

ALUMNI CITIZENSHIP BEHAVIOR (ACB): UNDERSTANDING ITS
ANTECEDENTS, DIMENSIONS, MECHANISMS AND CONSEQUENCES

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DEDICATION

To the Lord Almighty
For His mercies endure forever.

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ALUMNI CITIZENSHIP BEHAVIOR (ACB): UNDERSTANDING ITS
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This three-essay mixed-methods dissertation develops the concept of alumni citizenship behavior (ACB), informed by insights from organizational citizenship behavior (OCB). It introduces the Alumni Citizenship Behavior (ACB) framework, highlighting experiences with the organization as key antecedents, the emotions elicited by those experiences as the mechanisms driving the behavior, and the consequences of the behavior for the organization and its members.

Essay 1 examines empirical evidence to support the ACB framework through a systematic review of the literature about alumni engagement. The review finds disproportionate attention given to the antecedents, with less emphasis on the mechanisms, and negligible focus on the consequences or impact of alumni engagement in existing scholarship. The results highlight the importance of adopting the ACB framework for research in advancing the understanding of the nature of alumni behavior.

Essay 2 uses interviews to conceptualize alumni citizenship behavior from the perspectives of alumni. The findings suggest that ACB is an “expected behavior” of alumni as “citizens” of the university. ACB comprises various forms of alumni support to the university and its community, with consequences at the individual, unit, and organizational levels.

Essay 3 employs inductive and deductive methods to develop an Alumni Citizenship Behavior (ACB) Scale through a sequential process involving a literature review, interviews, expert reviews, cognitive interviews, and an exploratory survey of

alumni. Findings from this survey suggest the possible multidimensionality of the ACB construct.

The dissertation represents the first known holistic effort to broaden the understanding of alumni behavior through the lens of organizational citizenship behavior. It offers practical insights for cultivating, soliciting, stewarding, and reinforcing alumni citizenship behavior for the benefit of universities and their members.

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CHAPTER 1. INTRODUCTION

This three-essay mixed-methods dissertation develops the concept of alumni citizenship behavior (ACB), informed by insights from organizational citizenship behavior (OCB). From an organizational behavior lens, ACB is framed as a reconceptualization and broadening of alumni support as an organizational citizenship behavior driven by the experiences with the organization and the emotions elicited from the experiences, and which has consequences for the organization and its members.

The dissertation introduces the ACB framework indicating the antecedents, mechanisms and consequences of ACB. The antecedents refer to the experiences with the organization. The mechanisms refer to the emotions/feelings that elicit from the experiences and drive the behavior. That is, the mechanisms explain the relationship between the antecedent factors and ACB. The consequences refer to the outcomes or benefits of the behavior for the organization and its members.

First, I examine empirical evidence to support the ACB Framework through a systematic review of the literature about alumni engagement (Chapter 2). Then, using semi-structured interviews, I examine alumni perspectives on what alumni citizenship behavior means (Chapter 3). Next, I apply inductive and deductive methods to develop an instrument (ACB Scale) to measure alumni citizenship behavior based on items generated from literature review and interviews, evaluated through expert reviews and pilot testing through cognitive interviews (Chapter 4).

In this chapter, I provide the background of the study and the literature review on OCB and show how it informs the concept of ACB. Then, I introduce the ACB Framework and discuss its components. Next, I present the aims of and significance of

the study. Finally, I present the overall dissertation project design and the design of the three studies comprising the project.

Background

Alumni of educational institutions form the largest constituent the institutions can rely on for financial support. The Council for Advancement and Support of Education (CASE) report of Voluntary Support of Education (VSE) indicates that alumni donations are a major source of private support (Table 1.1) second only to foundation support since at least 2019 (Kaplan, 2020, 2022, 2023, 2024, 2025). For example, in 2024, alumni financial donations accounted for 21% of the US\$61,500 billion donated to U.S. higher education institutions (HEIs) (Kaplan, 2025).

The trend in alumni donations suggests that the total amount of donations by alumni seems relatively stable ranging between US\$11 billion and US\$13 billion across an 8-year period (2018-2024, see Table 1.1). While the percentage of total giving was highest in 2018 (26%) and lowest in 2023 (20.7%), the total amount donated by alumni is substantially the same across both years and overall. Alumni donations nearly doubled in the fiscal year 2024 when donations alumni designated through organizations are considered (Kaplan, 2025). When it comes to giving as a percentage of expenditures, nearly half (48.3%) of gifts to endowments were designated for student financial aid, and 38.9% restricted to faculty/staff compensations and academic divisions, amounting to a total of 87.2% of gifts to endowment that underwrite the cost of education for students. Alumni donations form a part of these donations signaling the importance of alumni donations as a form of support to the government provision of education as a public good.

However, a closer look at the amount donated by alumni over these several years suggests slight fluctuation with the overall trend signaling some slow decline.

In addition, available information on the cost of college education for the 2023-24 and 2024-25 academic years indicates increases in college tuition across different types of institutions and degrees as shown in Table 1.2 (Ma et al., 2024). Apart from the rising cost of college, the recent challenges faced by HEIs are worth noting, including shifts in government's policies on financial aid, questions about the conduct of HEIs and the value of college education, and speculation about the impact of job cuts in the department of education (Blake, 2025; Marcus, 2023; Marken, 2019; Supiano, 2025). These and other challenges (student loans, degree attainment rates, workforce alignment) complicate the perception of government funding, re-enforcing the need for private funding including alumni donations as a vital component of HEI budgets.

Table 1.1. *Estimated Voluntary Support of Higher Education by Source and Purpose*

	2018	2019	2020	2021	2022	2023	2024
Total Voluntary Support	\$46,730 (100%)	\$49,600 (100%)	\$49,500 (100%)	\$52,900 (100%)	\$59,500 (100%)	\$58,000 (100%)	\$61,500 (100%)
Alumni	\$12,154 (26)	\$11,200 (22.6)	\$11,060 (22.3)	\$12,250 (23.2)	\$13,500 (22.7)	\$12,000 (20.7)	\$12,900 (21.0)
Non-alumni Individuals	\$8,567 (18.3)	\$8,300 (16.7)	\$8,630 (17.4)	\$8,800 (16.6)	\$9,500 (16.0)	\$8,500 (14.7)	\$8,900 (14.5)
Corporations	\$6,732 (14.4)	\$6,800 (13.7)	\$6,630 (13.4)	\$7,000 (13.2)	-	\$8,200 (14.1)	\$7,600 (12.4)
Foundations	\$14,010 (30)	\$17,000 (34.3)	\$16,440 (33.2)	\$17,500 (33.1)	-	\$18,000 (31.0)	\$20,400 (33.2)
Other Organizations	\$5,266 (11.3)	\$6,300 (12.7)	\$6,740 (13.6)	\$7,350 (13.9)	\$36,500 (61.3)*	\$5,500 (9.5)	\$5,200 (8.5)
Purpose							
Current operations	\$27,400 (58.6)	\$28,500 (57.5)	\$30,500 (61.6)	\$32,300 (61.1)	\$34,250 (57.6)	\$35,000 (60.3)	\$35,800 (58.2)
Capital Purposes	\$19,330 (41.4)	\$21,100 (42.5)	\$19,000 (38.4)	\$20,600 (38.9)	\$25,250 (42.4)	\$23,000 (39.7)	\$25,700 (41.8)

Source: Estimated Voluntary Support of Higher Education by Source and Purpose, 2018-2024 (Dollars in Millions) (Kaplan, 2020, 2022, 2023, 2024, 2025).

*This amount includes organizational giving from three categories: corporations, foundations, and other types of organizations. The VSE report for fiscal year 2022 indicates giving from these categories are reported under the category ‘organizations’.

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Table 1.2. *Trends in Tuition and Fees Across U.S. HEIs and Degrees*

Tuition & Fees	Sector					Carnegie Classification					
	Public			Private Nonprofit 4-yr	For-Profit	Public 4-yr			Private Non-Profit 4-yr		
	2-yr	4-yr	4-yr			Doctoral	Master's	Bachelor's	Doctoral	Master's	Bachelor's
	In-District	In-State	Out-of-State								
2024-25	\$4,050	\$11,610	\$30,780	\$43,350	nil	\$12,270	\$9,560	\$9,990	\$51,940	\$31,930	\$43,650
2023-24	\$3,950	\$11,310	\$29,840	\$41,740	\$16,030	\$11,950	\$9,290	\$8,830	\$49,860	\$30,840	\$42,150
\$ Change	\$100	\$300	\$940	\$1,610	nil	\$320	\$270	\$160	\$2,080	\$1,090	\$1,500
% Change	2.5%	2.7%	3.2%	3.9%	nil	2.7%	2.9%	1.8%	4.2%	3.5%	3.6%

Source: Data reproduced from CollegeBoard 2024 Average Published Prices (Enrollment-Weighted) for Full-Time Undergraduates, 2023-24 and 2024-25. (Ma et al., 2024).

Research on the role of alumni in higher education predominantly focuses on the characteristics of alumni donors associated with college and post-college experiences (antecedents of alumni support) and their inclination to give and/or the actual amount and level of their donations (Clotfelter, 2003; Gaier, 2005; Holmes et al., 2008; Marr et al., 2005; Mathews & Green, 2010; McDearmon & Shirley, 2009; Meer, 2013; Meer & Rosen, 2009a, 2009b, 2012; Monks, 2003; Okunade et al., 1994; Tsao & Coll, 2004; Weerts & Ronca, 2007). Several antecedents of alumni support have been investigated mostly emanating from college experiences (Clotfelter, 2003; Freeland et al., 2015; Gaier, 2005; Marr et al., 2005; Monks, 2003). College experience includes involvement in academic, social and extracurricular activities, and institutional practices. Examples include having had a mentor (Clotfelter, 2001), receipt of financial scholarships (Marr et al., 2005; Meer & Rosen, 2012), playing varsity sports and participation in student social organizations (Clotfelter, 2001; Meer & Rosen, 2009a; Monks, 2003; Taylor & Martin, 1995), solicitation (Meer, 2011, 2013), giving as a student (Freeland et al., 2015), and regular communication with the alumni (Tsao & Coll, 2004).

While extensive research on alumni support exists in philanthropic studies literature, attention has disproportionately focused on the characteristics of alumni donors, leaving other aspects of the phenomenon understudied: Compared to the attention given to the antecedent factors, fewer studies (Arnett et al., 2003; Eurico et al., 2015; Francioni et al., 2021; Gaylord & Kelleher, 2019; Hsu et al., 2016; Kamarulzaman et al., 2018; Khan et al., 2022; Mael & Ashforth, 1992; Mo & Zhu, 2022; Schlesinger et al., 2017; Stephenson & Yerger, 2014a) examine the mechanisms of alumni engagement, and even much fewer studies (Allred & Sakowicz, 2019; Howe, 2018; Ingram et al., 2005)

focus on or suggest the consequences of alumni engagement. The mechanisms and consequences of alumni behavior are understudied resulting in a limited understanding of the phenomenon of alumni behavior. A holistic understanding of the various aspects of alumni support is critical for theory development, evidence-based policies to promote alumni support, and fundraising and institutional practices cultivating pre-alumni (student) and alumni support.

With an academic background in organizational behavior and a research interest in higher education alumni behavior, I am drawn to understanding alumni engagement not merely as voluntary support, but as a form of organizational behavior with consequences for both the organization and its members. Experiences with the organization serve as key antecedents eliciting the emotions and feelings that function as mechanisms driving this behavior – a lens that, to my knowledge, has not been expressly examined in existing scholarship.

This dissertation proposes the concept of alumni citizenship behavior (ACB) as a new holistic framework for understanding the various aspects of alumni engagement. My conceptualization of alumni support as citizenship behavior draws from organizational citizenship behavior (OCB), a concept widely studied by organizational behavior scholars (Bateman & Organ, 1983; Graham, 1991; Organ, 1988; Organ et al., 2006; Smith et al., 1983). These scholars apply OCB primarily to understand the discretionary behavior of the internal members of an organization - the employees of business organizations.

The ACB framework conceptualizes alumni as external “permanent members” of the organization (the university). Applying an organizational behavior lens to analyze alumni support behavior is useful, given that alumni support occurs within the context of

organizations – educational institutions. One important contribution of this project is the application of OCB, a lens traditionally used to explain employee behavior, to examine and analyze “non-employee” member behavior in higher education institutions.

Empirically, adopting ACB as a framework provides the opportunity to examine the full extent of alumni support within the framework of citizenship. The ACB framework encompasses the various aspects of alumni citizenship behavior: antecedents, mechanisms, and consequences.

The ACB framework has several advantages. The framework extends the application of organizational behavior concept to the discipline of philanthropic studies, an interdisciplinary field that draws on concepts in psychology, economics, public management, business, ethics, history, and other disciplines to examine voluntary behavior. Directly relevant to the field of philanthropy, the ACB framework broadens the conceptualization and measurement of alumni support thereby reducing the danger of defining alumni support narrowly by neglecting salient aspects of the phenomenon. I hope that introducing and applying the ACB framework in this dissertation will inspire a new line of empirical inquiry in this field. Broader advantages are that the framework may be adaptable for other domains of voluntary assistance. The ACB framework contributes knowledge on higher educational philanthropy in general and alumni support in particular. I note that the effort to measure philanthropic behavior more broadly than just through monetary donations is gaining attention in the philanthropic field, as seen for example in the work of Giving Tuesday (GivingTuesday, 2022) and CASE Alumni Engagement Metrics on the various forms of alumni engagement (CASE, 2019). In the sections below, I review the literature on OCB and provide the rationale for

reconceptualizing alumni engagement as ACB – through the lens of OCB, before discussing the framework in more detail.

Literature Review and Conceptual Framework

The Concept Organizational Citizenship Behavior (OCB)

OCB is a concept from industrial/organizational psychology that refers to employees' extra-role behaviors that are neither formally required nor directly compensated but that contribute to organizational effectiveness (Bateman & Organ, 1983; Organ, 1988; Organ et al., 2006; Smith et al., 1983). OCB is similar to what social psychologists describe as altruistic or prosocial behavior, but it is specifically focused on actions that benefit the organization to which the individual belongs (Organ, 1988).

Prosocial behavior generally refers to voluntary actions intended to help others, including activities such as helping, volunteering, and making donations, expressed without expectation of immediate external reward to the benefactor (Organ, 1988, 2018). OCB can also be understood as a form of prosocial organizational behavior (Brief & Motowidlo, 1986; Organ, 2018).

OCB overlaps with the concept of "philanthropy," definable as "voluntary action for the public good" (Payton & Moody, 2008, p. 27), as they are both intended to benefit others. In simple terms, philanthropy refers to giving of one's resources including giving money, volunteering time, and helping to benefit others. Thus, philanthropic behavior overlaps with the concept of prosocial behavior, and both are understood to occur in any context, organizational or not, unlike OCB which is primarily applied to the organizational context. As a form of prosocial organizational behavior, OCB could be explained as philanthropic behavior in the workplace. Similarly, a philanthropic behavior

exhibited within the context of the organization by its members could be understood as an OCB.

Historical Overview of OCB

OCB has been generally understood as discretionary behaviors that fall outside formally defined employee roles, which are not formally rewarded in the organization's reward system but contribute to the effective functioning of the organization (Bolino et al., 2012; Somech & Oplatka, 2015). OCB, which has also been labeled citizenship performance, include efforts that go beyond formally required tasks such as "volunteering, cooperating and supporting others, and following rules and procedures" (Poropat & Jones, 2009, p. 3), defending the organization, and participating in organizational events (Bolino et al., 2012).

Various terms have been used to conceptualize employee behaviors that go beyond formal duty such as extra-role behavior, spontaneous behavior, OCB (Organ, 1988; Organ et al., 2006), prosocial organizational behavior (Brief & Motowidlo, 1986), and contextual performance (Borman & Motowidlo, 1997). However, OCB has gained the most scholarly attention and become the terminology most used in literature (Bolino et al., 2012; Somech & Oplatka, 2015). With much scholarly research focused on understanding OCB, the concept has been defined in several ways starting with the pioneering work of Bateman and Organ (1983).

In its initial conceptualization, Bateman and Organ defined OCB to include "any of those gestures (often taken for granted) that lubricate the social machinery of the organization but that do not directly inhere in the usual notion of task performance" (Bateman & Organ, 1983, p. 588). OCB became popular through Organ's book five years

later: *Organizational Citizenship Behavior: The Good Soldier Syndrome* (Organ, 1988). Organ defined OCB as “individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization” (Organ, 1988, p. 4). This definition expanded the initial understanding and emphasized that organizational effectiveness is influenced by the combined extra-role behaviors of employees across the organization over time.

The conceptualization of OCB continued to evolve with the works of other scholars including additional work by Organ. For example, Brief and Motowidlo’s construct of prosocial organizational behavior infers OCB as “a form of prosocial organizational behavior that is extrarole and organizationally functional” (Graham, 1991, p. 250). Brief and Motowidlo define ‘prosocial organizational behavior’ as behavior:

(a) performed by a member of an organization, (b) directed toward an individual, group, or organization with whom he/she interacts while carrying out own organizational role, and (c) performed with the intention of promoting the welfare of the individual, group, or organization toward which it is directed. (Brief & Motowidlo, 1986, p. 711)

This definition highlights the beneficiaries of employees’ helping behavior like the intended beneficiaries of OCB that I discuss later. Organ later provides yet another definition of OCB as an organizational behavior that contributes “to the maintenance and enhancement of the social and psychological context that supports task performance” (Organ, 1997, p. 91). Like the initial conceptualization by Bateman and Organ (1983), Organ’s (1997) redefinition highlights the role of OCB as an enabler of task performance. Somech and Oplatka (2015) observed that scholars such as Podsakoff et al. (2000) preferred this definition because it 1) distinguished OCBs from in-role performance; 2) aligned with other scholars’ notion of contextual performance, and 3) addresses the challenge of viewing OCB as strictly discretionary and unrewarded behavior (Somech &

Oplatka, 2015). Overall, this redefinition underscores the importance of OCB as a facilitator of in-role task performance.

Dimensions of OCB

Organizational behavior scholars view OCB as a multi-dimensional construct (LePine et al., 2002). There are several taxonomies of OCB that identify its dimensions. Somech and Oplatka (2015) summarize the various dimensions of OCB in organizational literature. The first taxonomy, which was based on a seminal work by Smith et al. (1983), identified two dimensions of the construct: *altruism* and *general compliance* as understood from the perspectives of supervisors who explained desired employee discretionary behaviors that cannot be compelled or directly rewarded. Altruism involves helping specific persons, such an employee with a heavy workload, while general compliance refers to behaviors conforming to norms of good employee or “good citizen” for the sake of the organization (Smith et al., 1983).

Organ built on Smith and colleagues’ taxonomy by expanding to five dimensions (Organ, 1988) including 1) *altruism* – helping others with their organizational tasks; 2) *conscientiousness* – going beyond levels of required norms of good behavior such as conserving resources; 3) *sportsmanship* – willingness to bear work inconveniences without complaining; 4) *courtesy* – avoiding problems with other employees such as not abusing other’s rights at work, and 5) *civic virtue* – “responsive, constructive involvement in the political or governance process of the organization” such as attending meetings (Konovsky & Organ, 1996; Organ et al., 2006, p. 24). Organ’s dimensions – altruism and conscientiousness, are similar to Smith and colleagues’ altruism and general compliance respectively. The OCB dimensions have evolved. For example, the label

“helping” is now used rather than “altruism” because critics argued that altruism relates to the “motive behind the behavior” or suggests “selflessness” of the actor (Organ et al., 2006, p. 18).

One of the later models of OCB considers the political root of citizenship (Graham, 1991). Graham positions OCB “as a global measure of individual behavior at work that includes traditional measures of job performance, the extra-role/organizationally functional behavior envisioned by the original OCB researchers and also forms of political behavior that are accounted for nowhere else” (Graham, 1991, p. 251). Based on classical philosophy and modern political theory, Graham (1991) views “citizenship behaviors” as “citizen responsibilities”, identifies three responsibilities of citizens — obedience, loyalty, and participation, and applies them to understand organizational citizenship behaviors along three corresponding dimensions: organizational obedience, organizational loyalty, and organizational participation. A similar model is a four-dimension OCB taxonomy consisting of social participation, obedience, loyalty, and functional participation (Van Dyne et al., 1994).

Organizational behavior scholars further identify OCB dimensions based on the intended beneficiary of the behavior - individual, organization, or organizational change: OCB-I (I – individual), OCB-O (O- organization) and OCB-CH (CH - change) (e.g., Cellar et al., 1996; Chiaburu et al., 2011; Grant & Berry, 2011; Halbesleben et al., 2009; Williams & Anderson, 1991). OCB-I refers to employee behaviors exhibited to benefit individual employees. OCB-O is intended to benefit the organization, and OCB-CH is channeled towards organizational change such as improving existing processes and procedures (Chiaburu et al., 2022). Although OCB-I directly benefits the individual, it

also benefits the organization indirectly. An example of OCB-I is helping an employee with a heavy workload, and an example of OCB-O is volunteering one's time for unpaid tasks that benefit the organization (Somech & Oplatka, 2015, p. 5). An example of OCB-CH is voice behavior referring to "speaking out and challenging the status quo with the intent of improving the situation" (LePine & Van Dyne, 1998, p. 853). Both OCB-I and OCB-O contribute to overall organizational productivity.

Taken together, there seems to be little consensus about the dimensionality of OCBs with over 30 forms of OCBs identified and considerable conceptual overlap among them (LePine et al., 2002; Podsakoff et al., 2000). Based on a review of literature, Podsakoff and colleagues categorized the various forms of OCB into seven themes or dimensions: helping behaviors, sportsmanship, organizational loyalty, organizational compliance, individual initiative — using personal time to complete organizational tasks, civic virtue, and self-development (Podsakoff et al., 2000). These themes overlap with previous taxonomies (Somech & Oplatka, 2015; see Appendix A for the various forms of OCB under each category). For example, "organizational compliance" is conceptually similar to "general compliance" in Smith et al.'s (1983) taxonomy, "organizational obedience" in Graham's (1991) model, and Williams and Anderson's (1991) OCB-O (Podsakoff et al., 2000). More analysis of the similarities, differences and overlap between the dimensions of OCB in the various models is provided by Somech and Oplatka (2015). Despite the lack of consensus, the taxonomies reviewed in this section signal an agreement on the multidimensionality of OCB.

Antecedents of OCB

Personality traits and contextual factors can drive employees to engage in OCBs. Initial scholarship on OCB focused on why employees engage in OCBs and identified that being conscientious — conscientiousness, feeling satisfied with the job — job satisfaction, and fair treatment by the organization — workplace justice, drive employee OCBs (Bolino et al., 2012; Organ et al., 2006). The antecedents of OCB are based on dispositional factors such as personality traits (e.g., conscientiousness; Borman et al., 2001) and contextual factors (e.g., job satisfaction; Organ, 1988). For example, one study found conscientiousness, agreeableness and job satisfaction predicted two forms of OCB — altruism and compliance (Organ & Ryan, 1995). Other studies document all Big-5 personality traits of the 5-Factor Model (Conscientiousness, Emotional Stability, Extraversion, Openness, and Agreeableness) as predictors of the prosocial forms of OCB (OCB-I, OCB-O) (e.g., Hertz & Donovan, 2000). One meta-analytic review study found the same five personality traits predict the prosocial OCBs (OCB-I, OCB-O) and the proactive OCB (OCB-CH) and that personality traits were more salient predictors of employee OCBs compared to job satisfaction (Chiaburu et al., 2011). Combined, the above studies indicate that both personality traits and contextual factors such as job satisfaction can drive employees to engage in OCBs.

Theoretical perspectives such as social exchange and organizational identification can explain the situational antecedents of OCB including job satisfaction and fair treatment cited above. Social exchange theory describes the norm of exchange of resources that occur between parties in social relationships (Colquitt et al., 2013; Gouldner, 1960). This theory suggests that employees may engage in OCBs in exchange

for their satisfaction with the job, or the fair treatment they receive from the organization (Bolino et al., 2012; Organ et al., 2006) such as in compensation and promotion decisions. It is also possible that employees may exhibit OCBs if they perceived that prior OCBs influenced performance ratings (Podsakoff et al., 2000).

Organizational identification may also explain the inclination to engage in OCBs. Organizational identification explains individual's perception of oneness with the organization and consideration of the institution's successes and failures as one's own (Mael & Ashforth, 1992). Some of the antecedents of organizational identification are organizational distinctiveness, organizational prestige, and satisfaction with the organization (Mael & Ashforth, 1992). This theory suggests that individuals who have high levels of organizational identification may be more likely to support the organization by demonstrating sportsmanship and engaging in civic virtue OCBs, thereby promoting the organization's chances of success.

Consequences of OCB

In general, OCBs have been theorized to contribute to effective organizational functioning. Meta-analytic reviews of OCBs indeed indicate that OCBs are associated with organizational effectiveness in terms of performance quantity, performance quality, financial efficiency and customer satisfaction and complaints across studies and organizations (Podsakoff et al., 2000). OCBs may influence organizational effectiveness by improving co-worker productivity (Organ et al., 2006; Podsakoff et al., 2000). According to Organ, the organizational-level benefits of OCBs arise from the aggregate effect of individual OCBs across the organization over time (Organ, 1988; Organ et al., 2006). OCBs can also have significant influence on managerial ratings of employee

performance, decisions about rewards (Podsakoff et al., 2000), and employee performance (Hidayah & Harnoto, 2018). However, high levels of OCB may lead to role overload — the feeling of having too many responsibilities compared to available time (Bolino & Turnley, 2005). For example, scholars found that engaging in high levels of “individual initiative” OCBs such as working on weekends or on one’s days off predicts role overload (Bolino & Turnley, 2005), and work-family interference (Halbesleben et al., 2009).

Alumni Citizenship Behavior (ACB)

Alumni support can be viewed as the voluntary contribution of resources by alumni to their alma mater. These resources may include gifts of time, talent, and treasure (financial or in-kind), as well as ties (connections such as family, friends, or companies) and testimony (sharing one’s story about the institution). Alumni support can also be described, somewhat differently, as the contribution of financial or in-kind, non-financial, and volunteer support. These contributions have been captured using various umbrella terms, often used interchangeably, such as alumni giving, alumni support, alumni philanthropy, and alumni engagement.

Based on the literature on OCB and philanthropy, this project reconceptualizes all forms of alumni engagement as “alumni citizenship behavior” (ACB) and suggests it has important consequences at individual (micro), organizational (meso), and societal (macro) levels. OCB has primarily been applied to understand the beneficial discretionary behavior of the internal members of the organization, namely employees. In applying the concept of OCB to understand alumni engagement, I conceptualize alumni as external “permanent members” of the university. I argue that OCB can serve as a lens to

understanding alumni engagement. As outlined below, this argument highlights the similarity between how employees and alumni donors support the organization, shows the contrast between formal remuneration for employees and the informal rewards received by alumni donors, and emphasizes the voluntary nature of both employee extra-role behaviors and alumni contributions.

First, I refer to a shift in marketing scholarship, which recognizes customers or clients not only as beneficiaries of goods and services, but also as participants in their production, contributing, for example, through product evaluation, and may be understood as “partial” employees (Benjamin, 2021; Mills & Morris, 1986). I suggest that, as external “permanent members,” alumni may also be considered “partial employees,” because they contribute resources to help the university to fulfil its mission through their various forms of engagements.

Second, I draw insights from a human resource (HR) recruitment perspective to highlight similarities between employees and alumni donors. For instance, employees are recruited to contribute their services to an organization in order to achieve its purpose (Breugh & Starke, 2000). Similarly, donors are “recruited” to “join” the organization in fulfilling its mission. HR recruitment results in employees contributing resources in the form of knowledge, skills, and abilities (KSAs), which they deliver through their time and effort to help the organization succeed. Likewise, donors “work for” the organization by voluntarily contributing resources including time, talent, treasure, ties, and testimony, to support the organization in achieving its purpose.

Third, I note that while employees are paid money in exchange for contributing KSAs, alumni are not. Alumni may, however, receive material and non-material rewards

for their contributions. Such benefits may include tangible items, such as small tokens of appreciation (e.g., university-branded blankets or coolers); social benefits, such as recognition or enhanced reputation; and psychological benefits, including the joy of giving or a “warm glow” (Andreoni, 1989; Bekkers & Wiepking, 2011), as well as fulfilment from demonstrating human love by volunteering to help specific individuals (Schervish & Havens, 2002).

Finally, conceptually, OCB is carried out without the expectation of formal reward (Organ et al., 2006). It is voluntary behavior because it is neither formally required nor compensated. Similarly, ACB is not formally required or “rewarded” within the university’s compensation system. For example, although university leadership may encourage their new graduates, such as during commencement ceremonies, to act as good “ambassadors” of their alma mater (e.g., representing, promoting or supporting the institution), they are neither required nor compensated to do so. Therefore, the various forms of alumni engagement can be considered voluntary. This provides the rationale for applying OCB as a lens for understanding alumni engagement.

Proposed Conceptual Framework

In the preceding sections, I discussed the concept of OCB and the rationale for applying it to reconceptualize alumni engagement as ACB. In this section, I present the ACB framework and summarize the antecedents of ACB based on alumni engagement and philanthropic literature and discuss the potential mechanisms and consequences.

Figure 1.1. *Proposed Conceptual Framework of ACB*

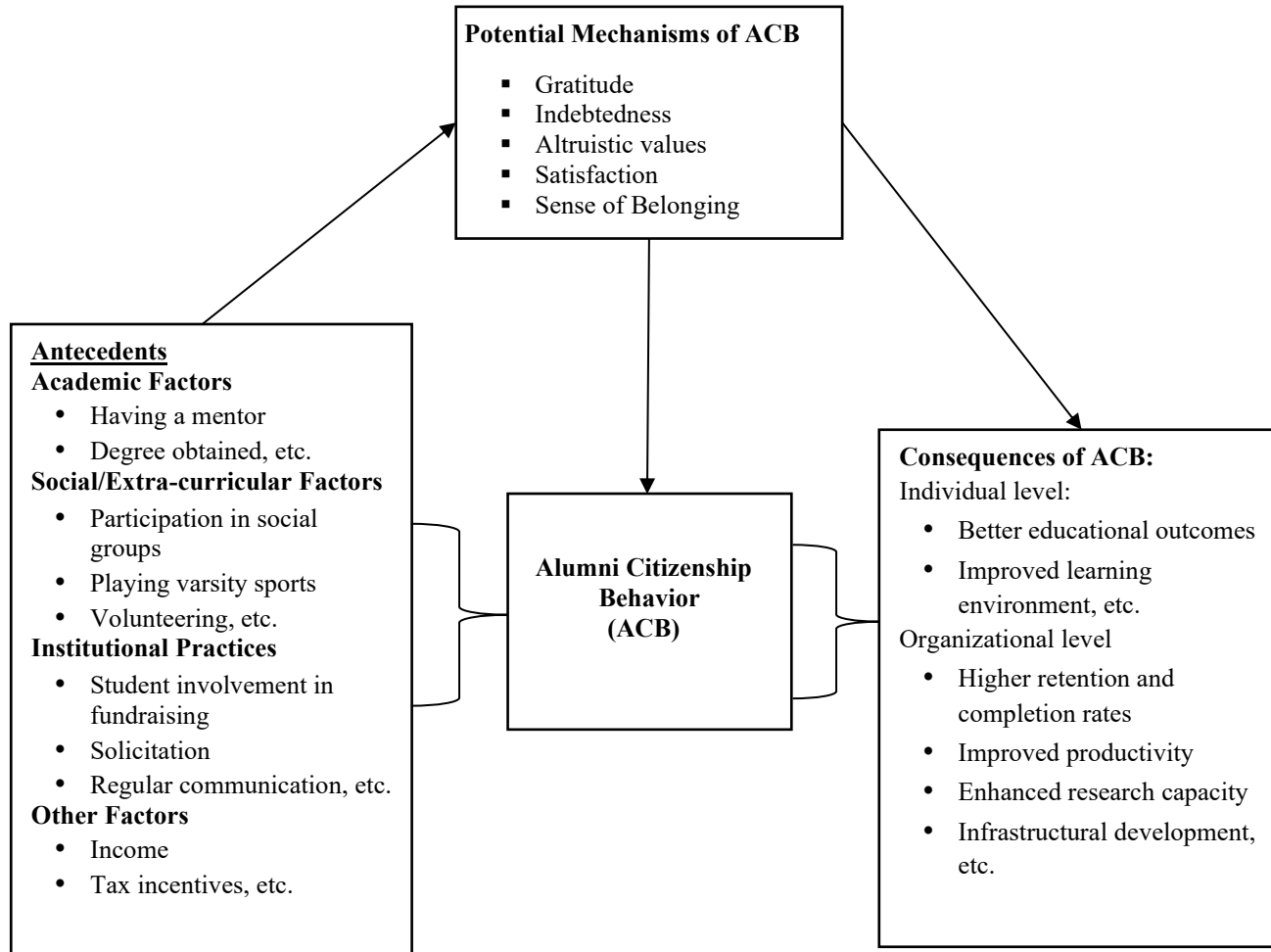


Figure 1.1 depicts the ACB framework, which illustrates the antecedents, mechanisms, and consequences of alumni engagement reconceptualized as ACB. In this project, antecedents are considered eliciting events, such as academic and social experiences (e.g., having an academic mentor). Mechanisms refer to the emotional or psychological responses triggered by these antecedents (e.g., gratitude for the benefits of having had an academic mentor), which prompt behavioral responses (e.g., donating money). Consequences are the outcomes of the behavior (e.g., infrastructural development).

Antecedents of ACB

The antecedents of ACB identified in philanthropic literature are largely linked to college experiences, which may involve academic factors, social or extracurricular activities, or institutional practices. Academic factors can include having had a mentor (Clotfelter, 2001) and degree obtained (Tsao & Coll, 2004). Social and extracurricular activities encompass playing varsity sports, participating in student organizations such as the Greek system (Clotfelter, 2001; Meer & Rosen, 2009a; Monks, 2003; Taylor & Martin, 1995), and engaging in volunteer work (Weerts & Cabrera, 2017; Weerts & Ronca, 2007).

Institutional practices may include fundraising practices such as applying social pressure on alumni through peer solicitation (Meer, 2011), soliciting young alumni to foster a habit of giving (Meer, 2013), maintaining regular communication with alumni (Tsao & Coll, 2004), offering gift premiums (Eckel et al., 2016) and reflecting social identities in solicitation letters (Drezner, 2018). Other factors that may not constitute direct college experiences include alumni demographic characteristics such as income

(Clotfelter, 2001) and age (Weerts & Ronca, 2007), as well as broader contextual factors such as the economic climate (Okunade, 1996; Willemain et al., 1994) and government tax policy (Holmes, 2009; Olsen et al., 1989).

Potential Mechanisms of ACB

Based on reviewed philanthropic, OCB and other literature, the following psychological factors – gratitude/indebtedness, altruistic values, satisfaction, and sense of belonging – may potentially provide explanations of ACB. Gratitude and indebtedness have been linked to reciprocity (Greenberg, 1980; Watkins et al., 2006) and found as psychological mechanisms underlying behavior in a non-alumni context (Peng et al., 2018) and may explain alumni reciprocal behavior. Satisfaction is suggested because it may offer explanations of citizenship behaviors from organizational behavior perspectives (Bolino et al., 2012; Organ et al., 2006; Smith et al., 1983). Belonging has been suggested by recent alumni studies as an explanation of alumni support (Drezner & Pizmony-Levy, 2021) and a relational mechanism of citizenship behavior among alumni in an online community (Bui & Jeng, 2022).

Gratitude and Indebtedness

Gratitude and indebtedness have been identified as drivers of reciprocal exchange in the non-alumni context (Peng et al., 2018). Although both emotions can be promoted by the same eliciting event such as receiving a favor, each serves as a psychological mechanism underlying a distinct behavioral consequence: “gratitude was associated with the motivation of seeking proximity with the benefactor, while indebtedness was associated with the obligation to repay the benefactor” (Peng et al.,

2018, p. 769). In relationships between two individuals (dyadic relationships), gratitude is also found to promote building and maintaining relationships (Algoe, 2012).

In university-alumni context, anecdotally, university advancement professionals—alumni relations professionals and fundraisers, have the notion that receiving benefit such as financial scholarships will translate into grateful alumni who are then inclined to reciprocate (Meer & Rosen, 2012). These lines of thought may suggest that grateful alumni may more likely be involved in activities signaling building and maintaining relationships, for instance, by staying in touch with the university (e.g., by following institutional news). On the other hand, alumni who feel indebtedness towards the institution for received benefits may more likely feel an obligation to reciprocate and thus be engaged by giving back through donating money or volunteering time. Empirically, scholars have found increase in donations (Monks, 2003) and higher percentage of donors (McDearmon & Shirley, 2009) among alumni who received financial aid. Meer and Rosen (2012), however, found that receiving financial aid is not a strong predictor of alumni donations. Some alumni donors have expressed gratitude for the education they received (Worth et al., 2020) signaling that their gifts may have been prompted by the feeling of gratitude.

Altruistic Values

Altruistic values may be considered as psychological factors that promote intentions to assist others such as the “ideals of helping the next generation, improving the community, desiring to make a positive impact” (Hoyt, 2004, p. 4). Existing research suggests individuals may help others because of their internalized altruistic values. For example, in prominent philanthropic literature, ‘altruistic values’ is identified as one of

the eight drivers of charitable giving (Bekkers & Wiepking, 2011), and altruism is among the six motives for donating to charitable institutions (Konrath & Handy, 2018). In the context of higher education, scholars have identified altruism specifically “arising from moral principles and values” as one of the four broad categories (altruism, exchange, desire to make impact, and leaving a legacy) of motivations of mega-gift donors including alumni (Worth et al., 2020, p. 281). Similarly, one study found that for alumni donors, “altruistic values to help other students” was the second-most cited reason to give, with a sense of obligation being the first (Hoyt, 2004, p. 15).

Satisfaction

Satisfaction is another potential mechanism of ACB. Job satisfaction (including satisfaction with the job itself and with working conditions) was found to predict OCB across studies in a meta-analysis conducted by Organ and Ryan (1995). Another meta-analytic study confirms job satisfaction and personality traits (5-Factor Model - Conscientiousness, Emotional Stability, Extraversion, Openness, and Agreeableness) as predictors of OCB (OCB-I, OCB-O, OCB-CH; Chiaburu et al., 2011) with personality traits being more salient predictors than job satisfaction.

Within the alumni-university context, several alumni studies found satisfaction with the quality of their program or with the undergraduate college experience as an important characteristic of alumni donors (Clotfelter, 2001; Gaier, 2005; Monks, 2003; Tsao & Coll, 2004). Individuals who feel satisfied with their program or overall college experience may exhibit various citizenship behaviors. They may provide testimonials to help recruit potential students to their academic programs, give to departmental or university-wide projects, and serve on alumni boards and committees.

Sense of Belonging

Sense of belonging may explain ACB. Scholars have begun to specifically examine the role of sense of belonging in understanding alumni engagement. For example, Liang et al. (2023) suggest that student engagement can foster a sense of belonging which can in turn influence alumni giving. Drezner and Pizmony-Levy (2021) found that sense of belonging was associated with alumni engagement among graduate alumni such as helping current students and volunteering for the graduate school. Bui and Jeng (2022) suggest that belongingness in an online alumni group functions as a relational mechanism of citizenship behavior, such as helping other alumni in the group. A sense of belonging can be inferred from students' affinity with their institution – defined as “a feeling of community of interest with a charitable institution” – which scholars suggest may develop through social activities such as varsity sports and social organizations, and can, in turn, influence alumni donations (Meer & Rosen, 2018, p. 18). Alumni with a high sense of belonging may be inclined to give back to the institution in different ways such as by giving financially or serving on a university or alumni board.

These factors (gratitude/indebtedness, altruistic values, satisfaction, sense of belonging) are suggested as potential mechanisms of ACB. However, further review and analysis of empirical findings later in this project may reveal other potential mechanisms or a better way to understand the role of these factors.

Consequences of Alumni Citizenship Behavior

The consequences of ACB are articulated based on the understanding of the consequences of OCB discussed earlier, and considerations of the different ways alumni support the institution such as contributions to scholarship funds, mentoring, public

advocacy, and serving on boards. I suggest that ACB can have important benefits for individual members and the organization. For example, at the individual level, alumni contributions to scholarship funds may enable individual student recipients to cover tuition or other expenses and thus be more focused on their learning. The provision of scholarships may therefore, by extension, promote completion and retention rates, especially for indigent students. In addition, alumni donations to specific research such as sponsoring endowed professorial chairs, may directly benefit individual faculty research. Indirectly, the individual benefits of ACB may promote the university's ranking in terms of graduation rates, teaching, and research outputs.

At the organizational level, ACBs may promote productivity by freeing up organizational resources (time, finance) for other productive uses (Somech & Oplatka, 2015). For example, when alumni make donations, the donated amount can free up other organizational finances to be applied to other causes thus contributing to overall productivity. Also, volunteering time to serve on university committees can free up staff time to focus on other useful activities. For example, when alumni volunteer to cultivate and solicit financial support from their peers and networks, the professional fundraisers can redistribute their time to seek voluntary support from other sources, thus contributing to overall organizational productivity. In general, alumni can provide financial support for different organizational causes including financial scholarships to students, capital projects, new schools, endowed professorial chairs, curriculum development, and research.

Findings from a systematic review and qualitative interviews will inform the modification of the proposed ACB framework. While this framework will be useful in

examining alumni behavior, it is robust and can be adapted for research in other areas of inquiry in charitable giving.

Purpose and Research Question

The purpose of this dissertation is to develop the concept of alumni citizenship behavior (ACB). The guiding question is: What is alumni citizenship behavior? Specific aims are to:

Aim 1: Conduct a systematic review to examine empirical evidence to support the alumni citizenship behavior (ACB) framework by identifying the antecedents, mechanisms, and consequences of alumni engagement.

Aim 2: Conduct a qualitative study to conceptualize alumni citizenship behavior (ACB) from the perspectives of alumni.

Aim 3: Develop a measurement tool, Alumni Citizenship Behavior (ACB) Scale and examine the dimensionality of the construct: generate items, conduct content validity through expert reviews, pilot test the scale items, and explore the initial properties of the scale.

Beyond the overarching research question, the systematic review (study 1) and interviews with alumni (study 2) explore the following questions: How do alumni support their alma mater? Why do alumni support their alma mater? What are the benefits of alumni support? In answering these questions, both studies identify the antecedents, mechanisms and consequences of alumni engagement posited as ACB in this dissertation.

Overall Study Designs

The dissertation employs a five-phase mixed-method approach to develop the concept of Alumni Citizenship Behavior (ACB), drawing from both qualitative and

quantitative sources. To examine empirical evidence to support the proposed ACB framework, I conducted a systematic review of literature identifying how alumni support their alma mater, the antecedents, mechanisms, and consequences of that support (phase 1).

To conceptualize ACB from the perspectives of individuals with the lived experiences connected with the study phenomenon, I conducted 20 semi-structured interviews with alumni of a higher education institution (phase 2). I combined deductive and inductive approaches to analyze the interviews, and I conceptualized the qualitative data using thematic analysis techniques.

To explore the nature of ACB and its dimensionality, I developed a measurement tool, Alumni Citizenship Behavior (ACB) Scale (phases 3, 4 and 5), completing 6 steps of the 9-step scale development process (Boateng et al., 2018): item generation, content validity, pre-testing the questions, survey administration, item reduction, and extraction of factors. I analyzed the quantitative data using estimates for inter-item correlations, item-to-total correlations, internal consistency reliability, and exploratory factor analysis.

Overview of the Dissertation

The dissertation is organized into five chapters (See Table 1.3). This chapter introduces ACB framework as a new holistic lens for considering alumni behavior. It reviews literature and presents the study designs. Chapter 2 employs a systematic review of the literature (study 1) to explore empirical evidence on alumni engagement in support of the proposed ACB framework consisting of the antecedents, mechanisms, and consequences of ACB. Study 1 also served to generate items for developing the ACB Scale.

Table 1.3. *Organization of Dissertation*

Chapter	Study	Phase	Purpose	Data Source(s)
1			Introduce OCB and ACB	
2	1	1	Systematic review of the literature about alumni engagement	Empirical studies
3	2	2	Explore alumni perspectives about ACB	Semi-structured interviews
4	3	3, 4, 5	Develop ACB Scale	Results of previous literature review and interviews, expert reviews, cognitive interviews, survey
5	Tie 1, 2, and 3 together		Summarize key findings, discuss implications for theory and practice, propose future research	

Chapter 3 focuses on conceptualizing ACB from alumni perspectives (study 2). It complements study 1 in understanding factors influencing ACB (antecedents, mechanisms), and the consequences, based on semi-structured interviews and thematic analysis. Study 2 also served to generate items for developing ACB Scale. Chapter 4 discusses the development of an ACB Scale (study 3) to measure ACB based on the scale development process developed by Boateng et al. (2018). Chapter 5 concludes the dissertation. It summarizes key findings and considers the implications for theory and practice. The chapter ends with providing directions for future research.

CHAPTER 2. A SYSTEMATIC REVIEW OF THE LITERATURE: EVIDENCE FOR THE PROPOSED ACB FRAMEWORK

Introduction

Alumni engagement¹ is an important component of private support to educational institutions, with much focus on higher education context. Over the past 50 years, scholarly research on alumni engagement with higher education institutions (HEIs) has continued to grow in the United States and beyond. Most of the research on the topic have been conducted by researchers in the United States (Iskhakova et al., 2017) signaling the importance of alumni engagement as a crucial source of private support to U.S HEIs.

Within the United States for example, alumni monetary donations² constitutes 20%-24% of charitable giving to HEIs in last seven years and is second only to foundation grants as the largest source (Kaplan, 2020, 2022, 2023, 2024, 2025). HEIs seek private support such as foundation grants, corporate support, and individual donations including alumni donations to supplement institutional budgets. However, with a long-term interest in the value of their degrees and consequently, the continued viability of their former institutions (Hansmann, 1990), alumni present a unique and more permanent source of private support for HEIs. It is imperative for HEIs to seek continuous understanding of who their alumni are, what experiences they had as students and continue to have as alumni, how and what inspires alumni support, and the intended

¹ *Alumni engagement* is used interchangeably with terms such as *alumni contribution*, *alumni support*, and *alumni involvement* to reflect the terminology used in prior studies and encompass both financial and non-financial forms of alumni support.

² Monetary donation is used interchangeably with terms such as *donations*, *financial donations*, *gifts*, *alumni giving* and *charitable giving* to reflect the terminology used in prior studies to refer to financial forms of alumni support.

outcomes of their support. Relevant research providing such understanding is therefore critical in guiding alumni-university relationships.

Research on the role of alumni has emphasized the characteristics of alumni donors and volunteers, their level of engagement, and college experience drivers of alumni engagement. For example, several studies indicate the salient drivers of alumni financial support include participation in student organizations (Marr et al., 2005; Taylor & Martin, 1995), having played varsity sports (Meer & Rosen, 2009a; Okunade et al., 1994), having received benefits (Worth et al., 2020), and alumni involvement (Tsao & Coll, 2004). However, there is limited emphasis on what explains the relationship between alumni support and related factors (e.g., college and post-college experiences, institutional factors and practices). In addition, we know much less about the outcomes of alumni engagement. An opportunity exists to create a broader framework for understanding the phenomenon.

Previous Conceptualizations of Alumni Behavior

Previous scholars have broadly approached alumni engagement but there are aspects of “engagement” that have yet to receive attention. For example, previous empirical studies have examined what constitutes alumni behavior from various disciplinary lens such as relationship marketing (e.g., buyer-seller relationships, brand community integration), charitable giving, organizational citizenship behavior, and public management perspectives (Fleming, 2019; Heckman & Guskey, 1998; McAlexander et al., 2006; Shaari et al., 2015; Shen & Sha, 2020; Weerts & Ronca, 2007). These studies generate several alumni engagement activities but leave room for a more robust

conceptualization of the various forms, the reasons for, and the effects of alumni behavior.

Heckman and Guskey (1998) examined discretionary collaborative behavior (DCB) of alumni and the antecedents of the behavior. In explaining DCB from the relationship marketing perspective as customer behavior to help a vendor, company, or institution, Heckman and Guskey view alumni-university relationship from the buyer-seller relationship perspective and DCB performed by alumni as central in that relationship. The authors generated 20 DCBs (including monetary donations and non-monetary contributions) and three antecedents of the DCBs (satisfaction with performance, relational bonds, and individual attributes). This study provides an important framework that identifies alumni behavior (both past and intended) and its antecedents, but discusses neither the nature of the behavior, nor the outcomes of the behavior.

