

Beyond Our Backyard: An Inquiry into International Alumni Giving at
the University of Kansas

By

© 2019

David E. Decker

M.B.A., Emporia State University, 2002

B.Sc., Emporia State University, 1999

Submitted to the graduate degree program in Educational Leadership and Policy Studies and the graduate faculty of the University of Kansas in partial fulfillment of requirements for the degree of Doctor of Education.

Committee Chair: Susan B. Twombly, Ph.D.

Lisa E. Wolf-Wendel, Ph.D.

Marlesa A. Roney, Ph.D.

Eugene T. Parker, Ph.D.

Lorin Maletsky, Ph.D.

Date Defended: 29 April 2019

The dissertation committee for David Decker certifies that this is the approved version of the following dissertation:

Beyond Our Backyard: An Inquiry into International Alumni Giving at the University of Kansas

Committee Chair: Susan Twombly, Ph.D.

Date Approved: 7 May 2019

Abstract

The purpose of this mixed method study was to explore the philanthropic giving behaviors of international alumni to a state public university (University of Kansas) once they graduated from the university. The primary data sample consists of degree holders from 2006 to 2015 who attended the University of Kansas as an international student (*international alumni*). I distinguished giving behaviors between international alumni living outside the United States and international alumni who reside in the United States (*international expatriates*). Additionally, giving behaviors of international alumni and domestic alumni who currently reside within the United States for the same time-period were explored for comparative purposes. Lastly, a sample of eight international alumni donors were chosen for qualitative interviews regarding their giving behavior and influences on their philanthropic decisions. Through data collection from the university registrar, endowment association, alumni association, and personal donor interviews, I explored the nature of international alumni giving and domestic alumni populations in order to better understand their varied levels of philanthropic support.

Qualitative interview questions were designed to uncover answers and experiences that are difficult to collect through analytical data tables, including: (1) what inspired the participant to give a gift to their alma mater; (2) what did the experience of being a student at the university mean to the participant and their decision to give a gift; and (3) how philanthropy is viewed in the participant's country of residence. The information gleaned from these interviews describe how these experiences and thoughts shape who they are as a donor.

The quantitative portion of the study focused exclusively on giving behavior of the various alumni groups over the ten-year period from 2006 to 2015. Data on biographical demographics, degree type, country of origin, current residence and others were compiled to

build a single data table for trend analysis. Patterns emerged showing what countries donors come from and currently reside, in terms of both dollars contributed and gift frequency. Trends provided aggregate data and information useful in understanding the context and overall picture of international alumni giving.

The final step of this study utilized thematic analysis, exposing the similarities, patterns, trends and discrepancies within the qualitative interviews and the quantitative data gathered. Themes emerged around alumni giving domestically and from abroad, location, and gift frequency. The research resulted in five findings. First, international alumni populations grew at a higher rate than domestic alumni populations during the time period reviewed, with China replacing India as the top country of origin while KU international student populations overall became more homogeneous with less diversity. Second, comparing domestic alumni to international alumni- domestic alumni are more likely to give a gift, give larger gift amounts, and give more frequently. While international alumni gift amounts and frequency are more consistent with a smaller range. Third, former international students living in the U.S. (international expatriates) are more likely to give a gift than domestic alumni. However, domestic alumni give larger gifts and at a higher frequency than those of international origin living in the U.S. Fourth, international alumni living in the U.S. (international expatriates) are more likely to give than international alumni living abroad. However, international alumni living abroad give larger gifts. Lastly, the connection with a faculty or staff member, positive student experience and family or cultural upbringing are notable factors that influence the individual international alumni giving decision.

Acknowledgements

As is true in many of life's notable achievements, the individual often reaches the pinnacle of accomplishment through the unwavering support and guidance of others. It is with this spirit of appreciation and humility that I submit this completed dissertation. The path has been circuitous and wrought with numerous revisions and amendments. In large part, this was due to the exceptional diligence, stimulating insights and challenges from many in my academic, professional and personal life.

Thank you to the faculty of the KU Department of Educational Leadership and Policy Studies, especially Susan Twombly, who showed great patience and poise as she helped me re-envision perceived obstacles and see new opportunities. Though it was often daunting to write for a faculty member whose work I regard so highly, her depth of knowledge and thoughtful feedback was a catalyst for advancing my study.

In addition, I wish to thank and acknowledge the many professionals at KU Endowment Association who supported me along the way with expertise and humor, including Bill, Brent, Keeley, Jerome, Mark, Jim and Jessica. Working side by side with each of you to advance the University of Kansas has taught me the value of dreaming big and the fulfilling rewards of persistence and dedication.

Finally, thank you to my family, for sacrificing time spent together and foregoing my full attention while on this journey. My parents, DiAnne & Ronald Decker, my true inspirations in showing me all the world has to offer and epitomizing self-less service. My children, Isabella, Alexandra and Gabriel, for being my respite and bringing so much joy to our home. And of course, my wife, Veronica. While I live an extremely blessed life, your patience, kindness and love are the greatest treasures I possess.

Table of Contents

List of Tables and Graphs.....	vii
Chapter 1: Introduction.....	1
Chapter 2: Literature Review.....	9
Chapter 3: Methods.....	31
Chapter 4: Results.....	44
Chapter 5: Discussion.....	76
References.....	90

List of Tables and Graphs

Table 1: Qualitative Interview Participants.....	41
Table 2: International and Domestic Student Degrees Earned from 2006 to 2015.....	45
Table 3: International Degree Types Earned from 2006 to 2005.....	46
Table 4: Top 10 Countries of Origin Comparison.....	47
Graph 1: Country of Origin for International Alumni in 2006.....	48
Graph 2: Country of Origin for International Alumni in 2015.....	48
Graph 3: KU Donor and Non-Donor Comparison from 2006 to 2015.....	50
Graph 4: Domestic and International Donor Participation Comparison.....	51
Graph 5: Domestic and International Mean Gift Amount from 2006 to 2015.....	52
Graph 6: Domestic and International Median Gift Amount from 2006 to 2015.....	52
Graph 7: Domestic and International Mode Gift Amount from 2006 to 2015.....	53
Graph 8: Domestic and International Mean Number of Gifts from 2006 to 2015.....	54
Graph 9: Domestic and International Expatriate Donor Participation Comparison.....	56
Graph 10: Domestic and International Expatriate Mean Gift Amount from 2006 to 2015.....	57
Graph 11: Domestic and International Expatriate Median Gift Amount from 2006 to 2015.....	57
Graph 12: Domestic and International Expatriate Mode Gift Amount from 2006 to 2015.....	58
Graph 13: Domestic and International Expatriate Mean Number of Gifts from 2006 to 2015....	59
Graph 14: International and Expatriate Donor Participation Comparison.....	61
Graph 15: International and Expatriate Mean Gift Amount from 2006 to 2015.....	62
Graph 16: International and Expatriate Median Gift Amount from 2006 to 2015.....	62
Graph 17: International and Expatriate Mode Gift Amount from 2006 to 2015.....	63

Chapter I: Introduction

Many in the field of higher education are familiar with the ongoing strain associated with decreased revenue from traditional funding sources. Since “The Great Recession of 2008”, doing more with less has become the mantra that state public universities have tried to operate under (Douglass, 2010). It is of little wonder that institutions have placed more emphasis on alumni contributions and auxiliary enterprises to generate needed revenue and augment their operating budgets (McMahon, 2017).

In fiscal year 2015, per-student state and local support increased over fiscal year 2014 on a national scale, however funding per-student remains 15.3 percent below 2008, pre-recession funding levels (State Higher Education Executive Officers, 2015). It is also important to note that most of the growth in state and local support was due to increases in a specific type of local support, tuition and fees charged by the institution. The picture is even bleaker when one considers the variation in funding for higher education state by state and the funding trends over time. For example, the State of Kansas per-student funding from appropriations increased in fiscal year 2015 over fiscal year 2014 by 1.9 percent. However, the five-year trend shows an overall decrease of 6.3 percent. Meaning, overall appropriations for students have decreased 6.3 percent since 2010 despite the recent increase in fiscal year 2015 (State Higher Education Executive Officers, 2015).

Like other state supported public universities, the University of Kansas (KU) receives funding from a variety of entities. For fiscal year 2015, tuition and fees made up the highest portion of revenue accounting for 23 percent of KU’s overall \$1.26 billion in annual revenue at \$289.9 million. Grants and contracts, the second largest source of revenue, accounted for \$264.7

million, followed by state appropriations at \$244.7 million, or 19 percent of KU's annual revenue (University of Kansas Annual Financial Report, 2015).

Looking closer at state appropriations, the State of Kansas has cut funding per student for higher education by 3 percent since FY 2012, after adjusting for inflation, this leaves funding 23 percent below pre-recession levels. In addition, by 2015, tuition at Kansas public colleges and universities increased by 8 percent since 2012 and is 20 percent higher than tuition in 2008, according to a report by the think tank, Center on Budget and Policy Priorities (Leachman & Mai, 2014).

With decreasing revenues and increasing tuition causing financial burdens on universities and students, many universities, such as KU, are forced to be more creative in generating revenue by increasing enrollment, offering more online courses, and by pursuing new student populations from abroad, among other strategies (Forbes-Mewett & Nyland, 2013). One such strategy is the generation of revenue by increasing the amount of external private donations, including asking alumni populations for private gift support. To that end, raising private support through alumni donations has been relatively successful given the economic environment. In fact, contributions to education organizations rose 6.2 percent between 2016 and 2017 to \$58.9 billion (Giving USA, 2018). Compared to other charitable subsectors, giving to education organizations has seen the most growth since the end of the Great Recession in 2009 (Giving USA, 2015).

There is significant research that supports the idea that individual alumni, alumni groups, clubs or chapters are lucrative sources of private financial support for universities (Singer & Hughey, 2002). A study by Weerts and Ronca (2007) suggests that the most generous alumni were not necessarily the most engaged students or successful alumni, but rather the alumni who

developed a sense of commitment and responsibility to the institution over many years of involvement. However, due to geographical location, cost of outreach, travel expenses and unfamiliarity with foreign culture and customs, a significant portion of the alumni population has gone mostly ignored by their alma maters, most notably, international alumni.

Traditional campus models for alumni communications and development (fundraising) are focused on domestic alumni attributes and often fail to consider the diversity and cultural differences that exist within international alumni populations. The result is that, in general, international alumni contributions are often lower than those of domestic alumni populations (Hawawini, 2011). This research explores these assertions further and seeks to uncover factors that are influential in determining how international alumni behave in terms of giving to their alma mater, specifically giving back to the University of Kansas.

Typically, alumni contributions come in the form of cash gifts given to a university's foundation or endowment fund. In this regard, the University of Kansas certainly has a storied past. The Kansas University Endowment Association was established in 1891 as America's first foundation for a public institution (Phelen, 1997). Throughout its history, the KU Endowment Association has facilitated the process by which alumni can provide financial support to the University of Kansas without the influence of state budgetary management. By giving donations directly to KU Endowment for distribution to the University of Kansas, the State of Kansas budget office cannot dictate how the money is allocated.

According to the KU Endowment Annual Report (2015), this organization raised a record breaking \$258.8 million in contributions while closing in on a capital campaign goal of \$1.2 billion which was completed in 2016. The organization is well regarded in the industry having earned national recognition by the Council for the Advancement and Support of Education

(CASE) when it conferred the award of *Excellence in Education Fundraising* in 2014, an award given only to three other institutions, with KU winning for the third year in a row (KU Endowment, 2014).

Despite a reputation for excellence and success in the arena of fundraising, there are areas in which the Endowment Association seeks improvement on behalf of KU. Specifically, there is a need to explore emerging and underserved constituency populations for philanthropic support in order to attain future growth. Notable among these groups is the international alumni population, which has been largely ignored by traditional fundraising and marketing due to complexity of location and expense of reaching these populations (Levine, 2008). However, with advances in communication technology, such as the internet, social media, email and the global distribution of mobile telephones, tablets and computers, contacting those living outside the United States has never been easier. In addition, as time passes, one may expect that the population size of the general alumni base and therefore international alumni to increase, thus warranting attention from their university.

Statement of Purpose

The purpose of this mixed method study was to explore the philanthropic giving behaviors of international alumni to a state public university (University of Kansas) once they left the university setting to return abroad or establish residence in country. Findings were based on alumni demographic and giving behavior over a ten-year period and looking specifically at cash gifts through analytical data and in-depth personal interviews. An objective of the study was to gain knowledge on how country of origin, in addition to country of residence, and philanthropic views influence the gift giving decision from international alumni.

As the researcher, I explored the giving practices of University of Kansas alumni degree holders who were foreign-born (attended KU on a student visa), which I defined as *international alumni* for this study. I analyzed the number of international students who graduated each year, thereby becoming alumni. I collected data on where these new graduates came from and where they went after graduation, giving insight into both the changing demographics of international alumni and fluctuating population sizes- as a whole. Data was also gathered on international alumni giving for gifts of cash. Attributes investigated include country of residence, gift amount, gift frequency and average gift size. Domestic (U.S. born) alumni giving was also recorded for the same time-period (2006 to 2015) for comparison purposes. For additional understanding of giving behaviors, I collected data and recorded trends between international alumni who currently reside in the United States (*international expatriates*) and those that returned abroad.

Additionally, I examined the reasons that international alumni share as to what motivated them to give to their university (KU). This data was acquired through personal interviews from eight alumni who reside in both foreign countries and within the U.S., all of whom are international in origin. Analysis of these personal experiences within the international population provided an intimate understanding that is lacking in the aggregate level viewed by other research attempts.

Specifically, the main questions this mixed method study addresses are:

- ***How have the number and percentage of international students who graduated from the University of Kansas changed between 2006 and 2015?***
 - *Undergraduate versus graduate populations*
 - *Comparing top countries of origin for international alumni*
 - *International alumni versus domestic alumni population counts*
- ***How do international and domestic alumni population philanthropic behaviors at the University of Kansas compare? -***
 - *Average gift size of international alumni versus domestic alumni*
 - *Participation rate of international alumni versus domestic alumni*

- *Average number of gifts given by international alumni versus domestic alumni*
- *How do international alumni living in the U.S. (international expatriates) compare to domestic alumni in terms of philanthropy to the University of Kansas? -*
 - *Average gift size international expatriates versus domestic alumni*
 - *Participation rate of international expatriates versus domestic alumni*
 - *Average number of gifts given by international expatriates versus domestic alumni*
- *How do international alumni living in the U.S. (expatriates) behave philanthropically compared to alumni who are of foreign origin and now live abroad? -*
 - *Average gift size international expatriates versus alumni abroad*
 - *Participation rate of international expatriates versus alumni abroad*
 - *Average number of gifts given by international expatriates versus alumni abroad*
- *What reasons are given by international alumni for financially supporting KU?*

The University of Kansas has a rich tradition of international student education starting with James Harris, the university's first international student arriving from Wales in the 1874 (Rury & Warren, 2015). In the last decade enrollment numbers have held steady with modest increases. As an example, in fall of 2010 international students represented 7.54 percent (1,911) of the total student population of 25,332, while in the fall of 2018 this population was recorded to be 8.5 percent (2,114) out of the total student population of 24,815 (ISS, 2018).

Due to the long history of recruiting international students by American higher education institutions like KU, international alumni populations have grown and remain relatively untapped sources of donations. In order to develop a relationship that could lead to charitable support, it is critical to understand giving patterns of foreign-born alumni. International alumni have varied views and practices for charitable giving. These views and practices are partially based on their country of origin, experience while in the U.S. and experience with philanthropy among others (Bock, 2018). By understanding these differences within alumni populations who originate from foreign countries, an institution can strategically deploy resources and communications strategies

to populations that are more likely than others to make a charitable gift. The strategic focus on these targeted international alumni populations is more likely to net positive returns than the traditional practice of limited contact or lumping all international alumni into a single outreach effort.

Definition of Terms

In order to guide this research study with proper context, definitions for alumni, alumni abroad, domestic alumni, donor, international alumni, and international expatriate are provided.

Alumni: Degree holders both undergraduate and graduate level at the University of Kansas.

Domestic Alumni: Degree holders who did not possess an A1 Academic Visa while attending KU. For this study, these alumni are generally believed to have originated and live in the United States.

Donor: Alumni who have made a charitable monetary gift in support of the University of Kansas between January 1, 2006 and December 31, 2015.

International Alumni: Graduates of the University of Kansas who attended university as a citizen of a foreign country. Citizenship was determined through possession of an A1 Academic Visa while attending KU. For this study, these alumni reside outside of the United States.

International Expatriate: Degree holders who possessed an A1 Academic Visa while attending KU. For this study, these alumni did not originate, but do reside within the United States.

Delimitations

From a quantitative perspective the data collected and reflected in this study was comprised of former students who graduated from the University of Kansas and possessed a visiting student Visa during their time on campus (international alumni). The study was further delimited by only considering international alumni behaviors between the years of 2006 to 2015. On the qualitative side of the study, eight interviews were collected from international

alumni donors who currently reside outside of the United States. Convenience and accessibility played a significant role in who was contacted. While I was able to concentrate on alumni in the countries with the highest level of donors in terms of dollars and number of gifts given, I was still subject to the willingness of individuals to talk about their giving and finances that likely has an influence on findings and results of this study.

Summary

Utilizing quantitative and qualitative research techniques, I conducted a study on international alumni giving to the University of Kansas over a ten-year period to gain greater knowledge of the current behaviors and giving practices of these alumni populations. I hypothesized that alumni from international origins would give at lower frequency levels but would give larger gifts when donations are made. I also theorized that former international alumni who reside in the United States would give at the same frequency as domestic alumni, but with larger average gifts. In all comparisons, I expected some differences in the giving behaviors observed due to distinct characteristics alumni populations have within their own communities.

The literature related to this research and variables to consider when investigating international alumni charitable contributions is reviewed in Chapter 2. This chapter will examine alumni populations as sources of revenue, influences on alumni charitable giving, international student/alumni, and cultural views of education and philanthropy. The methods used in this study are described in Chapter 3. Detail on the qualitative statistical tools utilized and the quantitative approach for donor interviews is given. In Chapter 4 the findings and analysis will occur, describing the factual points that the data reveals. Lastly, Chapter 5 will interpret the data and provide findings which have implications for professional and academic use.

Chapter II: Literature Review

The literature reviewed in this chapter of the research explores four main topics that are critical for the understanding of international alumni giving, they include: *alumni as a revenue source*, *influences on alumni charitable giving*, *international students and alumni*, and *cultural views of philanthropy*. Starting with *alumni as a revenue source*, the earliest history of how alumni groups came in to existence and their initial purpose rooted in social and financial objectives is observed. Next, I investigate *influences on alumni charitable giving* by articulating the thoughts of several researchers in the field of higher education that pinpoint mutual benefit and elements of gratitude for driving charitable behavior. I then delve in to the topic of *international students and alumni* in order to examine these populations on a macro scale and how this segment has emerged within the broader understanding of the student and alumni population. Additionally, the literature articulates the value these populations bring to the university in terms of the educational environment and economic influence. Lastly, the topic of *cultural views of philanthropy* is researched to delineate the various cultures explored regarding their philanthropic practices and views.

Alumni as a Revenue Source

As noted earlier in this study, many state institutions, such as the University of Kansas, are pursuing alternative forms of funding for their budgets at an aggressive pace. This need to seek additional streams of revenue is rooted in the decline of funds received from traditional benefactors, such as the government in the form of tax dollars in support of public higher education. A leading theory for why government revenue is decreasing is primarily based on a perceived shift in market value (Kyle, 2005). The realization of free market ideas facilitates and

encourage decreased government funding for higher education with a shift in thought placing higher education degree attainment as more of a private versus public good. Losing traction as a public good is problematic politically as it becomes more difficult to justify using public tax dollars to support an enterprise that is viewed as benefiting the individual more than society as a whole (Selingo, 2003). From an organizational leadership perspective, stagnant or reduced public funding for higher education places public institutions and students in a vulnerable position from outside influences (Michalowski, 2002).

