 40% response rate. Two hundred seventeen respondents returned the paper copy and 62 completed the survey online for a total of 279 respondents (response rate of 60%).

The data referred to in this section and related to selected female donor participants and their categorized giving levels were obtained from the director of research in the university's office of development. Following this, a pre-notification letter [Appendix C] was sent initially by the vice president for university relations at the site university, informing women selected for the sample that they would be receiving a survey in approximately one week. One week after the initial pre-notification letter was sent, the researcher sent a cover letter [Appendix D], hard copy of the coded survey and a self-addressed, postage paid return envelope to each donor. Additionally, the cover letter included a Surveymonkey.com link for those women who wished to access the survey in this manner with a blind code within the survey access field. Within the week, the same cover letter [Appendix E], including a link to the Surveymonkey.com survey site, also was sent to those women on whom the researcher had a good e-mail address. A post card/e-mail [Appendix F] was then mailed one week later to thank women donors for returning their survey or completing the survey via Surveymonkey.com and encouraging those who did not return the survey to return the survey as soon as possible.

Analysis of the Data

When surveys were returned and checked for accurate completion, raw data were entered into a Microsoft Office Excel (Microsoft, 2007) spreadsheet. The Statistical Package for Social Sciences (SPSS, 2004) graduate software package, Base 15.0 for Windows, statistical program was used to perform data analysis.

First, Cronbach's Alpha was conducted in order to determine the reliability of the survey instrument; second, a Pearson Product-Moment correlation coefficient test was performed to determine statistical relationships between independent and dependent items; third, ordinal regression was conducted to investigate the effects of categorical or continuous independent variables on one ordinal dependent variable at a time.

Ordinal Regression

Ordinal regression (ordered logistic regression) investigates the effects of categorical or continuous independent variables on one ordinal dependent variable at a time (Trochim, 2007). In this way, the researcher could put as many independent variables in the model as was desirable. Ordinal regression results indicated first if any of the independent variables had a significant effect on the dependent variable, and then it revealed which ones and in what direction.

Given that this inquiry used multiple variables to examine the outcome of motivations for giving, and that it was likely that some of the variables were not normally distributed, ordinal regression was an ideal statistical method to use in this study.

Summary of Methods

Although women have been donating to institutions of higher education for centuries and are finally being recognized for their philanthropic contributions, the research on the motivations behind women's philanthropy was limited. Furthermore, many of the published studies have failed to adequately account for motivational characteristics that were known to affect women's giving to institutions of higher education.

Using existing data provided by the institution, this quantitative study addressed the motivations behind women's philanthropy using Dillman's (1978) total design method (TDM). The theory underlying the TDM is social exchange, which suggests the likelihood that individuals will respond to a survey is a function of how much effort is required to respond, and what they feel they are likely to get in exchange for completing the survey.

This process included the survey design, quality assurance, and a precisely ordered and timed process for mailing surveys. According to Dillman (1978), if all procedures of the TDM are followed the result will be a maximum response rate.

Figure 2 provides an overview of the study. It outlines the conceptual underpinnings, problem statement, purpose, research questions, the applied statistical analysis and what the analysis expects to yield:

Conceptual Underpinning	Problem	Purpose	Research Question	Applied Statistical Analyses	Yields
Psychometrics	To develop and test internal consistency and reliability of the Survey of Women's Philanthropic Motivations (SWPM)	To develop and test internal consistency and reliability	RQ 1 What is the overall reliability and validity of the Survey of Women's Philanthropic Motivations?	Analysis will be limited to survey question 5 and sub-items, survey question 6 and sub-items, survey question 7 and sub-items, and survey question 8 and sub-items. Cronbach's Alpha need 0.80 correlation Validity expert panel	Internal consistency and reliability Face and content validity
Psychometrics	To describe who is in the sample of the SWPM.	To know who is in the sample of the SWPM.	RQ2 What are the overall summary statistics for all survey items?	Descriptive Statistics	Mean and standard deviation for question 5 and sub-items, survey question 6 and sub-items, survey question 7 and sub-items and survey question 8 and sub-items And percentage and frequency for survey question 11 and sub-items and survey question 19
Psychometrics		To determine the degree of relationship between two variables that may vary from +1.00 (perfect positive correlation) to -1.00 (perfect negative correlation).	RQ3 What is the correlation between the independent and dependent items? Null hypothesis: there are no significant correlations between the independent and dependent items	Pearson Product-Moment Correlation Coefficient Alpha level = at least 0.05	Determine statistical relationships between independent and dependent items

Conceptual Underpinning	Problem	Purpose	Research Question	Applied Statistical Analyses	Yields
Identification Theory	Statistically significant findings to support the theory based on the giving levels.	To determine women's motivations for giving.	RQ4 When donor participants are categorized by "Giving Levels" what items best discriminate between levels?	Ordinal Regression Alpha level = at least 0.05 Limited to survey questions 5, 6, 7 8, and 19 and all sub-items	Investigates the effects of categorical or continuous independent variables on one ordinal dependent variable at a time. An identification of which items best describe the motivations of the different "Giving Levels". Prediction of member clusters of items.
Identification Theory	Statistically significant findings to support the theory based on the amount of giving.	To determine women's motivations for giving.	RQ5 When donor participants are categorized by "Amount of Giving" what items best discriminate between levels?	Ordinal Regression Alpha level = at least 0.05 Limited to survey questions 5, 6, 7 8, and 19 and all sub-items	Investigates the effects of categorical or continuous independent variables on one ordinal dependent variable at a time. An identification of which items best describe the motivations of the different "Amount of Giving". Prediction of member clusters of items.
Identification Theory	Statistically significant findings to support the theory based on the frequency of giving.	To determine women's motivations for giving.	RQ6 When donor participants are categorized by "Frequency of Giving" what items best discriminate between levels?	Ordinal Regression Alpha level = at least 0.05 Limited to survey questions 5, 6, 7 8, and 19 and all sub-items	Investigates the effects of categorical or continuous independent variables on one ordinal dependent variable at a time. An identification of which items best describe the motivations of the different "Frequency of Giving". Prediction of member clusters of items.

Figure 2. A depiction of the quantitative model and research design employed in the study, indentifying the conceptual underpinning, problem statement, purpose, research questions, the applied statistical analysis and what the analysis expects to yield.

Chapter 3 presented the research design and methodology for this study. The purpose of the study was reviewed, as were the six guiding research questions. The data source, population and sample, development of the survey instrument, data collection, analysis of data, and summary of methods were also described. The chapter ended with a depiction of the quantitative model and research design employed in the study.

Chapter 4 offers a presentation of the findings and analysis of the data. Analyses of the data are presented here with regard to each research question (RQ 1, 2, 3, 4, 5, and 6) and findings are discussed with depictions of data through tables and figures. Analyses include interpretation of findings supporting internal consistency of the SWPM, descriptive statistics of the SWPM and correlation between independent and dependent variables.

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

Introduction

The problem and purpose of this study established the methodology and the analysis of the data. In the problem, the researcher established that there was no known tool, tested for reliability and validity, to gather the motivations for women's giving to a religiously affiliated, Research I, private university. The purpose of this study was to determine what motivates women's decisions to donate to a religiously affiliated, Research I, private university, and to test the validity and reliability of the survey of women's philanthropic motivations (SWPM) instrument developed to capture these motivations. The SWPM asked female respondents about their motivations to donate to a religiously affiliated, Research I, private university, about their affiliation(s) with that university, for information about their preferred method and frequency of giving, and for basic demographic information.

The survey was mailed to a sample of 468 women donors to a religiously affiliated, Research I, private university, asking them either to complete the paper survey or to complete the survey online. Two hundred seventeen respondents returned the paper copy, and 62 completed the survey online for a total of 279 respondents (response rate of 60%). Data were analyzed using the Statistical Package for the Social Sciences 15.0 (SPSS) to determine internal consistency of survey items, to give a description of the data collected, and to determine which survey items best predict amount and frequency of donation, using Pearson Product-moment correlation coefficient and ordinal logistic regression.

Analyses of the data are presented in Chapter 4 with regard to each research question (RQ 1, 2, 3, 4, 5, and 6) and findings which are discussed with depictions of data through tables and figures. Analyses include interpretation of findings supporting internal consistency of the SWPM, descriptive statistics of the SWPM and correlation between independent and dependent variables.

Data and Methods

Instrumentation

The SWPM was comprised of 21 items focused on capturing the motivations for women's giving to a religiously affiliated, Research I, private university. From a sample of 468 women, 279 participated by completing the survey for a response rate of 60%. Respondents had the opportunity to rate items on a Likert scale continuum of 1 (unimportant, limited influence or not effective) to 9 (very important, very influential or very effective) as well as to answer questions in multiple choice and complete the answer formats.

The Survey of Women's Philanthropic Motivations (SWPM)

The SWPM designed by the researcher was a modification of a survey created by Simari (2005) for a dissertation that examined "women's philanthropy to universities and colleges as it relates to personal, academic and social characteristics of the donors" (p. 2). The researcher received verbal approval to modify the survey (R. Simari, personal communication, October 24, 2008).

SWPM Errors

The researcher found one minor issue with the SWPM because it did not give respondents the option to indicate certain survey items were not applicable to their

situations, which perhaps resulted in minor confusion about how to answer several questions, and in turn, some missing data issues. In hindsight, adding an option of not applicable (N/A) to specific questions would have resolved this problem. But in general, although this confusion may have resulted in a few missing cases on questions, it did not represent a major problem with the survey or the data.

For example, in Q11 (Did you complete your undergraduate degree at [the target university]?) some respondents may not have noticed there was an additional option of “did not earn an undergraduate degree” to the right of the “yes” and “no” options. Thus some respondents without degrees marked “no”, which was intended only for those who have degrees from institutions other than the religiously affiliated, Research I, private university. Related to this, some respondents who did not attend the religiously affiliated, Research I, private university were not certain how to answer questions asking if they supported the religiously affiliated, Research I, private university in order to pay back the university for the education they received or because they received support to attend the religiously affiliated, Research I, private university or that contacts from their dormitory mates or roommates would encourage them to give. Adding the option of not applicable (N/A) would have resolved this issue for the appropriate respondents.

Research Question 1 - SWPM Reliability

Within the conceptual underpinning of psychometrics, the problem and purpose identified the need to develop and test internal consistency and reliability of the Survey of Women’s Philanthropic Motivations (SWPM). Research question (RQ1) was explored using Cronbach’s alpha, which was applied to determine internal consistency and reliability of the SWPM. Cronbach’s alpha assessed the consistency of items grouped

together by testing how highly correlated each item was with the others. Generally, an alpha level of at least .700 is required to confirm internal consistency and reliability.

A reliability analysis of each of the survey items in Q5, Q6, Q7 and Q8 (Q5 asked respondents how important specific items were in the decision to support the university; Q6 asked respondents what level of importance was attached to specific items when making a decision to contribute financially to the university; Q7 asked respondents to evaluate the effectiveness of specific items in the university's recognition/stewardship program; and Q8 asked respondents how likely they would be willing to contribute to the university to support specific items) revealed an internal consistency score of .897, indicating that these four survey items together consistently measure the same concept, motivation to give.

Sample

By using a random number generator with the university's Advance database holding 74,905 women donors, the university's office of development research report writer produced a blinded data report of 468 women whose cumulative giving existed in one of five categories: 100 women in the \$9,999 and below cumulative giving level coded as C09; 100 women in the \$10,000 - \$24,999 cumulative giving level coded as C10; 100 women in the \$25,000 - \$49,999 cumulative giving level coded as C25; 68 women in the \$50,000 - \$99,999 cumulative giving level coded as C50; and 100 women in the \$100,000 and more cumulative giving level coded as C100. Of those 468 women, 279 completed the SWPM survey. Therefore, the response rate was 60%.

Of those whom the researcher did not include in the data analysis, one woman chose not to complete the survey, three women were recently deceased and the researcher

was notified by their family in writing, twelve women were not physically able complete the survey due to various health issues, one man completed the survey for his wife making the survey null and void, and 17 women were not included because the university had incorrect mailing addresses and the surveys were returned to the researcher without forwarding addresses attached.

Research Question 2 – Descriptive Statistics

Following the sample discussion, descriptive statistics reported who appeared in the sample through the use of the following tables and charts.

Table 1

Descriptive Statistics of Sample, n = 279

<i>Undergrad Institution</i>	Percentage	<i>Employment Status</i>	Percentage
target institution	46.2	full time	42.2
other institutions	40.3	part time	9.6
no degree	12.5	not employed	15.9
		retired	32.2
<i>Undergraduate graduation year</i>		<i>Total household income</i>	
1930s	1.3	\$0 - \$74,999	12.4
1940s	3.5	\$75,000 - \$149,999	20.7
1950s	6.9	\$150,000 - \$224,999	15.9
1960s	14.3	\$225,000 - \$299,999	12.0
1970s	30.3	\$300,000 +	39.0
1980s	31.2		
1990s	7.4		
2000s	5.2		
<i>Highest degree earned</i>		<i>Age (mean = 56.4)</i>	
high school	3.7	20s	4.5
some college/AA degree	8.8	30s	7.0
BA degree	33.7	40s	22.3
MA degree	31.5	50s	29.4
Doctorate/Professional	22.0	60s	14.9
Other	0.4	70s	11.5
		80s	7.0
		90+	3.0
<i>Marital Status</i>			
married	57.9		
single	13.3		
divorced	6.6		
widowed	21.8		

Table 1 shows that 46.2% of respondents were site university alumnae while 40.3% graduated from other institutions and 12.5% did not have college degrees. Almost two-thirds (61.5%) of respondents graduated in the 1970s and 1980s, while the largest respondent population, 33.7%, earned at least a bachelor's degree. Most respondents, 57.9%, reported being married, 42.2% reported being employed full time and 39.0% reported having a household income of \$300,000 and above. The majority of respondents, 29.4%, reported being in their 50s, while 3.0% reported being age 90 or over and 4.5% reported being in their 20s.

Dependent Variables

Giving Levels.

More than 24% of respondents indicated they had cumulatively given \$100,000 or more to the university as indicated by the code C-100 (\$100,000+); 20.8% of the respondents had cumulatively given between \$10,000 - \$24,999 as indicated by the code C-10; 20.1% of respondents had cumulatively given between \$25,000 - \$49,999 as indicated by the code C-25; 17.9% of respondents had cumulatively given between \$9,999 and below as indicated by code C-09; and 16.8% of respondents had cumulatively given between \$50,000 - \$99,999 as indicated by code C-50. Figure 3 shows the distribution of giving levels.