McAlexander et al. (2006) proposed the brand community model to understand alumni behavior. The model suggests that alumni experiences in four dyadic relationships are important in influencing alumni behavior: 1) alumni/product relationship (feelings about the utility of their education including the degree, skills and abilities), 2) alumni/brand relationship (connection with the brand including the university's name, logo, and mascot), 3) alumni/institution relationship (e.g., perceptions of the university's concerns about its members such as students, faculty and staff), and 4) alumni/alumni relationship (feelings about other alumni). McAlexander et al. (2006) found that an individual's perceived connection with educational experience, the university brand, the university itself and other alumni is significantly related to alumni attitudes and behaviors

(e.g., really like the university, wear logo clothing, recommend the university, enjoy talking about the university); behavioral intentions (intention to come back for continuing education, send kids to the university, donate to the university, and participate in an alumni group). While underscoring the importance of the collective influence of these dyadic relationships in alumni behavior, the brand community model does not emphasize important aspects of the educational experience such as the social and academic extracurricular experiences. Also, the model does not go further to identify the nature or categories of the behaviors leaving room for further conceptualization of the phenomenon.

Weerts and Ronca (2007) profile alumni behavior into four categories: inactive alumni (those with no record of supporting the institution), volunteer (support in non-monetary forms), donor (support with money), and supporter (donates money and volunteers time). In profiling alumni, Weerts and Ronca (2007) identify seven alumni behaviors (serving on a board, volunteer for alumni association, host a university foundation event, mentor new alumni, assist with special events, contact politician on behalf of the university, charitable giving). In addition, the authors identify college experiences (e.g., academic and social engagement activities) signaling connection to campus, and social demographic variables (age, employment status) signaling life stage and wealth as important determinants of being an active (volunteer, donor, supporter) and inactive alumnus. This important work, however, leaves room for identifying a fuller range of non-monetary engagement, and the effects of alumni engagement.

Shaari et al. (2015) conceptualizes alumni citizenship behavior based on a focus group consisting of five alumni. The authors identify five behaviors (“donors and giving,

university loyalty, university engagement, coaching and mentoring and university recommendation”; p. 16) as comprising alumni citizenship behavior. While introducing the alumni citizenship behavior concept provides an important step in understanding alumni behavior from an organizational behavior perspective, this study identifies only two specific alumni non-monetary behaviors and does not isolate specific alumni behaviors and their broader categories and does not identify the antecedents of the behaviors. For example, “university loyalty” and “university engagement” seem to be categories that involve specific behaviors, whereas “coaching and mentoring” and “university recommendation” are specific behaviors that could be part of broader categories. Shaari et al. (2015) does not consider the antecedents or outcomes of alumni citizenship behavior. The small sample, one focus group of 5 alumni, underscores a crucial limitation of the study and its findings.

Fleming’s (2019) “Pots of Water” framework identifies factors comprising alumni engagement and their subcategories: 1) personal values, 2) perceived institutional integrity, 3) connectedness, 4) commitment, and 5) sense of fulfillment. This model suggests that individuals’ values influence their perceptions/expectations of the institution, factors into their sense of connection, actions towards the institution and the emotional fulfillment they derive from their interactions with the university. Compared to other models of alumni engagement reviewed, Fleming (2019) provides a robust framework identifying the important role of core experience, emotional connections, specific engagement behaviors, institutional practices and perceived worth of one’s engagement. The framework developed from interviews of seven engaged alumni however, names only a few engagement activities - investment of one’s time, work,

skills, money, and attention, and does not categorize the behaviors in any way. Like Shaari et al. (2015), a small sample of 7 alumni suggests a limitation in findings. Fleming's (2019) framework therefore leaves room for further work that can identify a range of alumni engagement activities and their nature or categories.

From a public engagement perspective, Shen and Sha (2020) use a mixed methods approach to conceptualize alumni engagement as a three-dimensional construct: The dimensions are 1) instrumental (spoke in a class, mentored a student, supervised an intern, attended alumni events hosted by the school), 2) communicative (communicated with a professor, school administrator or staff to share feedback about the program), and 3) affective (interested in the school, attentive to communication from the school, excited to hear from the school, enthusiastic and proud about what the does). The study identifies conversational voice (an organizational engagement strategy such as using a sense of humor in communication, making communication enjoyable, being responsive in addressing criticisms and questions from alumni) as the only important driver of alumni engagement. This study employs methodological rigor in identifying important aspects of the nature of alumni engagement (instrumental, communicative, affective). However, other stable engagement behaviors of alumni such as monetary donations and serving on boards/committees are not accounted for in the model. In addition, the role of college experiences, such as the relationships developed through social and academic interactions, are not considered in how they may foster the affective states or affective engagement category discussed by Shen and Sha (2020).

The pursuit of an alumni behavior definition has drawn the attention and effort of practitioners including higher education fundraisers and alumni relations professionals.

Such effort has resulted in an important practitioner-driven framework developed by CASE, CASE Alumni Engagement metrics (CASE, 2018, 2019). The metrics categorize the various forms of alumni engagement into four types: philanthropic, volunteering, experiential, and communications.

Philanthropic engagement refers to the “philanthropic investments that are meaningful to the donor and support the institution’s mission and strategic goals” and include contributions of financial and in-kind treasures (CASE, 2018, p. 6). Volunteer engagement involves taking on “formally defined and rewarding volunteer roles that are endorsed and valued by the institution and support its mission and strategic goal” (CASE, 2018, p. 6). Examples of volunteer engagement include serving as student career mentors, classroom speakers, and members of university governance boards (CASE, 2018).

Experiential engagement refers to the “meaningful experiences that inspire alumni, are valued by the institution, promote its mission, celebrate its achievements and strengthen its reputation” (CASE, 2018, p. 6). Examples of experiential engagement include attending university events such as homecoming, reunion, lecture series, and participation as fee-paying alumni association members (CASE, 2019). Communication engagement takes the form of “interactive, meaningful and informative communication with alumni that supports the institution’s mission, strategic goals and reputation” (CASE, 2018, p. 6).

Examples include responding to surveys, email messages, and social media posts, submitting an event evaluation form, and responding to call for evaluation (CASE, 2019).

Appendix B reproduces CASE’s definition of each mode of engagement with examples of alumni engagement that fall under each mode. This framework is relevant for understanding how alumni engagement behaviors may be categorized. However, the

framework does not identify other equally important aspects of alumni engagement such as the antecedents of alumni engagement (e.g., factors associated with college and post-college experiences) or its outcomes (consequences).

Whatever term is used (e.g., engagement, loyalty, or citizenship), previous works discussed above indicate progress in studying alumni behavior, for example by demonstrating that it is a multidimensional concept. At the same time, the disparate findings reflect little consensus in empirical literature on what constitutes alumni behavior. Previous empirical conceptualizations stop short of providing a holistic framework that identifies the various aspects of the alumni discretionary or citizenship behavior. The field will benefit from a theoretically derived framework that can provide a holistic understanding of the concept of alumni behavior to guide future research. Such a framework calls for identification of the factors creating experiences for alumni, the emotions and perceptions produced by those experiences, the behaviors prompted by those emotions and perceptions, and the effect of the resulting behaviors.

The current systematic review examines existing scholarship to identify the different aspects of alumni engagement to support the proposed *alumni citizenship behavior* (ACB) framework. Its aims are to understand the antecedent factors (experiences of individuals with the organization) that influence behavior (all forms of alumni engagement articulated as ACB), the mechanisms (emotions that elicit from the experiences), and the consequences (outcomes) of the behavior. This review therefore answers the following questions: How do alumni engage in citizenship behavior? Why do alumni engage in citizenship behavior? What are the consequences or outcomes of

alumni citizenship behavior? In this way, the review is crucial for developing a new, holistic alumni citizenship behavior (ACB) framework.

Design and Method

Systematic Review of Literature

I conducted a systematic review of the literature focusing on alumni engagement within higher education institutions. Covidence, a systematic review software that makes evidence synthesis more proficient, was used to manage the process. The guidelines for systematic reviews were used to structure the review process and presentation of the results, based on a PRISMA 2020 checklist and flow diagram (Page et al., 2021). The systematic review covers qualitative and quantitative studies, identified through bibliographic search and analysis, and screened based on pre-determined inclusion and exclusion criteria.

Eligibility Criteria

Inclusion criteria were: (1) full-length articles, (2) published in peer-reviewed journals, (3) written in English, (4) published from 1970 to the search date (April 2023), (5) focused on alumni (or provide analysis of alumni data if the sample includes other groups such as students and advancement professionals as part of the study), and (6) contained information on alumni engagement or any of its antecedents, mechanisms, or consequences, as well as any of the associations of interest (e.g., antecedent-mechanism, antecedent-mechanism-alumni engagement, or alumni engagement-consequence) on individual level analysis or provided insights relevant to individual alumni engagement behavior. Alumni were defined as those of degree granting higher education institutions

(HEIs) including two-year or four-year colleges whether they were private or public (government) HEIs.

Exclusion criteria were (1) materials that were not full-length articles (e.g., books, ProQuest dissertations, editorials, abstracts, reports) and (2) did not provide a separate analysis of alumni data if the study sample included alumni as well as other groups (e.g., institutional donors/volunteers, fundraisers, or students).

Informational Sources

To identify published articles to be included in the review, I conducted a literature search of multiple databases. The databases included Scopus, Web of Science, EBSCOhost (ERIC, APA PsycInfo, Education Source, Business Source Complete, Academic Search Complete), and EconLit (ProQuest Databases). Additional studies were identified from literature I had previously consulted and from the reference lists of relevant articles. The database searches were last conducted on April 2, 2023.

Search Strategy

Alumni engagement has been articulated variously including engagement, loyalty, philanthropy, giving, generosity, support, donations, contributions, involvement, volunteering, or charitable giving. I used Google Scholar to initially scope the literature yielded by various keywords (e.g., ‘alumni giving’, ‘alumni philanthropy’, ‘alumni engagement’, alumni support, ‘alumni voluntary support’, ‘alumni voluntary assistance’, ‘alumni involvement’, ‘alumni loyalty’, ‘alumni volunteering’, ‘alumni volunteerism’). The keywords are mainly umbrella terms representing the ways alumni engagement has been studied, including keywords in relevant studies. Based on the initial searches, consultations and working with subject librarians, I identified the optimal combination of

the keywords that yielded the most relevant results for the database search ("Alumni charit*" OR "Alumni civic*" OR "Alumni citizen*" OR "Alumni contribut*" OR "Alumni commitment" OR "Alumni don*" OR "Alumni engagement" OR "Alumni financial*" OR "Alumni genero*" OR "Alumni giv*" OR "Alumni help*" OR "Alumni involv*" OR "Alumni loyalty" OR "Alumni volunt*" OR "Alumni support*" OR "Alumni philanthrop*" OR "Alumni non*").

Selection Process

Article screening was conducted using the following procedure. The literature search results were screened in two steps and by two reviewers per PRISMA guidelines from the EQUATOR network (Page et al., 2021). Two reviewers conducted the screening (myself and a research assistant who was provided relevant training before and during the screening process). First, following de-duplication of search results, titles and abstracts were sequentially and independently screened by each reviewer for relevance. Articles appearing relevant at this stage were included for the second screening phase. Where there was uncertainty, they were marked for inclusion so no relevant literature would be missed. The two reviewers performed this first screening step and resolved any discrepancies through discussion.

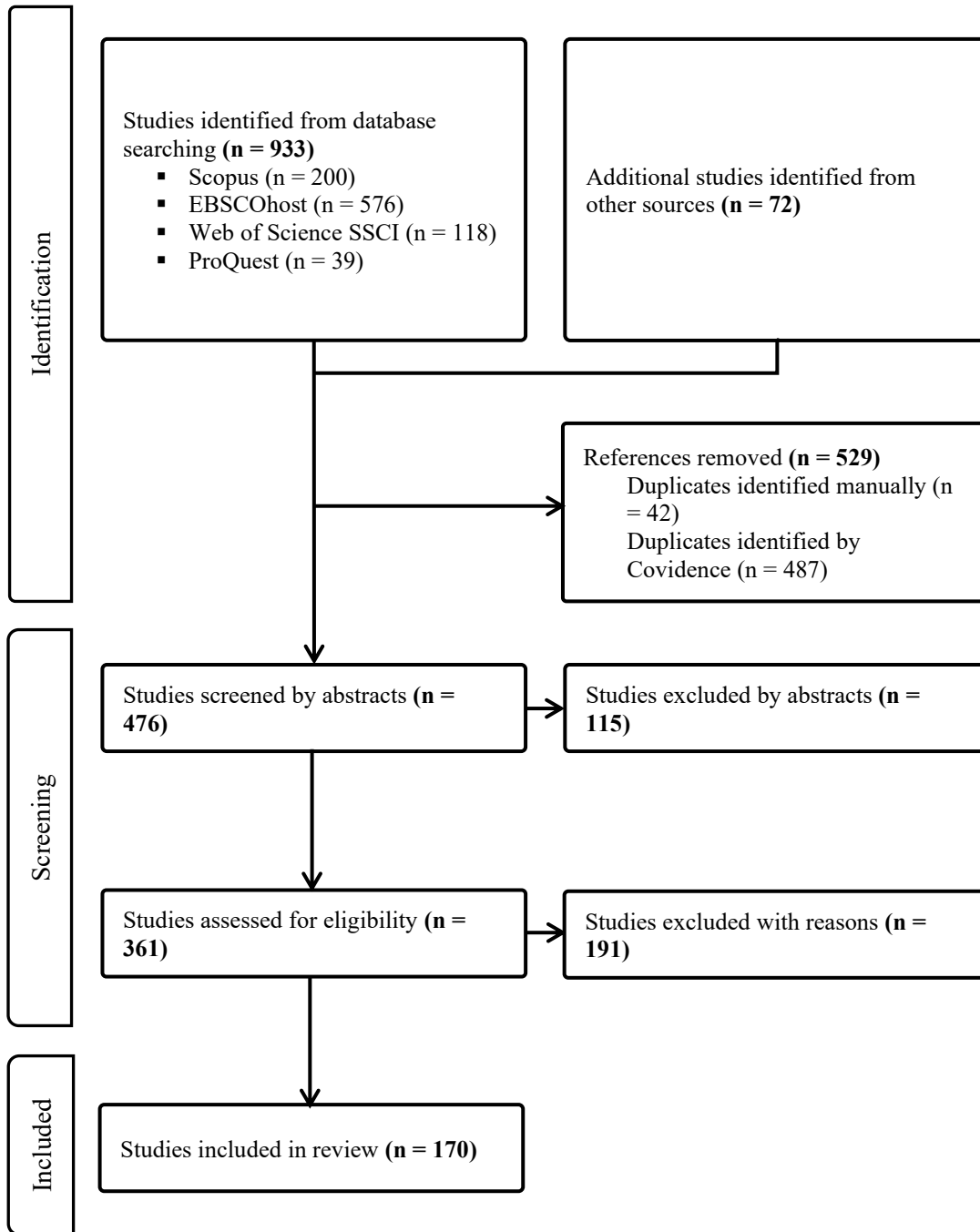
Full text review was conducted using the following procedure. Full text articles were retrieved for all articles retained in the first screening step. Then, the two reviewers independently and sequentially read each article. Based on the methodology and findings, each reviewer independently voted for its inclusion or exclusion. The two reviewers resolved any discrepancies through discussion.

Data Extraction and Synthesis

I extracted and verified data in Covidence software. For each study, I extracted and coded the following data items: social demographics (e.g., age, gender, marital status, income, race), academic demographics (e.g., degree major, year of graduation), alumni support (e.g., monetary donation, mentoring students, serving on a board), college experience factors associated with alumni support (e.g., participation in student organizations, playing varsity sports), post-college experience factors and institutional factors (e.g., alumni experience, solicitation, institutional prestige), factors that explain the relationship between college experiences and alumni support (e.g., satisfaction with institution's performance, sense of belonging to the institution), and the outcomes of alumni support (e.g., benefits to students, faculty or the institution). Other data were also extracted to provide an overview of the characteristics of the studies including article author(s), article title, theoretical or disciplinary approach (if stated or deduced), country (of sample), publication year, journal, and method of data collection. Not all data items were identified in all the studies. For example, most studies did not identify the theoretical approach of the study (see Table 2.2).

I analyzed the extracted data and synthesized the results by the main categories – alumni citizenship behavior, antecedents, mechanisms, and consequences of alumni citizenship behavior. These categories are the focus of the research questions.

Figure 2.1. Systematic Literature Search PRISMA Flow diagram based on Page et al. (2021)



Results

The results of the review are presented as follows. First, I summarize the characteristics of the studies. Second, I present the conceptual model Alumni Citizenship Behavior (ACB) framework and summarize the various aspects of the model (antecedents, mechanisms, and consequences of ACB) and the relationships among them. Third, I present the findings on how alumni support their alma mater (viewed as how alumni demonstrate ACB). Fourth, I present the antecedents of alumni support. Antecedents in this study refer to college and post-college experiences (e.g., participation in campus activities) that elicit psychological feelings and/or perceptions about the institution. Fifth, I present the mechanisms of alumni support. Mechanisms in this study are the psychological/emotional factors that explain how the antecedent factors relate to alumni support. Finally, I present the consequences of alumni support referring to the outcomes of the support. The rest of the chapter provides a discussion of the findings, the study limitations, and suggestions for future research.

Study Characteristics

The initial literature search yielded 933 studies, while additional literature identified from the researcher's files included 72 studies, making a total of 1,005 imported into Covidence application. Next, 529 studies were removed through the de-duplication process in Covidence leaving 476 studies for screening. An additional 306 studies were excluded during the first and second screening steps described under the selection process above, leaving 170 studies included in the analysis as shown in Figure 2.1. PRISMA Flow Diagram.

As Table 2.1 indicates, most (80.6%) of the studies are quantitative, 11.8% are qualitative, and 7.6% are mixed-method studies. Of the quantitative studies, about 5.8% are experiments. Beyond providing evidence of relationships between variables, experiments help establish the direction of causality (i.e., which variable causes an effect). The inclusion of quantitative, qualitative, and mixed method studies ensures that a more comprehensive list of alumni support behaviors is identified.

Regarding geographic location, Table 2.1 shows that 78.8% of the studies were conducted in North America, predominately in the United States (including three with U.S.–Italy, U.S.–Saudi Arabia, and U.S.–China samples), followed by 10% in Asia and 8.24% in the United Kingdom. Less than 2% of the studies focused on Africa and Australia each. This disproportionate focus on North America is not surprising as the trend aligns with previous research in the field (Iskhakova et al., 2017; Wiepking, 2021).

Table 2.1. *Number of Studies by Methodological Approach and Country*

Attribute		n of studies	
Method approach	Qualitative	20 (11.8%)	
	Quantitative	137 (80.6%)	
	Mixed Methods	13 (7.6%)	
Region	Country	n of studies	
Africa (n=3, 1.76%)	Africa	3	
	Asia (n=17, 10%)	Azerbaijan	1
		China	3
		Indonesia	1
		Malaysia	6
		Pakistan	2
		Taiwan	2
		Thailand	2
Australia (n=2, 1.18%)	Australia	2	
UK/Europe (n=14, 8.24%)	Netherlands	1	
	Portugal	6	
	Spain	2	
	Sweden	1	
	Switzerland	2	
	United Kingdom	2	
	North America (n=134, 78.82%)	Canada	3
	United States	131	
Theoretical approach indicated	Yes	52 (30.6%)	
	No	118 (69.4%)	

With regard to theoretical underpinnings of the studies, Table 2.2 shows about 30% of the studies indicated the theories that guided the studies including (Abbasov & Drezner, 2018; Amani, 2022; Arnett et al., 2003; Khan et al., 2022; McDearmon, 2013; McNamee & Drezner, 2022; Meer & Rosen, 2013; O'Neil & Schenke, 2007; Pinion, 2018; Porter et al., 2011; Skari, 2014; Snijders et al., 2019; Stephenson & Yerger, 2014a; Tiger & Preston, 2013; Weerts & Ronca, 2008; Wright & Bocarnea, 2007). While social exchange, social identity, and relationship marketing theories were mostly indicated, there were other theories such as: expectancy theory, student involvement theory, equity theory, investment theory, purchase constraint theory, and organization identification theory.

Combined, the reviewed studies identified various types of alumni support including monetary and non-monetary support (see Table 2.3), and their antecedents (see Table 2.5). A smaller number of studies investigated the mechanisms of alumni engagement without necessarily naming those factors as 'mechanisms' (e.g., trust; Francioni et al., 2021; Mo & Zhu, 2022; Schlesinger et al., 2017) by identifying how the mechanisms influenced the relationships between the antecedents and alumni support. Only about 2% of the studies (Allred & Sakowicz, 2019; Howe, 2018; Ingram et al., 2005) highlighted the consequences referring to the outcomes of alumni support.

Overall, the reviewed studies examined relationships among alumni characteristics, college experiences, post-college experiences, attitudes towards alumni support (monetary donations and non-monetary support), and behavioral intentions.

Table 2.2 below presents an overview of the characteristics of studies.

Table 2.2. *Overview of the Characteristics of Studies*

S/No	Author(s), Year	Country ^a	Theory	Sample ^b
	Experiments			
1	Alston et al. (2021)	United States	No clear indication	56,766
2	Bingham et al. (2003)	United States	No clear indication	733
3	Drezner (2018)	United States	Social Identity and social distance theories	1,621
4	Parsons & Wethington (1996)	United States	No clear indication	3,923
5	Quigley et al. (2002)	United States	No clear indication	732
6	Ryder (1989)	Canada	No clear indication	Recent graduates ^c
7	Touré-Tillery & Fishbach (2017)	United States	No clear indication	172,441; 19,731
8	Whillans & Dunn (2018)	United States	No clear indication	12,316
	Mixed Methods			
9	Abbasov & Drezner (2018)	Azerbaijan	Organizational identification	103
10	Allred & Sakowicz (2019)	United States	No clear indication	30
11	Bwemelo & Magasi (2022)	Tanzania	No clear indication	188
12	Dollinger et al. (2019)	Australia	No clear indication	134
13	Drezner et al. (2020)	United States	No clear indication	1,553
14	Farrow & Yuan (2011)	United States	Theory of the strength of ties	3,097
15	Frisby et al. (2019)	United States	No clear indication	148
16	Howe (2018)	United States	No clear indication	21
17	Hungsapruerk (2022)	Thailand	No clear indication	228
18	Hunter et al. (1999)	United States	No clear indication	1,311
19	Kibble et al. (2021)	United States	No clear indication	19
20	Shen & Sha (2020)	United States	Public relations theory	673
21	Weerts et al. (2010)	United States	Social exchange, expectancy, & investment theories	514
	Qualitative			
22	Bernal & Mille (2014)	United States	No clear indication	35
23	Carson (1996)	United States	No clear indication	222
24	Cownie & Gallo (2021)	United Kingdom	Relationship marketing/Social exchange theory	17
25	Drezner & Garvey (2016)	United States	No clear indication	23
26	El-Awad et al. (2022)	Sweden	Grounded approach	18
27	Emanuel (2009)	United States	No clear indication	21
28	Eury et al. (2018)	United States	Grounded theory	14,309
29	Fleming (2019)	United States	Grounded theory	7
30	Garvey & Drezner (2013)	United States	No clear indication	23
31	Joubert & Hay (2022)	South Africa	No clear indication	10
32	McDearmon (2010)	United States	Grounded theory	204
33	McGill et al. (2009)	Australia	No clear indication	6
34	McKinnon (2022)	Canada	No clear indication	36
35	Nisar et al. (2023)	Pakistan	No clear indication	26
36	Nisar & Nasruddin (2022)	Pakistan	Stimulus-Organism-Response (SOR) Framework, Social Exchange Theory	26
37	Pedro, Mendes, Pereira, et al. (2020)	Portugal	No clear indication	21
38	Ricchezza & Vacher (2017)	United States	No clear indication	10
39	Shaari et al. (2015)	Malaysia	Social Exchange theory	5
40	Vervoort & Gasman (2016)	United States	No clear indication	20
41	Wastyn (2009)	United States	No clear indication	12
	Quantitative			
42	Amani (2022)	Tanzania	Social identity theory	606
43	Arnett et al. (2003)	United States	Identity Theory	953
44	Bao et al. (2022)	United States	No clear indication	771
45	Belfield & Beney (2000)	United Kingdom	No clear indication	7,514
46	Blumenfeld & Sartain (1974)	United States	No clear indication	218
47	Borden et al. (2014)	United States	No clear indication	5,554 ^d
48	Bristol (1990)	United States	No clear indication	7,337

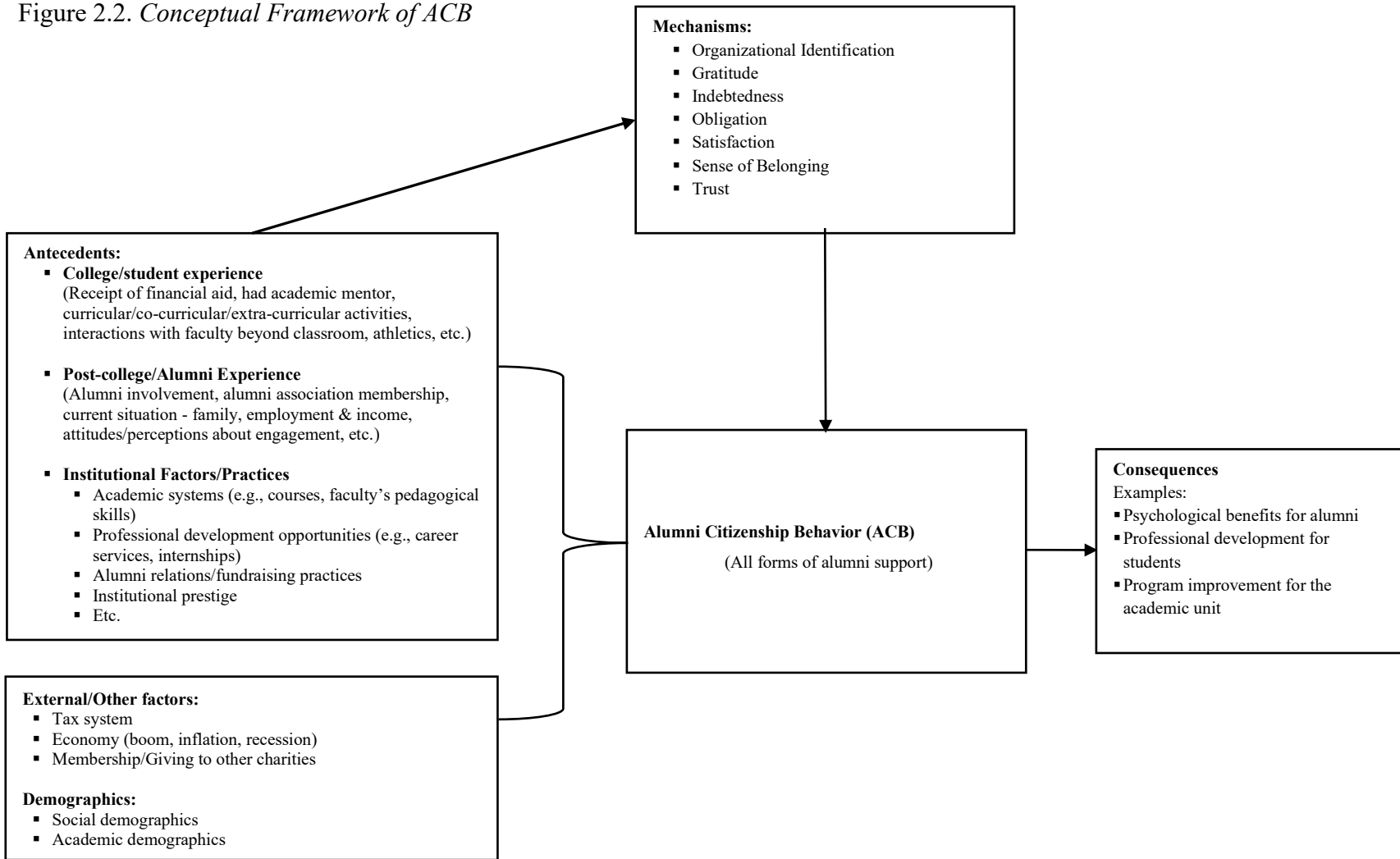
S/No	Author(s), Year	Country ^a	Theory	Sample ^b
49	Bristol (1992)	United States	No clear indication	Varies ^c
50	Bruggink & Siddiqui (1995)	United States	No clear indication	2,500
51	Buchanan (1996)	United States	No clear indication	476
52	Bui & Jeng (2022)	Taiwan	Attachment theory, conservation of resources theory	711
53	Butcher et al. (2013)	United States	No clear indication	32,365
54	Cohen (2006)	United States	No clear indication	1,000
55	Chen (2018)	Switzerland	No clear indication	566
56	Chen & Murphy (2018)	Switzerland	No clear indication	595
57	Chisholm-Burns & Spivey (2015)	United States	No clear indication	273
58	Clotfelter (2001)	United States	No clear indication	10,905
59	Clotfelter (2003)	United States	No clear indication	12,214
60	Connolly & Blanchette (1986)	United States	Microeconomic theory	173
61	Diamond & Kashyap (1997)	United States	No clear indication	246
62	Diaz Vidal & Pittz (2019)	United States	No clear indication	900
63	Drezner & Pizmony-Levy (2021)	United States	Organizational identification/ Sense of Belonging	1,601
64	Durango-Cohen & Balasubramanian (2015)	United States	No clear indication	75,922
65	Durango-Cohen et al. (2012)	United States	No clear indication	8,910
66	Durango-Cohen et al. (2013)	United States	No clear indication	75,922
67	Dvorak & Toubman (2013)	United States	No clear indication	23,760
68	Eurico et al. (2015)	Portugal	No clear indication	166
69	Francioni et al. (2021)	United States/ Italy	No clear indication	632
70	Freeland et al. (2015)	United States	No clear indication	1,062
71	Gaier (2005)	United States	No clear indication	1,608
72	Gardner & Pierce (2022)	United States	No clear indication	369
73	Gartland et al. (2003)	United States	No clear indication	181
74	Garvey & Drezner (2016)	United States	No clear indication	129
75	Gaylord & Kelleher (2019)	United States	No clear indication	664
76	Goh & Kim (2023)	United States	No clear indication	393
77	Grant & Lindauer (1986)	United States	No clear indication	1,860 ^f
78	Harbaugh (1998)	United States	No clear indication	146
79	Hartman & Schmidt (1995)	United States	No clear indication	585
80	Heckman & Guskey (1998)	United States	No clear indication	1,010
81	Holmes (2009)	United States	No clear indication	22,641
82	Holmes et al. (2008)	United States	No clear indication	22,641
83	Hsu et al. (2016)	China	No clear indication.	346
84	Ingram et al. (2005)	United States	No clear indication	46
85	Jiménez-Castillo et al. (2013)	Spain	No clear indication	500
86	Kamarulzaman et al. (2018)	Malaysia	No clear indication	815
87	Khan et al. (2022)	United States/ Saudi Arabia	Social identity theory	1,252
88	Kubasek & Clayton (2019)	United States	Motivation theory	238
89	Lara & Johnson (2014)	United States	Economic theory/Consumer theory	25,404
90	Le Blanc & Rucks (2009)	United States	No clear indication	32,898
91	Leslie & Ramey (1988)	United States	No clear indication	73 ^g
92	Liang et al. (2023)	United States/China	Theory of Planned Behavior (TPB), Affect theory of Social Exchange	1,045
93	Lindahl & Winship (1992)	United States	No clear indication	140,000
94	Lindahl & Winship (1994)	United States	No clear indication	53,276
95	Mael & Ashforth (1992)	United States	Social Identity Theory	297
96	Marr et al. (2005)	United States	No clear indication	2,822
97	Martin et al. (2015)	United States	No clear indication	1,227

S/No	Author(s), Year	Country ^a	Theory	Sample ^b
98	Maulana et al. (2023)	Indonesia	Relationship marketing	642
99	McAlexander & Koenig (2001)	United States	No clear indication	481
100	McAlexander et al. (2006)	United States	Brand community	497
101	McAlexander et al. (2014)	United States	Brand community	1,793
102	McAlexander et al. (2016)	United States	No clear indication	4,800
103	McDearmon & Shirley (2009)	United States	No clear indication	2,273
104	McDearmon (2013)	United States	Symbolic interactionism	688
105	McNamee & Drezner (2022)	United States	Continuity Theory	3,404
106	Meer (2011)	United States	No clear indication	18,060
107	Meer (2013)	United States	No clear indication	7,113
108	Meer & Rosen (2011)	United States	No clear indication	30,148
109	Meer & Rosen (2009a)	United States	No clear indication	30,822
110	Meer & Rosen (2009b)	United States	No clear indication	32,488
111	Meer & Rosen (2010)	United States	No clear indication	12,646
112	Meer & Rosen (2012)	United States	No clear indication	13,831
113	Meer & Rosen (2013)	United States	Terror management theory	10,982
114	Min et al. (2019)	United States	No clear indication	148
115	Mo & Zhu (2022)	China	No clear indication	238
116	Monks (2003)	United States	No clear indication	10,511
117	Mount (1996)	Canada	No clear indication	319
118	Mulugetta et al. (1999)	United States	No clear indication	416
119	Newman (2011)	United States	No clear indication	156,356
120	Newman & Petrosko (2011)	United States	No clear indication	7,535
121	Nwakpuda (2020)	United States	No clear indication	2,521
122	O'Neil & Schenke (2007)	United States	Social Exchange theory	464
123	Okunade (1993)	United States	Utility maximization framework	546
124	Okunade (1996)	United States	Received theories of personal voluntary giving	278
125	Okunade & Berl (1997)	United States	Received theories	546
126	Okunade et al. (1994)	United States	No clear indication	4,242
127	Olsen et al. (1989)	United States	No clear indication	798
128	Pedro & Andraz (2021)	Portugal	Relationship marketing	631
129	Pedro et al. (2018)	Portugal	No clear indication	631
130	Pedro et al. (2021)	Portugal	Relationship marketing	2,008
131	Pedro, Mendes, & Pereire (2020)	Portugal	Relationship marketing	1,075
132	Peltier et al. (2002)	United States	Interactive marketing theory	1,012
133	Peng et al. (2022)	China	No clear indication	1,481
134	Pinion (2018)	United States	Theory of Student Involvement	10,475
135	Porter et al. (2011)	United States	Identity theory	110
136	Rattanamethawong et al. (2018)	Thailand	No clear indication	300
137	Rau & Erwin (2015)	United States	No clear indication	967
138	Root et al. (2017)	United States	No clear indication	719
139	Roy et al. (2008)	United States	No clear indication	291
140	Schlesinger et al. (2017)	Spain	Relationship Marketing	1,000
141	Shaari et al. (2017)	Malaysia	No clear indication	90
142	Shaari, Yong, Salleh et al. (2019)	Malaysia	Theory of Planned Behavior	311
143	Shaari, Salleh, Yong et al. (2019)	Malaysia	Theory of Planned Behavior	311
144	Shaari, Salleh, Perumal et al. (2019)	Malaysia	Equity Theory	193
145	Shapiro et al. (2010)	United States	No clear indication	243
146	Skari (2014)	United States	Social exchange theory	7,330
147	Snijders et al. (2019)	Netherlands	Social exchange theory	152
148	Stephenson & Bell (2014)	United States	Social identity theory, self- congruity theory	2,763
149	Stephenson & Yerger (2014a)	United States	Social identity theory, self- categorization theory, self- congruity theory	2,763
150	Stephenson & Yerger (2014b)	United States	No clear indication	2,763
151	Stephenson & Yerger (2015)	United States	No clear indication	2,763
152	Stinson & Howard (2004)	United States	No clear indication	2,309 ^h

S/No	Author(s), Year	Country ^a	Theory	Sample ^b
153	Sun et al. (2007)	United States	No clear indication	1,754
154	Taylor & Martin (1995)	United States	No clear indication	371
155	Tiger & Preston (2013)	United States	Theory of Student Involvement	3,381
156	Tom & Elmer (1994)	United States	No clear indication	235
157	Tsao & Coll (2004)	United States	No clear indication	281
158	Turner et al. (2001)	United States	No clear indication	15,351
159	Uran-Linde & Linde (2018)	United States	No clear indication	724
160	Weerts & Cabrera (2017)	United States	No clear indication	523
161	Weerts & Cabrera (2018)	United States	Altruism perspective	1,441
162	Weerts & Ronca (2007)	United States	Social exchange/ expectancy/investment theories	879
163	Weerts & Ronca (2008)	United States	Social exchange theory, expectancy theory, and the investment model	1,076
164	Weerts & Ronca (2009)	United States	Expectancy theory	1,441
165	Willemain et al. (1994)	United States	No clear indication	3,000 ⁱ
166	Wright & Bocamea (2007)	United States	Resource dependence stakeholder theory	84
167	Wu et al. (2022)	Taiwan	No clear indication	412
168	Wunnava & Lauze (2001)	United States	No clear indication	8,606
169	Wunnava & Okunade (2013)	United States	No clear indication	394
170	Zhang (2019)	United States	No clear indication	500

- Notes.
- ^a When the country is not stated, I determine it based on the university associated with the sample or the affiliation of the author(s).
- ^b Where a study reports sample sizes for different sources without a total, the samples sizes are aggregated to obtain the overall sample size. For mixed method studies, the sample size reflects the total number of participants across data collection methods (e.g., interviews, focus groups, surveys). When only some sample sizes are reported, the available numbers are provided. Where an article reports multiple studies, sample sizes from each study are indicated separately.
- ^c The alumni sample consisted of recent graduates who were matched with 399 prospective students in a student recruitment intervention program; however, the exact number of alumni volunteers was not reported. It was also unclear whether each alumni volunteer was matched with only one prospective student, in which case there would have been 399 alumni volunteers.
- ^d The sample size is calculated as 32.6% of 17,038 employees identified as alumni.
- ^e Aggregate national data representing approximately 28.7 million alumni (1990), projected to 43.8 million alumni (2010).
- ^f All alumnae from classes 1891–1980; 1,860 observations.
- ^g The sample size reflects the number of institutional observations (n = 73) included in the study. The study is included because it provides insights relevant to individual alumni giving behavior.
- ^h The number of alumni major donors examined varied annually, increasing from 779 in 1994 to 2,309 in 2002.
- ⁱ The exact sample size is not indicated; 3,000 class-year observations (aggregated data representing alumni from the Classes of 1900–1990)

Figure 2.2. *Conceptual Framework of ACB*



Alumni Citizenship Behavior (ACB) Framework

Based on evidence presented in the preceding sections, the conceptual model for alumni citizenship behavior (ACB) is depicted in Figure 2.2. This model depicts the ACB Framework showing various aspects of alumni citizenship behavior and the overview of the relationships between the behavior and its antecedents, mechanisms, and consequences.

Relationships Among ACB and its Antecedents, Mechanisms, and Consequences

Alumni citizenship behaviors (ACBs) identified in the reviewed studies included monetary donations and non-monetary forms of engagement such as mentoring a student, serving as an alumni board and recommending the institution to others. ACBs can be influenced directly by the antecedent factors or through the mechanisms as mediating factors such as satisfaction and trust. The antecedents of ACB are steeped in 1) college experience (e.g., mentoring, financial aid), 2) post-college experience (e.g., membership in the alumni association, family or work situation), and 3) institutional factors (e.g., alumni relations such as regular communications with alumni, solicitation strategies, institutional prestige).

External factors act as enabling factors which can influence the decision to give and the level of donations. For instance, a booming economy compared to a recession may encourage higher levels of giving. Similarly, favorable tax benefits for charitable contributions may influence levels of donations. The demographic factors show the characteristics of alumni donors and volunteers and help to differentiate their levels of support. Examples of the demographic factors include gender, age, marital status, academic major, and year of graduation. The mechanisms (e.g., satisfaction, trust) in this

study are prompted by college, post-college, and institutional factors which then influence ACBs.

Analysis of evidence suggests that different antecedent factors can elicit the same mechanism of alumni behavior. For instance, interactions with faculty (student experience) and perception of the institution's integrity in the use of donations (institutional factor) can build trust in the institution. Also, one antecedent factor can influence several mechanisms. For example, student experience (e.g., having had a mentor) can elicit a sense of satisfaction, boost organizational identification or foster a sense of belonging in the mentee and in turn lead to supportive alumni behavior. Furthermore, it appears that different mechanisms can influence the same types of citizenship behaviors. For example, evidence suggests that satisfaction and organizational identification can influence both monetary and non-monetary behaviors.

Consequences are the outcomes of alumni citizenship behavior for the institution and its members such as students, alumni or faculty. Evidence in this review showed that alumni citizenship behaviors directly influence individual student recipients of support (e.g., professional development), the alumni providing the support (e.g., psychological benefit of feeling good), as well as the institutional units (e.g., program improvement) indirectly benefiting the institution. In general, there is limited information on the consequences of alumni behavior as will be discussed later.

In the next section, I will discuss the similarities and differences between alumni citizenship behavior and organizational citizenship behavior informing it. In doing so, I argue that alumni support can be described and examined as citizenship behavior within the context of the organization.

Alumni Citizenship Behaviors (ACB) and Organizational Citizenship Behavior (OCB)

What is alumni citizenship behavior? This study provides an initial definition of ACB as the discretionary and voluntary behavior of alumni that supports and contributes to the effective functioning of the educational institution and the fulfilment of its educational mission. This definition draws from the concept of OCB defined as “individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization” (Organ, 1988, p. 4). I suggest that OCB, which has primarily been applied to understand employee behavior, can be applied to a non-employee-organizational context such as in the alumni-university relationship.

I assert that OCB and ACB are similar in many ways. First, both behaviors are discretionary: OCB lies outside the employee’s contractual, assigned or stated duties or job descriptions (Organ, 1988). Similarly, I argue that ACB goes beyond the social and financial contract in the university-student relationship where the educational institution provides education/degree in exchange for the student fulfilling the requirement for obtaining such degree—including attending classes, completing assignments and passing examinations. Second, both OCB and ACB are not demanded or compensated within the formal reward system. Third, both behaviors may attract some form of reward. For example, a manager’s performance ratings of an employee and reward decisions may implicitly be influenced by the employee’s performance of extra-role duties (Podsakoff et al., 2000) such as helping a coworker finish a task that contributes to the work unit’s overall performance. In the higher education setting, alumni and other donors may

receive awards and other opportunities for access such as invitations to events in recognition of their support behaviors.

OCB and ACB, however, may differ in two ways. The first is the extent that both constructs may be driven by the feeling of obligation. Employees may feel constrained to volunteer for extra duties because they believe the organization tacitly expects that from them, or because they perceive it may make them appear as better employees and possibly influence their manager's evaluation ratings. With alumni, ACB may be less driven by a sense of obligation, especially with the perception that the contractual obligation between them and the institution has been fulfilled. ACB may therefore be mostly an expression of reciprocity in which alumni seek to give back in exchange for benefits received from their former institution (Worth et al., 2020). Secondly, OCB and ACB may differ in the social context in which each behavior is performed. Employees perform discretionary behaviors to support the organization in the context of current paid employment. However, alumni choose to engage with the organization as former members with no paid contractual obligation. While citizenship behaviors may be context specific, at the core of both OCB and ACB is individuals supporting the organization and its members.

I posit that ACB is expressed in the various ways that alumni engage with their alma mater. Alumni can engage with their former institutions by donating money and making other contributions including time and expertise (e.g., serving as career mentors for students, serving on alumni and university boards). Reviewed studies examined actual behaviors, behavioral intentions, attitudes, and perceptions related to the behaviors. Table 2.3 presents different alumni engagement behaviors identified across quantitative,

qualitative, and mixed method studies. As the table depicts, the most frequently occurring behavior is monetary donations, followed by recommending the institution to others and mentoring students.

Serving on alumni or university boards is among the behaviors that not many alumni engage in, perhaps because of limited opportunities to serve on boards. Other least occurring behaviors are staying in touch with faculty, providing feedback, or alumni association membership. Overall, the most or least occurring behaviors observed in this analysis may reflect what scholars have chosen to study, the opportunities provided by the institutions, or the level of connection an individual feels with the institution.

Table 2.3. *How Alumni Support Their Alma Mater (ACBs)*

Form of Alumni Support	Studies
Giving class or guest lectures	Amani, 2022; Heckman & Guskey, 1998; Howe, 2018; Kibble et al., 2021; Shaari et al., 2017
Helping students	Pedro, Mendes, & Pereira, 2020
Helping other alumni such as providing feedback to others in an alumni group	Bui & Jeng, 2022
Mentoring students	Allred & Sakowicz, 2019; Bernal & Mille, 2014; Dollinger et al., 2019; El-Awad et al., 2022; Goh & Kim, 2023; Root et al., 2017; Shaari et al., 2015; Shen & Sha, 2020; Weerts & Cabrera, 2017
Providing job opportunities and internships; supervising an intern	Heckman & Guskey, 1998; Shen & Sha, 2020
Sponsoring a student project (e.g., a Capstone project)	Howe, 2018
Alumni association membership	Chen, 2018; Newman & Petrosko, 2011
Assisting in student recruitment activities	Heckman & Guskey, 1998; Weerts & Cabrera, 2017
Attending alumni events	(Chen, 2018; Diamond & Kashyap, 1997; Garvey & Drezner, 2016; Goh & Kim, 2023; Martin et al., 2015; McDearmon, 2013; Wu et al., 2022)
Attending university games	(McAlexander et al., 2016; Roy et al., 2008)
Engaging with faculty/staff/administrators with feedback about the program	Bui & Jeng, 2022; Shen & Sha, 2020
Providing expert opinion	Shaari et al., 2017
Participating in university activities	Drezner & Pizmony-Levy, 2021; Mael & Ashforth, 1992; McAlexander et al., 2016; McDearmon, 2013; Pedro & Andraz, 2021
Responding to an alumni survey or other studies	(Bernal & Mille, 2014; Carson, 1996; Emanuel, 2009; Ingram et al., 2005; Joubert & Hay, 2022; Min et al., 2019; Ricchezza & Vacher, 2017)

Form of Alumni Support	Studies
Reading alumni newsletters /Following institutional news	Chen & Murphy, 2018; Goh & Kim, 2023; Heckman & Guskey, 1998
Serving on boards (e.g., advisory board, governing board)	(Heckman & Guskey, 1998; Root et al., 2017)
Staying in touch with faculty	Goh & Kim, 2023
Using alumni/school website and social media platforms	(Chen & Murphy, 2018; Goh & Kim, 2023; Stephenson & Yerger, 2014a)
Talking to admitted student	(Goh & Kim, 2023; Ryder, 1989)
Being a school ambassador	(Chen, 2018)
Enrolling in other programs	Martin et al., 2015; McAlexander & Koenig, 2001; Pedro et al., 2021; Schlesinger et al., 2017; Shaari et al., 2015; Wu et al., 2022
Making monetary donations	Alston et al., 2021; Arnett et al., 2003; Bao et al., 2022; Blumenfeld & Sartain, 1974; Bristol, 1990; Bruggink & Siddiqui, 1995; Chisholm-Burns & Spivey, 2015; Clotfelter, 2001, 2003; Cohen, 2006; Diaz Vidal & Pittz, 2019; Drezner, 2018; Drezner et al., 2020; Drezner & Garvey, 2016; Drezner & Pizmony-Levy, 2021; Durango-Cohen & Balasubramanian, 2015; Durango-Cohen et al., 2012; Dvorak & Toubman, 2013; Farrow & Yuan, 2011; Freeland et al., 2015; Gaier, 2005; Gardner & Pierce, 2022; Gartland et al., 2003; Garvey & Drezner, 2016; Grant & Lindauer, 1986; Harbaugh, 1998; Heckman & Guskey, 1998; Hungsapruet, 2022; Hunter et al., 1999; Kubasek & Clayton, 2019; Le Blanc & Rucks, 2009; Leslie & Ramey, 1988; Liang et al., 2023; Lindahl & Winship, 1992; Mael & Ashforth, 1992; McAlexander et al., 2016; McAlexander & Koenig, 2001; McDearmon, 2013; McDearmon & Shirley, 2009; Meer, 2011, 2013; Meer & Rosen, 2009a, 2009b, 2010; Monks, 2003; Mount, 1996; Mulugetta et al., 1999; Newman, 2011; Nisar & Nasruddin, 2022; Okunade, 1993; Okunade et al., 1994; Okunade, 1996; Olsen et al., 1989; Pinion, 2018; Quigley et al., 2002; Stephenson & Yerger, 2014b; Stinson & Howard, 2004; Sun et al., 2007; Tom & Elmer, 1994; Touré-Tillery & Fishbach, 2017; Uran-Linde & Linde, 2018; Weerts & Ronca, 2007; Weerts & Ronca, 2009; Zhang, 2019
Political advocacy (contacting government officials on behalf of the university)	(Weerts et al., 2010; Weerts & Cabrera, 2017)
Recommending the university to others/verbally praising or expressing pride in the institution	Bui & Jeng, 2022; Gartland et al., 2003; Heckman & Guskey, 1998; Pedro & Andraz, 2021; Pedro, Mendes, & Pereira, 2020; Pedro, Mendes, Pereira, et al., 2020; Pedro et al., 2021; Schlesinger et al., 2017; Shaari et al., 2015; Stephenson & Yerger, 2014a, 2015
Sharing experiences/stories	Pedro, Mendes, Pereira, et al., 2020

Measures of Monetary and Non-Monetary Engagements

Alumni citizenship behaviors include monetary and non-monetary forms of engagement. Reviewed studies examined alumni monetary engagement in three ways: 1) examining actual giving behavior such as donating money or not donating money (e.g.,

Marr et al., 2005; Nwakpuda, 2020), 2) documenting intention and likelihood to donate money (e.g., Mo & Zhu, 2022; Tsao & Coll, 2004), and 3) forecasting the probability of donating money based on alumni demographics or other factors (Abbasov & Drezner, 2018; Goh & Kim, 2023). Table 2.4 presents the various ways that monetary engagement has been examined in reviewed studies.