When funding is cut from public coffers, it forces universities to make up the difference with higher tuition and cuts to educational services (Mitchell & Leachman, 2015). Increasing tuition places more of the financial strain to attain an education on students and their families (Cavanagh, 2002). It is of little wonder that as tuition began to rise over the last decade, so did the government output for financial aid for grants and loans as a result of increased borrowing and grant eligibility that could not keep pace with the market demand. This increase in alternative forms of government funding (financial aid) did not have the desired effect for universities who did not experience growth in enrollment or students who experienced increased cost of attendance (Lucca, Shen & Nadauld, 2015). In fact, in most states, tuition is much higher than it was at the start of the recession and has risen by 33 percent or \$2,333 for annual enrollment at public institutions (College Board, 2015).

University leadership, including boards of public universities seem to recognize the negative consequences of focusing too much on raising tuition as a solution to budget woes. In this regard, many have taken measures to reduce actual expenditures, causing concern over the quality of the education offered (Lucca, Shen & Nadauld, 2015). This inquiry into what can be reduced or eliminated at the university level has manifested in many departments and programs

needing to justify their existence in terms of student recruitment, outside funding generated and budget needed (Kyle, 2005). The pressure placed on the departments and programs is counterintuitive to the mission of the university as classes become larger due to staff and section reductions while the teacher to student ratio grows smaller. Collaborative research, student and teacher interaction, critical thinking and overall quality of instruction tend to suffer (Mitchell, Leachman & Masterson, 2016).

Acknowledging the fore mentioned downside of decreased government support of higher education, this source of revenue continues to erode. Within the State of Kansas (home to KU), state funding is down 22 percent from pre-recession levels and shows no signs of reversing direction (College Board, 2015). If constant tuition increases are not possible, institutions are faced with the need to find alternative sources of funding through privatization. As noted by University of California Associate Vice Chancellor for University Relations, David Binder, because of declining state appropriations campuses must rely heavily on philanthropy from graduates (Berryhill, 2013). Alumni are seen as a viable source of revenue to offset cuts to university finances, though they are often restricted in scope, that cause a strain on students and public institutions (Cavanagh, 2002). To help facilitate this practice, university advancement offices such as alumni relations and development (fundraising) have become more prominent strategic partners in higher education funding. A survey by the Council for Aid to Education found that charitable giving increased by more than 7.6 percent in 2015 with total contributions reaching \$40.3 billion (Council for Aid to Education, 2016). The billions of dollars offered annually by alumni catches the attention of administrators and legislatures as a logical source of revenue.

So how do institutions traditionally reach for philanthropic support from their alumni? The answer is comprised of many elements that include athletic programs, arts events, legislative engagement and publications. Few university outreach efforts are as widely successful as the establishment of alumni organizations and associations. The collection of alumni into organized groups in the United States originated with Yale University in 1792 (Webb, 1989). The major result was the formation of local alumni clubs and chapters in cities across the country. In addition to social aspects, alumni associations began to solicit money from members for club operations and for gifts to the institution (Webb, 1989). With this history, private universities had a head start in thinking of alternative funding sources well in advance of their public counterparts.

Historically, public universities received so much of their funding from government and tax-based revenues they were a little late in establishing alumni clubs of their own. The first alumni club was not chartered until the University of Michigan did so in 1897. According to Webb, in his article *An Overview of Alumni Relations*, it was the knowledge that alumni organizations provided social and philanthropic support to the institution that drove the formation of this type of organization at the state institutions (Webb, 1989).

From this perspective, one can see that besides social aspects, a secondary focus of alumni associations began to evolve as providing financial support for the institution through individual contributions from alumni and friends (Webb, 1989). In fact, the University of Kansas Endowment Association actually predates the University of Michigan Alumni Association and may have been excluded from recognition in the works of Webb due to the technicality of it being established as a foundation.

With a founding date of 1891, the KU Endowment Association became the fundamental prototype for university foundations (Phelan, 1997). What differentiates the organization in Michigan from the one in Kansas was the strict focus on fundraising held by the later. These fundraising dollars are used to augment current funding sources to make the university more academically competitive and able to adjust with greater speed to changing climates within the world of higher education and research (Webb, 1989). Private philanthropy addresses a portion of the shortfall in funding from traditional sources.

Influences on Alumni Charitable Giving

With an understanding that alumni contributions are useful to a university and its mission, the next step of this literature review was to investigate what influences alumni to be charitable to their alma mater. Research by Caboni (2003) has shown support for the widely accepted thought as to why alumni may give charitable gifts to an institution. Prominent among the variables, is a strong connection between giving and how alumni view their alma mater, the degree of satisfaction with the alumni experience, and their level of engagement in alumni activities (Caboni, 2003). Brady *et al* (1999) affirm that students who perceived the quality of their education to be higher were more likely to be generous donors as alumni. In addition, physical campus visits after graduation leads to increases in psychological rewards that increase alumni emotional attachments to the university and these emotional attachments have been shown to be important in predicting alumni giving (Shadoian, 1989).

Miracle's (1977) study results were somewhat different from those of Shadoian's. His study did not find that the physical interaction on campus through visits after graduation to be an important predictor; however, postgraduate involvement with the university was a significant

factor in determining alumni donations. Oglesby's (1991) results confirmed the significance of postgraduate involvement with the university as a predictor of alumni giving.

Social Exchange Theory

From a social sciences' theoretical perspective, social exchange theory suggests that an individual's decision to give is not pure altruism, but part of an exchange cycle. The donor makes a gift and in return receives emotional benefits such as positive feelings, connection, access, and even influence (Sun, Hoffman, Grady, 2007). Sun et al., explain that an "exchange occurs only when both parties in the exchange find their rewards attractive, (p. 12)." Recently, social exchange theory has emerged as the favorite of practitioners and a commonly cited theory in peer-reviewed academic research, as well, as to why alumni choose to give gifts (Drollinger, 2010).

Both the institution and the alumni-base appear to be reaching for a relationship of mutual benefit, leading one to conclude that giving to higher education involves a mutual satisfaction of needs (Sun, Hoffman, Grady, 2007). Harrison (1995) describes a market structure in which alumni supply donations and, in return, institutions provide recognition to donors. The price in this exchange is the developmental cost to the institution of raising a dollar of donation, and this cost captures the benefits provided to donors (Harrison, 1995). Simply, institutions will fund alumni outreach efforts and provide perceived benefit to alumni in exchange for increased donations. As opposed to economic exchange, social exchange has no specific time-frame to adhere too, nor does it often involve specific bargaining, which makes its presence less obvious to the observer (Dodge, 2016). Social exchange theory is useful in understanding the influences that are present in alumni giving because of the intangible nature of the perceived benefits of giving.

Prestige

As noted in a study of 3,677 graduates by Baruch and Sang (2012), university prestige is a factor that can be positively correlated to alumni giving. Whether this prestige is affiliation with a successful sports program or top-rated academic department, the brand of the university has both a social and economic value. The review of literature and the work of the academics above are supportive of Harrison's (1995) reasoning for university efforts that influence giving. The ideal scenario would include the motivation for a mutually beneficial relationship in which one may conclude that increased funding to facilitate outreach efforts will lead to greater affinity and greater gifts in size and volume to the institution. While the outreach efforts do not necessarily create affinity to the university, these efforts do provide the vehicle to facilitate and nurture the relationship between the graduate and institution. For university fundraising this creates a bit of conundrum, in that the research shows that donors often prefer to give to successful programs (benefit by association) but universities need the funds (from state or alumni) initially to create the successes in the first place (Terry & Macy, 2007).

Involvement

According to Weerts and Ronca (2007) suggest alumni who are highly engaged with the institution develop the traits that lead to charitable giving. For the purposes of this research, engagement has been defined as the interaction between resources such as effort and time invested by students and their institutions that are intended to optimize the student experience and reputation of the institution (Trowler, 2010). In addition, the definition of involvement is the investment of physical and psychological energy on students over a continuum of time (Astin, 1999). This type of involvement and engagement is facilitated through the establishment of consistent communications and operations of alumni outreach (Levine, 2008).

Tax Benefits

Besides the emotional benefits of belonging and altruism gained when giving a gift, all of which are represented in social exchange theory, in the United States, the ‘benefit’ can often take the form of something much more tangible. Many alumni take advantage of tax incentives (at least traditionally they have been able to do so) that donors receive for making gifts that help foster a culture of giving. The U.S. government encourages public institutions to seek private support and provides incentives to individual donors for obliging those requests. While the government may lose tax revenue from charitable deductions, they benefit by releasing themselves of part of the burden of providing money for higher education (Mora & Nugent, 1998). The government directly provides a business incentive for charitable practices that compounds the benefits described in social exchange theory. Recently, government tax incentives for charitable giving has been far less certain. In 2018, the Tax Cuts and Jobs Act under the Trump Administration doubled the standard deduction in personal income taxes. As a result, individual charitable contributions will need to be much larger to qualify for tax incentives, which is likely to decrease the attraction of donors giving to maximize tax benefits (Malito, 2018).

However, this benefit and the social exchange theory, is fairly untested in international arenas, where economic and tax policies that influence philanthropy in the foreign countries where many alumni live may be different and not reward charitable donations. The research in this study explores this notion a step further and adds to the scholarly conversation of higher education funding by looking at the sub-group of *international alumni* and identifying their giving behavior and influences.

During the onset of this investigation, it was unknown how the international alumni population compared to other populations in terms of philanthropic behaviors. Likely, due in some part to the very nature of being physically further removed from campus than domestic alumni (Bauman, 2014). It is evident that although alumni giving is a priority for most universities, little has been done to determine the value of understanding influences on their giving and what correlation they have to philanthropic outcomes (Levine, 2008). Regardless of the type of outreach and its effectiveness, international alumni have long been ignored by university advancement efforts. The constant is that funding is important, and universities must use available resources to maximize returns, including *all* alumni populations as a resource.

International Students and Alumni

In order to understand the influences on international alumni giving, one must first begin with the research on international students themselves. The beneficial role of international student populations and diversity is not entirely new to college campuses. As a result, according to Altbach and Knight (2007), many institutions are aggressively pursuing strategies to bring more international students to their campus, such as the University of Kansas and their initiative—the KU Academic Accelerator Program (KUAAP). As expressed by then KU Provost Vitter, “The goal of KUAAP is to eventually double the international student population and make KU a truly international research university” (Vitter, 2014).

The advantage of diversity (often inherent in an international student population) is that it provides an element of variation in thought, which is a recognized principle at many institutions (Altbach & Knight, 2007). The sentiments of UCLA Chancellor, Charles F. Young, in promotion of the benefits of a diverse student body stated that “a diverse learning environment is vital to a quality education and to producing students capable of leading in a diverse society” (Young,

1995). Similarly, Neil Rudenstine, former Harvard University president, views the development of “forms of tolerance and mutual respect on which the health of our civic life depends” as a primary outcome fostered by a diverse college environment (Rudenstine, 1996). Both leaders purport that diversity, and in particular racial diversity, is part of what makes a college experience most beneficial (Antonio, 2004).

While the comments of Young and Rudenstine support the idea that universities gain a great deal from international students on campus, there is little indication if the international students themselves feel they benefit. If the international students who then turn into international alumni do feel a benefit, is it enough to make them give a gift back to their alma mater? This fundamental part of the international student/alumni experience appears to be sparsely researched.

In order to provide proper context, this study relied heavily on the understanding that the number of international students pursuing degrees in the U.S. has been steadily increasing over the last several decades (Chow, 2010). Likewise, with the passage of time, the international alumni populations have grown to what appears to be a sizeable population (at the University of Kansas), one that seems to command its own programming by alumni relations and university foundations to maximize the effectiveness of outreach efforts.

According to the Institute of International Education; 974,976 international students enrolled in U.S. colleges and universities in academic year 2014-2015. This enrollment has increased approximately 10 percent from the previous year’s (2013 – 2014) numbers. Put into historical context, in the academic year 1988-1989 there were approximately 350,000 international students studying in the U.S., the percentage increase to 2015 is 178 percent (Open Doors, 2015).

From this data, one can see that international student populations were increasing at rather high rates before the 2016 presidential election; therefore, institutions are starting to pay attention to these growing bodies of potential incoming students as they become more prevalent. However, it is prudent to note that in our contemporary environment there appears to be a shift in where international students are choosing to attend university, with countries such as Canada and Australia seeing increases while traditional top countries such as the U.S. and the U.K. reporting decreases or stagnate numbers (Redden, 2018). Despite more options abroad and online-economic, cultural, and political factors indicate an increase in future enrollment for international students to the United States, while losing additional market share to institutions abroad (Heiskell, 1998).

Many universities appear to value international students for the benefits they provide as a market for college recruitment and an emerging financial base of revenue because they pay full out-of-state tuition, as well as, their role in enriching the learning environment for fellow students and faculty. In contemporary terms, there seems to be more interest in students from abroad as the market of higher education becomes more competitive. This has led to practices such as institutions developing outreach offices overseas and online to attract market share from the traditional pipelines of students from international origins who wish to study in the United States (Altbach & Knight, 2007).

From an economic perspective, developments in international student engagement and thus international student recruitment and retention appear to have significant weight (NAFSA, 2009). An article by the Association of International Educators, reported that in the academic year 2008-2009, international students contributed \$17.6 billion to the U.S. economy (NAFSA, 2009). The impact that this level of potential tuition dollars has in relation to university budgets

and local economic effect acquired through living expenses is substantial and illustrates a case for encouraging student recruitment from abroad.

The benefits of diversity and presence of international students appear to be of greater importance in our own contemporary university settings. With increased populations of international students attending American universities over the last few decades (Chow, 2010) and the overall internationalization of campuses, domestic institutions are faced with questions regarding *how* to effectively engage these populations. Engagement- not only as students but also as they transition to alumni status for the benefit of their alma mater and as an avenue of increased financial support.

Combining the points made in this section of the research, one can see that both international student enrollment for the benefits of diversification and economic impact for host institutions are positive. However, research appears to be lacking in understanding how this international population behaves as alumni, in particular in the realm of financial support and donations to their alma mater. It appears that the very fact that international alumni live outside of the United States has traditionally resulted in a lower level of communications from their alma mater. Even though researchers Coll & Tsao (2005) point out that alumni involvement with an institution (supported by communications and programming) after graduation is an important factor affecting alumni support of their alma mater and the amount of their donations (Coll & Tsao, 2005).

Since alumni-giving is often viewed as a proxy for how satisfied the graduate is with their school (Morse, 2014), one may question whether a lower or higher rate of contributions from alumni living abroad is a result of dissatisfaction or appreciation for their degree or school, or simply a result of contact frequency with their alma mater. The focus of this particular study

was to take the initial step of understanding what giving behaviors exist and what reasons international donors reference for deciding to give to the University of Kansas. The overall tangible outcome results in a better understanding of this alumni base and obtaining data for strategic planning and programmatic change to increase fundraising results from alumni of international origins.

As noted earlier, the University of Kansas received its first international student in the 1870's, since that time the institution has made significant strides in welcoming this population into the academic community. In 1964, the New York based Institute for International Education recognized KU as one of five institutions to receive its Readers Digest Award. And by 1965, the Office of the Foreign Student Advisor was renamed to the Office of the Dean of Foreign Students and Programs, created to assist the ever-diversified international student population (Rury & Warren, 2015). Expanding programs reflected the increased international population at the university, so that by the 1990's the Office of International Student and Scholars Services would be joined by the Office of International Programs and the Office of Study Abroad. All of these moves facilitate the enhancement of the international student and overall international experience at KU. The university itself benefits as increased enrollment by foreign students make it financially possible to continue to operate (Rury & Warren, 2015).

Cultural Views of Philanthropy

The research in this section of the study explored the cultural views that are present in various areas and countries in-regards-to nonprofit funding and philanthropy. Differences exist within the international community regarding the views of financial philanthropy due to the social understandings of what the meaning of charitable giving is as cultural influence can alter that perspective (Wright, 2002). While a reflection on these variables globally would be

unattainable for a study of this type, the research is focused on highlighting areas where significant populations of American university alumni reside and are meant to serve as example of differing views toward philanthropy. These areas include the United Kingdom, Western Europe, East Asia and the Middle East.

United Kingdom

Looking specifically at the United Kingdom, it seems that philanthropy still has negative connotations that were developed in Victorian society. Giving is thought to be a practice reserved for the elite of society and thought of as patronizing, judgmental and not altruistic in its purest form. The acquisition of wealth (understood as a prerequisite for giving) in the U.K. is viewed with envy by some, but many look upon it with distaste and likely the result of taking advantage or exploiting others (Wright, 2002). One can see that private giving has historically been met with some reservation by the general population.

In practice, philanthropy in the U.K. has traditionally been the domain of a limited segment in society with many of the visible initiatives funded through the creation of foundations and trusts, which inherently require large sums of money to establish (Owens, 1965). However, there appears to be movement within the U.K. to establish charitable giving as a mainstream activity. This has occurred because of the wide-spread popularity of the national lottery, which has aspects of gambling, but does support public projects and programs. In a survey conducted in the late 1990's, over 52 percent of adults reported buying a weekly lottery ticket, with the majority viewing this purchase as a positive way to help charity (Passey and Hems, 1997). While it is debatable if the purchase of lottery tickets is a charitable behavior here in the U.S., this is the point of this section of the research paper. Many of the people in the U.K. view the cultural practice of purchasing lottery tickets as a philanthropic activity, and so in their society, it is.

Interestingly, the government appears to have recognized the value of private support for public projects and programs. In 2000, Britain eliminated the base and maximum giving thresholds for charitable contributions that can qualify for tax benefits. While a donor in the U.S. gives a full contribution and receives money back when filing their taxes, the British model has the donor make a smaller gift and fill out forms for the government to provide ‘matching’ dollars for the amount of tax which would have been paid.

Due to recent changes in policy, such as the charitable tax incentives described above and the popularity of the lottery, the U.K. acceptance of charitable practices seems to be changing. However, it is too early to determine the impact of these practices on changing the negative connotations of giving that have been traditionally viewed as elitist and self-serving to a certain degree.

Western Europe

On the outset, it is important to acknowledge that differences within giving practices of countries that fall under the heading of *Western Europe* do exist. This section of the research is exploring the commonalities of giving behaviors and practices that are prominent for large portions of the population of Western Europe. A major influence on charitable giving is the traditional practice that the nonprofit industries have been heavily supported by the public sector or government; including health care, social services, education and infrastructure. Looking at social welfare alone; Western Europe state spending was near 28 percent of GDP while in the U.S. funds for these initiatives is believed to be around 18 percent of GDP (Salamon, 1999). Simply, nonprofits appear to be receiving larger portions of their budget from state government than their counterparts in the United States.

Another way to view how philanthropic behavior in Western Europe is influenced is to look at how much nonprofit sector organizations receive from philanthropic sources. Research published by Helmut Heinzl (2004), showed that philanthropic sources in Austria made up 6 percent of revenues, 8 percent in France, 3 percent in Germany, 7 percent in Ireland, 3 percent in Italy and 19 percent in Spain. One can see that the data Helmut provided supports the idea that private charitable giving in Western Europe is small when compared to what is provided by the government. As a result, there are extensive partnerships between the government and nonprofit sector organizations influenced by government spending. This has given Western Europe the largest civil society sectors in the world (Heinzl, 2004).