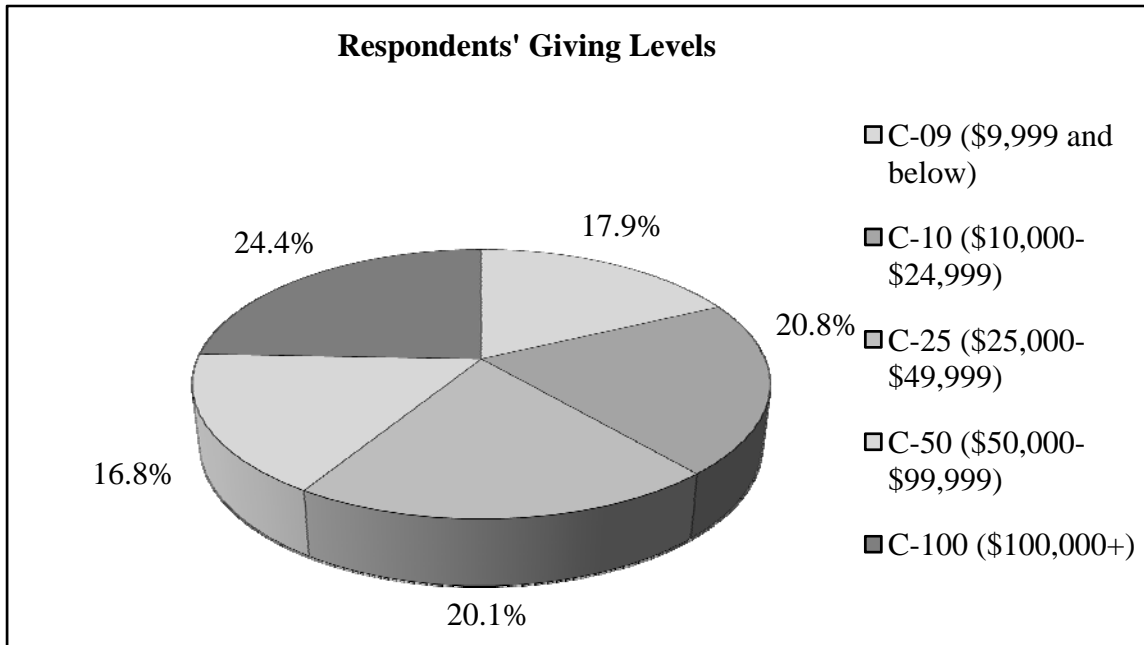


Figure 3. Figure 3 is a distribution of respondents' giving levels.

Amount of Giving.

Thirty-nine percent of respondents indicated they gave 6-10% of their household income to charitable organizations while only 1.2% of respondents reported giving 25% or more of their household income to charitable organizations. Figure 4 shows the distribution of annual charitable contributions.

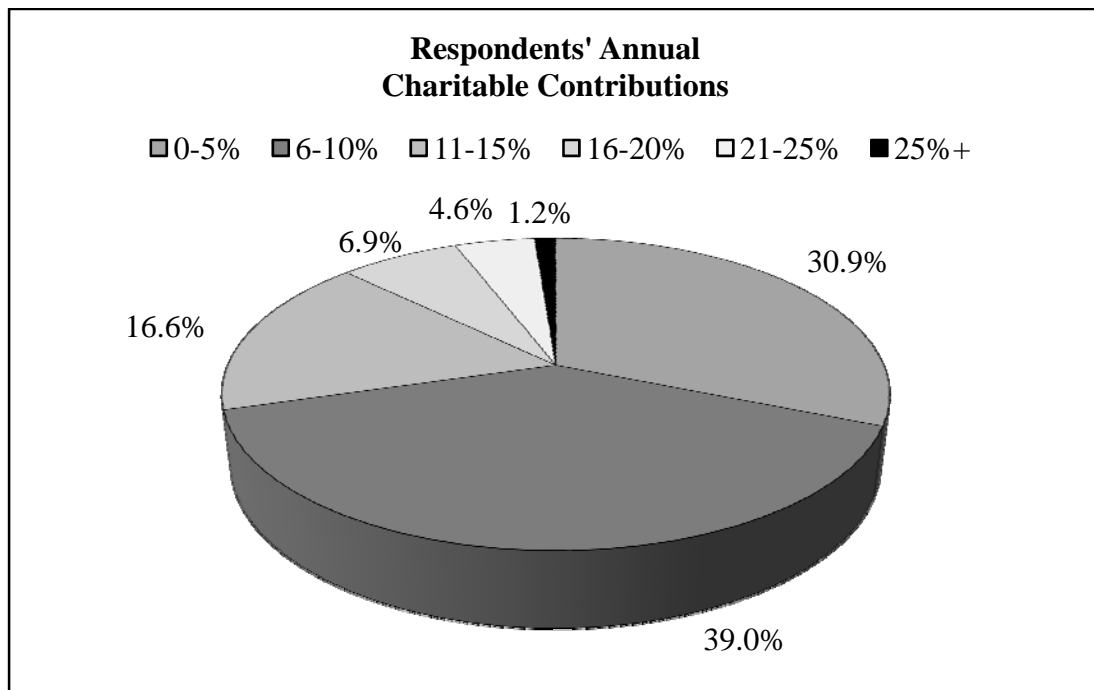


Figure 4. Figure 4 is a distribution of respondents' annual charitable contributions.

Frequency of giving.

Fifty-two percent responded that they made gifts to the University only one time each year. Women who made gifts to the University one to four times each year totaled 24.4%, while 18.5% reported making a gift to the University occasionally but not every year and 1.1% reported making a gift four or more times each year. Figure 5 shows the overall frequency response rates for this variable.

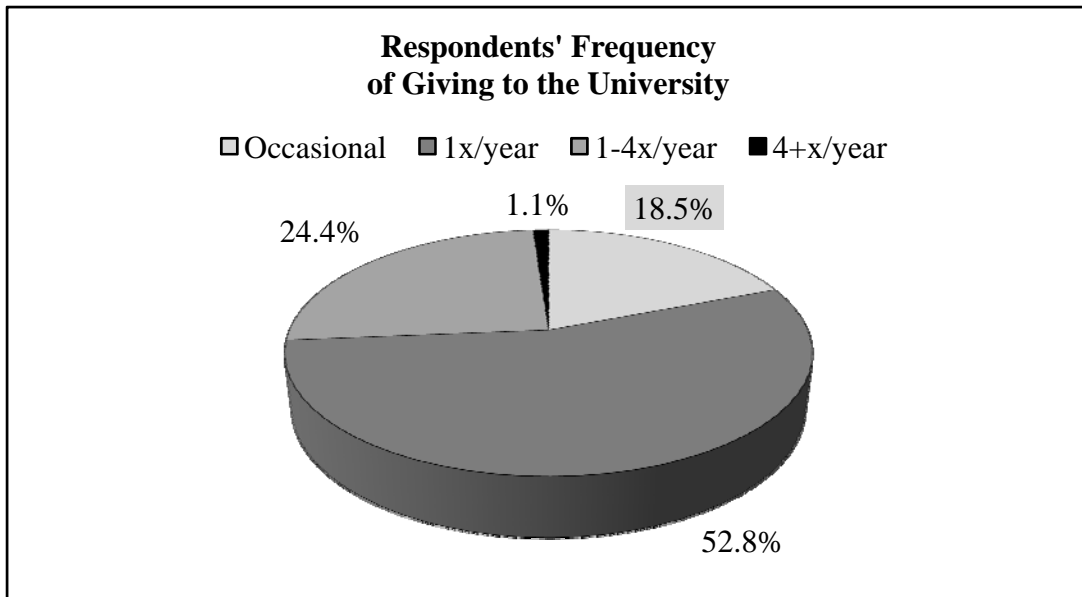


Figure 5. Figure 5 is a distribution of respondents' frequency of giving to university.

Independent Variables

Question 5.

How important are each of the following in your decision to support the University financially? Respondents were asked to indicate the level of importance they attached to each of the following factors which would influence their decision to support the University financially. The nine factors were:

- My loyalty to the university;
- My trust in the University's leadership;
- My sense of duty to give to others;
- My desire to repay the University for all that I received from my education;
- My desire to make a difference with my gift;
- My desire to help the next generation of students;
- Personal recognition for my gift;
- Personal involvement with the University;
- I received support to attend the University.

Table 2

Summary Statistics for Respondents' Answers to Question 5

	N	Min	Max	Mean	Std. Dev
Loyalty	269	1	9	7.67	2.16
Trust	269	1	9	7.07	2.36
Duty	269	1	9	6.99	2.33
Repay	247	1	9	5.70	3.24
Make a Difference	267	1	9	6.79	2.33
Help Next Gen	267	1	9	7.33	2.16
Recognition for Gift	262	1	9	2.68	2.10
Univ Involve	264	1	9	4.36	2.89
Received Support	230	1	9	2.36	2.66

As seen in Table 2 and Figure 6, respondents reported that a sense of loyalty and a desire to help the next generation of students were among the strongest while being recognized for their gifts and having received support to attend the University were among the least important reasons for donating to the institution.

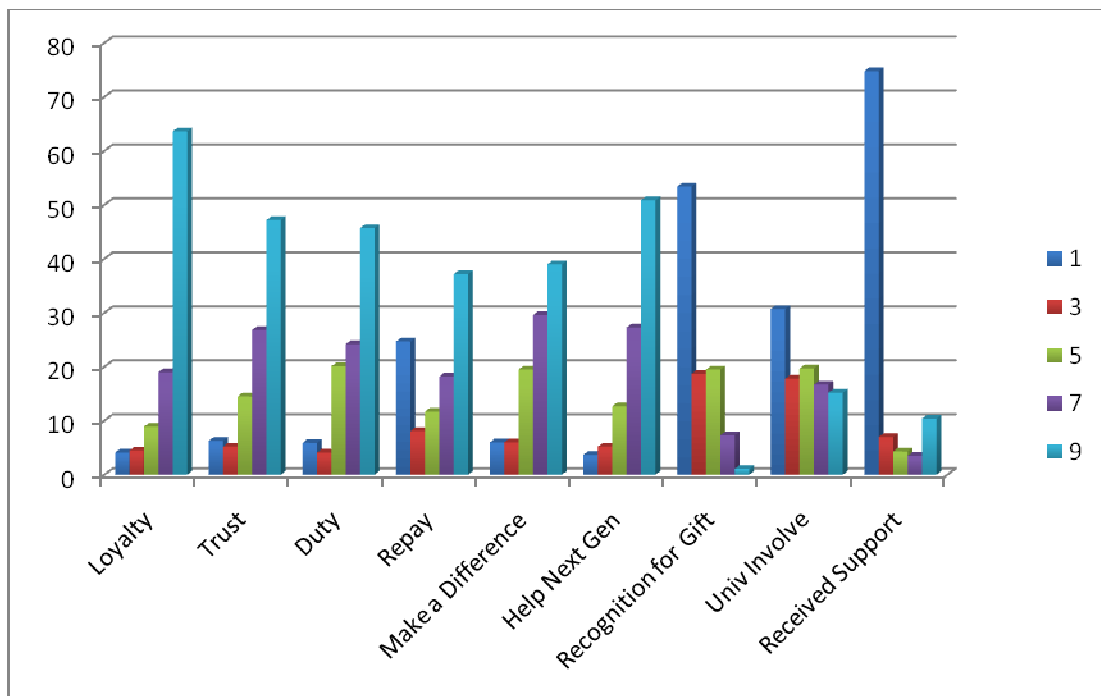


Figure 6. Figure 6 details respondents' answers to question 5.

Question 6.

What level of importance do you attach to each of the following when you make a decision to contribute financially to the university? Respondents were asked to indicate the level of importance they attached to each of the following factors which would influence their decision to support the University financially. The seven factors were:

- The brochures, letters and reminders received from the University;
- The matching gift my company may give;
- The publication of my name in an annual donor report;
- Knowledge of the giving level of friends, classmates and peers;
- Gaining access to football tickets/football lottery;
- The person who asks for my gift;
- My family is financially secure, allowing me to contribute to the University with confidence.

Table 3

Summary Statistics for Respondents' Answers to Question 6

	N	Min	Max	Mean	Std. Dev
Brochure	259	1	9	4.72	2.74
Matching Gift	245	1	9	2.22	2.45
Name in Pub	259	1	9	1.99	1.79
Peer Giving Lvl	260	1	7	1.65	1.41
Football tix access	259	1	9	5.20	3.05
Person Asking	261	1	9	3.70	2.82
Fin Security	263	1	9	5.99	2.86

As seen in Table 3 and Figure 7, respondents reported when considering the importance of factors which would influence their decision to support the University

financially, family’s financial security leading to confidence in being able to contribute with confidence to the University and access to football tickets were among the most important while publication of their name in an annual donor report and knowledge of the giving level of classmates, friends and peers were among the least important.

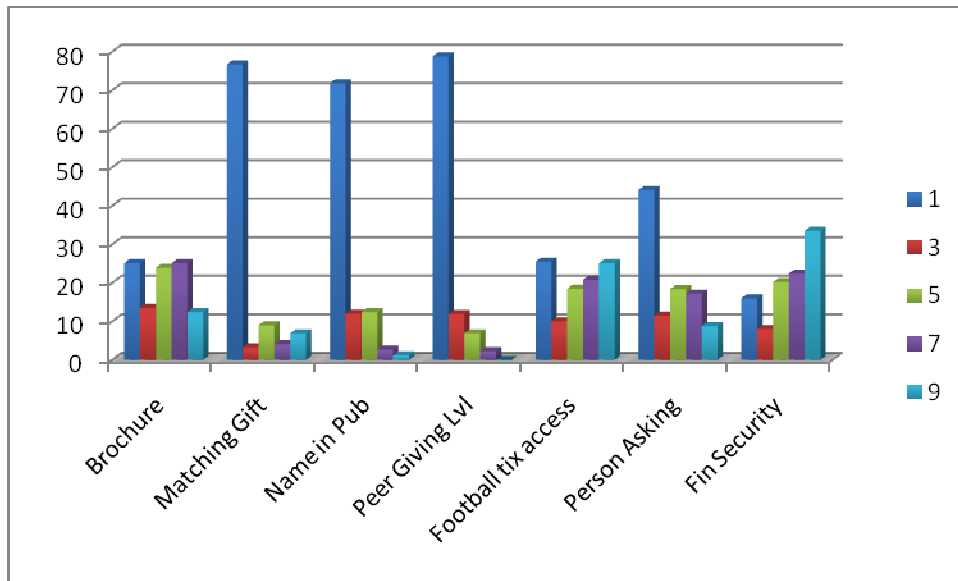


Figure 7. Figure 7 details respondents’ answers to question 6.

Question 7.

Please evaluate below the effectiveness of the university’s gift recognition/stewardship program. Respondents were asked to evaluate the effectiveness attached to each of the following factors when considering the University’s gift recognition/stewardship program. The twelve factors were:

- My name listed in an annual donor report;
- My name on a permanent plaque, donor wall, brick or other tangible memento;
- My name on a personal plaque I can put in my home or office;
- My name on a building, room or piece of equipment;

- My name or family’s name on a scholarship, fellowship, endowment for excellence, etc.;
- A gift with the University’s insignia (i.e. bookmark, shirt, pen, etc.);
- Thank you letters from the senior administrators of the University (e.g. president, vice president, provost, executive vice president, etc.);
- Thank you letters from the dean of the college;
- Thank you letters from a faculty member;
- Thank you letters from a student;
- Appointment to an advisory council;
- Invitations to special donor events at the University.