Non-monetary engagement was assessed using 1) general measure of actual behavior – *volunteering* (Drezner & Pizmony-Levy, 2021; Weerts & Cabrera, 2017), 2) general measure of behavioral intention – *likelihood of volunteering* (Root et al., 2017; Weerts & Ronca, 2008), and 3) specific measures (see Table 2.3) such as serving as a guest speaker in an academic course. Table 2.4 includes the measures of monetary and non-monetary engagement.

Table 2.4. Measures of Monetary and Non-Monetary Engagement

Engagement	Reference(s)
Measure of Monetary Engagement	
Alumni status: Donor/non-donor (Y/N)	Diaz Vidal & Pittz, 2019; Rau & Erwin, 2015; Taylor & Martin, 1995; Tiger & Preston, 2013
Average donations/Amount of donations	(Bingham et al., 2003; Borden et al., 2014; Bristol, 1990; Butcher et al., 2013; Durango-Cohen et al., 2013; Dvorak & Toubman, 2013; Gardner & Pierce, 2022; Holmes et al., 2008; Lara & Johnson, 2014; Marr et al., 2005; Nwakpuda, 2020; O’Neil & Schenke, 2007; Peltier et al., 2002; Stephenson & Yerger, 2014b; Taylor & Martin, 1995; Whillans & Dunn, 2018; Willemain et al., 1994; Wunnava & Okunade, 2013)
Cause-related donations	(Hungsapruerk, 2022)
Decision/Choosing to donate	Stephenson & Yerger, 2015
Frequency of donations	Bao et al., 2022; Belfield & Beney, 2000; Dvorak & Toubman, 2013; Gardner & Pierce, 2022
Making monetary donations	Alston et al., 2021; Arnett et al., 2003; Bao et al., 2022; Blumenfeld & Sartain, 1974; Bristol, 1990; Bruggink & Siddiqui, 1995; Chisholm-Burns & Spivey, 2015; Clotfelter, 2001, 2003; Cohen, 2006; Diaz Vidal & Pittz, 2019; Drezner, 2018; Drezner et al., 2020; Drezner & Garvey, 2016; Drezner & Pizmony-Levy, 2021; Durango-Cohen & Balasubramanian, 2015; Durango-Cohen et al., 2012; Dvorak & Toubman, 2013; Farrow & Yuan, 2011; Freeland et al., 2015; Gaier, 2005; Gardner & Pierce, 2022; Gartland et al., 2003; Garvey & Drezner, 2016; Grant & Lindauer, 1986; Harbaugh, 1998; Heckman & Guskey, 1998; Hungsapruerk, 2022; Hunter et al., 1999; Kubasek & Clayton, 2019; Le Blanc & Rucks, 2009; Leslie & Ramey, 1988; Liang et al., 2023; Lindahl & Winship, 1992; Mael & Ashforth, 1992; McAlexander et al., 2016; McAlexander & Koenig, 2001;

Engagement	Reference(s)
Not donating	McDearmon, 2013; McDearmon & Shirley, 2009; Meer, 2011, 2013; Meer & Rosen, 2009a, 2009b, 2010, 2013; Monks, 2003; Mount, 1996; Mulugetta et al., 1999; Newman, 2011; Nisar & Nasruddin, 2022; Okunade, 1993; Okunade et al., 1994; Okunade, 1996; Olsen et al., 1989; Pinion, 2018; Quigley et al., 2002; Stephenson & Yerger, 2014b; Stinson & Howard, 2004; Sun et al., 2007; Tom & Elmer, 1994; Touré-Tillery & Fishbach, 2017; Uran-Linde & Linde, 2018; Weerts & Ronca, 2007; Weerts & Ronca, 2009; Zhang, 2019
Number of alumni donating	Shapiro et al., 2010; Wastyn, 2009; Weerts & Ronca, 2007
Number of donations	Connolly & Blanchette, 1986
Percent of donations	Diamond & Kashyap, 1997; Parsons & Wethington, 1996; Stephenson & Bell, 2014; Stephenson & Yerger, 2014b
Behavioral Intention	
Intention to contribute/give	Connolly & Blanchette, 1986; Willemain et al., 1994
Willingness to give	Bernal & Mille, 2014; Drezner et al., 2020; Maulana et al., 2023; McAlexander et al., 2016; McAlexander & Koenig, 2001; McKinnon, 2022; Mo & Zhu, 2022; Porter et al., 2011.; Shaari et al., 2015; Shaari, Yong, Salleh et al., 2019; Tsao & Coll, 2004
Willingness to include institution in will/Estate plan	Abbasov & Drezner, 2018; Shaari, Salleh, Yong et al., 2019; Tom & Elmer, 1994; Vervoort & Gasman, 2016; Wright & Bocarnea, 2007 (McAlexander et al., 2016)
Forecasting Donations	
Future donations	Buchanan, 1996; Lindahl & Winship, 1994; Martin et al., 2015; McAlexander et al., 2006; McGill et al., 2009
Likelihood/Probability of giving	Abbasov & Drezner, 2018; DREZNER et al., 2020; Durango-Cohen et al., 2013; Gaylord & Kelleher, 2019; Goh & Kim, 2023; Heckman & Guskey, 1998; Holmes et al., 2008; Holmes, 2009; Hungsapruerk, 2022; Khan et al., 2022; Lara & Johnson, 2014; Lindahl & Winship, 1994; Marr et al., 2005; McAlexander et al., 2014; Meer & Rosen, 2012; Okunade & Berl, 1997; Roy et al., 2008; Shaari, Salleh, Perumal et al., 2019; Skari, 2014; Weerts & Cabrera, 2018; Whillans & Dunn, 2018; Wunnava & Lauze, 2001
Measure of Non-Monetary Engagement (General)*	
Volunteering	(Drezner & Pizmony-Levy, 2021; Farrow & Yuan, 2011; Garvey & Drezner, 2013; Mulugetta et al., 1999; Nisar et al., 2023; Pedro, Mendes, & Pereira, 2020; Shaari et al., 2015; Weerts & Cabrera, 2017; Weerts & Ronca, 2007)
Likelihood/Willingness to volunteer	Abbasov & Drezner, 2018; Bao et al., 2022; Bernal & Mille, 2014; Gaier, 2005; Mulugetta et al., 1999; Nisar & Nasruddin, 2022; Weerts & Ronca, 2008
Note. *Specific types of non-monetary engagement are included in Table 2.3.	

Antecedents of Alumni Citizenship Behavior

Results of the review reveal numerous antecedents underpinning alumni citizenship behavior. These factors can be categorized broadly as college experience, post-college experiences, and other factors. College experience factors include academic curricular (e.g., courses, course design), co-curricular (e.g., mentoring, internship), and

social extracurricular factors (e.g., participation in student social organizations, playing varsity sports), volunteering and donating money as a student such as making a senior year gift. Post-college experiences (e.g., employment, having children, alumni involvement); and 3) institutional factors/practices (prestige, alumni/donor relations, solicitation and recognition of gifts).

Other factors that have been associated with alumni donations when discussing antecedents include 1) social/economic demographics (e.g., age, income), 2) academic demographics (e.g., degree major, years since graduation), and 3) external factors (e.g., tax incentives, economic conditions such as boom or recession). I consider the demographic factors as 1) characteristics of alumni who support or do not support their alma mater and 2) differentiators of the level of monetary donations or other forms of support. I also consider the external factors as facilitators of giving decisions and/or level of monetary donations.

In the following sections, I present a summary of findings on the different categories of antecedents, demographics and external factors and include examples of the relationships between the antecedents and alumni donations and/or non-monetary contributions. Table 2.5 includes the antecedents in the order they are discussed in the following sections: college experiences, post-college experiences, and institutional factors/practices. Table 2.6 contains demographics and external factors.

Table 2.5. *Antecedents of Alumni Citizenship Behavior*

Antecedents of ACB	Reference(s)
College Experience	
<i>Financial Aid</i>	
Financial aid: Type of financial aid	(Marr et al., 2005; Monks, 2003)
Financial aid: Need-based aid/fellowship	(Clotfelter, 2003; Marr et al., 2005; Mulugetta et al., 1999)
Financial aid: Scholarship aid	(Blumenfeld & Sartain, 1974; Chisholm-Burns & Spivey, 2015; Marr et al., 2005; Meer & Rosen, 2012)
Financial aid: Student loan	(Meer & Rosen, 2012; Monks, 2003)
Financial aid: On-campus Employment	(Drezner & Pizmony-Levy, 2021; Meer & Rosen, 2012)
Had an academic mentor	(Clotfelter, 2001, 2003)
Internship involvement	(Monks, 2003)
On-campus residence (e.g., during senior year)	(Tiger & Preston, 2013)
Online courses (# of online courses) taken	(Tiger & Preston, 2013)
<i>Overall experience</i>	
Overall student/undergraduate experience	(Liang et al., 2023; Martin et al., 2015; McAlexander & Koenig, 2001; Rau & Erwin, 2015; Sun et al., 2007; Weerts & Ronca, 2009)
Overall experience in campus activities	(Liang et al., 2023; Newman & Petrosko, 2011; Rau & Erwin, 2015)
Student academic experience	(Garvey & Drezner, 2016; Pedro, Mendes, Pereira, et al., 2020; Weerts & Ronca, 2008, 2009)
Student social experience	(Marr et al., 2005; Weerts & Ronca, 2009)
<i>Student Engagement & Participation in Student Organizations</i>	
Donated as a student	(Chisholm-Burns & Spivey, 2015; Freeland et al., 2015)
Leadership as a student (student union, resident hall)	(Monks, 2003; Weerts & Cabrera, 2018)
Level of participation in extracurricular activities	(Arnett et al., 2003)
Number of student activities a student participated in.	(McNamee & Drezner, 2022)
Organization membership (# of religious, social, honorary, and/or professional organizations, sororities/fraternities)	(Cohen, 2006; Diaz Vidal & Pittz, 2019; Durango-Cohen et al., 2013; Pedro, Mendes, & Pereira, 2020; Tiger & Preston, 2013)
Participation in- Greek orders	(Bruggink & Siddiqui, 1995; Diaz Vidal & Pittz, 2019; Dvorak & Toubman, 2013; Hunter et al., 1999; Wunnava & Okunade, 2013)
Participation in social and cultural activities	(Clotfelter, 2001; Gaier, 2005; McNamee & Drezner, 2022; Monks, 2003; Mulugetta et al., 1999; Okunade et al., 1994; Pedro, Mendes, & Pereira, 2020; Pedro, Mendes, Pereira, et al., 2020; Rau & Erwin, 2015; Sun et al., 2007).
Participation in affinity/affinity/special interest groups	(Taylor & Martin, 1995)
Played varsity sport	(Blumenfeld & Sartain, 1974; Holmes et al., 2008; Meer & Rosen, 2009a; Pinion, 2018; Wunnava & Lauze, 2001)
Participation in university activities	(Arnett et al., 2003; Heckman & Guskey, 1998; Holmes, 2009; Khan et al., 2022; Stephenson & Yergler, 2014b)

Antecedents of ACB	Reference(s)
Participation in degree/academic extracurricular activities (e.g., departmental clubs)	(Gaylord & Kelleher, 2019; Monks, 2003; Pinion, 2018; Taylor & Martin, 1995)
Volunteered as a student	(Weerts & Cabrera, 2018; Weerts & Ronca, 2009; Wunnava & Lauze, 2001)
<i>Intellectual/Social Environment</i>	
Intellectual environment: teaching ability of faculty, intellectual capacity of the student body, student organizations	(Hsu et al., 2016; Pedro, Mendes, Pereira, et al., 2020)
Interactions with faculty/administrators/fellow students; Quality of campus relationships	(Gartland et al., 2003; Gaylord & Kelleher, 2019; Monks, 2003; Pedro, Mendes, Pereira, et al., 2020; Weerts & Ronca, 2009) (Rau & Erwin, 2015; Sun et al., 2007) (Gartland et al., 2003)
Social environment of the school (Dept)	
Post-College Experience /Alumni Involvement	
<i>Alumni involvement*</i>	
Alumni Engagement level (e.g., frequent, not frequent, no involvement)	(Newman & Petrosko, 2011; Okunade, 1993; Taylor & Martin, 1995; Tsao & Coll, 2004; Weerts & Ronca, 2007; Wunnava & Okunade, 2013)
Alumni experience (positive, negative)	(McAlexander & Koenig, 2001; Newman & Petrosko, 2011; Sun et al., 2007; Vervoort & Gasman, 2016)
Board/committee membership at the institution/for community service	(Hunter et al., 1999)
Campus visits	(Hunter et al., 1999)
Constraints (family, work demands, distance)	(Pedro, Mendes, Pereira, et al., 2020)
Follow news (dept, graduate school, institution)	(Drezner & Pizmony-Levy, 2021)
Relationship with the university (relationship with faculty, faculty-alumni contacts)	(Mo & Zhu, 2022; Pedro & Andraz, 2021; Wright & Bocarnea, 2007)
Read alumni newsletters	(Taylor & Martin, 1995)
Subsequent enrollment for graduate/other programs (repurchasing: professional, graduate school)	(Marr et al., 2005; Okunade et al., 1994; Shaari, Yong, et al., 2019; Taylor & Martin, 1995)
Volunteering in general	(Abbasov & Drezner, 2018; Farrow & Yuan, 2011; McDearmon & Shirley, 2009; McGill et al., 2009; Mount, 1996; Okunade, 1993; Weerts & Ronca, 2007, 2008) (Bruggink & Siddiqui, 1995)
<i>Donor status/behavior:</i>	
Giving history (shorter, longer)	(Quigley et al., 2002)
Recency of gift	(Lindahl & Winship, 1994)
Frequent donor as young alumnus	(Meer, 2013)
Past donor/current donor to alma mater	(Bingham Jr et al., 2003; Buchanan, 1996; Lindahl & Winship, 1992, 1994; Meer & Rosen, 2012; Newman & Petrosko, 2011)
Giving to other units of the university, university hospital	(Marr et al., 2005)
Giving to another university	(Okunade, 1993)
Gave to 4-year alma mater	(Skari, 2014)
<i>Alumni Association membership, Event Attendance and benefits:</i>	
Alumni perceptions of alumni association (positive or negative)	(Newman & Petrosko, 2011)
Alumni association chapter/national membership/Group membership	(Bui & Jeng, 2022; Hunter et al., 1999; Newman, 2011; Newman & Petrosko, 2011)

Antecedents of ACB	Reference(s)
Alumni awareness of other association members	(Newman & Petrosko, 2011)
Alumni association event attendance /travel participation	(Buchanan, 1996; Durango-Cohen et al., 2013)
Knowing the benefits of association membership	(Cohen, 2006)
Reunion year for an alumnus	(Butcher et al., 2013; Olsen et al., 1989; Willemain et al., 1994)
Reunion attendance	(Holmes, 2009; Hunter et al., 1999)
Institutional Factors	
Academic system (courses, mode of delivery etc.)	(Hsu et al., 2016; Kamarulzaman et al., 2018)
Brand of the institution:	(Eurico et al., 2015; Holmes, 2009; Jiménez-Castillo et al., 2013; Kamarulzaman et al., 2018; Leslie & Ramey, 1988; Peltier et al., 2002; Shaari, Salleh, Perumal et al., 2019; Stephenson & Yerger, 2014b)
Distinctiveness/Image/Prestige/Reputation/Quality	
Amenities (e.g., free parking, sports services, job search service)	(Rattanamethawong et al., 2018)
Campus climate for students (Support services, Inclusive policies, non-discrimination)	(Drezner & Garvey, 2016; El-Awad et al., 2022; Garvey & Drezner, 2016; Vervoort & Gasman, 2016)
Campus climate for alumni, Institutional direction (policies, initiatives, composition)	(Fleming, 2019; Garvey & Drezner, 2016; Hsu et al., 2016)
Career services/career preparation	(Gaylord & Kelleher, 2019; Hartman & Schmidt, 1995; Heckman & Guskey, 1998; Hsu et al., 2016; Hunter et al., 1999; Rattanamethawong et al., 2018)
Institution's commitment (e.g., providing fellowships, communication, solicitation)	(Mulugetta et al., 1999; Pedro, Mendes, & Pereira, 2020; Pedro, Mendes, Pereira, et al., 2020)
Knowledge of other donors (via publications, etc.)	(Okunade, 1993; Okunade & Berl, 1997; Y. Peng et al., 2022; Wunnava & Okunade, 2013; Zhang, 2019)
Lack of intra-organizational competitiveness	(Mael & Ashforth, 1992)
Matching gift available at employer organization	(Okunade, 1993; Okunade & Berl, 1997)
Mission	(Hunter et al., 1999)
Quality/image of education the institution provides	(Pedro et al. (2018)
Relationship with faculty; contact person at the institution	(Eurico et al., 2015; Maulana et al., 2023; Pedro & Andraz, 2021; Wright & Bocarnea, 2007)
Scandals	(Eury et al., 2018)
Value/quality of the institution and its personnel (value of degree, quality of the education services provided, curricular, teacher's knowledge)	(Garvey & Drezner, 2016; Jiménez-Castillo et al., 2013; Peltier et al., 2002)
Winning athletic season/championship	(Holmes, 2009; Holmes et al., 2008; Meer & Rosen, 2009a; Stinson & Howard, 2004; Turner et al., 2001; Wunnava & Okunade, 2013)
Alumni Relations & Fundraising Practices	
Acknowledgment communication: personalized or non-personalized; frequency of communication	(Bingham Jr et al., 2003; Quigley et al., 2002)
Awareness of development office activities: fundraising goals, giving vehicles and methods, specific causes	(Cohen, 2006; McKinnon, 2022)
Communication with alumni (e.g., quality or image of communication, regular, targeted)	(Bernal & Mille, 2014; Cohen, 2006; McGill et al., 2009; Pedro et al., 2018; Pedro, Mendes, Pereira, et al., 2020; Tsao & Coll, 2004)
Invitations to events (e.g., # of invitations)	(Rau & Erwin, 2015)

Antecedents of ACB	Reference(s)
Peer pressure	(Lindahl & Winship, 1994; Meer, 2011; Shaari, Yong, et al., 2019)
Provision of gift recognition, gift Premiums	(Maulana et al., 2023; McDearmon, 2010)
Responsiveness to alumni requests	(Maulana et al., 2023; McAlexander & Koenig, 2001)
Reunions	(Durango-Cohen et al., 2013; Hunter et al., 1999)
Solicitation strategy (non-personal: email, letters)	(Alston et al., 2021; Parsons & Wethington, 1996)
Solicitation of alumni engagement (communication with alumni; emphasis on the solicitor, timing of solicitation, content, type or frequency of communication).	(Alston et al., 2021; Cohen, 2006; Drezner, 2018; McKinnon, 2022; Meer, 2011; Nisar & Nasruddin, 2022; Parsons & Wethington, 1996; Pedro, Mendes, Pereira, et al., 2020) (Belfield & Beney, 2000; Drezner, 2018; Gaier, 2005; Kibble et al., 2021; McKinnon, 2022; Meer & Rosen, 2011; Nisar & Nasruddin, 2022; Parsons & Wethington, 1996; Uran-Linde & Linde, 2018; Whillans & Dunn, 2018)
Attitudes/perceptions associated with alumni engagement	
Alumni as a beacon of hope	(Nisar et al., 2023; Nisar & Nasruddin, 2022)
Alumni reluctance to individual monetary engagement/non-monetary engagement	(Nisar et al., 2023; Nisar & Nasruddin, 2022)
Attitude towards career preparation	(Rau & Erwin, 2015)
Attitude/Belief that alumni should support via financial giving/volunteering; the institution needs their money/volunteer service	(Abbasov & Drezner, 2018; Farrow & Yuan, 2011; Weerts & Ronca, 2007, 2008, 2009)
Brand interpretation: perception about the institution's brand	(Khan et al., 2022)
Alumni perceptions of their educational experience with the institution (positive, negative)	(Okunade, 1993; Pedro, Mendes, & Pereira, 2020)
Priority placed on donating to universities/specific university	(Peltier et al., 2002)
<i>Reasons for no engagement</i>	
Athletic Experience (e.g., bad, good)	(O'Neil & Schenke, 2007; Shapiro et al., 2010)
Athletes have already donated via talent and time	(O'Neil & Schenke, 2007; Shapiro et al., 2010)
Children (e.g., under age 13 living at home)	(Okunade, 1993)
Disengaged as a student	(Weerts & Cabrera, 2018)
Dissatisfaction	(Shapiro et al., 2010)
<i>Lack of alumni engagement culture:</i>	
Lack of active alumni relation offices	(Nisar et al., 2023)
Lack of alumni associations / alumni networks	(Nisar et al., 2023; Nisar & Nasruddin, 2022)
Lack of communication/solicitation	(Nisar & Nasruddin, 2022; Shapiro et al., 2010)
Note. *Alumni involvement which are also ACBs, are treated as antecedents in some studies that examine prior involvement as predictor of future and/or higher levels of involvement.	

Table 2.6. *Social/Economic and Academic Demographics Associated with Alumni Citizenship Behavior*

Social/economic Demographics	References
Age	(Amani, 2022; Belfield & Beney, 2000; Bingham et al., 2003; Blumenfeld & Sartain, 1974; Borden et al., 2014; Bristol, 1992; Drezner, 2018; Durango-Cohen et al., 2012; Dvorak & Toubman, 2013; Goh & Kim, 2023; Grant & Lindauer, 1986; Hunter et al., 1999; Kubasek & Clayton, 2019; Lara & Johnson, 2014; Le Blanc & Rucks, 2009; Leslie & Ramey, 1988; Lindahl & Winship, 1992; Meer & Rosen, 2013; Newman & Petrosko, 2011; Okunade & Berl, 1997; Okunade et al., 1994; O'Neil & Schenke, 2007; Pinion, 2018; Quigley et al., 2002; Shaari et al., 2017; Skari, 2014; Tiger & Preston, 2013; Weerts & Ronca, 2007)
Age at graduation/Date of last attendance	(Bwemelo & Magasi, 2022)
Approaching end of life	(Meer & Rosen, 2013)
Being an alumnus	(Stephenson & Bell, 2014)
Child age (e.g., 18 or older not living at home; under age 13 living at home)	(Butcher et al., 2013; Okunade, 1993)
Employment & Income:	
Capacity to give	(Connolly & Blanchette, 1986; Lindahl & Winship, 1994)
Decision-making authority/position occupied by alumni in their organization	(Nisar & Nasruddin, 2022; Wunnava & Okunade, 2013)
Employed at the alma mater	(Newman & Petrosko, 2011)
Employment field/occupational sector (e.g., financial sector)	(Holmes, 2009; Okunade, 1993; Wunnava & Lauze, 2001)
Employment status (e.g., employed, retired)	(Drezner & Pizmony-Levy, 2021; Weerts & Ronca, 2007)
Income	(Arnett et al., 2003; Bao et al., 2022; Bruggink & Siddiqui, 1995; Clotfelter, 2001, 2003; Diaz Vidal & Pittz, 2019; Drezner, 2018; Drezner et al., 2020; Drezner & Pizmony-Levy, 2021; Durango-Cohen et al., 2012; Dvorak & Toubman, 2013; Holmes, 2009; Hunter et al., 1999; Lara & Johnson, 2014; Nisar & Nasruddin, 2022; Okunade, 1993; O'Neil & Schenke, 2007; Taylor & Martin, 1995; Tsao & Coll, 2004; Weerts & Cabrera, 2018; Weerts & Ronca, 2009)
Family/Household income	(Bao et al., 2022; Drezner et al., 2020; Drezner & Pizmony-Levy, 2021; Hunter et al., 1999; Okunade, 1993; Taylor & Martin, 1995; Weerts & Cabrera, 2018)
Monthly salary	(Abbasov & Drezner, 2018; Borden et al., 2014; Lindahl & Winship, 1994)
Wealth of the alumni	(McAlexander et al., 2014; McGill et al., 2009; Skari, 2014)
Family member as alumnus (child, relatives)	(Butcher et al., 2013; Clotfelter, 2003; Holmes, 2009; Meer & Rosen, 2010; Okunade, 1993; Wunnava & Lauze, 2001)
Gender	(Abbasov & Drezner, 2018; Amani, 2022; Belfield & Beney, 2000; Blumenfeld & Sartain, 1974; Borden et al., 2014; Drezner, 2018; Drezner et al., 2020; Drezner & Pizmony-Levy, 2021; Durango-Cohen et al., 2012; Dvorak & Toubman, 2013; Holmes et al., 2008; Holmes, 2009; Hunter et al., 1999; Kubasek & Clayton,

Social/economic Demographics	References
	2019; Lara & Johnson, 2014; Meer & Rosen, 2009a; Okunade, 1996; Pedro, Mendes, & Pereira, 2020; Pinion, 2018; Shaari et al., 2017; Sun et al., 2007; Weerts & Cabrera, 2018; Weerts & Ronca, 2008; Wunnava & Okunade, 2013)
Child gender	(Butcher et al., 2013)
Have children	(Butcher et al., 2013; Durango-Cohen et al., 2013)
High school type (private, public)	(Marr et al., 2005)
Marital status	(Belfield & Beney, 2000; Bruggink & Siddiqui, 1995; Holmes, 2009; Lara & Johnson, 2014; Marr et al., 2005; Pedro, Mendes, & Pereira, 2020; Pinion, 2018)
Place of residence	(Holmes, 2009; Marr et al., 2005)
Political ideology	(Drezner, 2018; Drezner et al., 2020)
Principal language	(Mount, 1996)
Residence: Proximity to the institution	(Touré-Tillery & Fishbach, 2017; Weerts & Ronca, 2008)
Residence: Seasonal address as a wealth proxy	(Butcher et al., 2013; O'Neil & Schenke, 2007)
Residence: Living in state with alumni chapters	(Wunnava & Lauze, 2001)
Race/Ethnicity	(Drezner et al., 2020; Drezner & Pizmony-Levy, 2021; Gartland et al., 2003; Goh & Kim, 2023; McNamee & Drezner, 2022; Meer, 2011; Monks, 2003; Vervoort & Gasman, 2016)
Religiosity	(Shaari et al., 2017; Shaari, Yong, et al., 2019; Taylor & Martin, 1995; Weerts & Cabrera, 2018; Weerts & Ronca, 2009)
Spouse as alumnus	(Durango-Cohen et al., 2013; Marr et al., 2005; Okunade, 1993; Okunade & Berl, 1997)
Spouse as a past donor to alma mater	(Buchanan, 1996)
<i>Academic Demographics</i>	
Attendance at another university	(Mount, 1996)
Cohort	(Willemain et al., 1994)
Completed associate degree	(Skari, 2014)
Cumulative grade point average (GPA)	(Blumenfeld & Sartain, 1974; Diaz Vidal & Pittz, 2019; Marr et al., 2005)
Degree attainment (e.g., highest degree attainment)	(Newman & Petrosko, 2011)
Degree from another institution	(Hunter et al., 1999; Okunade, 1996; Weerts & Ronca, 2009)
Degrees (more than one degree) from the institution)	(Weerts & Ronca, 2008)
Degree major	(Abbasov & Drezner, 2018; Belfield & Beney, 2000; Blumenfeld & Sartain, 1974; Drezner, 2018; Drezner et al., 2020; Drezner & Pizmony-Levy, 2021; Durango-Cohen & Balasubramanian, 2015; Durango-Cohen et al., 2012, 2013; Hunter et al., 1999; Monks, 2003; Okunade, 1993; Okunade & Berl, 1997; Okunade et al., 1994; Pinion, 2018; Wunnava & Lauze, 2001)
Degree type (e.g., Bachelors, Masters, Doctoral)	(Okunade, 1996)
Graduated from first institution	(Clotfelter, 2003)
Institutional type	(Drezner et al., 2020)
Language school attendance	(Wunnava & Lauze, 2001)

Social/economic Demographics	References
Student status (e.g., in-state vs out-of-state; international vs domestic)	(Drezner & Pizmony-Levy, 2021; McDearmon & Shirley, 2009)
Telephone number on record	(Newman & Petrosko, 2011)
Tenure as student	(Mael & Ashforth, 1992)
Undergraduate major/Program of study	(Belfield & Beney, 2000; Blumenfeld & Sartain, 1974; Bruggink & Siddiqui, 1995; Diaz Vidal & Pittz, 2019; Holmes, 2009; Marr et al., 2005; Okunade, 1996)
Year of graduation	(Hunter et al., 1999; Le Blanc & Rucks, 2009; McAlexander & Koenig, 2001; Sun et al., 2007)
Years since graduation	(Abbasov & Drezner, 2018; Bao et al., 2022; Bristol, 1992; Bruggink & Siddiqui, 1995; Diaz Vidal & Pittz, 2019; Drezner & Pizmony-Levy, 2021; Holmes, 2009; Lindahl & Winship, 1992; McDearmon & Shirley, 2009; Mount, 1996; Okunade, 1993, 1996)
<i>External factors</i>	
Fiscal year (economic boom, inflation, etc.)	(Willemain et al., 1994)
Recession	(Okunade, 1996)
Tax deductions (State tax subsidies)	(Holmes, 2009; Olsen et al., 1989)
<i>Membership/Giving to Other Charities:</i>	
Church affiliation/giving	(Cohen, 2006; Hunter et al., 1999)
Civic organization giving	(Cohen, 2006)
Giving to and volunteering for other charities	(McDearmon & Shirley, 2009; McGill et al., 2009; Mount, 1996; Okunade, 1993; Weerts & Ronca, 2008)

College Experiences

There is robust evidence that alumni engagement is strongly influenced by college experiences such as participation in university activities including academic, social, and extracurricular activities, membership in student social, cultural and religious organizations, volunteering, and making monetary donations as students (Arnett et al., 2003; Clotfelter, 2001; Gaier, 2005; Gaylord & Kelleher, 2019; Heckman & Guskey, 1998; Holmes, 2009; Khan et al., 2022; Marr et al., 2005; McNamee & Drezner, 2022; Monks, 2003; Mulugetta et al., 1999; Okunade et al., 1994; Pedro, Mendes, & Pereira, 2020; Pedro, Mendes, Pereira et al., 2020; Pinion, 2018; Rau & Erwin, 2015; Stephenson & Yerger, 2014b; Sun et al., 2007; Weerts & Ronca, 2009). Several studies examine the overall student experiences as predictors of alumni engagement (Liang et al., 2023; Martin et al., 2015; McDearmon & Shirley, 2009; Pedro, Mendes, Pereira et al., 2020; Skari, 2014; Sun et al., 2007). Liang et al. (2023) found that student engagement has an

indirect relationship with donation behavior: student engagement influences the individual's sense of belonging which leads to alumni's obligation to give, and in turn leads to donation behavior. Sun et al. (2007) found student experience (e.g., relationships with faculty/staff, and extra-curricular activities) significantly influences alumni donations. McDearmon and Shirley (2009) found having a positive student experience among significant predictors of young alumni donations. Martin et al. (2015) examines the relationship between alumni perceptions of university traditions/rituals (that create opportunities for student engagement in university brand community) and alumni loyalty. They found that "alumni who perceive that the university has valued, well-established traditions and rituals perceive *stronger*" brand community integration (i.e., satisfaction with educational experience, relationship with the university brand and the university itself, and participation in campus activities), which in turn is associated with stronger intention to become involved in an alumni group, make monetary donations, want to enroll for continuing education and for their children to attend the university (p. 114).

Other scholars found satisfying academic experience (stemming from instructor's quality of teaching, empathy, and motivation; extracurricular activities; relationships with faculty and others; facilities and environment; and orientation) to be associated with alumni willingness to recommend the university and share their experiences (Pedro, Mendes, Pereira et al., 2020). For alumni of 2-year colleges, Skari (2014) found positive feelings towards their community college (measured by three student experience factors: satisfaction with student experience, value of student involvement, and the importance of relationships with faculty and staff) as predictors of the likelihood of giving.

Other studies examine undergraduate student experience in predicting alumni engagement, finding that a positive student experience is associated with both donating money and contributing in non-monetary ways (McAlexander & Koenig, 2001; Rau & Erwin, 2015; Skari, 2014; Weerts & Ronca, 2007, 2008, 2009). McAlexander and Koenig (2001) found fun and peak-challenging undergraduate experience (e.g., having one's limits pushed) among other factors, as predictors of the likelihood of wearing university logo clothing, wanting their children to attend their alma mater, and future donations). Rau and Erwin (2015), using longitudinal data, examine undergraduate student experience to predict subsequent alumni donor behavior 8 years later, found varied undergraduate student experience such as cocurricular experience as a valuable predictor of alumni donations. Weerts and Ronca (2008) identified the quality of undergraduate academic experience among factors influencing the inclination to volunteer by alumni donors. Weerts and Ronca (2009) also found that alumni who reported they had somewhat positive undergraduate academic experience gave under \$50, "while those reporting 'very' or 'extremely' positive experiences had the capacity to give up to \$500 in a given year" (p. 113). Drezner and Garvey (2016) found that although a valuable undergraduate educational experience can influence decision to donate money, the experience of not feeling included may influence the decision to provide only non-monetary support.

As presented in the next sub-sections, scholars examine several specific college experience factors that predict alumni engagement and demonstrate the positive influence of college experience on alumni engagement. The experiences include participation in

student organizations, athletics participation, receipt of financial aid, being a student leader, volunteering, and donating money (e.g., making a senior year gift).

Involvement in Student Organizations and Alumni Donations

Participation in student campus organizations (e.g., Greek Life, culture clubs) has been identified as a predictor of alumni donations (Bruggink & Siddiqui, 1995; Dvorak & Toubman, 2013; Hunter et al., 1999; Taylor & Martin, 1995; Tiger & Preston, 2013; Wunnava & Okunade, 2013). For example, Taylor and Martin (1995) found the “Greek system” (with 23% of high alumni donors belonging to fraternities and sororities) as the second most salient involvement variable, “involvement with university as an alumnus/a” being the first and involvement with departmental club or organization as the third (p. 298). Wunnava and Okunade (2013) found that membership in a Greek organization increased donations by about 5.6%. Some scholars however reported mixed findings: an increase in extra-curricular participation is associated with 5.4% increase in intention to collaborate with the institution (e.g., recommend the institution and share their experiences) whereas affiliation in sororities/fraternities is associated with 39.9% lower intention to collaborate (Pedro, Mendes, & Pereira, 2020). In addition, being a student government leader or active participation in student government has been associated with alumni donations (Monks, 2003; Weerts & Cabrera, 2018). For example, Weerts and Cabrera (2018) found that a higher percentage of alumni who were student government leaders were more likely to have made a charitable gift compared to other students.

McNamee and Drezner (2022) examined the timing of alumni making their first donations. The authors reported findings that seem to contradict a direct positive relationship between student engagement and making alumni donations at all. McNamee

and Drezner (2022) found that alumni who participated in student cultural clubs, and in fewer student activities, were more likely to make their first donations sooner than other alumni. However, those who participated in Greek life organizations compared to those who participated in general student groups were less likely to make their first donations sooner.

Overall, these findings suggest a positive relationship between student involvement and alumni monetary donations. In addition, the timing of making the first donation may differ for the level of engagement or the organization the student was involved in.

Athletics and Alumni Monetary Donations

The relationship between athletics and alumni engagement has drawn much scholarly attention, which has included participation in athletics as well as responses to the institution's performance in athletics. Some studies that examined the relationship between athletics participation and alumni monetary donations found little or no effect (Diaz Vidal & Pittz, 2019; Holmes et al., 2008; Meer & Rosen, 2009a; Pinion, 2018; Wunnava & Lauze, 2001). For example, Diaz Vidal and Pittz (2019) found little correlation between sports participation and alumni giving. In another study, athletes, compared to nonathletes, were more likely to give and give more generously (Holmes et al., 2008). Pinion (2018) however found a negative relationship with athletic participation: athletes compared to non-athletes were less likely to donate, and the authors notes a possible explanation for this finding may be that "student athletes believe they have already given back to their alma mater during their undergraduate tenure" (p. 194). Wunnava and Lauze (2001) found that those who played varsity sports as students

are among the two groups of alumni likely to donate (the other group being those with relatives as alumni of the college).

Gender differences exist in the impact of athletics on alumni giving. For example, Meer and Rosen (2009a) found that a female graduate's former team's success had no statistically discernible effect on her current giving. On the contrary, former male athletes were more likely to donate more to both athletic funds and general funds when their former team won a conference championship. They gave more to the athletic program if the team won its conference championship when they were undergraduates.

Other studies document the relationship between winning or losing athletic seasons (i.e., institutional performance on athletics) and alumni contributions (Holmes, 2009; Holmes et al., 2008; Meer & Rosen, 2009a; Stinson & Howard, 2004; Turner et al., 2001; Wunnava & Okunade, 2013). In one US study, Turner et al. (2001) found that winning or losing athletic season is not associated with alumni monetary donations to athletic programs. Instead, improvement in men's Division 1A football performance is associated with a decrease in amounts donated to university's general programs. In contrast, other studies found that alumni monetary donations increase when the institution wins national athletic championships or when the institution's athletic prestige increases (Holmes, 2009; Wunnava & Okunade, 2013) but decreases with an increase in academic prestige (Holmes, 2009).

Meer and Rosen (2009a) suggest that the impact of football and basketball records on alumni giving are generally small and sometimes negative such as when a successful basketball season reduces donations. Holmes et al. (2008) found that alumni who live closer to campus, within 250 miles, were only marginally more likely to donate when the

hockey team won a season. Overall, the findings indicate that the effect of college athletics on alumni monetary donations is nuanced at best.

Student Financial Aid and Alumni Monetary Donations

Another college experience that has drawn the attention of scholars is financial aid (Blumenfeld & Sartain, 1974; Chisholm-Burns & Spivey, 2015; Clotfelter, 2003; Drezner & Pizmony-Levy, 2021; Marr et al., 2005; Meer & Rosen, 2012; Monks, 2003; Mulugetta et al., 1999). Survey studies demonstrate the nuanced relationship between receipt of financial aid (e.g., scholarships, grants, fellowships, on-campus employment, loans) and subsequent alumni contributions.

Financial aid in general appears to have a positive influence on alumni monetary donations. Monks (2003) found a 5% increase in donations (although not statistically significant) for alumni who reported receiving institutional financial aid as a major source of funding (more than those who did not report receiving such aid). McDearmon and Shirley (2009) identified a higher percentage of donors among recipients of financial awards. Marr et al. (2005) found that receiving a need-based scholarship increases the probability of financial giving by 12%. Meer and Rosen (2012) however discovered that receipt of scholarships is not a strong predictor of financial giving: if donations are made, receipt of scholarships is associated with small amount of donations.

Other studies highlighted the importance of the type of scholarship aid on alumni donations. In one study, the type of scholarship rather than the amount had a stronger influence on alumni donations - alumni who received small merit scholarships as students compared to those who received large, or no merit scholarships gave more to their former institutions (Marr et al., 2005). Another study found that among recent graduates, alumni

who once received need-based aid gave about 23% less than other alumni (Clotfelter, 2003). This study did not consider giving later in life to show, for example, if recency of graduation made any difference in how financial aid influenced alumni donations.

With regards to loans, Meer and Rosen (2012) reported that student loan recipients were less likely to give financially. Similarly, Monks (2003) found that financial aid in the form of loans reduced giving levels. Marr et al. (2005) found that receiving a need-based loan reduced the probability of giving by 13%. While McDearmon and Shirley (2009) suggested no significant differences exist between those who took student loans and those who did not, they found 58% of those categorized as non-donors reported having over \$15,000 in student loan debt whereas 63.3% of those who identified as donors reported having no debt.

When combined, these studies suggest that other factors (e.g., family socio-economic status, income, and perception of the institution's wealth) may complicate the financial aid-giving relationship. For example, need-based aid recipients may come from low-income households who may still be struggling financially post-graduation and therefore unable to give back financially. Receiving a large merit scholarship may signal an institution's wealth and may therefore suggest the institution is not in financial need. Furthermore, repaying high student loan debt relative to income level may influence the level of donations. Overall, these findings suggest that more information is needed to fully understand why, how and the extent that students' receipt of financial aid influences giving decisions as alumni.

The Pattern of Student Engagement and Alumni Engagement

Patterns of alumni engagement have been found to mirror their engagement as students. For example, those who volunteered in civic activities as students go on to engage in similar civic activities as alumni (Weerts & Cabrera, 2018; Weerts & Ronca, 2009; Wunnava & Lauze, 2001), while those who were engaged in political activities as students, such as being student union leaders, were likely to be engaged in political advocacy on behalf of their former institutions. Other studies found that those who made monetary donations when they were students were also likely to give as alumni (Chisholm-Burns & Spivey, 2015; Freeland et al., 2015).

Institutional Factors

Several institutional factors have been associated with alumni engagement. The factors include the intellectual and social environment such as quality of teaching and services, interactions with institutional personnel, communication with alumni, solicitation strategies, and the prestige of the institution.

Intellectual Environment and Alumni Monetary and Non-Monetary Engagement

Scholars have documented the influence of the intellectual environment of the institution (e.g., interaction with faculty, administrators and fellow students) on alumni monetary and non-monetary engagement (Gartland et al., 2003; Gaylord & Kelleher, 2019; Monks, 2003; Pedro & Andraz, 2021; Weerts & Ronca, 2009). Several studies found a positive relationship between student-faculty engagement outside regular class time and alumni monetary and non-monetary engagement. For example, Gaylord and Kelleher (2019) found alumni who reported they donated the previous year also reported having greater faculty engagement as students compared to those who did not donate.

Gartland et al. (2003), reported that alumni (African Americans more than whites) who reported greater dissatisfaction with their interactions with faculty/administrators and the school's social environment, were less likely both to recommend the school to potential minority students and to donate to annual alumni giving.

Monks (2003) found that a high level of student contact with faculty beyond the classroom or with their major advisor or campus staff was associated with higher average alumni donations. Pedro and Andraz (2021) reported that alumni who were highly satisfied with their relationship with faculty had higher probabilities of recommending the institution to others and participating in the institution's activities. Weerts and Ronca (2009) however reported a counter-intuitive finding: "those alumni indicating extremely positive interactions with faculty and staff as undergraduates were in the 'did not give' category compared with those who said that their interactions with faculty staff were positive, at best" (p. 112). Weerts and Ronca suggested that other factors such as capacity to give and current volunteer activities may have influenced these results more than the faculty interactions. These studies indicated the importance of students' engagement with faculty outside the classroom on whether and how alumni support their alma mater. It appears that the more highly alumni assess the institution's intellectual environment, the more likely they would be to donate money, recommend the institution or support in other ways post-graduation.

Campus climate is another important factor when considering student experience and subsequent alumni engagement. Some qualitative studies indicated that alumni who assess the campus climate they experienced as students as non-inclusive may not be willing to donate or volunteer other forms of support (Drezner & Garvey, 2016; Vervoort

& Gasman, 2016). Campus climate for alumni also mattered in alumni decisions to support or not support their alma maters (Fleming, 2019; Garvey & Drezner, 2016). For example, Fleming (2019) suggested that by providing opportunities for alumni interaction (e.g., volunteer opportunities) the institution signals that alumni are welcome to provide their support.

Prestige of the Institution

The perceived image, prestige, and reputation of the institution is associated with alumni contributions (Arnett et al., 2003; Eurico et al., 2015; Holmes, 2009; Jiménez-Castillo et al., 2013; Khan et al., 2022; Leslie & Ramey, 1988; Mael & Ashforth, 1992). Leslie and Ramsey (1998) suggested institutional prestige as the main predictor of alumni donations among other factors such as institutional expenditure per student and donor prestige motive. Holmes (2009) found that alumni donations increased during the years the institution achieved greater athletic prestige and decreased when the institution's academic prestige rises. While the latter finding seems counter-intuitive, it could point to the influence of a mix of unexamined factors.

Solicitation

Solicitation, as a step in the fundraising process, refers to asking for charitable donations. It provides the opportunity for individuals to contribute and facilitates the decision to contribute or not contribute. This section presents findings related to solicitation strategies, and communication and alumni relations that influence the effectiveness of solicitation. It also presents findings that demonstrate that alumni place emphasis on being asked for their support, and that the timing of being asked matters especially for monetary donations.

Several studies demonstrated that the effectiveness of solicitation on alumni contributions is connected with the solicitation strategies (Alston et al., 2021; Cohen, 2006; Drezner, 2018; McKinnon, 2022; Meer, 2011; Nisar & Nasruddin, 2022; Parsons & Wethington, 1996; Pedro, Mendes, Pereira et al., 2020) as presented below.

The Effect of Shared Social Identity on Alumni Donations

Some studies reveal the effect of peer pressure and shared social identity (Drezner, 2018; Meer, 2011). Meer (2011) found that alumni are more likely to donate and donate higher amounts when the solicitor is their former freshman year roommate and the solicitation effect is stronger when the solicitor and the alumnus being solicited share some similarity like race, signaling the effect of peer pressure and social ties in personal charitable solicitation. In an experimental study, Drezner (2018) found that alumni are likely to donate and to give higher amounts than previously donated when the solicitation material shows a hypothetical student recipient who shares a marginalized social identity with them.

The Effect of Type of Fundraising Appeal on Alumni Donations

Some experimental studies documented the effect of the type of solicitation appeal on donations. Parsons and Wethington (1996) found that using personalized handwritten notes in fundraising appeals elicited nearly twice as much in monetary donations than mass mail campaign appeals; and although more costly, using separate appeals for different alumni segments resulted in four times in monetary donations and nine times the number of donors than the university's mass mail appeal. Alston et al. (2021) discovered that solicitation appeals using impersonal methods such as direct mail and emails were not effective in generating donations from high-capacity donors. The

message type also matters for alumni donations. For example, solicitation appeals that gave alumni options to direct their giving to a campaign they cared about the most (agentic appeals) elicited more donations and a higher likelihood of alumni donations compared to communal appeals which suggest shared goals and do not permit donor agency (Whillans & Dunn, 2018).

The Effect of Building Relationships with Alumni on Alumni Donations

Solicitation effects may depend on prior communications creating relationships with alumni (e.g., students engaging with alumni) (Uran-Linde & Linde, 2018). Non-experimental studies based on the analysis of alumni giving records, questionnaires, interviews, and focus groups, document the importance of solicitation on generating alumni contributions (Cohen, 2006; Kibble et al., 2021; Nisar & Nasruddin, 2022; Pedro, Mendes, & Pereira, 2020; Pedro, Mendes, Pereira et al., 2020; Uran-Linde & Linde, 2018). One study found that a school's outreach program, that allowed student callers to create real relationships with alumni (using different touch points including emails, greeting cards, phone calls, and handwritten solicitation appeals), generated over 10% more alumni participation in the fiscal year than the more traditional programs emphasizing solicitation rather than engagement (Uran-Linde & Linde, 2018). Similarly, one study which reported alumni engagement in an online introductory course delivery to incoming students indicated that among several reasons for deciding to participate, some alumni participated because they were asked and mostly asked by faculty involved in teaching the course (Kibble et al., 2021).

The Timing of Solicitation Matters

The timing of the solicitation matters. For instance, young alumni do not feel pleased when the first communication they receive from their alma mater post-graduation is solicitation (McKinnon, 2022) especially when they perceive that they have only recently made substantial contributions through tuition payments and do not have the financial capability to make monetary donations (Gaier, 2005). It does appear that department-led campaigns are more effective than university-led campaigns as Belfield and Beney (2000) discovered in their study of alumni generosity in two universities in the United Kingdom.