While not the only motivation for charitable giving, tax incentives for giving are small or non-existent for the majority of Western Europe. Countries are very specific about what types of charitable organizations, such as the sciences in Austria, and what amount (relatively small) that can be incentivized. Planned or estate giving is also virtually non-existent. The result is a high reliance on corporate giving that can meet the threshold of tax parameters and derive some business benefit in lieu of individual charitable support (Zimmer, 2000). Charitable giving is viewed as a practice for corporations or wealthy individuals that can derive a benefit from pursuing such endeavors. Primarily, the belief that by citizens paying in to tax systems they understandably feel that they are supporting charities, due to the high level of government financing that social services receive in these countries.

East Asia

With the occurrence of natural disasters and the mass consumption of information and news around the world, there has been an apparent rise in the profile of many East Asian countries in the realm of philanthropy (Osborne, 2003). For instance, in Japan, major support for

non-profit work developed out of need in the aftermath of the Hanshin Awaji earthquake in 1995 that would only grow and cement nonprofits in Japanese society (Osborne, 2003). By 1998 laws were enacted across many countries in the region that gave nonprofit organizations legal status and benefits, provided that their mission had a defined public benefit. As demonstrated in Japan, 29,934 such organizations have been registered in that country alone (Yamauchi et al., 2007). However, philanthropy appears more reactive than planned. Fundraising efforts occur after major disasters or events, but rarely preemptively for general social needs (Onishi, 2007).

While there are many more nonprofit organizations entering the market, which may be an indicator of need, there are still relatively small amounts of money given by individuals (Yamauchi et al., 2007). Fundraising rarely exists and seems unable to develop like it has in the West because of a lack of a culture of giving, tax incentives, religion and democracy (Onishi, 2007). The need appears great, but the individual citizen is not poised or motivated to action outside impromptu crisis driven causation.

Like Western Europe most of the philanthropy in Eastern Asia is driven by corporations who can generally derive a benefit from large visible acts of altruism. However, the research on this region of the world does provide some insight in to an element that must not be overlooked. While visible philanthropy is similar to that of their European counterparts, East Asia has some distinct differences. Notably, despite a general lack of religious practices, Buddhism and Confucianism philosophy permeates cultural values and traditions that influence giving behaviors. Choa, in 2001 described a general society in which there is a strong sense of duty, etiquette, respect for elders and responsibility, where charitable practices are preferred to be addressed in a private manner rather than public display. What the research suggests is that East

Asian individuals are more likely to support individuals in need that they know personally and will do so in a private way (Petthey, 2002).

Middle East

Similar to the regions described above, there are vast differences in the countries, cultures and practices that are represented under the heading of *Middle East*. The focus of this section of the research paper is to explore the commonalities that exist among the larger populations and countries of the region. General views of philanthropy and giving behaviors are useful due to the broad lens this investigation is looking at charitable giving behavior through. The literature reviewed uncovered an abundance of themes of commonality within the region as well as clear differences from the other regions of the world discussed earlier.

Historically, the most profound cultural legacies to contemporary Arab and Muslim countries in the Middle East is the central role of private philanthropy as a vehicle for shaping culture and society (Singer, 2011). Charitable giving takes place at all levels of society, which is unique from the East Asian, European and United Kingdom regions researched. While Sultans, viziers, and other high- ranking officials were the most prominent philanthropists, they seemed to establish a foundation for giving by common citizens. Much of the wealth of the elite and therefore the gifts they gave came from war booty, tax revenue, farm rent and trade. To pay for services, expenses and build loyalty many of the aristocrat society established endowments. These endowments, known as *Vakif* or *Waaf* were progressive for funding societal needs, giving regions of the Middle East replenishing funding sources for societal causes (Peirce, 1993).

In time, and with the freeing of resources enabled by earlier established endowment, new areas of need were able to be addressed. Individuals continued to make new endowments in their own names or in the name of someone they wished to honor. However, with the central holding

of these endowments within the Mosque or religious centers, others were encouraged to contribute regardless of the size of their gifts. For instance, someone might endow properties for an existing purpose, like the holy sites in Mecca and Medina, adding to the pool of resources that sustained them while participating in an endeavor more prestigious than they could otherwise afford (Singer, 2011).

Unlike many of the other regions described in this literature review, religion and its interwoven relationship with the state/government appears to be a major influence on charitable giving. In fact, charitable giving is one of the five main pillars of Islam and is compulsory to all true believers (Opoku, 2013). Muslims are obligated to care for the poor and marginalized in their societies (Simonsen, 1988). The basic philanthropic ideal of Islam is two-fold in that the responsibility to care for the needy and spiritual purification occurs. The donor is purging themselves of material selfishness, envy and jealousy by acts of charity. This is a stark contrast from the United Kingdom view of charitable giving as an elite display of wealth. This may be a significant reason that Saudi Arabia, despite its small size, is placed at number three on the Global Philanthropic Rankings (Turner, 2010).

The teachings of Islam also stress specific seasons for giving, such as the month of Ramadan. During this celebration, Muslims are required to fast, while at the same time supporting the most destitute with the portion they have given up (Kroessin, 2007). In a related fashion, during the Hajj (pilgrimage), believers must sacrifice (or give to the Mosque) live stock to be slaughtered for the feeding of the poor (Al-Yahya and Fustier, 2011). Specific guidelines are also placed on amounts to be given in many regions. A form of giving known as *zakatis* requires believers to give 2.5% of an individual's disposable wealth above an already established mandatory amount at the end of each year (Barnett & Stein, 2012). Considering all of the factors

of influence and the understanding that the church or religion and state in many Middle Eastern countries do not exist in isolation from each other, it is clear how charitable giving in various forms is an important aspect in the lives of Middle Eastern society.

Summary

Review of the literature provided a robust understanding of the many elements that may influence philanthropic behavior and specifically, the be altruistic behaviors of international alumni back to their alma-mater. The literature was segmented into four main areas of investigation: alumni as a revenue source, influences on alumni charitable giving, international students and alumni, and cultural views of philanthropy.

The section on *alumni as a source of revenue* articulated the very founding and purpose of alumni organizations, originating as providers of social and philanthropic support for the institution (Webb, 1989). A notion that U.S. institutions seem to welcome as a reflection of the shift in the understanding of higher education degree attainment as more of a private versus public good, viewed as serving the individual more than the general society (Selingo, 2003). This thought has led to less funding by government and the need to identify sources to augment university expenditures, such as alumni contributions.

Within the topic of the *influences on alumni charitable giving*, social exchange theory appears to explain much of the behavior observed between alumni and an institution where alumni provide donations and, in return, institutions provide recognition or prestige to the donor (Harrison, 1995). Tied closely to this concept is view that alumni charitable giving may serve as a proxy vote for how the donor feels about the institution and their overall experience as a student (Morse, 2014). Lastly, the incentives provided by the federal government through tax

codes (though recently amended) have historically provided financial reasons for philanthropic behavior (Mora & Nugent, 1998).

By exploring the themes under *international students and alumni*, the addition of international students add diversity in thought and culture that is beneficial to the college experience for all students (Antonio, 2004). In addition, since the international student population has been increasing (Chow, 2009), international alumni populations are expected to increase resulting in potential areas of university advocacy and support. Of particular interest seems to be the understanding that international students contribute over \$17 billion annually to the U.S. economy and the influence that type of financial presence has on university recruitment and alumni efforts (Amsler, 2009).

Finally, by investigating the *cultural views of philanthropy*, diversification and complexity are in abundance. In the United Kingdom, traditional views have looked on charitable giving as the practice of the wealthy and elite, while changing slowly in contemporary society with the popularity of the national lottery, which support public project (Wright, 2002). In Western Europe, to recipient of philanthropy is often viewed as a responsibility of the government which is supported by their taxation, thus a general feeling of apathy to individual appeals for support, especially by large organizations (Zimmer, 2000). East Asian giving has its own unique characteristics, where giving is far less likely to be a public display. Giving in this area of the world is thought to be done in a more discreet way, with personal giving between individuals and families to other individuals and families in need as the most common forms of philanthropy (Yamauchi, 2007). The practice of giving is extremely localized and rarely on a large national scale. The giving practices of the Middle East provide examples of even greater difference in thought as their charitable behavior appear to be primarily driven by and facilitated

by their religious practices, specifically, Islam (Opoku, 2013). Amount to be given, timing of gifts and where gifts are to be directed are compulsory pieces of many of the society in the Middle East, which results in a sense of obligation to be charitable.

Looking at all of the themes that emerged from the literature review, it is clear that universities are inclined to seek international students for the benefits they provide to the institution and the expected support they could generate as alumni. The student experience, tax incentives and general sense of a social exchange of benefits suggests that alumni will continue to support institutions as long as adequate enticements are in place. International students and international alumni populations historically have become larger with the passage of time and are increasingly viewed as sources of financial support. This support can be realized with the proper understanding of cultural influences that are unique to any particular alum's region of origin and their overall experience while at the university.

Chapter III: Methods

This study relies on two types of data: quantitative data from the University of Kansas spanning the years 2006 to 2015 and qualitative data from interviews conducted with eight international alumni donors. The final analysis uses descriptive statistics to report mean, median, mode, and differences within the data collected. In addition, a component of this study involves collecting qualitative data through personal interviews of international alumni donors to KU regarding what influenced them to give. For the purposes of this study, I as the researcher, have defined international alumni as KU degree holding graduates who originated from a foreign country. Through quantitative and qualitative methods, the data is described and summarized in a meaningful way that exposes patterns that are useful in the fields of academic fundraising and international alumni relations. This study is organized around five research questions in order to create a clear path of accomplishing the goal of better understanding international alumni giving at a large public research institution:

How has the number and percentage of international students who graduated from the University of Kansas changed between 2006 and 2015?

Data was gathered from the Office of Institutional Research (OIRP) and the KU Alumni Association and compiled into a single data set. From the Office of Institutional Research, I received data on students who attended KU each year from 2006 to 2015 with a visa status of “temp”, meaning an individual who is not a U.S. citizen and resides in the U.S. on a temporary visa permit. OIRP also provided (within the dataset) the following information on each student: student ID number, gender, home country, major, year of graduation, last year of attendance. For clarification, I will refer to the data provided by the Office of Institutional Research as “Student Data.” As the researcher, I secured permission to use identifier data such as the student ID

number with the OIRP along with Human Subject approval through the University of Kansas Office of Research.

From the KU Alumni Association, I received data on alumni (KU degree holders) records that have an international home address each year from 2006 to 2015. This data also included past student identification numbers in order to determine current address, which was needed to determine current country of residence. An additional data point collected that came in to play later in this study is that I was able to determine who the international alumni donors are currently, by merging and comparing OIRP student ID numbers with KU Endowment international donor student ID numbers. I was able to eliminate ex patriates (alumni of domestic origin who now live abroad) from the data on international donors as they do not exist in the OIRP data but may appear in the KU Alumni Association data, therefore allowing me to determine they are not ‘international alumni’- or originating from abroad.

I was able to analyze the data to determine if there are notable levels of growth or decline in international student enrollment or international alumni populations from 2006 to 2015. Taking the analysis further, I investigated what countries or areas of origin those with international backgrounds came from at the University of Kansas and where they currently reside. As mentioned earlier, I merged the data sets from OIRP, and the KU Alumni Association based on student ID number and created a single data set. Part of this data was used to populate *Table 4*, which represents the top ten countries of origin for international alumni in terms of degree holders and total cumulative statistics on the entire (2006 to 2015) KU degree holder count for international alumni. This single data set also allows me to explore other variables such as giving rates, and differences by region, degree level and years since last attended.

The following data were requested from OIRP and the KU Alumni Association:

Student Data (OIRP): Data on international student enrollment from 2006 to 2015, including Visa status of Temp, student ID, gender, home country, degree, year of degree.

KU Alumni Association: Data on international alumni populations from 2006 to 2015, including student ID, degree, current address or last known address.

The tangible outcome of this part of the study enabled me to understand overall trends in student and international student populations within KU and provide scope of population through historical context. This information is critical to answering the first main research question of this study that inquires how international student and alumni populations have grown or declined over the last 10 years (2006-2015).

How do international and domestic alumni population philanthropic behaviors at the University of Kansas compare?

- *Average gift size of international alumni versus domestic alumni*
- *Participation rate of international alumni versus domestic alumni*
- *Average number of gifts given by international alumni versus domestic alumni*

In this part of the study I combined the student database provided by OIRP (Student Data) with data from the KU Alumni Association and KU Endowment in order to determine who among the donors is a former international student with giving history to the institution. From the KU Endowment data, I was able to identify the total amount given, the average gift size (in terms of total dollars) for international alumni in each of the last ten years. I was then able to answer the following questions about international alumni giving patterns a) what percentage of them give, b) how frequently, c) what is their country of origin and, where do they currently live?

Next, I took the merged student database provided by OIRP and KU Endowment data consisting of students who attended KU who were not under a temporary visa and segmented it

by year of graduation. In addition, I used the Student Data to determine degree level earned and participation, gift size to investigate potential differences in giving behaviors.

The following data were collected and used:

Student Data (OIRP): Data regarding former KU degree holders who attended the university with a “temp visa”, indicating international origin from 2006 to 2015. This data included: degree level earned or area of study, gender, country of origin (country that issued the visa). Based on the visa status in the Student Data, I was able to determine who is an international student and therefore international alumni once graduated.

KU Endowment: Using student ID numbers, I identified giving history to include: total number of gifts, total value of gifts, average gift, frequency of giving from international and domestic alumni for each year from 2006 to 2015.

It should be noted that within this database I used individual identification numbers to identify international alumni. I then segmented these alumni populations by country. The data was individualized in the sense that an identification number and country of origin were assigned. No actual names of alumni were needed. The KU Endowment giving data recorded was based on the behavior of the total alumni population within any given country and also included the individual identification number, and therefore, giving behavior of individual alumni in the dataset without the use of individual names. This enabled me to tie giving to an individual record and to the country of origin by using the identification number.

This included the following comparative analytics:

1. Sum of dollars given by international alumni (who live abroad) divided by number of total international alumni donors. I then calculated the sum of dollars given by domestic alumni divided by the number of total domestic alumni donors. The result was a comparison of average gift size between international and domestic alumni populations.
2. Sum of international alumni (who live abroad) population divided by number of international alumni donors. I then calculated the sum of domestic alumni population divided by the number of domestic alumni donors. The result was a comparison of giving participation rates between international and domestic alumni.

3. Sum of number of gifts given by international alumni (who live abroad) divided by number of total international alumni donors. I then calculated the number of gifts given by domestic alumni divided by the number of total domestic alumni donors. The result was a comparison of the average number of gifts given by international and domestic alumni.

This part of the analysis is important because it allowed me to investigate further and answer the second main research question that seeks to understand how international and domestic alumni gift giving behavior has performed at KU over a ten-year period. Data gathered and reviewed in this section allowed me to examine foreign born and domestic alumni giving by country with key indicators of comparison, namely: dollars given, number of donors, number of gifts, average gift size, participation rate and average number of gifts. The tangible outcome of this part of the study helped me understand the overall magnitude of current international and domestic alumni financial support to the University of Kansas. Part of this data was used to populate *Graphs 4 through 8*, which represent the giving behavior of international and domestic alumni in terms of total dollars given, number of donors, number of gifts, participation rate and average number of gifts for the entire (2006 to 2015) time period under review.

How do international alumni living in the U.S. (international expatriates) compare to domestic alumni in terms of philanthropy to the University of Kansas?

- *Average gift size international expatriates versus domestic alumni*
- *Participation rate of international expatriates versus domestic alumni*
- *Average number of gifts given by international expatriates versus domestic alumni*

In this part of the study I combined the student database provided by OIRP (Student Data) with data from the KU Alumni Association and KU Endowment in order to determine who among the donors is a former international student and now a degree holding graduate residing in the United States. For this study, the term I use to describe this population is *international*

expatriate, as they are expatriates of their international country of origin. The following data were used for this analysis:

Student Data (OIRP): Data regarding former KU degree holders who attended the university with a “temp visa”, indicating international origin from 2006 to 2015. This data included: degree earned or area of study, gender, country of origin (country that issued the visa). Based on the visa status in the Student Data, I was able to determine who is an international student and therefore international alumni once graduated.

KU Endowment: Using student ID numbers, I identified giving history include: total number of gifts, total value of gifts, average gift, frequency of giving from international and domestic alumni for each year from 2006 to 2015.

KU Alumni Association: Using student ID numbers, I identified who among the data of former international students, now alumni, live in the United States.

From the KU Endowment data, I was able to identify the total amount given, the average gift size (in terms of total dollars) for international expatriates in each of the last ten years. I was then able to answer the following questions about international expatriate giving patterns: a) what percentage of this population give, b) how frequently, c) what their country of origin is, where do they currently reside.

Next, I took the merged student data base provided by OIRP and KU Endowment data consisting of students who attended KU who were not under a temporary visa and segmented it by year of graduation. In addition, I used the Student Data to determine degree level earned and gift size and frequency to investigate potential differences in giving behaviors. This included the following comparative analytics:

1. Sum of dollars given by international expatriates (who live in the U.S.) divided by number of total international expatriate donors. I then calculated the sum of dollars given by domestic alumni divided by the number of total domestic alumni donors. The result was a comparison of average gift size between international expatriate and domestic alumni populations.
2. Sum of international expatriate (who live in the U.S.) population divided by number of international expatriate donors. I then calculated the sum of domestic alumni population divided by the number of domestic alumni donors. The result was a

comparison of giving participation rates between international expatriate and domestic alumni.

3. Sum of number of gifts given by international expatriate alumni (who live in the U.S.) divided by number of total international expatriate donors. I then calculated the number of gifts given by domestic alumni divided by the number of total domestic alumni donors. The result was a comparison of the average number of gifts given by international expatriate and domestic alumni.

The tangible outcome of this part of the study helped me understand the overall magnitude of current international expatriate and domestic alumni financial support to the University of Kansas. Part of this data was used to populate *Graphs 9* through *13*, which represent the giving behavior of international expatriate and domestic alumni in terms of total dollars given, number of donors, number of gifts, participation rate and average number of gifts for the entire (2006 to 2015) time period under review.

This part of the analysis is important because it allowed me to investigate further and answer the third main research question that seeks to understand how international expatriates and domestic alumni gift giving behavior has performed at KU over a ten-year period. Data gathered and reviewed in this section allowed me to examine foreign born and domestic alumni giving within the U.S. with key indicators of comparison, namely: dollars given, number of donors, number of gifts, average gift size, participation rate and average number of gifts.

How do international alumni living in the U.S. (international expatriates) behave philanthropically compared to alumni who are of foreign origin and now live abroad (international alumni)?

- *Average gift size international expatriates versus alumni abroad*
- *Participation rate of international expatriates versus alumni abroad*
- *Average number of gifts given by international expatriates versus alumni abroad*

To answer this question, I relied on the following data:

Student Data (OIRP): Data regarding former KU degree holders who attended the university with a “temp visa”, indicating international origin from 2006 to 2015. This data included: degree level earned, gender, country of origin (country that issued the visa). Based on the visa status in the Student Data, I was able to determine who is an international student and therefore international alumni once graduated.

KU Endowment: Using student ID numbers, I identified giving history to include: total number of gifts, total value of gifts, average gift, frequency of giving from international and international expatriate alumni for each year from 2006 to 2015.

KU Alumni Association: Using student ID numbers, I identified who among the data of former international students, now alumni, live in the United States and who lives abroad.

As in the practices above, I used individual identification numbers to identify international alumni. I then segmented these alumni populations by international or domestic address. The data was individualized in the sense that an identification number and country of origin were assigned. No actual names of alumni were needed. The KU Endowment giving data recorded was based on the behavior of the total alumni population within any given country and also included the individual identification number, and therefore, giving behavior of individual alumni in the dataset without the use of individual names. This enabled me to tie giving to an individual record and to the country of origin by using the identification number.

