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I am submitting herewith a dissertation written by Dorothy Elizabeth Bressi entitled "Women and Philanthropy: Making a Difference in Higher Education." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Leadership Studies in Education.

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**Women and Philanthropy:
Making a Difference in Higher Education**

A Dissertation
Presented for the
Doctor of Education Degree
The University of Tennessee, Knoxville

Dorothy E. Bressi

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DEDICATION

This dissertation is dedicated to my grandfather.

A man who spent countless hours teaching me
the fundamentals of education.

Colonel Ernest P. Gizzi

He was loved by many, respected by all, and he will be forever missed.

ACKNOWLEDGMENTS

There are a number of people for whom I owe my gratitude. Let me start by thanking my family. If it were not for the unconditional love and encouragement of my parents, Tony and Betti Bressi, none of this would have been possible. They have always been there for me, never losing faith in me or my abilities and I have learned more from them than I ever could have inside a classroom. I have the deepest respect and admiration for both of them and they will forever be the wind beneath my wings. Next, I must recognize my grandmother, Dorothy L. Gizzi (Momere); and my uncle and aunt, Jim and Betty Finella. Their support and trust has been a constant throughout my life and their belief in all that I am capable of achieving has lifted me to great heights. I am truly blessed to have such a loving family.

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ABSTRACT

American colleges and universities are presently functioning in a state of financial unrest. Rising costs and declining support from federal, state, and local governments are increasingly leaving institutions to rely upon the private financial support of individuals to help supplement their deteriorating budgets. The monetary gifts and pledges received from individuals often make the difference between adequate and great institutions.

One group of donors that remains an untapped reservoir are women. Today, demographics indicate that women will be in control of vast amounts of money in the near future; placing them in a position to dramatically effect the course of philanthropic activity. If institutions of higher education are to secure the fiscal allegiance of women, a greater understanding of the factors that motivate women to give will be needed.

What we know about female donors comes largely from widely repeated, untested expressions of personal opinion and assumptions. The purpose of this study was to systematically examine the motivations for giving of women donors. Specifically, to learn:

1. What factors were important to women when making the decision to contribute financially to the institution?
2. What factors were important to women when being solicited for a gift?
3. What type of recognition do women want after making a contribution?
4. What are the charitable giving preferences of women donors?

A questionnaire was sent to 250 women donors to one large, public, land grant institution in the southeastern United States. A 72% response rate was received. The Statistical Program for the Social Sciences (SPSS) was used in the analysis of data and

four measurement tests were performed: descriptive statistics using frequency analysis, Mann-Whitney U Test, one-way analysis of variance, and a Dunn-Bonferroni post-hoc test. The results support the current literature written on female giving. They suggest that women give primarily because they want to make a difference in the lives of future generations. At the same time, they want to know what their money will be used for and they expect follow-up and accountability. Among the donors studied, student scholarships and awards were among the most highly supported funds within the institution, while contributions to arts, cultural or humanities organizations, along with religious organizations, were the most financially supported not-for-profit agencies outside of the institution.

When testing for differences in the giving level of donors and how they preferred to be solicited for a gift, women giving less than \$10,000 wanted to be solicited by mail; whereas women giving more than \$100,000 wanted to be solicited in person. Similarly, donors giving more than \$100,000 felt the desire to make a difference with their gift as more important than donors giving less than \$10,000.

When testing for differences between two independent samples (graduates and non-graduates) and their preferred type of recognition, it was discovered that university graduates preferred their name on a personal plaque to put in their home or office, appointment to an advisory committee, and the invitations received to special donor events. Similarly, university graduates felt more influenced to give due to a loyalty to the university, personal involvement, and the desire to repay the institution for all that they received from their education.

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CHAPTER ONE

INTRODUCTION

Need for Money

Institutions of higher education are presently functioning in a time of serious financial constraints. This alarming trend is due to the decline of allocated resources from both the federal and state government (Mosser, 1993; Kelly, 1991). As funding remains on a downward spiral, operating costs and enrollment continue to escalate (Miller, 1994; Young & Fischer, 1996). The Commission on National Investment in Higher Education (Dionne & Kean, 1996, p. 2) predicts that "if tuition increases no faster than inflation, then by the year 2015, colleges and universities will fall \$38 billion short of the annual budget they need to educate the student population expected in that year." As a result of these "changing economic circumstances and the blurring of the fiscal profile of both private and public institutions, private sector support has become an absolute necessity for almost all institutions (Muir & May, 1993, p.1)

One resource helping to subsidize the shortfall caused by rising costs of higher education is individual financial support. Today, private giving helps subsidize up to one-third of some college budgets. In 1997, charitable contributions to colleges and universities totaled \$21.51 billion; and of that total, individual alumni and friends were the single most important factor. Past giving statistics reveal that "Individuals contribute 90% of all charitable donations to colleges and universities, while foundations contribute almost 6% and corporations just over 4 percent" (Nichols, 1990, p. 11).

“The monetary difficulties of colleges and universities, thought for a time to be temporary, now appear to be part of long-term trends in the demand for enrollment and the supply of funding” (Dionne & Kean, 1996, p. 2). Although individuals are not the only source of private giving, they contribute the majority of private dollars for educational institutions (Muir & May, 1993). Leslie & Ramey (1988) point out that charitable contributions are the only real source of discretionary income for most institutions and this money is often described as the "margin of excellence." With 90% of private giving coming from individuals, institutions of higher education are focusing their attention on the generosity of their alumni and friends (Volkwein, et al. 1989), making it more important than ever for institutions to understand what motivates the flow of money from these individuals (Young & Fischer, 1996).

Women as an Untapped Resource

Today, demographics indicate that women are in a position to significantly impact the course of philanthropic activity. Women represent 55% of all college students enrolled in American higher education (National Center for Education Statistics, 1998). They are said to make up over 53% of the paid labor force in America and, according to the National Bureau of Labor, women are starting new businesses at three times the rate of men (Myers, 1996). According to estimates made by the National Foundation for Women Business Owners, women own more than 7.7 million businesses in the United States and they generate approximately \$1.4 trillion in revenue (Myers, 1996). Forbes Magazine (Brimelow, 1996) indicates that 53% of the nations net worth is held by women

and that number is estimated to increase dramatically over the next 20 years as the 7/7 Factor takes effect. The 7/7 Factor refers to the anticipated transfer of seven trillion dollars that will pass into the hands of the baby boomer generation from their parents, coupled with the fact that women typically outlive men by seven years. Some estimates of the anticipated wealth transfer run as high as \$11 trillion (Tifft, 1992, p. 70).

Looking at all of these indicators, women will be in the position of controlling vast fortunes in the near future; more so than at any other time in history. "The changing lifestyles of women, as well as the vanishing myths about what they can and cannot do, demand that we fund raisers change our attitudes and practices" (Nichols, 1990, p. 96). Myrna Blyth, editor of Ladies Home Journal, is quoted in an article by Beth Stein (1998), "by the year 2008 women age 45-64 will be the largest and the richest demographic." And Beth Stein adds, "Interestingly enough, this will mark the first time ever that the largest demographic is also the richest" (1998, p. 14). Because of their growing economic clout, marketing strategies, consumer reports, demographics, and surveys all seem to be concerned about what women think and do. It is not surprising then, that institutions of higher education are turning their attention to the attitudes and experiences of women as they look for new sources of funding amongst individuals.

There are now increasing numbers of women graduating from colleges and universities, joining the workforce, earning more money, marrying later (if at all), and having fewer children (Shaw & Taylor, Fall 1991). The entry of women into the workforce has been called "the single most significant societal trend of the twentieth century" (Nichols, p. 10). This trend will have a significant impact "not only on the giving

patterns from individuals, dramatically altering who gives the major gifts and where the potential is for expanded annual giving, but also the support of the corporations these individuals lead and the foundations they control" (Nichols, p. 11). These demographic changes will soon provide women with the financial power needed to shape the course of American philanthropy.

In 1991, the record breaking fund raising campaign by Wellesley University brought national attention to the topic of women and philanthropy because it went against the conventional wisdom that although women will volunteer their time and give small monetary gifts to various organizations, *women don't give major gifts* (Braus, 1994b). Wellesley, a private, all female, liberal arts institution, raised \$168 million from their alumnae in a five-year capital campaign. Not only did this campaign raise the largest amount of money ever by a women's college; but it was the first time in the history of liberal arts colleges that this amount of money was raised in a single campaign. It should be noted that Williams College, a private, co-educational, liberal arts college, subsequently surpassed Wellesley's record breaking campaign in late 1993 by raising a total of \$173 million during their campaign (Braus, 1994a).

The Wellesley campaign had three significant outcomes. First, of the \$168 million raised, \$153 million was received as cash by the last day of the campaign (Marts & Lundy, 1998). This is a noteworthy figure as it relates to women and giving, because it suggests that women will pay larger amounts of money, in a shorter time period, just so they won't assume debt over a long period of time. Second, 81 percent of all alumnae solicited gave one or more gifts by the end of the campaign (Marts & Lundy, 1998). This extraordinarily

high response is important because it refutes the conventional wisdom that *women don't give*. And finally, "A survey by the Council for Aid to Education in New York ranked Wellesley first in the country in alumnae giving as measured by the number of students attending a college, with alumnae gifts of \$10,373 per enrolled student" (Butterfield, 1992, p. B6). Each of these unique accomplishments helped change the attitudes of fund raisers by contradicting old notions that *women don't give* (Braus, 1994b).

Wellesley College was not the only women's college to successfully raise money from its alumnae. Butterfield (1992) reported that women's colleges had administered three of the four biggest fund raising drives undertaken by private liberal arts colleges based on the average amount of the gift per enrolled student. The Council for Aid to Education (1991) indicated that although women's colleges made up only two percent of all American colleges and universities, they accounted for eight of the twenty institutions that raised the most money per student alumni contribution in 1990.

The successful fund raising efforts of these women's colleges contradict conventional notions about women as donors and has led to increased interest in women as donors. As women are being recognized for the impact they are making on the face of philanthropy, institutions of higher education are beginning to pay attention to their tremendous financial potential. One indicator of this attention, is the hiring of full time professionals to work with women donors at some colleges and universities (Matthews, 1991).

Women and Philanthropy

Much of what we think we know about women and giving derives from opinions and unexamined assumptions. It has long been assumed that women don't give and this notion permeates the literature on giving (Braus, 1994b; Marts & Lundy, 1998; Matthews, 1991; Shaw & Taylor, 1995; von Schlegell & Fisher, 1993). This is not to say that women will not volunteer time; but, there has been the belief, whether warranted or not, that women do not contribute financially. Likewise, if they do contribute, it is only in meager amounts. One trustee complained that the increasing enrollment of women would lead to decreased fund raising (McMillen, 1992). The fact that this quote was offered only a few years ago, helps to convey the persistence of conventional notions about women and philanthropy. Similar fears associated with women and giving have been stated by campus administrators at a variety of institutions (Matthews, 1991).

Recent attention to the topic of women and philanthropy casts doubt on this orthodox wisdom. Colleges and universities need look no further than the successful fund raising efforts of women's colleges, along with the overwhelming demographic statistics on women, to understand that women represent an untapped resource on their campuses. It may be time to turn away from preconceived notions about women donors and begin to embrace the idea that women have the potential to significantly impact the face of philanthropy.

Since 1991, when Wellesley University concluded their record breaking fund raising campaign, there has been a number of articles written on the topic of women and philanthropy. Most of these articles, however, are based on the opinions and beliefs of

development professionals and other various authors (Braus, 1994b; Critz, 1980; Goldberg, 1989; Hickey & von Schlegell, 1993; Marts & Lundy, 1998; Matthews, 1991; McGill, 1993; Panas, 1998; Shaw & Taylor, 1995; Tanner, 1992; Tift, 1992; von Schlegell & Fisher, 1993). Although there is much speculation about female giving, "there is a dearth of clear, empirical data about why women contribute to charity" (von Schlegell & Fisher, 1993, p. 16). To add to the scant body of knowledge on female giving, Sandra Shaw and Martha Taylor, along with the University of California at Los Angeles initiated their own series of focus group interviews. These two studies represent the primary research to be found on women and philanthropy.

In order to gain an understanding of women's motivations for giving, Shaw & Taylor conducted a series of focus group interviews with over 150 women donors and development officers from all across the country. They had three primary goals in mind: to identify why women had been overlooked as philanthropists, to document the giving potential of women, and to help organizations and institutions design programs for their female constituents by offering new insights on the topic of women and philanthropy (Shaw & Taylor, 1995).

Based on their findings, Shaw and Taylor concluded that women give in order to change, create, connect, commit, collaborate, and celebrate. To elaborate on these six "C's", women want to promote *change*, *create* something new, *connect* with the philanthropic endeavors they choose to support, *commit* to the programs they become involved in, *collaborate* with others involved in the project, and *celebrate* their accomplishments.

The University of California at Los Angeles, in an attempt to involve more women on campus and attract new women donors, initiated their own series of focus group discussions because of the attention received by Wellesley University after their record-breaking campaign. "Criteria for selection of participants included philanthropic experience at a donor level of \$25,000 or above, a demonstrated understanding of philanthropic goals, and a connection to UCLA as a donor, volunteer, or alumna" (von Schlegell & Fisher, p. 49). The results suggested that women gave for one or more of the following reasons (von Schlegell & Fisher, p. 51-55): personal motive, teaching philanthropy, personal involvement, wanting to make a difference, recognition in one's own right without their husband being recognized for their gift, wanting to see the results of giving, and a responsibility to give for the purpose of making a difference in the lives of others.

The overriding themes throughout these two studies and the literature now written on female donors are:

- * women will volunteer time, but they won't contribute financially;
- * women take more time to decide when making a charitable contribution;
- * women are influenced by cause, not competition;
- * women, as compared to men, want more feedback on how their gift is being used;
- * women give for change, while men give for preservation.

These themes suggest differences between the philanthropic motivations of men and women. "While still to be empirically tested, the supposition is that men will give to

become involved, buying their way to the prestige and status of board membership, whereas women will seek to be involved first, and if they enjoy what they are doing and observing, they will then give to the organization (von Schlegell & Fisher, p. 69).” Jerry Panas, one of the leading experts in the field of fund raising, refutes the contention that women differ from men in their giving. He conducted market research on female giving, along with interviewing 16 women who had given at least one gift of \$1 million, and concluded that “there are no factors you can categorize as being women-driven or male-oriented” (Panas, 1998, p. 32). Therefore, he urged fund raisers not to “lump women into a rigid category” by thinking they give differently than men (Panas, 1998, p. 32). With all of this conjecture surrounding the topic of women and philanthropy, there is a need to determine whether women and men behave differently when making charitable contributions.

“The next quarter-century will see women move through their prime giving years” (Matthews, 1991, p. 73). As women gain the economic clout needed to make significant charitable contributions to institutions of higher education, there is a need for more factual information on the motivations of why women give. Focus group studies have dominated what we currently know about women donors and all the conjecture surrounding the topic of women and philanthropy have college and university fund raisers debating which tactics will be most successful when attracting women donors to their programs. Although these discussions have offered insight into the motivations of why women give, there is a need for more definitive data.

Problem Statement

The changing economic conditions of this country and the continued reduction in public funding for higher education make the private sector an absolute necessity for colleges and universities. According to recent demographics, women have the power to “influence the shape of American philanthropy in the 21st century” (Tifft, 1992, p. 70). Most of what is known about why women give is based on opinions and untested assumptions. There is a need to understand the motivations for women’s giving if this untapped resource is to be utilized.

Purpose

The purpose of this study is to describe the motivations for giving of women donors at one large, public institution.

Research Questions

Four research questions will guide the study:

1. What factors are important to women when making the decision to contribute financially to the institution?
2. What factors are important to women when being solicited for a gift?
3. What type of recognition do women want after making a contribution?
4. What are the charitable giving preferences of women?

Significance

While there is little doubt that women are an untapped donor resource, the paucity of systematic research about women's motivations for giving leave fund raisers without the knowledge they need to tap this resource effectively. This study will add to the modest body of research that currently exists on women donors. In addition, the findings should help fund raisers in their understanding of women donors and offer valuable insight into the preferences and motivation of women when making charitable contributions.

Limitation

Because the researcher utilized women donors at only one public, higher education institution, the results of the study may not be generalized to women donors at other institutions of higher education.

Delimitation

Because the researcher chose to survey only women donors, the results of the study cannot address the issue of whether women give differently than men.

Method & Procedures

Descriptive, quantitative design procedures were chosen for this study. The survey instrument consisted of a questionnaire (see Appendix A) that was sent to a random, stratified sample of 250 female donors to one large, public, land grant institution in the southeastern United States. Fifty names were randomly selected from the

University donor database according to five gift levels.

The Statistical Program for the Social Sciences (SPSS) was used to perform four measures of analysis. First, descriptive statistics were calculated for all variables using frequency analysis in order to delineate the characteristics of women donors. Second, a Mann-Whitney U test was conducted on two independent samples (graduates and non-graduates) for the purpose of determining if any differences existed at the $p < .05$ level between the samples and certain variables of the study. Third, a univariate analysis of variance (ANOVA) was used to test for differences at the $p < .05$ level in the five gift levels of women donors and all variables associated with the motivations for giving. After running the ANOVA, if significant differences occurred between the independent and dependent factors, a Dunn-Bonferroni post-hoc test was then performed to determine exactly where the differences occurred.

Organization of Research

The study is presented in five chapters. Chapter one begins with an introduction to the topic of women and philanthropy, followed by a statement of the problem, a purpose statement, research questions, the significance of the study, the assumptions/limitations/delimitations, relevant definitions, a preview of the design and methodology, and the organization of the study. Chapter two provides a critical review of the literature about higher education fund raising, donor characteristics, and women donors. The following four themes are examined: historical review of academic fund raising, a history of women and philanthropy, women as an untapped resource in higher

education fund raising, and why women give. Chapter three presents the theoretical framework and methodology that shaped the study. Within this chapter the design of the study, population/sample, instrumentation, data collection procedures, and data analysis will be discussed. Chapter four presents the findings framed in terms of the research questions.. Chapter five serves as the conclusion of this study. A brief description of what was found in the study is presented along with conclusions, discussion and recommendations/implications for future studies.

CHAPTER 2

REVIEW OF THE LITERATURE

The purpose of this chapter is to review the literature on fund raising in American higher education, with primary focus being given to women and philanthropy. First, American higher education and philanthropy is examined. Second, higher education's need for money is addressed. Third, an overview of donor behavior is presented. Fourth, the literature concerning women and philanthropy is featured. Fifth, the male influence on philanthropy will be examined. Next, what we know about female giving is presented. Finally, the need for research on the topic of women and philanthropy is examined.

American Higher Education and Philanthropy

Since its founding, American higher education has relied upon the private financial support of individuals to accomplish its mission and goals. It all began in 1638 when John Harvard made provisions in his will to bequeath a portion of his estate, including money and 300 volumes of books from his personal library, to start Harvard College (Korvas, 1984). "Income from gifts and bequests such as this went a long way toward paying the expenses involved in founding and nourishing Harvard and, later, eight other colonial colleges" (Curti & Nash, 1965, p. 3). These private gifts served as the impetus for launching American colleges and universities into existence; thus beginning the rich tradition of higher education in the New World.

John Harvard's initial gift, however, only opened the doors to American higher

education. Financial concerns later ensued because of the rising operational costs of these early institutions and colonists struggled with how they would keep the doors to higher education open. So, in 1641, three clergymen were given the task of returning to England to solicit gifts from individuals. This effort was known as the first systematic attempt to raise money for American higher education and it was during this time that fund raising took on increased importance as the early colonial colleges became dependent upon the private financial support of individuals (Cutlip, 1990).

