

means of activity; meaning of education. The entity of dialogic interaction in the process of solving common educational tasks, reflection, what predetermines the child's realization of his or her personal increasing as for getting education is given. The considering of the problem from various methodological points of views will help future primary school teachers to realize the importance of communication in the system «teacher-pupil-teacher».

In the context of this article the peculiarities of using interactive technologies in the process of primary teacher training to the dialogic teaching are given, readiness of future primary school teachers to use received knowledge in practice. The article actualizes working experience of secondary school teachers of Ukraine as for realization of dialogic teaching technologies. The experience of primary school teacher I. Charchenko (Dnipropetrovsk school number 37) is of great value. At her lessons the teacher uses dialogue as a means of developing pupil's speaking abilities, creativity and individual work.

It is proved that social and individual predetermination of dialogic teaching in primary schools and often the teacher's unreadiness to the realization of this teaching type, actualizes the problem of improvement of forms and methods of teacher training.

It is necessary to give the precise definition of primary school teacher training to dialogic teaching, to define the level of the primary school teacher's readiness to such type of professional activity, definition of criteria and notions.

Key words: *dialogue, dialogic teaching, dialogic interaction, dialogic approach, primary school teacher training.*

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PHILANTHROPY CULTURE IN THE U.S. HIGHER EDUCATION: ORGANIZATIONAL IDENTIFICATION AND THE ROLE OF ALUMNI RELATIONS IN FUNDRAISING

Philanthropy from individual donors, as an example of prosocial behaviour, has defined and influenced higher education in the USA since the founding of Harvard. American higher education as we know it today would not exist if it were not for voluntary contributions of time, wealth, service, and talents of many individuals as well as collective giving. More recently, as state support declined and endowments fell in the economic downturn, philanthropic support of the university enables it to better meet the challenges facing higher education today. As a result, it is important that universities engage all possible donors in fundraising activities. University advancement offices ponder what motivates alumnito make regular financial contributions to their alma mater, and how to encourage undergraduate students and young alumni to be philanthropic on a long-term basis. It is imperative for alumni office to have and act upon a vision that supports the institutional mission. Thus, it has to offer opportunities for the future donors to learn about and participate in community service, civic engagement, service-learning projects, and student alumni associations. In such a way, university cultivates a generation of engaged alumni dedicated to future service to the university. Involvement of alumni in their alma mater generates interest, and that interest often translates into the giving of time, advocacy, and money. This article presents the analysis of organizational identification features, as a part of social identity theory, and principles of alumni charity support for higher educational institutions in the USA. Sources for higher education funding, issues of philanthropy culture, as well as kinds and peculiarities of alumni development programs are discussed. The author outlines the suggestions for academic curriculum to help promote and develop youth engagement in university life, social, civic, and community building through philanthropy, volunteerism, and

fundraising practices for universities. It is out of the question that additional research on philanthropy toward universities among different types of donors is important. Understanding the complexity of motives with which donations are made, implementation of advancement programs with well-thought strategies, bridging theory and practice will enable public universities to survive and carry on academic traditions in the current economic downturn.

Key words: *philanthropy, culture, higher education, identification, alumni.*

Statement of the problem. Extramural funding for universities is one of the significant issues on the agenda of contemporary higher education and research. American higher education system is internationally respected as a model of excellence for its professional and strategic approach to fundraising, which provides a critical source of income to universities in neoliberal times of decreasing government support to public universities, and increasing tuition costs and global competition in the knowledge economy.

Philanthropy in the USA is the public expression of one's social and civic values. It barter in financial, human and social capital, and empowers common citizens of all financial means to take private action on behalf of community good. Philanthropy is essential to a vibrant democracy because it brings attention to important causes and innovative remedies for which government and business are often less effective. It ensures community ownership of these remedies and guards against total dominance of «top down» national policies and majority rule.