In this part of the study I reviewed the student database provided by OIRP (Student Data) with data from the KU Alumni Association and KU Endowment in order to determine who among the donors is a former international student now a degree holding alumni residing in the United States (international expatriates). I also gleaned the data for former international students who now live abroad. For this study, the term I use to describe this population is international alumni, as they are international in origin and currently reside outside of the United States. From the KU Endowment data, I was able to identify the total amount given, the average gift size (in terms of total dollars) for international alumni in each of the last ten years. I was then able to

answer the following questions about international alumni giving patterns a) what percentage of this population give, b) how frequently, c) what is their country of origin, where do they currently live?

Next, I took the merged student data base provided by OIRP and KU Endowment data consisting of students who attended KU as former international students and now reside in the U.S. (international expatriates). In addition, I used the Student Data to determine degree earned and gender to investigate potential differences in giving behaviors. This included the following comparative analytics:

1. Sum of dollars given by international expatriates (who live in the U.S.) divided by number of total international expatriate donors. I then calculated the sum of dollars given by international alumni divided by the number of total international alumni donors. The result was a comparison of average gift size between international expatriate and international alumni populations.
2. Sum of international expatriate (who live in the U.S.) population divided by number of international expatriate donors. I then calculated the sum of international alumni population divided by the number of international alumni donors. The result was a comparison of giving participation rates between international expatriate and international alumni.
3. Sum of number of gifts given by international expatriate alumni (who live in the U.S.) divided by number of total international expatriate donors. I then calculated the number of gifts given by international alumni divided by the number of total international alumni donors. The result was a comparison of the average number of gifts given by international expatriate and international alumni.

The tangible outcome of this part of the study helped me understand the overall magnitude of current international and expatriate alumni financial support to the University of Kansas. Part of this data was used to populate *Graphs 14* through *17*, which represents the giving behavior of international expatriate and international alumni in terms of total dollars given, number of donors, number of gifts, participation rate and average number of gifts for the entire (2006 to 2015) time period under review.

This part of the analysis is important because it allowed me to investigate further and answer the fourth main research question that seeks to understand how international expatriates and international alumni gift giving behavior has performed at KU over a ten-year period. Data gathered and reviewed in this section allowed me to examine foreign born giving based through the lens of their country of residence. Key indicators of comparison include dollars given, number of donors, number of gifts, average gift size, participation rate and average number of gifts.

Reasons given by international alumni for financially supporting KU.

- *A campus experience?*
- *A relationship with a key faculty or staff member?*
- *Friendships and sense of belonging?*
- *Cultural influences?*

This part of the study focused on gathering qualitative data through personal interviews of a set number international University of Kansas alumni donors. These donors were selected after completing the quantitative analysis portion of this study in order to make a considered decision about how best to collect useful information through these interviews, under the guidance of my advisory team. I identified the top five countries from which KU receives the most contributions in terms of number of gifts, as a percentage of the country's total alumni population. I then interviewed donors at the highest individual gift level within their country. I also selected donors within countries that are at the highest level of gift frequency (most gifts given). These types of donors represent the alumni base within a given country that are demonstrating desirable charitable behaviors that institutions would seek to replicate with others living abroad or domestically. In total, I interviewed eight international alumni donors (*Table 1*). Interviews were conducted over the phone while being recorded and ultimately transcribed for

analysis. The use of pseudonyms to protect the identities of the participants was necessary due to the personal nature of information they shared.

Qualitative Interview Participants							
Name	Student Status	Degree Earned	Country of Origin	Country of Residence	Sex	Total Giving	Area of Largest Gift
Ali	Graduate	PHD. Physics	Kuwait	Kuwait	Male	\$ 800	Physics Dept.
Oba	Graduate	PHD. Social Work	Kenya	Kenya	Male	\$ 225	Social Welfare
Sarat	Graduate	MS & PHD Pharmacy	India	U.S.A.	Male	\$ 2,500	Pharmacy Scholarships
Hiroto	Undergraduate	BA Economics	Hong Kong	U.S.A.	Male	\$ 30	Graduate Student Emergency Fund
Deirdre	Graduate	PHD Pharmacy	Belize	Belize	Female	\$ 542	KU Hospital
Ganesh	Graduate	MS & PHD Engineering	India	U.S.A.	Male	\$ 200	Kansas Public Radio
Aria	Undergraduate	Engineering	Malaysia	U.S.A.	Female	\$ 80	Jayhawk Motorsports
Medina	Graduate	PHD Linguistics	Kazakhstan	Kazakhstan	Female	\$ 100	Linguistics Dept.

The purpose of the research was disclosed, and interviews were recorded and documented with proper release for dissertation purposes. The questions themselves sought a better understanding of what motivations influence international alumni to give a gift to the University of Kansas. Questions began with rapport and an acknowledgement that the graduate is an international donor to KU, with a discussion on what inspired them to give. Next, questions focused on their student experience and what role their relationships with others and involvement in activities and organizations helped shape their current view and beliefs about giving to KU. Finally, questions focused on the perceived value they place on their KU Education and the cultural influences of giving that are present in their country of residence.

Data collection-

*Phone interviews with international alumni donors to the University of Kansas.

Sample Questions:

1. I see that you have made charitable gifts to KU, can you share with me some thoughts as to what inspired you to do so?
2. Please describe in what way your time at KU as a student may or may not have influenced your giving decision?

3. Please describe how individual relationships, such as with a faculty, staff member, or other students influenced your gift giving decision?
4. In what way has your family or upbringing influenced your charitable giving decisions?
5. Did the perception of need (from KU) play a role in your decision to give? If so, can you discuss how a specific need influenced your decision making?
6. Can you explain any incentives or benefits that a charitable donor might receive in your country from the government or society? In what ways (if any) does this apply to your decision to give to KU?
7. Do you find the experience of giving rewarding? If yes, can you describe in detail the perceived benefits you receive because of your giving?
8. Can you describe the emotional aspect of giving, such as how giving to KU made you feel?

The data and comments collected in this portion of the study were designed to give a significant degree of depth in understanding international alumni donor motivators. The qualitative nature of this exercise allowed me to hear first-hand how giving is influenced by the student experience, faculty/staff interaction, participation in alumni events and societal factors within their country of residence. Elements such as these are often based on feelings and emotions, which can be very difficult to place a value on in quantitative terms. With the information gathered, I was able to look behind the established statistics from earlier sections of the study and juxtapose the qualitative and quantitative data to gain a rich level of understanding for international alumni giving behavior. The qualitative data is critical to understand possible motivations that influence international alumni resulting in the giving behaviors described in the quantitative part of the study.

In total, a pool of eight participants were contacted for this study. All of these participants shared a number of common traits in that they all originated from outside of the United States,

earned at least one academic degree from the University of Kansas and all have made at least one charitable gift to the university. Differences existed in many forms: such as current country of residence and of origin, years since graduation, degree level earned and size and frequency of charitable giving.

The eight participants were contacted over the phone for audio recorded interviews in the month of December 2018 and January 2019, most lasting no more than thirty minutes, specifically focused on what motivated them to give philanthropically to the University of Kansas. To a lesser extent, the interviews explored their overall KU and cultural experience as I searched for other factors that may or may not have influence in their lives today, in terms of philanthropic behavior.

Data Analysis

The overall methodology I utilized was *thematic content analysis* (Berg & Danielson, 2012). This approach allows for the identification of common themes and patterns within the interviews I conducted. The interviews with the answers provided by participants is the core of the data that was analyzed. For the application of the thematic content analysis I rely on Braun & Clarke's (2006) 6-step framework, as it provides clear steps in segmenting and analyzing broad data such as that collected from these interactions and interviews.

The results of the analyses are reported in Chapter 4.

Chapter IV: Results

In this section the overall findings and analysis surrounding the five main research questions of this study will be addressed. The focus of this section is to observe and record the various data elements presented and interpret this data in relation to the research question asked. The analysis is structured by the research questions: How have the number and percentage of international students who graduated from the University of Kansas changed between 2006 and 2015? How do international and domestic alumni population philanthropic behaviors at the University of Kansas compare? How do international alumni living in the U.S. compare to domestic alumni in terms of philanthropy to the University of Kansas? How do international alumni living in the U.S. compare to international alumni living abroad in terms of philanthropy to the University of Kansas? What reasons are given by international alumni for supporting the University of Kansas? Each of these key topics is then segmented by subtopics that expose the context of the overall data in relation to other variables resulting in a richer understanding of the populations explored.

How have the number and percentage of international students who graduated from the University of Kansas changed between 2006 and 2015?

To answer this question, the data on international student and domestic student degrees earned from 2006 through 2015 were arranged in a data table. To acquire a greater understanding of the difference in numbers and figures of the international graduates and their countries of origin within the international population and domestic alumni, three sub-topics were explored: International alumni versus domestic alumni population counts; Undergraduate versus graduate populations within international populations; Comparing top ten countries of origin for

international alumni. Each of these subtopics allowed for enhanced context of the environment in which all these variables interact.

International versus domestic alumni population counts

In review of **Table 2**, the total population of international degree earners was 416 in 2006 and 482 in 2015. While there were differences in this population during the ten years of review, notably the low hit 342 graduates in 2010 and the high was 526 graduates in 2014, overall there was population growth. While the growth in international degree earners moved from 416 in 2006 to 482 in 2015 or a mean of 15.8 percent, the rolling mean growth of 1.7 percent annually emerged after accounting for the fluctuation in population from year to year.

The population of domestic degree earners also showed fluctuation and overall growth during the ten-year period of 2006 to 2015. In 2006, there were 5,705 domestic degree earners, while in 2015 there were 5,843. The mean population increase was 2.4 percent when comparing the domestic degree earning population from 2006 to 2015. However, when accounting for the fluctuation during this ten-year period, such as the low population count in 2006 of 5,705 and the high population count in 2012 of 6,613, the rolling growth rate of .9 percent emerges. The data shows that the international degree earner population are grew at a higher rate on average than the domestic degree earner population between 2006 and 2015.

Table 2	International and Domestic Student Degrees Earned from 2006 to 2015									
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
International KU Grads	416	357	360	346	342	383	411	471	526	482
Percentage of all KU Grads	7%	6%	6%	5%	5%	6%	6%	7%	8%	8%
Domestic KU Grads	5705	5814	5945	6107	6222	6239	6613	6235	6115	5843
Total Number of KU Grads	6121	6171	6305	6453	6564	6622	7024	6706	6641	6325

International Degree Types Earned

To gain an understanding on what level of degrees international students attained and whether there has been a difference over time, the data on data on degree level earned was arranged in a data table for analysis. In review of **Table 3**, graduate degrees earned by international alumni were recorded at 300 in 2006 and 291 in 2015. During the same time period, undergraduate degrees earned by international alumni were recorded at 116 in 2006 and 191 in 2015. Looking at all ten years of data, there were 2,674 graduate degrees and 1,420 undergraduate degrees earned by international students. The data shows that international students were more likely to seek a graduate degree over an undergraduate degree during the period of 2006 to 2015.

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	Grand Total
Graduate	300	255	261	253	236	275	268	266	269	291	2674
Undergraduate	116	102	99	93	106	108	143	205	257	191	1420
Total	416	357	360	346	342	383	411	471	526	482	4094

The data also expresses differences in the level of degrees earned during the ten-year window examined, within that specific degree level. For instance, 2006 was the highest year of graduate degrees earned by international students at 300, while 2014 was the highest year of undergraduate degrees earned by international students at 257. In review of the years examined, the number of graduate degrees earned surpassed the number of undergraduate degrees earned. The greatest difference existed within the degree levels earned such as the high and low numbers of graduate degrees earned, 300 in 2006 and 236 in 2010. This can be seen more dramatically in the number of undergraduate degrees earned, 257 in 2014 and 93 in 2009, or 63 percent growth. The data shows that there is a greater range from year to year in the number of undergraduate

degrees earned in any given year than graduate degrees, making graduate degree earning students seem more stable.

Comparing top countries of origin for international alumni

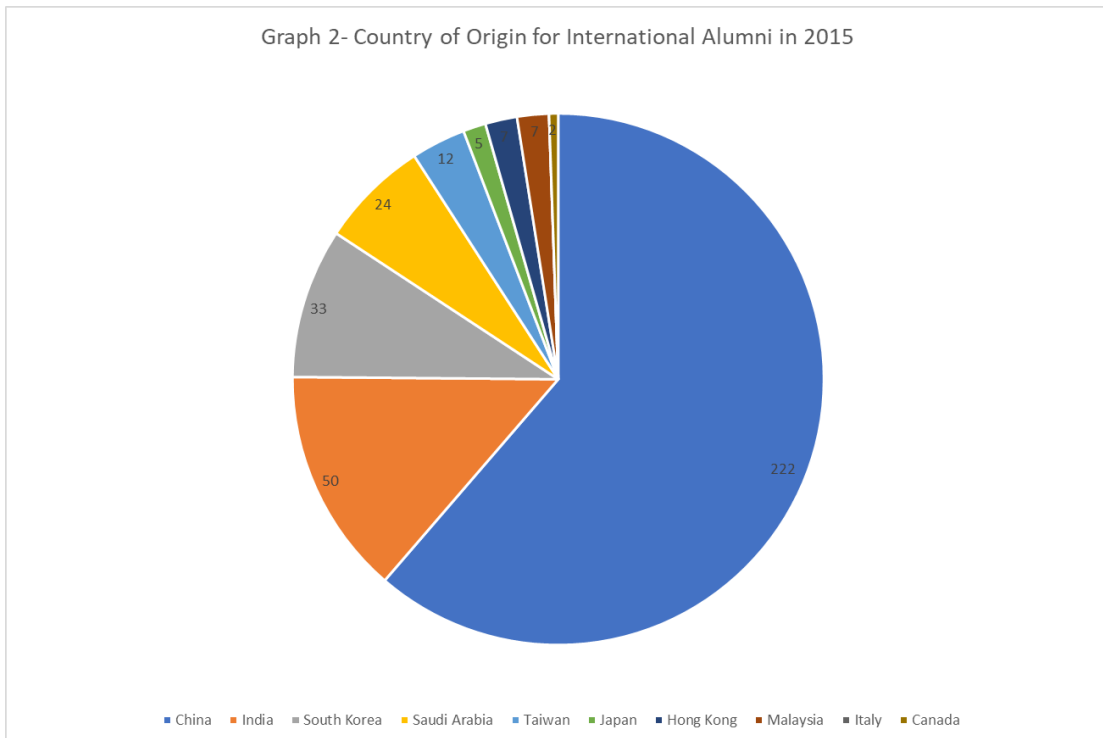
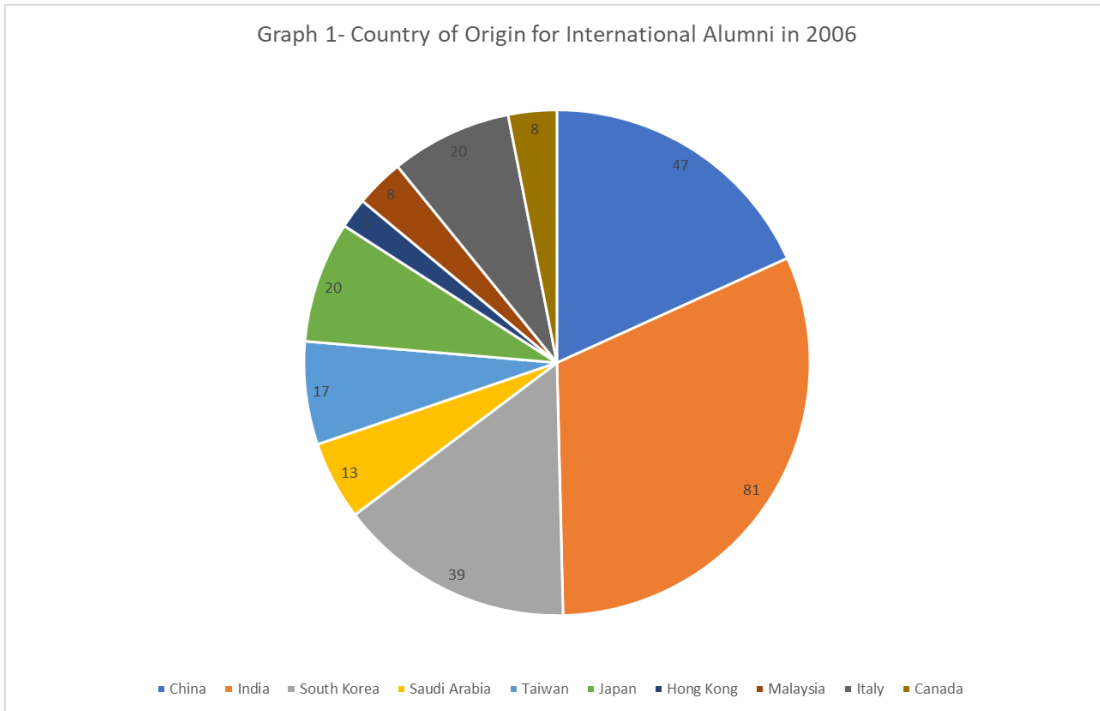
To gain insight in to the top countries of origin of international degree earners data was gathered from the top 10 countries of origin from 2006 to 2015 and arranged in a data table which was used to populate diagrams. The overall analysis showed a shift the countries of origin for our international alumni during this time period.

For example, the data in **Table 4** show that India led the group with the highest number of degree earners in 2006 with 81 students, while this number dropped to 50 students in 2015 or a decrease of 38 percent. Meanwhile China was the runner-up in country of origin in 2006 with 47 students and took the lead in 2015 with 222 students, the growth in the number of students coming from China increased by 372 percent from 2006.

Table 4	Top 10 Countries of Origin Comparison		
	2006	2015	Difference
China	47	222	372%
India	81	50	-38%
South Korea	39	33	-15%
Saudi Arabia	13	24	85%
Taiwan	17	12	-29%
Japan	20	5	-75%
Hong Kong	5	7	40%
Malaysia	8	7	-13%
Italy	20	0	-100%
Canada	8	2	-75%

Looking at **Graph 1** and **Graph 2**, the charts graphically display the countries of origin from 2006 to 2015 outside the U.S. that are notable. Specifically, the existence of Italy as a top ten country of origin in 2006 with 20 students, then dropping to zero students in 2015. Of the top

ten countries of origin, only two outside of China showed growth in student population counts from 2006 to 2015. Saudi Arabia students increased by 85 percent from 13 in 2006 to 24 in 2015. Hong Kong students increased by 40 percent from 5 in 2006 to 7 in 2015.



Overall the top three countries of origin: China, India and South Korea remained relatively stable by remaining in the top-three for the ten-year observation period with some internal shifting. However, many of the countries outside of the top ten experienced drops in student populations such as Japan decreasing from 20 students in 2006 to 5 students in 2015, or a decrease of 75 percent. Canada demonstrated a drop from 8 students in 2006 to 2 in 2015 or 75 percent. The data suggests that the student population earning degrees from 2006 to 2015 has become less diverse in terms of country of origin. While the overall population of international degree earners has increased during this ten-year period, they are more homogeneous than past years.

