

## Conditions for Donations to the University by Alumni: Faculty of Management Sciences of a Public University in Thailand

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### Abstract

This study consists of qualitative research conducted by interviewing six university alumni who have made at least two donations to their alma mater within the past five years, as well as quantitative research conducted by surveying 222 alumni, and statistical tests such as the t-test, ANOVA, and multiple regression were used to test the hypothesis. According to the research, the alumni donating to the institution are private employees whose employers engage in CSR efforts. Female alumni were more likely to donate than male alumni, and alumni over 50 were more likely to donate than alumni in other age categories. A direct invitation from the university, the necessity of the university to raise tuition funds for younger students, and the construction of additional classrooms all played a role in the choice to donate to the university. This study would serve as a practical guideline for colleges seeking to acquire funds from alumni so they may earn enough to withstand the current downturn.

**Keywords:** Donation, Alumni, University, CSR

### Introduction

The study titled "Support Personnel During a University Recession: What Are the Preferred Qualifications for Earning a Living?" The study by [Hungsapruet \(2022\)](#) began by highlighting an important international fact: the decline of universities. The COVID-19 pandemic also places many colleges in a difficult financial position. They must lay off employees or ultimately close their doors because they can no longer afford to operate. The author emphasized that universities could be more effective in generating revenue by mobilizing the entire university, not just the academic personnel.

Aside from maximizing the university's human resource potential, the income structure of universities globally is comparable. The tuition fee is the largest source of revenue, followed by government support, income from research and academic services, investment, and donations (Figure 1). University of Sussex (Figure 2), University of Bath (Figure 3), and University of Reading (Figure 4) receive over fifty percent of their revenue from tuition fees, constituting over sixty-two percent for the first (University of Sussex, 2022), fifty-nine percent for the second (University of Bath, 2022), and fifty-seven percent for the third (University of Reading, 2022). Universities in the United Kingdom derive most of their revenue from their students. In contrast, American colleges are substantially less reliant on tuition revenue, with only 44 percent of University of Colorado Boulder and 20 percent of University of Washington revenue coming from tuition (Figure 5).



Figure 1 Income of HE, category, and academic year (£ millions) - Academic years 2014/15 to 2019/20 (Source: Higher Education Statistics Agency (2022))

Student fees	£198.4 million - 62%
Research grants and contracts	£36.9 million - 12%
Government grants	£33.9 million - 11%
Accommodation - student residences	£22.1 million - 7%
Consultancy and other services	£9.8 million - 3%
Catering and student services	£5.4 million - 2%
Medical school services to NHS	£5.6 million - 2%
Accommodation, ISS*, Conf**, Other	£2.4 million - 1%
Donations and endowments	This excludes donations for research programmes, which are counted under Research Income £3.3 million - 1%
Income from investments	£2.7 million - 1%

\* International Summer School, \*\* Conferences

Source of income	Income
Tuition fees	£173.6m
Funding council grants	£39.3m
Research	£37.2m
Residences, retail and catering operations	£25.1m
Donations	£2.3m
Other	£12.0m