It was the charitable contributions of individuals that helped support pragmatic additions to the curriculum. More importantly, however, were the generous donations of individual benefactors that unlocked the doors for women to enter higher education. "The support of college training for women marked one of American philanthropy's greatest achievements" (Curti & Nash, 1965, p. 106). What may have taken generations to accomplish by an institution or state was accomplished quickly through a single act of philanthropy.

"Many Americans, including professional educators, ridiculed collegiate instruction for women and suggested a host of reasons for its irrelevancy and failure. Even the dedicated efforts of enthusiastic champions of the cause were in large part powerless to break new paths against the conservative inclination of public opinion. But dollars behind new ideas meant achievement (Curti & Nash, 1965, p. 89).

"The extension of college-level instruction to women was a strikingly creative achievement of American generosity" (Curti & Nash, 1965, p. 87). "Women first gained

entry to institutions of higher education in the United States when Oberlin College admitted female students in 1837 - more than 200 years after Harvard College was founded for the education of young men" (Chamberlain, 1988, p. 3). Subsequently, over the next forty years, independent women's colleges such as Vassar, Smith, Wellesley, and Bryn Mawr were established. "The foundation of these colleges resulted from large donations by single individuals" (Curti & Nash, 1965, p. 87).

Clearly, private financial support by individuals to higher education is not a recent phenomenon. From the outset, "American higher education has depended upon private voluntary support to accomplish its many goals and objectives and to serve its various constituents" (Mosser, 1993, 1). It was because of the private financial contributions of individuals, that American higher education commenced (Curti & Nash, 1965) and it is with that help that it flourishes. "Although the creation of the framework for higher education was a notable achievement in American history; more importantly, was the beginning of the tradition of supporting America's colleges with voluntary contributions" (Curti & Nash, 1965, p. 21).

Importance and Need for Money

American higher education has always looked to private financial support from individuals to accomplish its many goals and objectives (Mosser, 1993). Among academicians, there is widespread agreement that private support has become a critical component when assessing the difference between adequate and great institutions. "In 1998, Americans contributed \$174.52 billion to nonprofit organizations, according to

Giving USA 1999" (AAFRC, 1999). Of that money, higher education received \$24.56 billion; making it the second largest nonprofit organization in the United States to be funded with private dollars. Gifts from individuals represented the bulk of these private contributions at over 85 percent, while foundation giving increased to over 9 percent, and corporations remained at around 5 percent (AAFRC, 1999).

Now, more than ever, greater emphasis has been placed on the need for financial support from individuals to help supplement the rising costs of higher education. Federal, state, and local government have been unable to keep pace with the mounting financial needs of colleges and universities (Worth, 1993). The Commission on National Investment in Higher Education predicts that "if tuition increases no faster than inflation, then by the year 2015, colleges and universities will fall \$38 billion short of the annual budget needed to educate the student population expected in that year (Dionne & Kean, 1996, p. 2).

"While revenue from private giving has always been of significant importance to American higher education, maintaining and expanding these resources throughout the rest of this century will approach critical importance due to the decline in federal and state resources available to colleges and universities nationally and the resulting institutional budget cuts due to this decline" (Mosser 1993, p. 2).

Because of continued funding cuts from government agencies, academic institutions find themselves under tremendous budgetary constraints. Private financial support by individuals is now more essential than ever to institutions of higher education

in attaining a standard of excellence and quality on their campuses (Brittingham & Pezzullo, 1989). In order to secure the fiscal allegiance of individuals, colleges and universities find themselves trying to "achieve a greater understanding of what motivates donations from their alumni and friends" (Hornbaker, 1983, p. xvii).

What We Know About Donor Behavior

Higher education, in its pursuit of increased funding, has grown increasingly reliant on the private financial support of individuals. Nowadays, "understanding the factors influencing alumni giving has become essential if it is to be a regular part of the institution's revenue process" (Taylor & Martin, 1993, p.1). This has led to a host of studies on alumni giving patterns in an effort to answer the incessant question, *Why do people give?*

Ronald Ryan (1997), in his doctoral dissertation *Impact of Donor Motivations and Characteristics on Giving to Higher Education*, surveyed 1000 donors of Emporia State University. A total of 347 donors participated in the study for an overall response rate of 34.7 percent. The study examined the relationships of donor motivation and donor characteristics. Results indicated the following motivating factors to be significant for donors: they valued higher education, were satisfied with their college experience, and believed that the university provided a quality education. Donor characteristics indicated that older donors were more likely to give and donors with higher income and net worth gave larger gifts. Income tax considerations and the donor's name or loved one's name were significant in discriminating between large and small gifts.

Thomas Reilly (1992), in his doctoral dissertation *Motivations, Bilateral Relationships, and One Million Dollar Contributors: A Case Study of a Southwestern University*, identified the giving behaviors of contributors who gave a gift of \$1 million to a Southwestern Research I University. The study utilized an interview process to gain information on thirty selected donors. Afterward, a fourteen item questionnaire was administered for the purpose of understanding the motivations behind each of these gifts. The findings indicated four primary motivations: pure altruism was the strongest factor, followed by profit maximization through gift giving, reciprocity, and direct personal benefit.

Brittingham and Pezzullo (1990, p. 40), in their book *The Campus Green: Fund Raising in Higher Education*, provides a comprehensive summary of research that has been done on fund raising.

“Alumni donors tend to be middle-aged or older, have strong emotional ties to their alma maters, have earned at least a bachelor’s degree, participate in some alumni activities, and have religious or voluntary affiliations. Sex and marital status are not good predictors of alumni giving. The search for precollege or college variable including academic major, place of residence, and participation in student activities have yielded few consistent findings; though having sufficient financial aid, particularly in the form of scholarships may be related to future giving.”

Scott Young and Norman Fisher (1996), authors of a paper entitled *Identifying Undergraduate and Post-College Characteristics that May Affect Alumni Giving*,

conducted a study which identified undergraduate and post-college activities/experiences that may affect alumni giving. Their sample population was 299 alumni of Pepperdine University who had completed a comprehensive survey as freshmen between 1973 and 1976. The results suggested that undergraduate experiences were not good predictors of alumni contributions. Among alumni, however, involvement in alumni activities and income were the best predictors of contributions.

John Mosser (1993), in his doctoral dissertation "*Predicting Alumni/ae Gift Giving Behavior: A Structural Equation Model Approach*," researched the interaction between capacity to give and motivation to give, and their effect on the gift giving behavior of alumni. The study consisted of an Alumni Consensus survey that was sent to 250,000 alumni/ae of the University of Michigan. Of that sample population, 110,010 individuals completed and returned the questionnaire; giving Mosser an overall response rate of 44 percent. He found little evidence to conclude that the factors tested were of any significance in predicting alumni behavior, but he did discover compelling evidence that the involvement of fund raising practitioners with students prior to graduation might assist in the transition of student to alumni donor.

Alton Taylor and Joseph Martin (1993), in their paper *Predicting Alumni Giving at a Public Research University*, studied the attitudinal, demographic, and involvement of donors and non-donors from a Research I, public university. A random sample of 500 alumni, half donors and half non-donors, were surveyed by means of a questionnaire. The overall response rate for this study was 74 percent. Taylor and Martin discovered that individuals who enrolled in subsequent graduate work, belonged to a special interest

group, or participated in a student organization or club, were more likely to make a financial contribution to the institution.

In his book *Mega Gifts: Who Gives Them, Who Gets Them*, Jerold Panas (1984) interviewed more than thirty individuals who gave gifts of \$1 million or more to a non-profit charity and asked what motivated them to make such a gift. The motivating factors for these interviewees were: belief in the mission of the organization, community responsibility, knowledge that the organization is well managed, a sense of duty or need to pay back, personal interest or association with the cause, and an emotional attachment.

“Those who give find it rewarding and fulfilling beyond measure. There is an electrifying joy. There is also an unrelenting drive to repay, to make good. A sense that life has been better to these major donors than they perhaps really deserve. And philanthropy is their most direct way of repaying the debt” (Panas, 1984, p. 166-167).

Although these factors were cited as reasons for giving, Panas states, “It is fair to say that no single factor played a dominant, overriding motivation” (Panas, 1984, p. 211). Indeed, the reasons why people give often prove to be complex and somewhat bewildering.

Donor motivation research has been conducted mainly for the purpose of enhancing the fund raising efforts of organizations. A relatively broad range of variables has been studied formally in an effort to predict who might be more likely to give a financial contribution to the institution. The donor characteristics studied, however, have lent few consistencies as to what the motivating factors are for donors. Despite the large number of studies, there is no consensus among scholars and/or fund raisers as to the

primary reasons people choose to give. It is important to note that within all of these studies, the motivational differences between why women give and why men give remain untested, leaving a void in our knowledge about whether the giving preferences of men are different from those of women.

According to Carbone (1986, p. 22-23), "Up to now... research on fund raising has been sporadic, scatter-gun, and often pedestrian." Historically, the majority of fund raising research has been conducted primarily by graduate students when writing their dissertations and the results are based on the donor characteristics of one institution. Therefore, the applicability of these studies are somewhat limited in their usefulness. Most often these dissertations are written for the sole purpose of fulfilling a student's doctoral requirements and then sit on the shelves of these institutions as unpublished scholarly work.

In reviewing the existing studies on why donors give, many scholars conclude that the efforts made by colleges and universities to raise private dollars far out paces the energy put into understanding fund raising through empirical research. In their need for quick resources, they suggest that those in the profession have not spent enough time formally studying whether or not their efforts are well directed (Mosser, 1993, Simic, 1995, Taylor & Martin, 1993). Brittingham and Pezzullo (1990, p. 1) conclude that "the practice of fund raising is thinly informed by research that can lead to greater effectiveness, help institutions understand the role fund raising plays in higher education, or illuminate the dilemmas it presents to practitioners and institutional leaders."

Women's Gift Giving and Philanthropy

American higher education has benefitted greatly from the philanthropic efforts of women, yet their financial contributions remain largely unrecognized and ill-documented (Kaminski, 1999). Many of the notable contributions of women benefactors lie invisible on the pages of our history books (Hickey and von Schlegell, 1993).

"Only in the past decade have scholars come to accept that women's absence from the pages of our history books does not mean that their participation was unremarkable. Rather, editors and writers did not consider the role of women important enough to document, and many of the women themselves, in their desire for anonymity, too frequently kept their magnanimity secret" (Shaw & Taylor, 1995, p. 23).

In her essay *A Room of One's Own*, Virginia Woolf explains that throughout time women had been taught to give anonymously; and that it was considered inappropriate, unwomanly, to bring attention to oneself in public. This public role was left to the men, leaving women to make their contributions with the modesty of anonymity (Woolf, 1957).

Looking back over the years, "surveyors regularly fail to note the contributions of women and men achievers separately, thereby submerging institutions' records for women without acknowledging their contributions" (Pearson, Shavlik, & Touchton, 1989, p. 167). In his doctoral dissertation, John Mosser (1993, p. 17) asserts:

"One common problem with using gender as a focus of study is, until recently, many institutions categorized all their gift giving histories under the records of male alumni in the case of married couples. Even if the alumna was married to a

non-alumnus, the gift records were often kept under the name of the husband.

Because of this widespread bias in the record keeping procedures at many universities, many studies relying on giving history data base information have not utilized this variable.”

Because of the anonymous giving of women over the years, coupled with the erroneous gift records of donors, it is difficult to understand the true impact women have made with their philanthropic contributions throughout history.

For centuries, women have volunteered both time and money for the betterment of society. In fact, women’s philanthropy has a rich history dating all the way back to the 1700's (Cutlip, 1965). Because of the efforts of women, “schools, hospitals, churches, libraries, symphony orchestras, museums, and gardens have been established; and those less fortunate have been helped” (Shaw & Taylor, 1995, p. 23).

Tracing the accomplishments of women philanthropists is not an easy endeavor; although there have been numerous women over the years that have impacted American colleges and universities. Two of the earliest examples are seen in the altruistic efforts of Emma Willard and Mary Lyon, who set out to establish their own seminaries in the early 1800's. “Female academies or seminaries preceded the first women’s colleges and marked a transitional stage in which the idea of higher education for women grew and the practice of supporting it with private donations was established” (Curti & Nash, 1965, p. 89).

Emma Willard, considered a pioneer in the education of women, was responsible for opening the first endowed girls’ school in the country (Goodsell, 1970). The Troy Female Seminary opened its doors to women in 1821, in Troy, New York, and subjects

such as mathematics, history, and languages were offered (Kaminski, 1999). Mary Lyon, determined to establish her own female seminary in Massachusetts, set out in 1834 to raise money from the New England community. Traveling alone, she solicited funds from everyone with whom she came into contact. Determined to accomplish her mission, Mary Lyon proclaimed, "Let ladies come forward and plead our cause with their husbands, their fathers, and their brothers, and the work will be done" (Curti & Nash, 1965, p. 89). Although Miss Lyon encountered opposition along the way from those who did not believe in women's education, her dream came to fruition on November 8, 1837, when the doors to Mount Holyoke Seminary opened.

Another notable woman of the time, Sophia Smith, inherited several hundred thousand dollars from her brother in 1861 (Curti & Nash, p. 95). Wanting to utilize the money for a worthwhile cause, Miss Smith gave money to start a women's college at the suggestion of her pastor. Although deaf, Sophia Smith believed in the value of women's education: "I wish I could have enjoyed the advantages of such a college when I was a girl; it would have made my life far richer and happier than it has been" (Curti & Nash, p. 95).

In 1890, two women played a significant role in the establishment of the medical school at Johns Hopkins. Martha Carey Thomas was the force behind the organization of the Women's Fund Committee, a group of women who came together for the purpose of raising money for the medical school. The goal was to raise a total of \$500,000. Mary Garrett, a friend of Miss Thomas, contributed over \$354,764 in order to meet the financial goal of the project. With her gift, Miss Garrett made the stipulation that women be

admitted to the medical school on equal standing with men and also made suggestions as to the qualifications needed for admission (Curti & Nash, 1965). "Although the trustees and faculty felt the qualifications were extraordinarily high, the Johns Hopkins School of Medicine opened its doors in 1893 with seventeen students, three of whom were women" (Curti & Nash, 1965, p. 104). Because of her stipulations about academic criteria for admission, Miss Garrett was instrumental in raising the standards for medical education.

Margaret Olivia Slocum Sage was another notable philanthropist who, "by the time of her death in 1918, had given away \$80 million in fulfillment of her philosophy that women were responsible for the moral progress of civilization" (Shaw & Taylor, 1995, p. 24). Institutions such as Emma Willard College, Harvard, Yale, and the Tuskegee Institute were only some of the recipients of her generosity. Her gift in 1910 to the Emma Willard College, "was considered one of the largest individual charitable donations ever made in American history and the college was eventually the recipient of \$1 million" (Shaw & Taylor, 1995, p. 35).

The Male Giving Model

Despite historic evidence of giving by women, many campus administrators simply accept, as a fact rather than an assumption, that women are not the primary donors. Therefore, they have not focused their fund-raising efforts on the giving potential of women (Shaw & Taylor, 1995). This is not an unreasonable assumption considering that men have historically been documented as contributing more money than women to charitable organizations. "According to a survey conducted by the Independent Sector,

men gave away an average of 3.1 percent of their household income in 1989, while women donated just 1.8 percent" (Tift, 1992, p. 70). Lately, however, these giving statistics have begun to change. Between 1993 and 1995, the Independent Sector declared that the average charitable contribution by women had increased 26 percent, versus 6 percent for men (Miller & Nayyar, 1998). It was further noted that 71 percent of women and 65 percent of men donated to charities in 1995. This latest data engender question as to who the primary donor to institutions may be in the future.

"It has long been assumed by many campus administrators that the term *donor* primarily means *male donor*" (Matthews, 1991, p. 73). There is a widely-held perception among fund raisers that *women don't give* (Braus 1994b). An article in Glamour Magazine (Whitney, 1992, p. 116) suggests just how prevalent this perception is.

"Of all society's truisms about women, this may be the most dearly held: Women will volunteer time for a cause, but they won't cough up cash for it. Women, it's thought, may go to college like men, study like men, even achieve like men, but they won't deliver the big bucks."

Although there are a number of ideas about women as donors, most of what we know is speculative and powerfully influenced by the prevailing perception. The reasons why women give, or give sporadically, or donate to one organization and not another, remain unclear and little studied. "Historically men have defined the culture of philanthropy and there is little data about women's thinking, attitudes, decision making, priorities, or giving patterns" (Newman, 1995, p. 14). To this day, many institutions are still "not taking notice of this new dimension of philanthropic activity, and a continuing

relative absence of both hard data and anecdotal information confirms the thesis that women are still an untapped reservoir of philanthropic involvement and support” (von Schlegell & Fisher, p. 74).

Indeed, it wasn't until the overwhelming success of Wellesley University's fund-raising campaign that *women as donors* even became a topic of discussion within the fund-raising community. Wellesley broke all of the old notions about women's giving when it raised a total of \$168 million from their alumnae between 1987 and 1992 (von Schlegell & Fisher, 1993). At that time, this campaign was the most successful fund raising effort ever conducted by a private, liberal arts institution. Not only did Wellesley raise the largest amount of money in the history of any liberal arts colleges, but it raised the money from a constituency that had never been known for its giving, women.

Nicki Tanner indicated that, “Wellesley set out to dispute the notion that men were entitled to give more to their schools because they were the financial earners of the family” (Rosen, p. 48). Typically, “women have been typecast in minor roles when it comes to major financial gifts. In the past, money was seen as the men's domain because they were the ones earning it, and this led one to assume that women didn't deal with it” (Braus, 1994b, p. 70). Once Wellesley reported its giving statistics for the five-year capital campaign, it brought the longstanding myth that *women don't give* into question. Indeed, it dealt it a mortal blow!

The New Economic Force: Realizing the Full Potential of Women's Giving

“Traditionally, we have viewed the stewardship of wealth as a masculine

obligation. There is a simple historical basis for our assumption. For most of recorded history women have been dealt out of the power game" (Freeman, 1992, p. 40). Up until the late nineteenth century, women were excluded from most professions and controlled very little money on their own (Klein, 1990, p.3). Because of this, campus administrators have often looked to the male as the control figure when it comes to the financial giving decisions of the family. "Conventional wisdom assumed that men have money and women marry or inherit it" (McMillen, 1992, p.A31). This helps to account for why women have been overlooked as viable donor prospects.

Today, demographics are forcing college and university fund raisers to rethink this antiquated wisdom. In what some call "a coming of age, women are playing a substantially larger role in American Philanthropy" than ever before in the history of America (Hall, 1992, p. 1). Nowadays, women are committing both time and money to the advancement of higher education. Maddie Levitt, chair of the \$131 million Campaign for Drake University in 1989, has given \$5.5 million to the institution. Although a graduate of Ohio State University, Miss Levitt's connection to Drake comes from her father who was a member of their Board of Trustees. Jane Fonda gave \$1 million to the Emma Willard School for scholarships. Darla Moore, a graduate of the University of South Carolina, gave \$25 million to her alma mater in 1997, making her the first woman in the United State to have her name on a major business school (Toward, 1999). Finally, it is only appropriate to mention the generous contributions of Melinda French Gates, who in 1998 contributed \$20 million to her alma mater Duke University. The money is to be used to set up a University Scholars program. In addition, "She and her husband recently

announced the largest charitable gift of its kind, a 20-year, \$1 billion initiative to provide financial assistance to high achieving minority students with significant financial need" (Philanthropy News Digest, 1999).