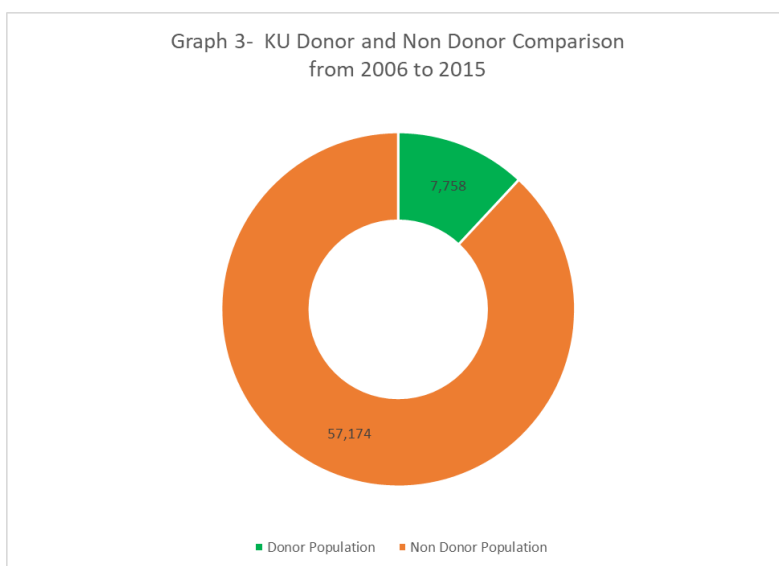
How do international and domestic alumni population philanthropic behaviors at the University of Kansas compare from 2006 to 2015?

To answer this question several factors must be considered that show differences between the international alumni and domestic alumni populations. The average gift size, participation rate and number of gifts of international alumni compared to domestic alumni were analyzed to provide broader depth in the understanding of differences in behavior.

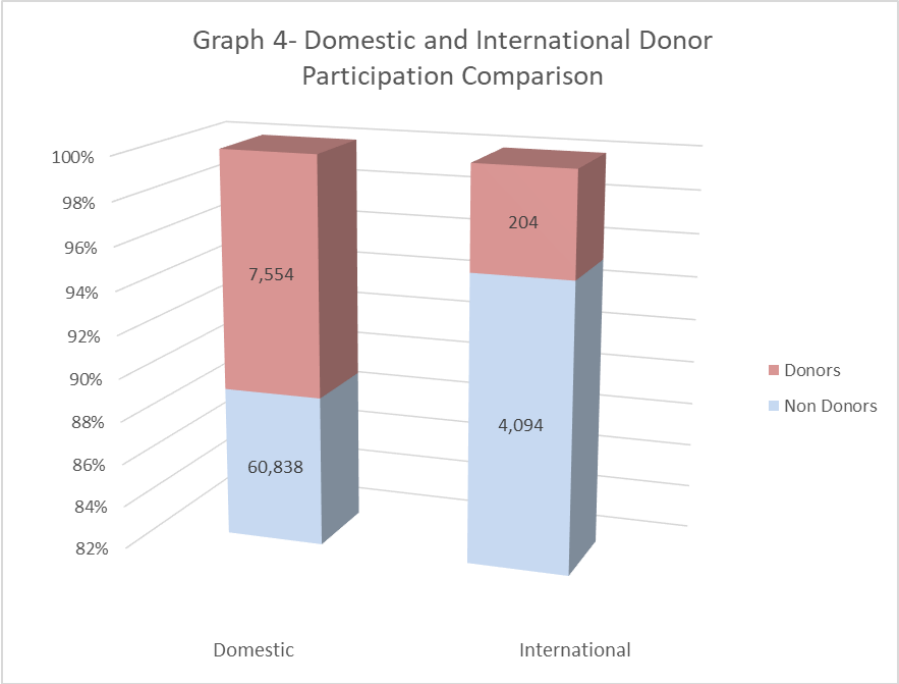
Participation rate of international versus domestic alumni

A behavior of interest for this study is the actual giving of philanthropic gifts from the degree holder back to their alma mater. One way to measure this behavior is through participation, or the act of a degree holder making a gift to the University of Kansas at some point from 2006 to 2015, which are the years of this study. The participation rate is the total number of donors (participants) divided by count of the identified population. The result is a participation rate representing the philanthropic inclination behavior of giving within the population in question.

For example, in **Graph 3**, the total population of domestic and international alumni degree earners during the years of 2006 to 2015 is combined and segmented into donors (participants) and non-donor populations. During the ten-year period of the study the total population was 64,932 with the vast majority 57,174, identified as non-donors and 7,758 who were identified as donors. The end result was a donor participation rate 12 percent, meaning for every ten-degree earners from 2006 to 2015, 1.2 gave a gift to the university.

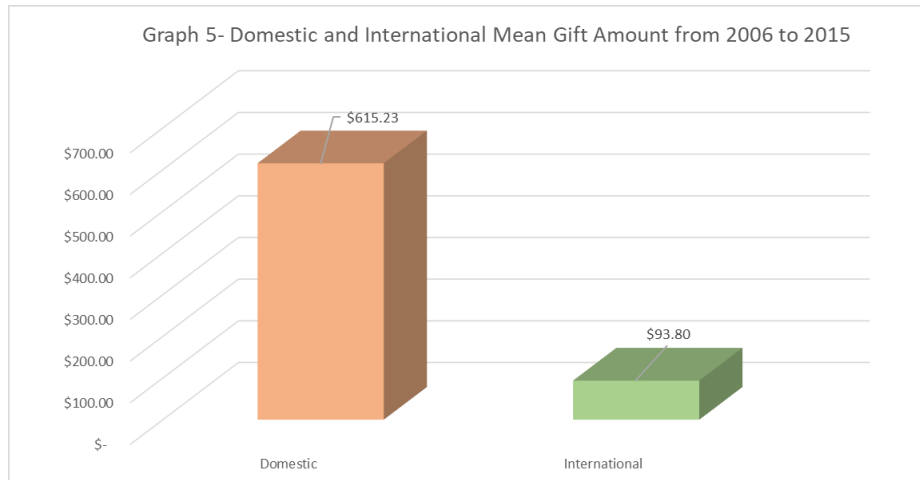


Observing the philanthropic giving behavior through the donor participation rate of international alumni in comparison to domestic alumni one notes significant differences. As seen in **Graph 4**, on the surface domestic alumni are more charitable in terms of participating by giving a gift to their university than the general international alumni population. International alumni as a group record a population of 4,094 with a donor population of 204 or a 5 percent donor participation rate. Domestic alumni were measured with a population of 60,838 with a donor population of 7,554 or a donor participation rate of 12 percent.

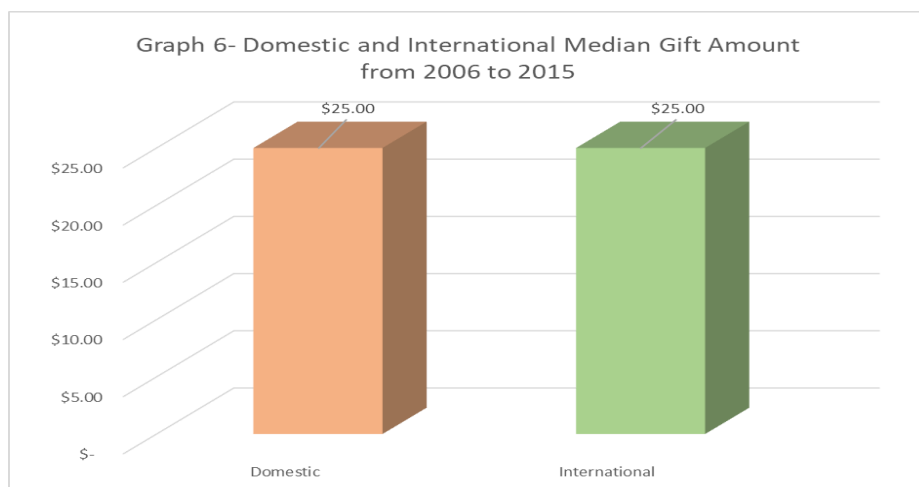


Average gift size of international alumni versus domestic alumni

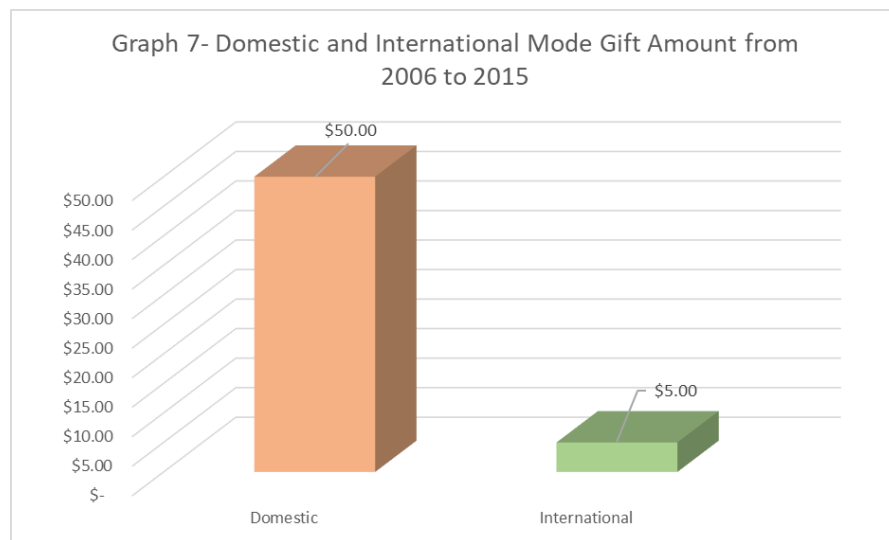
The size of the gifts given by international and domestic alumni were compared to determine what level of giving exist within the populations. While it was observed in an earlier analysis that the domestic alumni population gave at a higher participation rate, and therefore have a higher likelihood of giving, we are now looking at the size of those gifts. Gift size may be viewed as an indication of the donor’s commitment to the charity and giving capacity that they are demonstrating with the larger the gift size and impact on the recipients cause. Looking at **Graph 5**, the domestic alumni population recorded a mean gift size of \$615.23 while the international alumni population recorded a mean gift size of \$93.80. This comparison illustrates a difference of \$521.43 within the mean gift size.



With such a large difference in the mean gift size, a deeper level of analysis was needed to ascertain if the averages are consistent throughout the data provided. By identifying the median gift size for each group, the large and small gifts on each end of the gift size spectrum are controlled for and values have a limited ability to skew the comparison. As shown in **Graph 6**, the median gift size for domestic alumni was recorded as \$25, which is the same amount recorded for international alumni.



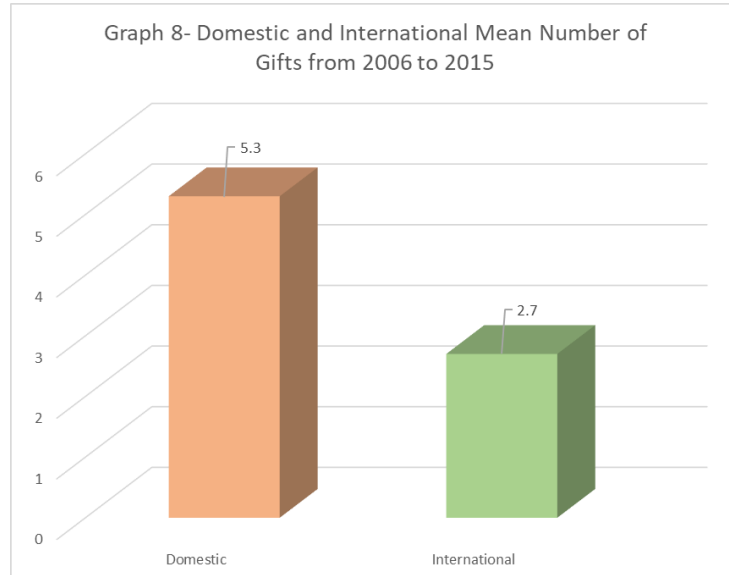
The finding that the mean or average gift is higher in the domestic alumni population than the international population while the median gift size is the same, another statistical measurement was needed to understand the data. I measured the mode of the gift amounts for domestic and international alumni to ascertain the most typical gift value. Looking at mode in *Graph 7*, the domestic alumni group recorded \$50 while the international group recorded \$5, a difference ten times the lower value. The data suggests that higher value average gifts were given by domestic alumni than international alumni during the years from 2006 to 2015.



After looking at mean, median and mode calculations for domestic alumni compared to international alumni, certain themes emerged. Specifically, with domestic alumni possessing a much higher value mean and mode gift amount, this population demonstrates an overall higher gift amount than international alumni. However, with both populations sharing the same value as their median, a difference in gift sizes on the high and low end of value is recognized, with domestic alumni possessing a larger range. While domestic alumni are more likely to give larger gift amounts, international alumni gift amounts are more consistent with a smaller range.

Average number of gifts given by international alumni versus domestic alumni

The number of gifts given by domestic and international alumni provides an understanding of frequency or tendency. As the gift giving exercise is a behavior, repetition can be viewed as an indicator of future giving predictability, or at least a demonstration of a donor's interest during the time period of this study. As illustrated in **Graph 8**, domestic alumni have a higher mean value for gifts than international alumni. With a domestic alumni value of 5.3 and an international value of 2.7, domestic alumni appear to give nearly twice as many gifts as their international counterparts.



How do international alumni living in the U.S. (international expatriates) compare to domestic alumni in terms of philanthropy to the University of Kansas?

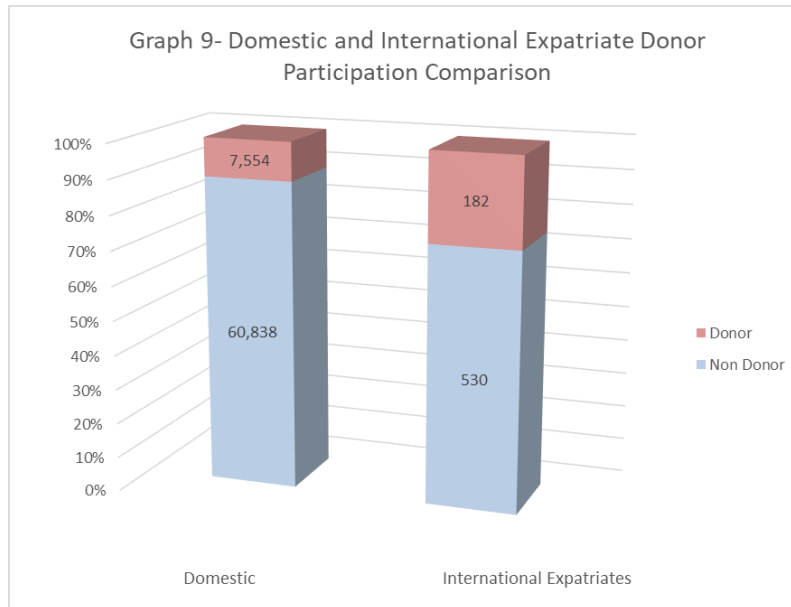
To answer this question several factors must be considered that show differences between the international alumni population that resides in the United States and the domestic alumni population. The average gift size, participation rate and number of gifts of international expatriates compared to domestic alumni were analyzed to provide broader depth in the understanding of differences in behavior. As the findings below demonstrate, there are

differences in participation rates, average gift size and number of gifts given. However, there are some similarities in terms of average gift amounts.

As noted earlier in this study, an area of interest is the actual giving of philanthropic gifts from the degree holder back to their alma mater. One way to measure this behavior is through participation, or the act of a degree holder making a gift to the University of Kansas at some point from 2006 to 2015. The participation rate is the total count of the identified population divided by those that are donors (participants). The culminating result is an understanding of the likelihood of the philanthropic behavior of giving within the population in question.

For example, in *Graph 9*, the total population of domestic and international expatriates during the years of 2006 to 2015 is combined and segmented into donors (participants) and non-donor populations. During the ten-year period of the study the total population of domestic alumni was 60,838 including 7,554 who were identified as donors. The result was a donor participation rate of 12 percent for domestic alumni.

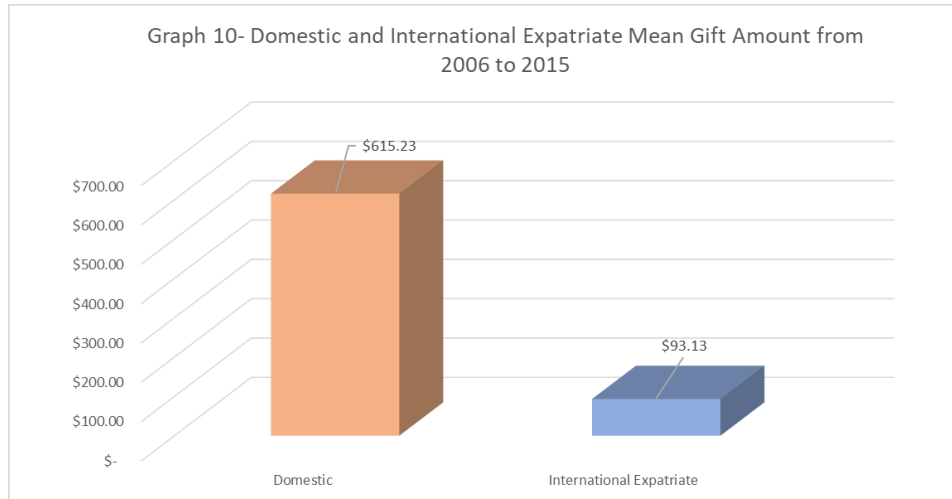
Using the same metrics, international expatriates recorded a total population size of 530 including 182 identified donors for a participation rate of 34.34 percent. The data suggests that international expatriates were nearly three times as likely to give a gift during the time period measured than domestic alumni. It is important to note that both of these populations currently reside in the U.S. and are subject to the same tax incentives and marketing outreach of their alma mater.



Average gift size of international expatriates versus domestic alumni

The number of the gifts given by international expatriates and domestic alumni were compared to determine what level of giving exist within the populations. While it was observed in earlier analysis that the international expatriate population gave at a higher participation rate, and therefore have a higher likelihood of giving, we are now looking at the size of those gifts. Gift size may be viewed as an indication of the donor’s capacity and commitment to the charity they are supporting with the larger the gift size the greater the impact on the recipients cause.

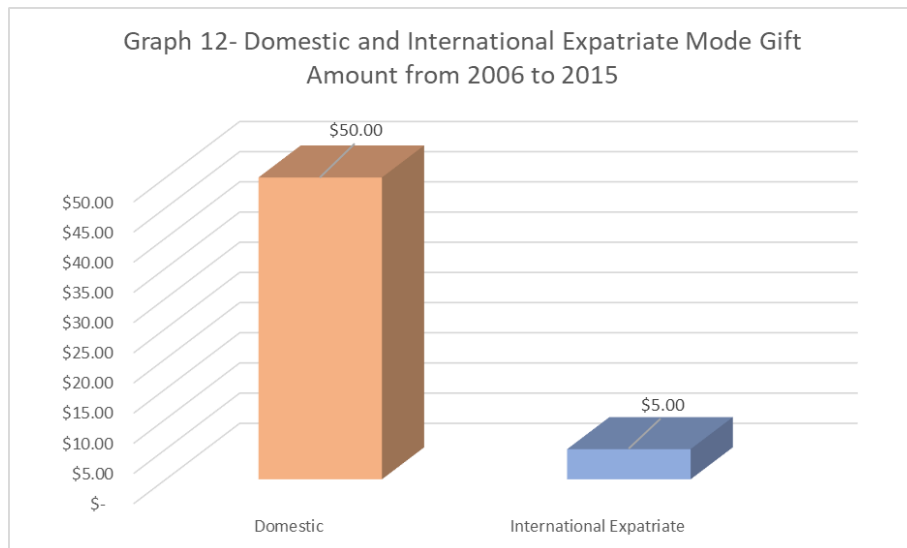
Looking at **Graph 10**, the domestic alumni population recorded a mean gift size of \$615.23 while the international expatriate alumni population recorded a mean gift size of \$93.13. This comparison illustrates a difference of \$522.10 within the mean gift size. The data suggests that the domestic alumni population give larger monetary gifts than the international expatriate population.