Table 4

Respondents’ Answers to Question 7

	N	Min	Max	Mean	Std. Dev
Name in Report	256	1	9	2.91	2.49
Wall Plaque	256	1	9	3.14	2.68
Personal Plaque	257	1	9	2.54	2.49
Naming Opp	253	1	9	2.56	2.54
Naming Sch'ship	256	1	9	4.86	3.35
Univ Gift	259	1	9	3.12	2.58
Sr Adm Thank	262	1	9	5.39	2.82
Dean Thank	256	1	9	4.14	2.85
Faculty Thank	255	1	9	3.73	2.81
Student Thank	255	1	9	4.45	3.07
Council Appt	249	1	9	3.51	3.12
Special Event Invite	256	1	9	4.55	3.10

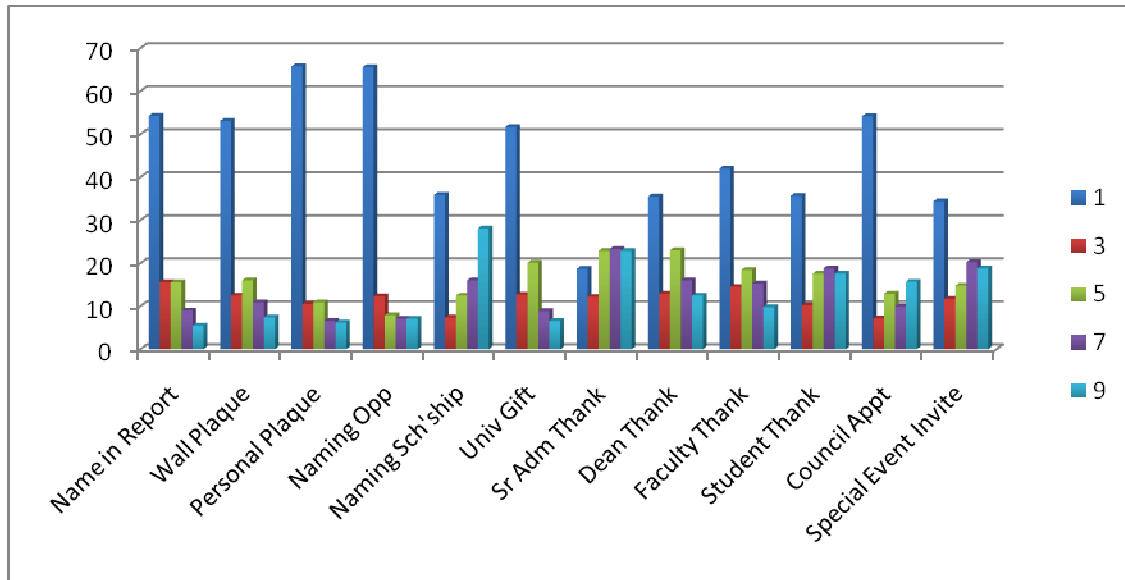


Figure 8. Figure 8 displays respondents' answers to question 7.

As seen in Table 4 and Figure 8, respondents reported that naming a scholarship in their or their family's name and receiving a thank you from a senior administrator a more effective way to be recognized/stewarded while seeing their names in an annual report or on a personal plaque were among the least effective ways to be recognized/stewarded.

Question 8.

How likely would you be to contribute financially to the university for: (the items presented below). Respondents were asked to evaluate the likelihood they would contribute to each of the following factors at the University. The ten factors were:

- Student scholarships;
- Student awards;
- Student/faculty research projects (undergraduate and graduate);
- Endowed faculty professorships and chairs;

- An unrestricted fund to be used where it is most needed as directed by the president;
- Athletic support: women’s athletics;
- Athletic support: men’s athletics;
- The library;
- Renovations and new buildings;
- A specific college, department, center, institute or special program. If so, which college, department, center, institute or special program?

As seen in Table 5 and Figure 9, respondents reported that they would be more likely to contribute financially to scholarships and unrestricted funds while they would be less likely to contribute to building renovations and men’s athletics.

Table 5

Respondents’ Answers to Question 8

	N	Min	Max	Mean	Std. Dev
Scholarship	266	1	9	7.17	2.46
Student Award	255	1	9	4.36	2.74
Research	254	1	9	4.72	2.64
Endowed Chair	256	1	9	4.23	2.780
Unrestricted	258	1	9	5.41	3.10
Women's Athletics	255	1	9	3.76	2.81
Men's Athletics	253	1	9	3.28	2.57
Library	256	1	9	4.49	2.55
Renovation	256	1	9	3.60	2.36
College Dept	247	1	9	5.32	3.11

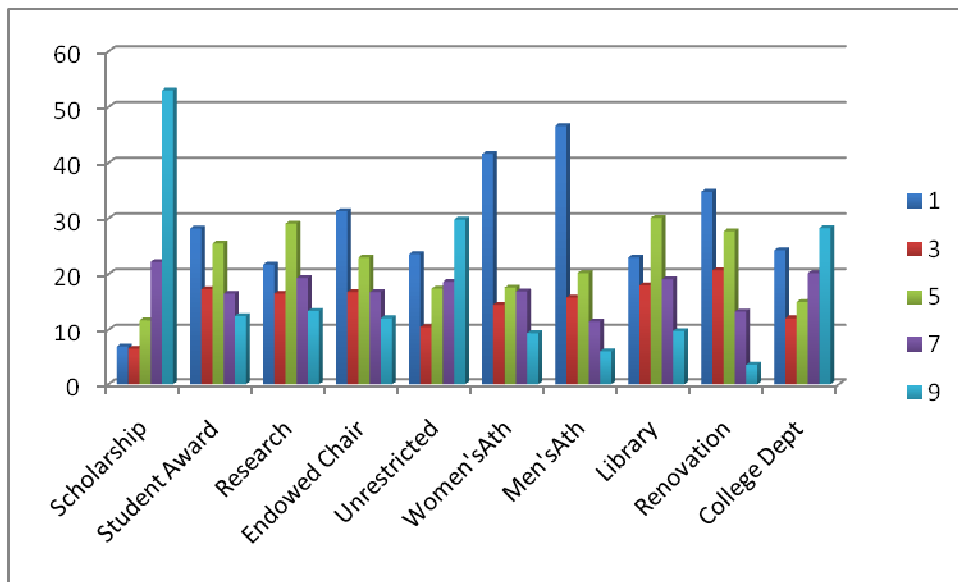


Figure 9. Figure 9 shows respondents' answers to question 8.

Question 19.

What is your present affiliation with the university? The nine factors were:

- I am an alumna of the University;
- My spouse is an alumnus of the University;
- My child attends/attended the University;
- I am/was employed at the University;
- I serve/served as a volunteer on a University board/council;
- I attend/attended University athletic events;
- I attend/attended University performing arts events;
- I attend/attended University sponsored programs/lectures;
- None of the above.

As seen in Figure 10, the present affiliation of most respondents was through their alumnae status and their attendance at athletic events while very few respondents

reported their affiliation as being a University employee or a volunteer on a University board or council.

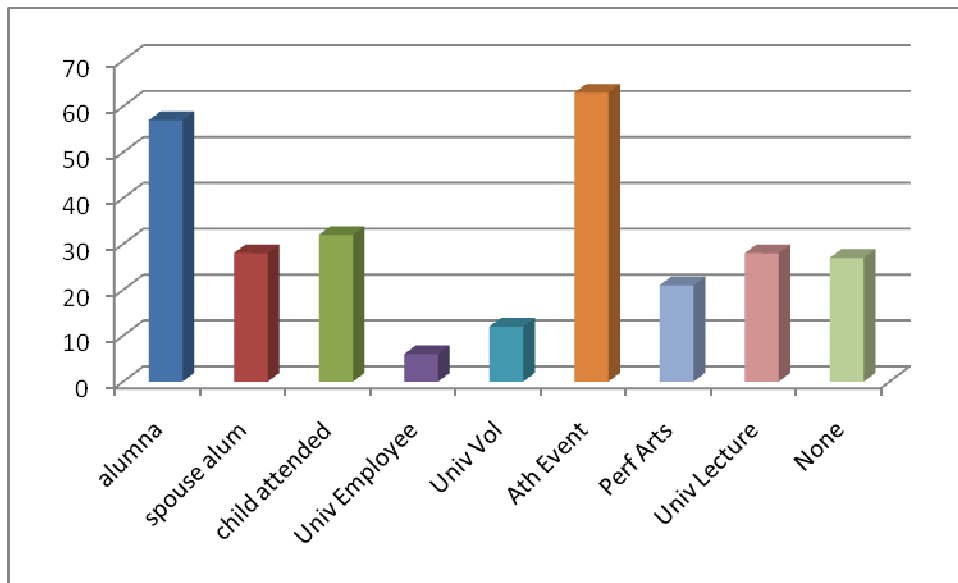


Figure 10. Figure 10 details respondents' answers to question 19.

Analytic Strategy

Initially, the researcher chose multiple analysis of variance (MANOVA) as the data analysis method for RQ4, RQ5 and RQ6. However, upon further consideration, the researcher chose to apply ordered logistic regression (OLOGIT). Ordered logistic regression is a regression model for ordinal dependent variables and was used in this study to determine which independent variables were most predictive of the dependent variables of giving levels, amount of giving and frequency of giving while controlling for all others.

Results and Discussion of Findings by Research Question

Guided by RQ 3 (H_0), analyses of the data are presented here with regard to each research question (RQ 4, 5, and 6) and findings which are discussed with depictions of

data through tables and figures. Analyses include interpretation of findings investigating the effects of categorical or continuous independent variables on one ordinal dependent variable at a time.

Research Question 4

Within the conceptual underpinning of the Identification Theory, the problem and purpose identified the need to find statistically significant results to support the theory based on giving levels. Ultimately, the purpose was to determine women's motivations for giving. Based on responses on the survey instrument, when donor participants are categorized by "Giving Levels" what items best discriminate between levels?

Bivariate Analysis

Table 6 gives correlation coefficients for each independent variable with the dependent variable Giving Level. Of the items in Question 5, asking respondents how important nine different items are in their decision to support the University, respondents' trust in the University's leadership, the desire to make a difference with her gift, the desire to help the next generation of students, recognition for one's gift, and the desire to be personally involved with the University were all positively and significantly correlated with giving level, indicating that higher levels on these independent variables were associated with higher levels of giving.

The correlations were not necessarily strong in nature but were statistically significant. The researcher asked of herself whether she asked the correct questions within the survey to garner answers of statistical significance. However, the findings may be too random to be fully conclusive.

Table 6

<i>Correlation Coefficients for Independent Variables with Giving Level</i>		
	Correlation Values for Giving Level	
<u><i>Question 5</i></u>		
Loyalty	0.069	
Trust	0.212	*
Duty	0.096	
Repay	-0.019	
Make a Difference	0.214	*
Help Next Gen	0.179	*
Recognition for Gift	0.185	*
Univ Involve	0.253	*
Received Support	-0.057	
<u><i>Question 6</i></u>		
Brochure	-0.220	*
Matching Gift	-0.078	
Name in Pub	0.037	
Peer Giving Level	-0.146	*
Football Tix		
Access	-0.095	
Person Asking	0.300	*
Financial Security	0.209	*
<u><i>Question 7</i></u>		
Name in report	0.162	*
Wall Plaque	0.224	*
Personal Plaque	0.097	
Naming		
Opportunity	0.137	*
Naming		
Scholarship	0.352	*
Univ Gift	-0.092	
Sr Adm Thank	0.225	*
Dean Thank	0.142	*
Faculty Thank	0.089	
Student Thank	0.130	*
Council Appt	0.320	*
Special Event		
Invite	0.176	*

Table 6 (continued)

<i>Correlation Coefficients for Independent Variables with Giving Level</i>	
	Correlation Values for Giving Level
<u><i>Question 8</i></u>	
Scholarship	-0.003
Student Awards	0.003
Student research	-0.020
Endowments	0.097
Unrestricted	-0.044
Women's Athletics	-0.146 *
Men's Athletics	-0.099
Library	-0.118
Renovate	-0.071
College/Dept	0.167 *
<u><i>Question 19</i></u>	
Alumna	-0.170 *
Spouse Alum	0.018
Child Attends/ed	0.190 *
Univ Employee	-0.079
Univ Board/Vol	0.299 *
Attend Ath Events	0.055
Attend Perf Arts	0.103
Attend Univ	
Lecture	0.063
None	0.058

* p < .05

Question 6 asked respondents what level of importance they attached to nine different items when making a decision to contribute financially to the University. Of the items on this question, the person asking for the gift and the respondent's feeling of the financial security of her family were positively and significantly correlated with giving level. This suggested that those who rank the importance of the person asking and the sense of financial security highly as a motivator to give to the University were likely to give at higher levels than those who rank lower on these items. We also see in Table 6 that brochures from the University and seeing the giving level of one's peers was

negatively and significantly related to giving level, indicating that those who gave at higher levels were not motivated by these items as much as those who gave at lower levels.

Question 7 asked respondents to evaluate 12 different items for effectiveness in the University's gift recognition/stewardship program. Of the items on this question, appointment to an advisory council, naming a scholarship or fellowship in the respondent's or respondent's family's name, a senior administrator thank you, and receiving an invitation to a University special event were among those items positively and significantly correlated with giving level, indicating that higher levels on these independent variables were associated with higher levels of giving.

Question 8 asked respondents how likely they would be to contribute to 10 different items. Of the items on this question, contributing to a college or department within the University was positively and significantly correlated with giving level. We also see in table 6 that contributing to women's athletics was negatively and significantly related to giving level, indicating that those who gave at higher levels were not motivated by this item as much as those who gave at lower levels.

Question 19 asked respondents about their present affiliation with the University, presenting nine items to the respondent. Of the items in this question, having served or presently serving as a volunteer on a University board/council and having a child who attended or who presently attends the University were positively and significantly correlated with giving level, indicating that higher levels on these independent variables were associated with higher levels of giving. Also in Table 6, we see that respondents who identified themselves as alumnae of the University were negatively and significantly

related to giving level, indicating that those who gave at higher levels were less likely to be graduates of the University than those who gave at lower levels.

Multivariate Analysis

The correlations discussed above reveal the bivariate relationships between each independent variable and the dependent level, giving level. Running multivariate analyses allowed the researcher to determine which independent variables have the strongest effect on the dependent variable when all independent variables are taken into consideration simultaneously. The dependent variable, giving level, was measured on an ordinal scale (\$0-\$9,999, \$10,000-\$24,999, \$25,000-\$49,999, \$50,000-\$99,999 and \$100,000 and over), so the appropriate multivariate analysis was ordinal logistic regression. Tables 7a and 7b give results for multiple ordinal logistic regression models regressing giving level on the independent variables. The correlations were not necessarily strong in nature but were statistically significant. The researcher asked of herself whether she asked the correct questions within the survey to garner answers of statistical significance. However, the findings may be too random to be fully conclusive.

In Table 7a and 7b, the researcher presents 6 multiple ordinal logistic regression models to demonstrate which independent variables hold with the independent variable of giving level across the models.