Women are beginning to control vast amounts of wealth which now places them in a position to change the face of modern philanthropy. "According to the U.S. Census Bureau, women now control 60 percent of the country's overall wealth" (Kahn, 1997, p. A1). This puts women in command of extraordinary amounts of wealth. Current demographics only sustain the evidence that women will remain in control of these financial resources.

In 1946, women became the majority population in the United States (Nichols, 1990). Looking ahead, it is projected that "by the year 2008, women ages 45-64 will be the largest and the richest demographic. This will mark the first time ever that the largest demographic is also the richest" (Stein, 1998, p. 14). The wealth that is predicted to be in the hands of women within the next decade will not be money earned from inheritance as in the past. Women can now lay claim to money they are earning themselves in the workforce.

"The influx of women into the workforce has been called the most significant societal change of the twentieth century" (Nichols, 1990). Today, women entering the workforce are among the best educated in the history of the country and they account for 53 percent of the paid labor force--- a number that will continue to escalate as we near the turn of the century. Not only are women entering the workforce in record numbers, but they are starting new businesses at three times the rate of men (McLarin, 1996).

According to the Office of Women's Business Ownership (1998), women currently own more than 8 million businesses in the United States and these businesses are said to generate approximately \$2.3 trillion in revenue. "Collectively, women are earning more than \$1 trillion a year, making them a powerful force among the investing public" (Myers, 1996, p. 42).

Women became the majority of the student population on campuses in 1979 and now represent 55 percent of all college students enrolled in higher education (McMillen, 1992, p. 2). That number is expected to grow to 56.7 percent by 2002 (Tifft, 1992). Not only will women outnumber men on the undergraduate level, but they will also be the majority population on the graduate level. This changing demographic is seen in the increasing numbers of women preparing for and entering professional fields such as law, medicine, and engineering (Shaw, 1992).

The windfall of wealth in this country will inherently be at the disposal of women as 74 million baby boomers mature (Tifft, 1992). In the next few decades, the trillions of dollars that have been accumulated by the Eisenhower generation will transfer into the hands of the baby boomer generation (Thomas, 1997). As these baby boomers mature, demographics indicate that women stand to earn, inherit, and marry an undeniable increase in wealth. The 1998 Summit on Women's Wealth spoke to factors that impact the financial outlook of women:

- * Women, on average, live seven years longer than men, and by the year 2020, 40 million women will be 65 years or older.
- * Seventy percent of the baby boomer women will live longer than their husbands and many of them will be widows for over 15 years of their life.

* Ninety percent of all women will live alone at the end of their lives, a combination of those who have been widowed or divorced, and those who have remained single.

To support these statistics, Fisher (1994, p. 4) maintains that "50 percent of marriages end in divorce, and one out of every six women over the age of 40 is a widow." Furthermore, "over half the women over age 65 will be widows that outlive their husbands by more than 18 years, which indicates that many women will spend the majority of their adult life unmarried" (Fisher, 1994, p. 4).

The changing lifestyles of women have placed them in a position to be in control of vast amounts of wealth in the near future. Nowadays, it is estimated that 4 out of every 10 women will never marry in their lifetime (Nichols, 1990). Also, it is important to note that the average woman is having fewer children than a generation ago (Shaw, 1992). "Household demographics suggest that 80 to 90 percent of women will be solely responsible for their finances and that an astonishing three in every four women will be single when they die" (Myers, 1996, p. 39).

The demographics of this country are changing and the need for financial support of our institutions is increasing (Nichols, 1990). As women make powerful strides in the amount of accumulated wealth now in their control, professionals in the financial world see them as untapped prospects. Current marketing strategies, consumer reports, demographics, and surveys seem to suddenly be concerned about what women think and do. It is not surprising, then, to understand why institutions of higher education are becoming increasingly interested in the attitudes and experiences of women. While clearly not all women have or will have control of large sums, more than a few will. The question

remains, what women will do with their new found wealth?

Research on Women's Giving

Over 150 years have elapsed since the doors to American higher education opened for women. This access would have never been achieved had it not been for the benevolence of individuals who believed in the higher education of women. Now, as we move into the 21st century, the need for private dollars continues to escalate at a startling pace.

"Three generations of women have passed through American colleges and universities since World War II, yet fund raisers are just now concentrating on them as potential donors" (Matthews, 1991, p. 73). There is substantial demographic data indicating that women now have the financial clout needed to make a powerful impact on modern day philanthropy. What is lacking, however, is information on the giving patterns of women.

There are any number of opinions about women as donors, and lots of conjecture, but little empirical data. Although conceptual discussions have dominated what we know about the individual giving behaviors of women, few scholarly efforts have been directed toward developing a theoretical basis for predicting and understanding individual giving" (Miller, 1994, p. 12-13).

Two studies have played a significant role in the widespread discussion and literature on this subject. First, Sondra Shaw and Martha Taylor, two of the leading authorities on the subject of women and philanthropy, conducted a series of focus group

interviews with over 150 women donors and development officers from across the country for the purpose of gaining a better understanding of women as donors. *Reinventing Fundraising: Realizing the Potential of Women's Philanthropy* (1995, p. xiii), a book based on their research, had three stated goals:

- * To identify the reasons why women have not been taken seriously as philanthropists, even though historically their contributions have significantly influenced our nation's human services, cultural, and educational institutions;
- * To document the growth of women's potential for giving, the experiences of women philanthropists, and model programs focusing on women's giving that have already been developed by certain nonprofit organizations and institutions;
- * To develop new conceptual program models for institutions and organizations to follow as they initiate programs tailored for their own female constituents.

Their findings about women's motives for giving were alliteratively presented in terms of six C's based on their research (Marts & Lundy, 1998):

1. **Change** - Women give to expedite rather than to preserve the status quo.

Since the 19th century, women philanthropists have been creating institutions, such as schools and colleges or galleries and sanatoriums, to solve society's problems.

2. **Create** - Women donors enjoy setting a creative process in motion with their gifts and watching it unfold. Many of the institutions created by turn-of-the-century women philanthropists have continued to serve long beyond their donors' lifetimes.

3. **Connection** - Giving may be just the beginning of a woman donor's relationship with her institution or cause, followed by a commitment to serve and give.
4. **Commitment to Volunteerism** - For many women, volunteer work precedes a financial gift. Offering women leadership roles in the organization and making your financial needs known lets them understand their input is important.
5. **Collaboration** - Women generally work effectively with others to solve problems. They enjoy feeling part of a larger effort that helps shape society. In addition, they often form lasting friendships as a result of their involvement.
6. **Celebration** - Giving should be fun, with creative giving opportunities and celebrations for campaign kick-offs, wrap-ups, and landmarks in between.

Second, The University of California at Los Angeles conducted its own focus group study with 76 women donors to their institution. Initially, UCLA contacted 285 women by mail. "Criteria for selection of participants included philanthropic contributions at a donor level of \$25,000 or above, a demonstrated understanding of philanthropic goals, and a connection to UCLA as a donor, volunteer, or alumna" (von Schlegell & Fisher, 1993, p. 49). The goals of this study were two-fold: "They wanted to learn more about the attitudes and experiences of women as philanthropists, and they wanted to cultivate women as volunteer leaders on campus" (Kaminski, 1993, p.3). As for the specific objectives of this study, they were (Sublett & Stone, 1992, p. 6-7):

- * To assess philanthropic interests, involvement, behavior influences, motivations family traditions;
- * To determine relevant trends among women in motivation, expressed needs, and giving behavior;
- * To assess whether or not gender is a differentiating factor in how non-profits work with their major donors and how those donors respond philanthropically;
- * To assess whether or not generational differences play a role in women's philanthropic behavior;
- * To learn how all of these factors apply to women's feelings about UCLA.

The University of California at Los Angeles was among the first institutions to bring women together for the purpose of talking about philanthropy and to examine their attitudes and beliefs as it relates to philanthropy.

Eight central ideas emerged from this study (von Schlegell & Fisher, 1993, p. 51-55):

1. ***Personal Motive*** - Women were influenced by an ethic of personal commitment. There is a moral belief in the organization or issue involved.
2. ***Tradition*** - Women had a history of giving with their family.
3. ***Teaching Philanthropy*** - Women wanted to pass on the spirit of giving to the next generation.
4. ***Personal Involvement*** - Women want to give their time first, then money.
5. ***Wanting to make a difference***- Women want to effect change and want to know the projected impact their gift will make on the things they choose to support.

6. ***Recognition in one's own right*** - Women want to know that when they make a contribution, they (not their husband) will receive gift credit for the contribution. This is often cited as the biggest reason women stop making contributions to certain organizations.
7. ***Wanting to see the results of giving*** - Women want to see the benefits of their charitable contributions while they are still alive.
8. ***Responsibility to give*** - Women want to make a difference and touch the lives of others. This compliments many of the themes already mentioned and highlights a women's desire to give back to her family and/or community.

Although both of these studies are often cited in the literature, neither study has been entirely forthcoming about the methodology used in gathering data, making it difficult to replicate or validate their findings. In the case of Shaw and Taylor (1995), there was no formal explanation as to how they conducted their research. The interview process was never fully explained and the questions used in the interviews were never identified. Furthermore, there was no explication of the demographic characteristics of the population used, how much time was spent with each participant, and whether the same questions were asked of each participant. As for the University of California at Los Angeles, they hired a professional consultant to design formal questions that would later be asked within individual focus group sessions. The consultant was then asked to facilitate those sessions and provide the university with a summary of their findings. What we know about the methods used in conducting the study is limited. Because the study was designed by a private consultant, the consultant owns the exclusive rights to the

instrument and has been unwilling to share it publicly.

Recently, an empirical study was conducted on why women give; and, the instrumentation and methodology utilized for the study were rendered in their entirety. Rosalie Simari (1995) conducted her doctoral study on *Philanthropy and Higher Education: Women as Donors*. The purpose of her study was to “examine women’s philanthropy to universities and colleges as it relates to personal, academic and social characteristics of the donors” (Simari, 1995, p. 2). Questionnaires were mailed to 753 alumnae of Hofstra University, a private, nonsectarian, coeducational university, located in Nassau County, New York. The sample population included both donors and non-donors and correlation statistics were used to examine the differences between these two constituencies. Of the 753 questionnaires mailed, 295 usable responses were analyzed, giving this study a modest 39.2 percent response rate; 46.7 percent of which were donors to Hofstra University. The results of this study are generally consistent with those found by Shaw and Taylor (1995), and by Dyan Sublett and Karen Stone at UCLA (1992). She found:

- * Alumnae have a desire to help the next generation.
- * Alumnae believe in the importance of rebuilding or repaying.
- * Alumnae have a loyalty to the university.
- * Alumnae are more likely to be contributors to student scholarships, awards, and loans.
- * Alumnae did not consider the giving level of friends, classmates, and peers as a reason for giving.

The success of Wellesley’s campaign served as the catalyst for many articles

written by fund raisers on the issue of women and philanthropy (Critz, 1980; Goldberg, 1989; Hickey & von Schlegell, 1993; Matthews, 1991; McGill, 1993; Shaw & Taylor, 1995; Tanner, 1992; Tifft, 1992; von Schlegell & Fisher, 1993). The research and articles on women donors have begun to explore the basic issues of attitude, cultivation, and recognition as motivations for giving; however this literature only scratches the surface into this area of research and there is a noticeable void in the literature that needs to be filled. As suggested by von Schlegell and Fisher (1993, p. 16), "There is a dearth of clear, empirical data about why women contribute to charity." Furthermore, "The role women play as donors is just beginning to be understood. No one can yet objectively validate whether women will behave differently from men once they have full control of comparable amounts of money" (von Schlegell & Fisher, 1993, p. 18).

The predominant themes suggested throughout the literature on female donors are (Critz, 1980; Goldberg, 1989; Hickey & von Schlegell, 1993; Matthews, 1991; McGill, 1993; Shaw & Taylor, 1995; Tanner, 1992; Tifft, 1992; von Schlegell & Fisher, 1993):

- * Women will volunteer time but they won't contribute financially.
- * Women take more time than men to make a charitable contribution.
- * Women are not interested in having their name on a building or plaque.
- * Women want to know the specific needs of the institution and what the results of their gift will do while men give from loyalty to maintain the excellent tradition of the institution.
- * Women want to be convinced of the cause before contributing while men tend to respond to peer pressure and competition.
- * Women give to change while men give for preservation or reinforcing of the status quo.

Some of these themes suggest a difference in the giving patterns of men and women, a notion widely supported by fund raisers who cite differences they perceive as they travel and interact with their women donors. These perceptions, as represented in the themes, are incorporated into articles being written about women and philanthropy, and even though the information is based solely on presumptions made by particular individuals and have not been tested empirically, are often repeated as fact (Matthews, 1991; McGill, 1993; Miller & Nayyar, 1998; Seymour, 1988). Additionally, these so-called differences have some foundation in antiquated fund-raising methods based on what is believed to be a male model of giving. Most fund raisers still operate under the strategies suggested by Harold Seymour, one of the profession's most notable fund raisers. For decades, his model of fund raising, as outlined in his book *Designs for Fund Raising* (1988), has been used and has worked well because the majority of gifts were given by and asked for of men. Some of the suggested strategies for fund raisers to remember when asking for a gift include: present winning ideas, not needy causes; strive for measurable and praiseworthy attainment; and relish in earned reward and recognition. While some of these tactics may be useful for today's donors, most of the ideas presented appear to be male driven. Take for example the idea of having a person's name etched on the side of a building or the use of peer pressure (Seymour, 1988). It is not clear whether this is a motivating factor for women. The literature on women donors suggest that recognition is not a motivating factor for women. Seymour also asserts that a basic motivation for giving is a responsible concern for continuity. According to literature written on women's giving, the desire to give for the purpose of preservation is not something that influences a woman's decision

to give. In contrast, the literature suggests that women want to bring about change and make a difference with their gift. Although we do not have empirical evidence to determine whether Seymour's strategies would work well with women donors, current literature suggests that women may give differently than some of the strategies presented in Seymour's book.

"Fund raisers stress that they are basing their views of women donors on anecdotal evidence, because few studies have examined the giving patterns among women" (Nicklin, 1998). This, however, does not diffuse the mystique that "women get turned on by different signals in giving (Butterfield, 1992). The problem is, we can't substantiate the findings reflected in today's literature; leaving us to speculate whether the giving patterns between men and women are different.

Is it true that "women philanthropists are different" (Fisher, 1994)? Do women have different motivations than men when it comes to philanthropic contributions? Jerold Panas, whose reputation in the field of fund raising is eminent, contradicts the latest literature on female donors. He believes "there are no factors you can categorize as being women-driven or male-oriented" (Panas, 1998, p. 32). He bases his conviction on market research and interviews with 16 women, each of whom had made a contribution of at least \$1 million to a charitable organization. His suggestion, after reading much of the literature on women donors, is to "throw away all of those articles and preconceived ideas about how different women are in their giving" (Panas, 1998, p. 32).

So what is the reality? The speculation surrounding the topic of women and philanthropy is mounting and there exists a need to determine what the motivations are for

women donors. This study seeks to add to the existing research by looking at the donor motivation of a specific group of contributors, segmented in a different way--- by gender. Demographics indicate that women will have the money needed to make a significant impact on philanthropy, but it is still not known with any sureness *why women give*. If colleges and universities are to tap into and benefit from the charitable contributions of women, they will need clearer, more definitive data about the attitudes, beliefs, and expectations of women donors.

The Need for Research on Women Donors

“Women are increasingly calling the shots about where their donations end up” (Miller & Nayyar, 1998, p. 54). Demographics indicate that women will stand to earn, inherit, and marry into an undeniable increase in wealth. This will provide women with the financial power needed to shape the course of American philanthropy. It is estimated that individual giving now subsidizes up to one-third of some college budgets. To help replenish the deficiency of allocated resources from both federal and state government, colleges and universities have become reliant on the private financial support of individuals. Although most of the research on women and philanthropy has been done through focus group studies, many of the people responsible for raising money for higher education find themselves debating which methods will function best when asking women to give.

“Philanthropy is the next frontier of the women’s movement. The challenge is to see where we can change -- or have some influence -- on society” (Miller & Nayyar, 1998,

p. 54). Dwight F. Burlingame (1992) asserts that research is needed to document levels of women's giving and to formulate reasons as to why women give. It is important for institutions of higher education to identify the giving behavior of women if their talents and resources are to be utilized to their fullest potential in the future. Colleges and universities can no longer afford to ignore the new economic force within America. They must now call upon the voices of women to pledge fiscal allegiance to their campuses if they are to keep pace with the increasing demands for additional sources of funding. Time has run out for fund raisers to sit idly by and make uneducated guesses about women donors if they are to ensure future success.

CHAPTER THREE

RESEARCH METHOD

The purpose of this study was to describe the motivations for giving of women donors at one large, public institution. This chapter describes the methodology utilized in the study including: the design of the study, participant selection, instrumentation, procedures, data collection and analysis.

Research Design

A descriptive design using survey procedures was chosen for use in this study. This design was chosen because it allowed for exploring a topic about which little is known, while at the same time allowing for accessing and describing the philanthropic behaviors of a large group of subjects. Further, since most of what is known about women donors has been derived from research using focus groups, the use of a questionnaire allowed the researcher to document the motivations of women donors using a different method.

Participant Selection

A random, stratified sample of 250 female donors to a large, public, land grant institution in the southeastern United States, currently living in the United States, was selected to serve as the population for the study. The institution was chosen because the researcher had access to the site and to the donor information needed to conduct the

survey. Fifty female donors were randomly selected from the University donor database from each of the five donor levels:

1. \$9,999 and below
2. \$10,000 - \$24,999
3. \$25,000 - \$49,999
4. \$50,000 - \$99,999
5. \$100,000 and up

Instrumentation

The survey instrument used for the study was a modification of a questionnaire designed and utilized by Rosalie M. Simari in her doctoral study at Hofstra University “about how women college graduates approach philanthropic decisions” (Simari, 1995, p.139). This instrument (see Appendix B) was chosen because it examines the motivations of why women make charitable contributions to their alma mater fairly comprehensively, and it was the only questionnaire on this topic available to the general public. Further, Simari invited other institutions to use her doctoral survey and, in fact, encouraged others to replicate her study in order to test the validity of her instrument. Although this researcher made repeated attempts to talk with Simari about modifying her instrument, she could not be found.

To address the purpose of this study, the instrument was modified. First, since Simari’s questionnaire was used to survey both donors and non-donors, questions directed to non-donors were eliminated. Second, Simari made the assumption that everyone she

surveyed had graduated from Hofstra University. For this study, the researcher chose not to make the assumption that donors had necessarily graduated from the institution to which they had donated. Indeed that was a question to investigate. Third, in the background section of Simari's questionnaire, two questions asked for personal and household income. These two questions were deleted from the questionnaire. Given the highly "intrusive" nature of the questions and the fact that this study did not seek to discover the relationship between the personal and household income levels of these donors and their motivation to give, it seemed unnecessary and potentially counter-productive to ask these questions. Finally, many of the answers in the questionnaire were reworded, deleted, or changed for the purpose of capturing the language of today's literature on the topic. For example, much of the literature speaks to women wanting to be involved before making a gift to an organization and that women want to make a difference with their gift. So, in Q4 of this researcher's questionnaire (which is Q3 for Simari's questionnaire) some answers were added to allow the researcher to test these premises. For example, "personal involvement with the university" and "my desire to make a difference with my gift" were added. Although changes were made to Simari's questionnaire, they do not materially affect the overall tone and utility of the questionnaire in getting at the motivations of women for giving. The original and revised instruments can be seen and compared in Appendix A and Appendix B, respectively.