Figure 2 University Sussex

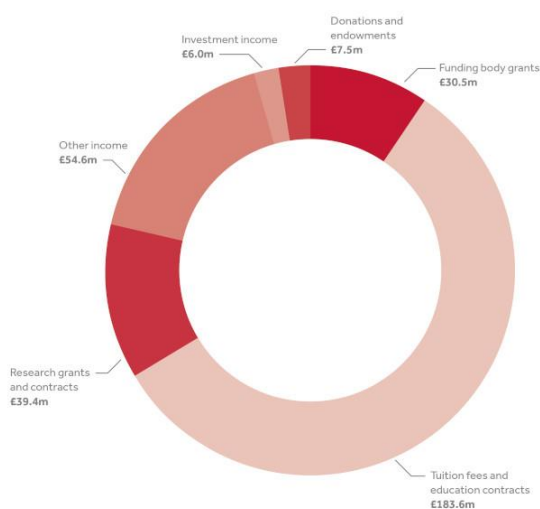


Figure 4 University of Reading

Figure 3 University of Bath

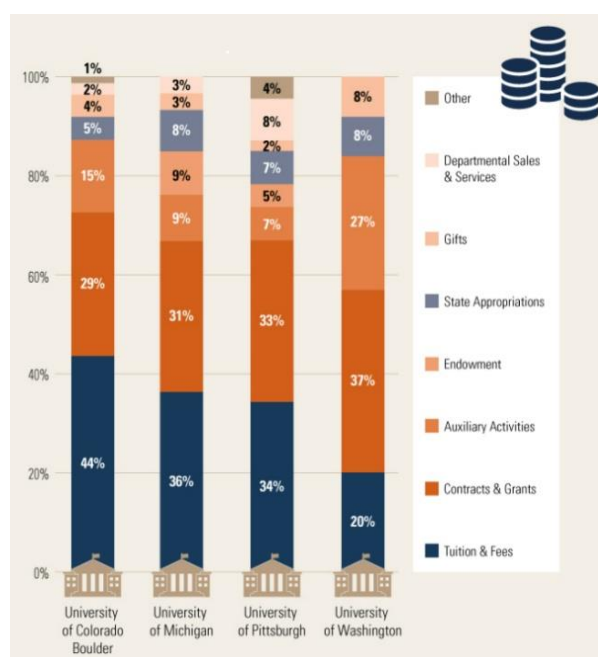


Figure 5 US Public Research Universities

In developing countries such as Thailand, [Hungsapruerk \(2022\)](#) explained that revenue was derived from annual government support, donation, funds established by the government or university, revenue, and benefits from funds related to fees, supports, rewards, fines, and other fees imposed by the university, revenue, and other benefits from investment or co-investment, university property, revenue or benefits from the usage of royal property, university land, and other incoming sources.

Examination of empirical data from the Anglo-American sphere reveals that alumni donation is a major source of revenue for the university (Kamolyabutr, 2015), with a significant number of works covering the topic, such as Durango-Cohen et al. (2013); Meer and Rosen (2009); Shapiro et al. (2010). In Thailand, however, the investigation into this revenue is uncommon.

## Literature Review

### Relationship building with alumni

Ardtantra (2017) noted that building relationships with alumni are crucial to the educational institution's interaction with the community. Although this relationship building has nothing to do with education, it aids the success of the present students and helps the institute achieve its goal. It can be said that the importance of alumni relationships are multifaceted: promotion of the relationship between the community and institute; promotion and development of learning management participation of alumni and community; promotion of the institute's activity and achievement announcement; promotion of resource mobilization for learning management; and promotion and development of alumni teamwork, for instance.

### Roles and duties of alumni in foreign educational institutions

According to Nilcomp (2003), alumni played a significant role in maintaining relationships and disseminating information about the institute and alumni. In addition, there were activities such as lectures, entertainment, athletics, and public events. Alumni are also responsible for aiding fundraising initiatives for institute development, which target alumni and other individuals.

Psi Upsilon Fraternity (2007) featured the Psi Upsilon fraternity at most graduate schools in the United States that allowed men exclusively. The fraternity's headquarters are currently in Indianapolis, Indiana, with branch offices in American graduate institutions and other countries. The fraternity values alumni from member colleges since they directly support and propagate its works.

[University College London \(2011\)](#) discussed the administration of the University College, the earliest university in London, United Kingdom. This institution's primary objective is to create relationships with its alumni globally by offering "packages" that allow them to pay a reasonable price for university and alumni maintenance fees. Still, they can also donate more if they so wish.

### **Related works**

[Chantasartassami and Polsaram \(2019\)](#) examined the decline in student number and adaptation choices for private universities in the Bangkok Metropolitan Area. They discovered that the declining student number was due to changing demographics. These technological advancements allow convenient learning through multiple channels, the sample group's increased emphasis on updated courses that meet their needs, the reputation of the institute, and scholarship opportunities. Therefore, this work suggests that private institutions keep their curricula current, offer discounts or scholarships, and establish their legitimacy and reputation.