Table 7a

	Model 1	Model 2	Model 3a	Model 3b
age	0.055 ***	0.048 ***		0.057 ***
single	0.818 *	0.822 *		0.420
divorced	1.007 *	1.133 *		0.979
widowed	0.357	0.526		0.566
part-time	0.558	0.567		0.520
self-emp	0.687	0.653		0.597
retired	0.318	0.481		0.561
not emp	0.922 **	0.745 *		0.747
Income	0.639 ***	0.636 ***		0.523 ***
Alumna		-0.230		-0.221
Spouse alum		-0.525		-0.831 *
Child attended		0.056		0.175
Univ employee		-0.182		-0.345
Univ board/vol		1.405 ***		1.340 **
Ath event		0.136		0.089
Perf Arts		-0.238		-0.268
Univ Lect		0.437		0.170
Loyalty			-0.006	0.088
Trust			0.069	-0.001
Duty			0.026	0.080
Repay			-0.105 *	-0.061
Difference			0.104	0.154
Help Next Gen			0.113	-0.008
Recognition			0.046	0.024
Univ Involve			0.133 **	0.090
Rec'd Support			-0.036	0.027

* $p < .05$, ** $p < .01$, *** $p < .001$

Model 1, demographics. Across all models, age and income were positively related to giving level, indicating that amount donated to the University increased with both age and household income. This effect held in models 1 through 6. In Model 1, single and divorced respondents gave at higher levels than married respondents, but this effect did not hold in models 1 through 6.

Model 2, affiliation. In Q19, the researcher found that being a volunteer on an advisory council was positively correlated to giving level and this effect holds in models 3 through 6.

Model 3, question 5, motivation. The researcher found in Model 3a that the more being involved motivated respondents, the more funding they would contribute to the University. However, this effect did not hold in Model 3b. The researcher also found that the more money respondents contributed, the less likely the respondents were to indicate that repaying the University was the motivator. In Model 3b, those two effects disappear when the researcher controlled for other items (demographics and University affiliation). Although a couple of items were significant when Q5 was entered into the model without any controls, these significant effects disappeared when the controls were added to the model, indicating that the significant effects of repayment and involvement were functions of items in the first two blocks. For instance, it seemed likely that controlling for income removed the effect of repay and controlling for the affiliation items removed the effect of involvement. Thus, the Q5 items did not discriminate between giving levels.

Table 7b

Ordinal Logistic Regression of Giving Level on the Independent Variables, continued

Control	Model 4a	Model 4b	Model 5a	Model 5b	Model 6a	Model 6b
age		0.063 ***		0.042 **		0.063 ***
single		0.575		0.070		0.380
divorced		0.814		1.086 *		0.585
widowed		0.205		0.191		0.500
part-time		0.543		0.086		0.145
self-emp		0.487		0.269		0.562
retired		0.519		0.227		0.084
not emp		0.656		0.569		0.919 *
Income		0.424 ***		0.473 ***		0.658 ***
Alumna		-0.119		-0.526		-0.137
Spouse alum		-0.502		-0.343		-0.822 *
Child attended		0.122		0.109		0.180
Univ employee		-0.195		-0.620		-0.059
Univ board/vol		1.270 **		0.985		1.178 *
Ath event		0.223		0.583		0.375
Perf Arts		-0.673		0.119		-0.192
Univ Lect				-0.287		0.329
Brochure	-0.199 ***	-0.179 ***				
Gift matching	-0.057	0.026				
Name in Pub	0.194 *	0.095				
Peer Give Level	-0.344 ***	-0.295 *				
Football tix	-0.032	0.007				
Person Asking	0.182 ***	0.171 ***				
Fin. Security	0.162 ***	0.102 *				

Table 7b (continued)

Ordinal Logistic Regression of Giving Level on the Independent Variables, continued

Control	Model 4a	Model 4b	Model 5a	Model 5b	Model 6a	Model 6b
Name in Report			-0.048	-0.089		
Wall Plaque			0.159	0.141		
Pers Plaque			-0.102	-0.092		
Naming Opp			-0.173 *	-0.211 *		
Naming Sch'ship			0.248 ***	0.228 ***		
Univ Gift			-0.197 ***	-0.141 *		
Sr Adm Thank			0.155 **	0.091		
Dean Thank			0.039	0.035		
Faculty Thank			-0.155 *	-0.114		
Student Thank			-0.033	-0.078		
Council Appt			0.231 ***	0.219 ***		
Special Event			0.007	0.077		
Scholarship					-0.038	0.028
Student award					0.050	0.057
Research					-0.094	-0.114
Endowed Chair					0.145 **	0.075
Unrestricted					0.024	0.003
Women's Ath					-0.117	-0.181 *
Men's Ath					0.070	0.110
Library					-0.006	0.101
Renovation					-0.189 **	-0.213 *
Coll Dept					0.077	0.090

* $p < .05$, ** $p < .01$, *** $p < .001$

Model 4, question 6, decision to contribute. In Model 4a, the researcher found that the person who was asking the respondent to contribute to the University and the financial security of the respondent's family were positively correlated to giving level and these held once controls for demographic characteristics and University affiliations were added to the model. The researcher also found in Model 4a that the publication of the respondents names in an annual donor report was positively correlated to giving level. However, this effect did not hold in Model 4b. Also in Model 4a, the researcher found that two items in Q6 were negatively related to giving level. The two negatively related items were brochures and letters received from the University and knowledge of the giving levels of friends, classmates and peers. This effect held in Model 4b as well. Thus, those respondents who ranked high on these independent variables gave to the University at lower levels than those who ranked low on these variables.

Model 5, question 7, recognition effectiveness. In Model 5a, the researcher found that several items on Q7 significantly predicted giving level, controlling for demographic (Model 5b) and affiliation (Model 6b) variables. In Model 5a, the researcher found that placing the respondent's or the respondent's family's name on a scholarship, fellowship or endowment and appointing the respondent to a University advisory council were positively related to giving level and these held in models 6a and 6b. Also in Model 5a, the researcher found that receiving a thank you letter from the senior administrators at the University was positively correlated to giving level. However, this did not hold in Model 5b. Also in Model 5a, the researcher found that two items in Q7 were negatively related to giving level. The two negatively related items were having the respondents name on a building, room, or piece of equipment and receiving a gift with the University's insignia on it. This effect held in Model 5b as well.

Model 6, question 8, directed contributions. In Model 6a, the researcher found that two items in Q8 were negatively related to giving level. The two negatively related items were contributions to women's athletics and contributions to renovations and new buildings. It was interesting to see that the higher giving levels were negatively associated with interest in financially supporting women's athletics, although the same was not true for men's athletics.

Research Question 5

Within the conceptual underpinning of the Identification Theory, the problem and purpose identified the need to find statistically significant results to support the theory based on giving percentage. Ultimately, the purpose was to determine women's motivations for giving.

Based on responses on the survey instrument, when donor participants were categorized by "Giving Percentage," which items best discriminate between giving levels? How are respondents' charitable giving percentages related to specific motivations to give to the University?

Bivariate Analysis

Table 8

Correlation Coefficients for Independent Variables with Giving Percentage

	Percent Give		Correlation Values for Percent Give
<u>Question 5</u>		<u>Question 8</u>	
Loyalty	-0.101	Scholarship	-0.093
Trust	0.076	Student Awards	-0.078
Duty	0.011	Student research	-0.031
Repay	-0.208 *	Endowments	0.001
Make a Difference	0.093	Unrestricted	-0.045
Help Next Gen	0.087	Women's Athletics	-0.025
Recognition for Gift	0.101	Men's Athletics	-0.043
Univ Involve	0.072	Library	-0.057
Received Support	-0.089	Renovate	-0.049
		College/Dept	0.059
<u>Question 6</u>		<u>Question 19</u>	
Brochure	-0.217	Alumna	-0.318 *
Matching Gift	-0.104	Spouse Alum	0.133 *
Name in Pub	0.119	Child Attends/ed	0.179 *
Peer Giving Level	0.028	Univ Employee	-0.007
Football Tix Access	-0.174	Univ Board/Vol	0.187 *
Person Asking	0.112	Attend Ath Events	-0.059
Financial Security	0.123	Attend Perf Arts	0.046
		Attend Univ Lecture	0.041
		None	0.032
<u>Question 7</u>			
Name in report	0.202 *		
Wall Plaque	0.183 *		
Personal Plaque	0.059		
Naming Opportunity	0.130 *		
Naming Scholarship	0.215 *		
Univ Gift	-0.033		
Sr Adm Thank	0.167 *		
Dean Thank	0.083		
Faculty Thank	0.037		
Student Thank	0.029		
Council Appt	0.085		
Special Event Invite	0.029		

* p < .05

Table 8 gives correlation coefficients for each independent variable with the dependent variable giving percentage. This variable asked respondents what percentage of their income they donated to non-profit organizations. Of the items in Questions 5 through 8 and Question 19, most items focused upon giving to the University rather than on giving in general. The researcher chose to focus only on those items that were important to and impact this study.

Of the items in Question 5 asking respondents how important nine different items were in their decision to support the University, none were positively and significantly correlated with giving percentage.

Question 6 asked respondents what level of importance they attached to nine different items when making a decision to contribute financially to the University. Of the items on this question, the fact that the respondent's family was financially secure, allowing her to contribute to the University with confidence was positively and significantly correlated with giving percentage. This suggested that those who ranked the importance of the sense of financial security highly as a motivator to give to the University were likely to donate higher percentages of their yearly income to non-profit organizations than those who ranked lower on this item. We also see in Table 8 that gaining access to football tickets/football lottery was negatively and significantly related to the giving percentage, indicating that making the decision to donate to the University because of the football ticket option was less likely for respondents with higher giving percentages than those with lower giving percentages.

Question 7 asked respondents to evaluate 12 different items for effectiveness in the University's gift recognition/stewardship program. Of the items on this question, the respondent's name in an annual donor report or on a permanent plaque or donor wall or

brick; naming a building, room or piece of equipment; naming a scholarship or fellowship in the respondent's or respondent's family's name; and receiving a senior administrator thank you were among those items positively and significantly correlated with amount of giving, indicating that higher levels on these independent variables were associated with higher giving percentage.

Question 8 asked respondents how likely they would be to contribute to 10 different University programs. Of the items on this question, none were positively and significantly correlated with giving percentage.

Question 19 asked respondents about their present affiliation with the University, presenting nine items to the respondent. Of the items in this question, having a spouse as an alumnus of the University, having served or presently serving as a volunteer on a University board/council and having a child who attended or who presently attends the University were positively and significantly correlated with amount of giving, indicating that higher levels on these independent variables were associated with higher giving percentage. Also in Table 8, we see that respondents who identified themselves as alumnae of the University was negatively and significantly related to giving level, indicating that those who gave at higher levels were less likely to be graduates of the University than those who gave at lower levels.

The correlations were not necessarily strong in nature but were statistically significant. The researcher asked of herself whether she asked the correct questions within the survey to garner answers of statistical significance. However, the findings may be too random to be fully conclusive.

Multivariate Analysis

The correlations discussed above reveal the bivariate relationships between each independent variable and the dependent variable, giving percentage. Running multivariate analyses allowed the researcher to determine which independent variables had the strongest effect on the dependent variable when all independent variables were taken into consideration simultaneously. The dependent variable, giving percentage, was measured on an ordinal scale (0-5%, 6-10%, 11-15%, 16-20%, 21-25%, 26%+), so the appropriate multivariate analysis was ordinal logistic regression. Tables 9a and 9b give results for multiple ordinal logistic regression models regressing giving percentage on the independent variables.

Table 9a

<i>Ordinal Logistic Regression of Percentage Donated on the Independent Variables</i>				
Control	Model 1	Model 2	Model 3a	Model 3b
	beta	beta	beta	beta
age	0.029 *	0.015		0.017
single	0.256	0.359		0.351
divorced	0.841	0.857		1.121 *
widowed	0.483	0.010		-0.131
part-time	-0.122	-0.243		-0.049
self-emp	0.650	0.516		0.524
retired	0.628	0.522		0.736
not emp	0.342	0.264		0.402
Income	0.325 ***	0.391 ***		0.367 ***
Alumna		-1.148 **		-0.825
Spouse alum		0.360		0.409
Child attended		-0.202		-0.061
Univ employee		1.076		1.064
Univ board/vol		1.160 **		1.225 **
Ath event		-0.414		-0.468
Perf Arts		-0.283		-0.193
Univ Lect		0.642 *		0.550
Loyalty			-0.092	-0.016
Trust			0.061	-0.005
Duty			0.099	0.153 *

Table 9a (continued)

<i>Ordinal Logistic Regression of Percentage Donated on the Independent Variables</i>				
Control	Model 1	Model 2	Model 3a	Model 3b
	beta	beta	beta	beta
Repay			-0.134 **	-0.076
Difference			0.049	0.040
Help Next Gen			0.014	-0.051
Recognition			0.018	0.019
Univ Involve			0.057	0.052
Rec'd Support			-0.031	0.018

*p<.05, **p<.01, ***p<.001

Model 1, demographics. Across all models, income was positively related to giving percentage, indicating that the percentage of one's income that was donated to non-profit organizations increases with household income. Models 3b, 5b and 6b indicated that divorced respondents gave to non-profit organizations at a higher percentage than married respondents.

Model 2, affiliation. In Q19, the researcher found that being a volunteer on an advisory council was positively related to giving percentage, and this effect held in models 3 through 6. The researcher also found that being an alumna of the University had a negative and significant relationship with percentage of giving, and this effect also held in models 3 through 6.

Model 3, question 5, contribution incentives. The researcher found in Model 3a that the more a respondent felt it was a sense of duty to give to others, the higher the percentage of her family's income she would contribute to charitable organizations.

Table 9b

Ordinal Logistic Regression of Percentage Donated on the Independent Variables, continued

Control	Model 4a	Model 4b	Model 5a	Model 5b	Model 6a	Model 6b
	beta	beta	beta	beta	beta	beta
age		0.005		0.008		0.025
single		0.552		0.261		0.213
divorced		0.878		1.347 **		1.197 *
widowed		-0.236		-0.111		0.221
part-time		-0.305		-0.476		-0.277
self-emp		0.533		0.445		0.497
retired		0.865		0.484		0.358
not emp		0.336		-0.212		0.351
<u>Income</u>		0.288 **		0.393 ***		0.391 ***
Alumna		-1.025 **		-0.836 *		-1.227 **
Spouse alum		0.467		0.801 *		0.471
Child attended		0.008		-0.190		-0.307
Univ employee		0.988		0.918		1.110
Univ board/vol		1.065 *		1.428 **		1.136 **
Ath event		-0.243		-0.498		-0.117
Perf Arts		-0.455		-0.040		-0.476
<u>Univ Lect</u>		0.554		0.120		0.585
Brochure	-0.151 **	-0.137 **				
Gift matching	-0.083	-0.052				
Name in Pub	0.227 **	0.158				
Peer Give Level	-0.034	0.025				
Football tix	-0.148 ***	-0.090				
Person Asking	0.046	0.021				
Fin. Security	0.114 **	0.136 **				

Table 9b (continued)

Ordinal Logistic Regression of Percentage Donated on the Independent Variables, continued

Control	Model 4a	Model 4b	Model 5a	Model 5b	Model 6a	Model 6b
	beta	beta	beta	beta	beta	beta
Name in Report			0.077	0.042		
Wall Plaque			0.103	0.078		
Pers Plaque			-0.104	-0.145		
Naming Opp			-0.046	-0.039		
Naming Sch'ship			0.103 *	0.050		
Univ Gift			-0.032	0.029		
Sr Adm Thank			0.152 **	0.116		
Dean Thank			0.011	0.042		
Faculty Thank			-0.067	-0.059		
Student Thank			-0.017	0.010		
Council Appt			0.055	0.071		
Special Event			-0.110	-0.054		
Scholarship					-0.036	0.048
Student award					-0.052	-0.069
Research					0.023	0.078
Endowed Chair					0.038	0.006
Unrestricted					-0.005	0.006
Women's Ath					0.017	0.119
Men's Ath					-0.005	-0.121
Library					-0.004	-0.008
Renovation					-0.070	-0.012
Coll Dept					0.044	0.082

*p<.05, **p<.01, ***p<.001

Model 4, question 6, decision to contribute. In Model 4a, the researcher found that the financial security of the respondent's family was positively related to giving percentage and this effect held once controls for demographic characteristics and University affiliations were added to the model. Also in Model 4a, the researcher found that one item in Q6, brochures and letters received from the University, was negatively related to giving percentage. This effect held in Model 4b as well.