Similar to the earlier comparison of domestic and international alumni, there is a disparity in the mean gift size. A deeper level of analysis was needed to ascertain if the averages are consistent throughout the data provided. By identifying the median gift size for each group, the large and small gifts on each end of the gift size spectrum are controlled for and values have a limited ability to skew the comparison. As shown in *Graph 11*, the median gift size for domestic alumni was recorded as \$25, which is the same amount recorded for international alumni.



Considering that the mean or average gift is higher in the domestic alumni population than the international expatriate population while the median gift size is the same, another statistical measurement was needed to understand the data. I measured the mode of the gift amounts for domestic and international alumni to ascertain frequency of gifts. Looking at mode in *Graph 12*, the domestic alumni group recorded \$50 while the international expatriate group recorded \$5, a difference of 10 times the lower value. The data suggests that higher value average gifts were given by domestic alumni when compared to international expatriates over this time period. Both populations examined currently live in the U.S., while their country of origin is different.

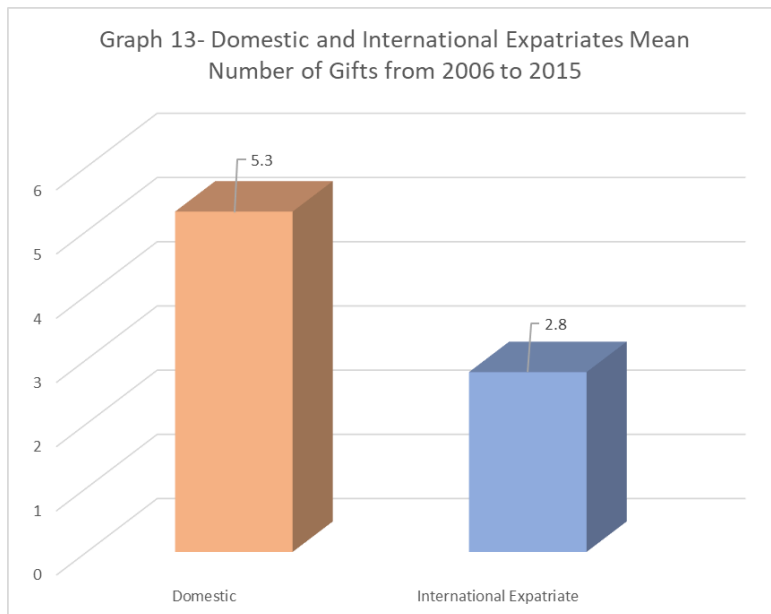


From observing the mean, median and mode calculations for domestic alumni compared to international expatriates it is noted that domestic alumni possess a higher value mean and mode gift amount, this population demonstrates an overall higher gift amount than international expatriate alumni. However, with both populations sharing the same value as their median, a difference in the range of gift size is recognized, with domestic alumni possessing greater range. In addition, the participation rate of international expatriates is nearly three times higher than the

value recorded by domestic alumni. While domestic alumni are more likely to give larger gift amounts, international expatriate alumni gift amounts are more consistent with a smaller range. International expatriates also appear to be more likely to give overall with a much higher participation rate than the domestic population.

Average number of gifts given by international expatriates versus domestic alumni

The number of gifts given by domestic and international expatriate alumni provides an understanding of frequency or tendency. As noted earlier, the gift giving exercise is a behavior, therefore repetition can be viewed as an indicator of future giving predictability, or at least a demonstration of a donor's interest during the time period of this study. As illustrated in **Graph 13**, domestic alumni have a higher mean value for number of gifts than international expatriate alumni. With a domestic alumni value of 5.3 and an international value of 2.8, domestic alumni appear to give nearly twice as many gifts as their international expatriate counterparts on a per person basis.



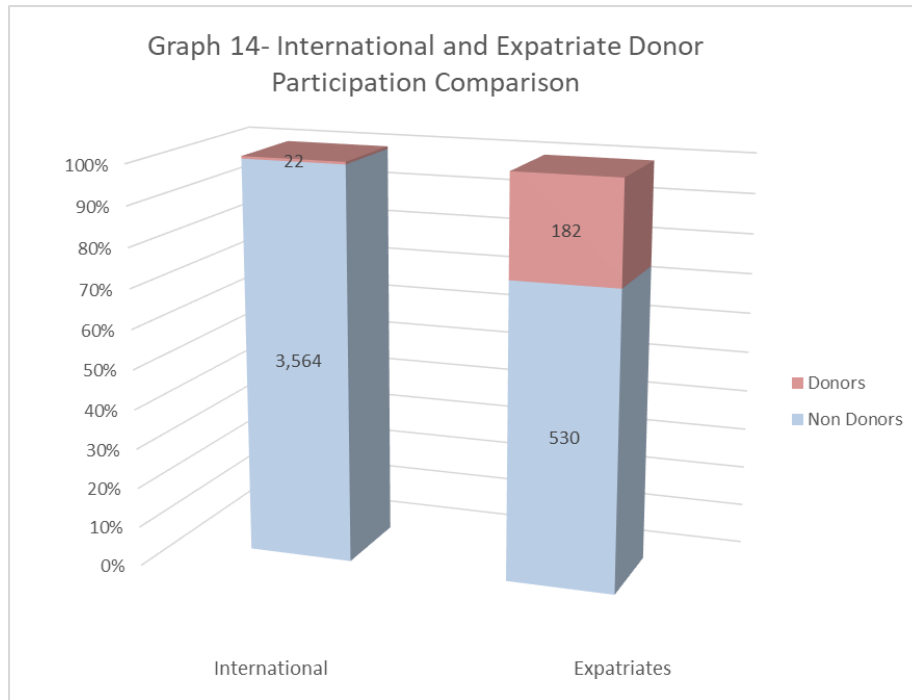
How do international alumni living in the U.S. (international expatriates) compare to international alumni living abroad in terms of philanthropy to the University of Kansas?

Similar to the sections of analysis above, the answer to this question is multifaceted with several factors that must be considered that show differences between the international expatriate alumni population that resides in the United States and the international alumni population living abroad. For clarification purposes during this section I refer to former international students who now live abroad as ‘international’ and I refer to former international students who now live within the U.S. as ‘expatriate’. The average gift size, participation rate and number of gifts of international compared to expatriate alumni were analyzed to provide broader depth in the understanding of differences in philanthropic behavior. As the findings below demonstrate, there are differences in participation rates, average gift size and number of gifts given. However, there are some similarities in terms of average or mean gift amounts.

Participation rate of expatriates versus international alumni

Participation rates for expatriates in comparison to international alumni was examined primarily to see if there exist significant differences in gift giving behavior between alumni with an international origin who live within the U.S. and those who live abroad. For example, in **Graph 14**, the total population of domestic and international expatriates during the years of 2006 to 2015 is combined and segmented into donors (participants) and non-donor populations. During the ten-year period of the study the total population of international alumni living abroad was 3,564 including 22 who were identified as donors. The result was a donor participation rate of .62 percent for international alumni living abroad. Using the same metrics, international expatriates recorded a total population size of 530 including 182 identified donors for a participation rate of 34.34 percent. The data suggests that international expatriates living in the

U.S. were more likely to give a gift during the time period measured than international alumni living abroad.

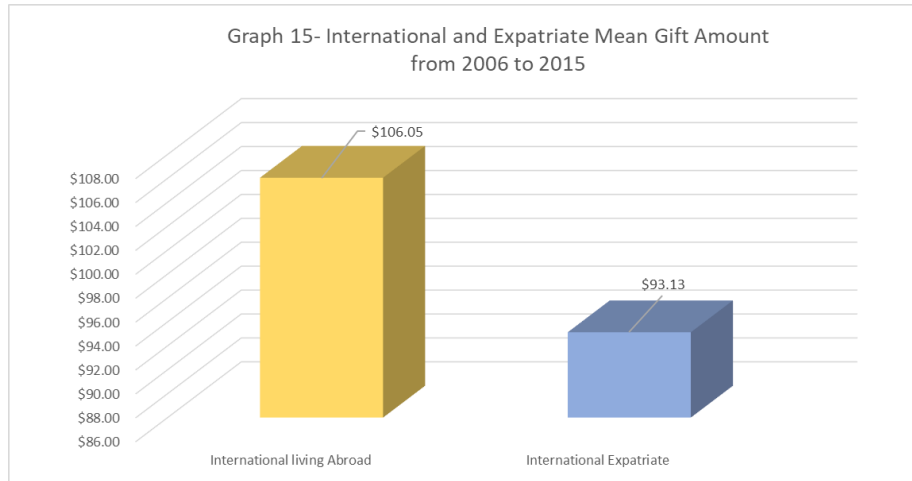


Average gift size of international alumni versus expatriate alumni

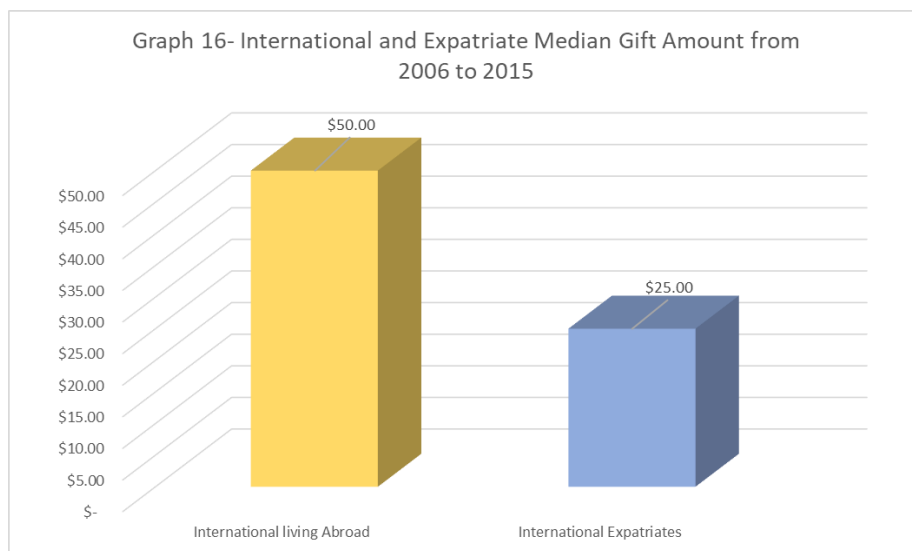
The size of the gifts given by international alumni living abroad and international alumni living in the U.S. (expatriates) were compared to determine what level of giving exists within the populations. While it was observed in the analysis above that the international expatriate population gave at a higher participation rate, and therefore have a higher likelihood of giving, we are now looking at the size of those gifts. Again, gift size may be viewed as an indication of the donor’s capacity and commitment to the charity they are supporting with the larger the gift size the greater the impact on the recipients cause.

Looking at **Graph 15**, the international alumni population recorded a mean gift size of \$106.05 while the international expatriate alumni population recorded a mean gift size of \$93.13.

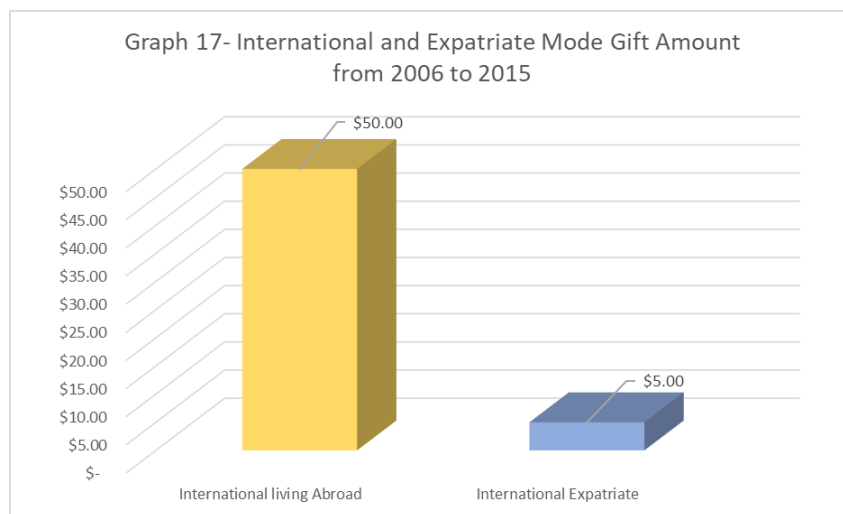
The data suggests that the international alumni population gives larger monetary gifts on average than the international expatriate population.



Median gift size was also explored for each group to control for the large and small gifts on each end of the gift size spectrum as to limit the ability of outliers to skew the comparison. As shown in **Graph 16**, the median gift size for international alumni living abroad was recorded as \$50, while international expatriates recorded a median gift amount of \$25.



The data collected show that mean or average gifts record a higher value in the international alumni living abroad population compared to the international expatriate population. In addition, the international group has a higher valued median gift than the expatriate population. In order to determine if the higher performance of international alumni exists in terms of frequency, I measured the mode of the gift amounts for international and expatriate alumni. Looking at mode in *Graph 17*, the international alumni group recorded a mode of \$50 while the international expatriate group recorded a \$5 mode, a difference of 10 times the lower value. The data suggests that higher value average gifts were given by international alumni when compared to expatriates over the ten-year period of 2006 to 2015.



Summary of Quantitative Data

Through exploration of the quantitative data set over the ten-year period from 2006 to 2015, the giving behavior of the various populations exhibited many unique traits. This section of the research was segmented into the following research questions, with the observed behavior answering the specific inquiry:

How have the number and percentage of international students who graduated from the University of Kansas changed between 2006 and 2015? International alumni populations grew at a higher rate than domestic alumni populations during the time period reviewed, with China replacing India as the top country of origin while KU international student populations overall became more homogeneous with less diversity.

How do international and domestic alumni population philanthropic behaviors at the University of Kansas compare? Comparing domestic alumni to international alumni- domestic alumni are more likely to give a gift, give larger gift amounts, and give more frequently. While international alumni gift amounts and frequency are more consistent with a smaller range.

How do international alumni living in the U.S. compare to domestic alumni in terms of philanthropy to the University of Kansas? Former international students living in the U.S. (international expatriates) are more likely to give a gift than domestic alumni. However, domestic alumni give larger gifts and at a higher frequency than those of international origin living in the U.S.

How do international alumni living in the U.S. behave philanthropically compared to alumni of foreign origin and now live abroad? International alumni living in the U.S. (international expatriates) are more likely to give than international alumni living abroad. However, international alumni living abroad give larger gifts.

Overall, the data shows that in terms of obtaining donors, the population of former international students who now live in the U.S. are the most viable. In terms of the size of gifts, domestic alumni give larger gifts overall, while international alumni who live abroad give larger gifts than former international students who live in the U.S. While not specified in the tables and graphs above, there was large disparity in the size of the largest gift given by each segment

explored. Domestic alumni led the group with the largest gift valued at \$509,030 while international alumni in the U.S. recorded a gift of \$5,000 and international alumni living abroad brought up the end with the largest gift recorded at \$1,000. While the data set may be considered small, it does suggest that larger size gifts can be found within the domestic alumni population as opposed to alumni populations with international origins.

What reasons are given by international alumni for supporting the University of Kansas?

In order to answer this question qualitative data was collected from a pool of eight participants. Differences existed between the individual participants with two undergraduate degree and six graduate degree earners. The participants were divided by half living outside and inside the U.S., with countries of origin including Kazakhstan, China, India, Kuwait, Taiwan, Malaysia, Belize and Kenya. All these participants made at least one charitable gift to the university. Variables also exist in terms of gender with three female and five males and within level and frequency of charitable giving.

As noted in earlier, the eight participants were contacted over the phone for interviews, most lasting no more than thirty minutes, specifically focused on what motivated them to give philanthropically to KU. To a lesser extent, the interviews explored their overall KU and cultural experience as I searched for other factors that may or may not have influence in their lives today, in terms of philanthropic behavior.

The interviews with the answers provided by participants is the core of the data that was analyzed. For the application of the thematic content analysis I rely on Braun & Clarke's (2006) six-step framework, as it provides clear steps in segmenting and analyzing broad data such as that collected from these interactions and interviews.

The exact questions that were asked of participants are listed in detail in the methods section. Analyzing the answers to these various questions I then organized comments through initial coding. This consisted of listing the question and the common words, phrases and sentiments that were expressed, thereby coding the data for interpretation.

Emerging Themes

While there were many perspectives and narratives expressed in the subject interviews, such as giving out of obligation, desire to make a difference and recognition, there were some common strands pervasive throughout most of the dialog. In order to qualify as a theme, the participants needed to mention it in at least half of the total interviews. With this simple method, I was able to identify major areas of convergence and reduce the importance of other data elements. The major themes that will be explored in more detail in this section include connecting with faculty, positive student experiences, and family and cultural values.

Connecting with faculty

As the researcher, I found the comments and feelings regarding faculty interactions the most surprising and interesting. Surprising in that the stories told reveal how many at KU went well out of their way to help individual students succeed and seemed to have a personal investment in that success. Interesting, in the way that faculty showed creativity in helping these former students navigate their challenges and overall experience at KU.

This excerpt from the interview with *Medina* (pseudonym) describes her astonishment that faculty members made significant adjustments to travel to her dissertation defense at their own expense. She would later discuss how the faculty members never brought it up and only shared positive support for her work, leaving a lasting positive impression.

...in order to let me defend they (advisors) flew back from Australia for my defense, for my defense and stay one week finished for my defense to finish, all paper work done and they flew back to sabbatical research. And later I found out that not only did they spend all the energy and time, they had almost \$5,000 flight tickets they payed from their pocket (Medina).

Medina shared another reflection that was even more personal to show the importance of the connection with faculty for her success-

...when I got here (KU) and was pregnant, I had a {medical emergency} ...she (advisor) brought me to the hospital and I was in a panic...she (advisor) allowed me to stay with her for 16 or 20 days. That has a lot of influence on me and makes me emotional (Medina).

The care and guidance Medina received from her faculty advisor went beyond academic constraints. The advisor showed personal compassion for Medina, resulting in a sense of obligation on the part of Medina to the advisor and the broader university.

In the comments by *Ganesh* (pseudonym) one can see the clear connection he makes to the relationship with the faculty member and the critical role played in his career. He also makes the tie between the positive experience with faculty and his desire to support the university with gifts to attract similar instructors.

...Dr. [REDACTED] and I had a great relationship and he's been very instrumental in shaping my career and who I am today. It is faculty like that who make the difference for the university and for the students that are coming to the university. So, I would certainly look for ways to give back to the university that will enable the university to bring such high caliber faculty to campus (Ganesh).

Ganesh expanded on this feeling of the importance of faculty relationships when he stated-

It wasn't just about the research or the subject matter being taught. It's really making that human connection and you know, one believing in that student, really understanding their overall circumstances to help them become a successful graduate (Ganesh).

It is clear in this quotation that *Sarat* (pseudonym) had a deep admiration for his faculty advisor. The relationship is expressed as a mentoring interaction where the academics actually take a less important position than the development of the individual as a person. This sentiment is admitted by the participant as a major influence in their life.

What I really appreciate about [REDACTED] (advisor) was the personal capital - human values, he placed human values ahead of everything that happens as you grow as a scientist. And, to this day, I hold that very close to myself in terms of humanity, humility, the science will always follow (Sarat).

Positive student experiences

The conversations with the international alumni I interviewed would naturally end up with a significant amount of time spent of the alum reflecting on their student experience. The overall theme was that alumni remembered their student experience well and that this experience was influential in how they view the university today and a factor in their decision to support the university through charitable giving.

In the following quote, *Ali* (pseudonym), clearly articulates the direct relationship of his student experience and his inclination to give a charitable gift. It is also of importance that the participant expands his student experience to include some elements such as professors and

students he taught as part of his description. Ali described enjoyment and appreciation for his experience.

I have spent some of my most enjoyable years on the KU campus, from my professors, from my colleagues, my students that I've taught as a teaching assistant. I learned a lot from my students. And I wanted to give back (Ali).