[Nakthong \(2018\)](#) wrote about the e-donation tax refund scheme. This e-donation system was developed by financial institutions, the administrator of PromptPay, the Department of Revenue, and the Bank of Thailand to facilitate tax refunds and benefits for donors who donate through religious institutions, educational institutions, hospitals, and charitable organizations. In addition to reducing the expense of creating receipts, the approach increases the contributors' confidence.

[Apinanmahakul \(2015\)](#) investigated the determinants of Thai people's desire to donate and their likelihood of donating money, products, and time, collecting statistical data based on region and age group, emphasizing the Central Region and Bangkok. According to the study, the decision to donate cash or a gift is unrelated, although cash and time and products and time are viewed as complementary by donors. The individual's social capital, particularly formal and informal social and religious networks, greatly benefited their donating decision. In contrast, the government's religious expenditures led to a decline in charitable and religious donations.

In his research on the function of graduate education in the post-COVID period, [Dennis \(2021b\)](#) discovered that there were 200 million graduate students globally and that registration was troublesome. Malala Yousafzai, a Nobel Laureate, indicated that more than 20 million women could not return to school after the pandemic owing to dwindling scholarship funding, posing a threat to society. Therefore, graduate schools began to seek socioeconomic support for various nations. After the epidemic, universities, and colleges were also required to collaborate on high-potential research.

[Nietzel \(2021\)](#) proposed a story for Forbes Online entitled Latest Numbers Show Largest Decline in College Enrollment in a Decade. The NSCRC revealed that college enrollment declined to 16.9 million in the Spring, nearly 600,000 less than the previous year and 3.5% less than in 2011, as the number of international students decreased.

[Dennis \(2020\)](#) examined the impact of COVID-19 on the global economy and graduate education. He found that the pandemic affected countries' financial stability worldwide and parents' ability to support their children's graduate education due to rising costs and an uncertain economic future, which caused parents to be hesitant to send their children to graduate school. Jeanne Harrison, vice-president and senior analyst at Moody's Investors Service, remarked, "We believe that major institutions in the United States, Canada, the United Kingdom, Australia, Singapore, and Mexico will have lower enrollment than anticipated owing to the COVID-19 epidemic next year." Due to a decline in donations, respected universities have ceased hiring teachers and staff. It could take several years for the global economy and graduate education to recover from the pandemic.

[Dennis \(2021a\)](#) evaluated the influence of COVID-19 on educational issues at the graduate level. He concluded that in the past few months, graduate education in the United States had been confronted with three pandemic-related challenges: Parents' inability to pay for their children's college education or reluctance to take loans out of concern of not being able to pay them back, 2) a preference for alternative schools over graduate degrees, and 3) demographic shifts and a decline in the number of international students. In the United States, 45 percent of students enrolled in graduate school in 2020, although overseas enrolment has dropped for some time due to full tuition payments.

[Marôco et al. \(2020\)](#) investigated predictors of undergraduates' academic performance and their propensity to drop out: how to develop loyalty and reduce boredom. The study indicated that simulation of likely reasons of student boredom and contribution from academic efficiency and undergraduates' dropout propensity, with the question of whether student engagement may mitigate the effect of boredom. This study involved 4,061 undergraduates from Portugal, Brazil, Mozambique, the United Kingdom, the United States, Finland, Macau, and Taiwan. Using a structural equation model, the influence of social support, problem-solving strategies, school/curriculum-related factors, student engagement, and boredom were examined based on the data. In addition, student involvement, boredom, interaction with achievement, and dropout propensity were investigated, and it was determined that student participation and boredom were good predictors of write-up achievement and dropout propensity. However, these characteristics contribute to student boredom and irritation. Thus operators and administrators might increase student participation to reduce dropouts. Importantly, boredom/frustration should be controlled through various behaviors such as social support and problem-solving skills, which indicate student engagement. Students should be provided with self-help programs and counseling to reduce boredom and frustration.