Taken together, these studies suggest that much like caring about timing of soliciting monetary donations, alumni response to fundraising campaigns may indicate where they feel more connection or affinity such as the academic department versus campus-wide projects.

Communication and Stewardship

Communication is key in alumni engagement both prior to and after alumni support. Scholars have shown the importance of communication on alumni support by highlighting that the communication strategy, content and quality, and the type and frequency of communication all matter (Bernal & Mille, 2014; Cohen, 2006; Heckman & Guskey, 1998; Maulana et al., 2023; McDearmon, 2010; McGill et al., 2009; Pedro et al., 2021; Pedro, Mendes, Pereira et al., 2020; Tsao & Coll, 2004).

For example, Tsao and Coll (2004) found regular communication with alumni as a significant predictor of alumni's intention to donate money to their academic program. Cohen (2006) found that all levels of alumni donors felt the institution communicates

with them regularly and not only when it wants to ask for money. Bernal and Mille (2014) found that alumni most likely disregard correspondence which does not apply to them as graduates of their academic program, suggesting that communication with a specific department's information may facilitate alumni engagement. Maulana et al. (2023) found that informativeness (alumni receiving relevant, useful, up-to-date, complete and accurate, and easily assessable information from the institution) is associated with alumni's intention to contribute to their alma mater. In addition, knowledge of other donors, such as through publications, encouraged other alumni contributions (Okunade, 1993; Okunade & Berl, 1997; Y. Peng et al., 2022; Wunnava & Okunade, 2013; Zhang, 2019). Providing information on other donors can be an important strategy for increasing the probability of donations.

After making donations, the acknowledgement alumni receive is important for cultivating future donations. The type of acknowledgement communication (e.g., personalized or non-personalized communication) and frequency are both important (Bingham et al., 2003; Quigley et al., 2002).

With regard to alumni relations efforts in cultivating alumni involvement, alumni may be encouraged to become association members if they are aware of other association members (Newman & Petrosko, 2011), the benefits of association membership (Cohen, 2006) and reunion attendance (Butcher et al., 2013; Holmes, 2009; Hunter et al., 1999; Olsen et al., 1989; Willemain et al., 1994). Furthermore, alumni place emphasis on being asked. While many alumni were willing to contribute (e.g., by sharing their experience, recommending the institution, giving help, providing financial support through their company's corporate social responsibility projects, and bringing businesses to the

campus), they expected the institution to ask for their contributions, improve communications with alumni, and care about alumni opinions (Nisar & Nasruddin, 2022; Pedro et al., 2021; Pedro, Mendes, & Pereira, 2020; Pedro, Mendes, Pereira, et al., 2020). For example, Pedro and colleagues found that the institution's commitment to requesting alumni collaboration, maintaining active communication with alumni, and ensuring quality services influenced alumni intention to recommend the institution, enroll in further studies at the institution, share their experiences, attend alumni meetings, and give help (Pedro et al., 2021; Pedro, Mendes, Pereira, et al., 2020).

Overall, the studies described throughout this section suggested that in soliciting alumni support, alumni are more likely to make donations when solicitation strategies provide information about peer donors, a compelling need for support, indicate what the donations will accomplish, as well as how alumni non-monetary contributions will make a difference. Although alumni want to be solicited before they provide support, they care about the institution building relationships with them before being asked for support. Finally, the person asking alumni to donate money or volunteer time matters. Alumni may likely respond positively to a request from a known faculty member rather than from a fundraiser without prior communications.

Post-College Experience and Alumni Engagement

Post-college experiences have been found to influence alumni decisions to support their alma mater. The experiences may be personal (e.g., work and family situations) or driven by institutional efforts (e.g., alumni relations) or alumni perceptions of those efforts. This section discusses the relationship between alumni experience and their engagement.

Alumni Experience

Reviewed studies showed that current alumni experience is associated with alumni engagement (McAlexander & Koenig, 2001; Newman & Petrosko, 2011; Sun et al., 2007; Vervoort & Gasman, 2016). Some of the experiences related to alumni perceptions of their interactions with the institution (McAlexander & Koenig, 2001) or perceptions of the alumni association (Newman & Petrosko, 2011). For example, McAlexander and Koenig (2001) found that the present relationship alumni have with the college predicted donating money, participating in alumni groups, likelihood of wearing university logo clothing, preference for enrolling for continuing education, wanting their children to attend their alma mater, future donations, and potential involvement in an alumni group.

Alumni experience participating in alumni groups and events can lead to monetary donations. That is, alumni who participated by making non-monetary contributions are likely to become financial donors. For example, Taylor and Martin (1995) found that alumni donors, compared to non-donors, were more likely to be involved in alumni activities, participate in affinity/affinity/special interest groups, and read alumni publications. Interestingly, the authors found reading alumni publications to be the strongest predictor among these three involvement variables. Similarly, Durango-Cohen et al. (2013) found that alumni participation in reunions or alumni travel programs is associated with increased likelihood of making donations and donation amounts. Hunter et al. (1999) identified that alumni donors were likely members of the alumni association and attended class reunions. Stated differently, the likelihood of a graduate being an alumni association member is associated with being a donor (Newman &

Petrosko, 2011). Newman and Petrosko (2011) also found that alumni who have positive perceptions about their alumni association were more likely to be members of the alumni association.

Alumni experience furthermore includes life situations such as employment and family. One study found that alumni with decision-making authority such as those in chief executive officer positions tended to support their former institutions through their organizations (Nisar & Nasruddin, 2022; Wunnava & Okunade, 2013). Being employed (Drezner & Pizmony-Levy, 2021; Weerts & Ronca, 2007), being employed at their alma mater (Newman & Petrosko, 2011) or the occupational sector they are employed in (Holmes, 2009; Okunade, 1993) all have significant associations with alumni support. For example, Holmes (2009, p. 25) found that “alumni working in the banking and financial services industry are among the most likely to give as are those working in the computers/technology, government/public policy and non-profit sectors.” In another study, “Alumni in clerical and sales jobs are strongly more likely to donate (compared with alumni in all other occupations combined)” (Okunade, 1993, p. 250).

Collectively, these studies demonstrated that alumni’s experience (e.g., with the institution or more broadly) can matter in determining alumni donors, and the probability of donating. At the same time, the experience of being involved in alumni groups can lead to donating money.

Alumni Attitudes, Beliefs and Perceptions About Contributing

An attitude towards a behavior may precede the actual behavior (Ajzen, 1985, 1991). In the context of university-alumni relationships, the attitudes of alumni towards monetary and non-monetary contributions may influence whether, how, and the level of

alumni contributions. Reviewed studies identified such attitudes including that: donations impact the university, it is important to donate and volunteer, others should donate and volunteer, reluctance to make monetary donations due to financial constraints, and positive inclination towards volunteering.

Alumni donors and volunteers are more likely to believe it is important for alumni to support their alma mater through financial giving and volunteering, and that the institution needs their money and volunteer service (Abbasov & Drezner, 2018; Weerts & Ronca, 2007, 2008, 2009). Specifically, Weerts and Ronca (2009) found that the belief that the university needs their money is the most distinguishing factor between likely donors and non-donors. Peltier et al. (2002) found that the individual's priority of giving to the alma mater positively impacted the amount donated.

Weerts and Ronca (2008) found that alumni donors were twice as likely to volunteer and highly agree that alumni should provide volunteer service. Weerts and Ronca (2007) found a sense of personal responsibility to donate and volunteer among alumni who give and volunteer. Farrow and Yuan (2011) found that participation in an alumni Facebook group increases their emotional closeness with the university, leading to positive attitudes towards volunteering and monetary donations, in turn leading toward actual volunteering and monetary donations. In addition, Cohen (2006) found that high and low donors believed giving back is more than giving financially, and indicate other ways they could support (e.g., sending their children to their alma mater).

These studies demonstrated that supporting one's alma mater (either by donating money and/or providing other forms of support) may be influenced by one's perception of whether it is important to do so. The studies suggest that the extent of alumni support

relates to the extent alumni perceive the institutional needs and feel a responsibility to contribute to addressing the needs.

Reasons Alumni Don't Give

Not all alumni are engaged with their alma mater beyond graduation. Non-donors have many reasons for not being engaged, as much as donors have reasons for their donative behavior. For example, the Former Student-Athlete Donor Constraint Scale developed by Shapiro et al. (2010) identified potential barriers to athletic alumni giving behaviors, including 1) lack of importance (e.g., financial needs of other charitable organizations are greater, 2) disconnect (e.g., lack of identification with the athletic department) and communication issues (e.g., lack of awareness of how donations will be utilized), and 3) experience issues (e.g., already given being a student athlete), and dissatisfaction (e.g., dissatisfied with the state of former team). These and other factors (e.g., perceived ineffective career services for students and alumni, lack of incentives to give, and other perceptions about higher education) could hinder alumni support.

Perceived Ineffective Career Services

One of the reasons alumni may not give is perceived ineffective career services. A survey of young alumni revealed that they were not willing to contribute to their alma mater because they did not see utility in their degree/education, felt frustrated the university career services did not prepare them for employability in their field, and lacked information on how to seek for and apply for jobs both as students and alumni (McDearmon, 2010).

Lack of Incentives

Lack of incentives to give is another reason for lack of alumni engagement. For example, some alumni, particularly young alumni, sought benefits in exchange for donating money to their alma mater (McDearmon, 2010; Rattanamethawong et al., 2018). In the United States, McDearmon (2010) found that young alumni insisted on incentives to give such as mementos or souvenirs, university branded items, and access to university services and events. Similarly, in a study in Thailand, Rattanamethawong et al. (2018) found that young alumni wanted to support their alma mater in several ways (e.g., recruiting new graduates, giving special lectures, participating in sports) but they expected the institution to provide services such as job search services and free parking.

Lack of Engagement as Students

As reported in an earlier section, student engagement can positively influence subsequent alumni donations. McGill et al. (2009) suggested that a lack of engagement, and thus limited connection with the institution, was a primary barrier to making bequests for Australian universities.

Other Reasons

Certain alumni perceptions about higher education may be reasons for not donating to their alma mater. For example, Wastyn (2009) found that alumni non-donors share the following perceptions: the education they received is a purchased commodity; they cannot afford to send their children to their alma mater; pursuing higher education is a choice and those who choose to go to college should pay for it, and that giving to social causes addressed by other charities would be more beneficial than underwriting the cost of education for others.

Together, these studies highlight the reciprocal nature of the alumni-university relationship. Alumni not only give because of benefits they received as students but because of the benefits they expect when they donate money or make other contributions to their alma mater. In social relationships such as alumni-university relationships, individuals consider the worth of their input vis-à-vis what they get out of the relationship.

Social/Economic Demographic Factors

Several sociodemographic variables associated with alumni behavior are well documented, including age, income, gender, marital status, and place of residence. Using these variables, many studies have identified the characteristics of alumni donors, distinguished between donors and nondonors, explained the amounts donated, and predicted the donative and volunteer service behavior of alumni segments. For example, numerous studies have demonstrated that alumni monetary donations tend to increase with age (Lindahl & Winship, 1992; Mount, 1996; Okunade & Berl, 1997; Weerts & Ronca, 2007), and income (Arnett et al., 2003; Bao et al., 2022; Bruggink & Siddiqui, 1995; Clotfelter, 2001, 2003; Diaz Vidal & Pittz, 2019; Drezner, 2018; Drezner et al., 2020; Drezner & Pizmony-Levy, 2021; Durango-Cohen et al., 2012; Dvorak & Toubman, 2013; Hunter et al., 1999; Lara & Johnson, 2014; Nisar & Nasruddin, 2022; Okunade, 1993; O'Neil & Schenke, 2007; Taylor & Martin, 1995; Tsao & Coll, 2004; Weerts & Cabrera, 2018; Weerts & Ronca, 2009).

Scholars have found mixed effects of gender on donating money: Some studies found that women were more likely to donate than men (Belfield & Beney, 2000; Bruggink & Siddiqui, 1995; Dvorak & Toubman, 2013; Freeland et al., 2015; Holmes,

2009; Shaari et al., 2017) but more likely to give lower amounts than men (Belfield & Beney, 2000; Dvorak & Toubman, 2013). In other studies, no gender difference on average donations was found (Clotfelter, 2003; Monks, 2003) or gender was not a strong predictor of alumni giving (Okunade et al., 1994). The finding of Wunnava and Lauze (2001) was more nuanced: among consistent donors, men were likely to give more than women but no significant gender difference in giving was found among occasional donors. Overall, the mixed results on the gender effect on donating money may indicate the influence of other variables, such as differences in income level between men and women or other peculiarities of a particular sample.

Marital status plays a role in alumni monetary donations. Belfield and Beney (2000) reported that the probability of giving was lower for graduates who were married, including those whose spouses attended the same university. In contrast, Holmes (2009) found that alumni who are married are 15% more likely to donate than graduates that are single. Pinion (2018) found being married among the most significant predictors of alumni donations. Like gender, the effect of marital status does not seem to have a stable direction and may be explained by other factors not examined in the studies.

Place of residence has been associated with both alumni monetary and non-monetary engagement. For example, individuals who lived closer to the institution were more likely to volunteer than those living farther away (Weerts & Ronca, 2008; Wunnava & Lauze, 2001). Weerts and Ronca (2008) found that residing in the university's home state increases the likelihood of alumni donors also serving as volunteers for the institution. Similarly, alumni who reside in states with alumni chapters seem more engaged than other alumni (Wunnava & Lauze, 2001).

The relationship between place of residence and monetary donations has been documented. For example, Bruggink and Siddiqui (1995) found that living a greater distance away from the college was negatively associated with monetary donations. Alumni located closer to the institution tended to give more in donation amounts than those far away (Touré-Tillery & Fishbach, 2017). Even perceived distance from the institution matters, as this experimental study found that “a greater proportion of alumni donated when their alma mater was framed as nearby than when it was framed as far away” (Touré-Tillery & Fishbach, 2017, p. 867). Alumni who lived in wealthier neighborhoods that were close to the institution – within 250 miles (Holmes, 2009), as well as those living in particular zip codes or using seasonal addresses, a proxy for wealth, were more likely to donate or be high-level financial donors (Butcher et al., 2013; Holmes, 2009; O’Neil & Schenke, 2007). These findings suggest that proximity matters in alumni engagement such as for on-campus activities, alumni chapter events, or attending athletic events.

Academic Demographics

One of the most examined academic factors is the undergraduate major or program of study (Hunter et al., 1999; Marr et al., 2005; Monks, 2003; Okunade, 1993, 1996; Okunade & Berl, 1997; Okunade et al., 1994; Pinion, 2018; Wunnava & Lauze, 2001). Across these studies, scholars identify undergraduate academic major as a significant predictor of alumni donations. For example, Blumenfeld and Sartain (1974) found, among other characteristics, that alumni donors were more likely to be alumni of business school and economic majors. Similarly, Okunade et al. (1994) found that alumni of college of business and economics made higher donations than alumni of other

colleges. For both consistent and occasional donors, Wunnava and Lauze (2001) found that academic majors in the social sciences, compared to majors in foreign languages, literature and the arts, were a key determinant of alumni giving. Marr et al. (2005) found that economics, mathematics/engineering and social science majors had higher probability of giving, whereas performing arts and science majors were associated with a lower probability of giving. Holmes (2009) documented a modest difference in the influence of academic major on monetary donations: compared to alumni who majored in the humanities, those who majored in natural science were 2% more likely to donate, while those who majored in the arts were 4% less likely to donate. Year of graduation (Hunter et al., 1999; Le Blanc & Rucks, 2009; McAlexander & Koenig, 2001; McDearmon & Shirley, 2009; Sun et al., 2007) and years since graduation were also associated with alumni giving (Abbasov & Drezner, 2018; Bao et al., 2022; Bristol, 1992; Bruggink & Siddiqui, 1995; Diaz Vidal & Pittz, 2019; Drezner & Pizmony-Levy, 2021;; Lindahl & Winship, 1992; Mount, 1996; Okunade, 1993, 1996).

Mechanisms of Alumni Citizenship Behavior

In this study, mechanisms are conceptualized as variables representing subjective feelings that may arise from individuals' perceptions or interpretations of their college and post-college experience, or institutional practices (i.e., antecedent factors), and which, in turn, may influence alumni behavior. The mechanisms (e.g., gratitude) helped to explain how the antecedents (e.g., receipt of scholarship) related to alumni behavior (e.g., making financial donations). Previous syntheses of the charitable giving literature have identified eight mechanisms of charitable giving—awareness of need, solicitation, costs and benefits, altruism, reputation, psychological benefits, values, and efficacy

(Bekkers & Wiepking, 2011), and six motives of charitable donations—altruism, egoism, social, trust, constraint, and tax (Konrath & Handy, 2018). Whether focused on mechanisms or motives (reasons for taking an action), these studies provide extensive analysis of why individuals give and have significantly impacted the understanding of charitable giving in the field. There is some conceptual overlap between the two studies; for example, tax may be considered part of the broader category of costs and benefits.

Alumni behavior may be influenced by these mechanisms. In addition, given the distinctive nature of the alumni-university relationships and the unique position of alumni, such as being the largest and most permanent constituency within higher education institutions with a vested interest in the value of their degrees, I note that additional mechanisms, including satisfaction, sense of belonging, and organizational identification, may also be relevant for understanding alumni behavior as identified in this systematic review.

Table 2.7 lists the mechanisms and motives identified by Bekkers and Wiepking (2011) and Konrath and Handy (2018) and maps them unto those identified in the current systematic review. There is evidence that most of the factors — *awareness of need*, *efficacy*, *psychological benefits*, *reputation/prestige*, *solicitation*, *costs and benefits*, *tax*, *trust and values*— identified in the two studies discussed above can influence alumni behavior. However, among these factors and based on the current analysis, I classify *solicitation* as institutional antecedent; *costs and benefits*, along with *tax* as external/other factors; and *psychological benefits* and *reputation/prestige* as consequences or outcomes of alumni support. While I identify the factors *awareness of need*, *efficacy*, and *values* as potential mechanisms influencing alumni behavior, their mediating roles were not

examined in the reviewed literature. *Trust* was the only factor for which a mediating role was identified, and it is therefore included as a mechanism of alumni support in the ACB model discussed later in this chapter.

Table 2.7. *Mechanisms of Charitable Giving Mapped to Mechanisms of ACB*

Mechanism/Motive	Bekkers & Wiepking (2011)	Konrath & Handy (2018)	Current study
Altruism	Altruism	Altruism	-
Awareness of need	Awareness of need	-	**Awareness of need
Costs and benefits	Costs and benefits	-	-
Efficacy	Efficacy	-	**Efficacy
Psychological benefits	Psychological benefits	-	*Psychological benefits
Reputation/Prestige	Reputation	-	*Reputation/Prestige
Solicitation	Solicitation	-	*Solicitation
Values	Values	-	**Values
Constraints	-	Constraints	*Constraints
Egoism	-	Egoism	-
Social	-	Social	-
Tax	-	Tax	*Tax
Trust	-	Trust	***Trust
Exchange/Reciprocity: Gratitude, Indebtedness, Obligation	-	-	***Gratitude, Indebtedness, Obligation
Organizational identification	-	-	***Organizational identification
Satisfaction	-	-	***Satisfaction
Sense of Belonging	-	-	***Sense of Belonging

Notes.

*I discuss this variable in the current study as an antecedent or consequence of alumni behavior, or a constraint to the behavior.

**I discuss this variable under mechanisms because my analysis suggests it helps explain alumni behavior. However, the referenced studies did not identify its mediating role.

***I discuss this variable as a mechanism mediating the relationship between an antecedent factor and alumni behavior, based on quantitative evidence and/or qualitative insights from alumni responses that reveal how the variable contributes to or explains alumni behavior. The mechanisms include reciprocity (gratitude/indebtedness/obligation), organizational identification, satisfaction, and sense of belonging.

Table 2.7 presents other mechanisms — *gratitude, indebtedness, obligation, organizational identification, sense of belonging, and satisfaction* — that were identified in the current review as explanatory factors linking antecedents (e.g., college and post-college experience, institutional factors) to alumni behavior, alongside *trust*. In the remainder of this section, I present findings related to the identified mechanisms and

draw upon the definitions provided by Bekkers and Wiepking (2011) to discuss related mechanisms.

Table 2.8 below lists the mechanisms and the studies that examined them. Most are survey studies, and a few are experimental studies. Therefore, except when experimental study is indicated, the relationships presented are correlational and not causal. Many of the studies examine only the relationships between antecedent factors and ‘mechanisms’, or the relationships between a ‘mechanism’ and alumni engagement. A few test the mediation between antecedent factors and alumni behavior. Under each mechanism and where available, I discuss all these groups of studies to provide a fuller picture of the possible relationships and note when mediation is tested.

Table 2.8. *Mechanisms of Alumni Citizenship Behavior*

Category	Explanation	Reference(s)
Awareness of Need*	Alumni engagement is influenced by the awareness of their alma mater’s needs.	(Arnett et al., 2003; Cohen, 2006; Diamond & Kashyap, 1997; Taylor & Martin, 1995; Weerts and Ronca; 2007)
Values*	Values such as altruistic, ethical, moral, religious, and shared values between alumni and their institutions influence various forms of alumni engagement.	(Heckman & Guskey, 1998; Kamarulzaman et al., 2018; Schlesinger et al., 2017)
Efficacy*	Alumni want to make a difference and therefore give because of the perceived or assigned importance of a cause; they want to direct where and how their gift is used, and address specific needs (e.g., help other students, provide facilities, support program of study, support faculty research, or support hiring of professors, give to STEM fields).	(Cohen, 2006; Diamond & Kashyap, 1997; Drezner, 2018; Drezner et al., 2020; Drezner & Pizmony-Levy, 2021; McDearmon, 2010; Nwakupda, 2020)
Trust	Trust in the university foundation	(Mo & Zhu, 2022)
	Trust in the institution	(Abbasov & Drezner, 2018; Drezner et al., 2020; Francioni et al., 2021; McGill et al., 2009; Schlesinger et al., 2017)
Exchange/ Reciprocity:	Giving as a response to received benefit or anticipated benefit and influenced by the feeling gratitude, indebtedness, or obligation.	
Gratitude	Gratitude for degree/education received;	(McGill et al., 2009; Tom & Elmer, 1994)
	Gratitude for preparation for the job/income; Gratitude for the overall college experience Gratitude for help in challenging times; Gratitude for opportunity to work towards	(Cownie & Gallo, 2021)

Category	Explanation	Reference(s)
	achieving their potential; Gratitude for student-academic integrations; Gratitude for student-peer /friend interactions.	
Indebtedness	Feeling of indebtedness to the institution (e.g., for the education & learning; the impact on their professional and personal lives).	(Nisar & Nasruddin, 2022; Nisar et al., 2023)
Obligation	Obligation /sense of responsibility	(Cohen, 2006; Diamond & Kashyap, 1997; Liang et al., 2023)
Organizational Identification	Identification with the university brand (institution's attractiveness, distinctiveness, and social community); Identity salience (the importance of a person's particular identity with the university).	(Arnett et al., 2003; Eury et al., 2018; Freeland et al., 2015; Frisby et al., 2019; Jiménez-Castillo et al., 2013; Khan et al., 2022; Mael & Ashforth, 1992; Porter et al., 2011; Stephenson & Bell, 2014; Stephenson & Yerger, 2014a, 2014b; Tom & Elmer, 1994)
Satisfaction	Satisfaction mediates the relationship between the academic system and alumni contributions.	(Hsu et al., 2016; Kamarulzaman et al., 2018)
	Satisfaction with college experience (overall campus experience, educational experience, undergraduate experience, social and academic experience).	(Bernal & Mille, 2014; Bwemelo & Magasi, 2022; Clotfelter, 2001, 2003; Gaier, 2005; Goh & Kim, 2023; Khan et al., 2022; Liang et al., 2023; Mo & Zhu, 2022; Monks, 2003; Pedro et al., 2018; Rau & Erwin, 2015; Schlesinger et al., 2017)
	Satisfaction with institution's performance (e.g., career skills/preparation, support services)	(Heckman & Guskey, 1998)
	Satisfaction with the degree/education	(Gaylord & Kelleher, 2019; Tsao & Coll, 2004)
	Satisfaction with Student Affairs	(Stephenson & Yerger, 2014b, 2015)
	Satisfaction with campus resources	(Stephenson & Yerger, 2015)
	Current alumni satisfaction with university services)	(Maulana et al., 2023)
	Satisfaction with the intellectual environment (teaching ability of faculty, intellectual capacity of the student body, student organizations, interactions with faculty/ administrators/ colleagues, the social and/or academic environment of the academic department)	(Eurico et al., 2015; Hartman & Schmidt, 1995; Pedro & Andraz, 2021)
Sense of Belonging	Sense of belonging: Feeling of acceptance and welcomed, being a part of the institution; inclusive campus policies	(Amani, 2022; Bui & Jeng, 2022; Goh & Kim, 2023; Liang et al., 2023; Pedro, Mendes, Pereira et al., 2020)
	Nostalgia: Memories of one's time at the institution	(Mount, 1996)
	Affinity/connectedness: Connection and emotional bonding with the institution	(Fleming, 2019; McAlexander et al., 2014)

Note. *I discuss this variable under mechanisms because my analysis suggests it helps explain alumni behavior. However, the referenced studies did not identify its mediating role.

In the subsections below, I present findings on the mechanisms of alumni citizenship behavior. First, I present awareness of needs, values, and efficacy with evidence suggesting they can explain alumni behavior but noting that the referenced studies did not examine their mediating roles. Next, I present findings on trust, reciprocity/exchange (including gratitude, indebtedness, and obligation), organizational identification, satisfaction, and sense of belonging with evidence of their mediating roles.

Awareness of Need

Awareness of need, referring to the knowledge or understanding of a need, is an important factor in charitable giving in general (Bekkers & Wiepking, 2011). Alumni engagement can be influenced by alumni awareness of their alma mater's needs. Survey studies indicate that alumni are more likely to donate when they perceive that their alma mater needs their contributions (Arnett et al., 2003; Cohen, 2006; Diamond & Kashyap, 1997; Taylor & Martin, 1995; Weerts & Ronca, 2007). Conversely, alumni are less likely to engage if they perceive their contributions are not needed (Wastyn, 2009).

For example, Cohen (2006) found that both low and high-level alumni donors were more likely to contribute if the development office's fundraising goals were clear and concise and alumni understood why the funds were needed. Taylor and Martin (1995) reported that 39% of donors felt that the university had a substantial need for alumni financial support. Weerts and Ronca (2007) found that alumni who agreed that their alma mater needed their volunteer and financial contributions were over nine times more likely to donate money and volunteer their time. Although mediation was not tested in these studies, the research suggests that awareness of need can mediate the relationship between fundraising practices and alumni giving.

Values

Values refer to “intangible phenomena located within individuals, originating from donors, and targeted at themselves as well as beneficiaries” (Bekkers & Wiepking, 2011, p. 941). Individuals may be inclined to help others in general due to altruistic, ethical, moral, religious, and spiritual values. Evidence suggests that values influence alumni giving (Heckman & Guskey, 1998; Kamarulzaman et al., 2018; Schlesinger et al., 2017).

For example, Heckman and Guskey (1998) found that shared religious values, measured by “the importance of the school's religious affiliation to the respondent” (p. 102) was a strong predictor of past non-monetary contributions with a high level of religious values characterizing alumni contributors. Schlesinger et al. (2017) found that shared values between the individual and the university have a significant positive influence on alumni loyalty intentions – intention to recommend the university, enroll for further studies, and speak positively about the university to family and friends.

Kamarulzaman et al. (2018) found shared values compared to other factors such as academic system, reputation, and employability, were the strongest significant predictor of alumni loyalty, although the study did not specify the type of shared value or particular loyalty behavior. The mediating role of values was not tested in these studies.

Efficacy

Efficacy refers to the perception that one's monetary and non-monetary contributions make a difference (Bekkers & Wiepking, 2011). People give when they know their gifts matter and alumni are no different in seeking impact with their contributions. For example, one study which investigated why alumni don't give found that alumni who felt their gifts were too small to make a difference to their alma mater, and alumni who did not know how their gifts would be used do not donate (Wastyn, 2009). Other alumni want to direct where and how their gifts are used and make a difference with their donations (Diamond & Kashyap, 1997; McDearmon, 2010). For example, some alumni were more likely to donate money to specific funds, such as a scholarship (Cohen, 2006).

Others want to give to specific causes or programs, perhaps, because of the perceived or assigned importance of the cause (Drezner, 2018; Drezner et al., 2020), such as helping other students, supporting their program of study, supporting faculty research, hiring quality professors, or provision of facilities (Drezner & Pizmony-Levy, 2021). One study that examined donors to STEM fields found that alumni major donors were more likely to give significantly higher amounts to non-STEM than STEM disciplines, and major donors to STEM disciplines were more likely to be entrepreneurs who were not alumni of the institution (Nwakpuda, 2020). Kibble et al. (2021) found that one of the reasons alumni agreed to participate in an introductory course for incoming students was because they perceived volunteering their time as a way to make an impact on the new students. The above studies suggest the importance of having different and meaningful causes that alumni can support. Alumni who identify with specific causes may be more

likely to give if they were asked to donate to causes that align with their interest.

However, the mediating role of efficacy was not examined in these studies.

Trust

Trust in charities is one of the reasons for charitable donations (Konrath & Handy, 2018). Within the context of HEIs, trust may be understood from the perception of whether the institution is viewed as sincere, honest, reliable, of high integrity, and will act ethically (Schlesinger et al., 2017). Trust in the ability of a nonprofit to use donations as intended can enhance the donor's belief in the efficacy of their donations. Survey studies found that trust in the university, and trust in the university foundation – the entity raising and developing funds on behalf of the university – is associated with alumni willingness to donate money (Drezner et al., 2020; McGill et al., 2009; Mo & Zhu, 2022). Drezner et al. (2020) found that the lower the level of trust alumni have in their undergraduate institution (e.g., lack of trust that money would be used as designated), the more likely they were unwilling to donate money. McGill et al. (2009) identified the lack of confidence and trust in the university's management of bequest funding as a barrier to making a bequest.

Mediating Role of Trust

Survey studies (Francioni et al., 2021; Mo & Zhu, 2022; Schlesinger et al., 2017) examined the mediating role of trust on the relationship between college experience and alumni engagement finding positive relationships. Francioni et al. (2021) examined the mediating role of trust and found that prior engagement with the university (e.g., talks about the university to others) positively influenced trust towards the university which in turn, positively influenced three outcomes: 1) commitment (e.g., concern for the

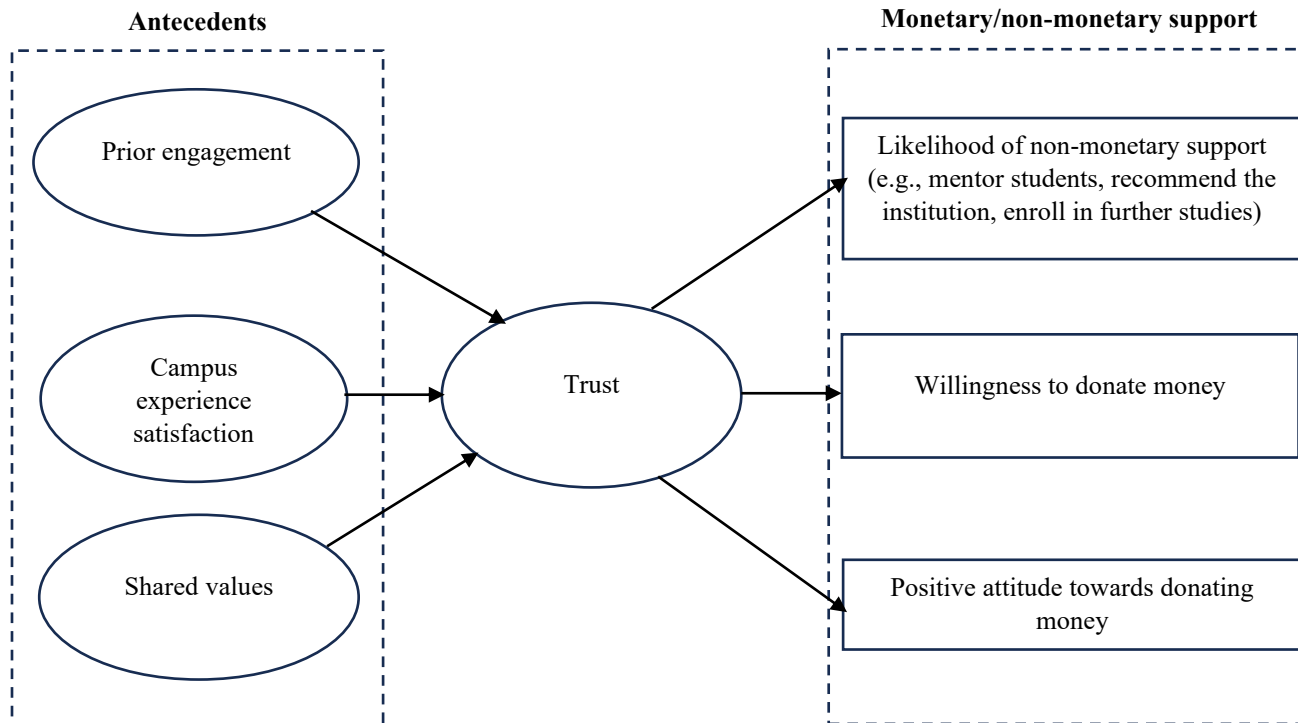
university), 2) non-monetary support (e.g., attending alumni events, mentoring students), and 3) positive attitude towards donating money for both US and Italian alumni samples.

Mo and Zhu (2022) found that trust in the university foundation mediates the influence of campus experience satisfaction on the willingness to donate money.

Schlesinger et al. (2017) also found that trust mediated the relationship between shared values and alumni loyalty. That is, shared values between the individual and the university have a positive relationship with trust in the university, which in turn, influenced alumni loyalty (intention to recommend the university, enroll for further studies, and speak positively about the university to family and friends).

Overall, as Figure 2.3 below shows, prior engagement with the university, campus experience satisfaction, and shared values between alumni and the university each can engender trust in the university leading to alumni support. Trust in the university or its agent, the university foundation, therefore, provided another explanation for how campus experience relates to alumni engagement.

Figure 2.3. *The Mediating Role of Trust in the Institution*



Exchange/Reciprocity

In social relationships, people reciprocate received benefits (Gouldner, 1960). Scholars note that “reciprocity implies that a nonprofit organization not only takes but also gives something in return (e.g., expressions of gratitude or recognition)” (Arnett et al., 2003, p. 93). Outside the alumni-university context, scholars have identified that receiving a benefit can elicit the feeling indebtedness or gratitude, with indebtedness causing the recipient to feel an obligation to reciprocate and gratitude causing the recipient to seek proximity or relationship with the benefactor (Peng et al., 2018). Social exchange is one of the more common theories used in research to explain the reciprocal nature of the alumni-university relationship. Alumni may give back to repay benefits they received from the institution (Worth et al., 2020) or in anticipation of future benefit such as child admission to their alma mater (Butcher et al., 2013; Meer & Rosen, 2009b). In this section, I discuss exchange/reciprocity from the perspective of alumni engagement prompted by the feeling of indebtedness or gratitude for the benefits alumni received from their alma mater or the obligation to give back.

Indebtedness

A sense of indebtedness, the feeling of alumni that they owe the institution because of the role the institution played in their lives, can drive alumni engagement (Nisar & Nasruddin, 2022). Nisar et al. (2023) found that the role institutions played in alumni lives fostered feelings of indebtedness, as alumni attributed their career success to the education and learning provided. Consequently, they were inclined to offer non-monetary support, such as career counseling, internships and job opportunities, guest lectures, and curriculum improvement.

Gratitude

The feeling of gratitude may influence alumni donations and non-monetary support. Both qualitative and quantitative survey studies have demonstrated that alumni were willing to give back to the institution because they felt gratitude for their educational experience, received help from the institution during challenging times, and the opportunity to work and develop their potential and prepare for the future (Cownie & Gallo, 2021; McGill et al., 2009; Tom & Elmer, 1994). The qualitative study by Cownie and Gallo (2021) suggested the feelings of gratitude towards teaching staff is associated with alumni support of the institution and the willingness to provide future support if asked by the academic staff. Tom and Elmer (1994) found that donors, compared to non-donors, were more thankful to their academic department for providing them with great education, great experience, and preparation for the future. In a qualitative study among Australian alumni, McGill et al. (2009) suggested, however, that although alumni desired to express gratitude for the key role the institution played in their lives, they would likely make a bequest to a charitable organization before considering a tertiary institution indicating that gratitude alone may not promote alumni donations.

Obligation to Give

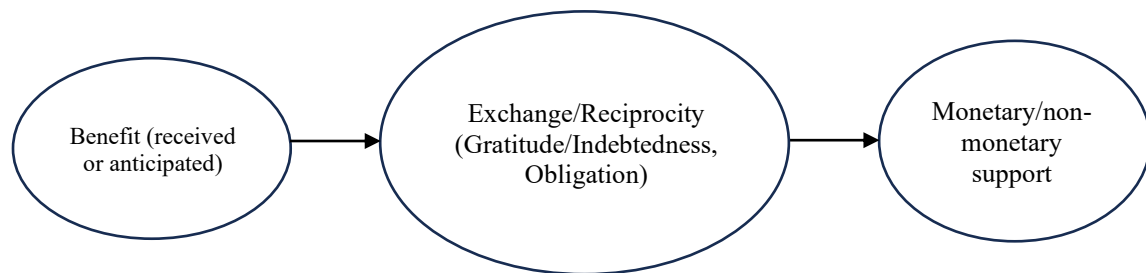
The feeling of obligation towards the university can influence alumni donations. Diamond and Kashyap (1997) suggest that receiving benefits (which the authors label reciprocity³) can inspire the feeling of obligation to the university and that obligation positively influenced intention to donate money, the number of recorded donations, and

³The two questions ('I learned things from ... that have been very important in my professional life.' and 'I learned things from ... that have helped me have a better life.') which the authors labeled or used to measure the concept of reciprocity suggest received benefit which can then prompt an obligation to the university (Diamond & Kashyap, 1997, p. 921).

intention to attend reunions. Alumni who feel the education they receive has been beneficial to them personally and professionally may feel obligated to support their alma mater.

The findings presented in this section suggest the role of exchange/reciprocity on alumni engagement. Psychological factors such as gratitude, indebtedness, and obligation, prompted by college experience such as education received, can influence alumni to donate money and provide non-monetary support to their alma mater. It is possible that some factors, such as indebtedness and obligation, may be stronger in eliciting actual behavior (e.g., donations) than others like gratitude as suggested by Peng et al. (2018) outside higher education context. Figure 2.4 depicts the relationships presented in this sub-section.

Figure 2.4. *The Mediating Role of Exchange/Reciprocity*



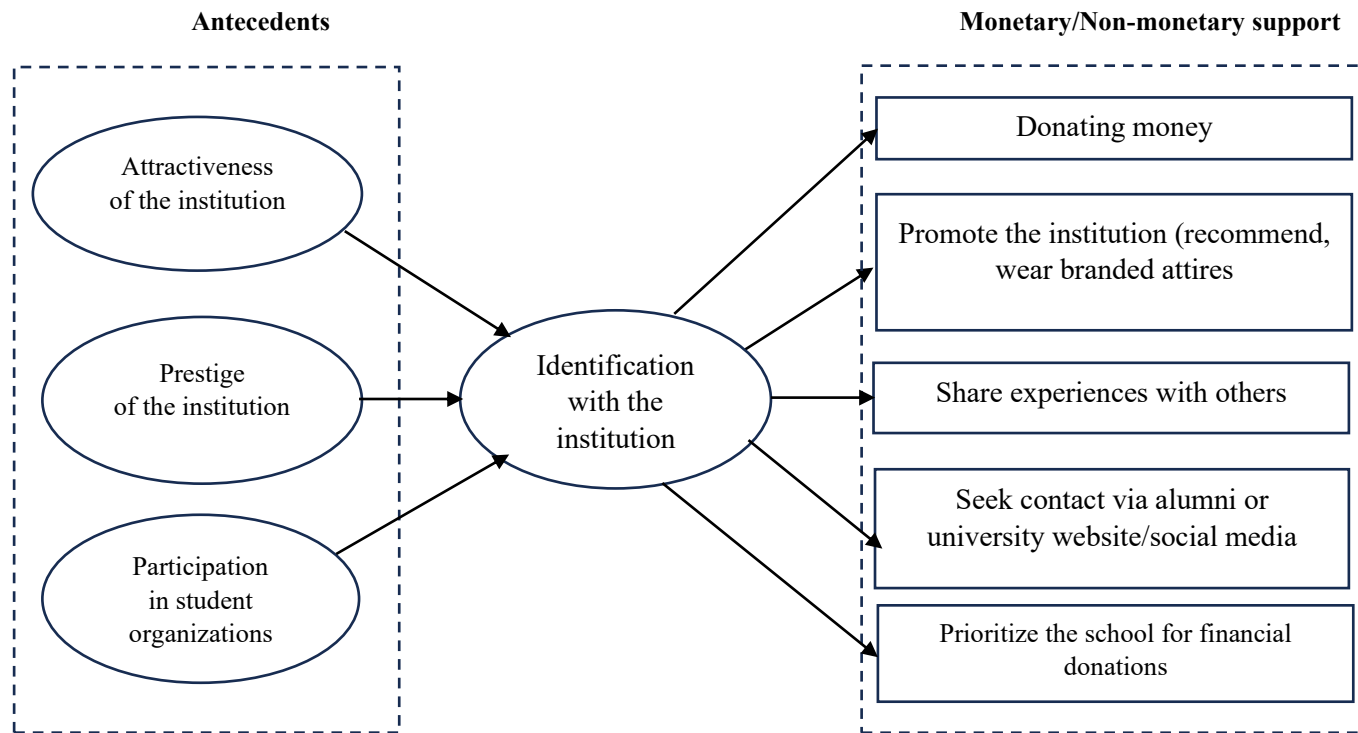
Organizational Identification

Organizational identification, defined as the identification of oneself with reference to the organization, facilitates the feeling of oneness with the organization thereby making an individual assess the successes and failures of the organization as their own (Mael & Ashforth, 1992). Survey studies reveal the mediating role of identification with the institution on the relationship between antecedent factors (institution's prestige

and attractiveness, student participation) and alumni donations (Arnett et al., 2003; Khan et al., 2022; Mael & Ashforth, 1992; Stephenson & Yerger, 2014a).

For example, Khan et al. (2022) found that identification with the institution mediated the relationship between prestige of the institution and the likelihood of donating to an endowment fund. Stephenson and Yerger (2014a) found that identification with the institution mediated the relationship between perception of attractiveness and prestige of the institution and alumni promotional behaviors (recommending the school to other, wearing attires with the institution's logo, sharing one's college experience with others), donating money, competitive behavior (feeling the school and their alumni are better than other schools), and seeking contact with the institution through the use of an alumni website and the institution's social media channels. Mael and Ashforth (1992) found that identification with the institution mediated the relationship between organizational attractiveness and the following outcomes: ranking the school as priority for financial donations, willingness to advise their child and others to attend the institution.

Figure 2.5. *Mediating Role of Identification with the Institution*



Furthermore, university identity salience – the importance of an identity related to the university-played a mediating role on the relationship between college experience and alumni contributions: Arnett et al. (2003) found that the level of participation in student activities predicted alumni identity salience which in turn predicted donating money and promoting the institution to others. In this same study, alumni’s perception of the university’s prestige was positively associated with their university identity salience which in turn was positively associated with donating money and promoting the institution (Arnett et al., 2003). Figure 2.5 depicts the mediating role of organizational, identifying the relationships presented in this sub-section.

Satisfaction

Satisfaction refers to the feeling of fulfillment of one’s expectations, desires or needs in their educational experience and/or alumni experience. Survey studies revealed alumni engagement was associated with alumni satisfaction with their overall college experience, the institution itself, or with the aspects of college experience—such as student affairs, interactions with faculty and staff, campus resources, the academic program, the education acquired, the degree obtained, career success attributed to career preparation by the institution, or current satisfaction as alumni (Abbasov & Drezner, 2018; Arnett et al., 2003; Bernal & Mille, 2014; Bwemelo & Magasi, 2022; Clotfelter, 2001, 2003; Gaier, 2005; Gartland et al., 2003; Gaylord & Kelleher, 2019; Goh & Kim, 2023; Hartman & Schmidt, 1995; Heckman & Guskey, 1998; Liang et al., 2023; Mael & Ashforth, 1992; Maulana et al., 2023; Mo & Zhu, 2022; Monks, 2003; Pedro et al., 2018; Rau & Erwin, 2015; Schlesinger et al., 2017; Stephenson & Yerger, 2014a, 2015; Tsao & Coll, 2004).

Some studies examined overall satisfaction with college experiences at different levels or using different labels such as satisfaction with undergraduate experience including the academic and social experience (Bwemelo & Magasi, 2022; Gaier, 2005; Goh & Kim, 2023; Hartman & Schmidt, 1995; Monks, 2003), satisfaction with campus experience (Mo & Zhu, 2022), satisfaction with educational experience (Liang et al., 2023; Schlesinger et al., 2017), and satisfaction with the degree obtained or the education received (Gaylord & Kelleher, 2019; Tsao & Coll, 2004).

Objects of Satisfaction

Others studies identified the objects of satisfaction: satisfaction with the social and/or academic environment of the school departments or the academic program (Bernal & Mille, 2014; Gartland et al., 2003; Pedro et al., 2018), satisfaction with the institution's performance of its educational mission (Heckman & Guskey, 1998), satisfaction with student affairs (Stephenson & Yerger, 2014b, 2015), satisfaction with campus resources (Stephenson & Yerger, 2015), alumni current satisfaction such as with service quality (Maulana et al., 2023), satisfaction with interactions with faculty/administrators (Gartland et al., 2003), and satisfaction with the institution (Abbasov & Drezner, 2018; Arnett et al., 2003; Hartman & Schmidt, 1995; Heckman & Guskey, 1998; Mael & Ashforth, 1992).

Satisfaction and Alumni Financial Donations. Most of the studies above, however, did not test the mediating role of satisfaction on the relationship between college experience factors and alumni behavior. Instead, the studies examined the direct relationship between satisfaction and alumni behavior. For example, Gaier (2005) found that increase in the level of one's satisfaction with their undergraduate academic experience is associated with significant increases in alumni monetary and non-monetary

contributions. Monks (2003) found that satisfaction with undergraduate experience as the most significant determinant of the level of alumni giving such that alumni who were “very satisfied” were giving over 2.6 times more than those who were “ambivalent”. Heckman and Guskey (1998) found that being generally satisfied with the institution’s performance in fulfilling its educational mission was a strong predictor of past and future non-monetary support. Alumni who perceived the university’s career preparation as effective were likely to be past financial donors and intended to donate in the future.