The questionnaire used in this study includes a total of nineteen questions. The first eight questions are in table format and the responses relate directly to the motivations of women's giving. Each question asks the respondent to circle one of four numbers that

best represents her opinions on giving. The final eleven questions request personal information. Questions such as age, level of education, marital status, et cetera, are all in the form of fill in the blank or check the box. The final question provides space for any additional comments the respondent may want to make concerning the questionnaire or the topic of women and philanthropy.

A pilot study of the instrument was conducted with eight women donors to the institution. Neither they, nor their results, were included in the study. Four of the participants were employed as Directors of Development and Alumni Affairs, two were staff members outside the area of Development and Alumni Affairs, and the final two participants were never employed by the institution. They were given the questionnaire, including the cover letter, and asked to answer all of the questions. The pilot study was designed to find out: (a) whether the instructions were explicit and easy to understand; (b) how long it would take to complete the questionnaire; (c) if the questionnaire was difficult to complete because of any confusing questions; and (d), if the questions allowed for women donors to adequately state their opinions and beliefs. The subjects were asked to offer suggestions on ways to make the questionnaire more comprehensible and user friendly.

It was the belief of the researcher that by using some development officers at the institution, the feedback from the pilot study would be even more valuable and informative. This was presumed because of the knowledge base each of these individuals have about the constituencies being utilized for this study. Once the researcher reviewed the comments from all eight participants, a decision was made to modify one thing on the

questionnaire. Question 2 (Q2) was changed so that the Likert Scale answers read from negative to positive. It was noted by one of the participants that in the first eight questions of the survey, each of the Likert Scale answers read from negative to positive, except in Q2, where it read from positive to negative. For example, in Q1 the answers to choose from read "1 = Never, 2 = Almost Never, 3 = Almost Always, and 4 = Always." Then, in Q2 the answers to choose from read "1 = Very Important, 2 = Moderately Important, 3 = Slightly Important, and 4 = Not Important. In order to maintain consistency, Q2 was changed to match the other Likert Scale questions, meaning that each question would now read from negative to positive.

Two other changes were made at the suggestion of the researcher's doctoral committee. First, it was noted that the cover letter needed to include a statement notifying the participants that by completing and returning the questionnaire, they were providing their informed consent to participate in this study. This statement was added as the fourth paragraph of the cover letter (see Appendix A). Next, a member of the doctoral committee indicated that it would be interesting to know what kind of relationship the participant had with the institution. For example:

- Was their spouse a graduate?
- Did they have a child that attended the institution?
- Were they employed at the institution?

Question 17 was added to allow for answering the question (see Appendix A). The results of the pilot study were not used in the data analysis of the formal study and were filed for future reference should a need arise.

Procedures, Data Collection and Analysis

After permission to conduct the study was granted by the Internal Review Board of The University of Tennessee, Knoxville (see Appendix C), a random, stratified sample of 250 female donors was pulled according to gift level. Each subject was sent a packet that included a personalized cover letter explaining the purpose of the study and need for their participation (see Appendix A); a questionnaire, along with a self-addressed stamped envelope for return of the completed questionnaire (see Appendix A); and a prestamped postcard (see Appendix A). By filling out the questionnaire, the subject provided the informed consent needed for this study. In order to ensure that an individual completed the survey, since the questionnaire was to be completed anonymously, the respondents were asked to return the postcard and survey separately. This procedure was taken from Dillman's (1978) book on mail and telephone surveys and was also followed by Simari for her study. The postcards, which named the respondent allowed the researcher to monitor returns. Once the postcard was received, the respondents name was removed from all follow-up mailings which also helped to ensure anonymity. The postcard also asked if the respondent wanted to receive a copy of the results at the conclusion of the study.

In order to ensure the success of the mail survey, Dillman's total design method (TDM) was followed. Dillman specifies procedures for designing the layout of the questionnaire. He also provides suggestions for ensuring maximum return rates by constructing a proper time-line for the original and follow-up mailings. According to Dillman, the average return rates after utilizing the total design method should be at least 70 percent. His suggestions were followed when designing the layout of the questionnaire

and planning the time line that was used for mailing.

The first mailing was sent out on June 5, 1999, to all 250 participants. Each envelope and cover letter was personalized for the participant and the letter was signed individually by the researcher. One week after the original mailing, a follow-up postcard was sent to all 250 participants thanking those who had already responded and encouraging those who had not to please do so. Then, on July 9, 1999 a second letter and replacement questionnaire were sent to all non-respondents. The packet contained exactly the same information as the original mailing; however, the cover letter was reworded for the purpose of this mailing. The envelope and cover letter were again personalized and each letter was individually signed by the researcher. Two weeks after the replacement mailing, a second postcard (see Appendix A) was sent out to everyone who had still not responded to anything.

At the conclusion of the study, a total of 180 questionnaires were completed and returned to the researcher. There was an eleven week interval from the original mailing up until the last completed questionnaire was returned. The first ten days of mailing resulted in a 35% response rate by June 15. Over the next three weeks, a total of 109 questionnaires had been returned, resulting in a 44% response rate by July 6. The replacement questionnaire was then mailed to all non-participants on July 9 and within the next two weeks, a total of 148 completed questionnaires had been returned. This raised the total response rate to 59% by July 23. Finally, the researcher mailed one last reminder postcard on July 23. Within the next two weeks, 177 questionnaires had been completed and returned, resulting in a 71% response rate by August 9. Finally, on August 27, the

last of the completed questionnaires were returned to the researcher. This resulted in a final overall response rate of 72%.

Three procedures were used throughout the entire mailing phase of this study. First, as the questionnaires were returned, a three digit number was assigned to identify the participant. Second, during this same time, postcards were being returned separately from the questionnaires. The names identified on the postcard were removed from the original mailing list in order to ensure that they would not receive any follow-up mailings. Finally, if the respondents indicated that they wanted to receive a copy of the results, their name was added to a separate mailing list to be used at the completion of the study.

Once all of the questionnaires were returned, the data were entered into the computer using the Statistical Program for the Social Sciences (SPSS). The SPSS program allowed the researcher to analyze, manage, and later display data results. Numerical codes were assigned to all answers on the questionnaire, except for the questions that allowed a person to fill in an added response to the end of a question. Excluding Q19, there were ten fill-in spaces on the questionnaire. The majority of these spaces were placed on the questionnaire in order to allow the participant to provide an additional response other than the ones listed by the researcher (see Appendix A). As for Q19, there was no numeric code assigned to this answer because it asked the participant for any additional comments she wanted to contribute to the study. Although this question was rarely answered, it did allow participants to express personal feelings instead of having to choose a particular answer. The SPSS program is a reliable tool for running descriptive statistics and is designed to calculate the frequency and mean of variables

within a study. By using this procedure, the researcher was able to test for commonalities and differences amongst all donors.

Four different procedures were used in the analysis of the data. First, descriptive statistics were run in the form of frequency distributions in order to describe the characteristics of women donors. Second, a one-way analysis of variance (ANOVA) was used to test for differences in the five previously described donor levels and the variables associated with the motivations for giving. Next, if any variables were found to be significant within the ANOVA, a Dunn-Bonferroni post-hoc test was then administered to identify where the differences occurred. Finally, a Mann-Whitney U test was used to compare graduates and non-graduates with certain variables of the study to determine if any differences existed between the two independent samples.

CHAPTER FOUR

ANALYSIS AND FINDINGS

The purpose of this study was to examine the motivations of women donors. This chapter includes the analysis and findings of the data collected for the study. First a description of the participants is presented. Then, the findings are presented in terms of the research questions guiding this study:

1. What factors are important to women when making the decision to contribute financially to the institution?
2. What factors are important to women when being solicited for a gift?
3. What type of recognition do women want after making a contribution?
4. What are the charitable giving preferences of women?

Study Participants

The questionnaire used in the study was sent to 250 women donors to one large, public, land grant institution located in the southeastern United States. Of that total population, 180 women returned completed questionnaires, resulting in a 72% response rate.

Participants were asked to supply demographic data including: age, level of education, place lived when attending undergraduate institution, academic degree, employment status, employer description, marital status, total giving level to the university, university affiliation, and percentage of income given to charitable organizations each year. Frequency analysis was conducted on the demographic data and

the results are presented in the following eleven tables.

Overall, the subjects ranged in age from 85 to 26, with the average age being 56 (Table 1). The oldest respondent was born in 1914, the youngest in 1974, and the largest number of respondents were born in the 1940's.

As for marital status, the majority of participants were married or living with a partner (82.2%) (Table 2). The majority of the subjects held a bachelors degree (43.3%), 23% had their masters degree, and 15.2% had completed their doctoral degree (Table 3). Of those women who had a degree, the majority indicated that they held that degree from the same institution in which this study was conducted (58.3%); meaning that 58.3% of the women who responded to the study had made a financial contribution to the institution in which they received their academic degree (Table 4).

Table 1

Respondents by Year of Birth (Q9)

		Year Born		
		Frequency	Percent	Valid Percent
Valid	1910 - 1919	6	3.3	3.4
	1920 - 1929	36	20.0	20.3
	1930 - 1939	40	22.2	22.6
	1940 - 1949	56	31.1	31.6
	1950 - 1959	26	14.4	14.7
	1960 - 1969	6	3.3	3.4
	1970 - 1979	7	3.9	4.0
	Total	177	98.3	100.0
Missing	99*	3	1.7	
Total		180	100.0	

*99 denotes a missing response

Table 2**Respondents by Marital Status (Q15)**

Marital Status				
		Frequency	Percent	Valid Percent
Valid	Married or living w/ partner	148	82.2	82.2
	Single, never married	10	5.6	5.6
	Divorced or separated	10	5.6	5.6
	Widowed	12	6.7	6.7
	Total	180	100.0	100.0

Table 3**Respondents Level of Education (Q10)**

Highest Level of Education				
		Frequency	Percent	Valid Percent
Valid	high school	4	2.2	2.2
	some post-secondary	26	14.4	14.6
	associates degree	3	1.7	1.7
	bachelor's degree	77	42.8	43.3
	master's degree	41	22.8	23.0
	doctorate degree	27	15.0	15.2
	Total	178	98.9	100.0
Missing	99*	2	1.1	
Total		180	100.0	

*99 denotes a missing response

Table 4**Respondents who are Graduates of the University (Q17a)**

Graduate of the university				
		Frequency	Percent	Valid Percent
Valid	yes	105	58.3	58.3
	no	75	41.7	41.7
	Total	180	100.0	100.0

Most of the women had lived on campus as an undergraduate (55.2%), while a much smaller percentage had lived at home with their family (23.8%) (Table 5). The bulk of women (34.9%) received their undergraduate degree in the College Arts and Sciences. Ranking second in frequency was the College of Human Ecology (20.5%), and third was the College of Education (18.1%) (Table 6).

Because the researcher was unable to make the assumption that all donors to the institution would be graduates of that same institution, it was important to look at the affiliation of the respondents with the university (Table 7). Accordingly, 58.3% of the women donors who responded to the survey were graduates of the institution. Also, 52.8% of the respondents had a spouse/partner as an alumnus of the university. Only 37.2% had a child that either attends or attended the university. Similarly, 21.1% of the women are/were employed at the university, 31.7% indicated that they served as volunteers on a university board or committee, and a majority (68.3%) reported that they attend/attended athletic events. Finally, only 34.4% of the respondents reported using the university library.

The employment status of respondents ranged from the majority now being retired (33.3%), to employed full-time (31.7%), to not being employed outside the home (27.2%), to employed part-time (7.8%) (Table 8). As for the women who were employed, an equal number of women were employed at a private for-profit company or business (14.5%) and a government agency or public education employer (14.5%). Following these two groups, were women who were self-employed (12%) (Table 9).

Table 5

Respondents by Where They Lived as Undergraduates (Q11)

Lived during College				
		Frequency	Percent	Valid Percent
Valid	on-campus	95	52.8	55.2
	at home with family	41	22.8	23.8
	off-campus apartment	16	8.9	9.3
	1/2 on campus and 1/2 at home with family	6	3.3	3.5
	1/2 on campus and 1/2 off campus	7	3.9	4.1
	on-campus, with family, & in off-campus apartment	3	1.7	1.7
	at home with family and off-campus	4	2.2	2.3
	Total	172	95.6	100.0
Missing	99*	8	4.4	
Total		180	100.0	

*99 denotes a missing response

Table 6

Respondents by Academic College (Q12)

Academic College for Undergraduate Degree				
		Frequency	Percent	Valid Percent
Valid	Architecture	1	.6	.6
	Arts & Sciences	58	32.2	34.9
	Business	25	13.9	15.1
	Communication	8	4.4	4.8
	Education	30	16.7	18.1
	Engineering	2	1.1	1.2
	Human Ecology	34	18.9	20.5
	Nursing	7	3.9	4.2
	Social Work	1	.6	.6
	Total	166	92.2	100.0
Missing	99*	14	7.8	
Total		180	100.0	

*99 denotes a missing response

Table 7

Respondents by Affiliation with the University (Q17)Table 8

Affiliation with University						
	Yes		No		Total	
	Count	%	Count	%	Count	%
Graduate of the university	105	58.3%	75	41.7%	180	100.0%
Spouse/partner is an alumnus of university	95	52.8%	85	47.2%	180	100.0%
Child attends/ed university	67	37.2%	113	62.8%	180	100.0%
I am/was employed at university	38	21.1%	142	78.9%	180	100.0%
Serve as volunteer on board/committee	57	31.7%	123	68.3%	180	100.0%
I attend/ed athletic events	123	68.3%	57	31.7%	180	100.0%
Use/Used university library	62	34.4%	118	65.6%	180	100.0%

Table 8

Respondents by Employment Status (Q13)

Employment Status				
		Frequency	Percent	Valid Percent
Valid	Employed full-time	57	31.7	31.7
	Employed part-time	14	7.8	7.8
	Not employed outside the home	49	27.2	27.2
	Retired	60	33.3	33.3
	Total	180	100.0	100.0

Table 9

Respondents by Type of Employment (Q14)

Employer				
		Frequency	Percent	Valid Percent
Valid	Private for-profit company or business	24	13.3	14.5
	Private not-for-profit organization	9	5.0	5.4
	Government agency / Public Education	24	13.3	14.5
	Self Employed	20	11.1	12.0
	Not currently employed	89	49.4	53.6
	Total	166	92.2	100.0
Missing	99*	14	7.8	
Total		180	100.0	

*99 denotes a missing response

There were five donor levels established to distinguish the total gifts and/or pledges to the institution by participant. A total of 50 women from each donor level were randomly selected for participation in this study and the return rate for the 180 respondents are listed in rank order (Table 10). The largest number of responses came from donors who gave \$9,999 or below with 46 of the 50 women in this donor level returning a completed questionnaire. Next were the donors who gave between \$10,000 - \$24,999 with 40 of the 50 women responding to the study. Third, were the donors giving at the \$100,000 or more level with results from 36 of the 50 women. Fourth, 30 of the 50 respondents gave between \$25,000 - \$49,999. Finally, ranking fifth, were the donors who gave between \$50,000 - \$99,999 with 24 of the 50 donors returning completed questionnaires.

Table 10

Respondents Overall Giving Level to the University (Q16)

Total Giving to University				
		Frequency	Percent	Valid Percent
Valid	Less then \$10,000	46	25.6	26.1
	\$10,000 - \$24,999	40	22.2	22.7
	\$25,000 - \$49,999	30	16.7	17.0
	\$50,000 - \$99,999	24	13.3	13.6
	\$100,000 or more	36	20.0	20.5
	Total	176	97.8	100.0
Missing	99*	4	2.2	
Total		180	100.0	

*99 denotes a missing response

Finally, the participants were asked to indicate the percentage of income they give each year to charitable organizations. The question was left open for participants to fill in their own response. Overall, the majority of subjects indicated giving away 10% of their income to charities, followed next by 15%, and ranking third was 5% (Table 11).

Statistical Analysis By Research Question

The findings were analyzed with the Statistical Package for the Social Sciences 6.1 (SPSS) program utilizing descriptive analysis and correlation statistics. Frequency tests were run for each question to examine the percentages in accordance with the chosen response. A Mann-Whitney U test was used to determine if any differences existed between two independent samples (graduates and non-graduates) and certain variables of the study. The variables were tested at the $p < .05$ level of significance. A one-way analysis of variance (ANOVA) was also used to test the differences in the giving level of individuals, along with the age of respondents, against certain variables on the questionnaire. This analysis was also tested at the $p < .05$ level of significance. Comparisons for individual items testing significant were then corrected for Type I error using the Dunn-Bonferroni correction. This post-hoc analysis allowed the researcher to identify where the differences occurred within the factors tested.

Research Question One

What factors are important to women when making the decision
to contribute financially to the institution?

Table 11

Percentage of Income Given to Charitable Organizations

Percentage of income given to charitable organizations				
		Frequency	Percent	Valid Percent
Valid	1%	8	4.4	5.2
	2%	1	.6	.6
	3%	5	2.8	3.2
	4%	3	1.7	1.9
	5%	16	8.9	10.3
	6%	2	1.1	1.3
	7%	2	1.1	1.3
	8%	8	4.4	5.2
	9%	1	.6	.6
	10%	55	30.6	35.5
	11%	1	.6	.6
	12%	7	3.9	4.5
	15%	19	10.6	12.3
	18%	2	1.1	1.3
	19%	1	.6	.6
	20%	10	5.6	6.5
	25%	2	1.1	1.3
	30%	1	.6	.6
	varies	11	6.1	7.1
	Total	155	86.1	100.0
Missing	99	25	13.9	
Total		180	100.0	

*99 denotes a missing response

The women involved in this study were given the opportunity to examine eighteen factors which might influence their decision to support the University. The factors were presented in Q1, Q4 and Q5 on the questionnaire and the women were asked to indicate the level of importance they associated with each of the variables. The eighteen factors were:

- It is my individual decision;
- It is my and my spouse/partner decision;
- I have certain philanthropic priorities each year;
- I budget a certain amount of money each year to charity;
- I give because of year-end tax consequences;
- My loyalty to the university;
- My trust in the university's leadership;
- Personal recognition for my gift;
- Personal involvement with the university;
- My sense of duty to give to others;
- My desire to repay the university for all that I received from my education;
- My desire to make a difference with my gift;
- My desire to help the next generation of students;
- Knowledge of the giving level of friends, classmates and peers;
- The person who asks for my gift;
- The brochures, letters and reminders received from the university;
- The matching gift my company may give

- The publication of my name in an annual donor report.

The results from Q1 of the questionnaire will be presented separately from Q4 and Q5 because the answers presented on the questionnaire differ in the wording of responses. For example, in Q1 the four point scale answers presented to participants were always, almost always, almost never, and never; whereas the four point scale answers for Q4 and Q5 were very important, moderately important, slightly important, and not important.

For Q1, the participants were asked to indicate how they decide to make a financial contribution. Of the 180 respondents, a combined frequency score for always or almost always was given for the following: 62.2% indicated that making a gift was their decision alone, while 72.1% indicated they made the decision in conjunction with their spouse/partner; 86.3% indicated that the decision was made in relation to philanthropic priorities they established each year, while 58% indicated they budgeted a certain amount of money each year for charitable contributions; and only 21.7% responded that they give because of year-end tax consequences. Table 12 shows the frequency ratings for each of the five factors.

A univariate analysis of variance (ANOVA) was performed on Q1 to determine if there were differences in the giving level of respondents and the importance associated with the five factors influencing a woman's decision to make a financial contribution. The dependent variables were the five factors associated with how women decide to give. The independent variable was the giving level of donors. No significant differences were found between the giving level of respondents and the factors associated with how women decide to give; therefore, no post-hoc test was performed. The results are shown in Table 13.