Model 5, question 7, recognition effectiveness. In Model 5a, the researcher found that no items on Q7 significantly predicted percentage of income one donated to non-profit organizations.

Model 6, question 8, directed contributions. In Model 6a, the researcher found that no items on Q8 significantly predicted percentage of income one donated to non-profit organizations.

Research Question 6

Within the conceptual underpinning of the Identification Theory, the problem and purpose identified the need to find statistically significant findings to support the theory based on frequency of giving. Ultimately, the purpose was to determine women's motivations for giving. Based on responses on the survey instrument, when donor participants are categorized by "Frequency of Giving" what items best discriminate between giving levels?

Bivariate Analysis

Table 10

Correlation Coefficients for Independent variables with Frequency of Giving

	Often Give		Correlation Values for Often Give
<u>Question 5</u>		<u>Question 8</u>	
Loyalty	0.159 *	Scholarship	0.124 *
Trust	-0.013	Student Awards	0.018
Duty	0.039	Student research	0.023
Repay	0.136 *	Endowments	0.073
Make a Difference	0.035	Unrestricted	0.133 *
Help Next Gen	0.034	Women's Athletics	0.069
Recognition for Gift	0.077	Men's Athletics	0.053
Univ Involve	0.237 *	Library	0.067
Received Support	0.040	Renovate	0.044
		College/Dept	-0.009
<u>Question 6</u>		<u>Question 19</u>	
Brochure	0.038	Alumna	0.096
Matching Gift	-0.003	Spouse Alum	-0.015
Name in Pub	0.027	Child Attends/ed	0.074
Peer Giving Level	-0.038	Univ Employee	0.002
Football Tix Access	0.048	Univ Board/Vol	0.026
Person Asking	-0.015	Attend Ath Events	0.108
Financial Security	0.013	Attend Perf Arts	0.060
		Attend Univ Lecture	0.100
		None	-0.047
<u>Question 7</u>			
Name in report	0.024		
Wall Plaque	0.080		
Personal Plaque	0.061		
Naming Opportunity	0.065		
Naming Scholarship	0.054		
Univ Gift	0.009		
Sr Adm Thank	0.075		
Dean Thank	0.055		
Faculty Thank	-0.028		
Student Thank	-0.021		
Council Appt	0.136 *		
Special Event Invite	0.110		

* p < .05

Table 10 gives correlation coefficients for each independent variable with the dependent variable Frequency of Giving. Unlike RQ 5, the question measuring frequency of giving in RQ 6 asked respondents to report how often they donated to the University. Therefore, analysis of the relationship between the independent variables and this dependent variable indicated how items that motivated women to give to the University (as measured by Questions 5 through 8) and affiliation with the University (as measured by Question 19) were related to frequency of giving to the University.

Of the items in Question 5 asking respondents how important nine different items were in their decision to support the University, respondent's loyalty to the University, the desire to repay the University for all they received from the education, and the desire to be personally involved with the University were all positively and significantly correlated with frequency of giving. This indicated that higher levels on these independent variables were associated with higher frequency of giving to the University.

Question 6 asked respondents what level of importance they attach to nine different items when making a decision to contribute financially to the University. Of the items on this question, none were significantly correlated with frequency of giving.

Question 7 asked respondents to evaluate 12 different items for effectiveness in the University's gift recognition/stewardship program. Of the items on this question, appointment to an advisory council was the item that was positively and significantly correlated with frequency of giving, indicating that a higher level on this independent variable was associated with higher frequency of giving to the University.

Question 8 asked respondents how likely they would be to contribute to 10 different items. Of the items on this question, contributing to scholarships and an

unrestricted fund to be used where it is most needed as directed by the president were items that were positively and significantly correlated with frequency of giving.

Question 19 asked respondents about their present affiliation with the University, presenting nine items to the respondent. Of the items in this question, none were significantly correlated with frequency of giving.

Multivariate Analysis

The correlations discussed above revealed the bivariate relationships between each independent variable and the dependent level, frequency of giving. Running multivariate analyses allowed the researcher to determine which independent variables had the strongest effect on the dependent variable when all independent variables were taken into consideration simultaneously. The dependent variable, frequency of giving, was measured on an ordinal scale (less than once a year, once each year, one to four times each year, four or more times each year), so the appropriate multivariate analysis was ordinal logistic regression. Tables 11a and 11b present results for multiple ordinal logistic regression models regressing frequency of giving on the independent variables.

Table 11a

Ordinal Logistic Regression of Frequency of University Donation on the Independent Variables

Control	Model 1	Model 2	Model 3a	Model 3b
	beta	beta	beta	beta
age	-0.009	0.004		0.001
single	0.198	0.419		0.450
divorced	-0.494	-0.177		0.183
widowed	0.278	0.886 *		0.745
part-time	-0.436	-0.607		-0.901
self-emp	0.103	0.240		0.549
retired	-0.037	0.120		0.531
not emp	-0.017	0.005		0.072
Income	0.218 *	0.180		0.177
Alumna		1.329 ***		0.968 *
Spouse alum		-0.018		0.177
Child attended		0.454		0.327
Univ employee		-0.255		-0.112
Univ board/vol		-0.161		-0.158
Ath event		0.794 **		0.510
Perf Arts		0.033		-0.236
Univ Lect		0.321		0.609
Loyalty			0.286 ***	0.258 **
Trust			-0.212 **	-0.163 *
Duty			0.112	0.116
Repay			0.038	0.039
Difference			0.019	-0.023
Help Next Gen			-0.042	-0.065
Recognition			0.001	-0.008
Univ Involve			0.221 ***	0.224 ***
Rec'd Support			-0.028	-0.008

*p<.05, **p<.01, ***p<.001

Model 1, demographics. In Model 1, income was positively related to frequency of giving. However, this did not hold in models 2 through 6.

Model 2, affiliation. In Q19, the researcher found that being an alumna of the University and attending athletic events was positively related to frequency of giving and these effects held in most models 3 through 6.

Model 3, question 5, contribution incentives. The researcher found in Models 3a and 3b that the more a respondent felt loyalty to the University and was involved with the University, the more frequently she would contribute to the University. In Model 3b, the researcher also found that trust in the University's leadership was negatively related to frequency of giving.

Model 4, question 6, decision to contribute. In Model 4a found in Table 11b, the researcher found that no items on Q6 significantly predicted frequency of giving to the University. In Model 4b, publication of the respondent's name in an annual donor report significantly predicted frequency of giving whereas knowledge of the giving levels of friends, classmates and peers, had a negative effect on frequency of giving.

Model 5, question 7, recognition effectiveness. In Model 5a found in Table 11b, the researcher found that no items on Q7 significantly predicted frequency of giving to the University.

Model 6, question 8, directed contributions. In Model 6a found in Table 11b, the researcher found on Q8 that giving to an unrestricted fund to be used where it was most needed as directed by the president significantly predicted frequency of giving to the University. In Model 6b, establishing a scholarship in the family's name significantly predicted frequency of giving to the University whereas renovation of campus buildings had a negative impact on frequency of giving.

Table 11b

Ordinal Logistic Regression of Frequency of University Donation on the Independent Variables, continued

Control	Model 4a	Model 4b	Model 5a	Model 5b	Model 6a	Model 6b
	beta	beta	beta	beta	beta	beta
age		0.004		-0.002		-0.014
single		0.267		0.238		0.621
divorced		-0.413		-0.224		-0.269
widowed		0.622		1.099 *		0.965
part-time		-0.758		-0.802		-0.227
self-emp		0.089		0.378		0.266
retired		-0.141		-0.093		0.421
not emp		0.230		0.209		0.027
<u>Income</u>		0.181		0.172		0.169
Alumna		1.536 ***		0.942 *		0.616
Spouse alum		0.162		0.063		0.010
Child attended		0.437		0.481		0.447
Univ employee		-0.119		0.034		-0.206
Univ board/vol		0.355		-0.284		0.060
Ath event		0.786 *		0.768 *		0.904 **
Perf Arts		-0.042		-0.039		0.280
<u>Univ Lect</u>		0.467		0.304		0.058
Brochure	0.000	-0.074				
Gift matching	-0.046	-0.056				
Name in Pub	0.124	0.214 *				
Peer Give Level	-0.160	-0.286 *				
Football tix	0.048	0.060				
Person Asking	-0.017	-0.064				
Fin. Security	0.080	0.022				

Table 11b (continued)

Ordinal Logistic Regression of Frequency of University Donation on the Independent Variables, continued

Control	Model 4a beta	Model 4b beta	Model 5a beta	Model 5b beta	Model 6a beta	Model 6b beta
Name in Report			-0.030	-0.058		
Wall Plaque			0.039	0.047		
Pers Plaque			0.010	0.060		
Naming Opp			0.022	0.003		
Naming Sch'ship			0.015	-0.016		
Univ Gift			-0.025	-0.021		
Sr Adm Thank			0.044	0.004		
Dean Thank			0.068	0.079		
Faculty Thank			-0.110	-0.124		
Student Thank			-0.070	-0.081		
Council Appt			0.058	0.077		
Special Event			0.082	0.072		
Scholarship					0.110	0.141 *
Student award					-0.034	-0.035
Research					-0.071	-0.034
Endowed Chair					0.076	0.003
Unrestricted					0.124 **	0.149 **
Women's Ath					0.140	0.141
Men's Ath					-0.042	-0.031
Library					0.061	0.106
Renovation					-0.130	-0.200 *
Coll Dept					0.000	0.002

*p<.05, **p<.01, ***p<.001

Summary

Results and findings were presented in Chapter 4 for research questions 1-6. For RQ 1 the SWPM was found to be a reliable instrument for measuring motivation to give to a religiously affiliated, Research I, private University through use of the statistical technique of Cronbach's alpha. For RQ 2, descriptive statistics were presented to give a general summary for all survey items. For RQ 3, the researcher ran Pearson Product-Moment Correlation Coefficients to determine relationships between the independent and dependent variables in the models and found several significant relationships, allowing the rejection of the null hypothesis of no significant relationships. For RQ 4, Ordinal Logistic Regression models were run to determine which independent variables were most predictive of the dependent variable "giving level" while controlling for all others. For RQ 5, Ordinal Logistic Regression models were run to determine which independent variables were most predictive of the dependent variable "giving percentage" while controlling for all others. Finally, for RQ 6, Ordinal Logistic Regression models were run to determine which independent variables were most predictive of the dependent variable "frequency of giving" while controlling for all others. Chapter 5 presents an overview of the study, a summary and discussion of findings by research question, limitations of the research, the researcher's conclusions about the study, and recommendations for the future. A summary will conclude Chapter 5.

CHAPTER 5

DISCUSSION OF FINDINGS AND CONCLUSIONS

Introduction

This research study was conducted based on the problem that there was no known instrument measuring women's motivations for giving to a religiously affiliated, Research I, private University. The purpose of the study was to establish psychometric properties of the Survey of Women's Philanthropic Motivations (SWPM) and to determine the motivations for women giving to religiously affiliated, Research I, private University. Chapter 5 presents an overview of the study, a summary and discussion of findings by research question, limitations of the research, the researcher's conclusions about the study, and recommendations for the future. A summary will conclude Chapter 5.

Overview of the Study

Prior to this study, there was no known reliable and internally consistent instrument to determine women's motivations for giving to a religiously affiliated, Research I, private University. The instrument developed for this study was the Survey of Women's Philanthropic Motivations (SWPM).

This study was designed to determine psychometric properties of the SWPM through analysis of internal consistency and reliability. The researcher used quantitative research methods in response to research questions and for the purpose of developing a reliable instrument. Cronbach's alpha was utilized to determine reliability of the SWPM.

Further, a purpose was to determine women's motivations for giving to a religiously affiliated, Research I, private University. In addition, ordered logistic regression (OLOGIT) was used in this study to determine which independent variables were most predictive of the dependent variables of giving levels, amount of giving and frequency of giving while controlling for all others. And, Pearson Product-Moment Correlation Coefficient was conducted to determine the statistically significant relationships between dependent and independent variables. The conceptual framework, Identification Theory, established the conceptual underpinnings of the study.

Discussions of Findings by Research Question

Six research questions guided the study. In a brief discussion of findings, the research questions are reintroduced and discussion is based on data analysis provided in Chapter 4. Results of analysis are provided.

Research Question 1

What is the overall internal consistency and reliability of the survey of women's philanthropic motivations (SWPM) instrument? Findings from the calculation of Cronbach's alpha indicated that the SWPM had a reliability factor of .897 which represented a very high level of internal consistency. The researcher found the survey instrument to be a strong measure of women's motivations to give to the religiously affiliated, Research I, private University. This instrument could be adapted and administered at other universities to determine motivations for women's giving.

Research Question 2

What are the overall summary statistics for all survey items on the instrument?

Of the respondents who completed the SWPM, 88% have at least a college degree and 46.2% of those respondents earned their degree from the University. Additionally, 57.9% were married and 42.2% were employed full time. The largest percentage of respondents, 29.4%, were in their 50s, which was important to note since the University became co-ed in the 1970s, so the oldest alumnae respondents would presently be in their 50s. Regarding household income, more than 39% of respondents reported income of \$300,000 or more. As well, 39% responded that they gave 6-10% of their income to charitable organizations. It is important to note, then, that older, single women have more access to resources than do younger, married women. Interestingly, the majority of the older women were not employed in addition to being older and single, indicating that these women were either widowed, divorced, or never married, and all had access to resources.

Regarding financial support of the University, respondents answered they generally did not want or need recognition, and they did not donate to the University because they received financial support from the University. When asked what level of importance the respondents attached to various factors when making a decision to financially support the University, the two strongest factors were access to football tickets/lottery and a feeling of confidence in the family's financial security. It is important to note that access to football tickets/lottery was based at this University upon the benefactor's giving level. It is also important to note that the feeling of confidence in the family's financial security was supported by Havens & Schervish (2001) and the

Identification Theory which was conceptualized from the broader concept of “caritas” or care. The theory dictated that the root of care was based on four variables in the equation of care, one of which is that once the family’s financial security was met, the remainder of funds was designated for philanthropy.

The most influential motivator for giving to the University was personal satisfaction from giving, suggesting perhaps that respondents believed that their decision to give was independent of fund raising campaigns other than the football ticket incentive. This fact was important because once more women are engaged on a personal level with the University; they will be more likely to give and to attain the personal satisfaction they seek from giving. Once again, this finding was supported by one of the four variables of the Identification Theory which addressed how donors engaged in a process of discernment which included rectifying whether the act of giving fulfilled the donors’ happiness by bringing personal satisfaction.