[Fry and Cilluffo \(2019\)](#) researched A Rising Proportion of Undergraduates from Poor Families, Particularly at Less Selective Colleges. Pew Research Center found that in 2016, the proportion of students from disadvantaged backgrounds increased, particularly in colleges with low admission standards and that enrollment of students from low-income families and people of color has significantly increased the number of undergraduates in the United States over the past two decades. The growth of poor or minority undergraduates was particularly pronounced at two-year public colleges and four-year institutions with low enrollment requirements. Pew Research Center's recent examination of data from the National Center for Education Statistics (NCES) revealed proportionally less change at prestigious four-year institutions and universities, where most undergraduates come from affluent households.

Work by [Seaman et al. \(2018\)](#) Grade Increase: Tracking Distance Education in the United States revealed that enrolment in distance education has climbed for fourteen straight years, with substantially quicker growth in terms of distance and enrollment compared to 2002-2012. The number of students enrolled in at least one distance course climbed by 5.6 percent from 2015-2016 to 6,359,121, or 31.6 percent of all students. This led to a reduction in graduate school enrolment, which continued in 2016 at American graduate institutions.

According to Newman's (2009) research on the determinants of alumni membership in a dues-based alumni association, the economy and falling government assistance impacted public graduate schools. Alumni contributions also declined. It was discovered that senior alumni club members would be more attentive to membership and charitable giving.

Alumni loyalty: evaluating the undergraduate college experience and alumni donations by [Mercatoris \(2006\)](#) identified eleven elements that influence alumni's desire to donate to their alma maters: 1) dormitory life, 2) violation, 3) relationship with others, 4) academic commitment, 5) good life experience, 6) awareness of the institute's finances, 7) nostalgia about student life, 8) attachment to the institute, 9) academic contact/continuation, 10) returns for donation, and 11) graduation and departure. Important signs are the alumni's decision to donate to repay the favor.