Sarat acknowledges a high-quality education received and the desire to make sure that opportunity continues for others. There is also a direct tie between the feeling of gratitude for this experience as a student and his desire to make contributions.

It is gratitude, giving, giving back because there are many students who could do with the first- class education that I received. It should also be made available to them (Sarat).

Hiroto (pseudonym) expresses that the gratitude from scholarship received, awards and employment played a significant role in his ability to succeed at the university. As a result, he feels he is in a position to give back. Hiroto would later express a desire to pay it forward because of the many resources that were given to him.

I received quite a few scholarships and monetary awards in the past from my department from housing and then also student employment, etc. I feel like I received so much and now I have some ability (to give) (Hiroto).

In the following quote, *Deirdre* (pseudonym) illustrates the deep connections that students can form with each other as a result of attending the university. Relationships that span years that have a common beginning while at school is given a high value and noted as influential on her perception of KU and giving.

A lot of people helped me transition. A lot of my college friends I still see, and we hang out. I think even though I went to college a while ago, we still keep in touch (Deirdre).

Ganesh, echoes the comments of many of the study participants by expressing praise for the diversity and culture of the international student population on campus. Many shared that the interaction with other international students from various countries gave them a community and sense of belonging, and social resources.

KU had cultural diversity and the opportunities for students who are wanting to help others who have been in their position (Ganesh).

The comments of Medina speak to some of the complexity of the international student experience. While many can find sufficient employment, others are not able too due to Visa restrictions. Medina talked about how she was not able to afford research costs and that affected her ability to be successful in school, until faculty and staff came to her aid. While this level of complexity would seem to be a negative experience, Medina reflected on it as a positive because she could see her academic community mobilized to support her and overcome challenges. This extra care would stick with Medina and become a factor in giving later in life.

...as a graduate student we always needed money to compensate research participants, but we had no money because we are students. The Department of Linguistics was able to find us donated money so we could secure the participants we needed...it was a big help, because otherwise I would not be able to offer the subject their fee and graduate (Medina).

Family and cultural values

The influence of where the participants have lived, religion and family practices came to the forefront as a major influencer on giving behavior. Interestingly, the way people from various backgrounds view philanthropy had variables that were not always predicted. Notably, the role

of government, churches and one on one relationships as catalyst for influencing positive or negative views of giving, especially to higher education.

The participant, *Aria* (pseudonym) demonstrates the overlap of culture, family and religion. For many of the participants these labels were too similar to distinguish as they are viewed as elements of each other. *Aria* shows the combination of these categories as she expresses how they influence her view of giving. What is distinguishable is that the church plays a central role in her view of giving, with the church serving as a sort of broker for philanthropy.

I guess my family and culture is a big thing (influencer of giving), especially in the Chinese culture and in Malaysia. I think for me the training also occurred in church. We would always, my parents set aside money to give to the church and to give to missionaries and to give the different work of the church (*Aria*).

This concept would be expressed further in the comments of *Ali*, and his perspective of obligatory giving based on his religious practices.

All Muslims must give a minimum of 2.5% of their income to charity (Mosque), it is compulsory (*Ali*).

Medina expands on the central role that religious institutions can play in the philanthropic community of some of the regions. She shared that Kazakhstan does not have agencies such as the Salvation Army or Harvesters Food Bank, they do have churches and mosques that play a central role in facilitating charitable donors with those in need.

In Kazhakstan, some are Muslim some are Christian and Orthodox Russian. The Muslims do a thing to celebrate festivals such as Eid Al-Adha and Ramadan when they give a lot of money to the mosque. And they give meat and clothes, everything to the mosque. And this is the same in the Christian church because I (as a Christian) recently gave a lot of

my left-over clothes and some clothes I don't wear to the church because it's open and available to the poor. So, I gave all that to the church and they need that because homeless people come to pray, and they take a shower and then they clean all the donated clothes as they pray, and they take them home (Medina).

Culture itself, while overlapping with religion appears to be influential in shaping philanthropic behaviors. With several participants not quite able to pinpoint exactly where the practice or tradition comes from, but it is just present in their societies, such as the comments of Ali.

Oh, it is in my culture that the more you give the more you receive. And whatever money you spend is not lost, you will gain it some way or another...I mean, giving is something essential and in the culture in Kuwait (Ali).

In the expression below, Sarat speaks broadly of the value placed on charity and gratitude from his home country of India. It is of note that education is also mentioned as a cultural aspiration universally shared in his culture.

I grew up in India until I came here to KU in early two thousand. The values at home were always education and giving back and being grateful. So, gratitude was paramount, and it was always if you received something, make sure that you give back in some form (Sarat).

Another significant influencer of giving was the household practices that the participants grew up in. Many witnessed giving and charitable deed first-hand by observation of their parents. While it appears that some did not agree with the full extent of their parent's practices, they would go on to emulate many of these behaviors on their own as adults. For example, Deirdre said:

My parents are traditional immigrants who did the best they could, working from 7 a.m. to 11 p.m. I think in the States many do not physically see their parents work. I grew up seeing my parents work all the time at the grocery store they owned, and I saw them give to others, it taught me the value of everything (Deirdre).

Deirdre illustrates the impact of watching her parents work. She would go on to share that is active in two non-profits and how she shares their work ethic. Deirdre has volunteered on medical missions to Africa and helped provide free counseling to needy residents in the Kansas City area.

Oba (pseudonym) shares how his parents provided for those in need in his neighborhood. He shared that he believes charitable giving is under reported in third world countries. According to *Oba*, this is because charity is more personal, for instance it is face to face one on one giving, not giving through a broker, such as we see in other experiences. While difficult to place a cash value on his parent's contributions to the needy he knew each recipient and knew that food as an essential was highly valued. *Oba* shared that he continues this practice, though not as easy to distribute as it was for his parents in Kenya. Instead, he tries to provide support for people he does not personally know and does not have any expectations of.

People would always come to say hello, but it was always around dinner time because they knew my mom would have food. Even though our (family) share was diminishing she would always provide for those that needed it (*Oba*).

Like *Oba*, Medina had first hand observations of charitable behavior from her parents. She shared how it was difficult to understand at times because her family would sometimes have to go without in order to provide for others. Over time this feeling would fade, and she values

giving and helping others a critical component to her life. She expressed that it helps her find balance and well-being.

International and non-local students would come over for lunch and Sunday dinner...sometimes my parents would buy the books for them so they do lots tiny things and sometimes they send money for the students if they cannot buy a bus ticket to go home (Medina).

Summary of Qualitative Data

The qualitative data collected through interviewing eight alumni from various countries revealed several findings of note. The impression of caring faculty and staff such as the individuals described by Medina from Kazakhstan, who went out of the way to facilitate her dissertation defense and supported her during an unexpected medical crisis were meaningful and deeply personal. Like others, Medina would credit this personal connection as an influence on her gift giving decision.

The student experience was another strong theme of the alumni donor interviews, with Ali from Kuwait expressing the desire to give back in recognition of that experience. This sentiment is supported by Sarat from India who expressed a direct connection between gratitude for this student experience and the inclination to act philanthropically.

Lastly, family and cultural values seemed to persist as a major influence on the giving behaviors of the alumni donors interviewed. From the observation of his parents feeding the needy in their home in Kenya shared by Oba, or the practice of Aria's parents in Malaysia setting aside money for missionary work, family gave tangible examples of philanthropy. In addition, the aspects of religion and philosophy such as the views of those in Islamic communities regarding the feeling of obligation and duty to be charitable shared by Ali in Kuwait.

The overall themes of a connection with faculty and staff, a positive student experience and family or cultural values appear to be notable influencers for philanthropic behavior. While it is important to note that some interpretation of what philanthropy means in each culture is important to distinguish. Several of the participants did not immediately view their financial support of the university as philanthropic compared to efforts such as feeding the poor or providing disaster relief. Many viewed their giving as recognition of their appreciation for their education and the relationships that they developed. Formal incentives such as favorable tax policies or privileged access were virtually nonexistent as a motivator.

Chapter V: Discussion

Through data collection from the university OIRP, endowment association, alumni association, and personal donor interviews, I explored the nature of international alumni giving compared to domestic alumni populations in order to better understand their varied levels of philanthropic support. In review, the purpose of this mixed method study was to explore the philanthropic giving behaviors of international alumni to a state public university (University of Kansas) once they graduated from the university. The main objective of the study was to gain knowledge on whether international alumni give and how their giving rate compares to domestic alumni, how country of origin, in addition to country of residence, experience as a student and philanthropic views influence the gift giving decision from international alumni.

As noted in the literature review in Chapter 2, it is suggested that there is a strong connection between alumni giving and how alumni view their alma mater and their degree of engagement (Caboni, 2003). The research conducted in this study took this notion further and questioned if this view would persist in the international alumni population. Since international alumni may experience more restraints on the ability to be engaged due to physical distance, language and culture (Bauman, 2014). Would international alumni show similar charitable characteristics as domestic alumni? When looking at the University of Kansas the answer seems more complicated. International alumni that live abroad do not give as frequently or at as high amounts as domestic alumni. However international alumni who live in the U.S. give at a higher rate, in terms of total population giving, meaning they are more likely to give than any other group domestic or international living abroad. In-regards-to *connection*, the information shared by Medina in her qualitative interviews echoed the sentiments of many of the others in this group regarding the feelings they held for individuals they interacted with while at university. These

individuals, such as professors and fellow students played a major influence on their gift giving decision.

Another point of discussion that transcends from the literature review is the role of individual culture in the gift giving decision. The lines of similar behavior were not as easy to define as expected, as the various cultures had their own marks of distinction. For instance, I believed that the view of philanthropy in Great Britain and Western Europe would be similar to that of the United States. However, this appears to be a false comparison. The belief that the government should cover the expenses of societal needs such as education is much higher in those parts of the world. This belief has given Western Europe the largest civil society sectors in the world (Heinzel, 2004). These works are paid for out of increased taxes and public dollars as opposed to a reliance on charitable giving. This seems to be supported by this research, in that international alumni who then return abroad give less often and at lower amounts than any other alumni group. One may conclude that returning to their native culture and environment, they exhibit similar behaviors as the culture in general.

In order to understand these broad observations in a more precise manner this study explored deeper segmentation variables to determine results and finding. The primary data sample consisted of degree holders from 2006 to 2015 who attended the University of Kansas as international students. I distinguished giving behaviors between international alumni living outside the United States (*international*) and international alumni who reside in the United States (*international expatriates*). Additionally, giving behaviors of international alumni and domestic alumni who currently reside within the United States for the same time-period were explored for comparative purposes. Lastly, a sample of eight international alumni donors were chosen for

qualitative interviews regarding their giving behavior and influences on their philanthropic decisions.

In order to guide this study in to organized topics with tangible results, five main research questions were asked: How have the number and percentage of international students who graduated from the University of Kansas changed between 2006 and 2015? How do international and domestic alumni population philanthropic behaviors at the University of Kansas compare? How do international alumni living in the U.S. compare to domestic alumni in terms of philanthropy to the University of Kansas? How do international alumni living in the U.S. behave philanthropically compared to alumni who of foreign origin and now live abroad? And lastly, what reasons are given by international alumni for supporting KU?

Quantitative Findings

The quantitative portion of the study focused exclusively on giving behavior of the various alumni groups over the ten-year period from 2006 to 2015. Data on biographical demographics, degree type, country of origin, current residence and others were compiled to build a single data table for trend analysis. Patterns emerged showing what countries donors come from and currently reside, in terms of both dollars given and gift frequency. Trends provided aggregate data and information useful in understanding the context and overall picture of international alumni giving. In all there were four significant findings resulting from the quantitative exercise, which I have numbered below. In addition, I state the key research question that the finding helps to answer followed by abbreviated supporting statistics.

How have the number and percentage of international students who graduated from the University of Kansas changed between 2006 and 2015?

1. International alumni populations grew at a higher rate than domestic alumni populations during the time period reviewed, with China replacing India as the top

country of origin while KU international student populations overall become more homogeneous with less diversity.

The international population grew at a rate 1.7 percent, while the domestic population grew .9 percent between 2006 and 2015. China recorded 47 students in 2006 and 222 in 2015, while India recorded 81 students in 2006 and 50 in 2015. The top three countries (China, India & South Korea) sent more students proportionally than all other countries, 302 in 2015 compared to 167 in 2006, with the exception of Saudi Arabia, which increased their student population at KU by 85 percent from 2006 to 2015, still not among the top three countries of origin.

How do international and domestic alumni population philanthropic behaviors at the University of Kansas compare?

2. Comparing domestic alumni to international alumni- domestic alumni are more likely to give a gift, give larger gift amounts, and give more frequently. While international alumni gift amounts and frequency are more consistent with a smaller range.

Domestic alumni have an overall participation rate of 12 percent compared to the international alumni participation rate of 5 percent. Domestic alumni gave larger size gifts than international alumni during the period reviewed, \$615 for domestic compared to \$94 for international donors. The mean gift size was the same for both populations at \$25. Therefore, there is a greater range of gift size in the domestic alumni populations and more consistency in the international alumni population. Looking at the number of gifts given by each group, domestic alumni were identified with a value of 5.3 and international alumni with a value of 2.7, domestic alumni appear to give nearly twice as many gifts as their international counterparts.

How do international alumni living in the U.S. compare to domestic alumni in terms of philanthropy to the University of Kansas?

3. Former international students living in the U.S. (international expatriates) are more likely to give a gift than domestic alumni. However, domestic alumni give larger gifts and at a higher frequency than those of international origin living in the U.S.

The domestic alumni donor participation was recorded at 12 percent compared to the international expatriate participation rate of 34.34 percent. The average gift size of domestic alumni was valued higher than the international expatriate average gift at \$615 compared \$93, however the median gift amount was the same for both populations at \$25. The mode gift amount of \$50 for domestic alumni is larger than the \$5 mode value of international expatriates. The mean number of gifts given by domestic alumni was valued at 5.3 while international expatriates recorded a value of 2.8. While domestic alumni are more likely to give larger gift amounts, international expatriate alumni gift amounts are more consistent with a smaller range. International expatriates also appear to be more likely to give overall with a much higher participation rate than the domestic population.

How do international alumni living in the U.S. behave philanthropically compared to alumni of foreign origin and now live abroad?

4. International alumni living in the U.S. (international expatriates) are more likely to give than international alumni living abroad. However, international alumni living abroad give larger gifts.

The international donor participation rate during the time period studied was .62 percent compared to the international expatriate participation rate of 34.34 percent. The international donor population recorded a higher mean gift size of \$106.06 than the \$93.13 of international expatriates. Median gift size was also greater in the international population at \$50 compared to the \$25 value recorded by expatriates. A mode of gift amount of \$50 for international compared to \$5 for expatriates were also recorded.

Findings from the Qualitative Interviews

The qualitative data collected seems to identify several elements that further the knowledge on why alumni with international origins give to the University of Kansas that the

quantitative analysis fails to illuminate. The result of the qualitative portion of this study is the fifth finding of this research, specifically the question:

What reasons are given by international alumni for supporting KU?

5. As supported in comments of study participants; connection with a faculty or staff member, positive student experience and family or cultural upbringing are notable factors that influence the individual international alumni giving decision.

The personal connection with faculty and staff members was the most pervasive influencer identified. Many of the study subjects went to this relationship first when asked to reflect on their decision to give. While my own hypotheses expected to confirm that the giving decision was primarily based on the fact that an alum was asked to donate, the results after analysis diminish this thought. While asking for a gift seems a necessary activity to facilitate giving, it is not supported by this qualitative data as the reason *why* an individual decides to donate or not. Rather, the personal connection holds the paramount position over other influences. Participants shared how the connection manifested in the form of providing guidance and support that was not confined to just classroom or laboratory.

Faculty and staff members mentored these future donors when they were far from home and met their needs by giving advice and aid to help them succeed. Of the most compelling examples are of faculty providing shelter and compassion during a participant's pregnancy miscarriage. Another is of an advisor personally expending resources to return from sabbatical to facilitate a student's dissertation defense. While these appear to be special cases of exceptional performance, there are plenty of examples of student and faculty connection that resulted in a desire to give back to the university. Donors expressed that giving allowed them to acknowledge the connection they have with a faculty member and physically demonstrate appreciation.

The influence of a positive student experience was also identified as a significant reason why international alumni chose to support the University of Kansas. Different from the focus on a faculty and staff connections, which was mentoring based, the student experience speaks to the broader interaction while at the university. Study participants shared how programs such as those provided through international student orientation and the various offices of student support provided needed resources. These students expressed that they were given a network of other international students and resources to help them acclimate to a new environment both on campus and within American society in general. Besides programs, the individual relationships with other students was noted with great importance for influencing a giving decision.

Many participants shared how they still maintain contact with other students they met and developed a relationship with while at KU. Ultimately, the broader quality of the KU student experience resulted in many choosing to support the university with a financial contribution. Participants shared a desire to demonstrate appreciation for programs that supported their student journey and to funds could aid students in similar situations to themselves or their peers.

Lastly, the influences of family and culture through an individual's upbringing emerged as significant element of gift giving decisions. As the researcher, I originally envisioned family and culture as two separate entities, but through qualitative interview process I observed that the participants would merge the two. The result was some complexity in the description influencing factors that provide a richness that I did not anticipate, however, find useful for the affirmation it provides. Namely, that altruism and philanthropy appear to be a learned behavior.

Nearly all participants shared narrative of physically observing their parents engaging in philanthropic behavior. Examples of parents providing meals for the needy, bus tickets so students can return home or lodging for another abound and connect the donors. In terms of

culture, I was exposed to the idea that in many parts of the world philanthropy is at a more personal contact level than that usually facilitated in the U.S., especially higher education. While earlier sections of this research paper support with statistics the high level of charitable activity in our domestic society, it appears that other, less developed country philanthropy may be underreported. Providing charity to neighbors in need is a behavior that exists in the communities of Africa from the individuals who participated in this study. Understandingly, since this philanthropy is based on one-to-one interactions it is not measured or tracked through large charitable organizations. The concept that was shared was that in many developing countries, individuals prefer to be charitable in this manor rather than put trust in a large organization that could abuse the support or diminish the impact of the gift to the intended beneficiary.

Some level of contradiction did exist in the comments of the study participants, especially in regard to religion and region of residents. Simply, churches and mosques were noted as centralized facilitators and distributors of philanthropic endeavors in slightly more developed countries. While initially this seems to undermine the notion that one-on-one charity is preferred, there are some key nuances. Religious institutions are viewed to have the infrastructure for large scale charitable works. Many of the study participants mentioned giving both money and tangible goods to their respective affiliated religions. It is important to note that in the Islamic communities a 2.5 percent gift of income is compulsory. In this way the religious community has established itself as a major entity for charitable giving.

Interestingly, giving to higher education specifically was sparsely mentioned or discussed during the interviews with study participants. Advanced education was either viewed as so rare that it is only attained by the wealthy, or it is highly subsidized or completely paid for such as in

Kuwait. The differing extremes of viewing education of a private benefit in one and a public benefit in another seems to create a vacuum for giving that is very different from the United States. The American education funding system is unique in that it provides for a multitude of different types of higher education institutions, whether public, private, government funded, or government aided, the tradition of funding varies. This variety seems to have built a broad view of who and at what level education should be funded by. In other countries the institution types and funding models appear to be more homogenous, resulting in stronger beliefs about funding to higher education. While there is no doubt that institutions outside of the U.S. receive gifts from alumni, the sentiment from those involved in this study was clear that they did not feel an inclination to be philanthropic to higher education institutions in their native countries. Charitable giving for higher education was often expressed as an almost uniquely American concept.