Importantly, women donors who graduated from other universities were financially supporting this University across all five levels of giving, which are \$9,999 – and below; \$10,000 - \$24,999; \$25,000 - \$49,999; \$50,000 - \$99,999; and \$100,000 and more. This is key information for other institutions who implement the SWPM or a similar survey instrument as it suggests that they should not focus solely upon their own alumnae when measuring women’s motivations to give.

Research Question 3

What is the correlation between the independent and dependent items? Null hypothesis: there are no significant correlations between the independent and dependent items. The researcher found that there are statistically significant correlations between

independent and dependent items, allowing the rejection of the null hypothesis of no relation. Many of the items in survey questions 5, 6, 7, 8 and 19 were positively correlated to giving levels, indicating that they were effective measures of motivators for women to support the University. The independent variables that were important motivators for alumnae giving included having a sense of loyalty to the University, desiring to help the next generation of students, accessing football tickets/lottery, having confidence in the family's financial security, naming a scholarship in their or their family's names, supporting unrestricted funding, and desiring to be a member of an advisory council at the University.

As depicted in Figure 11, a common theme that evolved from the study was that women's giving level increases with both age and income and that women wish to become involved with the University before they commit to a significant gift. These findings were consistent with the literature on involvement (Sublett, 1993; Tanner and Ramsey, 1993; Shaw and Taylor, 1995; Bressi, 1999; and Fisher and Tidball, 2000).

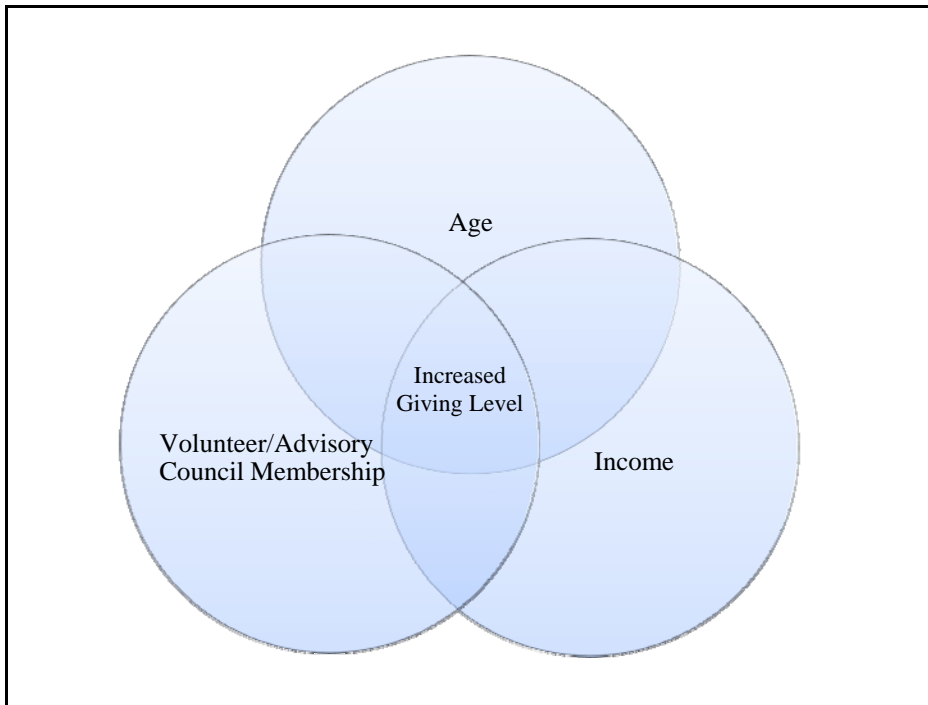


Figure 11. Figure 11 depicts increased giving levels with age, income, and involvement.

Research Question 4

Based on responses on the survey instrument, when women donors were categorized by “Giving Levels” what items best discriminate between levels?

Higher giving levels were associated with having trust in the University’s leadership, the desire to make a difference with the gift, the desire to help the next generation of students, recognition for one’s gift, and the desire to be personally involved with the University. These findings support Havens & Schervish’s (2001) results which suggested that donors contributed the largest amount of money to those organizations with which they are currently engaged or have been at one point in their lives, and to organizations with whom they identify. Evidence of the existence of “caritas”, or care, was present in the women’s desire to direct their resources and in their goals of wanting

to make a difference with their gifts (Havens & Schervish, 2001; Shaw & Taylor, 1995; Sterling, 2000).

Additionally, women gave to the University in order express loyalty to the University, the desire to repay the University for all they received from their education, and the desire to be personally involved with the University. Importantly, women's appointment to an advisory council was positively and significantly related to frequency of giving. Thus, women had a desire to be appointed to an advisory council in order to further engage with the University and continue to maintain, and even increase, their frequency of giving. These findings again supported the findings of Havens & Schervish (2001), who found the greatest portion of giving supports those organizations with which the donors are directly involved.

Ideally, women who gave the most preferred to establish a scholarship in their or their family's name rather than contribute to the renovation of campus buildings. This was important knowledge because it signals to the University that it should continue to provide opportunities for women donors to affiliate themselves with and financially support scholarships, endowments, and fellowships. As Havens and Schervish (2002) wrote, "organizations that had helped the participants, their family, or their friends generally took precedence over organizations and causes that had not" (p. 52). It was conceivable, then, that the women in this study knew someone who was assisted by the University or were assisted by the University themselves.

Additionally, one can determine that universities should recognize that women making donations to the University consider their donations to be a form of involvement in the University. Thus, universities should consider marketing funding opportunities to

women differently than they market funding opportunities to men, thereby engaging women in a different way. Perhaps, as many universities such as Colgate, Princeton, and UCLA have done, it is advisable to develop a program focused solely upon women in philanthropy which takes into consideration the notion of reframing marketing materials and gift opportunities to women donors.

Research Question 5

Based on responses on the survey instrument, when women donors were categorized by “Amount of Giving” what items best discriminate between levels? How is the amount and frequency of giving related to specific motivations?

Women’s giving percentages increased when their family was financially secure, allowing contributions to be made to charitable organizations with confidence. This finding supports Havens & Schervish’s (2001) theory that once family financial security was met, additional resources were used to express their values.

As depicted in Figure 12, additional motivators for amount of giving included having a spouse as an alumnus of the University, having served or presently serving as a volunteer on a University board/council and having a child who attended or who presently attends the University. In addition, graduates of the University donated less to charitable organizations than non-alumnae respondents. This could be a result of the fact that women did not graduate from the University until the 1970s, so alumnae respondents were not to a point in their lives yet when they could donate large percentages of their income to charitable organizations. Instead, it seemed likely that those respondents who could donate the highest percentage of their income were friends of the University, or more than likely spouses or mothers of male graduates.

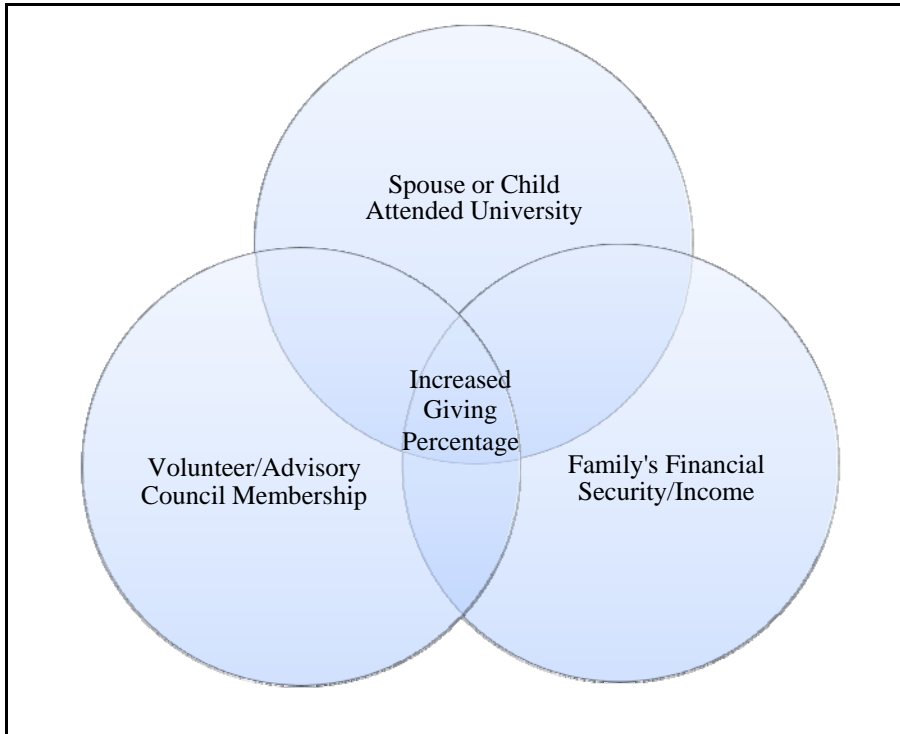


Figure 12. Figure 12 depicts increased giving percentages with having a spouse or child attend the University, knowing the family is financially secure, and having been engaged as a volunteer or board member.

Research Question 6

Based on responses on the survey instrument, when women donors were categorized by “Frequency of Giving” what items best discriminated between levels?

Important to the study of alumnae giving, the knowledge of the giving levels of friends, classmates and peers, did not affect the frequency of giving. Thus, women did not place importance on knowing what others were contributing to the University when considering how often they gave to the University. This information was meaningful when considering the approach for reunion giving campaigns which take place outside the normal campaign solicitation, and the ways in which alumnae specifically were asked to give. Tanner and Ramsey (1993) and Sublett (1993) both found in their research that

solicitation by a friend, classmate or peer did not lead an alumna to give. Therefore, those working on development projects in universities should take note that female donors were likely to decide how frequently to give to a University based on factors related to connection with the University (as will be discussed next), and not based on a comparison or competition with others.

However, as Figure 13 indicates, when women feel loyalty to the University, they will give more frequently to the University. Respondents indicated that giving to an unrestricted fund to be used where it was most needed as directed by the president was also a significant predictor of higher frequency of giving. In addition, a common theme found in the data was that an appointment to an advisory council was significantly related to frequency of giving. This information is significant as advisory council members are very aware of the impact of giving to the University and are encouraged to give to the University as an obligation of their membership on a council.

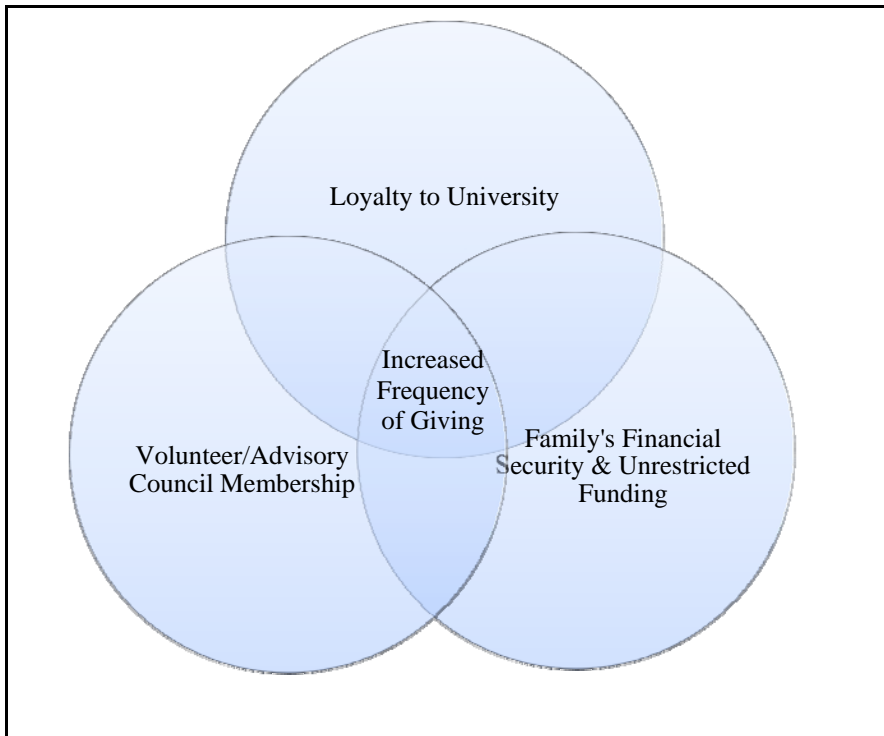


Figure 13. Figure 13 depicts increased frequency of giving when respondents feel loyalty to the University, know the family is financially secure, have been engaged as a volunteer or board member, and direct their funds to an unrestricted fund.

Respondent Comments

The final question on the survey asked respondents to provide any other information that relates to what motivates them to make or not to make financial contributions to the University. Of the 279 respondents, 97 provided comments that revealed four major themes. These themes related to motivations to give were: belief in the University’s mission, commitment to academic excellence, commitment to financial aid, and the memorable and positive experiences associated with the University.

Belief in the University’s mission was cited by many respondents as a primary motivation for giving to the University. One responded stated, “I truly believe in the mission of the University – a great environment with great educators. It is unique and special among other institutions, and my husband I feel fortunate to be a part of it.”

Another wrote, “It is important to me to support the University because I support and encourage its mission. It is also important to me to support the school that my children attend and to maintain my family's lifelong connection to the University.”

The second motivation, commitment to academic excellence, was represented in responses from several respondents. One alumna wrote, “I give out of a desire to fund the training of future leaders according to the values that I espouse and that I feel the University also espouses; and the desire to ensure that the University, with its uniquely great academics, athletics, research, and moral compass, will remain strong and viable.” Another respondent wrote, “Through the years of affiliation with the University, the commitment to a high quality education along with personal student development are very evident University priorities -- I am very confident our contributions will be effectively used.”

Respondents addressing the third motivation of commitment to financial aid wrote, “It is important to me to help those students in need to experience the breadth of the University’s education. To be able to provide scholarships to kids who otherwise couldn't go to the University is the gift that keeps on giving.” And yet another wrote, “The desire to thank the University for its generosity to me in providing me with a scholarship and the desire to assist deserving students in financial need.”

A fourth motivation, memorable and positive experiences associated with the University, captured this comment, “I believe my education provided professional opportunity, but more importantly, personal and spiritual growth.” And another wrote, “Purely personal experience and a sense of satisfaction in giving to a school that has influenced me a great deal in my life.”

Finally, some respondents also cited that access to football tickets was the item that motivated them to give to the University.

Limitations of the Study

Because the researcher focused upon women donors at only one religiously affiliated, Research I, private university, the results of the study has limited generalizability to women donors at other institutions of higher education. A second limitation is that the researcher cannot assume that the survey participants will understand the survey instrument and will answer each question truthfully. And yet a third limitation is placed on the reliability and validity of the survey instrument and whether or not the researcher is working with a true random sample. Additionally, because the researcher chose to survey only women donors, the results of the study cannot address the issue of whether women give differently than men.

The researcher also found one minor issue with the SWPM because it did not give respondents the option to indicate certain survey items were not applicable to their situations, which perhaps resulted in minor confusion about how to answer several questions, and in turn, some missing data issues.