## Conceptual Framework

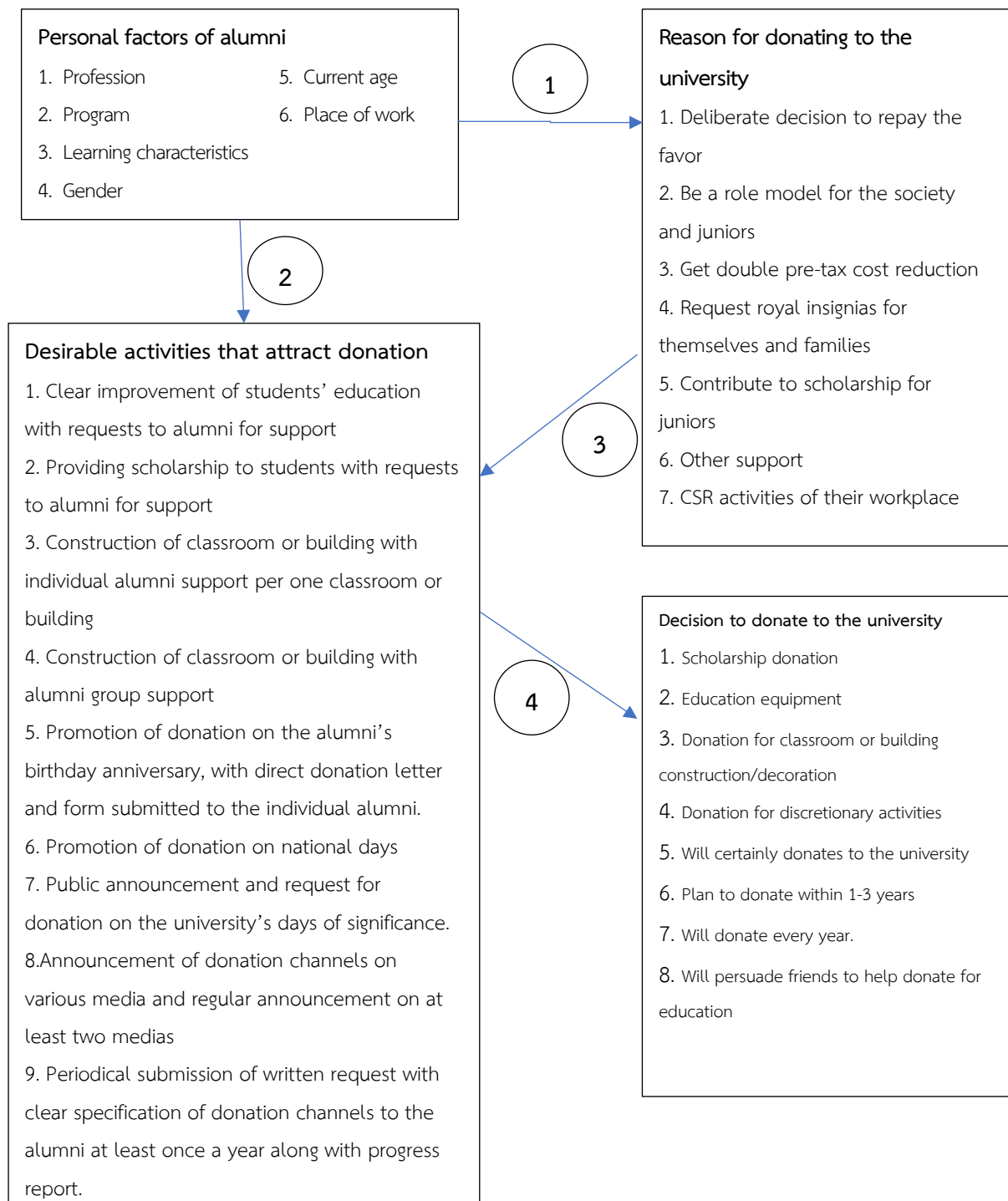


Figure 6 Concept

## Research Method

This study is a qualitative research conducted by interviewing university alumni who have made at least two donations to their alma mater over the last five years. At least six samples were chosen until the data saturation point was reached

(Glaser & Strauss, 1967) to combine the result with the literature review and build a four-part quantitative survey. The first section consists of six specific questions regarding personal issues. The second section, comprised of seven Likert-scale questions, solicits donation motivations. The final section, comprised of nine Likert-scale questions, inquires about donation-motivating activities. With eight Likert-scale questions, the fourth section solicits a decision to give. The quantitative sample comprised 222 individuals (Yamane, 1970). The statistical tests, t-test, ANOVA, and multiple regression were used to evaluate the hypothesis.

## Research Result

### Comments on the decision to donate to the university

The total average degree of motivation among the study population was 2.13. As demonstrated in Table 1, the top three motivations were scholarship contributions for juniors, a determined decision to repay the favor, and additional assistance.

Table 1 Summary of mean, standard deviation, and score of the reason for donating to the university

Reason for donating to the university	Rating			Ranking
	Mean	SD	Level	
1. Deliberate decision to repay the favor	2.73	1.18	High	2
2. Be a role model for society and juniors	2.42	1.31	High	4
3. Get double pre-tax cost reduction	1.86	1.51	Moderate	5
4. Request royal symbols for themselves and their families	0.87	1.31	Low	7
5. Contribute to a scholarship for juniors	3.20	1.10	High	1
6. Other support	2.67	1.23	High	3
7. CSR activities of their workplace	1.17	1.36	Low	6
<b>Overall</b>	<b>2.13</b>	<b>0.92</b>	<b>Moderate</b>	

### Comments on desirable activities that attract donation

The sample group averaged a score of 2.67 for activities that encourage charitable giving. As shown in Table 2, the top three activities were: 1. improving students' education with requests to alumni for support; 2. Providing scholarships to students with requests to alumni for support; and 3. Announcement of donation channels on various media and regular announcements on at least two media.