Table 12

How Respondents Make Charitable Giving Decisions (Q1)

How Women Donors Decide to Make Charitable Contributions										
	Never		Almost Never		Almost Always		Always		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
My decision	14	8.3%	50	29.6%	54	32.0%	51	30.2%	169	100.0%
My and spouse/ partner decision	23	13.9%	23	13.9%	71	43.0%	48	29.1%	165	100.0%
Certain philanthropic priorities	11	6.5%	12	7.1%	80	47.6%	65	38.7%	168	100.0%
Budget certain amount of money	40	23.7%	31	18.3%	60	35.5%	38	22.5%	169	100.0%
Tax consequences	61	36.7%	69	41.6%	30	18.1%	6	3.6%	166	100.0%

Table 13

ANOVA: Level of Giving and How Women Make Charitable Decisions

ANOVA: Level of Giving and How Women Make Charitable Decisions						
		Sum of Square s	df	Mean Square	F	Sig.
My decision	Between Groups	7.903	4	1.976	2.237	.067
	Within Groups	141.345	160	.883		
	Total	149.248	164			
My and my spouse/partner decision	Between Groups	5.102	4	1.275	1.304	.271
	Within Groups	152.612	156	.978		
	Total	157.714	160			
Certain philanthropic priorities	Between Groups	1.953	4	.488	.716	.582
	Within Groups	108.406	159	.682		
	Total	110.360	163			
Budget certain amount of money	Between Groups	4.144	4	1.036	.872	.482
	Within Groups	190.159	160	1.188		
	Total	194.303	164			
Tax consequences	Between Groups	3.023	4	.756	1.141	.339
	Within Groups	103.989	157	.662		
	Total	107.012	161			

* = $p < .05$

The responses to Q4 and Q5 were measured on a four point scale with one being the least important and four being the most important. There were three factors that were reported to be “very important” in influencing the decision making of these women: loyalty to the university (65.7%), a desire to help the next generation of students (65.3%), and a desire to make a difference with my gift (62.6%). Trust in the university leadership (54.6%) and a sense of duty to give to others (46.2%) fell closely behind these first three factors. The overwhelming consensus amongst the participants as to the least important factors influencing their decision were: knowledge of others’ giving levels to the institution (79.4%); the existence of a company matching gift (67.9%); the publication of her name in an annual donor report (52.6%); and personal recognition for her gift (42.2%). Table 14 presents the responses in their entirety.

A univariate analysis of variance (ANOVA) was performed on Q4 and Q5 to determine if there were any differences in the giving level of respondents and the importance associated with the thirteen factors influencing a woman’s decision to make a financial contribution. The dependent variables were the thirteen factors associated with how women decide to give. The independent variable was the giving level of donors.

Results indicated four factors to be significant by giving level:

- Personal involvement with the university;
- My sense of duty to give to others;
- My desire to make a difference with my gift;
- Person who asks for my gift.

Table 15 identifies that there are between group differences in the giving level of respondents and these four factors. A Dunn-Bonferroni post-hoc test was then conducted to identify at what giving level these differences occurred and to avoid an inflated Type I

Table 14**Factors Important to the Respondents Decision to Support the University (Q4 & 5)**

Level of Importance When Making a Decision to Support the University										
	not important		lightly importan		moderately important		very important		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
Loyalty to university	11	6.3%	15	8.6%	34	19.4%	115	65.7%	175	100.0%
Trust in university leadership	11	6.3%	14	8.0%	54	31.0%	95	54.6%	174	100.0%
Personal recognition	73	42.2%	53	30.6%	38	22.0%	9	5.2%	173	100.0%
Personal involvement with university	36	20.7%	35	20.1%	56	32.2%	47	27.0%	174	100.0%
My sense of duty to give to others	17	9.9%	20	11.7%	55	32.2%	79	46.2%	171	100.0%
Desire to repay university for education	41	24.1%	30	17.6%	41	24.1%	58	34.1%	170	100.0%
Desire to make a difference	5	2.9%	13	7.5%	47	27.0%	109	62.6%	174	100.0%
Desire to help the next generation of students	5	2.8%	9	5.1%	47	26.7%	115	65.3%	176	100.0%
Knowledge of others' giving levels	139	79.4%	29	16.6%	7	4.0%			175	100.0%
Person who asks for gift	50	28.7%	39	22.4%	53	30.5%	32	18.4%	174	100.0%
Brochures, letters, & reminders from university	43	24.2%	64	36.0%	57	32.0%	14	7.9%	178	100.0%
Matching gift from my company	107	67.7%	10	6.3%	18	11.4%	23	14.6%	158	100.0%
Publication of my name in annual report	92	52.6%	56	32.0%	22	12.6%	5	2.9%	175	100.0%

Table 15

ANOVA: Level of Giving and Decision to Give

ANOVA: Level of Giving and Decision to Give						
		Sum of Squares	df	Mean Square	F	Sig.
Loyalty to university	Between Groups	6.496	4	1.624	2.244	.066
	Within Groups	120.136	166	.724		
	Total	126.632	170			
Trust in university leadership	Between Groups	5.113	4	1.278	1.814	.129
	Within Groups	116.276	165	.705		
	Total	121.388	169			
Personal recognition	Between Groups	2.650	4	.663	.782	.539
	Within Groups	139.018	164	.848		
	Total	141.669	168			
Personal involvement with university	Between Groups	11.964	4	2.991	2.631	0.036*
	Within Groups	187.589	165	1.137		
	Total	199.553	169			
My sense of duty to give to others	Between Groups	9.255	4	2.314	2.445	0.048*
	Within Groups	153.296	162	.946		
	Total	162.551	166			
Desire to repay university for my education	Between Groups	8.618	4	2.155	1.567	.186
	Within Groups	222.807	162	1.375		
	Total	231.425	166			
Desire to make a difference with gift	Between Groups	14.458	4	3.614	7.118	.000*
	Within Groups	84.291	166	.508		
	Total	98.749	170			
Desire to help the next generation of students	Between Groups	2.825	4	.706	1.448	.221
	Within Groups	81.472	167	.488		
	Total	84.297	171			
Knowledge of others' giving levels	Between Groups	.499	4	.125	.453	.770
	Within Groups	45.688	166	.275		
	Total	46.187	170			
Person who asks for the gift	Between Groups	11.314	4	2.829	2.472	0.046*
	Within Groups	188.833	165	1.144		
	Total	200.147	169			
Brochures, letters, & reminders from university	Between Groups	6.407	4	1.602	2.006	.096
	Within Groups	134.955	169	.799		
	Total	141.362	173			
Matching gift from my company	Between Groups	4.672	4	1.168	.905	.463
	Within Groups	194.918	151	1.291		
	Total	199.590	155			
Publication of my name in annual report	Between Groups	1.519	4	.380	.569	.686
	Within Groups	110.808	166	.668		
	Total	112.327	170			

* = $p < .05$

error that may have occurred during the original analysis of variance test. After running the post-hoc test, only one of these differences remained significant. Women who gave \$10,000 or less rated the desire to make a difference as less important than any of the other giving levels. Table 16 shows that statistically there are differences in the giving level of women donors in terms of importance of the desire to make a difference with her gift.

A Mann-Whitney U test was performed for Q4 and Q5 to investigate whether any differences existed between graduates and non-graduates of the institution, and the factors influencing a woman's decision to make a gift. Table 17 presents the results of these tests. Three factors were found to be significant:

- Loyalty to the university;
- Personal involvement with the university;
- My desire to repay the university for all that I received from my education.

By using the Mann-Whitney U test, the differences found to be significant indicate that alumnae are more likely to give when: they have a loyalty to the university, they are personally involved, and they have a desire to repay the university for their education.

Research Question Two

What factors are important to women when being solicited for a gift?

Nineteen factors were presented to the participants in Q2 and Q3 for the purpose of learning what they perceived to be the most effective ways to solicit a gift from them.

They were:

Table 16

Dunn-Bonferroni: Level of Giving and Decision to Give

Dunn-Bonferroni: Level of Giving and Decision to Give					
	<u>Mean</u> Less than \$10,000	<u>Mean</u> \$10,000 - \$24,999	<u>Mean</u> \$25,000 - \$49,999	<u>Mean</u> \$50,000 - \$99,999	<u>Mean</u> \$100,000 or more
Desire to make a difference with gift	3.04	3.55 _a	3.67 _a	3.59 _a	3.83 _a

Note: Means having same subscript letter are not significantly different at $\alpha = .05$

Table 17

Mann-Whitney U Test Between Graduates and Non-Graduates of University and Decision to Give

Two-Independent-Samples Tests ^a				
	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
Loyalty to university	2458.500	5014.500	-4.455	.000*
Trust in university leadership	3302.500	5787.500	-1.153	.249
Personal recognition for gift	3365.000	5850.000	-.789	.430
Personal involvement with university	2689.000	5174.000	-3.027	.002*
My sense of duty to give to others	3245.000	5730.000	-.979	.327
Desire to repay university for my education	1979.500	4124.500	-4.773	.000*
Desire to make a difference with gift	3519.000	9084.000	-.372	.710
Desire to help the next generation of students	3596.000	9161.000	-.473	.636
Knowledge of others' giving levels	3639.000	9204.000	-.156	.876
Person who asks for the gift	3554.000	6039.000	-.274	.784
Brochures, letters, & reminders from university	3551.000	6252.000	-.875	.382
Matching gift from my company	2789.000	4805.000	-.873	.382
Publication of my name in annual report	3506.500	5991.500	-.567	.571

* = $p < .05$

a. Grouping Variable: Graduate of the university

- The need to see a written proposal;
- The need to know exactly what my money will be used for;
- The need to have follow-up and accountability;
- The need to be involved with the university prior to my financial contribution;
- The establishment of a personal relationship with the President;
- The establishment of a personal relationship with the Chancellor;
- The establishment of a personal relationship with a senior administrator of the university;
- The establishment of a personal relationship with a faculty member;
- The establishment of a personal relationship with the development director;
- Personal contact;
- Telephone contact;
- Mail contact;
- Alumna/alumnus volunteer contact;
- Sorority sister contact;
- Current student contact;
- Faculty contact;
- Development Director contact;
- Dean of the College contact;
- Senior officer within the institution contact.

Table 18 presents the frequency results of these factors. There were several

Table 18

How the University should ask the Respondent for Financial Support (Q2 & Q3)

Factors that are Important when being Solicited for a Gift										
	not important		slightly important		moderately important		very important		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
See written proposal	55	31.8%	46	26.6%	40	23.1%	32	18.5%	173	100%
Know what money is used for	10	5.7%	21	12.0%	54	30.9%	90	51.4%	175	100%
Follow-up & accountability	19	10.9%	27	15.4%	59	33.7%	70	40.0%	175	100%
Involved prior to financial contribution	40	23.0%	32	18.4%	47	27.0%	55	31.6%	174	100%
Personal relationship with President	114	65.5%	23	13.2%	25	14.4%	12	6.9%	174	100%
Personal relationship with Chancellor	118	67.8%	25	14.4%	21	12.1%	10	5.7%	174	100%
Personal relationship with senior administrator	103	59.5%	28	16.2%	27	15.6%	15	8.7%	173	100%
Personal relationship with faculty member	106	60.9%	32	18.4%	24	13.8%	12	6.9%	174	100%
Personal relationship with development director	84	48.3%	28	16.1%	44	25.3%	18	10.3%	174	100%
Personal contact	37	21.4%	17	9.8%	34	19.7%	85	49.1%	173	100%
Telephone contact	75	43.4%	41	23.7%	46	26.6%	11	6.4%	173	100%
Mail contact	41	23.6%	55	31.6%	50	28.7%	28	16.1%	174	100%
Alumna/Alumnus volunteer contact	51	30.4%	50	29.8%	49	29.2%	18	10.7%	168	100%
Sorority sister contact	115	70.6%	25	15.3%	15	9.2%	8	4.9%	163	100%
Current student contact	97	57.1%	51	30.0%	14	8.2%	8	4.7%	170	100%
Development director contact	51	29.7%	39	22.7%	54	31.4%	28	16.3%	172	100%
Faculty contact	74	43.3%	43	25.1%	41	24.0%	13	7.6%	171	100%
Dean contact	57	32.9%	34	19.7%	46	26.6%	36	20.8%	173	100%
Senior officer @ institution	61	35.5%	30	17.4%	30	17.4%	51	29.7%	172	100%

factors that were rated important or moderately important by the respondents. First, the need to know exactly what my money will be used for had a rating of very important for 51.4% of the respondents, while another 30.9% believed this was a moderately important factor. Therefore, a total of 82.3% of the women felt that this factor ranged from moderately important to very important. The participants (73.9%) also indicated that the need to have follow-up and accountability was either moderately important or very important. Personal contact was also important to the participants as 68.8% of the women said it was either very important or moderately important. Finally, 59% of the participants indicated that "the need to be involved with the university prior to my financial contribution" was either very important or moderately important.

As for the least important factors reported by the participants, sorority sister contact (68%), the establishment of a personal relationship with the Chancellor (67.8%), the establishment of a personal relationship with the President (65.5%), the establishment of a personal relationship with a faculty member (60.9%), and the establishment of a personal relationship with a senior administrator (59.5%), were all rated as not important when being solicited for a gift.

A univariate analysis of variance (ANOVA) was performed on Q2 and Q3 to determine if there were any differences in the giving level of respondents and the importance associated with the thirteen factors relating to the way women want to be solicited for a gift. The dependent variables were the nineteen factors associated with the way to solicit a gift from women. The independent variable was the giving level of donors. The results indicated thirteen factors to be significant by giving level:

- The need to see a written proposal;
- The need to have follow-up and accountability;
- The establishment of a personal relationship with the President;
- The establishment of a personal relationship with the Chancellor;
- The establishment of a personal relationship with a senior administrator;
- The establishment of a personal relationship with a faculty member;
- The establishment of a personal relationship with the development director;
- Personal contact;
- Mail contact;
- Development director contact;
- Faculty contact;
- Dean of the College contact;
- Senior officer within the institution contact.

Table 19 identifies between group differences in the giving level of respondents and these thirteen factors. A Dunn-Bonferroni post-hoc test was then conducted to identify at what giving level these differences existed and to avoid an inflated Type I error. After running the post-hoc test, twelve of the factors remained significant. Table 20 indicates the following results for the post-hoc test:

- 1) The need to see a writing proposal was more important to donors giving between \$25,000 - \$49,999 than donors giving less than \$10,000;
- 2) The need to have follow-up and accountability was more important to donors giving between \$10,000 - \$24,999, \$25,000 - \$49,999, and \$100,000 or more, than donors giving less than \$10,000.
- 3) The establishment of a personal relationship with the President was more important to donors giving between \$25,000 - \$49,999 and \$100,000 or more than donors giving less than \$10,000 and those giving between \$10,000 - \$24,999;
- 4) The establishment of a personal relationship with the Chancellor was more important to donors giving between \$25,000 - \$49,999 and \$100,000 or more than donors giving less than \$10,000 and those giving between \$10,000 - \$24,999;
- 5) The establishment of a personal relationship with a senior administrator was more important to donors giving between \$25,000 - \$49,999 and \$100,000 or more than donors giving less than \$10,000;

Table 19

ANOVA: Level of Giving and Way to Solicit Women for a Gift

ANOVA: Level of Giving and Way to Solicit Gift						
		Sum of Squares	df	Mean Square	F	Sig.
See written proposal	Between Group	20.999	4	5.250	4.747	.001*
	Within Groups	181.368	164	1.106		
	Total	202.367	168			
Know what money is used for	Between Group	.652	4	.163	.208	.934
	Within Groups	130.307	166	.785		
	Total	130.959	170			
Follow-up & accountability	Between Group	15.054	4	3.764	4.119	.003*
	Within Groups	151.659	166	.914		
	Total	166.713	170			
Involved prior to financial contribution	Between Group	5.657	4	1.414	1.093	.362
	Within Groups	213.549	165	1.294		
	Total	219.206	169			
Personal relationship with President	Between Group	24.946	4	6.236	7.639	.000*
	Within Groups	134.707	165	.816		
	Total	159.653	169			
Personal relationship with Chancellor	Between Group	18.018	4	4.504	5.910	.000*
	Within Groups	125.770	165	.762		
	Total	143.788	169			
Personal relationship with senior administrator	Between Group	23.969	4	5.992	6.506	.000*
	Within Groups	151.049	164	.921		
	Total	175.018	168			
Personal relationship with faculty member	Between Group	10.415	4	2.604	2.960	.021*
	Within Groups	145.138	165	.880		
	Total	155.553	169			
Personal relationship with development director	Between Group	45.260	4	11.315	12.387	.000*
	Within Groups	150.717	165	.913		
	Total	195.976	169			

* = $p < .05$

Table 19 cont.

ANOVA: Level of Giving and Way to Solicit Women for a Gift

ANOVA: Level of Giving and Way to Solicit Gift						
		Sum of Squares	df	Mean Square	F	Sig.
Personal contact	Between Group	29.521	4	7.380	5.753	.000*
	Within Groups	210.384	164	1.283		
	Total	239.905	168			
Telephone contact	Between Group	3.588	4	.897	.930	.448
	Within Groups	158.199	164	.965		
	Total	161.787	168			
Mail contact	Between Group	22.836	4	5.709	6.207	.000*
	Within Groups	151.758	165	.920		
	Total	174.594	169			
Alumna/Alumnus volunteer contact	Between Group	4.023	4	1.006	1.036	.390
	Within Groups	154.336	159	.971		
	Total	158.360	163			
Sorority sister contact	Between Group	2.184	4	.546	.768	.548
	Within Groups	109.489	154	.711		
	Total	111.673	158			
Current student contact	Between Group	1.301	4	.325	.460	.765
	Within Groups	113.790	161	.707		
	Total	115.090	165			
Development director contact	Between Group	44.573	4	11.143	12.394	.000*
	Within Groups	146.546	163	.899		
	Total	191.119	167			
Faculty contact	Between Group	11.206	4	2.801	2.972	.021*
	Within Groups	152.698	162	.943		
	Total	163.904	166			
Dean contact	Between Group	20.316	4	5.079	4.140	.003*
	Within Groups	201.199	164	1.227		
	Total	221.515	168			
Senior officer @ institution	Between Group	42.511	4	10.628	8.008	.000*
	Within Groups	216.322	163	1.327		
	Total	258.833	167			

* = $p < .05$

Table 20

Dunn-Bonferroni: Level of Giving and Way to Solicit a Gift

<u>Dunn-Bonferroni: Level of Giving and Way to Solicit Gift</u>					
	<u>Mean</u> Less than \$10,000	<u>Mean</u> \$10,000 - \$24,999	<u>Mean</u> \$25,000 - \$49,999	<u>Mean</u> \$50,000 - \$99,999	<u>Mean</u> \$100,000 or more
See written proposal	1.77 _a	2.46 _b	2.82 _b	2.36 _{ab}	2.25 _{ab}
Follow-up & accountability	2.55 _a	3.25 _b	3.28 _b	3.09 _{ab}	3.19 _b
Personal relationship with President	1.16 _a	1.40 _{ab}	1.93 _{bc}	1.73 _{abc}	2.17 _c
Personal relationship with Chancellor	1.16 _a	1.40 _{ab}	1.93 _{bc}	1.55 _{abc}	1.97 _c
Personal relationship with Senior Administrator	1.16 _a	1.70 _{ab}	2.14 _b	1.86 _{ab}	2.09 _b
Personal relationship with development director	1.34 _a	1.73 _{ab}	2.39 _{bc}	2.05 _{abc}	2.72 _c
Personal contact	2.30 _a	3.18 _b	3.24 _b	3.00 _{ab}	3.37 _b
Mail contact	2.89 _a	2.47 _{ab}	2.37 _{ab}	2.13 _b	1.85 _b
Development director contact	1.61 _a	2.33 _b	2.68 _{bc}	2.45 _{bc}	3.06 _c
Faculty contact	1.56 _a	2.10 _{ab}	2.29 _b	2.09 _{ab}	2.03 _{ab}
Dean contact	1.80 _a	2.54 _b	2.69 _b	2.55 _{ab}	2.54 _b
Senior officer at institution contact	1.61	2.49 _a	2.93 _a	2.59 _a	2.83 _a

Note: Means having same subscript letter are not significantly different at $\alpha = .05$

6) The establishment of a personal relationship with the development director was more important to donors giving between \$25,000 - \$49,999 and \$100,000 or more than donors giving less than \$10,000.