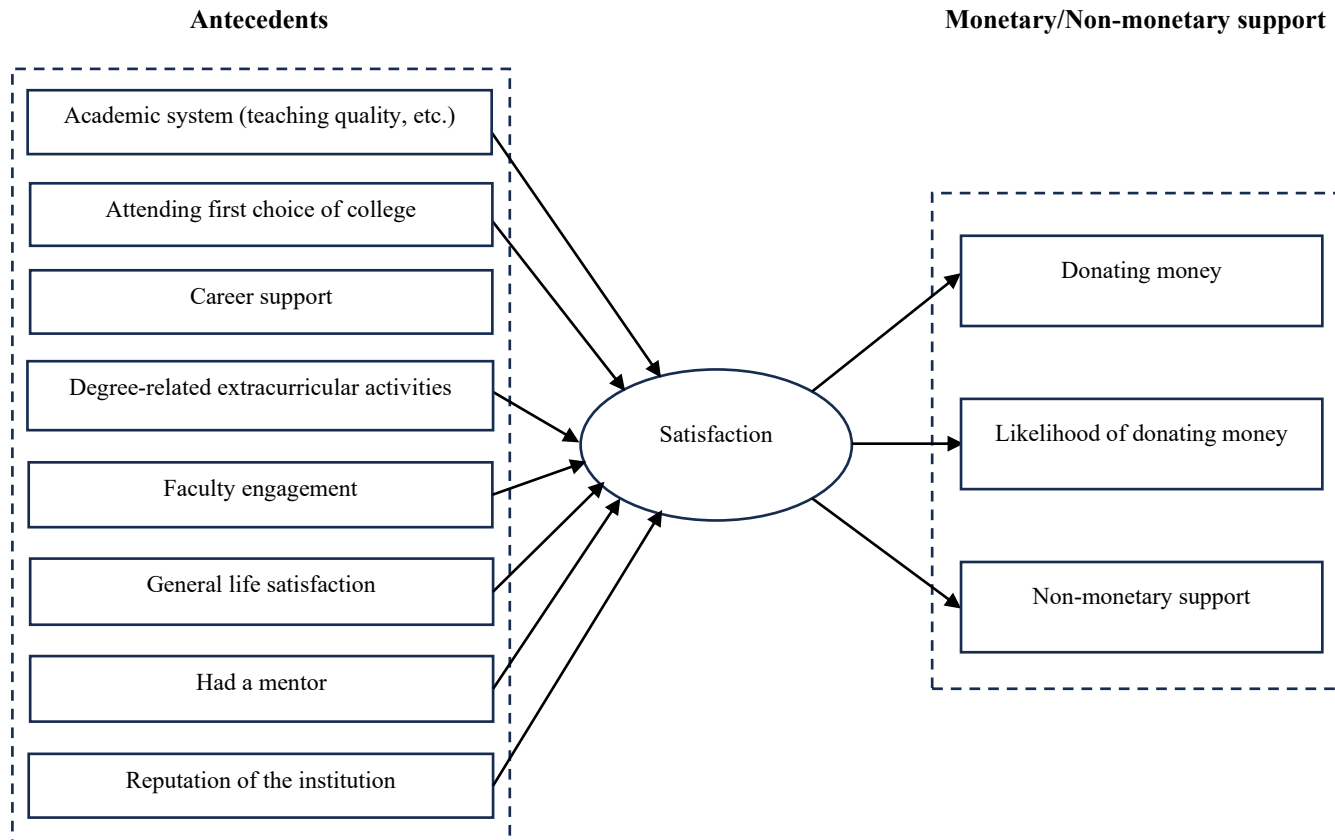
Mediating Role of Satisfaction

A few studies studied the mediating role of satisfaction and demonstrated how satisfaction mediates the relationship between college experience factors and alumni contributions (Eurico et al., 2015; Gaylord & Kelleher, 2019; Hsu et al., 2016; Kamarulzaman et al., 2018). For example, through the institution’s investment in the academic system (teaching quality, course design, campus environment), students gained knowledge, attitude, and skills constituting their career capability. Alumni satisfaction with the utility of that career capability was associated with alumni contributions to their alma mater (Hsu et al., 2016). Kamarulzaman et al. (2018) found that satisfaction mediated the relationship between academic system and alumni loyalty (though not indicating specific shared value or loyalty behavior). Eurico et al. (2015) discovered that perceived quality of non-human elements (teacher’s pedagogical methods and scientific knowledge) had a positive effect on satisfaction with the institution which in turn has a positive effect on loyalty behaviors (intention to recommend the institution and intention to continue studying at the institution for further studies). Gaylord and Kelleher (2019) noted that degree satisfaction mediated the relationship between the antecedent factors

(degree-related extracurricular activities, faculty engagement, career support) and the likelihood of donating money in the next 12 months. Clotfelter (2003) found that attending one's first choice of college, having had a mentor, and general satisfaction with life were significantly and positively associated with being 'very satisfied' with one's undergraduate experience. In turn, expressed satisfaction with one's college experience and with the institution was highly correlated with alumni donations.

In summary, there seems to be much interest in studying the relationship between satisfaction with different aspects of college experience as indicated by many studies cited in this section. Evidence presented shows that satisfied alumni are likely to donate money and contribute non-monetary support compared to dissatisfied alumni. Figure 2.6 depicts the relationships identified in the studies cited in this sub-section.

Figure 2.6. *Mediating Role of Satisfaction*



Sense of Belonging

Sense of belonging refers to the feeling of likeness, being accepted, included, respected, valued, and supported by others within a context (Drezner & Pizmony-Levy, 2021; Goodenow, 1993; Liang et al., 2023). Within the context of university–alumni relationship, individuals may feel a sense of belonging when they see themselves as part of the institution, fit in the community of their institution, feel comfortable and welcomed, or feel similar to other students (Amani, 2022; McKinnon, 2022).

Some studies (Amani, 2022; Bui & Jeng, 2022; Drezner & Pizmony-Levy, 2021; Goh & Kim, 2023) document the influence of sense of belonging and alumni engagement finding positive relationships. Drezner and Pizmony-Levy (2021) found that alumni who feel a higher sense of belonging to their alma mater are more likely to have donated money, help students, volunteer time, and participate in events. Goh and Kim (2023) found that sense of belonging was a significant predictor of past engagement and likelihood of engagement (donating money, mentoring students, talking to admitted students, attending alumni events on-campus and in their cities, staying in touch with faculty, following institutional news and social media). Amani (2022) found that sense of belonging mediated the relationship between university identification and university brand evangelism. That is, sense of belonging (influenced by one’s identification with the university) is associated with brand evangelism which includes 1) brand purchase intention (i.e., intention to enroll for further education or take other courses at the institution), 2) brand referral (i.e., referring or recommending the institution to others), and 3) oppositional brand referral (i.e., discouraging others from attending other institutions). This study suggested that sense of belonging could be a higher order

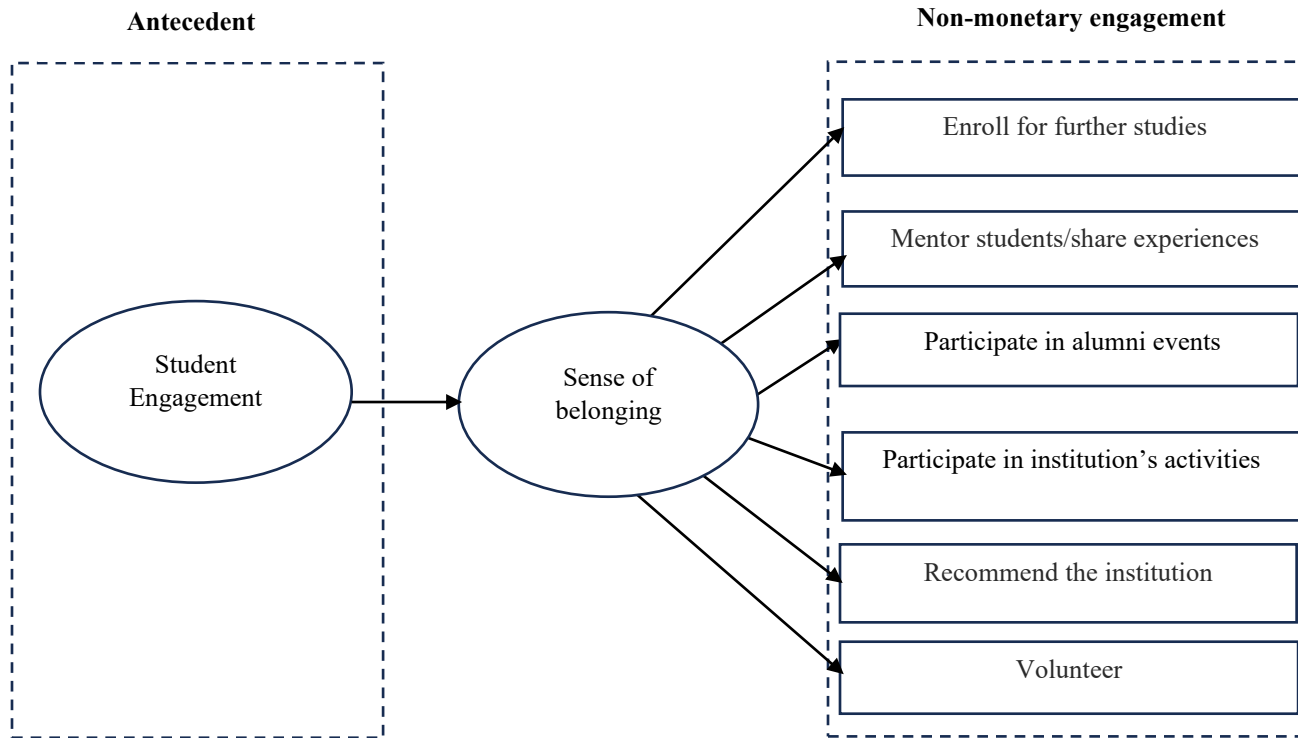
mechanism of alumni engagement. Bui and Jeng (2022) also noted that alumni who feel a sense of belonging to their online alumni groups engaged in citizenship behaviors (e.g., referring others to the group, helping other members of the group).

Mediating Role of Sense of Belonging

Two studies explored sense of belonging as a mediator. One study demonstrated that sense of belonging can explain the relationship between college experiences and alumni engagement and thereby identifies the college experience factors that can elicit an individual's sense of belonging (Liang et al., 2023). Liang et al. (2023) found that student engagement (including participation in student organizations, cultural activities, sports, 'residential life activities', attending office hours of instructors, and interacting with classmates outside the academic environment) positively influenced sense of belonging which in turn positively impacted alumni participation (e.g., participating in alumni events, institutional activities, activities that support students, and volunteering time). In one qualitative study, El-Awad et al. (2022) highlighted that student participation in university-based entrepreneurship events can foster a sense of belonging and in turn elicit entrepreneurship alumni engagement in the form of mentoring - alumni sharing their knowledge to develop new student entrepreneurs, use their expertise to mentor and talk to students (El-Awad et al., 2022).

These studies (El-Awad et al., 2022; Liang et al., 2023) showed that college experiences (student academic and social engagement) can foster a sense of belonging and subsequent alumni support. This line of research is emerging and has not been fully developed. Figure 2.7 depicts the relationships identified in this sub-section.

Figure 2.7. Mediating Role of Sense of Belonging



Consequences of Alumni Citizenship Behavior

The consequences of alumni engagement in this study refer to the outcomes or impact, or benefits of the various forms of alumni engagement. The impact may be more immediate (e.g., career skills students acquire from alumni support of internships; increase in the rates of admission, retention, or graduation resulting from giving to scholarships funds; improvements in curriculum, expansion of educational programs) or long term (e.g., a cure for a disease discovered because of funding particular health research). Consequences could relate to individuals (e.g., students, faculty, staff, or the alumni making the contributions), the departmental units, the educational institution itself, the society and perhaps, the government. There may also be negative outcomes of alumni involvement in their alma mater, but none was identified in this review.

Only 2% of the studies included in this review examined the consequences of alumni engagement. The few survey studies presented below showed that alumni engagement can produce psychological benefits and enhanced prestige for alumni, professional development for alumni benefactors and student beneficiaries, and program improvement for the academic units.

Psychological Benefits and Professional Development

One important outcome of alumni engagement is psychological benefits, referring to the intangible benefits a donor experience from donating money or volunteering time, and include what scholars refer to as the “joy of giving”, and self-image (Bekkers & Wiepking, 2011). It is well documented that giving and volunteering produces the feeling of happiness and psychological wellbeing. Within the alumni-university context, a few studies identified the benefit of “feeling good” as one of the reasons for alumni

engagement (Dollinger et al., 2019; Fleming, 2019; Mount, 1996). Mount (1996) found that the joy of giving is a highly salient factor characterizing how donors feel when contributing to a cause they care about. Dollinger et al. (2019) suggest that most reasons alumni participate in student mentoring center on the “feel-good” benefit of helping students develop career skills and secure desired employment. The qualitative finding by Fleming (2019) suggests that a sense of fulfillment as an outcome derived from alumni involvement can fuel further engagement.

In addition to psychological benefits, both alumni benefactors and student beneficiaries also experienced professional development. Howe (2018) examined the impact of alumni engagement in a capstone design course where alumni functioned as guest speakers and liaisons. Through a survey of student and alumni participants, Howe (2018) found students indicated they learned about different career paths and how to deal with the fears about the future, while the alumni experienced psychological benefits (joy of giving) from helping students, improved their own leadership abilities, and gained business for their organization. Allred and Sakowicz (2019) studied the impact of engaging alumni as mentors for nursing students. Through a survey of mentees and mentors, the study found that students gained personal and professional benefits such as understanding of the different departments in their field and interview skills, and at least an alumnus gained satisfaction from helping students in their professional journey.

Enhanced Individual Prestige

Some individuals seek prestige (i.e., enhanced public image, reputation, and social status) with their donations (Bekkers & Wiepking, 2011). The benefits that satisfy the prestige motive can often come from gift recognition the institution provides such as

naming buildings after donors and invitations to events. The prestige motive can therefore reinforce the individual's donative behavior (Maulana et al., 2023). Mostly for 'megadonors' (individuals that make very large donations), "The prestige motive is important enough that the form of recognition the charity will provide in exchange for the gift is often spelled out in legal contracts . . ." (Harbaugh, 1998, p. 277). Apart from inspiring mega donors, gift recognition in different forms was equally appreciated by other donors and can influence decisions for subsequent donations. For example, Maulana et al. (2023) found that being recognized in various ways (e.g., being invited to participate in university activities, being appreciated for comments on alumni online groups and contributions to the university) influenced alumni satisfaction with the university services which in turn affected alumni connectedness with the university and subsequently the intention to contribute.

Program Improvement for Academic Unit

Ingram et al. (2005) discussed how locating and recruiting alumni to provide feedback on their career fields helped the school to understand how successful their alumni are and areas for program improvement.

Together, these studies revealed the benefits of alumni engagement at the individual level and departmental level. Howe (2018) and Allred and Sakowicz (2019) highlighted individual benefits both for the student participants and the alumni who donated their time and expertise, while Ingram et al. (2005) underscored the benefits of alumni engagement for a program or department.

Discussion

This systematic review revealed theoretical advancement in understanding alumni behavior with conceptualizations drawn from relationship marketing, public management, charitable giving and organizational citizenship behavior perspectives. While earlier conceptualizations introduced important frameworks, they each left a crucial gap. The current paper argues for a framework that articulates the various aspects of the concept of alumni behavior including its antecedents, mechanisms, and consequences. This review provides evidence supporting the proposed ACB Framework demonstrating the relationships among all the components of the framework (various types of alumni citizenship behavior and their antecedents, mechanisms, and consequences).

Most studies of alumni engagement have focused on measuring monetary donations (average amount of donations, amount donated, frequency of donations, and intentions to donate). A large number studies, however, identified various forms of alumni non-monetary engagement (e.g., alumni association membership, serving on boards, career mentoring, supporting student recruitment, volunteer fundraising, staying in touch with faculty, following alumni/institutional news and social media use, and recommending the institution to others). Overall, scholars demonstrated that alumni engage with their alma mater through donating money, volunteering their time, or providing other forms of support.

The antecedents of alumni engagement have received tremendous attention in the field. Alumni engagement is influenced by different antecedent factors including social and academic demographics, institutional factors, college and post-college. With student

involvement in various college activities (student organizations, athletics, academic extracurricular activities) identified as strongest predictor of alumni engagement, HEIs must be intentional in creating opportunities for student engagement to leverage the chances of subsequent engagement as alumni. Overall findings on the relationship between college experience and alumni engagement seem consistent (e.g., active engagement in student social and academic organizations is positively related to alumni engagement). However, findings on the relationship between financial aid and alumni engagement seem complex or nuanced at best, suggesting the need for more studies to understand the connection. More focused studies may be particularly relevant for HEIs to reevaluate their approaches to address the assumptions that receipt of financial aid would always result in subsequent alumni donations.

Scholars have paid some attention to identifying the mechanisms of alumni engagement, providing some explanations how the individual and institutional antecedent factors relate to alumni engagement. These mechanisms mostly signal the emotions or feelings emanating from college experiences (e.g., the pedagogical and human skills of faculty, career development opportunities, participation in social and academic extracurricular activities) which then influence alumni decisions to be engaged with their alma mater. One mechanism that has received significant attention is satisfaction with college experience – covering various aspects such as those mentioned above.

The consequences, or outcomes of alumni engagement have received the least attention. It is possible that the outcomes of alumni engagement are taken for granted and therefore not examined. A few studies that gave attention to this area demonstrated the outcomes of alumni engagement in career mentoring, guest lecturing, and support of

capstone projects. The outcomes included enhancing students' career and professional capabilities, alumni experiencing psychological benefits, and departmental units having program improvement. There is a need for more deliberate research to document and share the outcomes of alumni engagement. Future alumni support may be encouraged and reinforced by the understanding of the actual outcomes of their support. At the same time, emphasis on outcomes may help uncover negative consequences that may need to be addressed.

In summary, evidence from reviewed studies suggests that literature on alumni engagement supports the proposed Alumni Citizenship Behavior (ACB) Framework. The Framework highlights the need to pay attention to the multifaceted nature of alumni engagement beyond the antecedents and monetary donations.

Recommendations for Future Research

This systematic review of literature yields important insights with implications for advancing research in the philanthropic studies field. First, the review found that the emerging philanthropic studies field has largely relied on theories from social psychology, sociology, relationship marketing, and other fields, and the theoretical underpinnings of many of the studies were not indicated or clearly identified. To help the advancement of theory in philanthropic studies field, an opportunity exists for future research to explain the theory that underpins the study beyond general review of theories previously applied to understand alumni behavior. Clarifying the theoretical underpinning of a study can enhance theoretical explanations and various research streams on the topic of alumni behavior.

Second, the review supports the various aspects of the proposed ACB Framework and highlights a myriad of antecedents, and relatively consistent findings on the relationship between many of the antecedents and alumni engagement (e.g., participating in student organizations is a strong predictor of alumni engagement). However, the findings also reveal areas that justify further exploration. One such area is the relationship between receipt of financial aid and alumni monetary donations. Future research can focus on understanding the interactions among variables that complicate the relationship such as the type and amount of financial aid, social economic status, income post-graduation, perceptions of fairness in the distributed amounts versus need or merit, and mix of aids (e.g., having a large scholarship grant versus having a mix of small scholarship grant plus a high amount in loan).

Third, results indicate that while effort is increasing in identifying the mechanisms of alumni engagement (e.g., explaining how college experience such as playing varsity sport relates to alumni monetary donations), only a small number of studies test mediation in the relationships. For example, rather than testing only the relationship between satisfaction and donating money, opportunity exists to examine the mediating role of satisfaction on the relationship between a college experience factor (e.g., career services) and donating money. In general, the findings call for more research to examine the antecedent-mechanism-engagement relationships, to uncover the emotional factors that prompt decisions for alumni engagement.

Fourth, the disproportionate lack of attention given to documenting the consequences of alumni engagement cannot be ignored. Understanding the consequences can provide an important feedback loop to both alumni (in what they hope to accomplish

with their support) and the institution in showing the importance of alumni engagement in the achievement of the educational mission. Qualitative enquiries that give alumni and institutions voice on what they hope to accomplish or see accomplished with alumni support is a great starting point. Large quantitative survey studies can then ensure more representation of alumni populations and key institutional stakeholders.

Fifth, this review is the first part of a larger project to develop the concept of alumni citizenship behavior (ACB). The wide-ranging behaviors of alumni identified help to articulate or refine the tentative definition of the construct – indicating the monetary and non-monetary contributions of alumni that benefit the organization and its members thereby contributing to the fulfillment of organizational mission. This review, however, shows that much of the research is about monetary donations as compared with other forms of engagement, suggesting the need for more future research on the latter. In developing the concept, qualitative research should examine the meaning of ACB from the perspectives of alumni as the individuals with the lived experiences connected with the study phenomenon. In addition, quantitative research should examine the nature of ACB by examining whether it is a unidimensional or multidimensional construct and, if so, establish the dimensions.

Finally, this systematic review shows that the subject of alumni engagement has received the most attention in the United States. For example, as indicated in Table 2.1, about 78% of the studies focus on United States compared to 10% on Asia, 8.2% on Europe, less than 2% on Africa and Australia each. The emerging scholarly attention to alumni support in other countries outside the United States is disproportionately low. As more universities in different regions (e.g., United Kingdom, Asia, and Africa) are paying

attention to alumni relations and private support from alumni, scholarship is open to highlight alumni engagement in those regions.

Limitations

This review focuses on a 50-year period (1973-2023) and includes only articles published in English due to limited capacity to adequately translate and interpret studies in other languages. Important studies that meet other inclusion criteria for the study may therefore have been missed. However, by not restricting the inclusion of studies to any region, the researcher believes that relevant studies across regions which meet the inclusion criteria have been identified. The literature search ended April 2023. Therefore, studies published subsequently are not included.

Conclusion

This systematic review examines existing literature about alumni support and provides empirical evidence for the proposed Alumni Citizenship Behavior (ACB) comprising alumni support behaviors and their antecedents, mechanisms and consequences. The reviewed studies examine both actual behaviors and behavioral intentions.

In this review, I synthesize the different categories of antecedents of alumni citizenship behaviors, with college-experience antecedents emerging as the most dominant compared to post-college experiences. I also discuss the mechanisms and note that they are often not explicitly named as mechanisms and are less studied than the antecedents. While the antecedents and the behaviors they predict are more clearly identified and generally well documented, the underlying mechanisms require further attention, and even more so, the consequences of these behaviors.

Alumni citizenship behavior can therefore be defined based on evidence supporting these different facets of ACB Framework. Currently, I define ACB as behavior of alumni driven by factors associated with college and post-college experiences and which benefits the institution and its members and in aggregate can contribute to the effective functioning of the organization (university) and the fulfilment of its educational mission.

The results of this review suggest that adopting the ACB Framework can help focus future research on existing gaps, while advancing our understanding of the nature of alumni behavior. For example, emphasis on the mechanisms can drive research to explore the reasons for the mixed findings on the relationship between the receipt of scholarship and alumni monetary donations. While this framework is proposed to advance scholarship on alumni citizenship behavior and aid HEIs in encouraging and reinforcing the behaviors, it can be applied to other areas (e.g., charitable giving in general) within and beyond philanthropic studies field.

CHAPTER 3. CONCEPTUALIZING ALUMNI CITIZENSHIP BEHAVIOR: A QUALITATIVE APPROACH

Introduction

Alumni Citizenship Behavior (ACB), a reconceptualization and broadening of alumni engagement as an organizational citizenship behavior of alumni draws from the concept of organizational citizenship behavior (OCB), an organizational behavior concept for understanding discretionary behaviors for organizational ‘members’ that contribute to the functioning of the organization (Organ, 1988). In conceptualizing ACB, I introduce the ACB Framework as a new holistic lens for understanding all aspects of alumni citizenship behavior including its antecedents, mechanisms, and consequences. Focusing on higher education institutions (HEIs), the ACB Framework conceptualizes alumni as external ‘permanent’ members, as a transition from internal to external members of the organization (the university).

Chapter 1 presented a full discussion of the ACB Framework. This chapter builds on the framework to conceptualize ACB through a qualitative approach. Based on the understanding of the various components of OCB, I propose the ACB Framework as a more holistic way of understanding alumni behavior, including its antecedents, mechanisms, and consequences.

This study inductively develops the concept of alumni citizenship behavior from participant perspectives through semi-structured interviews and thematic analysis. Interviews with alumni explore what citizenship behaviors mean to alumni, why they engage in them, the reasons for and the perceived consequences of their citizenship behaviors. This qualitative study is driven by the following questions: what is alumni

citizenship behavior? How do alumni engage in citizenship behaviors? Why do alumni engage in citizenship behaviors? What are the benefits of alumni citizenship behaviors? By answering these questions, this study provides some evidence for the antecedents, mechanisms and consequences supporting the ACB Framework while also exploring the meaning of the term 'alumni citizenship behavior. It contributes to theory and literature on alumni behavior in particular, and higher education philanthropy more broadly. The interview approach ensures that the conceptualization of alumni citizenship behavior considers the perspectives of individuals with the lived experiences connected with the study phenomenon (Geertz, 1973). In addition, this inductive study complements the systematic review of literature, an initial exploration of evidence to support the ACB framework, thus enabling the conceptualization of ACB from deductive and inductive approaches.

Theoretical Perspectives

Alumni behavior is a social behavior that involves interactions between the alumni and the organization (the university). Different theoretical arguments have been advanced to explain the nature of alumni behavior. This study is driven by three theoretical frames: 1) reciprocity or exchange explained by social exchange theory, portraying alumni behavior as a reciprocal and perhaps transactional behavior; 2) altruism leaning into the notion of human capacity to help others without consideration to self-benefits; and 3) organizational identification, explained by social identity theory, suggesting that alumni support is driven by the identification of one's self in the context of the organization.

Reciprocity or Exchange

Legal scholar Henry Hansmann suggested that alumni support their former institution to ensure its continued viability, thereby preserving the reputation of its graduates and sustaining the institution as a place for socialization and a source for social, business, and professional connections. (Hansmann, 1990). Conversely, universities increasingly call on alumni for support (Weerts & Ronca, 2008). This mutually beneficial relationship can be explained by social exchange theory, a widely cited theory in alumni engagement literature (Drezner, 2009; Nisar & Nasruddin, 2022; O’Neil & Schenke, 2007; Snijders et al., 2019; Weerts & Ronca, 2008).

Social exchange theory describes the norm of exchange of resources that occur between parties in social relationships (Blau, 1964; Colquitt et al., 2013; Emerson, 1976). Social exchange theory suggests that in the university-alumni relationship context, alumni contributions would be driven by alumni calculations of the balance between what they get out of the relationship vis-à-vis what they put into it. Alumni may support the university to receive something in return such as the hope of admission consideration for their child (Meer & Rosen, 2009b) or to reciprocate the benefits they received in the past such the education provided them by the university (Worth et al., 2020), conventionally understood as giving back or paying it forward. The receipt of benefits has been associated with the emotions of *gratitude* and *indebtedness* (Algoe, 2012; Greenberg, 1980; Mathews & Green, 2010; Tsang, 2006; Watkins et al., 2006) and may be relevant in explaining alumni behavior in the university-alumni context.

Altruism

Another theoretical frame in understanding alumni behavior is altruism - the notion that alumni support their alma mater to benefit the alma mater and its members such as students and faculty. Altruism, from the perspective of social psychology, may be understood as a form of behavior that seeks to benefit others rather than oneself (Batson, 1990; Batson & Powell, 2003), such as helping someone in need. These scholars suggest that humans can care for others without consideration of benefit to self.

However, the economic perspective on altruism contests the selfless nature of altruistic behavior by arguing there is no pure altruism, because the person engaging in the behavior enjoys some utility such as good feelings or ‘warm glow’ that accompany giving and helping (Andreoni, 1989). James Andreoni’s ‘warm glow’ argument that altruistically motivated behavior can elicit intrinsic psychological benefit casts the altruistic donor as an ‘impure altruist’. The biological perspective, moreover, views altruism as a survival instinct such that natural selection can drive altruistic behavior among kin to ensure reproduction and preserve species (Nowak, 2006; Pennisi, 2005) (Pennisi, 2005). This view suggests that humans can help others for benefit to self.

Philanthropic studies scholars understand altruism as a motivation for charitable behavior rather than the behavior itself. The altruism frame “views philanthropic behaviors as emanating from the desire to help others” (Drezner, 2011; Weerts & Cabrera, 2018, p. 2). Similar to philanthropic studies scholars, some organizational behaviorists argue that altruism relates to the ‘motive behind the behavior’ or suggests ‘selflessness’ of the actor (Organ et al., 2006, p. 18). I suggest that altruism, as a motivation, may influence the type of citizenship behavior alumni engage in. For

example, altruistically motivated individuals may be more interested in supporting need-based and emergency scholarships that benefit indigent students or serving as mentors to students.

Organizational Identification

The third theoretical perspective, organizational identification, explains an individual's perception of oneness with the organization and the consideration of the institution's successes and failures as one's own (Mael & Ashforth, 1992). Some of the drivers of organizational identification are factors including organizational distinctiveness, organizational prestige and satisfaction with the organization (Mael & Ashforth, 1992). One's organizational identity can also be driven by individual factors such as time as a student, mentor relationship, number of institutions attended, and satisfaction with the institution (Mael & Ashforth, 1992). Positive organizational identity has been associated with supporting the institution financially, willingness to recommend the institution to others and being involved in the activities of the institution (Mael & Ashforth, 1992). This theory suggests that individuals who have high levels of organizational identification may be likely to support the organization to promote its chances of success and minimize its failure.

In the context of alumni-university context, organizational identification relates to a "graduate's identity with their alma mater" (Drezner & Pizmony-Levy, 2021, p. 757). Scholars have found organizational identification to have positive influence on alumni monetary and non-monetary support (Arnett et al., 2003; Khan et al., 2022; Shaker et al., 2016; Stephenson & Yerger, 2014a). For example, one study investigating workplace giving in universities found that employees who were alumni of the university had a

stronger likelihood of donating to the university than non-alumni employees, suggesting the importance of alumni status, signaling a stronger identification with the university than employee status (Shaker et al., 2016).

Design and Method

This qualitative study aimed to conceptualize the Alumni Citizenship Behavior (ACB) concept through semi-structured interviews with alumni of a university in the Midwestern United States. Qualitative research is particularly suited for exploring meaning from the perspectives and intentions of participants (Geertz, 1973). As Maxwell (2013) notes, “the researcher is the instrument of the research” (p. 54), and Geertz (1973) emphasizes that no researcher enters the field “intellectually empty-handed” (p. 27). These insights underscore that researchers typically approach qualitative inquiry with some theoretical or a priori knowledge, which informs the initial conceptualization of the study. They may also draw on existing concepts and frameworks deemed relevant to the phenomenon under investigation.

However, as the study progresses, it is possible to find disconfirming evidence that challenges initial theoretical assumptions. Maxwell (2013) stresses the need to “rigorously examine both the supporting and discrepant data to assess whether it is more plausible to retain or revise the conclusions” (p. 126). This process highlights the importance of combining deductive and inductive processes, where a researcher begins with empirically derived questions (deductive), but continuously refine their framework based on emerging insights from the field (inductive).

This qualitative study contributes to the broader mixed-methods project, which integrates inductive and deductive approaches, including a systematic review, interviews,

expert reviews, cognitive interviews, and a survey, to enrich understanding of the ACB concept. In combining these approaches, I developed interview questions to align with and examine the key components of the ACB framework: its antecedents, mechanisms, and consequences. The ACB framework, proposed as a holistic lens for understanding alumni engagement, was supported by empirical evidence identified through a systematic review of the literature (discussed in Chapter 2). This qualitative phase specifically aims to conceptualize ACB from the lived experiences of alumni.

The Role of the Researcher

The researcher's positionality in the research process is a key aspect of qualitative research. It is important to examine how the qualitative researcher's background and experience may influence their research (Creswell, 2013). As it relates to this research, my experience working in university advancement profession inspired my interest in understanding alumni behavior towards their alma mater. Pursuing this interest, I have conducted prior research investigating psychological underpinnings of alumni giving, a study revealing the role of gratitude, indebtedness, and sense of belonging in understanding the phenomenon of alumni behavior. My academic background in organizational behavior provided the impetus to examine the phenomenon through an organizational behavior lens, particularly by applying insights from the concept of organizational citizenship behavior. Additionally, my personal experience as an alumnus of multiple higher education institutions and a donor enhances my understanding of how alumni behavior theory may help explain alumni support.

Furthermore, my personal belief that alumni support should be voluntary, and that it can be facilitated or hindered by institutional practices, has been shaped by my

academic, work, and personal experiences. These experiences may have influenced my interpretation of the findings, particularly in relation to the role of solicitation and stewardship of gifts. Nonetheless, while my background informed my interest in the topic, the development of my research questions has been guided by the understanding of theories and gaps identified in existing literature. As such, although I approached this qualitative study with prior intellectual engagement, the data were coded and analyzed in a manner that allowed major themes to emerge. Moreover, in acknowledging how my identity may have influenced the research process, I recognize that my interpretation of the data has been shaped by both theoretical perspectives and the data itself.

Recruitment and Data collection

I secured Institutional Review Board (IRB) approval before recruiting participants (see Appendix C. Item A). I recruited participants through their schools, alumni association group/events and direct contacts. I sent recruitment information via email to development officers across various schools at a four-year public university in the Midwestern United States, which I refer to by the pseudonym ‘Midwestern Public’. These officers helped to distribute the information to their alumni boards. Additionally, I shared the study information with alumni through social media platforms.

I applied purposive sampling to recruit participants from different schools. Purposive sampling is “a population sampling process in which a researcher selects research participants based on their presence in a population of interest, characteristics, experiences, or other criteria . . . Often, purposeful sample-based research is designed to develop insight into a study question.” (Stratton, 2024, p. 121). Alumni signed up for the

study by filling out a pre-interview survey using a link in the recruitment information. Some of the interviewees referred other alumni who then participated in the study.

Qualitative studies seek to gain a deep understanding of a study phenomenon and not to generalize the findings. The purposeful sampling technique enabled me to recruit more engaged alumni who could provide informed perspectives on the topic but also recruit them from different schools. While a few participants were not so actively engaged, they contributed diverse perspectives relevant to the conceptualization of alumni citizenship behavior. Having graduates from different schools helped provide diverse perspectives on the topic.

I collected data through 20 semi-structured interviews I conducted with alumni of Midwestern Public between April and May 2024. The interviews held online via zoom, lasted between 40 and 70 minutes, were recorded, transcribed verbatim, and de-identified of participants' personal information.

Sample

Participants were graduates from four programs (School 1 = 10, School 2 = 3, School 3 = 3, School 4 = 2, and School 5 = 2) at Midwestern Public. Most (15) of the participants were master's degree holders, 13 attended university as full-time students. 12 were married, and 12 were between 30 and 49 years. Table 3.1 presents the full participants' demographics.

Table 3.1. *Participant Demographics*

Demographic	Participant	n (%)
Program school	School 1	10 (50%)
	School 2	3 (15%)
	School 3	3 (15%)
	School 4	2 (10%)
	School 5	2 (10%)
Highest Level of Education	Bachelors	1 (5%)
	Masters	15 (75%)
	PhD	4 (20%)
Mode of study	Full time	13 (65%)
	Part time	4 (20%)
	Other	3 (15%)
Student status	Local	19 (95%)
	International	1 (5%)
Age	60-69	2 (10%)
	50-59	4 (20%)
	40-49	5 (25%)
	30-39	7 (35%)
	20-29	1 (5%)
	No response	1 (5%)
Gender	Female	8 (40%)
	Male	12 (60%)
Marital status	Divorced/Separated	3 (15%)
	Living with a partner	1 (5%)
	Married	12 (60%)
	Single, never married	3 (15%)
	No response	1 (5%)
Racial Identity	Arab	1 (5%)
	Asian	2 (10%)
	Black/African American	8 (40%)
	Caucasian	1 (5%)
	White	5 (25%)
	White/Middle Eastern	1 (5%)
	White non-Hispanic	1 (5%)
	No response	1 (5%)

Analysis

The concept of alumni citizenship behavior was informed by theoretical insights on organizational citizenship behavior concept. Despite insights from existing theory, reliance on theory alone may limit a researcher's insights on other crucial information not yet documented by empirical evidence (Maxwell, 2013). As Maxwell opines, participants whose lived experiences are being studied often hold important theories about the phenomenon - perspective which, if not adequately explored, could undermine the completeness and quality of the meaning derived from the study.

This analysis of the data focused on participant responses to the four key interview questions. One, ‘In what ways do you support your alma mater?’ Two, ‘Why do you support your alma mater in the ways you described?’ Three, ‘In your opinion, what are the ways your support benefits your school?’ Four, ‘If I use the term Alumni Citizenship Behavior, what comes to your mind?’

The first, second, and third questions (about how, why, and with what consequences alumni support their alma mater) yielded mostly straight forward responses (i.e., specific activities, specific reasons, specific benefits) requiring no further conceptualization. The last question focused on generating meaning of a concept and required more analysis.

I conducted a thematic analysis to conceptualize the meaning of alumni citizenship behavior from data generated from the last question which focused on eliciting alumni interpretations of the alumni citizenship behavior concept. Thematic analysis is

a method for identifying, analyzing, and interpreting patterns of meaning (‘themes’) within qualitative data. . . in relation to participants’ lived experience, views and perspectives, and behavior and practices; ‘experiential’ research which seeks to understand what participants’ think, feel, and do. (Clarke & Braun, 2017, p. 297)

Epistemologically, I used thematic analysis within the realist/essentialist paradigm. A researcher following an essentialist/realist approach “can theorize motivations, experience, and meaning in a straightforward way, because a simple, largely unidirectional relationship is assumed between meaning and experience and language” (Braun & Clarke, 2006, p. 85). This qualitative approach enabled me to gain an understanding of alumni perspectives about what, how, and why of their engagement and support of the university.

I identified themes at ‘a semantic or explicit level’, referring to the “surface meanings of the data, and the analyst is not looking for anything beyond what a participant has said or what has been written” (Braun & Clarke, 2006, p. 84). Braun and Clarke (2006) explain the process of identifying themes at the semantic level as they write,

Ideally, the analytic process involves a progression from *description*, where the data have simply been organized to show patterns in semantic content, and summarized, to *interpretation*, where there is an attempt to theorize the significance of the patterns and their broader meanings and implications . . . (p. 84)

Because “researchers cannot free themselves of their theoretical and epistemological commitments, and data are not coded in an epistemological vacuum” (Braun & Clarke, 2006, p. 84), the themes were informed by my understanding of the mechanisms or motivations of charitable giving (Bekkers & Wiepking, 2011; Konrath & Handy, 2018) and alumni support literature such as those I discussed in Chapter 2. Thus, I used both deductive (theoretical or top-down) and inductive (bottom-up) approaches in identifying themes. That is, while the themes were coded for specific research questions motivated by the researcher’s theoretical interest (deductive), they were linked to the data (inductive) (Braun & Clarke, 2006).

In conducting the analysis, I adapted the guidelines for the six-step process of thematic analysis provided by Braun and Clarke (2006). The first step is *familiarizing yourself with your data*. I read and checked the transcripts for completeness and accuracy. Then, I did an in-depth reading of each transcript to familiarize myself with the data and noted initial potential themes that came up in the participant’s responses.

The second step is *generating initial codes*. I used the themes I noted in step 1 to create the names for the initial codes in the analytical software, QSR *NVivo* 14.0 (*NVivo*)

and imported the transcripts into the software for coding. I systematically coded relevant aspects of the data items across the data set under four broad categories representing the main interview questions (e.g., alumni support behaviors, reasons for alumni support, outcomes of alumni support, meaning of alumni citizenship behavior). I followed the *In Vivo* coding method (Miles et al., 2020) to capture interviewee's words, phrases, and sentences directly as codes. *In Vivo* coding is used to capture “words or short phrases from participant's own language, that help convey the ideas the interviewee is communicating” (Miles et al., 2020, p. 65).

I coded the activities or benefits or reasons identified in the data under relevant categories and kept the activities or benefits that did not fit into any category to stand alone. The labels for the categories were informed by my understanding of alumni support in literature. For example, for the question about how alumni support their alma mater, I created ‘promoting the institution’ as a category for similar activities like encouraging others to attend the institution, spreading the word about the institution, and talking to prospective students. These activities are aligned with those found in the review of literature discussed in Chapter 2.

For the second question, I used categories such as gratitude and values to capture relevant responses. These categories fall under the mechanisms of alumni behavior identified in literature discussed in the results section of Chapter 2. For the third question about the benefits of alumni support, I created categories based on the beneficiaries (stated or implied) of alumni support: benefits to students, benefits to alumni, benefits to the institution, and benefits to society. Then, I coded the relevant data items under the

relevant categories. These categories are aligned with the levels at which the benefits of alumni behavior operate (individual, unit/institutional), discussed in Chapter 2.

The third step is *searching for themes*. Within each of the four broad categories, and where relevant, I collated different codes under sub-categories based on the potential themes that emerged within the responses to the questions. Step 2 and step 3 indicate a combination of deductive and inductive approaches I discussed in the previous paragraph.

In the fourth step, *reviewing themes*, I checked the coded extracts to ensure that the responses captured in the codes align with the potential themes and that all relevant responses were coded appropriately.

In the fifth step, *defining and naming themes*, I refined the themes with appropriate names through ongoing analysis and further review of codes. In the sixth and final step, *producing the report*, I selected compelling extract as evidence for the subthemes, did final analysis of the extracts in line with the research questions and literature and produced the report.

Results

The findings of this qualitative study are reported under broad categories representing the interview questions. The themes that emerged are reported under the relevant categories or sub-categories. In the following sections, I discuss the results of the study as follows: One, the various ways alumni support their alma mater. Two, the reasons alumni support their alma mater. Three, the perceived or intended outcomes of alumni support. Fourth, the meaning of alumni citizenship behavior (ACB).

The last interview question seeking to understand how alumni would define, describe or explain the term ‘alumni citizenship behavior’ was meant to answer the first

research question (What is alumni citizenship behavior?). However, this question was asked last in the interview because the term ‘alumni citizenship behavior’ may be unfamiliar to most participants. Asking the question last ensured that the term ‘citizenship’ or ‘behavior’ did not create any form of uncertainty or bias in participants’ minds when answering the prior questions about how alumni support their alma mater. As such, the term ‘alumni citizenship behavior’ was not introduced into the prior questions.

How Do Alumni Support their Alma Mater?

Participants were asked to identify the various ways they support their alma mater. Alumni mentioned several support behaviors including advocating for more resources for students, participating in career development activities, serving as guest speakers and mentoring students. As indicated in Table 3.2, the form of support identified by most participants falls under the theme *volunteering* which includes the following activities: serve on a board, serve on committees, volunteer for the alumni association and university events, and volunteer for the school in general. Compared to the number (20) of participants, many (13) participants in the sample serve or served on boards, and this is because of the sampling approach which recruited most participants through alumni boards of the schools.

The second most common theme is *mentoring and career development support* comprising formal and informal mentoring, providing career development and networking opportunities for students, and talking to students. This theme is followed by the themes of donating money and attending events. The fifth theme of support behaviors

is *promoting the institution*, and includes talking to prospective students about the institution, and encouraging others such as family members to attend the institution.

Table 3.2. *Types of Alumni Support*

Support Behavior	# mentioned
Advocacy	3
Alumni association membership	1
Attend alumni events	11
Attend sports events	1
Donating money	17
Encourage others to donate/be involved/ sharing opportunities to be engaged	1
Feedback about the program and developments in the field	2
Following institutional news (2)	
Following developments of the school	1
Following the institution on social media	1
Guest speaking	5
Mentoring and career development (18)	
Career development or networking opportunities for students and alumni	5
Formal mentoring	5
Informal mentoring	6
Talk to current students	2
Offering internship opportunities	1
Offering jobs	2
Promoting the institution (10)	
Encouraging others to attend the institution	1
Representing the image of the school in conferences	1
Spread the word about the institution	6
Talk to prospective students	2
Research collaboration with faculty	2
Responding to alumni survey	2
Subscription to alumni email	1
Volunteering (20)	
Serve on boards	12
Serve on committees	2
Volunteer for the alumni association and university events	3
Volunteer for the school in general	3

Surprisingly, only one participant identified being an alumni association member (paid membership) as support behavior, even though many of the participants were members and officers, serving on their schools' alumni boards. Other behaviors mentioned least frequently included subscribing to alumni email and following institutional news.

Why Do Alumni Support their Alma Mater?

Alumni were asked why they support the institution. Taken together, the most cited reason was reciprocity. As indicated in Table 3.3 below, reciprocity was expressed in different ways such as giving back and gratitude. The direct quotes below provide examples of participants' expressions casting alumni support as reciprocal behavior,

I almost look at it as less of supporting a school and more of giving back to the people that made a difference in kind of shaping who I am and shaping where I've gotten to. (Participant 1, School 1)

I benefited greatly from the name brand of [School 4], and from what I learned in the school and I would like for others to have that benefit as well. (Participant 5, School 4)

I had a good experience. I learned a lot at school. I thought it was a good experience. So, because of that, I feel inclined to give back to a community that I'm proud to be from. (Participant 10, School 1)

I believe in kind of paying it forward. I had a really good experience there. If I would have had a bad experience at the school, I definitely wouldn't be giving. (Participant 20, School 5)

It's just gratitude. The school was a good place to learn, you know skills and make connections that we're the foundation of my career. . . it was a great introduction. It was a great, a great support system that did prepare me for career in that area. It's the classic gratitude. Wanna pass on that same opportunity. (Participant 14, School 1)

Emotions of humbleness. I'm humbled by the mere fact that I was given the opportunity. Not everybody is given the opportunity. And so, I feel very grateful that . . . the doors were opened as a result of my involvement in the university. I know that, and I know I'm not the only one . . . and because of this I feel a sense of gratefulness is involved. It's very emotional. (Participant 19, School 1)

I see benefit in truth in what I learned and it's benefiting me and the organizations that I've been connected with. (Participant 2, School 1)

One participant spoke about reciprocity from the perspective of building the institution that built the individual, thereby contributing to the viability of the institution which in turn increases the value of the degree of alumni.

I reinvest in the organizations that helped to build me because it helps to build the quality of the degree going forward, and it's almost that it raises it. It raises the stature of the institution. (Participant 2, School 1)

Relationships

Relationships were the second most common reason for alumni support. While some participants talked about the opportunities of the relationship built as students or alumni as benefits, others noted that being engaged provided them the opportunity to grow their friendships and networks and have connections for their professional career. Some participants noted the immense benefit of personal and professional connections that accrue from being involved, and others want to maintain the relationships they already built as students.

But the experiences I had from [School 5] created a really close connection. The relationships I built not only from friends, but even from professors who later on became even professional mentors to me kept that connection to [School 5]. (Participant 17, School 5)

I just made some strong friendships there, people that I really care about. . . And I just generally care about those people and would like to stay in relationship with them. (Participant 9, School 1)

I value relationships. And so that's where I would classify the benefit is meeting people I might not have met in any other way, except if not for this shared experience of the school. And then, of course, all the things that come from building a relationship with somebody. (Participant 8, School 1)

Solicitation

The third most cited reason for alumni support is solicitation, implying that although alumni may be grateful and want to give back following a great academic experience, the school's solicitation efforts facilitate alumni support. Below are the various ways alumni articulated supporting the institution because they were asked. The quotes suggest that regular solicitation can encourage alumni support.

So typically, when people ask me to do something related to IU I do it.
(Participant 7, School 2)

I give from time to time, when I get a solicitation. (Participant 11, School 1)

I feel like I might be better off if someone just said, hey, could you do all of these things? And they gave me a list, and they gave me a timeline, and I could do it as opposed to sort of sporadically engaging. (Participant 13, School 1)

Other Reasons

Other reasons for alumni support include the academic experience related to the intellectual capacity of faculty and faculty's support of students, values including personal and religious values of giving back, the impact the school has on the students, a sense of belonging to the institution, and pride in the institution.

Some alumni responses about why they support their alma mater suggest the intended outcomes of alumni support. For example, the following reasons suggest what alumni hope their giving will accomplish: to provide a better academic environment, build the institution that built the individual and in doing so increase the value of alumni degree, support the institution's impact on students, and support the students in navigating their experience and in preparation of their career. Such responses were coded under the outcomes of alumni citizenship behavior.

Table 3.3. *Why Alumni Support their Alma Mater*

Reason for Alumni Support	#
Academic Experience	
Faculty and School support	1
Intellectual capacity of Faculty	1
Altruism – help students/concern for students' future career	4
Giving back/Reciprocity	15
Giving back for great academic experience	3
Giving back for the education/degree received	4
Giving back/paying forward for received benefits	3
Giving back to support students as a former student	3
Giving back to the people that made a difference in one's life	1
Paying it forward to help the institution	1
Gratitude	4
Gratitude for career preparation	1
Gratitude for the great support system	1
Gratitude for received benefits from the school	1
Gratitude for the impact of the institution on personal, professional and Academic life	1
Impact of school in the society	1
Obligation/Expectation	1
Opportunities provided	1
Pride in the School/Institution	3
Relationships	14
Benefits of relationships and opportunities as a student	2
Connections for professional career	1
Connections to the school	4
Grow friendships and networks	3
Maintain relationships built as a student with others in the community	4
Role Modeling by parents	1
Sense of Belonging	1
Solicitation	5
Values	
Giving back	2
Morality - moral thing to do	1
Religious values to give back	1

What Are the Intended Outcomes of Alumni Support?

To answer the question, what are the consequences of ACB, alumni were asked “when you think of the various ways that you support your alma mater, in your opinion, what do you think are the benefits of your support?” Some alumni framed their responses to reflect the intended benefits of their support since they do not or cannot determine the actual benefits of their support except for their own benefits. As indicated in Table 3.4, alumni support has benefits to self (alumni providing the support), and is thought to also benefit students, staff, the program department and the institution itself.