Table 2 Summary of mean, standard deviation, and the score of Desirable activities that attract donation

Desirable activities that attract donation	Rating			Ranking
	Mean	SD	Level	
1. Clear improvement of students' education with requests to alumni for support	3.39	0.87	Highest	1
2. Providing scholarships to students with requests to alumni for support	3.32	1.01	Highest	2
3. Construction of classroom or building with individual alumni support per one classroom or building	1.76	1.37	Moderate	9
4. Construction of classroom or building with alumni group support	2.71	1.33	High	6
5. Promotion of donation on the alumni's birthday anniversary, with a direct donation letter and form submitted to the individual alumni.	1.84	1.48	Moderate	8
6. Promotion of donation on national days	2.03	1.39	Moderate	7
7. Public announcement and request for donation on the university's days of significance.	2.80	1.22	High	5
8. Announcement of donation channels on various media and regular announcements on at least two media	3.20	1.01	High	3
9. Periodical submission of a written request with clear specification of donation channels to the alumni at least once a year, along with a progress report.	3.03	1.17	High	4
<b>Overall</b>	<b>2.67</b>	<b>.83</b>	<b>High</b>	

## The decision to donate to the university

The average score for the decision to give to the institution for the sample group was 2.67. According to [Table 3](#), the top three variables were: 1. scholarship donation, 2. will donate to the institution, and 3. plan to donate within one to three years.

Table 3 Summary of mean, standard deviation, and score of the decision to donate to the university

The decision to donate to the university	Rating			Ranking
	Mean	SD	Level	
1. Scholarship donation	3.08	1.11	High	1
2. Education Equipment	2.43	1.25	High	6
3. Donation for classroom or building construction/decoration	1.99	1.32	High	8
4. Donation for discretionary activities	2.48	1.21	High	5
5. Will certainly donate to the university	2.82	1.17	High	2
6. Plan to donate within 1-3 years	2.67	1.27	High	3
7. Will donate every year.	2.16	1.23	Moderate	7
8. Will persuade friends to help donate to education	2.49	1.28	High	4
Overall	2.51	1.00	High	

## Hypothesis test result

**Hypothesis 1** Different personal factors will lead to different reasons for donating to the university. The study found that differences in age and place of work will lead to different reasons for donation, with a statistical significance of .05 as shown in [Table 4](#)

Table 4 Testing of differences in personal factors and reason for donating to the university

Personal factors	Motivation to donate to the university		
	Testing statistics	p-value	Result
1. Profession	F-test = 0.74	0.57	No difference
2. Program	F-test = 1.17	0.32	No difference
3. Learning Characteristics	F-test = 0.18	0.90	No difference
4. Gender	t-test = 2.07	0.03*	Has difference
5. Current age	F-test = 1.06	0.37	No difference
6. Place of work	t-test = 1.96	0.05*	Has difference

\*P-value < .05, \*\*P-value < .01

**Hypothesis 2** Different personal factors will lead to different desirable activities. The analysis showed that alumni in different age groups would respond differently to promotional activities with a statistical significance of .05, as shown in [Table 5](#).

Table 5 Testing of differences in desirable activities that attract donation

Personal Characteristics	Desirable activities that attract donation		
	Testing statistics	p-value	Result
1. Profession	F-test = 0.27	0.89	No difference
2. Program	F-test = 0.55	0.83	No difference
3. Learning Characteristics	F-test = 1.99	0.11	No difference
4. Gender	t-test = 1.78	0.77	No difference
5. Current age	F-test = 2.85	0.01**	Has difference
6. Place of work	t-test = 1.43	0.15	No difference

\*P-value < .05, \*\*P-value < .01

**Hypothesis 3** Reason for donating affects desirable activities that attract donation. The multiple regression analysis (Enter method) found that reason for donating affected three factors of desirable activities that attract donation: Being a social model (X2), applying for royal honor (X4), and scholarship (X5). It could predict desirable activities up to 42.20%, with the rest coming from other factors, as shown in [Table 6](#).