Analysis of actual research. According to the definitions of the researchers philanthropy is «the desire to promote the welfare of others. From gifts of blankets, chickens, and candles to multimillion-dollar gifts and billion-dollar campaigns, voluntary support of American higher education has been part of the American ethos since the founding of the colonial colleges» [5, ix]. In 1992 Peter Dobkin Hall noted that «no single force is more responsible for the emergence of the modern university in America than giving by individuals and foundations» [6, 403].

University mission often comprises ideals such as «creating an active and engaged citizenry. One manifestation of citizenship is **prosocial behaviour**, or voluntary actions toward others. Philanthropy is one example of prosocial behaviour. It, coupled with the growing need for voluntary dollars to support operating budgets and the subsequent need to engage as many alumni as possible in giving to an institution, brings to the forefront a question of how ... universities might engage students and young alumni in general to be prosocial and more specifically to support their alma mater upon graduation and beyond,... thus to be philanthropic – generous with their time, talents, and wealth» [5, 65].

Increased use of private funds to support public higher education is essential, but private funding undoubtedly shapes the university in ways that challenge academic traditions, creating a new paradigm for financing the modern university. W. Zumeta says, «State support...has fallen steadily as a percentage of personal income across all fifty states for more than twenty

years. ...even counting tuition revenue, which has been increased only sluggishly since the mid-1980s» [18, 83]. D. Hossler notes, «Many institutions have started to describe themselves as state-assisted rather than state-supported». In fact, some would say public higher education has moved from the status of state-assisted to merely being state-located» [7, 150].

The aim of the paper is to analyze the key principles of organizational identification, as a part of social identity theory, to study the issues of alumni philanthropy culture in the U.S. higher education, and to outline the suggestions for engaging students in philanthropy for universities.

The methods of the research are the following: hypothesis, a suggested explanation of a phenomenon, or alternately a reasoned proposal suggesting a possible correlation between a set of phenomena that will enable predictions, by reasoning including deductive reasoning; a general scientific method that implies analysis, synthesis, abstraction, comparison and generalization that will allow to find out the features of theoretical approaches development of the given educational phenomenon; a systemically-structural and systemically-functional analysis provide a basis for revealing contextual and organizational foundations of fundraising practices at public universities of the USA.

The statement of the main research material. The challenge before contemporary researchers is to develop a new paradigm for higher education funding. M. G. Yudof offers a glimpse of the national (U.S.) problem. In the 1980s higher education made up 17% of the state budget, and prisons accounted for 3%. Today those figures are 9% and 10% [17]. M. P. McKeown suggests, «Compromise will be necessary to preserve and improve the quality of public higher education and to accommodate the changing conditions of education in the new millennium» [11, 84–85].

Nowadays budgets for higher education are composed of **three sources of funding**: tuition and fees; grants, particularly for sponsored research; and funds raised through charitable donations [14].

- **Tuition and Fees.** The higher the tuition and fees, the greater the probability that enrollment will decrease because a portion of the students can no longer afford to pay the price of attendance.

- **Grants** are a significant source of income for research universities.

- **Charitable Donations**, as a source of extramural funding, «because the state is no longer a reliable partner» [17, A31].

We do not pretend to sketch a new paradigm for funding public higher education in terms of the article, but we try to draw attention to the idea that private funding to support public higher education will be essential. The new paradigm will undoubtedly have significant implications for higher education, and we pose a series of questions to suggest what some of the implications will be. We have to take into account the role of the state, a business model for the university, the rector's role, the faculty's role, and, definitely, alumni's role. In terms of the

paper we will analyze only one aspect listed above. It is the alumni charity support for higher educational institutions in the USA. We have studied some university curricula and came up with suggestions for engaging students in philanthropy [14]. According to the study published by the Massachusetts Institute of Technology the degree to which alumni are involved with university activities directly correlates with the level of their financial support to the institution. Clearly, an institution of higher education cannot reach its fullest potential without actively engaging its alumni. Thus, despite difficult economic times, alumni are building a culture of participation. Existing research offers findings on tight connection between philanthropy culture and organizational identification.