Table 3.4. *Intended Benefits of Alumni Support*

Intended Benefits of Alumni Support	# mentioned
Alumni as a beacon of hope	2
Alumni informed of happenings	1
Benefit to society	4
Benefits to Alumni	
A sense of privilege	1
Access to jobs and professional references	1
Connections, relationships, networks	3
Continuing education of alumni	1
Increase the value of alumni degree	1
Presence (being involved benefits the alumni association)	1
Professional growth and development	2
Professional validation	1
Psychological Benefit (warm glow, connection to a prestigious school)	5
Benefits to Faculty and Staff	2
Benefits to students	
Gaining from alumni career expertise	3
Helping students afford their education and fulfil their educational dreams	2
More help to students in general	5
Benefits to the Institution	
Alumni as a resource for students and faculty	2
Alumni feedback and input into the curriculum	1
Better academic achievement	1
Build the institution that build you	1
Funds for financial/operational expenses	3
Increase the impact of the school for students	1
Improve institutional ranking	1
Improves student recruitment, enrollment, and retention	4
Testimonial of the school's success	3
Increases alumni engagement	2
Grow the community	2
Maintain alumni-university relationship	1
Maintain and pass on the legacy of supporting students	2
Opportunity for innovation, change, and improved the campus	1
Presence and representation	2
Research: encourage more research in an area alumni donated to	1

Benefits to Alumni

The most cited benefit to alumni was the psychological benefit or warm glow that accompanies helping others, such as the joy of seeing students utilize their career mentoring experience to gain employment and become successful. Psychological benefits derived by alumni also relate to the good feeling of being connected to a prestigious school.

I've been able to talk to other upcoming graduates. I was on a call where I met with 3 different ones who are about to graduate, and it was you know, was uplifting in a way to be able to sort of reminisce back on what it was like to graduate and think about getting a job, . . . sharing my experiences with them was really, it made me smile. I hope it gave them perspective and then, as far as a couple of them, I'm still staying connected with them to hopefully help them in their career. (Participant 12, School 1)

[I] guess intrinsic kind of satisfaction of seeing, you'll see students transition from students into attorneys and start to accomplish some of the goals that they set as students. Seeing their career unfold. (Participant 20, School 5)

The benefits for me are being connected to the only [name of school] in the country. I know that there's one in [name of a country] now . . . That's really cool, just to be connected there, especially working in this sector. It's interesting to me, too. (Participant 13, School 1)

Benefits to Students

Participants mentioned the benefits of alumni support that relate to the experience students gain from alumni career expertise and from financial scholarships. This benefit refers to the fact that alumni feel good from contributing to students' career success. In other words, alumni career mentoring can enhance students' ability to choose career paths and succeed in gaining employment.

I got a lot of experience definitely in child welfare. . . So, my experience benefits students. I think just me being real and having those conversations with students is a benefit. (Participant 7, School 2)

Another benefit of alumni support to students is the opportunity to help relieve students' financial burden through the provision of financial scholarships. As suggested in the quote below, financial scholarships can enable students to get through school.

I want to help that next group. Grad school is not cheap. It's expensive. So, being able to help other students who've gone to grad school just [to] be able to survive. (Participant 1, School 1)

Benefits to the Institution

The most mentioned benefit is the opportunity that alumni support provides to improve student enrollment, retention, and recruitment. This institutional level benefit can result from combined support including financial donations, mentoring current students, and helping with new student recruitment. The next two most cited benefits to the institution are: alumni being a testament to the school's success and provision of discretionary funds for operating expenses which may not be covered by big, endowed gifts. The quotes below reflect these institutional level benefits.

Support the school because what I was trained to do, I went out and got a job doing. So, I think they can kind of point to me as someone who is achieving what their program was designed to do. (Participant 10, School 1)

I also hope that you know it helps financially and so I don't know what funds specifically, but I would just assume ongoing operational support to make sure that they can continue to keep the lights on, and, you know, have classes and pay teachers, and all those sorts of things. (Participant 15, School 1)

I don't think my funding makes that big of a difference for [name of a unit], because they're already endowed. but I just kind of do it as a token to say, I really care about what you're doing, and I do think they use that money for some specific things that their endowment wouldn't pay for otherwise. (Participant 9, School 1)

Among the next set of benefits to the institution mentioned similarly by alumni is that the institution can count on alumni as a resource for both students and faculty by serving as classroom guest speakers.

I think it also benefits the school because faculty and staff don't have to do it. All alumni are also there to help, contribute and support the students. (Participant 17, School 5)

The more engaged alumni . . . it creates a network for faculty and staff to lean on. It creates a network for students. You create that almost extended campus community of people that may not be studying there or working

there right now, but they're people that the faculty and staff can draw on for involvement in those panels or in classes. (Participant 18, School 4)

What is Alumni Citizenship Behavior?

The main objective of the research in this chapter is to conceptualize alumni citizenship behavior from the perspectives of alumni. The study is driven by the research question, what is alumni citizenship behavior? Alumni were asked, “What comes to mind when you hear alumni citizenship behavior?”

Figure 3.1. *What is Alumni Citizenship Behavior?*



Six related themes emerged from my analysis of alumni responses: good citizen, responsibility, active engagement, stewardship, expected behavior, and forms of support (See Figure 3.1). Taken together, alumni responses suggest that alumni citizenship behavior (ACB) refers to being a good citizen or member of the institution—an identity that carries a sense of responsibility to support the institution. The support comes in various forms including monetary and non-monetary forms. Below, I explain the themes and provide examples to evidence them.

Good Citizen

The good citizen theme speaks of the identity of alumni as citizens or members of the institution and the way the citizens ought to behave. Being a citizen leans into the connection to the institution and its members and individuals with whom one has shared experiences. The theme also suggests that a good citizen gives back to the institution.

Yeah. So, like I'm a citizen of a city or something like the school is a city, and I'm a citizen of it. That's what I think of and how I act within that city. (Participant 20, School 5)

The first thing that comes to mind is being a good citizen and being a good community member towards the program that you're an alumni of. (Participant 13, School 1)

You're an alum of the institution. So, you're a citizen of [Midwestern Public] because you attended a class. So that is, you are a member of this elite, awesome group of, you know, whether it's Hoosiers, jaguars, whatever campus you graduated from, you are a member. You are a citizen of [Midwestern Public], and you know, as a member of you know, as a citizen of [Midwestern Public], you can give back in any way. (Participant 1, School 1)

What comes to mind? I've not heard those three words put together before. But the implication is that I have a responsibility as an Alum to be a good citizen, and to me, being a good citizen is participating, giving back to my community, striving to make the world a better place collectively. (Participant 4, School of 2)

Yeah, what comes in mind? When you mentioned that, it's actually to be a good citizen is to give back. and by being an alumni, you are playing your small role of being a good citizen of your community. and then also of your school, that provided you with a good education and support. (Participant 6, School 1)

. . . just belonging to specific institution, as like citizen of that institution. That immediately comes to mind. (Participant 15, School 3)

Responsibility

Responsibility refers to the sense of responsibility associated with being a citizen or a member of the institution.

. . . this duty that we're all connected . . . So that we're all connected through IU . . . You're never not an alum. And this duty to also give back in some type, in some type of capacity. (Participant 7, School 2)

And because of that experience there is an expectation of responsibility. Because you all have that shared experience. . . Yeah. So that citizenship piece, that civil society piece is, I think, what makes it different. . . It's considering time and place and space as that connecting body. And assigning responsibility in in terms of that connection, I guess. (Participant 8, School 1)

You know, if you sign up to be a part of this community and you are connected with it. That that you, as long as you have, I think generally good feelings about your experience and time with the University, that, like you have this obligation to carry that forward to make the organization sustainable, support and help others. (Participant 12, School 1)

When you belong to something you would also expect, as citizen, you would say, Okay, I'm a citizen of a given country. So, I have a duty to do this. So, it is some kind of, some responsibilities attached to that word. (Participant 15, School 3)

Active Engagement

Active engagement refers to being actively engaged or involved and the level of engagement with the institution, such as participating in school and alumni events.

I would say that that is, that would be like a term to describe, you know, the level of engagement that I was just talking was probably the similar terms, like, you know how involved . . . And you would be a more engaged citizen the more of those activities you are involved in. (Participant 14, School 1)

I think the words that come to mind are engagement, giving back, you know, kind of that, doing right by for others just like they did for you. Kind of supporting, engagement, you know, time, resources, really just kind of carrying on what your experiences were as a student into more involvement even after you're a student. (Participant 18, School 4)

. . . Alumni citizenship behavior is showing up at alumni events or school events, and still buying into the community, not financially, but you know, and, and all meaning of that word to support the school. (Participant 13, School 1)

Stewardship

The stewardship theme suggests that alumni should be good stewards of their degree and school. It also involves caring for other members of the institution, protecting the brand (i.e., the institution, its name and what it represents).

. . . when I think about alumni citizenship behaviors. it is being dutiful to caretake those who are under your brand who are a part of your brand, whether they are a student, whether they are an alumni out in another state or country, to steward the alumni relationship. (Participant 11, School 3)

Alumni citizenship behavior. I think it means being a good, well, necessarily being a good, but having a specific behavior as a good steward of your college degree. (Participant 5, School 1)

. . . I need to be a good steward of my [School 1] degree. (Participant 13, School 1)

And when I think of alumni citizenship behavior, it's protecting the brand. Behave in a way that you protect the brand that you don't damage the brand. (Participant 16, School 3)

Expected Behavior

Expected behavior refers to the behaviors expected of the alumni or the behavioral characteristics of alumni of the institution. Alumni responses forming this theme were often in the form of questions: how are alumni supposed to behave? Should there be a roadmap or standard behavior for alumni? What are the behavioral characteristics of an alumni citizen? What sort of desired behaviors should institutions want to develop in alumni? Other responses suggest how alumni should behave as service, being connected ('affiliation and affectation'), creating spaces where members feel welcomed, and representing the institution.

But the citizenship part of it, I looked at it as, as alumni, how do we behave? And I guess they all don't serve. But you know I would hope that everyone does their own way of service. (Participant 3, School 2)

I would say alumni citizenship behavior to me would mean an affiliation or an affectation that in some ways is expected. (Participant 8, School 1)

I think expectations come to mind right like, oh, is there is there an expected behavior that you that you want to see from someone who's, I guess, an alum or an alum citizen like that that's like the first thing that comes to mind . . . What are the behavioral characteristics of an alumni citizen? (Participant 10, School 1)

I think what comes to mind is that if you are an alumni citizen, that there is an expectation of a certain type of behavior that you should ascribe to. (Participant 12, School 1)

I'm acting a certain way that actually explains my citizenship. But citizenship is the action . . . What am I doing as an alumni to support that? . . . What it means is as an alumni, again I create spaces. I open up spaces. We, as alumni, can open up spaces in ways that everybody can feel like, okay, I can walk into that space, and I won't feel embarrassed. (Participant 16, School 3)

I think what comes to my mind is, I guess, yeah, what? What kinds of behaviors in alumni would institutions want to be able to develop and create in alumni in order to keep them engaged. (Participant 17, School 5)

Alumni citizenship behavior, how alumni of the school behave, represent the school, you know, take the experience with them into their life endeavors and, and represent the school as graduates of it. (Participant 19, School 1)

Forms of Support

Forms of support refers to the various ways of supporting the institution. This theme is described with several words such as volunteering, giving back, supporting, and guiding.

I mean for, for me, alumni citizenship, behavior, some of the things that come to mind are, you know, volunteering, giving back, and that giving back again takes multiple connotations. (Participant 1, School 1)

Like supportive, guiding. Whether that means giving feedback to push, push an organization toward good, or you know, let them know how things are being received on the field, or even staying up, staying in tune with practices that are going on in other spheres. (Participant 2, School 1)

What comes to my mind is, how do you support this school? What do you say about the school? How do you promote the school. What are your

interactions as an alumni with the school? And I guess, basically, you know, the school has given to you as a student. So how are you giving back to this school. (Participant 5, School 4)

Discussion

This study provides qualitative evidence contributing to the conceptualization of alumni citizenship behavior (ACB) and the ACB Framework. Interviews with the alumni explore alumni perspectives of what ACB means, identify various ACBs, reasons for supporting the institution (which reveals some antecedents and mechanisms of ACB), and the intended outcomes of ACBs (as benefits). In sharing what came to mind on hearing alumni citizenship behavior, alumni posit that ACB refers to the ways alumni are expected to behave in supporting the institution and representing it outside the university community. ACB is viewed as a responsibility or duty and in general giving back to the institution to support its operations and ability to support students.

In the discussions below, I refer to the ACB Framework and show examples of how the qualitative findings support components of the Framework (i.e., the antecedents, mechanism, consequences of ACB). Where possible, I note the theoretical frame (social exchange/reciprocity, altruism, or organizational identification) that can explain the antecedent-mechanism-ACB relationship.

So, how do the findings in this study relate to the ACB Framework? To reiterate, the ACB Framework identifies the antecedents (experiences with the organizations), mechanisms (emotions emanating from the experiences), and consequences (outcomes) of ACB. Insights gleaned from alumni perspectives can be linked to aspects of the framework. The themes speak about the identity of alumni as citizens or members of the university community (good citizen), the responsibility inherent or implied in that identity (sense of responsibility), being engaged with the university and its community

(active engagement), taking care of the institution, the degree awarded by the institution, its members, and alumni relationships (stewardship), various ways of supporting the institution (forms of support) and behavior expected of alumni (expected behavior). When viewed through the ACB Framework, these themes, along with the reasons for alumni support (Table 3.3) and the benefits of that support (Table 3.4) help make sense of the antecedents, mechanisms, and consequences of ACB as discussed below.

Antecedents of ACB

Alumni responses to why they support their alma mater highlight college experience factors (articulated as antecedents in this project). The experiences include among others great support systems such as faculty support, career development opportunities provided by the institution such as internships, and relationships built on campus (see Table 3.3).

Types of ACB

The most common ways alumni support their alma mater are mentoring students, career development support, serving on a board, attending events, donating money, and promoting the institution to others in social settings. Although opportunities to serve on an alumni or university board are limited compared to alumni population, serving on a board is a top support behavior of alumni in this sample owing to the purposive sampling technique used to recruit engaged alumni. This finding may suggest that the most and least mentioned ACBs may differ in a more general sample.

Furthermore, following alumni responses to what the term ‘alumni citizenship behavior’ means to them, alumni were asked whether the term could include the various ways they support their alma mater (identified in a prior question). While participants

used different terms such as expected behavior, responsibility, giving back to describe ACB, they agreed that all the various forms of support (monetary donations and non-monetary support) they mentioned earlier can be considered alumni citizenship behavior.

With regards to the theoretical explanations of ACB, organizational identification seems relevant in explaining alumni perceptions of what ACB means: A key insight on the meaning of ACB is that it can be understood as being a good citizen of the institution with inherent responsibility to support the institution. This insight implies that alumni identity with the institution intricately influences alumni support and this leans into the mechanism of *organizational identification*. This finding may be explained by organizational identification theoretical frame which suggests that defining oneself with respect to the organization can lead to supporting the organization because one considers the organization's successes and failures as one's own. In addition, I noted earlier that altruistic values may be relevant in driving the type of support provided. The altruism theoretical frame can explain the behavior of alumni who are driven to support students, such as through mentoring and provision of financial scholarships to alleviate students' financial burden. Participants whose responses suggest that their support is driven by altruistic values tend to emphasize the need to support students to go through college.

Finally, the combined descriptions of ACB suggest in summary, that 'alumni' identity carries with it a sense of responsibility to support the institution. Alumni are seen to relate to the institution for life ('You're never not an alum') and consequently have a lifelong responsibility towards the institution and its members. These views lean into the understanding of my conceptualization of alumni as "permanent members" – a term I now use synonymously with "lifelong members" of the institution.

Mechanisms of ACB

The ACB Framework identifies satisfaction, gratitude, indebtedness, obligation, organizational identification, sense of belonging, and trust as the mechanisms of ACB. Except for satisfaction and trust, these mechanisms were found to underpin alumni support. Alumni responses about why they support their alma mater highlight the mechanisms (viewed as the explanations of how campus experiences relate to ACBs). The most cited reasons for supporting the alma mater can be explained as reciprocity with many participants citing giving back for the benefits received from the institution such as the value of their degree and the relationships they built on campus. The role the institution played in the education and career of the alumni often evoked the feeling of gratitude making them want to stay in touch with the institution, and for others the emotion of indebtedness prompted the desire to reciprocate. The theoretical frame of social exchange/reciprocity can explain this set of findings suggesting that, alumni support is a form of repayment or contribution in exchange of what alumni received in the university-student social contract relationship.

Organizational identification, a concept of social identity theory, helps explain alumni motivation that reflects identification with the brand of the institution. Some alumni cited pride in the program/institution, a signal of identification with the brand, as their reason for supporting the institution. While some alumni emphasized the prestige of the program (e.g., ‘the first [name of school] in the world’), others eulogized the institution’s brand such as ‘Midwestern Public brand’. Interestingly, both participants who talked about the brand highlighted their efforts in encouraging family members or others in their community to consider attending the institution. The theoretical frame of

organizational identification suggests, in line with this set of findings, that alumni who identify strongly with the university are likely to support it.

In summary, the qualitative findings complemented the findings of the systematic review of the literature discussed in Chapter 2 and supported the ACB Framework. In addition, the three theoretical frames help explain relevant aspects of the antecedent-mechanism-ACB relationships. However, the theoretical frames do not explain all aspects of the finding such as the antecedent-satisfaction-ACB or the antecedent-trust-ACB relationships, and this warrants the consideration of other theoretical frames. Nonetheless, I will note that the reasons cited for alumni support do not highlight either satisfaction or the trust mechanism which were identified in the systematic review of the literature.

Consequences of ACB

The ACB Framework shows that the outcomes of ACB can be at the individual or unity/institutional level. As indicated by Table 3.4, findings from this qualitative study reveal that alumni support benefits the students, alumni, the program department, the institution, and the society implying micro, meso and macro-level outcomes.

Few participants identified benefits or outcomes related to individual students. This finding is surprising because many of the support behaviors mentioned by alumni related to activities that benefit individual students (e.g., mentoring, classroom speaking, career development activities). This suggests that although alumni support may be directed towards identifiable students, the context of the support is the institution to which the alumni are giving back.

The consequences of ACB identified in the study suggest that ACB is intended to contribute to the effective functioning of the organization (e.g., through meeting financial expenses, serving on boards) and promoting its educational mission (e.g., helping with student enrollment, and retention, supporting students to achieve their academic and career goals). However, some intended benefits for the institution (e.g., to provide a better academic environment, support the institution's impact on students) imply benefits to students.

This evidence of the antecedents, mechanisms, and consequences of ACB shows how this qualitative study complements the findings of the systematic review of literature discussed in Chapter 2 and thereby supports the ACB Framework.

Limitations and Recommendation for Future Research

Limitation 1. Limited Number of Alumni Participants

The qualitative inquiry to conceptualize alumni perspectives of ACB involved semi-structured interviews with 20 alumni. There seems to be an overall, nearly, similar understanding provided by the participants, suggesting that ACB is an expected behavior of alumni, a responsibility that is inherent in the alumni status as members of the university who are connected to the university and others with whom alumni have shared experiences. While saturation was reached with the interviews, a new concept such as alumni citizenship behavior requires follow-up studies to fully define the concept. Future research can include more interviews with alumni to explore more perspectives that other alumni may have on the topic. In addition, a survey can be conducted with a large sample to generate more ideas of the concept (e.g., using an open-ended question). Such a survey

can generate a repertoire of knowledge relevant to gaining stability of findings and establishing the meaning of the concept.

Limitation 2. Recruiting Participants from One Institution

Participants were alumni of one university. There may be some uniqueness about alumni in one institution that may homogenize their perspectives. Yet, it is possible that the characteristics of alumni across the schools within one institution may differ. For instance, alumni of School 1 may differ from alumni of School 5 that may lean into their college experiences and engagement with the institutions post-graduation. Therefore, a purposive sample of participants recruited from different schools within the same institution can offer diverse perspectives. Nonetheless, future research can include alumni of other institutions to gain further understanding of the concept especially if heterogeneity becomes a factor in the perspectives of alumni across institutions.

Limitation 3. Most Participants Are from One School/Program

This study is based on interviews with 20 alumni from five schools in one university - Midwestern Public, and most of the participants are alumni of one school - School 1. It is possible that the thinking in the field represented by School 1 could influence the overall finding about what ACB means. Nonetheless, similar opinions and understanding were shared by alumni of all the schools represented in the study. Yet more insights may be gleaned by exploring the perspectives of alumni of other schools or universities in future research.

Limitation 4. Sampling Technique

Most participants were engaged alumni who support the university in various ways. For example, more than half of the participants were members of the alumni association and serve on alumni and/or university boards. Given the nature of the study, it

was theoretically expedient to recruit engaged alumni who could provide informed perspectives on the meaning of ACB, why, how and the intended benefits of alumni support. Future research can purposefully include disengaged alumni to provide the opportunity to learn why some alumni do not support their alma mater. Such an understanding can inform what the institutions need to do to engage more of their alumni.

Limitation 5. Generalizing Findings

Despite the advantages of qualitative approaches, qualitative studies have their own disadvantages. Findings of qualitative studies do not usually generalize to a population given the usual small samples or cases used. However, by gaining the understanding of participants' views of the phenomenon of study, the findings of this qualitative research can contribute to theory development or refinement of existing theory (Yin, 2013). In addition, the qualitative findings can inform larger quantitative studies in a larger population.

Conclusion

The major goal of this interview-based study was to conceptualize ACB by finding out what the term 'alumni citizenship behavior' means to alumni. In my initial conceptualizations, I suggested that ACB is discretionary or voluntary behavior of alumni that supports and contributes to the effective functioning of the educational institution and the fulfilment of its educational mission. I also stated that ACB refers to the various ways alumni support their alma mater including monetary and non-monetary support. In providing the rationale for applying OCB as a lens to explain ACB, I noted that ACB, like OCB, occurs within the context of the organization, is neither formally required nor compensation within the institution's formal reward system, yet may attract some form of

“reward”. For example, in the case of OCB, an employee’s citizenship behaviors may influence a manager’s performance evaluation. For alumni, they may receive recognition for their donations such as naming of a project after the donor.

As I show below, the definitions of ACB provided by alumni align with the initial conceptualizations. The first is that ACB is discretionary or voluntary behavior. The combined alumni responses suggest that ACB is an expected behavior driven by a sense of responsibility. The themes of *expected behavior* and *responsibility* suggest that ACB may be expected, with the expectation stemming from the responsibility alumni perceive they have to give back. The discretionary or voluntary nature of ACB is, however, reflected in the fact that it is not formally required and hence carries no obligation. Alumni support, while expected, remains a voluntary behavior which the institution can cultivate and encourage.

Second, part of my initial conceptualization of ACB is that it covers the various ways alumni support their alma mater including monetary and non-monetary forms of support. Findings of this study support this notion. There is consensus in participants’ responses that the various forms of alumni support can be considered ACB whether the support is monetary or non-monetary.

Third, I suggest that both OCB and ACB occur in the context of the organization. Findings indicate that ACB involves engagement with the university community in various ways, such as attending events, donating money or volunteering time, and representing or promoting the institution to external audiences, for example, by encouraging others to enroll in the institution. These forms of support occur within the context of the institution of whom alumni are a part and represent.

Finally, as I suggested, similar to OCB, ACB may be rewarded in some form. When asked about the benefits of their support, some participants described, among other things, experiencing fulfilment from helping current students, for example, by mentoring or donating to scholarship funds. Others mentioned the benefit of building networks and professional contacts through their involvement. Overall, qualitative findings contribute to the development of the emerging concept of ACB by illuminating its meaning from the perspectives of alumni.

CHAPTER 4. DEVELOPMENT OF ALUMNI CITIZENSHIP BEHAVIOR (ACB) SCALE

Introduction

This chapter presents the third study of the dissertation, which focuses on the development of a preliminary scale for measuring Alumni Citizenship Behavior (ACB) in higher education and explores its potential dimensions. In academic research, a scale is an instrument used to

measure behaviors, attitudes, and hypothetical scenarios we expect to exist as a result of our theoretical understanding of the world but cannot assess directly. Scales are typically used to capture a behavior, a feeling, or an action that cannot be captured in a single variable or item. (Boateng et al., 2018, p. 1)

When fully developed and validated, the ACB Scale is intended to be a standardized instrument for assessing various forms of ACB, as none currently exists to my knowledge.

ACB represents a reconceptualization and broadening of alumni engagement as the organizational citizenship behavior of alumni. This dissertation emphasizes alumni as “members” albeit external “permanent members” of the organization. Along with this new perspective on alumni as organizational members, Chapter 1 introduced the ACB framework as a holistic lens for understanding the various aspects of ACB, including its antecedents, mechanisms, and consequences.

In Phase 1 discussed in Chapter 2, I conducted a systematic review of the literature on alumni engagement to explore empirical evidence supporting the development of the ACB Framework. The framework articulates the antecedents, mechanisms, and consequences of ACB. Through this review, I generated an initial set of

items representing various forms of alumni support behaviors, for the development of the ACB Scale.

In Phase 2, discussed in Chapter 3, I explored the meaning of alumni citizenship behavior from the perspectives of alumni. I found that (1) alumni shared similar views suggesting that ACB is the expected behavior of alumni as good citizens of their alma mater, with a sense of responsibility to give back to the university, and (2) the various forms of alumni support, both monetary and non-monetary, can be considered expressions of ACB. This phase also contributed to item generation for the development of the ACB Scale.

The development of the ACB scale comprises Phases 3, 4, and 5 of the overall dissertation. The scale focuses on alumni support behaviors I identified (1) in existing scholarship about alumni engagement and (2) through interviews with alumni. In developing the scale, I first reviewed and consolidated the different forms of alumni support, resulting in 57 ACB items. Next, I narrowed the items to 27 through content validation by experts (phase 3) and cognitive interviews with alumni - the population whose support behaviors the scale is intended to measure (phase 4). Finally, I administered the scale and examined its initial psychometric properties (phase 5).

Literature Review

Organizational Citizenship Behavior (OCB) Informing ACB

The conceptualization of ACB is drawn from the OCB concept. OCB is understood as the discretionary behavior of employees, that is neither formally required nor compensated, but which benefits the organization and its members such as by improving co-worker productivity and organizational effectiveness in aggregate

(Bateman & Organ, 1983; Organ, 1988; Organ et al., 2006; Podsakoff et al., 2000; Smith et al., 1983).

As reviewed in Chapter 1, OCB is considered a form of altruistic behavior occurring within the context of an individual's organizational affiliations (Organ, 1988). It is viewed as prosocial organizational behavior (Brief & Motowidlo, 1986; Organ, 2018) and is similar to the concept of philanthropy in that both involve actions intended to benefit others (Organ, 1988; Payton & Moody, 1988).

Focusing on higher education institutions (HEIs), the ACB Framework conceptualizes alumni as external “permanent members”, a transition from being former student members of the organization (the university). Alumni status as external “permanent members” arises from earning a degree from the university and consequently having a connection with the university for life. The lifelong connection alumni maintain with their alma mater, along with their interest in supporting it (Hansmann, 1990), underscores the ongoing importance of understanding alumni behavior.

As part of the contribution of this project, I posited that alumni support, conventionally understood as philanthropic behavior, may be described as citizenship behavior of alumni. Drawing from the concept of OCB, ACB may be understood as alumni voluntary behavior that is neither formally required nor compensated within the university system’s reward system but benefits the university and its members and contributes to the fulfillment of the institution’s educational mission.

Informing Dimensions of ACB

Like OCBs, the conceptualization of ACB considers the nature of ACB from two conceptual axes: 1) the type of behavior and 2) the intended beneficiary of the behavior.

In this section, I draw insights from the dimensionality of OCBs and propose possible dimensions of ACB and descriptions of ACB based on the beneficiary.

Proposing Possible ACB Dimensions

The conceptualization and proposal of ACB dimensions are informed by insights from the various dimensions of OCB (Graham, 1991; Organ, 1988; Podsakoff et al., 2000; Smith et al., 1983). Over 30 dimensions of OCBs have been identified within the OCB literature with considerable conceptual overlap among the dimensions (LePine et al., 2002; Podsakoff et al., 2000). Podsakoff et al. (2000) conducted a review of OCB literature consolidating the dimensions to seven themes or categories: helping behaviors, sportsmanship, organizational loyalty, organizational compliance, individual initiative, civic virtue, and self-development (see Appendix A discussed in Chapter 1 for the various forms of OCB under each category).

Based on these seven-dimensional categories, I propose three dimensions that I consider most relevant in describing alumni citizenship behavior discussed below: *helping, civic virtue, and organizational loyalty*. These three dimensions were selected because, while they explain the citizenship behaviors of the internal members (employees), they are also suited to explain the citizenship behaviors of the external members such as alumni as suggested in the examples below. In comparison, the other dimensions such as general compliance, conscientiousness, sportsmanship, and courtesy seem better suited only to describe the behaviors of the internal members – as they regularly interact with others and the organizational leadership within the organizational context.

Helping refers to assistance offered to directly benefit a specific individual. Examples of helping behaviors include assisting other employees in their organizational tasks (Organ, 1988; Smith et. al., 1983). For alumni, helping behavior may include activities that directly assist students such as serving as career mentors and facilitating internship opportunities for students in their organizations. Alumni also help when they give classroom guest lectures thereby benefitting students and supporting faculty's teaching.

Civic virtue explains the behavior of being constructively involved in the organization such as participating in meetings (Organ, 1988; Podsakoff et al., 2000). This civic virtue dimension is similar to Graham's (1991) notion of organizational participation. Alumni can demonstrate civic virtue by serving on the university's governance boards and strategic planning committees where their expertise can benefit institutional leaders in formulating strategic directions. They can participate in search committees and provide feedback from the field to improve academic programs.

Organizational loyalty as captured by Graham (1991) and Podsakoff et al. (2000) refers to identification with the organization and supporting the organization such as by promoting it to outsiders, defending it from threats, and contributing to the good reputation of the organization (Borman & Motowidlo, 1997; Somech & Oplatka, 2015). Alumni may demonstrate organizational loyalty when they recommend the institution to others or through political advocacy to benefit their universities. From a marketing perspective, alumni loyalty can be demonstrated in the form of repeat purchases such as enrolling in continuing education (Iskhakova et al., 2017). I also suggest that alumni financial donations can be considered organizational loyalty behavior: when alumni give

financially, they contribute to the institution's financial sustainability, and for those dependent on philanthropy to keep their doors open, alumni donations can save their alma mater from financial crises.

Proposing Description of ACB Based on the Beneficiary

ACB provides a holistic way of considering the multifaceted role that alumni support plays in the lives of individuals, the university and by extension the society. Based on insights from the beneficiary-based OCB dimensions (OCB-I, OCB-O, OCB-CH) discussed earlier, I suggest that ACB can also be described based on the intended beneficiary of the behavior.

Alumni can exhibit citizenship behaviors to benefit individual members of the university such as students, other alumni, staff, or the university as a whole, or to propel change in the university. I refer to ACBs intended to benefit individuals as ACB-I (I-Individual), ACBs intended to benefit the university as ACB-O (O-organization), and ACBs directed for change (e.g., in policies or practices) as ACB-CH (CH-change). While these benefit-oriented descriptions of ACB are introduced here, to manage the scope of the project, they are not explored further in this dissertation and are left for future studies.

The Current Study

The purpose of the study is to develop a scale to measure alumni citizenship behavior and explore its dimensions. First, I generated and consolidated a pool of items from a systematic review of the literature (dissertation phase 1) and interviews with the alumni (dissertation phase 2) to create a scale for measuring alumni citizenship behavior (ACB). In dissertation phase 3, I evaluated the content validity of the items using expert reviews. Then, I pilot-tested the new scale using cognitive interviewing with the alumni

(dissertation phase 4). In addition, to explore the initial properties of the scale, I administered an exploratory survey and conducted exploratory factor analysis (EFA) on the resulting data (dissertation phase 5).

Rationale for Developing an ACB Scale

The emerging concept ACB has not been fully assessed for the nature of the items comprising it, and there is no standardized scale for assessing alumni citizenship behaviors conventionally known as alumni engagement. As ACB is a reconceptualization and broadening of the notion of alumni engagement, it is important to have a standardized scale that reflects and contributes to fully developing the ACB concept.

This study is relevant because to fully understand the concept of alumni citizenship behavior, it is important to develop a scale to measure the behavior. Such a scale will aid research in this area of inquiry. In addition, a standardized scale that assesses alumni citizenship behavior is needed to provide theoretical clarity on the nomological net (the theoretical and conceptual lineage) surrounding the concept. This study therefore contributes to theory development of alumni citizenship behavior towards their former institutions.

Description of the ACB Scale

The ACB Scale is developed based on a systematic review of the literature on alumni engagement and qualitative interviews with alumni. Scholars who study alumni engagement have identified and measured several ways alumni support their alma mater. Those alumni support behaviors constitute the items for the ACB Scale. The proposed theoretical framework of ACB is presented and discussed in Chapter 1. The framework includes the antecedents, mechanisms, and consequences of ACB and depicts the

proposed relationships between them. While Chapter 2 explored empirical evidence to support the ACB Framework, Chapter 3 focused on understanding the meaning of ACB from the perspectives of alumni and explored whether the various alumni engagement behaviors can be considered as ACBs. The results of the interviews with alumni (see Chapter 3) indicated that alumni consider the various ways they support their alma mater as alumni citizenship behaviors (their definitions of ACB align with the behaviors, and alumni gave an affirmative answer to a follow-up ‘could the term alumni citizenship behavior include the various forms of support you mentioned earlier?). Therefore, the items used in the development of the ACB scale are alumni support behaviors identified from the review of literature and those alumni mentioned during the interviews. Overall, the ACB Scale includes alumni support behaviors towards their alma mater, such as donating money, mentoring current students of the institution, serving on university boards and committees, and communicating and staying in touch with the institution.

Suggested Dimensions

My theorization of the possible dimensions of ACB stems from the review of three OCB dimensions (helping, civic virtue, and organizational loyalty) that lend explanations to alumni behaviors. I suggest that helping, civic virtue, and organizational loyalty may be possible domains or dimensions in which different ACBs fit. I note that as the first attempt (to my knowledge) to extrapolate OCB dimensions to theorize possible ACB dimensions, this work is exploratory as the proposed dimensions (helping, civic virtue, organizational loyalty) have not been established in literature in understanding the nature of alumni support behaviors.

In my conceptualization, therefore, ACB items reflect alumni actions that 1) directly, immediately, and primarily benefits individuals such as other students, faculty, staff, other alumni (described as helping), 2) considered as active participation or constructive involvement in the academic, social, or governance process and activities of the institution (described as civic virtue), or 3) identification with the institution, promoting it to outsiders, defending it from threats and contributing to its good reputation' (described as organizational loyalty). While describing ACBs as helping, civic virtue and organizational loyalty behaviors may seem logical, the categorizations are deemed exploratory as the theory emerges. Consequently, a confirmatory factor analysis (CFA, a theoretically driven analysis) may be required to ascertain the dimensionality of ACB, whether ACB is a one-dimensional or multi-dimensional construct.

Type of Scale

I explored the initial properties of the scale using exploratory data generated from a small sample. The ACB scale is an ordinal scale with continuous response options. All ACB Scale items are assessed using responses on a 5-point Likert scale ranked from 1 = Never to 5 = Always. When fully developed, the scale will have a total score at the scale level, and subscale scores for the different dimensions (if identified). Pearson's correlation coefficient, r , is used to analyze the continuous data. I use internal consistency reliability, inter-item correlations, corrected item-total correlations, content validity, and construct validity (using exploratory factor analysis) to test the scale's initial psychometric properties. I describe the detailed methodology I use to accomplish the aims of the current study under each phase/step in the subsequent methodology section.

Method

Study Design

I used a modified exploratory sequential mixed-method design to develop a scale to measure ACB. Creswell and Creswell (2018) explain that:

In the exploratory sequential approach, the researcher first begins with a qualitative research phase and explores the views of participants. The data are then analyzed, and the information used to build into a second, quantitative phase. The qualitative phase may be used to build an instrument that best fits the sample under study, to identify appropriate instruments to use in the follow-up quantitative phase, to develop an intervention for an experiment, to design an app or website, or to specify variables that need to go into a follow-up quantitative study. (Creswell & Creswell, 2018, p. 52)

In the modified exploratory sequential approach, I began with a systematic review of literature to generate an initial list of alumni support behaviors. Then I proceeded to the qualitative phase where I conducted interviews with alumni to explore their views on the meaning of ACB and identify alumni support behaviors directly from them. Next, I used the qualitative findings to consolidate and refine the list of behaviors derived from literature. I subjected the refined list to content validation to assess the initial psychometric properties of the scale, and cognitive interviewing to ensure clarity, relevance, and interpretability of the survey items. In the follow-up quantitative phase, I administered a survey with the resulting list of items and further explored the psychometric properties of the scale through factor analysis.

The process of the development of ACB Scale described above followed the scale development process described by Boateng et al. (2018) and the steps adopted by Tehranineshat et al. (2021). Boateng and colleagues developed a 3-phase 9-step scale development process: Phase 1, item development includes two steps – domain identification/item generation and content validity. Phase 2 is the scale construction and

includes 4 steps: pre-testing the questions, survey administration, item reduction, and extraction of factors. Phase 3 is the scale evaluation and includes 3 steps: test of dimensionality, tests of reliability, and tests of validity. Tehranineshat et al. (2021) developed and validated their scale in two phases: Phase 1 involved creating the questionnaire items based on interviews and subsequent review of literature and relevant questionnaires. Phase 2 involved assessing the psychometric properties (validity and reliability) of the instrument using face validity, content validity, and construct validity.

Item Development

Item development involves creating or generating “the initial set of questions for an eventual scale” (Boateng et al., 2018, p. 2). Domain identification and item generation described below constitute the first step in item development.

Step 1: Domain Identification and Item Generation

Domain identification is the first part of step 1 and refers to articulating the domain to be measured, the domain or construct being “the concept, attribute, or unobserved behavior that is the target of the study” (Boateng et al., 2018, p. 5). Based on the work of other scholars (McCoach et al., 2013) on instrument development, Boateng et al. (2018) recommend the following steps for domain identification:

- (a) specifying the purpose of the domain or construct you seek to develop, and
- (b), confirming that there are no existing instruments that will adequately serve the same purpose. Where there is a similar instrument in existence, you need to justify why the development of a new instrument is appropriate and how it will differ from existing instruments. Then, (c) describe the domain and provide a preliminary conceptual definition and (d) specify, if any, the dimensions of the domain. Alternatively, you can let the number of dimensions forming the domain to be determined through statistical computation (cf. Steps 5, 6, and 7). Domains are determined a priori if there is an established framework or theory guiding the study, but a posteriori if none exist. Finally, if domains are identified a priori, (e) the final conceptual definition for each domain should be specified. (Boateng et al., 2018, p. 5)

These steps are integrated and contextualized in the domain identification process of this study. The concept of alumni citizenship behavior (ACB), the domain to be measured, is a reconceptualization of alumni engagement. This reconceptualization draws on the understanding and extrapolation of organizational citizenship behavior (OCB) and three of its dimensions—helping, civic virtue, organizational loyalty deemed relevant for explaining various forms of alumni engagement or support behaviors. My prior review of the literature on various conceptualizations of alumni engagement (see Chapter 2) by scholars examining alumni support of HEIs (Fleming, 2019; Heckman & Guskey, 1998; McAlexander et al., 2006; Shaari et al., 2015; Shen & Sha, 2020; Weerts & Ronca, 2007) revealed the need for a more comprehensive framework to understand and study alumni engagement—a gap that this dissertation aims to address through the introduction of the ACB Framework. Given that ACB—a new and emerging concept focused on behaviors lacks an established nomological net, its proposed dimensions are primarily descriptive and exploratory in nature, pending a theoretically driven validation such as confirmatory factor analysis, to ascertain its dimensions.

Item generation is the second part of step 1. Item generation, also known as question development, refers to the process of identifying the pool of items for scale development and can be achieved through deductive or inductive approaches (Boateng et al., 2018; Hinkin, 1995). I combined both deductive and inductive approaches (literature review and interviews) which is considered best practice (Boateng et al., 2018). I reviewed alumni support behaviors which I identified in literature on alumni engagement in a systematic review of the literature described in Chapter 2 (deductive approach). The literature review resulted in an initial pool of over 120 items (behaviors indicating ways

alumni support their alma mater and items related to alumni satisfaction). In writing up the items from the literature, similar behaviors were merged resulting in 46 ACB items and 33 satisfaction items.

Being a new concept focused on behaviors with no established nomological net, I conducted a qualitative study which involved interviews with 20 alumni described in Chapter 3 and generated items (i.e., alumni support behaviors) based on alumni responses (inductive approach). To deal with redundancy while achieving parsimony, ACB items from the interviews were considered together with the 46 items generated from the review of literature leading to modifications, merging, and deletion of items. This process resulted in 11 new ACB items from the interviews and 57 ACB items overall. In addition, 5 new satisfaction items identified from the interviews were considered with 33 items from the review of the literature to avoid redundancy. In the end, 32 satisfaction items were included in the combined list of items. A total of 89 items (57 ACB items and 32 satisfaction items) resulted from this step. Because ACB deals with actual behaviors, the ACB Scale does not include items reflecting intended or future behaviors.

Step 2: Content Validity

Content validity, “the adequacy with which a measure assesses the domain of interest” (Hinkin, 1995, p. 968), is important to evaluate whether “the items capture the relevant experience of the target population being examined” (Boateng et al., 2018, p. 6). It is recommended to subject the initial pool of items generated in step 1 to content validation (Hinkin, 1998).

Content validity of the scale was assessed both qualitatively and quantitatively using expert reviews and subsequent calculation of the content validity index (CVI). Six

(6) expert reviewers were recruited to conduct the content validity of the items. Expert review is used to “evaluate each of the items constituting the domain for content relevance, representativeness, and technical quality” (Boateng et al., 2018, p. 3).

Participants and Recruitment

The Indiana University Institutional Review Board’s (IRB) approval was obtained for expert reviews (see Appendix D) as part of the overall study. Boateng et al. (2018) states that 5 to 7 expert judges will be adequate. Thus, six experts were recruited based on their subject matter knowledge in alumni engagement and philanthropic giving or expertise on the method. The experts were from my network and those of the members of my dissertation committee.

To recruit experts, I first sent an introductory/recruitment email to individual potential reviewers to briefly introduce the study (including the expert review task, the number of items to review and the estimated time commitment) and request their participation. The recruitment email included a link to the study information sheet (SIS) to review the detailed study information. Those who agreed to be an expert reviewer were required to authorize the researcher (by signing the designated information on the SIS) to communicate with them via email and/or text messaging during the expert review process.

Upon securing the agreement to participate, I sent a follow-up email providing a link to a Google folder that included 1) a letter introducing the study, the aim/description of the scale being developed, and instructions for the review; and 2) a document containing a table list of the items generated from step 1, and 3) document containing description of the concept/domains and guidelines for scoring the item.

Procedure

Reviewers were asked to evaluate the items based on two criteria: degree of relevance of item to the concept of study and the clarity of the item, rank the items and provide qualitative comments in writing. Different criteria have been recommended for evaluating the content validity of a domain including “content relevance, representativeness, and technical quality” (Boateng et al., 2018, p. 7), while some scholars have assessed content validity based on the “syntax, use of appropriate words, placement of the items” (Tehrani-neshat et al., 2021, p. 4). Assessing relevance and clarity of the items and providing written comments by reviewers were deemed adequate for assessing content validity of ACB scale. Each expert reviewer ranked the items in terms of relevance on a 4-point Likert scale (1= not relevant, 2= somewhat relevant, 3= quite relevant, and 4= highly relevant). They also ranked items in terms of clarity on a 4-point Likert scale (1= not clear, 2= somewhat clear, 3= quite clear, and 4= extremely clear).

Analysis

The expert reviews were analyzed qualitatively by examining the written comments, and quantitatively by calculating the content validity index (CVI) using the rankings. Because one reviewer noted difficulty in scoring the items, the reviewer’s scores were excluded from the calculation of the item CVIs to avoid biasing the scale scores. The expert review process revealed the existence of an alumni satisfaction survey that is already normed and used for an alumni population (Midwestern Public alumni), removing the necessity to continue with evaluating the satisfaction items (especially because Midwestern Public alumni were a target population at the time, for testing the scale). Thus, the scale development process moved to the next step (pilot testing) focusing only on the ACB items.

Item content validity index (I-CVI) was calculated for each item and the mean of the CVI for all items produced the scale content validity index (S-CVI). The formula below used by Tehranineshat et al. (2021) to calculate CVI was adopted to calculate CVI for each item.

$$CVI = \frac{\sum \text{Number of answers 3 or 4}}{\text{Total number of answers}}$$

To determine items to retain, the number of reviewers are considered: for three to five experts, items with item content validity index (I-CVI) of 1.0 should be retained implying that all reviewers must agree on the relevance of the items (with a score of 3 or 4). For six to eight experts, I-CVI of 0.83 is required, and for at least nine experts, a score of 0.78 is required to retain an item (Lynn, 1986; Tehranineshat et al., 2021). Given that five expert reviewer scores were used for the analysis of the content validity in the present study, items with I-CVI = 1.0 were retained.

Reviewer comments and scores on the clarity of the items were used to guide decisions on item revision. The result from this step informed item revision, deletion, or merging or separation of items measuring more than one behavior into separate items. Based on reviewers' comments, items that were poorly worded, less understood, and/or too general were revised or removed accordingly, and others were merged. The scale content validity index was good (S-CVI = 0.89). This expert review process resulted in 31 items that were used in pilot testing of the scale described in step 3 below.

Scale Construction

Scale construction includes 4 steps: pre-testing the questions (step 3), survey administration (step 4), item reduction (step 5), extraction of factors (step 6) (Boateng et al., 2018). These 4 steps are discussed in the sections below.

Step 3: Pre-Testing of Questions Using Cognitive Interviewing

Pilot testing is conducted to ensure that scale items and their response options were meaningful (Boateng et al., 2018). Pilot testing for ACB scale was conducted using cognitive interviewing of alumni to assess alumni's understanding and interpretation of the items. Cognitive interviews contribute to a scale's validity and reliability by providing further evidence of relevance and clarity of items and whether the items captured the most important aspects of the target subjects' experiences (Knafl et al., 2007, p. 225). Similarly, Boateng et al. (2018) suggest in their guide for scale development and validation that cognitive interviews can be used to conduct content validation and pilot testing of the questionnaire items.

Cognitive interviews can be conducted using either or both verbal probing (to assess understanding and interpretation of items by subjects) and 'think aloud' method (to understand subject's thought processes while completing the items (Knafl et al., 2007). Because the aim of the cognitive interviewing for this study was to assess alumni's understanding and interpretation of ACB Scale's items, the verbal probing method was used.

Participants and Recruitment

Alumni participants (n=15) were recruited from my network and those of my dissertation committee members through purposeful and convenience sampling for ease of access. Boateng et al. (2018) suggest that cognitive interviews can be conducted by "Administer[ing] draft questions to 5–15 interviewees in 2–3 rounds while allowing respondents to verbalize the mental process entailed in providing answers" (Boateng et al., 2018, p. 3). A sample size of 15 falls within this suggested sample range and was

deemed adequate to pilot test ACB Scale. Alumni were selected for this phase because they are considered ‘experts’ on the lived experiences associated with the concept of citizenship behavior under investigation. Participants were included if they were alumni defined as having obtained at least a U.S. bachelors, master’s, or PhD degree from an institution of higher education and were at least 18 years old.

Recruitment emails were sent to identified alumni to briefly explain the pilot study and seek their participation in the study. The email contained a link to the study information sheet (SIS). To participate, participants followed the link in the email to review the detailed study information. The SIS included a link to schedule the date/time for the interview using Calendly, an appointment scheduling software. In addition, the recruitment email asked participants to share the recruitment email with other alumni donors/volunteers they may know at their alma mater who might be interested in participating in the study. Participants included 4 males and 11 females. Among them were 7 master’s degree alumni of Midwestern Public, two PhD alumni from two other universities, and 6 other alumni from other universities.

Procedure

IRB approval was secured for the cognitive interviews (see Appendix E. Materials from Dissertation Phase 3) as part of the overall study. The cognitive interviewing procedure used by Knafl et al. (2007) includes: randomly ordering the questionnaire items, the researcher reading aloud the items and having participants verbalize their understanding of the items. I adapted the above process to pilot test the ACB scale. Random ordering can complicate finding the item information in the qualitative transcript. To get around this, I allowed the subjects to read the ACB items out loud, and

I (the researcher) elicited the subjects' understanding of the items. This gave me an anchor for which item the subject was talking about.