Table 6 Factors in desirable activities that attract donation

Model	Unstandardized Coefficients		Standardized Coefficients	t-test	P-value
	B	Std. Error	Beta		
Constant	1.426	0.138		10.330	0.000**
Repay the university (X1)	0.028	0.057	0.039	0.493	0.623
Being a social model (X2)	0.165	0.051	0.258	3.250	0.001**
Double tax reduction (X3)	0.021	0.036	0.038	0.585	0.559
applying for royal honor (X4)	0.139	0.046	0.217	3.050	0.003**
Scholarship (X5)	0.115	0.056	0.151	2.065	0.040*
Other support (X6)	0.073	0.051	0.108	1.452	0.148
CSR of the employer (X7)	0.044	0.044	0.071	0.998	0.320
R = 0.650 R <sup>2</sup> = 0.422 Adjusted R <sup>2</sup> = 0.403 Durbin-Watson = 2.025					

\*P-value < .05, \*\*P-value < .01

**Hypothesis 4** desirable activities that attract donation affect the decision to donate. The multiple regression analysis (Enter method) showed that desirable activities that attract donation affected three aspects of the decision to donate: Requesting fellow alumni to contribute to scholarship (A2), construction through alumni group support (A4), and direct donation request to the alumni (A9). It could predict the decision to donate up to 54.10%, with the rest coming from other factors, as shown in [Table 7](#).

Table 7 Factors in the decision to donate

Model	Unstandardized Coefficients		Standardized Coefficients	t-test	P-value
	B	Std. Error	Beta		
Constant	0.035	0.210		0.165	0.869
Announcement to alumni for support (A1)	-0.038	0.078	-0.033	-0.493	0.622
Requesting fellow alumni to contribute to scholarship (A2)	0.278	0.069	0.278	4.048	0.000**
Construction through individual alumni support (A3),	-0.034	0.046	-0.046	-0.727	0.468
Construction through alumni group support (A4),	0.138	0.048	0.182	2.901	0.004**
Donate on birthday (A5)	0.038	0.046	0.056	0.834	0.405
Donate on national days (A6)	0.093	0.053	0.128	1.746	0.082
Donate on university days of significance (A7)	0.103	0.061	0.125	1.699	0.091
More than two announcement media (A8)	0.090	0.061	0.090	1.470	0.143
direct donation request to the alumni (A9)	0.178	0.053	0.207	3.355	0.001**
R = 0.736 R <sup>2</sup> = 0.541 Adjusted R <sup>2</sup> = 0.522 Durbin-Watson = 1.729					

\*P-value < .05, \*\*P-value < .01

## Conclusion and Discussion

Professions, programs, learning type, gender, present age, place of employment, and academic accomplishment are input criteria for alumni donations. It was determined that the institution should prioritize the following input variables to encourage alumni giving:

Their primary motivation to donate is their companies' CSR works. Their donation could be used for tax refund (Double), following [Nakthong \(2018\)](#), who studied the E-donation system for the tax refund, with the unveiling of an E-donation system developed by financial institutes, administrator of PromptPay, Department of Revenue and Bank of Thailand to facilitate donation through donation u.s. dollars. In addition to saving receipt printing expenses, the technology can increase donor confidence.

Focus on female alumnae, as they desire to serve as role models for society or juniors.

Focus on graduates older than 50 because they are more likely to repay the favor to their alma mater. Those between the ages of 20 and 25 are most likely to apply for royal honors through gifts. Most of those aged 32 to 37 give as part of their employers' CSR initiatives.

Focus on alumni working outside the institution because they wish to serve as role models for the society or juniors, apply for royal awards, and participate in their employers' CSR initiatives. Similarly, Alumni loyalty: examining the undergraduate college experience and alumni donations by [Mercatoris \(2006\)](#) identified major predictive indicators for alumni's decision to donate to their old institutes: positive life experience, nostalgia about student life, attachment to the institute, and academic contact/continuation.

Donation-incentive activities should prioritize the following input factors.

Focus on alumni with strong academic credentials because they desire fundraising activities for developing new classrooms or structures through group donations. The study by [Newman \(2009\)](#) on Louisville University in Kentucky revealed that the economy impacted public educational institutions due to dwindling government support and alumni donations and that older alumnus who had previously donated would be more helpful in terms of donations and support.