Overall Conclusions

Data generated and analyzed during this study revealed the motivations for women's giving to a religiously affiliated, Research I, private University. Psychometric data generated from use of the statistical technique of Cronbach's alpha supported that the SWPM developed for this study was reliable and valid. Further, running multivariate analyses allowed the researcher to determine which independent variables had the strongest effect on the dependent variable when all independent variables were taken into

consideration simultaneously. Although this study was limited to a small sample of women donors, the study supported the Identification Theory (Havens & Schervish, 2001).

Recommendations

Based upon this study, recommendations for further research are:

1. This study could be partially replicated at other religiously affiliated, Research I, private universities or at Research I, public universities;
2. This study could focus solely upon alumnae of a religiously affiliated, Research I, private University;
3. This survey could be sent to the alumni of and male donors to the religiously affiliated, Research I, private University to determine their motivations for giving and whether men give differently than women;
4. The University Relations department could replicate this study with all University alumnae and female donors to gather a broader understanding of the motivations behind women's giving to the University;
5. Items that were part of the survey and were not included in this study could be analyzed. The following items might be addressed:
 - a. How do women donors decide to make charitable contributions?
 - b. What is the giving vehicle most preferred by women donors when making a gift to the University?
 - c. How do women donors prefer to make gifts to the University?
 - d. What influences women donors to make charitable contributions to the University?

Summary

A valid and reliable instrument for determining the motivations for women's giving was developed through this study. The SWPM was deemed reliable through Cronbach's alpha. This study may provide a springboard for future studies about women's motivations for giving within the field of fund raising. In closing, this study has developed the SWPM as an instrument to measure motivations for women's giving. The study has developed from a problem statement of no known instrument that is reliable and valid to a conclusion of a known instrument deemed reliable and valid through quantitative analysis.

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Q4. What is the most effective way for the university to ask for your financial support? Please review the following and note the effectiveness of each using this scale:

	1	3	5	7	9
	<i>Not effective</i>				<i>Very effective</i>
E-mail contact					1 3 5 7 9
Mail contact					1 3 5 7 9
Telephone contact					1 3 5 7 9
Reunion contact					1 3 5 7 9
Dorm contact					1 3 5 7 9
Alumna/alumnus contact					1 3 5 7 9
Current student contact					1 3 5 7 9
Development director contact					1 3 5 7 9
Faculty contact					1 3 5 7 9
Dean of the College contact					1 3 5 7 9
Senior officer within the institution contact (i.e. president, provost, executive vice president, etc.)					1 3 5 7 9

Q5. How important are each of the following in your decision to support the university financially?

(Using the following scale, please indicate your level of agreement with each statement)

	1	3	5	7	9
	<i>Unimportant</i>				<i>Very important</i>
My loyalty to the university.					1 3 5 7 9
My trust in the university's leadership.					1 3 5 7 9
My sense of duty to give to others.					1 3 5 7 9
My desire to repay the university for all that I received from my education.					1 3 5 7 9
My desire to make a difference with my gift.					1 3 5 7 9
My desire to help the next generation of students.					1 3 5 7 9
Personal recognition for my gift.					1 3 5 7 9
Personal involvement with the university.					1 3 5 7 9
I received support to attend the university.					1 3 5 7 9

Q6. What level of importance do you attach to each of the following when you make a decision to contribute financially to the university?

(Using the following scale, please indicate your level of agreement with each statement)

	1	3	5	7	9
	<i>Unimportant</i>				<i>Very important</i>
The brochures, letters and reminders received from the university	1	3	5	7	9
The matching gift my company may give.	1	3	5	7	9
The publication of my name in an annual donor report.	1	3	5	7	9
Knowledge of the giving level of friends, classmates and peers.	1	3	5	7	9
Gaining access to football tickets/football lottery.	1	3	5	7	9
The person who asks for my gift.	1	3	5	7	9
My family is financially secure, allowing me to contribute to the university with confidence.	1	3	5	7	9

Q7. Please evaluate below the effectiveness of the university's gift recognition/stewardship program.

(Using the following scale, please indicate your level of agreement with each statement)

	1	3	5	7	9
	<i>Not effective</i>				<i>Very effective</i>
My name listed in an annual donor report.	1	3	5	7	9
My name on a permanent plaque, donor wall, brick or other tangible memento.	1	3	5	7	9
My name on a personal plaque I can put in my home or office.	1	3	5	7	9
My name on a building, room or piece of equipment.	1	3	5	7	9
My name or family's name on a scholarship, fellowship, endowment for excellence, etc.	1	3	5	7	9
A gift with the university's insignia (i.e. bookmark, shirt, pen, etc.)	1	3	5	7	9
Thank you letters from the senior administrators of the university (e.g. president, vice president, provost, executive vice president, etc.)	1	3	5	7	9
Thank you letters from the dean of the college.	1	3	5	7	9
Thank you letters from a faculty member.	1	3	5	7	9
Thank you letters from a student.	1	3	5	7	9
Appointment to an advisory council.	1	3	5	7	9
Invitations to special donor events at the university.	1	3	5	7	9
Other (please specify) _____	1	3	5	7	9

Q8. How likely would you be to contribute financially to the university for:
 (Using the following scale, please indicate your level of agreement with each statement)

	1	3	5	7	9	
	<i>Least</i>				<i>Very</i>	
	<i>likely</i>				<i>likely</i>	
Student scholarships	1	3	5	7	9	
Student awards	1	3	5	7	9	
Student/faculty research projects (undergraduate and graduate)	1	3	5	7	9	
Endowed faculty professorships and chairs	1	3	5	7	9	
An unrestricted fund to be used where it is most needed as directed by the president.	1	3	5	7	9	
Athletic support:	1	3	5	7	9	
women's athletics	1	3	5	7	9	
men's athletics	1	3	5	7	9	
The library	1	3	5	7	9	
Renovations and new buildings	1	3	5	7	9	
A specific college, department, center, institute or special program. If so, which college, department, center, institute or special program?	1	3	5	7	9	
(Other (please specify) _____)	1	3	5	7	9	

Q8a. How often do you make a gift to the university?

- Occasional years
- One time each year
- One to four times each year
- Four or more times each year
- Other _____

Q8b. What is the giving vehicle you most prefer when making a gift to the university?

- Outright gift
- Multi-year pledge
- Deferred gift

Q8c. How do you prefer to make your gifts to the university?

- Online gift
- Gift by mail or telephone
- Gift given in person to a university representative
- Gift of securities
- Gift by wire transfer
- Planned gift or gift of property
- Matching gift
- Memorial gift

Q9. Please indicate which of the following types of not-for-profit organizations you would be most likely to support?

(Using the following scale, please indicate your level of agreement with each statement)

	1	3	5	7	9
	<i>Least likely</i>				<i>Very likely</i>
Arts, cultural or humanities organizations	1	3	5	7	9
Health organizations	1	3	5	7	9
Religious organizations	1	3	5	7	9
Environmental organizations	1	3	5	7	9
Political organizations	1	3	5	7	9
Public or social benefit organizations (minority and women's equity issues, Rotary, Kiwanis, etc.)	1	3	5	7	9
My undergraduate university	1	3	5	7	9
Educational institutions other than my undergraduate institution (i.e. elementary, secondary and/or post-secondary schools)	1	3	5	7	9
Community support and outreach organizations (United Way, YWCA, etc.)	1	3	5	7	9
Other (please specify)	1	3	5	7	9

Q10. What highest level of education have you completed?

- High school diploma
- Some post-secondary education
- Associate's degree
- Bachelor's degree
- Master's degree
- Doctorate/Professional degree
- Other

Q11. Did you complete your undergraduate degree at the university?

- Yes (go to Q11a)
- No (go to Q12)

Q11a. If you completed your undergraduate degree(s) at the university, what was your major(s)?

Q11b. What was your year of graduation?

Q12. If you completed your undergraduate degree(s) at another institution, where did you complete your degree and what was your major(s)?

Q12a. What was your year of graduation? _____

Q13. Did you complete your graduate degree(s) at the university?

- Yes (*go to Q13a*)
 No (*go to Q13c*) Did not earn a graduate degree

Q13a. If you completed your graduate degree(s) at the university, from what department(s) did you earn your degree(s)?

Q13b. What was your year of graduation? _____

Q13c. If you did not complete your graduate degree(s) at the university, from what university(s) did you earn your graduate degree(s)? And in what discipline?

Q13d. What was your year of graduation? _____

Q14. What is your current employment status?

- Employed full-time
 Employed part time
 Not currently employed
 Retired

Q15. Which of the following best describes your employer?

- Private for-profit company or business
 Private not-for-profit organization
 Government agency/public education
 Self-employed
 Not currently employed
 Other (please explain) _____

Q16. What is your present marital status? (check one)

- Married
- Single, never married
- Divorced or separated
- Widowed
- Other

Q17. In what year were you born? _____

Q18. What is your total household income?

- \$0 - \$75,000
- \$75,001 - \$150,000
- \$150,001 - \$225,000
- \$225,001 - \$300,000
- Above \$300,000

Q19. What is your present affiliation with the university? (check all boxes that apply)

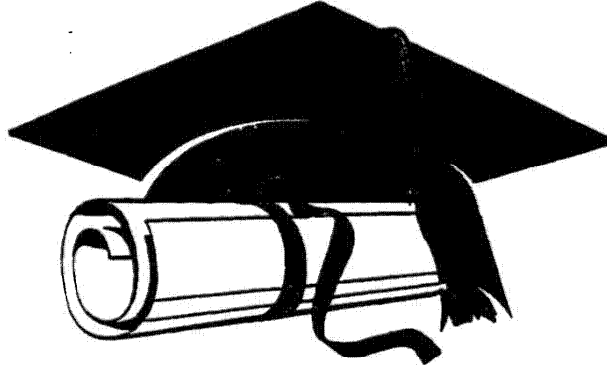
- I am an alumna of the university
- My spouse is an alumnus of the university
- My child attends/attended the university
- I am/was employed at the university
- I serve/served as a volunteer on a university board/council
- I attend/attended university athletic events
- I attend/attended university performing arts events
- I attend/attended university sponsored programs/lectures
- None of the above
- Other _____

Q20. The percentage of my income that I give to not-for-profit organizations is:
(Please indicate percentage range by marking an "X" on one box below)

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 0-5% | 6-10% | 11-15% | 16-20% | 21-25% | 25% + |

Appendix B

WOMEN'S WAYS OF GIVING



Instructions

Most questions are answered by circling the most appropriate number. Some questions require writing in a number or a word. Your response is anonymous. Please answer all questions that apply to you. The responses provided for each question may not always reflect your exact thinking; nonetheless, please circle the best response provided. Immediate responses are generally best.

Thank you very much for your participation.

To return the survey, please:

1. Mail the enclosed postcard separately. No postage is necessary. I cannot match your name on the postcard with your completed survey. When I receive the card your name will be deleted from the follow-up mailing list.
2. Mail the survey in the enclosed postage paid envelope.

Rosalie M. Simari
Hofstra University
516-463-5038

Q1. In general, how do you decide to make charitable contributions?
 (Please circle one number for each answer that applies.)

1 = Yes 2 = No

	YES	NO
IT IS MY INDIVIDUAL DECISION.	1	2
IT IS A FAMILY DECISION.	1	2
I DECIDE ON EACH REQUEST AS I RECEIVE IT.	1	2
I HAVE A BUDGETED AMOUNT FOR CHARITABLE CONTRIBUTIONS.	1	2
I GIVE THE SAME AMOUNT TO THE SAME GROUPS EVERY YEAR.	1	2
I REVIEW THE LIST OF ORGANIZATIONS I GIVE TO EACH YEAR.	1	2
I CONSIDER YEAR-END TAX CONSEQUENCES.	1	2

Q2. What level of importance do you attach to each of the following when you make a decision on whether or not to contribute financially to your undergraduate university? (Please circle one number for each answer that applies.)

1 = Not important 2 = Slightly important 3 = Moderately important
 4 = Very important

	1	2	3	4
KNOWLEDGE OF THE GIVING LEVEL OF FRIENDS, CLASSMATES AND PEERS	1	2	3	4
THE PERSON WHO ASKS FOR MY GIFT	1	2	3	4
THE BROCHURES, LETTERS AND REMINDERS RECEIVED FROM THE UNIVERSITY	1	2	3	4
THE CORPORATE MATCHING GIFT MY COMPANY MAY GIVE	1	2	3	4
THE THANK YOU LETTERS I RECEIVE FROM THE PRESIDENT	1	2	3	4
THE INVITATIONS I MAY RECEIVE TO SPECIAL DONOR EVENTS	1	2	3	4
THE PUBLICATION OF MY NAME IN AN ANNUAL DONOR REPORT	1	2	3	4

Q3. How important are each of the following in your decision whether or not to support your undergraduate university financially? (Please circle one number for each item.)

1 = Not important 2 = Slightly important 3 = Moderately important
4 = Very important

	1	2	3	4
MY LOYALTY TO THE UNIVERSITY	1	2	3	4
MY BELIEF IN THE UNIVERSITY'S LEADERSHIP	1	2	3	4
PERSONAL RECOGNITION FOR MY GIFT	1	2	3	4
A FEELING OF REBUILDING OR REPAYING	1	2	3	4
A SENSE OF OBLIGATION	1	2	3	4
THE POSSIBILITY OF MAKING AN IMPACT WITH MY GIFT	1	2	3	4
A DESIRE TO HELP THE NEXT GENERATION OF STUDENTS	1	2	3	4

Q4. How should your undergraduate university most effectively ask for your financial support? Please review the following list and note the effectiveness of each using this scale: (Please circle one number for each answer that applies.)

1 = Not effective 2 = Slightly effective
3 = Moderately effective 4 = Very effective

	1	2	3	4
PERSONAL CONTACT (IN PERSON)	1	2	3	4
TELEPHONE CONTACT	1	2	3	4
MAIL CONTACT	1	2	3	4
CLASSMATE CONTACT	1	2	3	4
ALUMNA/ALUMNUS VOLUNTEER CONTACT	1	2	3	4
SORORITY SISTER CONTACT	1	2	3	4
CURRENT STUDENT CONTACT	1	2	3	4
DEVELOPMENT STAFF MEMBER CONTACT	1	2	3	4
FACULTY CONTACT	1	2	3	4
ADMINISTRATOR CONTACT	1	2	3	4

Q5. How likely would you be to contribute financially to your undergraduate university for: (Please circle one number for each item.)

1 = Not at all 2 = Slightly 3 = Moderately 4 = Very likely

	1	2	3	4
STUDENT SCHOLARSHIPS, AWARDS AND LOANS	1	2	3	4
ENDOWED FACULTY PROFESSORSHIPS AND CHAIRS	1	2	3	4
A GENERAL FUND TO BE USED WHERE IT IS MOST NEEDED	1	2	3	4
ATHLETIC SUPPORT:	1	2	3	4
WOMEN'S ATHLETICS	1	2	3	4
ALL ATHLETICS	1	2	3	4
THE LIBRARY	1	2	3	4
RENOVATIONS AND NEW BUILDINGS	1	2	3	4
THE ENDOWMENT	1	2	3	4
A SPECIFIC SCHOOL OR DEPARTMENT IF SO, WHICH SCHOOL OR DEPARTMENT _____	1	2	3	4
OTHER (PLEASE SPECIFY) _____	1	2	3	4

Q6. If you have not made a gift to your undergraduate university, please indicate which factors affected your decision. (Please circle one number for each item that applies.)