7) Personal contact was more important to donors giving between \$25,000 - \$49,999 than donors giving less than \$10,000.

8) Mail contact was more important to donors giving less than \$10,000 than donors giving between \$50,000 - \$99,999.

9) Development director contact was more important to donors giving between \$25,000 - \$49,999, \$50,000 - \$99,999, and \$100,000 or more than donors giving less than \$10,000 and those giving between \$10,000 - \$24,999.

10) Faculty contact was more important to donors giving between \$25,000 - \$49,999 than those giving less than \$10,000.

11) Dean of the College contact was more important to donors giving between \$25,000 - \$49,999 and \$100,000 or more than donors giving less than \$10,000.

12) Senior officer within the institution contact was more important to donors giving between \$25,000 - \$49,999, \$50,000 - \$99,999, and \$100,000 or more than donors giving less than \$10,000.

Research Question Three

What type of recognition do women want after making a contribution?

There were eleven factors presented in Q6 that directly corresponded to the recognition preferences of women after making a gift to the institution. They were:

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

- A gift with the institution's insignia;
- Thank you letters from the Senior Administrator of the University;
- Thank you letters from the Dean of the College;
- Thank you letters from a faculty member;
- Thank you letters from a student;
- Appointment to an advisory committee;
- Invitations to special donor events at the university.

The responses are presented in Table 21. Looking at the data, the thank you letters received from either a senior administrator and the Dean of a College represented the most preferred type of recognition. Of the participants, 61.4% indicated either a moderately prefer or strongly prefer response to receiving a thank you letter from a senior administrator. As for a thank you letter from the Dean, 60.9% either moderately preferred or strongly preferred this type of recognition.

There were a number of factors that evoked a response of either slightly prefer or do not prefer. First was my name on a building, room or piece of equipment (63.2% do not prefer and 21.6% slightly prefer). Next was appointment to an advisory committee, with 62.8% of the women saying they did not prefer this type of recognition and 13.4% rating this as slightly prefer. A total of 50.9% did not prefer their name on a permanent plaque, brick, or other tangible memento, while 26.3 reported this as slightly prefer. Finally, 56.6% of the women did not prefer a plaque to put in their home, while 19.4% marked this as slightly prefer.

A univariate analysis of variance (ANOVA) was performed to determine if there

Table 21

Preferred Recognition after Making a Financial Contribution

Type of recognition preferred after making a financial contribution										
	do not prefer		slightly prefer		moderately prefer		strongly prefer		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
My name listed in annual report	41	23.6%	54	31.0%	53	30.5%	26	14.9%	174	100.0%
Name on permanent plaque, brick, etc.	87	50.9%	45	26.3%	31	18.1%	8	4.7%	171	100.0%
Name on personal plaque to put in my home	99	56.6%	34	19.4%	32	18.3%	10	5.7%	175	100.0%
My name on building, room, etc.	108	63.2%	37	21.6%	18	10.5%	8	4.7%	171	100.0%
Gift with institution's insignia	78	44.6%	45	25.7%	35	20.0%	17	9.7%	175	100.0%
Thank you letter from Senior Administrator	30	17.0%	38	21.6%	42	23.9%	66	37.5%	176	100.0%
Thank you letter from Dean	36	20.7%	32	18.4%	42	24.1%	64	36.8%	174	100.0%
Thank you letter from faculty member	85	49.4%	31	18.0%	32	18.6%	24	14.0%	172	100.0%
Thank you letter from student	76	43.9%	35	20.2%	24	13.9%	38	22.0%	173	100.0%
Appointment to advisory committee	108	62.8%	23	13.4%	26	15.1%	15	8.7%	172	100.0%
Invitations to special donor events @ university	52	29.7%	38	21.7%	49	28.0%	36	20.6%	175	100.0%

were any differences in the giving level of respondents and the importance associated with the eleven factors associated with the type of recognition women like to receive after making a gift to the university. There were two between group differences found in the giving level of donors and the preferred recognition factors:

- Thank you letters from a senior administrator at the university;
- Thank you letters from students.

See Table 22 for results.

A Dunn-Bonferroni post-hoc test was then conducted to identify at what giving level these differences existed. The differences show that donors giving less than \$10,000 felt the thank you letters from either a senior administrator or a student were less

Table 22

ANOVA: Level of Giving and Preferred Recognition after Making a Gift

ANOVA: Level of Giving and Preferred Recognition after Making a Gift						
		Sum of Squares	df	Mean Square	F	Sig.
My name listed in annual report	Between Groups	6.359	4	1.590	1.599	.177
	Within Groups	164.018	165	.994		
	Total	170.376	169			
My name on permanent plaque, brick, etc.	Between Groups	.324	4	8.091E-02	.095	.984
	Within Groups	138.479	162	.855		
	Total	138.802	166			
My name on personal plaque to put in my home	Between Groups	3.590	4	.898	.970	.425
	Within Groups	153.568	166	.925		
	Total	157.158	170			
My name on building, room, etc.	Between Groups	2.695	4	.674	.894	.469
	Within Groups	122.120	162	.754		
	Total	124.814	166			
Gift with institution's insignia	Between Groups	5.605	4	1.401	1.351	.253
	Within Groups	172.184	166	1.037		
	Total	177.789	170			
Thank you letter from Senior Administrator	Between Groups	27.668	4	6.917	6.355	.000*
	Within Groups	181.773	167	1.088		
	Total	209.442	171			
Thank you letter from Dean	Between Groups	9.567	4	2.392	1.877	.117
	Within Groups	210.228	165	1.274		
	Total	219.794	169			
Thank you letter from faculty member	Between Groups	7.764	4	1.941	1.565	.186
	Within Groups	202.212	163	1.241		
	Total	209.976	167			
Thank you letter from student	Between Groups	21.503	4	5.376	3.962	.004*
	Within Groups	222.497	164	1.357		
	Total	244.000	168			
Appointment to advisory committee	Between Groups	5.519	4	1.380	1.326	.262
	Within Groups	169.600	163	1.040		
	Total	175.119	167			
Invitations to special donor events @ university	Between Groups	7.333	4	1.833	1.477	.211
	Within Groups	206.012	166	1.241		
	Total	213.345	170			

* = $p < .05$

important than the donors giving between \$25,000 - \$49,999 and the donors giving over \$100,000. See Table 23 for the results.

As shown in Table 24, a Mann-Whitney U test was performed to determine any differences existed between graduates and non-graduates, and the types of recognition preferred after making a gift to the university. There were significant differences found:

- My name on a personal plaque I can put in my home or office;
- Appointment to an advisory committee;
- Invitations to special donor events at the university.

By using the Mann-Whitney U test, the differences found to be significant indicate that being a university graduate positively influences the type of recognition preferred.

Meaning that university graduates prefer these three recognition factors after making a gift to the university.

Research Question Four

What are the charitable giving preferences of women?

Two questions were designed for the purpose of determining the charitable giving preferences of women. Because the participants were given the opportunity to choose between four responses to Q7 and only two responses for Q8, the questions are discussed separately.

There were eight factors presented in Q7 relating to charitable giving preferences. Each of these factors represented various funding opportunities within the institution.

They were:

- Student scholarships, awards and loans;
- Endowed faculty professorships and chairs;

Table 23

Dunn-Bonferroni: Level of Giving and Preferred Recognition after Making a Gift

Dunn-Bonferroni: Level of Giving and Decision to Give					
	<u>Mean</u> Less than \$10,000	<u>Mean</u> \$10,000 - \$24,999	<u>Mean</u> \$25,000 - \$49,999	<u>Mean</u> \$50,000 - \$99,999	<u>Mean</u> \$100,000 or more
Thank you letter from Senior Administrator	2.23 _a	2.80 _{ab}	3.10 _b	2.96 _{ab}	3.33 _b
Thank you letter from student	1.66 _a	2.38 _{ab}	1.93 _{ab}	2.32 _{ab}	2.58 _b

Note: Means having same subscript letter are not significantly different at $\alpha = .05$

Table 24

Mann-Whitney U Test Between Graduates and Non-Graduates of University and Preferred Gift Recognition

Two-Independent-Samples Tests^a				
	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
Name listed in annual report	3453.000	5868.000	-.542	.588
Name on permanent plaque, brick, etc.	3357.000	5703.000	-.498	.618
Name on personal plaque to put in my home or office	2983.000	5468.000	-2.349	.019*
Name on building, room, etc.	3345.000	8910.000	-.444	.657
Gift with institution's insignia	3370.000	5855.000	-.987	.324
Thank you letter from Senior Administrator	3694.500	6250.500	-.104	.917
Thank you letter from Dean	3222.500	5637.500	-1.282	.200
Thank you letter from faculty member	3205.500	5551.500	-1.113	.266
Thank you letter from student	3355.500	5770.500	-.762	.446
Appointment to advisory committee	2782.000	5197.000	-2.791	.005*
Invitations to special donor events @ university	2998.000	5483.000	-2.135	.033*

* = $p < .05$

a. Grouping Variable: Graduate of the university

- An unrestricted fund to be used where it is most needed;
- Athletic support (Women's Athletics);
- Athletic support (Men's Athletics);
- The library;
- Renovations and new buildings;
- A specific College, department, or special program.

Participants responses are shown in Table 25. Student scholarships, awards and loans ranked among the most likely to be funded by participants, with 59.3% indicating they would be very likely to contribute to student scholarships and awards, and another 25.6% indicating they were moderately likely to do so. Combined totals for this factor represent the likelihood that 84.9% of the respondents would be willing to contribute these types of funds. Placing second amongst respondents was the "preference to give money to a specific College, department or program." A total of 59.5% were very likely to contribute, while 21.5% were moderately willing to support these types of funds. The least preferred funding opportunities at the institution were "Renovations and new buildings" (33.5% not at all and 37.7% moderately likely) and "Men's athletics" (42.1% not at all and 19.9% moderately likely).

A univariate analysis of variance (ANOVA) was performed to determine if there were differences in the level of giving of women donors and what women choose to support financially with their contributions to the university (see Table 26). One difference was found:

→ Endowed faculty professorships and chairs.

A Dunn-Bonferroni post-hoc test was then conducted to identify at what giving level these differences existed (see Table 27). After using the post-hoc test, there were no significant

Table 25

Charitable Giving Preferences of Women Donors (Q7)

Preferred Funding Opportunities within the University for Women Donors										
	not at all		slightly		moderately		very likely		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
Student scholarships & awards	6	3.5%	20	11.6%	44	25.6%	102	59.3%	172	100%
Endowed faculty professorships and chairs	43	25.3%	53	31.2%	43	25.3%	31	18.2%	170	100%
Unrestricted fund	46	26.3%	52	29.7%	53	30.3%	24	13.7%	175	100%
Women's Athletic Support	53	30.8%	42	24.4%	38	22.1%	39	22.7%	172	100%
Men's Athletic support	72	42.1%	34	19.9%	34	19.9%	31	18.1%	171	100%
Library	22	12.9%	44	25.9%	64	37.6%	40	23.5%	170	100%
Renovations and new buildings	56	33.5%	63	37.7%	38	22.8%	10	6.0%	167	100%
Specific College, department, or program	21	12.9%	10	6.1%	35	21.5%	97	59.5%	163	100%

Table 26

ANOVA: Level of Giving and Preferred Giving Opportunities at University

ANOVA: Level of Giving and Preferred Funding Opportunities at University						
		Sum of Squares	df	Mean Square	F	Sig.
Student scholarships & awards	Between Groups	4.219	4	1.055	1.561	.187
	Within Groups	110.787	164	.676		
	Total	115.006	168			
Endowed faculty professorships and chairs	Between Groups	12.942	4	3.236	3.021	.020*
	Within Groups	173.501	162	1.071		
	Total	186.443	166			
Unrestricted fund	Between Groups	2.577	4	.644	.627	.644
	Within Groups	171.533	167	1.027		
	Total	174.110	171			
Women's Athletic Support	Between Groups	1.079	4	.270	.203	.936
	Within Groups	217.903	164	1.329		
	Total	218.982	168			
Men's Athletic support	Between Groups	1.689	4	.422	.314	.869
	Within Groups	219.430	163	1.346		
	Total	221.119	167			
Library	Between Groups	8.628	4	2.157	2.389	.053
	Within Groups	146.246	162	.903		
	Total	154.874	166			
Renovations and new buildings	Between Groups	1.174	4	.293	.357	.839
	Within Groups	130.802	159	.823		
	Total	131.976	163			
Specific College, department, or program	Between Groups	7.590	4	1.897	1.727	.147
	Within Groups	170.310	155	1.099		
	Total	177.900	159			

* = $p < .05$

Table 27

Dunn-Bonferroni: Level of Giving and Preferred Giving Opportunities at University

<u>Dunn-Bonferroni: Level of Giving and Way to Solicit Gift</u>					
	<u>Mean</u> Less than \$10,000	<u>Mean</u> \$10,000 - \$24,999	<u>Mean</u> \$25,000 - \$49,999	<u>Mean</u> \$50,000 - \$99,999	<u>Mean</u> \$100,000 or more
Student scholarships & awards	3.27	3.53	3.62	3.14	3.46
Endowed faculty professorships & chairs	2.05	2.60	2.63	1.95	2.51
Unrestricted fund	2.40	2.15	2.41	2.22	2.46
Women's Athletic support	2.23	2.38	2.38	2.45	2.43
Men's Athletic support	2.05	2.03	2.29	2.18	2.21
Library	2.70	2.82	3.14	2.41	2.54
Renovations and new buildings	2.12	2.00	1.93	2.09	1.91
Specific College, department, or program	3.00	3.49	3.43	3.50	3.10

Note: Means having same subscript letter are not significantly different at $\alpha = .05$

differences found in the giving level of donors and the preferred giving opportunities within the university.

Table 28 shows the results of a Mann-Whitney U test that was performed to determine if there were differences between graduates and non-graduates, and which funds they were more likely to contribute to with their charitable contributions. The results indicated three factors that were significant to university graduates in their funding preferences within the university. They were:

- Student scholarships, awards and loans;
- Endowed faculty professorships and chairs;
- The library.

In Q8, eight types of not-for-profit organizations were identified. Respondents were asked to indicate whether or not they had funded each in the last five years. The organizations were:

- Arts, cultural or humanities organizations;
- Health organizations
- Religious organizations;
- Environmental organizations;
- Political organizations;
- Public or social benefit organizations;
- My undergraduate institution;
- Educational institutions other than my undergraduate institution.

As can be seen in Table 29, women overwhelmingly favored four of the not-for-profit agencies as their charities of choice over the last five years. First was the arts, cultural or humanities organizations, with 86.8% of the women indicating that they

Table 28

Mann-Whitney U Test Between Graduates and Non-Graduates of University and Preferred Funding Opportunities within University

Two-Independent-Samples Tests ^a				
	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
Student scholarships & awards	2990.500	5405.500	-2.000	.045*
Endowed faculty professorships and chairs	2793.000	5071.000	-2.173	.030*
Unrestricted fund	3497.500	8957.500	-.614	.539
Women's Athletic Support	3458.000	8918.000	-.253	.800
Men's Athletic support	3137.500	8493.500	-1.210	.226
Library	2859.000	5205.000	-2.026	.043*
Renovations and new buildings	2843.000	5189.000	-1.799	.072
Specific College, department, or program	2782.000	4862.000	-1.488	.137

* = $p < .05$

a. Grouping Variable: Graduate of the university

Table 29

Charitable Giving Preferences of Women Donors to Not-For-Profit Agencies (Q8)

Preferred Funding Opportunities of Women Donors to Not-For Profit Agencies						
	yes		no		Total	
	Count	%	Count	%	Count	%
Arts, cultural or humanities organizations	151	86.8%	23	13.2%	174	100.0%
Health organization	147	84.0%	28	16.0%	175	100.0%
Religious organization	148	85.1%	26	14.9%	174	100.0%
Environmental organizations	73	42.9%	97	57.1%	170	100.0%
Political organizations	89	53.0%	79	47.0%	168	100.0%
Public or social benefit organizations	101	59.8%	68	40.2%	169	100.0%
My undergraduate institution	133	77.3%	39	22.7%	172	100.0%
Educational institutions other than my own	113	66.1%	58	33.9%	171	100.0%

financially contributed to this type of organization. Second, religious organizations, with a 85.1% yes response rate. Next, 84% of the women had supported health organizations. Finally, 77.3% of the participants had contributed to their undergraduate institutions. This last is not surprising since 85% of the participants were graduates and donors of the university where this study was conducted. Environmental organizations ranked last in the not-for-profit agencies supported by the participants (42.9%).

A univariate analysis of variance (ANOVA) was performed to determine if there were differences in level of giving and the preferences of woman donors to contribute financially to certain not-for-profit agencies. No differences were found, as can be seen in Table 30.

Anecdotal Responses

There were six places on the questionnaire that allowed respondents to write-in additional answers or personal thoughts, in Q2, Q7, Q8, Q10, Q17, and Q19. The respondents' comments to these questions can be found in their entirety in Appendix D. In general, their comments supported the answers they had checked and spoke to the need for accountability, involvement, trust, and some type of affinity within the institution when making the decision to contribute. Some women even spoke to the information presented within the literature about tradition and learning philanthropy from their family.

Table 30

ANOVA: Level of Giving and Preferred Giving Opportunities to Not-for-Profit Agencies

ANOVA: Level of Giving and Preferred Giving Opportunities to Not-for-Profit Agencies						
		Sum of Squares	df	Mean Square	F	Sig.
Arts, cultural or humanities organizations	Between Groups	1.009	4	.252	2.215	.069
	Within Groups	18.898	166	.114		
	Total	19.906	170			
Health organizations	Between Groups	.373	4	9.315E-02	.671	.613
	Within Groups	23.043	166	.139		
	Total	23.415	170			
Religious organizations	Between Groups	.822	4	.206	1.608	.175
	Within Groups	21.224	166	.128		
	Total	22.047	170			
Environmental organizations	Between Groups	1.342	4	.336	1.372	.246
	Within Groups	39.616	162	.245		
	Total	40.958	166			
Political organizations	Between Groups	.585	4	.146	.576	.680
	Within Groups	40.591	160	.254		
	Total	41.176	164			
Public or social benefit organizations	Between Groups	.373	4	9.330E-02	.379	.823
	Within Groups	39.585	161	.246		
	Total	39.958	165			
My undergraduate institution	Between Groups	1.047	4	.262	1.483	.210
	Within Groups	28.953	164	.177		
	Total	30.000	168			
Educational institutions other than my own	Between Groups	.320	4	7.993E-02	.346	.847
	Within Groups	37.656	163	.231		
	Total	37.976	167			

* = $p < .05$

CHAPTER FIVE

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

American colleges and universities are currently operating under tremendous financial constraints. What was once considered to be temporary, now appears to be a long term trend--- the need for additional funding. Institutions of higher education are increasingly reliant upon the private financial contributions of individuals to help supplement their operational budgets and provide the extra resources needed to attain a standard of distinction and preeminence on their campuses.