Gender: Concentrate on female alumnae since they desire group efforts that attract funds for creating new classrooms or structures. This is consistent with the findings of [Nilcomp \(2003\)](#), which indicated that the function of alumni in educational institutions was crucial for maintaining relationships with alumni to assist with announcements and special activities such as entertainment, sports, and public activities. The alumni also served as a vehicle for obtaining funding for development from fellow alumni and others.

Age: Concentrate on graduates in the following age groups: People between the ages of 26 and 31 desire group actions that generate donations for constructing new classrooms or structures. Those between the ages of 32 and 37 desire activities that could generate donations as part of the national day. Those aged 38 to 43 are interested in four types of donation-promoting activities. 1) Construction of classrooms or buildings through one donation per room or building; 2) Promotion of donation on the alumni's birthday anniversary by sending letters and donation forms directly to the alumni; 3) Public announcement and request for donation on the university's significant date; 4) Public announcement of donation channels and regular announcement in at least two media.

As an input factor, donation motivation influenced desired donation activities in three ways (from most important to least important): social model, application for royal honors, and scholarship, with a statistical significance of .05 and the ability to predict at least 42.20 percent of donation-attracting activities. This concurred with [Chantasartassami and Polsaram \(2019\)](#) on the decline of student number and adaptation choices for private universities in the Bangkok Metropolitan Area and found that the declining student number was due to changing demographics. These technological advancements allow convenient learning through multiple channels, the sample group's increased emphasis on updated courses that meet their needs, the reputation of the institute, and scholarship opportunities. Therefore, this work suggests that private institutions keep their curricula current, offer discounts or scholarships, and establish their legitimacy and reputation.

Therefore, if the institution wants to preserve relationships with alumni and further the education of current students, it should focus on causes for giving as one of the input variables in a donation to attract more alumni contributions:



1. For each unit of "becoming a role model" as motivation to donate, desirable actions to promote contribution will grow by 0.165 units.
2. For each unit of "applying for royal honors" as a motivator to donate, desirable activities to encourage giving will increase by 0.139.
3. Desirable activities to promote donation will rise by 0.115 units for each "scholarship" unit used as an inducement to donate.

There were three aspects of desirable activities to promote donation (from the most important): asking alumni to contribute to a scholarship fund, direct donation letter submission to alumni, and construction with assistance from a large number of alumni, with a statistical significance of .05 and the ability to predict at least 54.10 percent of donation-attracting activities. This was consistent with [Psi Upsilon Fraternity \(2007\)](#), which examined the Psi Upsilon fraternity in most American graduate schools that only admitted men. The fraternity's headquarters are currently in Indianapolis, Indiana, with branch offices in American graduate institutions and other countries. The fraternity values alumni from member colleges since they directly support and propagate its works.

Therefore, if the university wants the alumni to financially support university activities, it should prioritize fundraising and maintaining ties with the alumni:

- The decision to donate will grow by 0.278 units for each unit of alumni requests to contribute to a scholarship fund.
- With the help of a large number of alumni, the donation decision will grow by 0.138 for each building unit.
- The decision to donate will rise by 0.178 units for each direct donation letter sent to alumni.

### Suggestions

Due to the vast number of missions that are too large to be completed as a "favor," university authorities should establish a department to solicit alumni donations and treat this department as if it were a major or center. The Prince of Songkla University Act focuses more on fundraising than on tuition. Donation applicants must therefore adhere to the input criteria and procedures established by the Act, with a concentration on graduates. Before continuing with the donation initiative, the dean's approval is required.

Regarding actions in soliciting donations, this can be accomplished by announcements and explanations of the goal and advantages to donors, along with contact information that facilitates coordination. Additionally, the management or responsible party must meet the alumni in person. There should be a card-making activity for birthdays, and the administration should be cautious in submitting donation reports and summarizing the utilization of donated funds for each project. If the donation is for a scholarship, remarks of academic accomplishment or general progress should be included.

In addition, faculty members and university staff can assist with the alumni gift project by supplying the institution with updated alumni information, beginning with successful graduates.

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