1 = Yes 2 = No

	YES	NO
I AM NOT FINANCIALLY ABLE TO MAKE A GIFT AT THIS TIME.	1	2
I AM ABLE TO MAKE A GIFT, BUT CHOOSE NOT TO.	1	2
I HAVE NEVER BEEN ASKED TO MAKE A GIFT.	1	2
I HAVE NOT BEEN INFORMED OF THE BENEFITS OF MY GIVING.	1	2
OTHER (PLEASE SPECIFY) _____	1	2

Q7. If you were to make a substantial gift to your undergraduate university, which types of recognition would you prefer for your gift? (Please circle one number for each item.)

1 = Do not prefer 2 = Slightly prefer 3 = Moderately prefer 4 = Strongly prefer

	1	2	3	4
MY NAME LISTED IN AN ANNUAL DONOR REPORT	1	2	3	4
MY NAME ON A PERMANENT PLAQUE	1	2	3	4
A SMALL PLAQUE I CAN HANG AT HOME OR OFFICE	1	2	3	4
A GIFT WITH THE UNIVERSITY INSIGNIA	1	2	3	4
A THANK YOU LETTER FROM THE PRESIDENT	1	2	3	4
APPOINTMENT TO AN ADVISORY COMMITTEE	1	2	3	4
MY NAME ON A BUILDING, ROOM OR PIECE OF EQUIPMENT	1	2	3	4
OTHER (PLEASE SPECIFY)	1	2	3	4

Q8. Please indicate which of the following types of not-for-profit organizations you supported financially in the last five years? (Please circle a number for each.)

1 = Yes 2 = No

	YES	NO
ARTS, CULTURAL OR HUMANITIES ORGANIZATIONS	1	2
HEALTH ORGANIZATIONS	1	2
RELIGIOUS ORGANIZATIONS	1	2
ENVIRONMENTAL ORGANIZATIONS	1	2
POLITICAL ORGANIZATIONS	1	2
PUBLIC OR SOCIAL BENEFIT ORGANIZATIONS (MINORITY AND WOMEN'S EQUITY ISSUES, ROTARY, KWANS, ETC.)	1	2
MY UNDERGRADUATE UNIVERSITY	1	2
EDUCATIONAL INSTITUTIONS OTHER THAN MY UNDERGRADUATE UNIVERSITY	1	2
OTHER (PLEASE SPECIFY)	1	2

PERSONAL DATA

Q9. What is the highest degree you have completed? (Circle number)

1. BACHELOR'S
2. MASTER'S
3. DOCTORATE
4. OTHER

Q10. When you attended undergraduate college did you live: (If more than one applies, circle the number that indicates where you lived the longest.)

1. ON-CAMPUS
2. AT HOME WITH MY FAMILY
3. IN AN OFF-CAMPUS APARTMENT

Q11. What was your undergraduate major? _____

Q12. When did you graduate? 19 ____

Q13. What is your present occupation? _____
If retired, what was your occupation? _____

Q14. Are you presently: (Circle number)

1. EMPLOYED FULL-TIME
2. EMPLOYED PART-TIME
3. NOT EMPLOYED OUTSIDE THE HOME
4. RETIRED

Q15. Which of the following best describes your employment? (Circle number)

1. PRIVATE FOR-PROFIT COMPANY OR BUSINESS
2. PRIVATE NOT-FOR-PROFIT ORGANIZATION
3. GOVERNMENT AGENCY/SCHOOL DISTRICT
4. SELF EMPLOYED
5. NOT CURRENTLY EMPLOYED

Q16. Your present marital status: (Circle number)

1. MARRIED OR LIVING WITH PARTNER
2. SINGLE, NEVER MARRIED
3. DIVORCED OR SEPARATED
4. WIDOWED

Q17. What was your 1994 personal income (including wages, salaries, dividends, interest, social security, etc.) before taxes? (Circle number)

1. UNDER \$15,000
2. 15,000 TO 19,999
3. 20,000 TO 24,999
4. 25,000 TO 29,999
5. 30,000 TO 34,999
6. 35,000 TO 39,999
7. 40,000 TO 49,999
8. 50,000 TO 59,999
9. 60,000 TO 74,999
10. 75,000 TO 99,999
11. OVER 100,000

Q18. What was your 1994 total household income (including wages, salaries, dividends, interest, social security, etc.) before taxes? (Circle number)

1. UNDER \$15,000
2. 15,000 TO 19,999
3. 20,000 TO 24,999
4. 25,000 TO 29,999
5. 30,000 TO 34,999
6. 35,000 TO 39,999
7. 40,000 TO 49,999
8. 50,000 TO 59,999
9. 60,000 TO 74,999
10. 75,000 TO 99,999
11. OVER 100,000

Q19. Your present age: _____ YEARS.

Appendix C

November 3, 2008

Dear Jane,

You have been selected to receive a survey from a random sample of university women who have been engaged with the university in a variety of ways, including supporting the university financially. Because you support the university, you offer valuable insight into the motivations of why women give of their time, talent and resources.

In approximately 1 to 2 weeks, you will receive a survey from Lynn M. Hubert, a regional director of development at the university who also is conducting research for her doctoral dissertation titled, "Emerging Donors: Reliability and Validity of the Survey of Women's Philanthropic Motivations." Lynn also is a doctoral student in Educational Leadership and Policy Analysis at the University of Missouri-Columbia.

The survey should take no more than 15 minutes to complete, and we hope you would answer all questions as your responses are anonymous and extremely important to this study. To assure anonymity, please do not identify yourself on the survey and know that your participation is completely voluntary.

While the university development office has approved this research, it will not have access to any identifying information and, again, all individual responses will remain confidential and anonymous. If you have any questions regarding this research, please contact Lynn Hubert at 574-631-3689 or lhubert@nd.edu.

Thank you for your support and assistance with this important research project.

Sincerely yours,

Lou Nanni
Vice President for University Relations

Appendix D

November 12, 2008

Dear Jane,

As a member of the university family, I am writing to ask for your participation in a research project conducted through the Educational Leadership and Policy Analysis program at the University of Missouri – Columbia. You should have received prior notification of the study from Lou Nanni, Vice President for University Relations at the university. As a regional director of development at the university, I am enthused to conduct this study and learn more about women's motivations for giving the university.

The purpose of this study is to determine the characteristics that motivate women's giving to the university. Information collected from this study will enable the University to create a culture that will further encourage women to consider the University in their philanthropic decisions. As well, the study will serve as a catalyst for creating and maintaining a Women in Leadership Initiative at the University.

Chosen at random from a database of more than 74,000 women, you are one of nearly 500 who will be included in this research study. It should take you no longer than 15 minutes to complete the enclosed survey. Importantly, your survey responses will remain anonymous and the information will be shared with the University only on a group report basis.

An additional avenue for you to complete this survey is via SurveyMonkey at the link provided to you in an e-mail I will be sending to you within the week. In the event the e-mail does not reach you, you can access the survey via the following link: *[insert field here]*. My purpose in making available a variety of ways to complete the survey is to make certain we capture your perspectives in the most convenient way possible.

Your responses to this voluntary survey will be held in the strictest confidence and there are no anticipated risks to you for participating in this study. Additionally, there are no direct benefits to you; however, the results of the survey will be made available to you upon the completion of the study in the summer of 2009.

In order to create a meaningful and valid study, it is extremely important that all surveys be completed and returned. Should you have any questions about the survey, the study, or the use of the study, please contact me at lhubert@nd.edu or at (574) 631-3689.

Thank you for your participation in this study. If you choose to complete the enclosed survey, please return it in the enclosed pre-addressed, stamped envelope no later than December 5, 2008. I ask that you complete only one survey either electronically or via the enclosed hard copy.

Best regards,

Lynn M. Hubert
Doctoral Student, University of Missouri-Columbia
Director of Regional Development-Midwest, University

Appendix E

November 15, 2008

Dear Jane,

As a member of the university family, I am writing to ask for your participation in a research project conducted through the Educational Leadership and Policy Analysis program at the University of Missouri – Columbia. You should have received prior notification of this study from Lou Nanni, Vice President for University Relations at the university. Additionally, you were mailed a copy of this letter and survey hard copy on November 12, 2008. As a regional director of development at the university, I am enthused to conduct this study and learn more about women's motivations for giving to Our Lady's University.

The purpose of this study is to determine the characteristics that motivate women's giving to the university. Information collected from this study will enable the University to further encourage women to consider the University in their philanthropic decisions. As well, the study will serve as a catalyst for creating and maintaining a "Women in Leadership Initiative" at the University.

Chosen at random from our database of more than 74,000 women, you are one of only 500 invited to participate in this research study. It should take you no longer than 15 minutes to complete the survey, which can be accessed via the following link https://www.surveymonkey.com/s.aspx?sm=Cst7XVF_2f7csFQtPvWZbiS6vkLJFKL_2fJ0zC5YGn9kkOY_3d. Most importantly, your survey responses will remain completely anonymous and the information will only be analyzed on a group report basis.

Your responses to this voluntary survey will be held in the strictest confidence and there are no anticipated risks to you for participating in this study. While there are no direct benefits for you in completing the survey, the results of the survey will be made available to you upon the completion of the study in the summer of 2009.

In order to conduct a meaningful and scientifically valid study, it is extremely important that each individual either complete online or return the hard copy survey you should have received via the postal service. Should you have any questions regarding the survey, the study, or the use of the study, please contact me at lhubert@nd.edu or at (574) 631-3689.

Thank you in advance for your participation! Please submit or mail the completed survey no later than Friday December 5, 2008. I ask again that you complete only one version of the survey, either via this email or by returning the mailed hard copy.

Best regards,

Lynn M. Hubert
Director of Regional Development-Midwest, University
Doctoral Student, University of Missouri-Columbia

Appendix F

November 17, 2008

Dear Jane,

Because your name was selected from a random sample of university women, a survey was mailed and/or e-mailed to you last week as part of research being conducted regarding my dissertation, "Emerging Donors: Reliability and Validity of the Survey of Women's Philanthropic Motivations."

If you have completed and returned the survey, please accept my sincere appreciation! If you have not yet completed the survey, please take a few minutes to complete it and return it in the stamped envelope provided with the survey.

If you have not yet received the survey, or if it has become misplaced, please e-mail me at lhubert@nd.edu or call me at (574)631-3689 so that I may provide you with another copy.

Best regards,

Lynn M. Hubert
Doctoral Student, University of Missouri-Columbia
Director of Regional Development, University

Appendix G

Institutional Review Board Approval – Site Institution

Institutional Review Board PROTOCOL REVIEW

REVIEW DATE: 09-26-2008

Protocol No: 09-049

Full Committee

Expedited Review

Principal Investigator: Lynn Hubert

Department: MU- Dissertation

Protocol Title: The Emerging Donors: Women's Philanthropy and Motivations for Giving To a Religiously Affiliated Research I, Private University

Recommendation: Exempt 45CFR 46.101(b)
 Approved Effective until: 09-25-2009
 Deferred for additional information. See comments:
 Not approved. See comments:

COMMENTS:

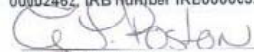
Exempt Research

Please note the following requirements stipulated in the University's procedures on the use of human subjects in research:

A) The IRB committee's approval is only for the project protocol named above as submitted for their review. If any changes are to be made to the protocol the changes are subject to review and approval by the IRB committee prior to implementation.

B) If you intend to continue the project beyond the expiration date listed above, you must submit a request for continuation accompanied by a complete protocol for review and approval by the committee in advance. Human participants may not be used in research unless the project has a currently approved protocol.

C) The University of North Dakota has an approved Federal Wide Assurance on file with the Office for Human Research Protections. Assurance number I00002462, IRB number IRE0000329.


Tracey L. Poston, Ph.D.
Director Research Compliance, Office of Research, and
Administrator of the NDHSIRB

9/26/2008
Date

Copy to:

Appendix H

Institutional Review Board Approval – Conferring Institution

E-mail received October 20, 2008

Dear Investigator:

Your human subject research project entitled THE EMERGING DONORS: WOMEN'S PHILANTHROPY AND MOTIVATIONS FOR GIVING TO A RELIGIOUSLY AFFILIATED, RESEARCH I, PRIVATE UNIVERSITY was reviewed and APPROVED as "Exempt" on October 20, 2008 and will expire on October 20, 2009. Research activities approved at this level are eligible for exemption from some federal IRB requirements. Although you will not be required to submit the annual Continuing Review Report, your approval will be contingent upon your agreement to annually submit the "Annual Exempt Research Certification" form to maintain current IRB approval. You must submit the "Annual Exempt Research Certification" form by September 05, 2009 to provide enough time for review and avoid delays in the IRB process. Failure to timely submit the certification form by the deadline will result in automatic expiration of IRB approval. (See form: <http://irb.missouri.edu/eirb/>)

If you wish to revise your activities, you do not need to submit an Amendment Application. You must contact the Campus IRB office for a determination of whether the proposed changes will continue to qualify for exempt status. You will be expected to provide a brief written description of the proposed revisions and how it will impact the risks to subject participants. The Campus IRB will provide a written determination of whether the proposed revisions change from exemption to expedite or full board review status. If the activities no longer qualify for exemption, as a result of the proposed revisions, an expedited or full board IRB application must be submitted to the Campus IRB. The investigator may not proceed with the proposed revisions until IRB approval is granted.

Please be aware that all human subject research activities must receive prior approval by the IRB prior to initiation, regardless of the review level status. If you have any questions regarding the IRB process, do not hesitate to contact the Campus IRB office at (573) 882-9585.

Campus Institutional Review Board

VITA

Lynn M. Hubert, Ed.D.

Lynn was born on September 5, 1968, in St. Joseph, Mo. She graduated from Bishop LeBlond High School in 1986. In 1992, Lynn graduated from Missouri Western State University with a Bachelor of Art Degree in English with minors in journalism and Spanish. She earned her Master of Art Degree in English in 1994 from Northwest Missouri State University. In 2009, Lynn earned a Doctorate in Educational Leadership and Policy Analysis from the University of Missouri – Columbia.

Lynn has worked her entire professional life in academia. She began her career as an intern in the institutional advancement office at Missouri Western State University where she worked in grant writing, public relations, and the annual fund. Two weeks after graduating from NWMSU, she moved to Shawnee, Oklahoma, to work at St. Gregory's University as the director of development and communications. Her career path then led her to an assistant professor position at Missouri Valley State College in Marshall, Missouri, where she taught media law and ethics, mass communication, photography, newspaper design, and English. Lynn found herself being called back into development work at Conception Abbey and Seminary College as the director of communications and development. After completing two years at Conception, Lynn was contacted by the then vice president at Missouri Western State University and asked to apply for the position of director of institutional advancement, where she was to spend the next four years.

In 2001, Lynn moved to Logan, Utah, as the director of development for the college of engineering at Utah State University. From USU, she accepted a position as the director of development for the college of business at the University of Missouri – Columbia, only to return to USU to accept a promotion to executive director of

development for the college of engineering. Lynn currently serves as a regional director of development for the University of Notre Dame in Notre Dame, Indiana.