One resource that remains largely untapped are women. Demographics indicate that women will soon have the financial clout needed to significantly influence the course of American philanthropic activity. If colleges and universities are to secure the fiscal allegiance of women, there must be a greater understanding of the motivations of why women give.

Thus far, much of what we know about women donors has been derived from opinions and unexamined assumptions. The research into this subject is meager, to say the least, and there is a critical void in our knowledge of why women give. To help fill this void, the purpose of this study was to examine the motivations for giving of women donors. The research questions guiding this study were:

1. What factors were important to women when making the decision to contribute financially to the institution?
2. What factors were important to women when being solicited for a gift?

3. What type of recognition do women want after making a contribution?
4. What are the charitable giving preferences of women donors?

A descriptive design using survey procedures was chosen for the study. The survey instrument (questionnaire) was sent to a random, stratified sample of 250 female donors to a large, public, land grant institution in the southeastern United States. Fifty female donors were randomly selected according to five gift levels from the University donor database. A total of 180 questionnaires were returned, resulting in a 72% response rate for this study.

Four measures of analysis were used on the data using the Statistical Program for the Social Sciences (SPSS). First, descriptive statistics were run using frequency analysis. This allowed the researcher to describe the characteristics of women donors. Second, a Mann-Whitney U test was used to determine if any differences existed at the $p < .05$ level between graduates and non-graduates of the university and certain variables within the study. Next, a one-way analysis of variance (ANOVA) was used to test for differences at the $p < .05$ level in the giving level of donors and the variables associated with the motivations for giving. After determining if there were significant differences between the independent and dependent factors, a Dunn-Bonferroni post-hoc test was run to determine exactly where the differences occurred.

Summary of Findings

In answer to the first research question, "*What factors are important to women when making the decision to contribute financially to the institution?*" four factors were

reported as being most important:

- a desire to help the next generation of students;
- a desire to make a difference with their gift;
- trust in the university leadership;
- loyalty to the university;

In response to the second question, "*What factors are important to women when being solicited for a gift?*", four factors were rated as most important:

- know what the money is to be used for;
- the need for follow-up and accountability;
- personal contact;
- need to be involved prior to making a financial contribution.

In answer to question three, "*What type of recognition do women want after making a contribution?*", two factors were considered most important:

- thank you letters received from a senior administrator;
- thank you letters received from the Dean of a College.

And in response to question four, "*What are the charitable giving preferences of women?*", the most preferred preferences were:

- student scholarships and awards (most preferred);
- a specific College or department;
- the library;
- arts, cultural or humanities organizations;
- religious organizations;
- health organizations.

When testing for differences in the giving level of donors and the variables considered, women giving less than \$10,000 rated the desire to make a difference as less important than donors giving more than \$100,000. Similarly, when being solicited for a gift, women giving less than \$10,000 preferred being solicited by mail, while women giving \$100,000 or more wanted to be solicited in person and they wanted to establish a

personal relationship with the President, Chancellor, senior administrator, and/or development director. Additionally, women giving less than \$10,000 rated the contact by the development director, faculty member, Dean of the College, and/or senior officer within the institution as less important than other donors'. Finally, women giving less than \$10,000 did not feel that the thank you letters from a senior administrator or students were as important as donors giving between \$25,000 - \$49,999 and donors giving more than \$100,000.

When using the Mann-Whitney U test to determine if differences existed between the two independent samples (graduates and non-graduates) and the variables considered, it was found that alumnae were more likely to give when they felt a loyalty to the university, they were personally involved with the university, and they had a desire to repay university for all that they had received from their education. Similarly, alumnae preferred their name on a personal plaque they could put in their home or office, appointment to an advisory committee, and invitations to special donor events at the university as recognition for their gift. Finally, alumnae were more likely to contribute to student scholarships, awards and loans, endowed faculty professorships and chairs, and the library.

Discussion

The findings of the study validated many of the opinions and assumptions presented in the literature on women's motivations for giving. It also helped to refute some of the prevalent myths held within the fund raising community. One such widely-

held truism among fund raisers is that *women don't give* and many of the campus administrators still assume that the term *donor* primarily means *male donor* (Matthews, 1991; Braus, 1994b). This conventional wisdom is grounded in the fact that "traditionally, we have viewed the stewardship of wealth as a masculine obligation" (Freeman, 1992, p. 40).

Fund raisers have long assumed that men are in charge of making the financial decisions within the household because they are the ones earning the money. Because of this, women have been left out of the financial power game when it comes to making charitable gift decisions. This study, however, found that women make most of their charitable decisions either on their own or in conjunction with their spouse/partner. If this is true, fund raisers might be doing themselves a disservice if they are leaving women out of their major gift solicitations.

Old traditions die hard, however, and even today, as fund raisers ask for major gifts from their male prospects, the wife, whether a graduate of the institution or not, is most often asked to come along as a matter of courtesy, not as a participant in the financial decision making. One male donor summarized this problem best by saying, "You've treated me wonderfully, but you've totally ignored my wife" (Butterfield, p. B6). With women indicating that they are making the charitable giving decisions on their own or with their spouse/partner, fund raisers might be missing out on a number of funding opportunities if they are not soliciting gifts from their women constituents or at least making them an equal partner in the gift giving process.

The findings of this study indicated that women want to be involved prior to

making a gift to the institution. This supports the literature and other research studies conducted on women donors. If this holds true, colleges and universities should begin to assess the number of women holding leadership positions on their advisory boards and university committees. Women want to make a difference with their giving and their involvement prior to making a charitable contribution influences their decision to give. It only stands to reason, then, that women who get involved with the institution are more likely to become donors of that institution.

In this vein, it was evident by the high response rate and additional comments made that women donors want their voices to be heard. They want to articulate their thoughts and ideas on the subject of philanthropy. As one respondent indicated, "I appreciate being asked to participate in your study. Neat idea for research and area that has not often included women's opinions."

Other findings lend support to some of the conclusions in the literature about alumni/ae giving. Although there is no conclusive evidence about why people give, there are some sweeping generalizations that have been made about the characteristics of college and university graduates in relation to their influence on donor behavior. It is commonly accepted throughout the literature that alumni/ae most likely to become donors to their institution most often: have an emotional attachment to their school, participate in alumni activities, and participate in and make contributions to other voluntary and religious groups (Brittingham & Pezzullo, 1990; Simic, 1995).

These generalizations hold true in the findings of this study. Alumnae were influenced by three factors when making the decision to give: loyalty to the university,

personal involvement with the university, and a desire to repay the university for all that they received from their education, affirming that graduates who have positive feelings toward the institution make viable prospects. Therefore, if alumnae had a positive experience while attending college and have an affinity to the institution, they will most likely become financial contributors of their alma mater.

Another important finding was the differences found in the giving level of donors. Women giving less than \$10,000 preferred being solicited by mail; whereas, women giving more than \$100,000 preferred being solicited in person. This finding may have occurred because donors giving less than \$10,000 are typically solicited through the mail or by phone. They are known more as annual appeal donors that respond to financial requests by mail or telephone. Typically, the institution does not solicit gifts of less than \$10,000 in person; so, it may be that these donors do not know that personal solicitation is even an option and they may feel their gifts are not large enough to be solicited in person.

Finally, the results of the study help to substantiate the extant research about why women give, i.e., they desire to make a difference with their gift, they want to help the next generation. These reasons are heard over and over about women donors and are extensively written about in the literature on female giving. Further, they are consonant with the findings of the three existing research studies (Shaw & Taylor, 1990; Simari, 1995; Sublett & Stone, 1992), that women overwhelmingly gave because they wanted to make a difference in the lives of others and be the change agents for future generations.

Interestingly, the least motivating factor for women to give is knowledge of others' giving level. Respondents to this study overwhelmingly affirmed this belief. Of

the 180 participants, only seven women indicated that the knowledge of others' giving level would even be moderately important to them when making the decision to give, and not one individual checked that it was very important. This non-motivating factor for women suggests that in at least this factor, the giving patterns of men and women may be different, at least if current literature is to be believed.

"For the last four decades, fundraising has by and large operated on a male model of giving which leaves women cold" (Shaw & Taylor, 1990, p. 21). The literature maintains that women give differently than men (Matthews, 1991; Shaw & Taylor, 1990, Simari, 1995; Sublett & Stone, 1992). "Women can't be pushed into making a gift; they don't respond to the kinds of competitive ploys that men may use" (Marts & Lundy, 1998). Dr. Keohane, former President of Wellesley, adds:

"Many fund raising committees at coeducational schools are still dominated by men and make the old assumptions about why people give which turns women off. What motivates women is very different. It is the cause that matters, not the competition" (Butterfield, p. B6).

Results indicated that there might be a difference in the way women and men give.

However, the absence of comparable data from a matched sample of male donors makes it impossible to substantiate this possibility.

Conclusions

Although this study was conducted with female donors at one institution, there were three conclusions that might reasonably be drawn from the findings about the

motivations for giving of female donors.

1. Women donors make financial contributions because they want to effect change and make a meaningful difference in the lives of future generations.
2. Women make the decisions to give on their own or in conjunction with their spouse/partner.
3. Women are more likely to become financial contributors to their alma mater if they had a positive experience while attending college.
4. The knowledge of others' giving level to the institution does not influence a women's decision to give.

Directions for Future Research

There is still much we do not know about the motivations of women's giving. Future research on the subject of women and philanthropy should include a replication of this study at other institutions similar to the one used in this study and with a variety of other kinds of institutions, e.g. liberal arts colleges, large urban universities, in order to build a substantive data base from which to draw conclusions and to see if there are differences in women's motivations for giving in relation to different types of institutions.

More importantly, this study should be replicated with male donors at the same institution, and with male and female donors at similar and different types of institutions to establish whether men and women give differently.

Recommendations for the Profession

Recommendation for the Professional organizations in the field of fund raising such as the National Society of Fund Raising Executive (NSFRE) and the Council for

Advancement in Support of Education (CASE) should focus their attention on building a more scholarly foundation for the field of philanthropy through supporting and/or encouraging systematic approaches to the study of educational fund raising. Until now, most of what we know has been derived from doctoral dissertations conducted by doctoral students. This creates a haphazard, rather than systematic approach to needed research, best summarized by James Fisher (1985, p. 11, 44), President Emeritus of the Council for Advancement in Support of Education (CASE):

“We must remember today, in most cases, that we are an anomaly in academe. We are accepted at the academic conference table largely out of a pressing need of us rather than for what we do as professionals. The key for us will be to remain at the table.”

Professionals in the field of fund raising have failed to make philanthropy a scholarly focus, leaving the profession of questionable academic merit at American colleges and universities.

Concluding Comments

This researcher is convinced that women will play a much larger role in the future of philanthropy. Women will be in control of vast amounts of wealth in the near future and this will lead to enormous potential for non-profit organizations. The question remains as to what these women will choose to do with this money?

Tracy Gary, founder of Resourceful Women, a nonprofit organization for financial education, articulates the importance of women and philanthropy, “I’ve seen what happens

when women blossom into their full potential. Their families are so much stronger. Their communities are stronger. The world is stronger.” What a wonderful world this could be if women began to understand that their new found wealth truly can change the world. For indeed, it might be the only thing that ever can.

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APPENDICES

APPENDIX A

APPENDIX A
COVER LETTER

June 8, 1999

Dear ~:

Just 15 minutes of your time can help make a difference in the lives of generations to come.

As a doctoral student at the University of Tennessee, Knoxville, I am conducting research on the topic of women and philanthropy for my dissertation. This issue emerged in the early 1990's when colleges and universities began to recognize the unique role and perspectives of women philanthropists. Because you are a donor to the University of Tennessee, you offer valuable insight into the motivations of why women give of their time and resources. I hope you will choose to participate and your answers will remain anonymous.

Enclosed in the accompanying packet you will find a questionnaire, one postage paid envelope to return the questionnaire, and a prestamped postcard to be returned separately from the questionnaire. This is to ensure anonymity not only in your reply, but also in the reporting of the results. The questionnaire is designed to explore your motivations for contributing and **will take only 15 minutes of your time to complete**. There is a total of 19 questions and it is important that you answer all of the questions. Failure to answer all of the questions could skew the results of this study and therefore make it less meaningful.

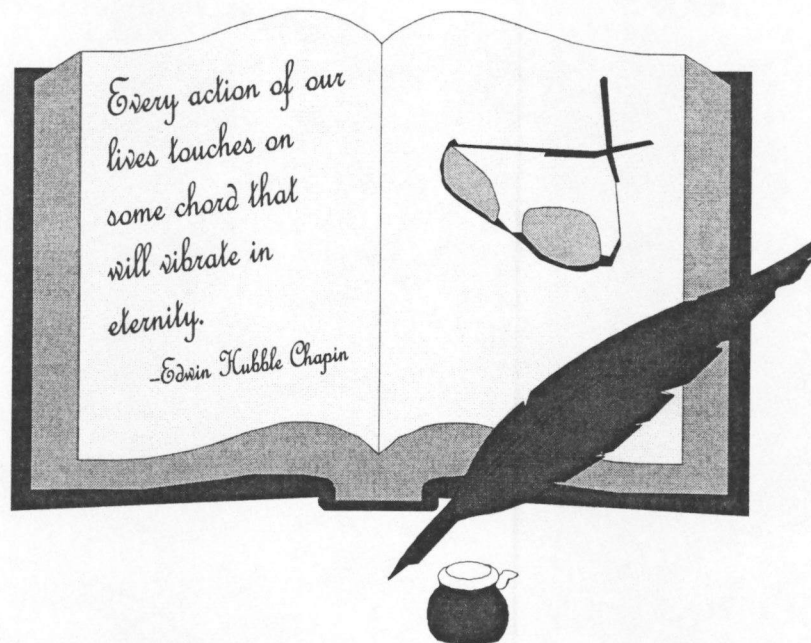
The instructions on the cover of the questionnaire will help you complete the survey. Please note that your participation is strictly voluntary. By completing and returning this questionnaire, you will have constituted your informed consent.

Thank you, in advance, for your participation. Your opinions are important and I truly appreciate you taking the time to complete this questionnaire. In so doing, you are helping to make a difference in the lives of future generations to come.

Sincerely,

Dotti Bressi
Director of Development & Alumni Affairs

Women and Philanthropy



INSTRUCTIONS

The questionnaire you are about to complete will take approximately 15 minutes. There are 19 questions and you may use a pen or pencil. Most of the questions require you to circle the most appropriate answer. At times, you will be asked to fill in a space with either a number or a word. It is important that you answer all of the questions because each answer has a direct effect on the results of the survey. Some questions may have responses that do not always reflect your exact thinking; nonetheless, please circle the answer that best represents your thoughts and ideas. Whatever comes to mind first is typically the best response. Please remember that this survey is completely anonymous and the answers you provide can in NO way be associated with your name.

Thank you for taking the time to help with this study.

To return the questionnaire, please:

1. Mail ONLY the questionnaire in the enclosed postage paid envelope.
2. Mail the enclosed postcard separately. No postage is necessary. If you would like a copy of the results, please remember to mark the box at the bottom of the postcard. Let me remind you that your name cannot be matched to your questionnaire. The postcard will simply be used to remove your name from all follow-up mailings.

Dotti Bressi
University of Tennessee, Knoxville
(423) 974-2007

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

1 = *Never* 2 = *Almost Never* 3 = *Almost Always* 4 = *Always*

	1	2	3	4
IT IS MY INDIVIDUAL DECISION.	1	2	3	4
IT IS MY AND MY SPOUSE'S/PARTNER'S DECISION.	1	2	3	4
I HAVE CERTAIN PHILANTHROPIC PRIORITIES EACH YEAR.	1	2	3	4
I BUDGET A CERTAIN AMOUNT OF MONEY EACH YEAR FOR CHARITABLE CONTRIBUTIONS.	1	2	3	4
I GIVE BECAUSE OF YEAR-END TAX CONSEQUENCES.	1	2	3	4

- Q2. What level of importance do you attach to each of the following when being solicited for a gift to the university?
(Please circle one number for each answer.)

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

	1	2	3	4
THE NEED TO SEE A WRITTEN PROPOSAL.	1	2	3	4
THE NEED TO KNOW EXACTLY WHAT MY MONEY WILL BE USED FOR.	1	2	3	4
THE NEED TO HAVE FOLLOW-UP AND ACCOUNTABILITY.	1	2	3	4
THE NEED TO BE INVOLVED WITH THE UNIVERSITY PRIOR TO MY FINANCIAL CONTRIBUTION.	1	2	3	4
THE ESTABLISHMENT OF A PERSONAL RELATIONSHIP WITH THE PRESIDENT.	1	2	3	4
THE ESTABLISHMENT OF A PERSONAL RELATIONSHIP WITH THE CHANCELLOR.	1	2	3	4
THE ESTABLISHMENT OF A PERSONAL RELATIONSHIP WITH A SENIOR ADMINISTRATOR OF THE UNIVERSITY.	1	2	3	4
THE ESTABLISHMENT OF A PERSONAL RELATIONSHIP WITH A FACULTY MEMBER.	1	2	3	4
THE ESTABLISHMENT OF A PERSONAL RELATIONSHIP WITH THE DEVELOPMENT DIRECTOR.	1	2	3	4
OTHER (PLEASE SPECIFY)	1	2	3	4

- Q3. How should the university most effectively ask for your financial support? Please review the following and note the effectiveness of each using this scale:
(Please circle one number for each answer that applies.)

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

	1	2	3	4
PERSONAL CONTACT (IN PERSON)	1	2	3	4
TELEPHONE CONTACT	1	2	3	4
MAIL CONTACT	1	2	3	4
ALUMNA/ALUMNUS VOLUNTEER CONTACT	1	2	3	4
SORORITY SISTER CONTACT	1	2	3	4
CURRENT STUDENT CONTACT	1	2	3	4
DEVELOPMENT DIRECTOR CONTACT	1	2	3	4
FACULTY CONTACT	1	2	3	4
DEAN OF THE COLLEGE CONTACT	1	2	3	4
SENIOR OFFICER WITHIN THE INSTITUTION CONTACT (IE. PRESIDENT, CHANCELLOR, ETC.)	1	2	3	4

- Q4. How important are each of the following in your decision to support the university financially?
(Please circle one number for each answer that applies.)

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

	1	2	3	4
MY LOYALTY TO THE UNIVERSITY	1	2	3	4
MY TRUST IN THE UNIVERSITY'S LEADERSHIP	1	2	3	4
PERSONAL RECOGNITION FOR MY GIFT	1	2	3	4
PERSONAL INVOLVEMENT WITH THE UNIVERSITY	1	2	3	4
MY SENSE OF DUTY TO GIVE TO OTHERS	1	2	3	4
MY DESIRE TO REPAY THE UNIVERSITY FOR ALL THAT I RECEIVED FROM MY EDUCATION	1	2	3	4
MY DESIRE TO MAKE A DIFFERENCE WITH MY GIFT	1	2	3	4
MY DESIRE TO HELP THE NEXT GENERATION OF STUDENTS	1	2	3	4

- Q5. What level of importance do you attach to each of the following when you make a decision to contribute financially to the university?
(Please circle one number for each answer.)