As suggested by Boateng et al. (2018), I conducted 15 cognitive interviews in three rounds. The interviews were conducted virtually using the Zoom application and lasted about 60 minutes on average. At the beginning of the interview, I shared the scale via a link in Zoom chat and showed the scale on the computer screen. The cognitive interviewing with alumni therefore relied on the following process: 1) ACB items were arranged in random order so that items proposed to belong to one dimension were not all grouped together; 2) based on this ordering, the participant read each item aloud; and 3) stated their understanding and interpretation of the item. The interviews were recorded, transcribed, anonymized, and analyzed. Participants were not required to complete the scale to enable them to focus on their understanding and interpretation of the items and not on how they would respond to the items, and to reduce the task burden (Knafl et al., 2007). I also took notes as the participants talked. At the end of the cognitive interviewees, I sorted the qualitative data for analysis. After completing 5 cognitive interviews, I reviewed and revised the items based on participant understanding and input, and the resulting list of items was used for the next round of cognitive interviews.

Analysis

The data analysis process was adapted from the strategies used by Knafl et al. (2007). The process consists of transcribing the interview data, summarizing participant interpretations of the items, identifying the problems observed/stated during the verbal probing, analyzing item summaries, and making decisions about item retention. In this

analytical phase, the unit of analysis is the individual item, enabling an item-by-item review of the participants' understanding.

An Excel worksheet of the items was created. For each item in the Excel cell, information provided by the participants on that item was entered in a row. The textual report of participants' interpretations was content analyzed to identify problems with the items (if any) such as multiple interpretations for an item (suggesting ambiguity). The results of this analysis informed further item revision or deletion based on comprehensibility and consistent interpretation of items across participants (Knafl et al., 2007). The cognitive interviewing process resulted in 27 items that were then used for survey administration.

Step 4: Survey Administration and Sample Size

Survey administration entails “administer[ing] potential scale items on a sample that reflects range of target population” (Boateng et al., 2018, p. 3). IRB approval was secured for the survey (see Appendix G. Materials from Dissertation Phase 5) as part of the overall study. I collected data online via Qualtrics software between October and December 2024. The eligibility criteria for participation included: holding a United States bachelor's degree (to ensure they were alumni of a higher education institution), residing in the United States, being 18 years or older, and willingness to participate in the study. A sample size of “10 respondents per survey item and/or 200-300 observations” is recommended (Boateng et al., 2018, p. 3). There was a challenge in recruiting participants: an initial plan to recruit participants through the university system – specifically, the alumni association office of Midwestern Public did not materialize. The arrangement was intended to ensure access to an adequate sample and to authenticate

alumni status. However, late in the process, the office expressed concern that alumni might feel burdened by another survey, having recently participated in a university-wide alumni survey administered in the summer of 2024. As a result, the recruitment strategy shifted to using professional and social media networks. This change led to a smaller sample ($N = 225$) than required (at least 270 usable responses, given the 27 items in the survey), and because participants were recruited through social media, there was no appropriate means to verify alumni status.

Participants and Recruitment

Participants who completed the ACB Scale were recruited using purposeful sampling through the professional and social networks of the researcher and dissertation committee members. Recruitment messages, including a brief text and a flier were distributed via email to identified alumni (i.e., those known to the researcher or committee members), and shared on social media platforms such as LinkedIn to purposefully reach a broader audience of potential alumni participants. These messages invited participation and provided brief information about the study, the researcher's contact information, and a link to the Qualtrics survey. Before beginning the survey, participants reviewed a detailed Study Information Sheet (SIS) and confirmed their eligibility to participate. The SIS also contained the survey link. Additionally, the recruitment message encouraged recipients to share it with other alumni who might be interested in participating.

As indicated in Table 4.1 below, a total of 430 individuals clicked on the survey link and 409 consented to the statement “By submitting this survey, you confirm 1) you obtained a U.S bachelor's degree, 2) you currently reside in the United States, 3) you are

18 years or older, and 4) your interest in participating in this study”. Of this number, 60 failed IP address check and 121 failed the attention check leaving 228 participants. Next, 2 participants were excluded because they had participated in a previous study in this project, and finally, 1 was excluded for not answering an ACB question. This left a total of 225 participants.

Figure 4.1. *Screening for Survey Participants*

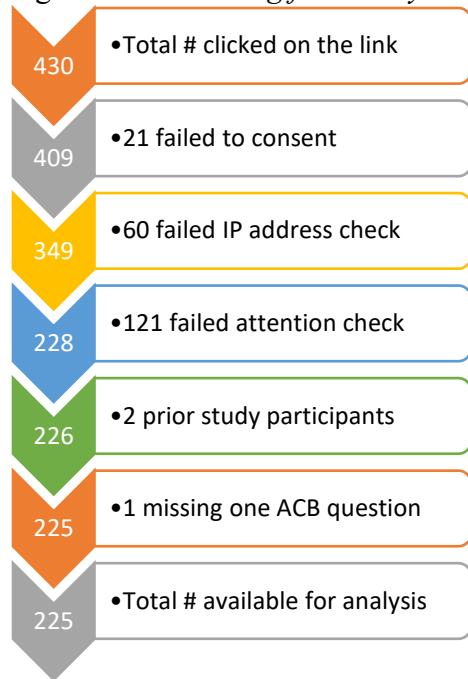


Table 4.1. *Screening of Survey Participants*

Total # clicked on the link	21 failed to consent	60 failed IP address check	121 failed attention check	2 prior study participants	1 missing one ACB question	Total # available for analysis
430	430-21 = 409	409-60 = 349	349-121 = 228	228-2=226	226-1 = 225	225

Participant Demographics

The 225 participants included in the analysis were bachelor’s degree graduates of higher education institutions across 31 states and Washington D.C. in United States. Most ($n=196$) had bachelor’s degree as their highest level of education, 23 had master’s degree, and 6 had doctorate degree. Most ($n=121$) participants identified as male and 104

identified as female. Nearly all participants ($n=221$) attended university full-time, 3 attended part-time, and 1 attended both full-time and part-time during their undergraduate education. Over two-thirds of participants ($n=153$) identified as white, 41 as Black or African American, 9 as American Indian or Alaska Native, 6 as East Asian, 13 as Hispanic, 1 as Hispanic/White, 1 as Chicana/Latina (not Hispanic), and 1 as South Asian.

Measures

The main objective of the survey was to collect data to examine the initial psychometric properties of the ACB scale. Participants answered 27 ACB questions.

Participants were provided with the following instructions:

The statements below are the various ways alumni can support their school/university. Please review each statement and select the option on the scale that most accurately reflects how you have supported your undergraduate school/university since your graduation. Please indicate 'Never' if you have never provided the type of support described in the statement.

The response options included: Never (1), Rarely (2), Sometimes (3), Often (4), and Always (5). To check alumni status and understand the sample, participants answered academic and social demographic questions.

Participants' academic information included: U.S bachelor's degree major, name of the university in the U.S, city where undergraduate university is located, year U.S bachelor's degree was received, degrees obtained from undergraduate institution, enrollment status (full time, part time, both), whether designated as an international student (Yes/No), highest level of education, whether currently enrolled in an academic program and name of the program if so. Other demographic information included: age,

gender, race, marital status, frequency of attendance of religious services, and annual income.

Other measures were included in the survey for future analysis, so they are not discussed here. These included questions about their intention to support their alma mater in the future, their level of satisfaction with their undergraduate experience and monetary donations, reasons for and benefits of their financial and volunteer support. Participants were also asked to respond to the question, “What comes to mind when you hear 'alumni citizenship behavior?’”

Results and Data Analysis

I calculated descriptive statistics to summarize responses to the ACB items and assessed the internal consistency reliability using Cronbach alpha, inter-item correlations, and item-to-total correlations. I then conducted an exploratory factor analysis (EFA) to examine the possible dimensions of the ACB items. I present the results in two sections: Item Reduction (Step 5) and Extraction of Factors (Step 6).

Under Item Reduction, I present patterns observed in the ACB item response frequencies, and correlations among items, which indicate which items should be retained in the scale and which require further review in subsequent analysis. Under Extraction of Factors, I present the results of the exploratory factor analysis, suggesting the possible dimensions (or categories) into which the ACB items may fit. A confirmatory factor analysis (CFA) was not conducted to verify the ACB Scale’s factor structure because the sample was considered too small to support this analysis.

Step 5: Item Reduction

Item reduction involves analysis “conducted to ensure that only parsimonious, functional, and internally consistent items are ultimately included” (Boateng et al., 2018, p. 4). Item reduction analysis is therefore meant “to identify items that are the least related to the domain under study for deletion or modification” (p. 149) such as items with permanently missing responses. Several techniques can be used for item reduction analysis including: “item difficulty and item discrimination indices, which are primarily for binary responses; inter-item and item-total correlations, which are mostly used for categorical items; and distractor efficiency analysis for items with multiple choice response options” (p. 9).

In this study, I used the estimates for inter-item correlations, and item-to-total correlations discussed below to determine items to be deleted or modified. Based on the descriptive statistics presented in Table 4.2 and Table 4.3, I discuss A) the descriptive statistics explaining the patterns identified in the ACB item response frequencies, scale total scores, and B) the internal consistency reliability of the scale.

A. Descriptive Statistics. Patterns of ACB Item Response Frequencies

As indicated in Table 4.2 below, item analysis for the 27-item ACB scale indicates item response means range from 2.54 (*Included my school/university in my will or other estate plan*) to 3.32 (*Praised/recommended my school to others*). There was good variability in responses as shown by standard deviations ranging from 1.10 to 1.42, response ranges of 1-5, and moderate item-to-total correlations (.316 - .526) except for three of the items.

On average, about 25% (ranging from 19.6%-29.8%) of alumni reported they have never performed most (19 of 27) of the citizenship behaviors examined with the survey. The citizenship behavior alumni were most likely to perform always is *donating money* with one-fifth (20%) of alumni reporting they donate money always and about one-eighth (11.6%) reporting they have never donated money to their undergraduate alma mater. Following donating money, the next citizenship behavior alumni perform always is reading alumni newsletter/following institutional news, with 17.3% always following institutional news and 12.4% reporting they have never followed institutional news.

The least frequent type of citizenship behavior reported is *hosting or organizing a student activity* with only 7.1% of alumni doing so always while less than one-third (29.8%) never hosting or organizing a student activity. A similar pattern is observed for three citizenship behaviors (*Participated in a review process*, *Included the school/university in my will* (28.9%), and *Contacted government officials on behalf of my school/university* (28.9%)), which were all never performed by less than one-third (29.8%) of alumni and performed always by only 10% of alumni on average. At least 16% and at most 32% of alumni perform all the citizenship behaviors often.

Table 4.2. *Descriptive Statistics, Item Analysis, Corrected Item-total Correlations*

ACB item	n	M (SD)	Range	% Ceiling	% Floor	Corrected Item-to-Total Correlation	Alpha if Item Deleted
Helping							
1. Formal mentoring	225	2.75 (1.31)	1-5	10.2	23.1	.499	.873
2. Informal mentoring	225	2.91 (1.31)	1-5	12.9	19.6	.462	.874
3. Assisted students	225	2.82 (1.33)	1-5	11.1	21.8	.480	.874
4. Served as a guest speaker	225	2.71 (1.30)	1-5	8.4	25.3	.481	.874
5. Offer jobs/internships	225	2.74 (1.27)	1-5	8.0	21.3	.433	.875
Civic virtue							
6. Communicated with feedback	225	2.90 (1.20)	1-5	9.3	14.7	.442	.875
7. Stayed in touch with faculty	225	3.09 (1.20)	1-5	14.2	10.2	.226	.880
8. Read alumni newsletters	225	3.20 (1.28)	1-5	17.3	12.4	.046	.884
9. Wrote a piece for publication	225	2.65 (1.30)	1-5	8.9	27.1	.526	.873
10. Submitted a testimonial	225	2.84 (1.39)	1-5	14.7	23.6	.513	.873
11. Submitted personal updates	225	2.85 (1.27)	1-5	10.2	19.6	.485	.874
12. Member of alumni association	225	3.06 (1.34)	1-5	16.0	16.4	.343	.877
13. Volunteered for alumni association	225	2.86 (1.28)	1-5	11.6	17.8	.476	.874
14. Volunteered for fundraising office	225	2.78 (1.35)	1-5	12.4	22.7	.506	.873
15. Attended virtual/in-person event	225	3.03 (1.21)	1-5	10.7	13.8	.383	.876
16. Served on a board	225	2.76 (1.35)	1-5	11.6	25.3	.500	.873
17. Served on a search committee	225	2.72 (1.38)	1-5	12.0	28.0	.524	.873
18. Participated in a review process	225	2.64 (1.35)	1-5	10.7	28.9	.505	.873
19. Hosted/organized student activity	225	2.60 (1.32)	1-5	7.1	29.8	.472	.874
20. Assisted in student recruitment	225	2.79 (1.27)	1-5	9.8	20.0	.515	.873
21. Assisted in career development	225	2.74 (1.39)	1-5	13.3	26.2	.464	.874
22. Advised others to be involved	225	2.81 (1.30)	1-5	9.8	21.8	.472	.874
Organizational loyalty							
23. Praised/recommended my school	225	3.32 (1.10)	1-5	14.2	5.8	.058	.883
24. Donated money to my school	225	3.25 (1.28)	1-5	20.0	11.6	.316	.878
25. Included my school in my will	225	2.54 (1.30)	1-5	8.9	28.9	.470	.874
26. Enrolled in an additional program	225	2.79 (1.42)	1-5	13.8	27.1	.481	.874
27. Contacted government officials	225	2.69 (1.39)	1-5	10.7	28.9	.499	.873

*Scale Cronbach's alpha = .879

*Scale mean (76.84), variance (299.593), standard deviation (17.309)

Table 4.3. *Item Response Frequencies*

ACB Item	Never	Rarely	Sometimes	Often	Always
Helping					
1. Formal mentoring	23.1	21.8	22.2	22.7	10.2
2. Informal mentoring	19.6	19.6	24.4	23.6	12.9
3. Assisted students	21.8	22.7	18.7	25.8	11.1
4. Served as a guest speaker	25.3	18.7	24.0	23.6	8.4
5. Offer jobs/internships	21.3	25.3	19.6	25.8	8.0
Civic Virtue					
6. Communicated with feedback	14.7	23.1	28.9	24.0	9.3
7. Stayed in touch with faculty	10.2	22.2	29.8	23.6	14.2
8. Read alumni newsletters	12.4	18.7	22.7	28.9	17.3
9. Wrote a piece for publication	27.1	17.3	28.0	18.7	8.9
10. Submitted a testimonial	23.6	19.6	20.9	21.3	14.7
11. Submitted personal updates	19.6	20.0	26.2	24.0	10.2
12. Member: alumni association	16.4	20.9	18.7	28.0	16.0
13. Volunteered: alumni association	17.8	24.0	24.0	22.7	11.6
14. Volunteered: fundraising office	22.7	24.0	18.7	22.2	12.4
15. Attended virtual/in-person event	13.8	20.0	26.7	28.9	10.7
16. Served on a board	25.3	17.8	24.0	21.3	11.6
17. Served on a search committee	28.0	16.4	22.7	20.9	12.0
18. Participated in a review process	28.9	18.2	23.6	18.7	10.7
19. Hosted/organized student activity	29.8	18.2	21.8	23.1	7.1
20. Assisted in student recruitment	20.0	22.7	25.3	22.2	9.8
21. Assisted in career development	26.2	20.0	20.9	19.6	13.3
22. Advised others to be involved	21.8	20.4	22.2	25.8	9.8
Organizational Loyalty					
23. Praised/recommended my school	5.8	17.3	30.7	32.0	14.2
24. Donated money to my school	11.6	17.8	24.4	26.2	20.0
25. Included my school in my will	28.9	22.2	24.0	16.0	8.9
26. Enrolled in an additional program	27.1	18.2	17.3	23.6	13.8
27. Contacted government officials	28.9	18.7	17.8	24.0	10.7

Patterns of ACB Total Scores

The scale mean (76.84 out of possible 135), variance (299.593), and standard deviation (17.309) are listed with table 4.2. Two items (donating money and reading alumni newsletter/following news) are rated highest as citizenship behaviors alumni always performed. Nine items were rated as the highest by at least twenty-five percent of alumni as citizenship behaviors alumni never performed. The items include: hosting or organizing a student activity (29.8%), participating in a review process (28.9%), including the school/university in their will (28.9%), contacting government officials on behalf of the school/university (28.9%), serving on a search committee (28%), writing a

piece for publication (27.1%), enrollment in an additional academic program (27.1%), assisting in career development activities (26.2%), and serving on a board (25.3%).

B. Internal Consistency Reliability. Patterns for Item-Item and Item-Total Correlations

Internal Consistency of the ACB scale. The internal consistency reliability of the 27-item ACB scale was assessed using a Cronbach alpha, inter-item correlations, and item-to-total correlations. The ACB scale was supported by a Cronbach alpha of .879 ($n = 225$) as listed below Table 4.2 above.

Inter-item correlations. The inter-item correlations were examined. Items 7, 8, 12, 15, 23 and 24 have low inter-item correlations ($< .3$) with all the other items indicating that the items need further review. No inter-item correlation value exceeded .70 indicating no redundancy (see Table 4.4. Inter-Item Correlation Matrix below).

Corrected item-total correlation. The corrected item-total correlations for individual ACB scale items (with their domain) were all higher than the threshold of .40 (Hudgens et al., 2021) except for items 7, 8, 12, 15, 23 and 24. These items with $< .4$ item-total correlations were flagged for further review (Hudgens et al., 2021).

Cronbach's alpha if item is deleted. The Cronbach's alpha if an item is deleted, ranges from .873 to .884. Compared to the scale's Cronbach's alpha (.879), deleting any of the items would not greatly change the scale's Cronbach's alpha indicating that all the items can be retained.

Cronbach's alpha and how it compares to an ideal alpha

The ACB scale was supported by a Cronbach alpha of .879 ($n = 225$). A Cronbach's alpha $> .70$ is acceptable for internal consistency reliability (Nunnally, 1978).

Table 4.4. *Inter-Item Correlation Matrix*

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
1	1	0.284	0.347	0.292	0.276	0.275	0.052	-0.071	0.216	0.331	0.227	0.131	0.275	0.321	0.164	0.259	0.304	0.359	0.326	0.345	0.349	0.255	0.011	0.109	0.236	0.307	0.298
2	0.284	1	0.309	0.19	0.327	0.173	0.281	0.056	0.308	0.286	0.216	0.176	0.245	0.31	0.197	0.161	0.2	0.302	0.213	0.246	0.215	0.269	0.045	0.146	0.189	0.252	0.276
3	0.347	0.309	1	0.27	0.248	0.247	-0.003	-0.091	0.268	0.332	0.298	0.217	0.282	0.337	0.199	0.202	0.257	0.295	0.22	0.287	0.26	0.274	0.162	0.121	0.181	0.296	0.267
4	0.292	0.19	0.27	1	0.247	0.197	0.132	0	0.304	0.338	0.287	0.051	0.271	0.308	0.228	0.362	0.345	0.346	0.304	0.256	0.344	0.189	-0.155	0.079	0.272	0.316	0.259
5	0.276	0.327	0.248	0.247	1	0.221	0.116	0.093	0.257	0.267	0.277	0.216	0.228	0.275	0.175	0.241	0.228	0.189	0.176	0.309	0.232	0.272	0.034	0.082	0.14	0.196	0.189
6	0.275	0.173	0.247	0.197	0.221	1	0.122	0.06	0.208	0.298	0.273	0.194	0.275	0.302	0.279	0.276	0.246	0.196	0.233	0.258	0.214	0.221	0.075	0.136	0.258	0.195	0.203
7	0.052	0.281	-0.003	0.132	0.116	0.122	1	0.148	0.142	0.012	0.135	0.186	0.169	0.167	0.278	0.086	-0.011	0.018	0.064	0.031	0.044	0.263	0.018	0.185	0.157	0.08	0.088
8	-0.071	0.056	-0.091	0	0.093	0.06	0.148	1	-0.006	-0.025	0.054	0.217	0.148	0.085	0.066	-0.065	-0.075	-0.051	-0.015	0.012	0.01	0.052	0.108	0.214	0.01	-0.104	-0.149
9	0.216	0.308	0.268	0.304	0.257	0.208	0.142	-0.006	1	0.264	0.264	0.113	0.273	0.352	0.236	0.281	0.352	0.335	0.376	0.303	0.339	0.241	0.069	0.172	0.301	0.318	0.334
10	0.331	0.286	0.332	0.338	0.267	0.298	0.012	-0.025	0.264	1	0.25	0.051	0.22	0.26	0.204	0.388	0.383	0.338	0.339	0.342	0.246	0.245	-0.028	0.081	0.276	0.321	0.423
11	0.227	0.216	0.298	0.287	0.277	0.273	0.135	0.054	0.264	0.25	1	0.236	0.29	0.191	0.292	0.36	0.216	0.195	0.175	0.261	0.31	0.256	0.046	0.283	0.272	0.267	0.227
12	0.131	0.176	0.217	0.051	0.216	0.194	0.186	0.217	0.113	0.051	0.236	1	0.243	0.25	0.249	0.132	0.075	0.131	0.062	0.237	0.103	0.26	0.172	0.238	0.217	0.101	0.213
13	0.275	0.245	0.282	0.271	0.228	0.275	0.169	0.148	0.273	0.22	0.29	0.243	1	0.321	0.285	0.235	0.257	0.313	0.227	0.234	0.26	0.248	0.079	0.155	0.128	0.225	0.173
14	0.321	0.31	0.337	0.308	0.275	0.302	0.167	0.085	0.352	0.26	0.191	0.25	0.321	1	0.292	0.233	0.336	0.237	0.2	0.265	0.226	0.25	0.123	0.172	0.259	0.171	0.192
15	0.164	0.197	0.199	0.228	0.175	0.279	0.278	0.066	0.236	0.204	0.292	0.249	0.285	0.292	1	0.143	0.1	0.139	0.077	0.201	0.187	0.116	0.165	0.265	0.246	0.081	0.101
16	0.259	0.161	0.202	0.362	0.241	0.276	0.086	-0.065	0.281	0.388	0.36	0.132	0.235	0.233	0.143	1	0.444	0.3	0.398	0.331	0.294	0.229	-0.1	0.105	0.291	0.384	0.299
17	0.304	0.2	0.257	0.345	0.228	0.246	-0.011	-0.075	0.352	0.383	0.216	0.075	0.257	0.336	0.1	0.444	1	0.37	0.43	0.365	0.287	0.309	-0.046	0.095	0.307	0.341	0.426
18	0.359	0.302	0.295	0.346	0.189	0.196	0.018	-0.051	0.335	0.338	0.195	0.131	0.313	0.237	0.139	0.3	0.37	1	0.369	0.29	0.266	0.213	-0.083	0.133	0.337	0.441	0.338
19	0.326	0.213	0.22	0.304	0.176	0.233	0.064	-0.015	0.376	0.339	0.175	0.062	0.227	0.2	0.077	0.398	0.43	0.369	1	0.284	0.265	0.258	-0.026	0.077	0.224	0.305	0.364
20	0.345	0.246	0.287	0.256	0.309	0.258	0.031	0.012	0.303	0.342	0.261	0.237	0.234	0.265	0.201	0.331	0.365	0.29	0.284	1	0.335	0.296	-0.023	0.121	0.294	0.261	0.324
21	0.349	0.215	0.26	0.344	0.232	0.214	0.044	0.01	0.339	0.246	0.31	0.103	0.26	0.226	0.187	0.294	0.287	0.266	0.265	0.335	1	0.218	-0.045	0.158	0.203	0.28	0.264
22	0.255	0.269	0.274	0.189	0.272	0.221	0.263	0.052	0.241	0.245	0.256	0.26	0.248	0.25	0.116	0.229	0.309	0.213	0.258	0.296	0.218	1	0.179	0.194	0.25	0.222	0.237
23	0.011	0.045	0.162	-0.155	0.034	0.075	0.018	0.108	0.069	-0.028	0.046	0.172	0.079	0.123	0.165	-0.1	-0.046	-0.083	-0.026	-0.023	-0.045	0.179	1	0.194	-0.06	-0.086	-0.026
24	0.109	0.146	0.121	0.079	0.082	0.136	0.185	0.214	0.172	0.081	0.283	0.238	0.155	0.172	0.265	0.105	0.095	0.133	0.077	0.121	0.158	0.194	0.194	1	0.288	0.16	0.153
25	0.236	0.189	0.181	0.272	0.14	0.258	0.157	0.01	0.301	0.276	0.272	0.217	0.128	0.259	0.246	0.291	0.307	0.337	0.224	0.294	0.203	0.25	-0.06	0.288	1	0.292	0.359
26	0.307	0.252	0.296	0.316	0.196	0.195	0.08	-0.104	0.318	0.321	0.267	0.101	0.225	0.171	0.081	0.384	0.341	0.441	0.305	0.261	0.28	0.222	-0.086	0.16	0.292	1	0.408
27	0.298	0.276	0.267	0.259	0.189	0.203	0.088	-0.149	0.334	0.423	0.227	0.213	0.173	0.192	0.101	0.299	0.426	0.338	0.364	0.324	0.264	0.237	-0.026	0.153	0.359	0.408	1

Step 6: Extraction of Factors

Step 6 involves the process of determining “the optimal number of factors, sometimes called domains, that fit a set of items” using factor analysis (Boateng et al., 2018, p. 10). While the exploratory approach—exploratory factor analysis (EFA) and confirmatory approach – confirmatory factor analysis (CFA) are used for data reduction, EFA “is particularly appropriate for scale development or when there is little theoretical basis for specifying a priori the number and patterns of common factors” (Hayton et al., 2004, p. 192). As Stapleton (1997) explained,

Exploratory factor analysis is used to explore data to determine the number or the nature of factors that account for the covariation between variables when the researcher does not have, a priori, sufficient evidence to form a hypothesis about the number of factors underlying the data. Therefore, exploratory factor analysis is generally thought of as more of a theory-generating procedure as opposed to a theory-testing procedure. (Stapleton, 1997, p. 5)

In addition to EFA, other tests can be used to determine the number of factors to extract, including scree plots, parallel analysis (PA), minimum average partial (MAP) procedure and Empirical Kaiser Criterion (Boateng et al., 2018; Hayton et al., 2004).

First, I used SPSS statistical software and conducted an EFA using Principal Component Analysis (PCA) with VARIMAX rotation technique and ran the Screen Plot. The results of the EFA indicated 6 factors while the Scree Plot suggested two factors should be retained. Next, I used the EFA -dimensions package in R software and conducted other tests to determine the optimal number of factors to retain, and to compare the resulting number of factors to that suggested by the EFA. The tests include Parallel Analysis (PA), Scree test, Sequential Chi-Square Model Test (SMT), MAP, and Empirical Kaiser Criterion (EMPKC). The results of all the tests suggest that two factors

will provide an optimal solution for the scale. As a result, I reconducted EFA restricting it to two factors as shown in Table 4.5 below.

Table 4.5. *Exploratory Factor Analysis Using Varimax Rotation*

Item	Factor 1	Factor 2
Helping		
1. Formal mentoring	.572	.139
2. Informal mentoring	.396	.359
3. Assisted students	.481	.262
4. Served as a guest speaker	.587	.074
5. Offer jobs/internships	.384	.326
Civic Virtue		
6. Communicated with feedback	.384	.342
7. Stayed in touch with faculty	.028	.498
8. Read alumni newsletters/followed news	-.198	.481
9. Wrote a piece for publication	.543	.231
10. Submitted a testimonial	.636	.049
11. Submitted personal updates	.406	.393
12. Member of alumni association	.112	.598
13. Volunteered for alumni association	.374	.423
14. Volunteered for fundraising office	.405	.438
15. Attended virtual/in-person event	.186	.567
16. Served on a board	.635	.027
17. Served on a search committee	.689	-.019
18. Participated in a review process	.639	.028
19. Hosted/organized student activity	.621	-.020
20. Assisted in student recruitment	.557	.192
21. Assisted in career development	.525	.148
22. Advised others to be involved	.376	.402
Organizational Loyalty		
23. Praised/recommended my school	-.172	.469
24. Donated money to my school	.107	.535
25. Included my school in my will	.477	.235
26. Enrolled in an additional program	.633	-.011
27. Contacted government officials	.631	.026

*Factor loadings are from exploratory factors analysis with varimax rotation forcing two factors.

As observed in Table 4.5 above, results of the EFA suggest that items that seem more general, ambiguous, or tend to measure similar behaviors tend to load fairly substantially on two factors. An example of such general items is “I have volunteered for the alumni association of my school/university”. The items (2, 3, 5, 6, 9, 11, 13, 14, 22, and 25) were flagged for review and possible deletion pending the result of a future confirmatory factor analysis. Items that loaded significantly on one factor tend to be

items that indicate specific ways of volunteering one's time, talent, and testimony in support of the institution.

Discussion

The ACB scale is developed using inductive and deductive approaches to measure alumni citizenship behaviors. Being a new concept focused on behaviors with no established nomological net, I generated items by reviewing alumni support behaviors that I identified in the literature on alumni engagement and interviews with alumni. Out of 57 items developed, 32 were judged by five expert reviewers as content valid based on 100% agreement of item relevance. After pilot testing the items, the resulting 27 ACB items were administered to a convenience sample recruited via professional and social networks.

The development of the ACB Scale involved six of the nine steps of scale development process developed by Boateng et al. (2018). In the first step, I generated a pool of 57 items (various ways alumni support their alma mater) that I identified and consolidated from the review of literature (Chapter 2) and interviews with the alumni (Chapter 3). This initial pool of items was reduced to 31 items in step 2 (content validity using expert reviews) and further to 27 items in step 3 (cognitive interviews with alumni). In step 4, I administered the survey to a convenience sample recruited via personal and social networks. In step 5, I used descriptive statistics to examine the patterns of responses and the internal consistency reliability of the scale. Finally, in step 6, I conducted EFA to determine the number of factors that fit the ACB items.

Descriptive statistics indicate that donating money was the most frequent citizenship behavior of alumni while hosting or organizing a student activity/event was

the least frequent citizenship behavior performed by alumni. The nine citizenship behaviors that alumni never performed (as rated by at least twenty-five percent of the participants) include: hosting or organizing a student activity (29.8%), participating in a review process (28.9%), including the school/university in their will (28.9%), contacting government officials on behalf of the school/university (28.9%), serving on a search committee (28%), writing a piece for publication (27.1%), enrollment in an additional academic program (27.1%), assisting in career development activities (26.2%), and serving on a board (25.3%). Taken together, opportunities to perform these forms of behaviors are limited (e.g., only a few people can serve on a board at any given time); they require dedication of time (e.g., hosting a student activity), some expertise (e.g., political advocacy expertise required to lobby government officials), may depend on life stage (e.g., including the university in a will) or dictated by other circumstances beyond just wanting to support one's alma mater (e.g., enrolling in a subsequent program involves considerations of proximity or availability of a program).

In comparison, the top two citizenship behaviors many alumni reported that they perform always (donating money and reading alumni newsletter/following institutional news), are less limited by considerations of time, proximity, or expertise. This might be because individuals can donate money at their level of financial capacity and may conveniently give electronically on the organization's website. In addition, given the prevalence and ease of the use of social media, those interested in keeping abreast of the ongoings of the organization may do so at their time, space, and pace by following the institution on social media.

The result of the exploratory factor analysis reveals that a possible two-factor solution may describe the nature and dimensionality of ACB construct. Based on the factor reduction (EFA), the results may suggest that most alumni citizenship behaviors that I described as helping (behaviors that directly benefit individuals), civic virtue (being actively involved in running of the affairs of the organization), and organizational loyalty (promoting the organization to others and defending it from threats) may fall under one dimension (factor 1). Factor 1 signals specific ways of giving one's time, talent and testimony to benefit the organization and organizational members. This finding indicates a great deal of overlap between conceptual definitions of helping, civic and organizational loyalty behaviors. The finding may imply that alumni support which happens within the context of the institution may not be theoretically categorized based on the specific beneficiaries (individuals or the group) of the behaviors.

On the other hand, item loadings under factor 2 may indicate the emergence of a dimension that suggests relationship seeking behaviors with a group including: membership in a group, attending group events, supporting the group financially, keeping in touch with group members, following news about the group, and recommending the group to others. These findings may be ascertained with replication of the research with adequate sample and a confirmatory factor analysis (CFA). It is recommended to "Use data from a second time point, at least 3 months later in a longitudinal dataset, or an independent sample for test of dimensionality" (Boateng et al., 2018, p. 3).

Limitations and Future Research

The limitations of the current study lie in the development of a new construct with no established nomological net, lower number of expert reviewers, use of exploratory data and a relatively small sample.

Limitation 1. A New Construct with No Established Nomological Net

The newly proposed ACB construct has no established nomological net (to guide the theoretical deduction of the nature/dimensionality of the new construct). In addition, the proposed dimensions of ACB (helping, civic virtue, and organizational loyalty) were deduced by extrapolating the interpretations of OCB dimensions. The findings suggest a conceptual overlap among the proposed dimensions. Future research can consider the findings of the exploratory factor analysis (EFA) as input for further review of the literature to seek further theoretical clarity.

Limitation 2. Limited Number of Expert Reviews

Expert reviewers ranging from 5 to 15 have been recommended for examining content validity of items. The content validity of ACB items relied on five expert reviewers. More experts' reviews could result in more reliable items. Subsequent research should include a higher number of expert reviewers to ensure robust results.

Limitation 3. Use of Exploratory Data and Small Sample

While beyond the initial scope of the dissertation, it seemed expedient to administer a survey to explore the behavior of the items and to guide decisions for completing the scale development process post-dissertation. To explore the nature of ACB construct, an initial survey fielded through professional and social media networks yielded a small sample (n=225). This exploratory data is used to conduct an exploratory

factor analysis (EFA). Given the small sample size, and the nature of the sample (where the alumni status of participants could not be authenticated), the results of the initial psychometric properties of the scale are interpreted with caution. Replication may be needed to ascertain the dimensionality of the ACB construct and the reliability and validity of the scale, using a large sample that is appropriate for the nature of ACB items (i.e., focusing on engaged alumni). Furthermore, a large sample is needed to conduct a CFA to verify the factor structure of the scale.

Conclusion

I used exploratory data to conduct exploratory factor analysis, revealing the need for replication with larger institutionally verified sample before confirming the dimensionality of ACB and validating the scale (in a post-dissertation study). To my knowledge, this is the first attempt to develop a scale to measure the emerging concept alumni citizenship behavior. This effort and the overall dissertation project extend the application of organizational citizenship behavior concept as a new lens for understanding of alumni support in the philanthropic field.

CHAPTER 5. DISCUSSION

The dissertation seeks to develop the concept of alumni citizenship behavior (ACB) and is driven by two goals. One is to answer the overarching question what is alumni citizenship behavior and the other research questions - how do alumni support their alma mater, why do alumni support their alma mater, and what are the benefits of alumni support? The second is to develop a scale that can measure ACB. The dissertation combines theory-driven (literature review) and data-driven quantitative and qualitative methods (semi-structured interviews, expert reviews, cognitive interviews, and exploratory quantitative survey) to achieve these goals.

The dissertation contributes to literature on alumni engagement, donor behavior, and higher education philanthropy by examining alumni support, typically understood as philanthropic act, through the lens of organizational citizenship behavior (OCB). The dissertation proposes and introduces the term “alumni citizenship behavior” (ACB) as a way of naming and understanding these supporting activities and the associated ACB framework constituting the antecedents (experiences with the educational institution), mechanisms (emotions emanating from the experiences), and the consequences (outcomes or benefits) of ACB. The framework extrapolates insights from and suggests three OCB dimensions (helping, civic virtue, and organizational loyalty) deemed relevant to explain alumni behaviors as possible dimensions or domains of ACB. As a new construct with no established nomological net, the proposed dimensions were exploratory and not fully known *a priori*.

The dissertation argues for the importance of recognizing institutional alumni status as external “permanent members” of the organization for long-term institutional

sustainability, highlighting the relevance of lifelong alumni connection with the institution and its members. It articulates that ACB comprises the various ways alumni support their alma mater and argues for the consideration of the consequences of alumni support for the institution and its members.

Summary of Key findings

Systematic Review of Literature

The systematic review discussed in Chapter 2 served to examine empirical evidence to support the ACB Framework. The review identified various types of alumni support (information that served as the initial pool of items for the development of the ACB Scale), the antecedents, mechanisms, and consequences of that support indicating the proposed framework fits with existing literature. The literature's fit into the proposed framework therefore showed the applicability/value of the framework. In addition, the systematic review contributed to answering the research questions and conceptualizing ACB.

The review also suggests that earlier conceptualizations of alumni behavior (e.g., Fleming, 2019; Heckman & Guskey, 1998; McAlexander et al., 2006; Shaari et al., 2015; Shen & Sha, 2020; Weerts & Ronca, 2007) introduced useful frameworks but fall short of fully explaining the multifaceted nature of alumni engagement. This signals the value of ACB framework in its comprehensive approach to theorizing alumni support.

Furthermore, the findings reveal that 50 years of research have attended primarily to the antecedents of alumni support with less emphasis on the mechanisms and even less focus on the consequences of the behavior, leaving notable gaps in fully understanding alumni institutional involvement. This finding highlights the importance of adopting the

ACB framework as a research tool to help focus attention on the understudied aspects of alumni behavior phenomenon.

Semi-Structured Interviews

The main aim of the interviews with alumni discussed in Chapter 3 was to understand the perspectives of alumni about what the term ACB means to them. Thematic analysis was used to conceptualize the interview data. The key finding was that ACB for the alumni participants refers to being a ‘good citizen’ or member of the institution—an identity that inherently carries the responsibility to support the institution, and that support is viewed as expected behavior.

The interviews also identified various types of alumni support and information was used to refine the list of alumni behaviors for the development of the ACB Scale. Furthermore, the interviews highlighted the antecedents and mechanisms indicating why alumni support their alma mater and the intended benefits of that support thereby complementing the research included in the systematic literature review.

Scale Development

The development of ACB Scale discussed in Chapter 4 aims to examine the dimensionality of the ACB construct. This study discussed in Chapter 4 employs inductive and deductive methods to develop an instrument (ACB Scale) to measure alumni citizenship behavior based on literature review (Chapter 2), interviews (Chapter 3), expert reviews (Chapter 4), cognitive interviews (Chapter 4), a survey of alumni and exploratory factor analysis (EFA) (Chapter 4).

The results of the descriptive analysis of the survey data indicate that donating money and reading alumni newsletters/following institutional news are the most

frequently reported ways alumni support their alma mater while the least frequent type of support is hosting or organizing a student activity. This could be because these topmost frequent behaviors seem less constrained by time, proximity, or expertise when compared to other behaviors such as hosting a student activity or mentoring a student.

The results of the EFA suggest an overlap in the conceptual definitions of the proposed dimensions: helping, civic, and organizational loyalty behaviors. The results instead signal that a two-factor solution may optimally fit the data, still suggesting multidimensionality of the ACB construct. The results are interpreted with caution given the nature of the sample (sample recruited mostly through social media networks) and a small sample size considered suboptimal for conducting a factor analysis.

Contributions

This dissertation contributes new knowledge to literature on alumni engagement, donor and volunteer behavior, and more broadly the fields of higher education, philanthropic studies, and organizational behavior. Below, I highlight the strengths of the dissertation.

First, the major strength of the dissertation is the development of the concept of alumni citizenship behavior (ACB) and related framework through a holistic effort involving deductive and inductive processes. While the deductive approach guided the research through the application of existing theories, the inductive approach offered new insights, contributing to the generation of theory. Both approaches supported theory development and refinement in the dissertation. ACB thus provides a theory for considering the broad concept of alumni engagement.

Second, the application of the ACB framework to organize a systematic review of 50 years of literature about alumni engagement provides a new way of thinking about a growing field (in scholarship and practice) and shows strengths and gaps in the extant literature and thinking. By encompassing antecedents, mechanisms, and outcomes, the framework exhibits conceptual strength, providing a holistic lens for analyzing alumni behavior. The findings signal the relevance of ACB Framework as a research tool that can help focus attention on the understudied aspects (consequences and mechanisms) of alumni behavior.

The third strength is the development of a scale to measure ACB through a rigorous, multi-phase scale development process (Boateng et al., 2018). This is the first known ACB Scale or any scale trying to assess alumni engagement more holistically, which when validated, is intended to be a standardized scale for assessing the various forms of alumni citizenship behavior, and a relevant tool for research and practice.

Finally, this dissertation extends the application of organizational citizenship behavior (OCB), a concept of organizational behavior field, to the development of the ACB concept. In doing so, the dissertation broadens our understanding of alumni support as a form of citizenship behavior within organizational context, suggests that alumni have an inherent responsibility to support their alma mater, and casts that support as an expected behavior – a perspective not yet fully explored in any known study.

Implications For Theory and Practice

This dissertation employed a robust process in conceptualizing ACB. First, it reviewed existing evidence to ascertain whether the ACB Framework is plausible for broadening research on alumni support. Next, it considered the perspectives of the

individuals with the lived experience connected to the study phenomenon and ensured that the conceptualization of ACB was not limited to theory. Finally, the dissertation proposed the ACB Scale, developed through deductive and inductive processes, as an instrument to measure ACB and thereby drive inquiry in this area of study. ACB offers a theoretical lens for examining, and therefore, understanding, alumni support and acting upon that information.

The theoretical implications of this dissertation include the extension of existing theory (OCB) and its application to non-employee stakeholders. The concept of ACB is proposed based on insights drawn from OCB, a concept traditionally applied to examine employees' discretionary behaviors that positively impact organizational effectiveness (Bateman & Organ, 1983; Graham, 1991; Organ, 1988; Organ et al., 2006; Smith et al., 1983). This dissertation presents qualitative evidence in Chapter 3 supporting the application of the OCB lens to non-employee stakeholders, specifically alumni. Insights from interview participants suggested that ACB refers to alumni acting as "good citizens" and active members of the university community, with a perceived responsibility to engage in behaviors that support both the institution and its members. This "translation" of OCB broadens the theoretical framework for understanding alumni engagement and opens new avenues for empirical research into alumni behavior beyond conventional models.

In addition, at the beginning of this dissertation, I projected the notion of alumni as external "permanent" members of the institution with the potential to contribute to institutional sustainability. This notion aligns with the findings from the interviews with alumni which reveal that alumni perceive a lasting connection to the institution and feel a

responsibility to steward both their degrees and the university that awarded them. Alumni are not merely “former students” or “former members”; rather, their status as “citizens” and “lifelong members” is crucial for examining the psychology behind alumni giving and volunteering, and its implications for institutional sustainability. This finding also reinforces the untested theory that alumni care about the value of their degrees and are motivated to support the institution to preserve that value (Hansmann, 1990). The dissertation therefore reframes alumni as citizens and permanent institutional members, connects this alumni identity and behavior to institutional sustainability, highlights psychological mechanisms behind alumni engagement, and supports and extends underexplored theoretical claims.

Furthermore, this dissertation fills a gap in prior empirical conceptualizations of alumni engagement (Fleming, 2019; Heckman & Guskey, 1998; McAlexander et al., 2006; Shaari et al., 2015; Shen & Sha, 2020; Weerts & Ronca, 2007) as well as in the practitioner-driven framework of CASE Alumni Engagement Metrics (CASE, 2018, 2019). None of these models provide a holistic view of alumni behavior that encompasses its antecedents, psychological mechanisms, and consequences. By addressing this gap, the dissertation advances theoretical understanding of alumni behavior and offers a more integrated framework for future research.

Turning to the study’s practical implications, the citizenship lens is helpful for extending the study and measurement of engagement. Alumni support of higher education institutions (HEIs) goes beyond financial donations and increasingly includes roles as career mentors, political advocates, and service on university boards. The ACB

framework can contribute to the field's ability to measure and emphasize the multifaceted forms of engagement.

Practically, the dissertation has implications for HEIs seeking to expand and retain alumni support. As suggested by the results of exploratory factor analysis (interpreted with caution), relationship seeking behaviors could include membership in the alumni group/association, donating money to the group, attending group events, and recommending the group to others. To attract and reinforce these types of behaviors, alumni professionals can deploy strategies that highlight the benefits of staying connected with the institution and its alumni.

In addition, the dissertation casts new light on alumni support as a responsibility of alumni as “good citizens” of their alma mater. Viewed through this light, alumni professionals and fundraisers could redefine and broaden their cultivation, solicitation and stewardship strategies to enhance perceptions of this alumni identity to foster interest in supporting the institution.

Beyond HEIs, the findings may be useful for understanding alumni of other levels of educational institutions such as secondary education. Furthermore, the findings may benefit fundraising strategies for organizations that may not have “lifelong members” like HEI alumni to rely on for consistent support. For example, the extent and longevity of support from grateful patients or satisfied customers could be influenced by a strategy of framing stakeholder support as a form of citizenship behavior for broader societal impact.

Finally, by understanding how the experiences of stakeholders (e.g., hospitals' grateful patients, business organizations' customers/former employees, or nonprofit organizations' former beneficiaries) can foster their support such as through the feeling of

gratitude, organizations may better engage their external stakeholders to leverage that support.

Limitations and Future Research

As discussed in Chapters 3 and 4, the limitations of the dissertation include the nature of the interview participant sample, use of exploratory data, and a small survey sample to conduct EFA. To manage the scope of the dissertation, the full psychometric properties of the scale are also yet to be established. Next, I discuss the limitations and suggest future research that can address the limitations.

Nature of Interview Participant Sample

Interviews with 20 alumni recruited from 4 schools in one university yielded salient findings and contributed to the meaning of ACB. Despite the insights and reaching saturation, more interviews with alumni of other schools and institutions could yield additional insights to establish the new construct. In addition, most of the participants were engaged alumni who serve on alumni boards. While the small number of less involved alumni in the sample shared similar perspectives as the more involved alumni, interviewing a more diverse sample could yield insights that might further enhance the understanding of the concept.

Use of Exploratory Data

Due to the lack of access to an alumni sample through a partnering university, survey participants were recruited through professional and social media networks and participants' alumni identity could not be easily verified. EFA was subsequently conducted on the resulting exploratory data. Replication is needed in future research

using alumni samples recruited through the university system to ensure participants verification, data reliability, and the stability of findings.

Small Sample for Factor Extraction

To conduct EFA, Boateng et al. (2018) recommend using 10 respondents per item or 200-300 observations. Some scholars, such as Guadagnoli and Velicer (1988) have suggested a minimum sample size of 300-450 to obtain valid and reliable factor analysis results, emphasizing the need for replication when the sample size is below 300. Given the 27 ACB items, a sample size of at least 270-300 observations would be considered adequate for an EFA for the ACB scale. The resulting sample size (n=225) from the survey administration is considered a small sample, which may lead to unstable findings. Consequently, the results of the EFA are interpreted with caution. Overall, based on the sample, two-factor solution resulting from the EFA and other tests suggest that ACB may be a two-dimensional construct. Replication with a larger sample is required to ascertain the stability of the findings.

Full Psychometric Properties of Scale to be Confirmed

The ACB scale has been constructed using a rigorous process involving two multi-step phases – item development and scale development. A post-dissertation project should complete the third and last phase (scale evaluation) to validate the scale. The scale validation establishes the full psychometric properties of the scale, and includes tests of dimensionality, tests of reliability, and tests of validity (Boateng et al., 2018).

After establishing the full psychometric properties of the ACB scale, subsequent research can test the relationships among the different aspects of the ACB Framework including the antecedents, mechanisms, and consequences. For example, future research

could examine the relationship between specific antecedents (e.g., receipt of financial scholarship), mechanisms (e.g., gratitude) and ACBs (e.g., alumni group participation). Such a test could build on existing research demonstrating that, in dyadic relationships, gratitude promotes relationship seeking behavior towards the benefactor (Peng et al., 2018). This test could reveal, for instance, whether financial scholarship recipients are more likely to experience gratitude and, in turn, engage in relationship seeking behaviors such as group membership and participation.

Testing the relationships among the antecedents, mechanisms and support behaviors can be extended to other types of organizations and their stakeholders. For instance, future research could examine what type of patient care elicits specific emotional responses in patients that could, in turn, prompt former patients to support the hospital. Similarly, in the context of business or nonprofit organizations, researchers could explore which customer or beneficiary experience influences individuals to support the organization, and through what emotional processes. Insights from such studies could further advance theory development and practical application of the ACB construct across diverse organizational contexts.