Implications for Practice

This study has implications for those practicing in the fields of student affairs, alumni relations and university development because of its unique focus on a unique population of potential benefactors. As described earlier, the main objective of the study was to gain knowledge on how country of origin, in addition to country of residence, experience as a student and philanthropic views influence the gift giving decision from international alumni. This study made five findings that further the knowledge needed for other institutions to answer this question in their own context.

The finding that the international alumni population is growing at a faster rate than the domestic alumni population has implications for the potential of additional outreach needs. Specifically, resources for international students on campus, alumni efforts to keep them engaged

when they leave and sophisticated development practices that encourage support. As this population of alumni attains a larger size at many of our institutions a critical mass for allocation of resources seems to make logical sense.

The finding that domestic alumni tend to give more often and with larger gifts than international alumni allows for richer university resource discussions. While on the surface this finding may seem to contradict the first finding in terms of competing for resources, that would be a misunderstanding of the context in which it exists. While domestic alumni are performing higher in general in the giving metric, it must also be noted that international alumni have long been an ignored population who have not traditionally received the same amount of outreach efforts as alumni than traditional domestic students. Rather, this finding in relation to the others of this study seems to provide a suggestion of focusing on domestic alumni, while at the same time programming for the international alumni population as it continues to grow.

The findings that international alumni living in the U.S. are much more likely to give a gift than domestic alumni and international alumni living abroad has implications for target marketing in fundraising. Due to the exceptionally high rate of participation of this expatriate population (34% compared to 12% domestic and 5% international), the case can clearly be made that this is the most lucrative population for development work than any in the study. The fact that this group gives at a participation level nearly three times greater than the next competing group has implications for universities seeking to maximize the giving results for their investment in development activities in terms of participation.

Lastly the finding that connection with a faculty or staff member, positive student experience and family or cultural upbringing are notable factors that influence the individual international alumni giving decision have implications. Specifically, this finding points to the

importance of student programming that allows for the development of mentoring relationships between students and faculty or staff. Fundamentally, this finding supports the idea that while professionals in student affairs and faculty along with their programs have a direct effect on alumni giving. While these people often receive very little public credit for helping a university attain contributions, the result of a successful philanthropic relationship benefits largely from efforts of these individuals.

In addition, the finding of cultural influences on giving is paramount in helping institutions focus and deploy resources on areas of the world where alumni are more likely to give. The obligation of giving that is present in the faith of Islam is unique and seems to provide an incentive that may surpass tax incentives for domestic alumni giving in the U.S., the main obstacle may be the population size of graduates from this background at a given institution. It is also encouraging to note that in other regions philanthropy does exist and is strong, but may be practices in a different way than in the U.S. Additionally, all regions are showing signs of moving towards practices that make philanthropy more mainstream than previously practices, whether that is through the creation of more nonprofits, tax incentives or even lotteries, giving in all its forms are tending up.

In conclusion, international alumni are a population of potential university support and advocacy that should not be ignored. While the unique barriers of physical distance, language and culture have traditionally been difficult for institutions to overcome. In the contemporary university setting, it appears that technology, travel efficiency and media tools are helping bridge these divides that will enable institutions to build relationships with international alumni similar to those programs implemented by a university for their domestic alumni groups.

Implications for Future Research

This study serves as a foundation for future research initiatives focused on international alumni giving. With the case example of the University of Kansas and the comparison of international alumni, domestic alumni, international alumni living abroad and international alumni living within the U.S., along with qualitative interviews, there is a surplus of data and perspective on international giving behaviors. It must be noted that this study was designed to build theory, with that said there are many opportunities to further the research on this topic and add to the knowledge of the academy. Areas for future study based on my research include:

- Broadening the scope of quantitative research participants to a larger, more diverse and representative sample size. Looking at more university alumni populations would allow the academy to identify possible variations than the findings in this study.
- Focus on specific the regions of the world for a similar study in greater detail, such as by actual country in order to get a rich understanding of philanthropy in that population and how specific cultures influence the gift giving decision.
- Explore the differences that may be present due to faith based and religious influence and the impact that variable has on the gift giving decision, as the limitations of this study only lightly touched on this topic.
- Investigate the existence of possible differences in giving behavior based on whether an alum earned an undergraduate or graduate degree from the university.
- Further investigation to determine why international alumni living in the U.S. give at such a higher participation rate than all other known segments. The implications could be significant for marketing resources, alumni outreach and understanding donor motivation.

Limitations

The general limitations of this study are related to the scope of the populations under review. In one sense, the population was very small as it is focused on the University of Kansas as opposed to all U.S. universities. However, the population was immense in terms of the ten-year window that was explored and the diversity of countries in which alumni could have

originated and or currently reside. An unintended consequence may be an overly broad application of findings for some populations, which is most likely in the qualitative data, while also possibly being too granular with the findings for other populations in the study such as in the quantitative data.

The qualitative portion of this study required a series of personal interviews with alumni living outside of the United States. Due to the inherent limitations of trying to communicate with an individual who lives abroad, the use of transcription- while a necessary tool, was much more difficult due to the ability to understand what was being *said* and what was *meant* between the participant and myself as the researcher. The main reasons seem to be the restricted dialog in the exchange inherent of individuals with different mother-tongues when communicating. This factor did not allow for nuances and flow of conversation that is present in traditional interviews.

The quantitative portion of this study had limitations in the size of the sample population for international alumni. This sample size was decreased even more when the attribute of being a donor was added to the analysis. A redeeming factor to this issue is the linear format that looked at a ten-year period of time in which trends could be observed. Another limitation of this study was the sampling technique itself, which focused on cash charitable contributions. This technique overlooks other forms of alumni support such as volunteerism, student recruitment, providing internships and advocacy that certainly are charitable acts.

Conclusion

Utilizing quantitative and qualitative research techniques, I conducted a study on international alumni giving to the University of Kansas over a ten-year period to gain greater knowledge of the current behaviors and giving practices of these alumni populations. Moving into the research phase of this study, I hypothesized that alumni from international origins would

give at lower frequency levels but would give larger gifts when donations are made. I also theorized that former international alumni who reside in the United States would give at the same frequency as domestic alumni, but with larger average gifts. In all comparisons, I expected some variation in the giving behaviors observed due to distinct characteristics alumni populations have within their own communities.

The findings of the study showed many of my initial assertions to be false. For instance, international alumni living in the U.S. actually give at a higher participation rate than any other segment. In addition, gifts from international alumni were not on average larger than domestic alumni- but were more consistent in terms of gift amount. These findings, among others in the study point to the viability of international alumni, whether living abroad or in the U.S. as a source of emerging financial support for our colleges and universities.

References

- Al-Yahya, K. & Fustier, N. (2011). *Saudi Arabia as a Humanitarian Donor: High Potential, Little Institutionalization*. Global Public Policy Institute. Berlin, Germany.
- Alberts, H. (2007). Beyond the headlines: Changing patterns in international student enrollment in the United States. *GeoJournal*, 68(2), 141-153.
- Ali. (2018, October 9). Personal phone interview.
- Altbach, P. & Knight, J. (2007). The Internationalization of Higher Education: Motivations and Realities. *Journal of Studies in International Education*, 11 (3-4).
- Antonio, A., Chang, M., Hakuta, K., Kenny, D., Levin, S., & Milem, J. (2004). Effects of Racial Diversity on Complex Thinking in Colleges Students. *Psychological Science*, 15(8), 507-510.
- Aria. (2019, January 14). Personal phone interview.
- Barnett, M., & Stein, J. (2012). *Sacred Aid: Faith and Humanitarianism*. Oxford, Oxford University Press.
- Baruch, Y., & Sang, K. (2012). Predicting MBA graduate's donation behavior to their alma mater. *Journal of Management Development*, 3(8), 808-825.
- Bauman, D. (2014). Thanks to Outreach, US Colleges Enjoy Jump in Gifts from Abroad. *The Chronicle of Higher Education*, Aug. 14.
- Berryhill, A. (2013, February 20). UC Berkeley looks to philanthropy in place of state funding. *The Daily Californian*.
- Bishop, M., & Green, M. (2008). *Philanthrocapitalism: How Giving Can Save The World*. New York, New York, Bloomsbury Press.
- Bock, D. (2018). Encouraging Consumer Charitable Behavior: The impact of Charitable Motivations, Gratitude, and Materialism. *Journal of Business Ethics*, 150(4), 1213-1228.

- Brady, M.K., Noble, C.H. and Utter, D. (1999). Investing in the Future: Transforming Current Students into Generous Alumni. *Fund Raising Management*, 30(9), 31-36.
- Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- Caboni, T.C. (2003). Organizational identification and voluntary support of higher education. Paper presented at the Association for the Study of Higher Education annual meeting, Portland, OR, 12-16 November.
- Cagney, P., & Ross, B. (2013). Global Fundraising: How the World Is Changing the Rules of Philanthropy. *Choice Reviews Online*, 51(01), 51-0344.
- Cavanagh, S. (2002). College Students Strain to Cover Rising Tuition at Public Institutions. *Education Week*, 21(38), 6-7.
- Chao, J. (2001). Asian-American philanthropy: Acculturation and charitable vehicles. *Philanthropy in Communities of Color: Traditions and Challenges*. Association for Research on Nonprofit Organization and Voluntary Action.
- Chow, P. (2010). Open Doors 2009: Report on International Educational Exchange. *International Educator*, 19(4), 39.
- Coll, G. and Tsao, J. (2004). To Give or Not to Give: Factors Determining Alumni Intent to Make Donations as a PR Outcome. *Journalism & Mass Communication Educator*, 59(4) 381-392.
- College Board (2015). *Trends in College Pricing 2015: Average Tuition and Fee and Room and Board Charges*. Retrieved September 17, 2017 from:
<https://trends.collegeboard.org/sites/default/files/trends-college-pricing-web-final-508-2.pdf>.
- Council for Aid to Education (2016). 2015 Voluntary Support of Education. Council for the Aid to Education, New York, New York.

- Deirdre. (2018, November 18). Personal phone interview.
- Dodge, L. (2016). Alumni Giving and Social Exchange: A Study of Alumni Giving Behavior. Facilitating Higher Education Growth through Fundraising and Philanthropy. *Social Science*, December.
- Douglass, J. (2010). Higher Education Budgets and the Global Recession: Tracking Varied National Responses and Their Consequences. Center for Studies in Higher Education, University of California, Berkley. February.
- Drollinger, T. (2010). A Theoretical Examination of Giving and Volunteering Utilizing Resource Exchange Theory. *Journal of Nonprofit & Public Sector Marketing*, 22(1) 55-66.
- Forbes-Mewett, H. and Nyland, C. (2013). Funding International Student Support Services: Tension and Power in the University. *Higher Education*, 65(2), 181-92.
- Ganesh. (2019, January 11). Personal phone interview.
- Giving USA. (2015). The Annual Report on Philanthropy, a publication of Giving USA Foundation. Retrieved August 24, 2016 from: <http://www.givingusareports.org>.
- Giving USA. (2018). The Annual Report on Philanthropy, a publication of Giving USA Foundation. Retrieved November 4, 2018 from: <http://www.givingusareports.org>.
- Harrison, W. (1995). College relations and fund-raising expenditure: Influencing the probability of alumni giving to higher education. *Economics of Education Review*, 14(1), 73-84.
- Hawawini, G. (2011). The Internationalization of Higher Education Institutions: A Critical Review and a Radical Proposal. *INSEAD, Faculty & Research Working Paper*.

- Hayes, R., & Lin, H. (1994). Coming to America: Developing Social Support Systems for International Students. *Journal of Multicultural Counseling and Development*, 22(1), 7-16.
- Heinzel, H. (2004). Philanthropy and fundraising in Western Europe within a framework of change. *New Directions for Philanthropic Fundraising*, 2004(46), 101-120.
- Heiskell, A. (1998). America's wobbly pre-eminence. (analysis of the deteriorating US dominance in higher education as measured by international student enrollees in its educational institutions)(Column). *Journal of Commerce and Commercial*, 415(29147), 6A.
- Hiroto. (2018, November 12). Personal phone interview.
- ISS (2018). International Support Services, KU International Affairs. Retrieved March 27, 2019 from: <http://iss.ku.edu>.
- Kroessin, M. (2007). Worlds Apart? Muslim donors and international humanitarianism. *Forced Migration Review*, (29), 36.
- KU Endowment Annual Report. (2015). Hand in Hand. Retrieved August 23, 2016 from: <http://www.kuendowment.org/s/1312/endowment/index.aspx?sid=132&gd=1&pgd=540>.
- Kyle, K. (2005). To See or Not to See the Crisis in the Academy: A Call for Action. *Social Justice*, 32(3 (101)), 128-147.
- Leachman, M., & Mai, C. (2014). Lessons for Other State from Kansas' Massive Tax Cuts. Center on Budget and Policy Priorities.
- Levine, W. (2008). Communications and alumni relations: What is the correlation between an institution' s communications vehicles and alumni annual giving? *International Journal of Educational Advancement*, 8(3/4), 176–197.

- Lucca, D., Shen, K., & Nadauld, T. (2015). Credit Supply and the Rise in College Tuition: Evidence from the Expansion in Federal Student Aid Programs. *Federal Reserve Bank of New York Staff Report*. Number 733, July.
- Malito, A. (2018). Has the new tax law stopped people from giving to charity? *Market Watch*, December, 2018.
- Masterson, K., & Thompson, C. (2010). Colleges Increasingly Looking Abroad to Raise Funds. *The Chronicle of Higher Education*, February.
- McMahon, H. (2017). Leave College Endowments Alone. *Wall Street Journal*, p. A. 15.
- Medina. (2019, January 23). Personal phone interview.
- Michalowski, R. (2002). The Future of Our Workplace: A Challenge to Progressive University Academics. *Social Problems Forum: The SSSP Newsletter*, 33(2), 4-6.
- Mitchell, M., & Leachman, M. (2015). Years of Cuts Threaten to Put College Out of Reach for More Students. Center on Budget and Policy Priorities. Retrieved August 22, 2016 from: <http://www.cbpp.org>.
- Mitchel, M., Leachman, M., & Masterson, K. (2016). Funding Down, Tuition Up: State Cuts to Higher Education Threaten Quality and Affordability at Public Colleges. Center on Budget and Policy Priorities. Retrieved September 2, 2018 from: www.cbpp.org.
- Miracle, W.D. (1977), "Differences between givers and non-givers to the University of Georgia annual fund," unpublished doctoral dissertation, University of Georgia.
- Mora, J.G., & Nugent, M. (1998). Seeking New Resources for European Universities: The Example of Fund-Raising in the US. *European Journal of Education*, 33(1).

- Morse, R. (2014). Best College Ranking Criteria and Weights. *U.S. News and World Reports*. Retrieved May 10, 2014 from <http://www.usnewsuniversitydirectory.com/undergraduate-colleges/methodology-rank-criteria.aspx>.
- NAFSA (2009). International Enrollment: Got Grads? International Recruiting Heats Up. *International Educator*, November.
- Oba. (2018, October 11). Personal phone interview.
- Oglesby, R. (1991). Age, student involvement, and characteristics of alumni donors and alumni non-donors of Southwest Baptist University. Unpublished doctoral dissertation, University of Missouri.
- O'Neill, M. (2002). *Nonprofit Nation – A New Look at the Third America*. San Francisco: John Wiley & Sons, Inc.
- Onishi, T. (2007). Japanese Fundraising: A Comparative Study of the United States and Japan. *International Journal of Educational Advancement*, 7(3), 205-225.
- Open Doors (2015). Institute of International Education. Retrieved February 10, 2018 from: <http://www.iie.org/Who-We-Are/News-and-Events/Press-Center/Press-Releases/2015/2015-11-16-Open-Doors-Data#.V4KvKrgrJ1s>.
- Opoku, R. (2012). Examining the motivational factor behind charitable giving among young people in a prominent Islamic country. *International Journal of Nonprofit and Voluntary Sector Marketing*, 18, 172-186.
- Osborne, S. (2003). *The voluntary & non-profit sector in contemporary Japan: Emerging roles & organizational challenges in changing society*. New York: Routledge Curzon.
- Owen, D. (1965). *English Philanthropy 1660–1960*. London and Cambridge, Massachusetts: Oxford University Press and Harvard University Press.

- Passey, A., & Hems, L. (1997). *Charitable Giving in Great Britain 1996*. London: NCVO.
- Peirce, L. (1993). *The Imperial Harem*. New York, NY: Oxford University Press.
- Pettey, J. (2002). *Cultivating Diversity in Fundraising*. New York, New York: John Wiley & Sons.
- Phelan, J. (1997). *College & University Foundations: Serving America's Public Higher Education*. Washington, DC: Association of Governing Boards of Universities and Colleges.
- Redden, E. (2018). For International Students, Shifting Choices Where to Study. *Inside Higher Education*, August 24.
- Rudenstein, N. (1996). Why a Diverse Student Body Is So Important. *The Chronicle of Higher Education*, April 19.
- Rury, J., & Warren, K., editor (2015). *Transforming the University of Kansas: A history, 1965-2015*. Lawrence, Kansas: University Press of Kansas.
- Salamon, L. (2003). *Global Civil Society: An Overview*. Baltimore, Maryland: Johns Hopkins University Press.
- Sarat. (2018, November 9). Personal phone interview.
- Selingo, J. (2003). What Americans Think About Higher Education. *The Chronicle of Higher Education*, May 2.
- Shadoian, J.L. (1989). A Study of Predictors of Alumni Donors in Public Colleges. Doctoral Diss., University of Connecticut.
- Singer, A. (2011). *The Persistence of Philanthropy. Comparative Studies of South Asia, Africa and the Middle East*. Durham, North Carolina: Duke University Press.
- Singer, T., & Hughey, A. (2002). The Role of the Alumni Association in Student Life. *New Directions for Student Services*, 2002(100).

- State Higher Education Executive Officers (2016). State Higher Education Finance FY 2015, a publication of the State Higher Education Executive Officers Organization. Retrieved from <http://www.sheeo.org>.
- Sun, X., Hoffman, S. C., & Grady, M. L. (2007). A multivariate causal model of alumni giving: Implications for alumni fundraisers. *International Journal of Educational Advancement*. 7(4), 307-332.
- Terry, N. and Macy, A. (2007). Determinants of Alumni Giving Rates. *Journal of Economics and Economics Education Research*, 8(3).
- Trowler, V. (2010). *Student Engagement Literature Review*. York: The Higher Education Academy.
- Turner, E. (2010). Global Giving: The Culture of Philanthropy [White paper]. Retrieved November 15, 2018 from Barclays Wealth: <https://www.issuelab.org/resources/19244/19244.pdf>
- University of Kansas. (2016). KU 2015 Annual Financial Report. Retrieved April 3, 2017 from: http://www.KU_Annual_Financial_Report_FY2015.pdf
- Vitter, J. (2014). Internationalizing the KU Community. KU Provost eNews. March 3.
- Webb, C H. (1989). An Overview of Alumni Administration. *Handbook for Alumni Administration*. New York: MacMillan Publishing Company.
- Weerts, D. & Ronca, J. (2007). Profiles of supportive alumni: Donors, volunteers, and those who do it all. *International Journal of Educational Advancement*. 7(1), 20-34.
- Wright, K. (2002). Generosity versus altruism: philanthropy and charity in the US and UK. *Civil Society Working Paper*. London, UK: Centre for Civil Society, School of Economics and Political Science.

Yamauchi, N., Takafumi, T. and Takayoshi, K. (2007). *The Japanese Nonprofit Almanac 2007*.

Osaka, Japan: OSIPP Center for Nonprofit Research and Information.

Young, C.F. (1995, October 4). Young urges students to reach out in support of

alternative action. *The Daily Bruin*.

Zimmer, A. (2000). *The Third Sector in Germany*. Center for Active Citizenship Institute for

Political Science. Germany: Munster University Press.