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

	1	2	3	4
KNOWLEDGE OF THE GIVING LEVEL OF FRIENDS, CLASSMATES AND PEERS.	1	2	3	4
THE PERSON WHO ASKS FOR MY GIFT.	1	2	3	4
THE BROCHURES, LETTERS AND REMINDERS RECEIVED FROM THE UNIVERSITY.	1	2	3	4
THE MATCHING GIFT MY COMPANY MAY GIVE.	1	2	3	4
THE PUBLICATION OF MY NAME IN AN ANNUAL DONOR REPORT.	1	2	3	4

- Q6. When, or if, you make a substantial gift to the university, what types of recognition do you prefer for your gift?
(Please circle one number for each answer.)

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

	1	2	3	4
MY NAME LISTED IN AN ANNUAL DONOR REPORT	1	2	3	4
MY NAME ON A PERMANENT PLAQUE, BRICK, OR OTHER TANGIBLE MEMENTO	1	2	3	4
MY NAME ON A PERSONAL PLAQUE I CAN PUT IN MY HOME OR OFFICE	1	2	3	4
MY NAME ON A BUILDING, ROOM OR PIECE OF EQUIPMENT	1	2	3	4
A GIFT WITH THE INSTITUTION'S INSIGNIA (IE: BOOKMARK, PAPERWEIGHT, PEN, ETC)	1	2	3	4
THANK YOU LETTERS FROM THE SENIOR ADMINISTRATORS OF THE UNIVERSITY. (IE: PRESIDENT, VICE PRESIDENT, CHANCELLOR, ETC.)	1	2	3	4
THANK YOU LETTERS FROM THE DEAN OF THE COLLEGE.	1	2	3	4
THANK YOU LETTERS FROM A FACULTY MEMBER.	1	2	3	4
THANK YOU LETTERS FROM A STUDENT.	1	2	3	4
APPOINTMENT TO AN ADVISORY COMMITTEE	1	2	3	4
INVITATIONS TO SPECIAL DONOR EVENTS AT THE UNIVERSITY	1	2	3	4
OTHER (PLEASE SPECIFY)	1	2	3	4

Q7. How likely would you be to contribute financially to the university for:
(Please circle one number for each answer.)

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

	1	2	3	4
STUDENT SCHOLARSHIPS, AWARDS AND LOANS	1	2	3	4
ENDOWED FACULTY PROFESSORSHIPS AND CHAIRS	1	2	3	4
AN UNRESTRICTED FUND TO BE USED WHERE IT IS MOST NEEDED	1	2	3	4
AATHLETIC SUPPORT:				
WOMEN'S ATHLETICS	1	2	3	4
MEN'S ATHLETICS	1	2	3	4
THE LIBRARY	1	2	3	4
RENOVATIONS AND NEW BUILDINGS	1	2	3	4
A SPECIFIC COLLEGE, DEPARTMENT, OR SPECIAL PROGRAM IF SO, WHICH COLLEGE, DEPARTMENT, OR SPECIAL PROGRAM	1	2	3	4
OTHER (PLEASE SPECIFY)	1	2	3	4

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

1 = Yes 2 = No

	YES	NO
ARTS, CULTURAL OR HUMANITIES ORGANIZATIONS	1	2
HEALTH ORGANIZATIONS	1	2
RELIGIOUS ORGANIZATIONS	1	2
ENVIRONMENTAL ORGANIZATIONS	1	2
POLITICAL ORGANIZATIONS	1	2
PUBLIC OR SOCIAL BENEFIT ORGANIZATIONS: (MINORITY & WOMEN'S EQUITY ISSUES, ROTARY, KIWANIS, ETC.)	1	2
MY UNDERGRADUATE INSTITUTION	1	2
EDUCATIONAL INSTITUTIONS OTHER THAN MY UNDERGRADUATE INSTITUTION (IE: ELEMENTARY, SECONDARY, AND/OR POST-SECONDARY SCHOOLS)	1	2
OTHER (PLEASE SPECIFY)	1	2

PERSONAL DATA

Q9. In what year were you born? _____

Q10. What level of education have you completed?
(Check all boxes that apply)

- ☐ HIGH SCHOOL DIPLOMA
- ☐ SOME POST-SECONDARY EDUCATION
- ☐ ASSOCIATES DEGREE
- ☐ BACHELOR'S, IF SO FROM
 - ☐ UT ☐ OTHER INSTITUTION
- ☐ MASTER'S, IF SO FROM
 - ☐ UT ☐ OTHER INSTITUTION
- ☐ DOCTORATE/PROFESSIONAL, IF SO FROM
 - ☐ UT ☐ OTHER INSTITUTION
- ☐ OTHER _____

Q11. If you attended an undergraduate institution did you live: (If more than one applies, check the box that indicates where you lived the longest.)

- ☐ ON-CAMPUS
- ☐ AT HOME WITH MY FAMILY
- ☐ IN AN OFF-CAMPUS APARTMENT

Q12. If you attended an undergraduate institution, what was your major?
(Accounting, Biology, Psychology, etc.)

Q13. Are you presently: (Check box)

- ☐ EMPLOYED FULL-TIME
- ☐ EMPLOYED PART-TIME
- ☐ NOT EMPLOYED OUTSIDE THE HOME
- ☐ RETIRED

Q14. Which of the following best describes your employer?

- ☐ PRIVATE FOR-PROFIT COMPANY OR BUSINESS
- ☐ PRIVATE NOT-FOR-PROFIT ORGANIZATION
- ☐ GOVERNMENT AGENCY/PUBLIC EDUCATION
- ☐ SELF EMPLOYED
- ☐ NOT CURRENTLY EMPLOYED

Q15. Your present marital status: (Check box)

- ☐ MARRIED OR LIVING WITH PARTNER
- ☐ SINGLE, NEVER MARRIED
- ☐ DIVORCED OR SEPARATED
- ☐ WIDOWED

Q16. Overall, my gifts and/or pledges to the university total: (Check box)

- ☐ LESS THAN \$9,999
- ☐ \$10,000 - \$24,999
- ☐ \$25,000 - \$49,999
- ☐ \$50,000 - \$99,999
- ☐ \$100,000 OR MORE

Q17. What is your affiliation with the university?
(Check all boxes that apply)

- ☐ I AM A GRADUATE OF THE UNIVERSITY.
- ☐ MY SPOUSE/PARTNER IS AN ALUMNUS OF THE UNIVERSITY.
- ☐ MY CHILD ATTENDS/ATTENDED THE UNIVERSITY.
- ☐ I AM/WAS EMPLOYED AT THE UNIVERSITY.
- ☐ I SERVE/SERVED AS A VOLUNTEER ON A UNIVERSITY BOARD/COMMITTEE.
- ☐ I ATTEND/ATTENDED UNIVERSITY ATHLETIC EVENTS.
- ☐ I USE/USED THE UNIVERSITY LIBRARY.
- ☐ OTHER _____

Q18. What percentage of your income do you give to charitable organizations? _____

Q19. Please add any comments you feel appropriate for the purpose of this study?

POSTCARD SENT WITH ORIGINAL MAILING

Self addressed stamped postcard sent inside questionnaire (Back)

- ☐ Yes, I have returned my questionnaire separately.

YOUR NAME (PLEASE PRINT)



- ☐ No, I would not like a copy of the results from your questionnaire.
- ☐ Yes, I would like a copy of the results from your questionnaire.
Please mail to the following address:

FOLLOW-UP POSTCARDS

First Follow-up Postcard sent to all non-respondents. (Back)

June 12, 1999

On June 5, a questionnaire seeking your opinion about what motivates women to support The University of Tennessee was mailed to you.

If you have already returned the questionnaire, please accept my sincere thanks. If not, please take the time to fill it out today. Because the survey has been sent to only a small, but representative, sample of women donors, it is very important that your responses be included in the study if the results are to represent the opinions of women accurately.

If, by some chance, you did not receive the questionnaire, please call me at (423) ***-**** and I will get another one to you in the mail.

Sincerely,

Dotti Bressi

Second follow-up postcard sent to all non-respondents. (Back)

July 24, 1999

Last week, a second questionnaire seeking your opinion about what motivates women to support The University of Tennessee was mailed to you.

As of today, 58% of the questionnaires have been returned; however, in order for this study to be significant, I will need at least a 70% response rate. You can make the difference! Please take the next fifteen minutes to complete the questionnaire that was sent to you. This is the first time I have ever conducted a survey of this magnitude and I am trying to finalize the results of this study in order to graduate on December 18, 1999. For the past five years, I have tried to pursue my doctorate degree while working full time. Now, if I am to accomplish this lofty aspiration, I need your help.

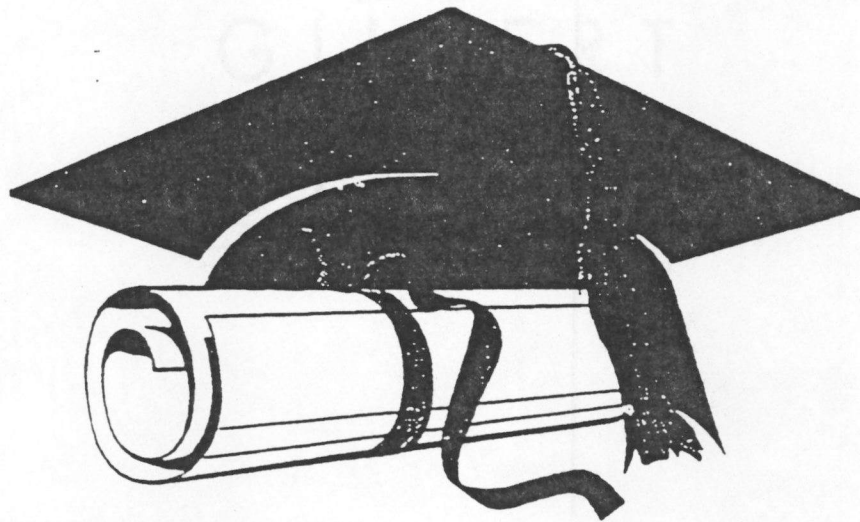
If, by some chance, you did not receive the questionnaire, please call me at (423) ***-**** and I will get another one to you in the mail.

Sincerely,

Dotti Bressi

APPENDIX B

WOMEN'S WAYS OF GIVING



Instructions

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

Thank you very much for your participation.

To return the survey, please:

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

Rosalie M. Simari
Hofstra University
516-463-5038

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

1 = Yes

2 = No

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

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

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

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

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

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

motivated

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

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

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

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

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

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

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

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

1 = Yes 2 = No

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

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

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

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

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

1 = Yes

2 = No

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

PERSONAL DATA

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

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

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

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

Q11. What was your undergraduate major? _____

Q12. When did you graduate? 19____

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

Q14. Are you presently: (Circle number)

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

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

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

Q16. Your present marital status: (Circle number)

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

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

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

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

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

Q19. Your present age: _____ YEARS.

APPENDIX C



MEMORANDUM

College of Education
Office of the Dean
212 Claxton Education Building
Knoxville, Tennessee 37996-3400
(423) 974-2201
FAX (423) 974-8718

TO: Ms. Dorothy E. Bressi
919 Millington Park Way
Knoxville, TN 37909

Dr. Norma T. Mertz
238 Claxton Addition
Campus Mail

FROM: Jan Von Bank 

SUBJECT: Approval of Form A Review - Use of Human Subjects in Research

DATE: June 18, 1999

The Committee has reviewed your Form A and has approved it for Compliance with Human Subject Research Guidelines for the Project: "Women and Philanthropy: Making A Difference in Higher Education."

Attached is the signed permission form. If you have any questions, please feel free to contact me at (423)974-4113.

c: Ms. Brenda Lawson

4) CATEGORY(s) FOR EXEMPT RESEARCH 45 CFR 46:

(#2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

J. **CERTIFICATION:** The research described herein is in compliance with 45 CFR 46.101(b) and presents subjects with no more than minimal risk as defined by applicable regulations.

Principal Investigator	<u>NORTHY E. BRESSI</u>	<u>NORTHY E BRESSI</u>	<u>5/20/99</u>
	Name	Signature	Date
Student Advisor	<u>NORMA J. MERTZ</u>	<u>NORMA T. MERTZ</u>	<u>5/20/99</u>
	Name	Signature	Date
Department Review Committee Chair	<u>JEFF APER</u>	<u>JEFF APER</u>	<u>5/21/99</u>
	Name	Signature	Date
APPROVED: Dept. Head	<u>JEFF APER</u>	<u>JEFF APER</u>	<u>5/21/99</u>
	Name	Signature	Date

COLLEGE APPROVAL:

C. Glenn Rowell, Dean
College of Education

<u>C. Glenn Rowell</u>	DATE
Signature	<u>5/21/99</u>

APPENDIX D

APPENDIX D

ANECDOTAL RESPONSES

Q2. What level of importance do you attach to each of the following when being solicited for a gift to the university? Other (Please Specify):

Pride in alma mater
My experience at the institution
Positive experience at UT
Confidence in the institution
General desire to support university
Need to have had relationship with faculty member and university in the past
UT system office
Dean
Pressure applied to "being a good citizen"
Higher education needs support
The need for the TN legislators to support higher education more fully than they do
Can't be a stranger, must be a friend
Interest in reason for gift
Coach Summit
Specific need and why
Enhance future for students

Q6. When, or if, you make a substantial gift to the university, what types of recognition do you prefer for your gift? Other (Please Specify):

Official information for tax purposes
Report on how the money is used
Parking privileges
Football sky box invitation
Tickets to special athletic events

Q7. How likely would you be to contribute financially to the university for:
Other (Please Specify):

To honor someone else
Dental or athletic
Faculty development
Nursing - UTC
Might contribute to specific research project if I believe in the cause

Q8. Please indicate which of the following types of not-for-profit organizations you supported financially in the last five years? Other (Please Specify):

Smithsonian and Red Cross

Red Cross

Community projects

East Tennessee Foundation

Educational foundation

Federated women's club

Medical school

Christian schools

Grandchildren's athletic events

Social services

Orphanage

Animal welfare and Humane Society

Pet welfare

Animal conservative

Animal rights

Bible translator

Graduate instruction

Private school

Law school

Professional associations

My dad's name on a plaque. That's why I give. He believes strongly in education.

Some contact other than once a year at donation time

Math and science activities for students

Sorority or fraternity

Q10. What level of education have you completed? Other (Please Specify):

special courses and seminars

continuing education

professional seminars

Q17. What is your affiliation with the university? Other (Please Specify):

Attended UT, not graduate

Attended university but did not graduate

Attended UT

Studied three years

I have attended evening classes

Q17 cont.

Current grad student
Father is an alum
Father a UT grad and employee
Parents both attended UT
Husband employed at UT
Brother, sister, and father were grads
Grandson attends UT
Spouse works at UT
Spouse on advisory board
Spouse in employed at UT
Spouse is an employee
Spouse is a Professor at university
Friends associated with the space institute
Listen to WUOT
Just interested
Enjoy returning to campus for education and athletic events
Clarence Brown and musical events
Personally known past president's and administrators
National alumni association
UTK has assisted with projects involving my company
Attend university events
Local recreation teams

Q19. Please add any comments you feel appropriate for the purpose of this study?

Percentage of trust to UT
Feel women as a whole give their money based on need and accountability of the organization before they give it for recognition. They put a lot more research and thought into their giving.
Present time charitable contributions go to younger son's work in Nicaragua.
Donate to spouse's alma mater to honor his memory and to fulfill his wishes to help students entering the medical profession
On staff at UT and know development program. Answers are probably typical of most donors.
Give when I feel like it and resent any pressure to do so.
A significant amount of our giving has been focused on individuals that need medical or educational assistance.
Give to habit --- favorite charity under auspices of UT
Self-motivated contributor. Prefer giving before being asked. Presenting a specific need or exposing me to a program rather than asking me for money is most desirable.

Q19. Cont.

UT does a good job trying to involve alums in special events. The recent Alliance of Women Philanthropists is an excellent example of this. Also, summer school program for alumni and alumni trips.

Spouse deceased. My gift is planned to honor an individual.

I consider that I would have been out on the street without a good education.

Person who asks for the gift: No one ever asked.

Don't even like UT to spend money taking me to lunch.

I gave to scholarships and was told it wasn't needed and had too many so, not effective.

I had one course left and dissertation to complete before getting degree in foreign country, second marriage instead. Will give gift to UT at death. Love assisting you with your research.

UTC is a credit to our community.

I appreciate being asked to participate in your study. Neat idea for research and area that has not often included women's opinions.

Heavily involved in social sciences and our church. Also very supportive to our children schools. They are now attending different universities.

I seriously object to our society living with partners.

Serving on boards for committees has increased my knowledge of the university and its needs. My loyalty (and my husbands) has kept us in touch and continues to be the reason we give financially. The personal contact with faculty and staff, Dean, and President gives us confidence in the schools future.

UT and other organizations that we give funds to could do a much better job reporting back and being accountable for money we have given. Increasingly, we exclude the tax deduction and give money directly to students, bypassing the university because of this fact.

I think it is important for any organization to recognize that woman will give separately from their spouse. If I make a contribution, and list that I am married, my mail should not automatically be addressed to my husband.

While my children do not attend university, I have two grandchildren that have and are.

When it comes to decisions about higher education contributors, my husband makes all the decisions.

I have relatives and friends who have attended UT and others who expect to attend.

Interesting area of research. Currently there is a list serve discussion on the percentage of females in fund raising positions and if donors will give to females --- very thought provoking.

Brochures, letters, and reminders asking for money aggravate more than encourage.

I believe it is safer to give to established educational institutions, arts, cultural, and humanities. We help the children of today. I shy away from religious organization and foreign missions. Too much room for corruption.

If I won the Reader's Digest, I might answer these questions differently. Anything at, or in relation to, UT medical center is the only thing I ever intended giving to.

Q19. Cont.

I feel Q15 should separate married or living with partner. I am old and very conservative but truly feel this one offends most older people.

Bulk of pledge made through my estate. Do however give a four figure gift each year.

Being single with taxes, insurance, etc. its hard to give more in cash at this time. I do give of my time at every possible opportunity.

UT is not my school but appreciate what it does for the community.

Have never been solicited.

Spouse is very understanding and it is money he earned. I have not worked during married life.

Graduate of Emory University. First female stock broker in Alabama. I hope younger generations will follow in our footsteps and push the space exploration further.

Interesting topic.

I attended UT for one fall. I was a bit overcome by the size. I have always love the university because of my dad. It is in his loving memory that my sister and I have established a scholarship in his name.

Support lecture series in my husband's honor.

Would perhaps be nice to offer "family" donation recognition.

My husband and I decided early in our marriage to make education our major funding area. We feel that it is better to put as much as we can into one area rather than smaller donations to many areas.

VITA

Dorothy Elizabeth Bressi was born in Orlando, Florida on March 5, 1966. She graduated from Boone High School in Orlando, Florida in June 1984 and went on to attend the University of Central Florida. There she graduated in May of 1988 with a Bachelor of Arts degree in Psychology. After graduation, she traveled as a national field consultant for her sorority, Delta Delta Delta before entering graduate school at Florida State University. In May of 1992, she earned her master's degree in College Student Personnel and on July 1, 1992, she began her professional career at The University of Tennessee, Knoxville.

She originally came to the university as the Panhellenic Advisor and served in that position for two years before resigning to pursue a doctorate degree in Leadership Studies at UTK. She became a graduate assistant in the Office of Development and Alumni Affairs and worked with the University's 21st Century Campaign. Then, in 1995, Dotti went to the law school as the Assistant Director of Development and Alumni Affairs. Later, she was named the Director of Development and Alumni Affairs at the University of Tennessee College of Law and is currently serving in this position.