Conclusion

This dissertation develops the concept of alumni citizenship behavior (ACB), informed by insights from organizational citizenship behavior (OCB). It employed theory-driven and data-driven mixed methods, including semi-structured interviews, expert reviews, cognitive interviews, and an exploratory survey, to develop ACB and a preliminary measurement scale. The dissertation advances understanding of alumni behavior by providing a conceptually robust framework that offers a holistic lens for

examining alumni engagement. Qualitative findings suggest that ACB refers to the expected behavior of alumni as “good citizens” of the institution, an identity that entails a sense of responsibility to support the institution and its community.

These contributions were achieved despite certain limitations, including the limited diversity of interview participants (with a high proportion of highly engaged alumni), the exploratory nature of the survey sample, and the need for scale validation. Post-dissertation research will include additional alumni interviews and replication of the survey with larger samples recruited through the university system to refine the meaning and dimensionality of ACB and validate the scale. Applying the ACB framework, future research should examine how the experiences of other stakeholders and the associated emotions influence their contributions and organizational outcomes.

Overall, this dissertation represents the first known holistic effort to broaden understanding of alumni behavior through the lens of organizational citizenship behavior. It provides practical insights for cultivating, soliciting, stewarding, and reinforcing alumni citizenship behavior, with implications for higher education institutions as well as other educational organizations, businesses, and nonprofits.

APPENDICES

Appendix A. Summary of Employee In-Role and Extra-Role Work Performance Dimensions

Citizenship Behavior Dimension
HELPING BEHAVIOR

Smith, Organ, & Near (1983)

Altruism—capture(s) behavior that is directly and intentionally aimed at helping a specific person in face-to-face situations (e.g., orienting new people, assisting someone with a heavy workload) (p. 657).

Organ (1988, 1990a, 1990b)

Altruism—voluntary actions that help another person with a work problem—instructing a new hire on how to use equipment, helping a coworker catch up with a backlog of work, fetching materials that a colleague needs and cannot procure on his own (p. 96).

Graham (1989); Moorman & Blakely (1995)

Interpersonal Helping—focuses on helping coworkers in their jobs when such help was needed (Moorman & Blakely, p. 130).

Graham (1991)

Courtesy—subsumes all of those foresightful gestures that help someone else prevent a problem—touching base with people before committing to actions that will affect them, providing advance notice to someone who needs to know to schedule work (p. 96).

Peacemaking—actions that help to Prevent, resolve or mitigate unconstructive interpersonal conflict (p. 96). **Cheerleading**—the words and gestures of encouragement and reinforcement of coworkers' accomplishments and professional development (p. 96).

Sportsmanship—a citizen-like posture of tolerating the inevitable inconveniences and impositions of work without whining and grievances (p. 96).

Borman & Motowidlo (1993, 1997)

Helping and Cooperating With Others—[Including] assisting/helping coworkers. . . assisting/helping customers. . . [and] altruism (p. 82). **Helping and Cooperating With Others**—

Van Scotter & Motowidlo (1996)

Interpersonal Facilitation—consists of interpersonally oriented behaviors that contribute to organizational goal accomplishment. . . In addition to the spontaneous

SPORTSMANSHIP

Williams & Anderson (1991)

OCB-I—behaviors that Immediately benefit specific individuals and Indirectly through this Means contribute to the Organization (e.g., helps others who have been

George & Brief (1992); George & Jones (1997)

Helping coworkers— includes all voluntary forms of assistance that organizational members provide each other to facilitate the accomplishment of tasks and attainment of goals. Helping coworkers includes behaviors ranging

absent, takes a personal interest in other employees). Prior research has labeled the OCB-I dimension as altruism. . . (p. 602).

from helping a coworker with a heavy workload and sharing resources, to calling attention to errors and omissions and providing instruction in the use of new technology when one is not required to do so (George & Jones, p. 154).

[Including] organizational courtesy and not complaining. . . (p. 82).

helping behaviors that Smith et al. (1983) called altruism, and George and Brief (1992) labeled helping coworkers, interpersonal facilitation encompasses deliberate acts that improve morale, encourage cooperation, remove barriers to performance, or help coworkers perform their task-oriented job activities. Thus, interpersonal facilitation encompasses a range of interpersonal acts that help maintain the interpersonal and social context needed to support effective task performance in an organizational setting (p. 526). *Graham (1989); Moorman & Blakely (1995)*

Graham (1991)

Citizenship Behavior Dimension
ORGANIZATIONAL
LOYALTY

Smith, Organ, & Near (1983)

Organ (1988, 1990a, 1990b)

Loyalty Boosterism— the promotion of the organizational image to outsiders (Moorman & Blakely, p. 130).

Organizational Loyalty— identification with and allegiance to organizational leaders and the organization as a whole, transcending the parochial interests of individuals, work groups, and Departments. Representative behaviors include defending the organization against threats; contributing to its good reputation; and cooperating with others to serve the interests of the whole (p. 255).

ORGANIZATIONAL
COMPLIANCE

Generalized Compliance. . . pertains to a more impersonal form of conscientiousness that does not provide immediate aid to any one specific person, but rather is indirectly helpful to others involved in the system. The behavior (e.g., punctuality, not wasting time) seems to represent something akin to compliance with internalized norms defining what a “good employee ought to do” (p. 657).

Organizational Obedience—An orientation toward organizational structure, job descriptions, and personnel policies that recognizes and accepts the necessity and desirability of a rational structure of rules and regulations. Obedience may be demonstrated by a respect for rules and instructions, punctuality in attendance and task completion, and stewardship of organizational resources (p. 255).

Williams & Anderson (1991)

OCB-O—behaviors that benefit the organization in general (e.g., gives advance notice when unable to come to work, adheres to informal rules devised to maintain order). . . Prior research has labeled. . . the OCB-O dimension as generalized compliance. . . (pp. 601–602).
Citizenship Behavior Dimension
INDIVIDUAL INITIATIVE

CIVIC VIRTUE

George & Brief (1992); George & Jones (1997)

Spreading Goodwill—is the means by which organizational members voluntarily contribute to organizational effectiveness through efforts to represent their organizations to wider communities in a beneficial light, whether it be describing one’s organization as supportive and caring or describing an organization’s goods and services as being high-quality and responsive to customers’ needs; instances of spreading goodwill contribute to organizational effectiveness by insuring that organizations obtain needed resources from various stakeholder groups. (George & Jones, p. 155).

Smith, Organ, & Near (1983)

Borman & Motowidlo (1993, 1997)

Endorsing, Supporting, and Defending Organizational Objectives—[Including] organizational loyalty . . . concern for unit objectives . . . staying with the organization during hard times and representing the organization favorably to outsiders (p. 82).

Following Organizational Rules and Procedures— [Including] following orders and regulations and respect for authority . . .complying with organizational values and policies . . . conscientiousness . . . meeting deadlines (p. 82).

Organ (1988, 1990a, 1990b)

Conscientiousness— is a pattern of going well beyond minimally required levels of attendance, punctuality, housekeeping, conserving resources, and related matters of internal maintenance (p. 96).

Civic Virtue—is responsible, Constructive involvement in the political process of the organization, including not just expressing opinions

Van Scotter & Motowidlo (1996)

Job Dedication— centers on self-disciplined behaviors such as following rules. . . It encompasses Smith et al.’s (1983) generalized compliance dimension. . . (p. 526).

Graham (1989); Moorman & Blakely (1995)

Personal Industry— the performance of specific tasks above and beyond the call of duty (.

Individual Initiative— communications to others in the workplace to improve individual and group performance (Moorman & Blakely, p. 130).

Graham (1991)

Organizational Participation— Interest in organizational affairs guided by ideal standards of virtue, validated by keeping informed,

<i>Williams & Anderson (1991)</i>	<p><i>George & Brief (1992); George & Jones (1997)</i></p> <p>Making Constructive Suggestions— includes all voluntary acts of creativity and innovation in organizations. Such suggestions can range from the relatively mundane (a more efficient way to handle paperwork) to the more monumental (reorganization of an entire unit to better serve a changing customer base). . . workers who engage in this form of organizational spontaneity . . . actively try to find ways to improve individual, group, or organizational functioning (George & Jones, p. 155).</p> <p>Protecting the Organization— includes those voluntary acts organizational members engage in to protect or save life and property ranging from reporting fire hazards, securely locking doors, reporting suspicious or dangerous activities, to taking the initiative to halt a production process when there is the potential for human injury (George & Jones, p. 155).</p>	<p>but reading one's mail, attending meetings, and keeping abreast of larger issues involving the organization (p. 96).</p>	<i>Borman & Motowidlo (1993, 1997)</i>	<p>PERSISTING WITH ENTHUSIASM AND EXTRA EFFORT as necessary to complete own task activities successfully. [Includes] perseverance and conscientiousness . . . [and] extra effort on the job . . . (p. 82).</p> <p>VOLUNTEERING TO CARRY OUT TASK ACTIVITIES that are not formally part of own job. . . [Includes] suggesting organizational improvements. . . [and] initiative and taking on extra responsibility (p. 82).</p>	<i>Van Scotter & Motowidlo (1996)</i>	<p>Job Dedication— centers on selfdisciplined behaviors such as. . . working hard, and taking the initiative to solve a problem at work. It encompasses. . . the “will do” factors identified in. . . (Campbell et al., 1990). Job dedication is the motivational foundation for job performance that drives people to act with the deliberate intention of promoting the organization's best interest (p. 526).</p>	<p>and expressed through full and responsible involvement in organizational governance. This includes attending nonrequired meetings, sharing informed opinions and new ideas with others, and being willing to deliver bad news and support an unpopular view to combat groupthink (p. 255).</p>
<i>Citizenship Behavior Dimension</i>	<i>Smith, Organ, & Near (1983)</i>	<i>Organ (1988, 1990a, 1990b)</i>	<i>Graham (1989); Moorman & Blakely (1995)</i>	<i>Graham (1991)</i>			

SELFDEVELOPMENT

Source: Podsakoff et al. (2000, pp. 519-524). Organizational citizenship behaviors: A critical review of the theoretical and empirical literature and suggestions for future research. *Journal of Management*, 26(3), 513–563.

Note: The ‘citizenship behavior dimension’ rows are reproduced as they appear in the original article.

Appendix B. CASE Alumni Engagement Metrics

Mode of Engagement	Definition	Examples
Philanthropic Engagement	<p>“Financial support that is meaningful to the donor and supports the institution’s mission and strategic goals.” (CASE, 2019, p. 4)</p>	<p>The counts are regardless of the size and/or purpose of the philanthropic gift(s). Specifically excluded from these counts would be:</p> <ul style="list-style-type: none"> • An individual who only made a pledge (including bequest and/or legacy pledges) in the reporting year • Individuals whose matching gift company made a gift or for whom a Gift Aid gift was received in the reporting year against a gift made by the individual in a preceding year, unless the individual made or received separate credit contributions in the reporting year • Deceased individuals from whose estates legacy cash has been received • The individual sponsors of a collecting donor individual undertaking a sponsored activity such as a marathon if that is the individual’s only philanthropic support during the year <p>(CASE 2019, p. 11)</p>
Volunteer Engagement	<p>“Formally defined and rewarding volunteer roles that are endorsed by and valued by the institution.” (CASE, 2019, p. 4)</p>	<p>Specifically included in this count would be individuals who participated in any of the following activities as examples:</p> <ul style="list-style-type: none"> • governing or advisory board members • volunteer fundraisers, such as class agents/gift officers, major gift solicitation volunteers, online ambassadors • officer (e.g., chair, deputy chair, treasurer, secretary) in a group that is endorsed by the institution • activity/event host or organizer • student recruitment activities • career mentors • public advocates • classroom speakers • interviewed for an alumni profile, regardless of whether that profile ultimately was published • social media (blog, Instagram, Twitter, etc.) ‘take-over’ volunteers • Other volunteer roles that meet the white paper definition: Formally defined and rewarding volunteer roles that are endorsed and valued by the institution and support its mission and strategic goals. <p>(CASE 2019, p. 12)</p>
Experiential Engagement	<p>“Meaningful experiences that inspire alumni, are valued by the institution, promote its mission, celebrate its achievements and strengthen its reputation.” (CASE, 2019, p. 4)</p>	<p>This should be a unique count of individuals in each alumni category who participated in at least one of the following examples of experiential activities. Currently, we are not interested in the number of events being conducted, only the number of alumni who are engaged in such events.</p> <ul style="list-style-type: none"> • Fee-Based or Free Events, such as homecoming, reunion, campus-based events, regional/club/chapter/affinity-group events, lecture series (whether in-person or virtual), career services programming (whether in-person or virtual), alumni travel programs, athletics-related events, donor recognition/stewardship events, campaign-related events (such as kickoffs or celebrations) • Virtual Communities of the type that might be considered alumni benefits. These would include career communities, affinity group communities, book clubs, or similar. Do not include any LinkedIn or Facebook groups with non-specific/generic content • Season Ticket Holders, such as for athletics or cultural programming. Do not count individuals who had partial-season tickets or single-event tickets

Mode of Engagement	Definition	Examples
Communication Engagement	<p>“Interactive, meaningful and informative communication that supports the institution’s mission, strategic goals and reputation.” (CASE, 2019, p. 4)</p>	<ul style="list-style-type: none"> • Dues-Paying Alumni Association Memberships, for which an individual must pay dues to a centrally managed alumni association in order to be a member. Do not count if all alumni are automatically considered members without making a dues payment. If you answered Yes to the Inputs question about having a dues-paying Alumni Association, you should count members in this Mode. Life members should be included. If there is a joint and/or family membership, count each of the included individuals who are alumni. If the membership transaction is only considered a philanthropic contribution to the institution, count the individual in philanthropic engagement, not here • Meaningful, Substantive Contact includes those alumni who have participated in meaningful or substantive calls or in-person meetings for which a contact report has been captured and recorded. Count all purposes of contact, including cultivation, solicitation, or stewardship Homecoming and reunion events generally are comprised of many separate events. For any individual who participates in one or more of these separate events, only count them once. (CASE, 2019, p. 13) <p>This should be a unique count of individuals in each alumni category who have had some type of engagement via one of the following types of communication. This is likely the most difficult category for most institutions to report about. We fully recognize that your institution may not be tracking all these types of activities. We are still interested in your institution’s information. Provide the counts you do have for alumni engaged in this Mode based upon these examples.</p> <ul style="list-style-type: none"> • Submitted class notes (regardless of whether they are submitted via postal mail or digitally) • Submitted a form with, or some other provision of, data updates, such as address or employment information • Responded to an alumni survey, such as for Net Promotor Score, or one that is attitudinal, or demographic • Submitted an event evaluation form • Wrote one or more letters to the editor of alumni magazines, newsletters, and the like • Email responses, direct messages, social media direct messages, or phone contact that are meaningful • Responded to a call for nominations, awards, and the like • Made likes or comments on owned digital content (e.g., content originally posted by the institution) • Made likes or comments on original digital content (e.g., content originally posted by someone outside the institution) • Posted to digital groups/forums (e.g., LinkedIn, Facebook, YouTube channels, closed communities), regardless of whether such content is positive or negative • Re-Tweeted “owned” content (e.g., content originally posted by the institution) • Tweeted or re-Tweeted original tweets in which the institution is mentioned or referenced, regardless of whether such content is positive or negative • Posted original other social media content and/or reposted original other social media content in which the institution is mentioned or referenced, regardless of whether such content is positive or negative <p>The Alumni Engagement Metrics survey does not consider the following as examples of ‘interactive, meaningful and informative communication that supports the institution’s mission, strategic goals and reputation.’ As such, do not count these as types of communication engagement.</p> <ul style="list-style-type: none"> • Simply subscribing to an email list or opting-in for certain content • Simply being on a list of those who were sent an email • Simply opening an email

Mode of
Engagement

Definition

Examples

- Simply clicking through an email link
- Simply belonging to a digital group/forum (e.g., LinkedIn, Facebook, YouTube, closed communities)
- Simply having a printed publication mailed to an alumnus/a
(CASE 2019, p. 14)

Sources: Data from CASE Global Alumni Engagement Metrics Survey, 2019 Guidance Documentation (CASE, 2019).

Appendix C. Materials from Dissertation Phase 2

A. IRB Approval for Semi-Structured Interviews

Protocol #22140

The screenshot shows the IRB protocol management interface for Protocol #22140. The title is "IRB: #22140 Alumni Citizenship Behavior (ACB): Understanding Its Antecedents, Dimensions, Mechanisms and Consequences, and Developing its Measures". The protocol is currently in an "Exempt" status. The interface includes a sidebar with navigation options, a main content area with protocol details, and a right-hand sidebar with action items.

Review Type	Status	Approval Date	Continuing Review Date
Exempt	Exempt	May 14, 2024	Apr 02, 2025

Expiration Date	Initial Approval Date	Initial Review Type
--	Apr 02, 2024	Exempt

B. Study information Sheet for the Qualitative Study

Protocol # 22140

INDIANA UNIVERSITY STUDY INFORMATION SHEET FOR RESEARCH

Alumni Citizenship Behavior Interview Study

You are being asked to participate in a research study. Scientists do research to answer important questions information about the study to help you decide whether you want to participate. Please read this form, and ask any questions you have, before agreeing to be in the study.

All research is voluntary. You can choose not to take part in this study. If you decide to participate, you can change your mind later and leave the study at any time. You will not be penalized or lose any benefits if you decide not to participate or choose to leave the study later.

This research is intended for individual 18 years of age or older, who is a U.S. college graduate. If you are not an alumnus of a U.S. college or if you are under age 18, do not participate in the study.

The purpose of this study is to better understand the various ways alumni support their alma mater, why they provide the support, and the ways they believe their support benefits their alma mater.

I'm inviting you to participate in an interview study I'm conducting as part of my dissertation research. I'm inviting you because you are a U.S. college graduate identified through your school/college or a development office or an alumni board/alumni association at your alma mater, or other alumni at your alma mater or in my network informed you about the study, or I informed

you about the study as a U.S college graduate known to me. The study is being conducted by Anne Okaomee, a PhD Candidate at Indiana University Lilly Family School of Philanthropy.

If you agree to be in the study, you will participate in online interview on zoom application with me.

During the interview, you will be asked to share about your college experience, how and why you support your alma mater, and the ways you believe your support benefits your alma mater. The interview will last 60 minutes and will be recorded. To participate we will ask you to complete a pre-interview survey that will take you 3-5 minutes.

Before agreeing to participate, please consider the risks and potential benefits of taking part in this study.

You may be uncomfortable while answering the interview questions. During the interview, you can inform me to skip any questions that make you uncomfortable or that you do not want to answer. We don't think you will have any personal benefits from taking part in this study, but we hope to learn things that will help researchers in the future, and we believe your participation will contribute to our understanding of alumni support of higher education institutions.

You will not be paid for participating in this study. We will protect your information and make every effort to keep your personal information confidential, but we cannot guarantee absolute confidentiality. No information which could identify you will be shared in publications about this study. Only the researchers will have access to the interview recording. The recording will be destroyed after it is transcribed.

Your personal information may be shared outside the research study if required by law. We also may need to share your research records with other groups for quality assurance or data analysis. These groups include the Indiana University Institutional Review Board or its designees, and state or federal agencies who may need to access the research records (as allowed by law).

If you have questions about the study or encounter a problem with the research, contact the researcher, Anne Okaomee, at [REDACTED] or [REDACTED] Professor Genevieve Shaker, at [REDACTED] or [REDACTED]

For questions about your rights as a research participant, to discuss problems, complaints, or concerns about a research study, or to obtain information or to offer input, please contact the IU Human Research Protection Program office at 800-696-2949 or at irb@iu.edu.

Please follow this link [INSERT link] to complete the pre-interview survey and schedule a time for the interview.

C. Interview Guide

Protocol #22140

Introductory information before starting the interview.

Thank you for agreeing to meet with me today. I look forward to learning from you in our discussion.

Before we get started, I wanted to provide some information about the study which I hope you read before you signed up for this interview.

This interview is part of my PhD research project. **This study's purpose is to better understand the various ways alumni support their alma mater, why they provide the support, and its benefits.**

This research is intended for U.S. college graduates aged 18 years of age or older. Participation in the study is **voluntary**, and there is **no financial benefit** for participating.

The interview will last for 1 hour and will be **recorded** to enable me to pay more attention to our discussion and not miss anything important we will talk about. Your **personal information will not be shared** in the publication of the research.

During the interview, we will talk about your college experience, and your support of your alma mater as an Alum. If there are any questions you do not want to answer, please let me know so I can skip it, and you can choose to discontinue the interview at any time.

If you have any questions about the study, please let me know. If not, **we can now get started.**

[Respond to any questions, and proceed if participant is willing to proceed, or end the interview if participant wishes to discontinue.]

The following questions will guide the interview discussion to understand the various forms of alumni support, why they support their alma mater, the benefit of the support, and participant's thoughts about the term 'Alumni citizenship Behavior'.

[Start by asking the participant to talk about their college experience. Starting with this seemingly simpler question is expected to make the participant feel comfortable and focus the participant's mind on their college experience in general before asking more specific what and why questions.]

[Before asking question 1, check with the participant that the interview will focus on school/program they indicated when they signed up for interview. Participant may also focus on any of their schools/program departments if they graduated from more than one school/program.]

1. Tell me the story of your involvement with your alma mater.
2. In what ways do you support your alma mater [or name of institution / program department]?
[**Probe:** prompt participant for any additional examples of alumni support activities. For instance, ask the questions below that might be relevant]
 - i) If you have **volunteered** for your alma mater, what specific activity did you do [e.g., serving on alumni board, mentoring students, etc.]?
 - ii) If you have **donated** to your alma mater in the past, tell me about your experience donating to your alma mater.
3. Why do you support your alma mater in the ways you described [focusing on responses in question 2]?

[**Probes: depending on participant's responses, ask or reframe/ask questions below that might be relevant].**

[**A. Probe: Satisfaction/Dissatisfaction**]

- i) Can you talk about anything in your college experience you feel satisfied or dissatisfied with. [If necessary, mention examples such as quality of teaching or curriculum, people or the environment of the school, university facilities or services.]
- ii) How does your satisfaction [dissatisfaction] with [what participant mentioned in (3Ai)] affect your decision to support your school [or name of institution / program department]?

[B. Probe: Sense of belonging]

- i) What comes to mind when you think about your sense of belonging to your school [or name of institution / program department]?
- ii) How does your sense of belonging to [name of institution or program school or regarding what participant mentioned in (3Bi) above] affect your decision to support the school [or name of institution / program department]?

[C. Probe: Gratitude]

- i) When you think about your college experience, what were the things you are thankful for?
- ii) How does [what participant mentioned in (3Ci) above] affect your decision to support the school [or name of institution / program department]?

[D. Probe: Indebtedness]

- i) When you think about the role the institution [or name of institution / program department] played in your education and learning, do you feel you owe the institution any obligation to give back? [Probe: Why or why not?]
- ii) **[If the above question elicits affirmative response]**
How does [participant's response in mentioned in (3Di) above] affect your decision to support the school [or name of institution / program department]?

[E. Probe: Altruism]

- i) What are your thoughts about the needs of your school [and that of its current students, faculty or staff]?
- ii) How do the needs of your school [and its current students, faculty or staff affect your decision to support the school [or name of institution / program department]?

[F. Probe Solicitation]

- i) How well are you informed about the current or future needs of the school?
- ii) How does being asked to donate or volunteer affect your decision to support the school?
- iii) What are your thoughts about your school's alumni relations' program?
- iv) How well does the school communicate with you as an Alum?

[G. Probe: Organizational identification]

- i) How do you feel when you hear criticisms or praises about your school?
- ii) How do you feel about your school's successes or failures?

Benefits of Alumni Support

- 4) When you think about your support to your school [or refer to the support activities participant mentioned earlier], in your opinion, what are the ways your support benefits your school [or name of institution / program department]?

[Probe]

- i) How do you [or students, faculty/staff, other alumni, the institution, society or the government] **benefit from your donations?**
- ii) How do you [or students, faculty/staff, other alumni, the institution, society or the government] **benefit from your volunteer support?**

Participants' Perspective about the term "Alumni Citizenship Behavior".

[The question below comes towards the end of the interview because it seems a more difficult question compared to the previous questions. Also, given the term may be unfamiliar to most participants, asking it at the end ensures the term 'citizenship' or 'behavior' does not create some uncertainty in participant's mind about their activities that support their alma mater.]

5) If I use the term "Alumni Citizenship Behavior", what comes to your mind?

[**Probe:** Could the term 'alumni citizenship behavior' include the activities you mentioned earlier, such as [mention specific activities participant mentioned in response to question 2]

[Provide this study's definition of alumni citizenship behavior if necessary, and probe further for instance by repeating question 5 probe above.]

These were all the questions, and I want to thank you for your time and the insights you shared with me. Your perspectives are valuable for this research. Thank you.

Appendix D. IRB Approval for Phases 3, 4 and 5—Expert Reviews, Cognitive Interviews, and Survey

PROTOCOLS
Okaomee, Anastasia

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Protocol
Reportable Events
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Permissions

Jump to:

- Amendment ✓
- General Information ✓
- Protocol Type ✓
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- Conflict Of Interest ✓
- Research Basics ✓
- Research Design ✓
- Research Settings ✓
- Confidentiality & Privacy ✓
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**IRB: #23148 Alumni Citizenship Behavior (ACB):
Understanding Its Antecedents, Dimensions, Mechanisms
and Consequences, and Developing its Measures**

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Review Type Exempt	Status Exempt	Approval Date Oct 24, 2024	Continuing Review Date May 15, 2025
Expiration Date --	Initial Approval Date May 15, 2024	Initial Review Type Exempt	

- Amend
- Renew
- Action Items Summary
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Appendix E. Study information Sheet for Dissertation Expert Reviews—Phase 3

Protocol #23148

INDIANA UNIVERSITY STUDY INFORMATION SHEET FOR RESEARCH

Alumni Citizenship Behavior (ACB)

You are being asked to participate in a research study. Scientists do research to answer important questions that might help change or improve the way we do things in the future. This document will give you information about the study to help you decide whether you want to participate. Please read this form, and ask any questions you have, before agreeing to be in the study.

All research is voluntary. You can choose not to take part in this study. If you decide to participate, you can change your mind later and leave the study at any time. You will not be penalized or lose any benefits if you decide not to participate or choose to leave the study later.

This research is intended for individual 18 years of age or older, who is a U.S. college graduate. If you are not an alumnus of a U.S. college or if you are under age 18, do not participate in the study.

The purpose of the study is to better understand alumni citizenship behaviors towards their alma mater.

I am inviting you to participate as an expert reviewer of a new scale I am developing as part of my dissertation research to assess alumni citizenship behavior. I'm inviting you because your expertise in [area of expertise] as identified in your scholarship and published articles has contributed to my understanding and dissertation research. The study is being conducted by Anne Okaomee, a PhD Candidate at Indiana University Lilly Family School of Philanthropy.

If you agree to participate in the study as an expert reviewer, you will be asked to do the following:

1. Read each item listed in a table (word document).
2. Highlight or bold one number to rate the **relevance** of the item to the dimension under which it is listed and to the overall concept of alumni citizenship behavior (1= not relevant, 2= somewhat relevant, 3= quite relevant, and 4= highly relevant).
3. Highlight or bold one number to rate the **clarity** of the item. (1= not clear, 2= somewhat clear, 3= quite clear, and 4= extremely clear).
4. Write in any recommendations you might have for items that are not highly relevant or not extremely clear.
5. At the end of the table, include any item you think needs to be included in the list, and note which dimension you think the behavior should belong to.

I will send you an email with a link to the instructions and the scale's items/rating document.

There are about 80 items and I anticipate it will require about 80 minutes of your time. I ask that you please complete the expert reviewer work within 30 days if possible.

Before agreeing to participate, please consider the risks and potential benefits of taking part in this study.

There is a possibility you may be uncomfortable while reviewing some of the scale items. While reviewing the items, you can skip any item that makes you uncomfortable or that you do not want to review.

We don't think you will have any personal benefits from taking part in this study, but we hope to learn things that will help researchers in the future, and we believe your participation through the expert review work will contribute to our understanding of alumni citizenship behaviors.

You will not be paid for participating in this study.

We will protect your information and make every effort to keep your personal information confidential, but we cannot guarantee absolute confidentiality. No information which could identify you will be shared in publications about this study, **except if you would like your expert review contribution to be recognized in the acknowledgement of the publication of this study.**

Your personal information may be shared outside the research study if required by law. We also may need to share your research records with other groups for quality assurance or data analysis. These groups include the Indiana University Institutional Review Board or its designees, and state or federal agencies who may need to access the research records (as allowed by law).

If you have questions about the study or encounter a problem with the research, contact the researcher, Anne Okaomee, at [REDACTED] or [REDACTED] Professor Genevieve Shaker, at [REDACTED] or [REDACTED]

Text messaging and email are not secure methods of communication. The information sent over text or email, which may include sensitive or personal information, could be accessed or read by someone other than you. If you would like us to communicate with you via text or email, please initial the lines below and provide the phone number(s) and/or email address(es) you would like us to use.

_____ I authorize the researchers to send me emails related to this research study
Email address for this communication: _____
_____ I authorize the researchers to send me text messages related to this research study
Phone number for this communication: _____

You can still participate in this study even if you do not want us to contact you by text or email. For questions about your rights as a research participant, to discuss problems, complaints, or concerns about a research study, or to obtain information or to offer input, please contact the IU Human Research Protection Program office at 800-696-2949 or at irb@iu.edu.

Appendix F. Study information Sheet for Cognitive Interviews—Phase 4

Protocol #23148

INDIANA UNIVERSITY STUDY INFORMATION SHEET FOR RESEARCH

Alumni Citizenship Behavior (ACB)

You are being asked to participate in a research study. Scientists do research to answer important questions that might help change or improve the way we do things in the future. This document will give you information about the study to help you decide whether you want to participate. Please read this form, and ask any questions you have, before agreeing to be in the study.

All research is voluntary. You can choose not to take part in this study. If you decide to participate, you can change your mind later and leave the study at any time. You will not be penalized or lose any benefits if you decide not to participate or choose to leave the study later.

This research is intended for individual 18 years of age or older, who is a U.S. college graduate. If you are not an alumnus of a U.S. college or if you are under age 18, do not participate in the study.

The purpose of this study is to better understand the various ways alumni support their alma mater, why they provide the support, and the ways they believe their support benefits their alma mater.

I'm inviting you to participate in a cognitive interview to pilot test a new scale (questionnaire) I am developing as part of my dissertation research to assess ways that alumni are involved with their alma mater. I'm inviting you because you are a U.S. college graduate identified through your school/college or a development office or an alumni board/alumni association at your alma mater, or other alumni at your alma mater or in my network informed you about the study, or I informed you about the study as a U.S college graduate known to me. The study is being conducted by Anne Okaomee, a PhD Candidate at Indiana University Lilly Family School of Philanthropy.

If you agree to be in the study, you will participate in an online interview on zoom application with me.

During the interview, I will provide the scale via a link on zoom chat and also show the scale on the computer screen. I will ask you to:

- 1) read out each scale question aloud, and
- 2) verbally state your understanding and interpretation of the question.

There will be only one interview per participant. The interview will last about 60 minutes and will be recorded (audio or video recording depending on preference).

Before agreeing to participate, please consider the risks and potential benefits of taking part in this study.

You may be uncomfortable while answering the interview questions. During the interview, you can inform me to skip any questions that make you uncomfortable or that you do not want to answer. We don't think you will have any personal benefits from taking part in this study, but we hope to learn things that will help researchers in the future, and we believe your participation will contribute to our understanding of alumni support of higher education institutions.

You will not be paid for participating in this study.

We will protect your information and make every effort to keep your personal information confidential, but we cannot guarantee absolute confidentiality. No information which could identify you will be shared in publications about this study. Only the researchers will have access to the interview recording. The recording will be destroyed after it is transcribed.

Your personal information may be shared outside the research study if required by law. We also may need to share your research records with other groups for quality assurance or data analysis. These groups include the Indiana University Institutional Review Board or its designees, and state or federal agencies who may need to access the research records (as allowed by law).

If you have questions about the study or encounter a problem with the research, contact the researcher, contact the researcher, Anne Okaomee, at [REDACTED] or Genevieve Shaker, at [REDACTED]

For questions about your rights as a research participant, to discuss problems, complaints, or concerns about a research study, or to obtain information or to offer input, please contact the IU Human Research Protection Program office at 800-696-2949 or at irb@iu.edu.

Please follow this link [insert link] to schedule a date/time for the interview.

Appendix G. Survey—Phase 5

Alumni Behavior Survey

QC Study #23148

INDIANA UNIVERSITY STUDY INFORMATION SHEET FOR RESEARCH

Alumni Citizenship Behavior Study

- **You are being asked to participate in a research study.** Scientists do research to answer important questions information about the study to help you decide whether you want to participate. Please read this form, and ask any questions you have, before agreeing to be in the study.
- **All research is voluntary.** You can choose not to take part in this study. If you decide to participate, you can change your mind later and leave the study at any time. You will not be penalized or lose any benefits if you decide not to participate or choose to leave the study later.
- **This research is intended for individuals who hold a U.S. bachelor’s degree, reside in the United States, and are 18 years of age or older. If you are not an undergraduate alumnus of a U.S. college, or you do not reside in the U.S, or you are under age 18, do not participate in the study.**
- **The purpose of this study** is to better understand the various ways alumni support their undergraduate alma mater, why they provide the support, and the ways they believe their support benefits their undergraduate alma mater.

I’m inviting you to participate in this study because you are a U.S. college alumni identified through an alum/staff at your alma mater, or through social media, or other alumni in my network, or I informed you about the study as a U.S college alumni known to me. The study is being conducted by Anne Okaomee at Indiana University Lilly Family School of Philanthropy.

If you agree to be in the study, you will do the following things.

- You will complete an online survey that will take about 15 minutes to complete.
- You will complete this survey only once.
- You can complete the online survey at any place and time that is convenient to you, using any electronic device such as a phone or a computer.

The survey questions will center on how you have supported your undergraduate alma mater since graduation, the reason for your support, and how you think your support benefits your undergraduate alma mater. Some of the survey questions are open-ended and will require you to

write in your responses. The survey will also ask demographic questions such as your degree major and year of graduation.

• **Before agreeing to participate, please consider the risks and potential benefits of taking part in this study.**

The survey will take about 15 minutes to complete on an electronic device, and you can discontinue the survey at any time if you do not want to answer the questions. To help us obtain reliable data for our research, we would appreciate your honest responses to the questions. We don't think you will have any personal benefits from taking part in this study, but we hope to learn things that will help researchers in the future, and we believe your participation will contribute to our understanding of alumni support of higher education institutions in the United States.

• **You will be paid a small amount of money as an eGift Card for participating in this study.** Upon completing the entire survey, you will receive a \$7.50 Amazon.com eGift Card within 30 days of completing the survey. Towards the end of the survey, you will be asked to provide information on how you would like to receive the payment or skip the question if you do not want to receive the eGift card. **There is no cost to participate in the study.**

• **We will protect your information** and make every effort to keep your personal information confidential, but we cannot guarantee absolute confidentiality. No information which could identify you will be shared in publications about this study.

Your personal information may be shared outside the research study if required by law. We also may need to share your research records with other groups for quality assurance or data analysis. These groups include the Indiana University Institutional Review Board of its designees, and state or federal agencies who may need to access the research records (as allowed by law).

• **If you have questions about the study or encounter a problem with the research,** contact the researcher, Anne Okaomee, at [REDACTED] or [REDACTED] Professor Genevieve Shaker, at [REDACTED] or [REDACTED]

For questions about your rights as a research participant, to discuss problems, complaints, or concerns about a research study, or to obtain information or to offer input, please contact the IU Human Research Protection Program office at 800-696-2949 or at irb@iu.edu.

To proceed to the survey, **please click "Yes"** to confirm 1) you obtained a U.S bachelor's degree, 2) you currently reside in the United States, 3) you are 18 years or older, and 4) you agree to participate in this study.

Yes

No

Q1

Thank you for agreeing to participate in our research. This study seeks to understand alumni support of higher education institutions (HEIs) in the United States. For this study, you will be

asked to answer questions about the ways you have supported your **undergraduate alma mater** and demographic questions about who you are like as a person.

To help us obtain reliable data for our research, we would appreciate your honest responses to the questions.

In the survey questions, we use **'school/university'**. By **'school'**, we mean the program department/school/college within your alma mater where you obtained your undergraduate degree. By **'university'** we mean your undergraduate alma mater (college or university).

As an alum, **do you feel more connected** to your **school** or your **university** or to **both**?

- School
- University
- Both my school and university

Q2

Instructions:

If you indicated 'school' in the prior question, we would like you to **focus on your school** when answering the questions.

But **if you indicated 'university'** in the prior question, we would like you to **focus on your university** when answering the questions.

If you answered 'Both', we would like you to **focus on your school/university together** when answering the questions.

The statements below are the various ways alumni can support their school/university. **Please review each statement and select the option on the scale that most accurately reflects how you have supported your undergraduate school/university since your graduation.**

Please indicate 'Never' if you have never provided the type of support described in the statement.

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Always (5)
I have formally mentored a student or other alumni through my school/university's mentoring program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have informally mentored a student or other alumni of my school/university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I assisted students from my school/university to connect with organizations for class projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have served as a guest speaker at my school/university (e.g., in an academic course, at student orientation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I made efforts to offer jobs or internships to students and/or supervised student interns from my school/university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I communicated with faculty/staff/administrators with feedback about the program, developments in the field, or community perceptions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have stayed in touch with at least one or more university faculty/staff/administrators.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have read digital or print alumni newsletters or magazines/followed my school/university on social media.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have written a piece for publication in the alumni magazine of my school/university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have submitted a testimonial about my educational or career experience for publication in the alumni magazine of my school/university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have submitted personal updates to the alumni association of my school/university for publication in the alumni magazine.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been a member of the alumni association or an alumni group of my school/university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have volunteered for the alumni association of my school/university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have volunteered for the fundraising office of my school/university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have attended a virtual or in-person alumni/university event (e.g., homecoming, reunions, campus-based events, athletics, or other special events).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I have served on a board at my school/university (e.g., board of trustees, board of governors, board of visitors, or departmental advisory board).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have served on a search committee for my school/university (e.g., for recruiting a dean, faculty, other employee).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have participated in a review process for my school/university (e.g., deans' periodic reviews, departmental/school's external reviews).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have hosted or organized a student activity/event at my school/university, my workplace or elsewhere as a volunteer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I assisted in student recruitment activities of my school/university (e.g., spoke to prospective student(s) about my university, participated in selection process).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I assisted in student and/or alumni career development activities (e.g., participated in a career fair, provided a resume review, edited a LinkedIn profile).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I advised others (e.g., current students, alumni) to be more involved in the activities of my school/university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I praised/recommended my school/university to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have donated money to my school/university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I included my school/university in my will or other estate plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After finishing my academic program, I enrolled in an additional academic or professional program at my school/university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I contacted government officials (e.g., governor, legislator, mayor) as a political advocate on behalf of my school/university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3 This series of questions is about your intention to support your school/university in the next year. Please review each question and select the option on the scale that most accurately reflects the likelihood you will support your undergraduate school/university as described.

	Very unlikely (1)	Unlikely (2)	Neither likely nor unlikely (3)	Likely (4)	Very likely (5)
In the next year, how likely are you to volunteer for your school/ university? (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the next year, how likely are you to participate in a university/ alumni event? (31)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the next year, how likely are you to donate money to your school/university? (29)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the next year, how likely are you to include your school/university in your will or other estate plans? (35)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4 Please indicate your level of satisfaction with your undergraduate experience by picking the option that best reflects your response to each of the following statements.

	Very dissatisfied (1)	Dissatisfied (2)	Neither satisfied nor dissatisfied (3)	Satisfied (4)	Very satisfied (5)
Overall satisfaction with the undergraduate degree I obtained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall satisfaction with my undergraduate academic experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall satisfaction with my undergraduate social experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5 Overall, approximately how much have you donated **in the past year** to your undergraduate school/university?

- \$0
- \$1 - \$99
- \$100 - \$499
- \$500 - \$999
- \$1,000 - \$4,999
- \$5,000 - \$9,999
- \$10,000 - \$49,999
- \$50,000 - \$99,999
- \$100,000 and above
- I prefer not to say

Q6 What is the most important reason you donate money to your undergraduate school/university?

Q7 In your opinion, how does your monetary support benefit your undergraduate school/university?

Q8 In your opinion, how does your volunteer support benefit your undergraduate school/university?

Q9 What comes to mind when you hear '**alumni citizenship behavior**'? Please explain fully.

Q10 Instructions: Many people engage in charitable activities. Nevertheless, we would like you to skip this question to show that you are reading carefully. Do not select any of the options corresponding to volunteering, mentoring, providing monetary contributions, joining charitable organizations, donating for tax purposes, or other charitable activities.

- volunteering
- mentoring
- providing monetary contributions
- joining charitable organizations
- donating for tax purposes
- other charitable activities

Q11 What is your U.S bachelor's degree major?

Q12 What is the **name of the university in the U.S where you obtained the bachelor's degree** you indicated above?

Q13 **City where your undergraduate university is located?**

Q14 In what **state** is your undergraduate university located?

Q15 Which **year** did you receive the U.S bachelor's degree you indicated above?

Q16 Please indicate all the degrees you obtained from your undergraduate college/university you mentioned above.

- Bachelor's degree (e.g., BA, BS)
- Master's degree (e.g., MA, MS, MEd)
- Doctorate or professional degree (e.g., MD, JD, PhD)

Q17 What was your enrollment status during the undergraduate degree program?

- Full time student
- Part time student
- Both

Q18 At any point during your U.S. college/university undergraduate education, were you designated as an international student?

- Yes
- No

Q19 What is the highest level of education you have completed?

- High school degree or equivalent (e.g., GED)
- Vocational school, associate's degree, or some college
- Bachelor's degree (e.g., BA, BS)
- Master's degree (e.g., MA, MS, MEd)
- Doctorate or professional degree (e.g., MD, JD, PhD)

Q20 Are you currently enrolled in a college/university program for academic credit?

- Yes
- No

Q21 If you are currently enrolled for academic credit, please indicate the type of program.

- Master's degree (e.g., MA, MS, MEd)
- Doctorate or professional degree (e.g., MD, JD, PhD)
- Graduate Certificate
- Other _____

Q22 What is your age?

- Under 18
- 18-19
- 20- 29
- 30-39
- 40-49
- 50 - 59
- 60 - 69
- 70 - 79
- 80 and above

Q23 What is your preferred gender identity?

- Male
- Female
- I prefer not to say
- I prefer another term (please specify) _____

Q24 What is your race/ethnicity? Select all that apply.

- Hispanic
- White
- Black or African American
- American Indian or Alaska Native
- Native Hawaiian or Other Pacific Islander
- East Asian
- South Asian
- Biracial or multiracial
- I prefer not to say
- Other (please specify) _____

Q25 What is your marital status?

- Married
- Widowed
- Divorced or separated
- Single, never married
- Living with a partner
- I prefer not to say

Q26 How often do you typically attend religious services?

- Do not attend
- Once or twice a year
- Several times per year
- Once or twice a month
- Once a week
- More than once a week
- I prefer not to say

Q27 What is your approximate income per year?

- Less than \$10,000
- \$10,000- \$19,999
- \$20,000- \$34,999
- \$35,000- \$49,999
- \$50,000- \$74,999
- \$75,000- \$99,999
- \$100,000 and above
- I prefer not to say

Q28 Did you participate in a previous alumni study conducted by the researcher between April and September 2024?

- Yes
- No

Q29 How did you learn about this study?

- CloudResearch platform (MTurk/Connect)
- Referral by an Alum from my school/university
- Referral by Alum from other school/university
- Study's recruitment material received from a faculty/staff of my
- Social media
- The researcher shared the link with me
- Other (Please specify)

Q30 Below, please, provide information on how you would like to receive \$7.50 Amazon.com eGift card as our token of appreciation for your participation. If you do not want to receive the eGift card, please skip this question.

Skip to Q35 after Q30

Q35 Thank you for taking time to complete the survey. By submitting this survey, you confirm 1) you obtained a U.S bachelor's degree, 2) you currently reside in the United States, 3) you are 18 years or older, and 4) your interest in participating in this study.

- Yes
- No

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CURRICULUM VITAE

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Education

Ph.D., Philanthropic Studies, Indiana University, 2025

Dissertation: *Alumni Citizenship Behavior (ACB): Understanding Its Antecedents, Dimensions, Mechanisms and Consequences.*

Minor field: Organizational Behavior & Human Resources Management, Kelly School of Business

M.A., Philanthropic Studies, Indiana University, 2019

MBA, Management, University of Port Harcourt, 2012

Master of Public Sector Management (PSM), Ghana Institute of Management & Public Administration, 2010

B.Sc., Computer Science, Nnamdi Azikiwe University, 1999

Professional Certification

- Certified Information Systems Auditor (CISA), Information Systems Audit and Control Association (ISACA), 2011–present

Professional Development

- National Research Mentoring Network (NRMN) Level 1 Entering Mentoring Training, Indiana University Indianapolis, August 2024
- Emerging Scholars of College Instruction Program (ESCIP), Indiana University Center for Teaching and Learning, Spring–Fall 2023

- Foundations & Grant Management, The Fundraising School, Lilly Family School of Philanthropy, Indiana University, December 2022
- Certificate in Fundraising Management (CFRM), The Fundraising School, Lilly Family School of Philanthropy, Indiana University, 2018
- Leadership in a Globalized World, African Capacity Building Foundation/GIMPA, Accra, Ghana
- Educational Fundraising in Africa, Council for Advancement and Support of Education, CASE, Facilitator
- Fundraising Fundamentals and Management, Council for Advancement and Support of Education, CASE
- Advancement Software Management, Impact Consulting, Cape Town, South Africa
- Institutional Advancement – Two-Month Internship, Rensselaer Polytechnic Institute, New York, U.S.A.
- Fundraising Essentials, CCS Fundraising, New York, U.S.A.
- Proposal Writing and Fundraising Fundamentals, Pamoja Inc., U.S.A.
- CompTIA A+ and CompTIA Network+ Training, CompTIA Authorized Curriculum
- Automated Software Testing, Compuware, South Africa

Professional Experience in Public Sector

Doctoral Graduate Assistant, Indiana University Lilly Family School of Philanthropy

Teaching: P524 Civil Society in Comparative Perspectives, Fall 2024-Spring 2025

Co-teaching/Teaching Assistance

- P524 Civil Society in Comparative Perspectives, Fall 2021, Spring 2022, Spring 2023, Spring 2024
- P558 Principles and Practices of Fundraising, Spring 2022, Fall 2023
- P430 Civil Society in Comparative Perspectives (undergraduate), Fall 2022
- NGO Leadership Transition Fellowship Program: Mentoring, Spring 2021
- P753 Cultivating Generous Societies: Teaching assistance, Fall 2023
- P521 Nonprofit and Voluntary Sector: Teaching assistance, Fall 2020

Research Assistance: Assisted with quantitative research. Tasks included literature reviews and data analysis. Fall 2019-Spring 2020.

Graduate Assistant, Indiana University Lilly Family School of Philanthropy, 2017-2018

- Summer-Fall 2018, The Fund Raising School (TFRS): Conducted literature reviews for new course development and supported unit operations through administrative tasks
- Fall 2017-Spring 2018: Facilitated fundraising training and supported initiatives to develop an institutional advancement plan for a university in Indianapolis

LAN Manager – PAR/Assistant Director, 2005 – 2017

University of Port Harcourt Foundation (UPHF), Port Harcourt

Progressively advanced through roles in development and information technology services. Key responsibilities included:

- Managed the alumni database and associated data systems
- Contributed to grant proposals and the *Case for Support* for the Maiden Capital Campaign
- Oversaw local area network (LAN) infrastructure and maintenance

- Facilitated workshops on proposal writing and institutional advancement
- Managed staff and contributed to professional development and capacity-building initiatives

Nonprofit Leadership Experience

Program Coordinator

Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA),

January 2019 – July 2020

(Practical Training: Jan–Aug 2019; Graduate Assistantship: Sept 2019–July 2020)

Coordinated three programs focused on nonprofit leadership, research, and academic development:

- ARNOVA Africa/AROCSA 2019 Conference
- Emerging African Scholars PhD Program and Professional Development Workshop
- NGO Leadership Transition Fellowship Program (NLTFP)

Corporate Sector Experience

Youth Corp member - Senior Systems Executive, 2000-2004

SystemSpecs Ltd, Lagos

- Developed and maintained software code and modules for the organization's software solution
- Performed software quality assurance to ensure reliability and functionality of the organization's software solution
- Provided support for staff deploying the commercial software solution to client sites