WHAT is identification? The definition «to identify with» means to connect by considering someone/something to be something else. Identification occurs when people have a shared meaning or understanding during communicative process. According to Kenneth Burke (1897–1993), an American theorist and philosopher, the author of «A Rhetoric of Motives» (1969), the speaker, by using linguistic «strategies» which give «signs» to his hearers that his «properties» are similar to or identical with their «properties», achieves identification or «consubstantiality» and thereby achieves persuasion. For example, politicians frequently use «we» or «our» during their public speech in order to relate them with the audiences [4, 65–69]. In the 1990s Paul Schervish and John Havens developed the **Identification Theory of Care**, one of the most well-known theories of giving. «It seeks to integrate the complexities of human behaviour in explaining **where, why, and how much** people choose to give. Intuitively, it suggests that individuals are more likely to give to issues with which they identify. The stronger the identification is, the greater the level of care and the greater the level of commitment will be» [9, 27]. Each and every individual is unique, and therefore it is important to spend time listening to donors and finding out why they feel motivated to support any social cause. P. Schervish and J. Havens describe this complexity saying that their participants «typically could recall a specific moment in time when the identification with another was a life-changing event, motivating a caring response, and leading to a longer term commitment to philanthropy» [13, 49].

WHY is it a persuasive strategy? People tend to find the common interests, values, attitudes during communicating. «You persuade a man only insofar as you can talk his language by speech, gesture, tonality, order, image, attitude, idea, identifying your ways with his» [4]. Each person is a unique feature, so: firstly, identification can help to bridge the gap between people; secondly, blur the division.

Identification can be conscious/unconscious, planned/unplanned:

Identification > Shared meaning > Understanding

According to the resources studied there are **4 types of identification**:

- **Material:** goods, possessions, stuffs.

- **Idealistic:** shared ideas, attitudes, feelings, and values.
- **Formal:** results from being involved in similar events or organizations.
- **Mystification:** people perceive a person as the charismatic leader due to the perfection that he/she possesses.

Organizational identification, a part of social identity theory originally formulated by Henri Tajfel and John Turner in the 1970s, occurs when an individual defines himself or herself by an organization. In the context of higher education, «*I am a student at...*» or «*I am an alumna of...*» is a good example of organizational identification [5, 54; 10]. F. Mael and B. Ashforth suggest that **college alumni conceptualize organizational identification perfectly:** (1) «College can be considered a **«holographic organization»**, that is, one where members share common organization-wide identity and are less likely to experience competing demands from, say, department-level or occupational identities, and (2) since alumni constitute a particularly critical source of support for colleges, **alumni identification** is likely to strongly affect the welfare of their respective alma maters» [1, 104]. F. Mael and B. Ashforth proposed correlates of organizational identification in which aspects of both the institution and the individual feed into an alumnus's organizational identity, which then leads to an **«organizational consequences»** of his or her supporting the alma mater (Fig. 1). Using social identity theory as a basis, Mael and Ashforth predicted that alumni identification with their alma mater corresponds to participation in gift campaigns, alumni relation events, and encouragement of others to attend the institution. They found that organizational characteristics, such as how distinctive and prestigious the institution is believed to be, have positive effects on organizational identity [5, 54].

Further, Mael and Ashforth believed competition between similar universities increase alumni identity. Institutional tradition and prestige were also found as factors that influence alumni contributions [8]. Competition in an institution for alumni identity and participation has a negative effect, however. In other words, if multiple departments or offices compete for alumni support without an organized effort, alumni participation falls. Additionally, Mael and Ashforth identified individual characteristics that affect a person's organizational identity. They found that time spent at the institution, the existence of a mentor, overall satisfaction, and perception of the graduate's time at the university (sentimentality) all have positive effects. Besides, recentness of participation positively affects organizational identity, while those with more than one alma mater often have a weaker organizational identity with each institution than those who attended only one university. Mael and Ashforth's model predicts that having a positive institutional identification leads alumni to make a donation to their alma mater but not all alumni with positive feelings about their university choose to support the institution financially or through service after graduation [5, 55]. It is important to note that the authors of the theory do not explain how certain alumni with positive organizational identities decide to support their alma mater over those who do not.

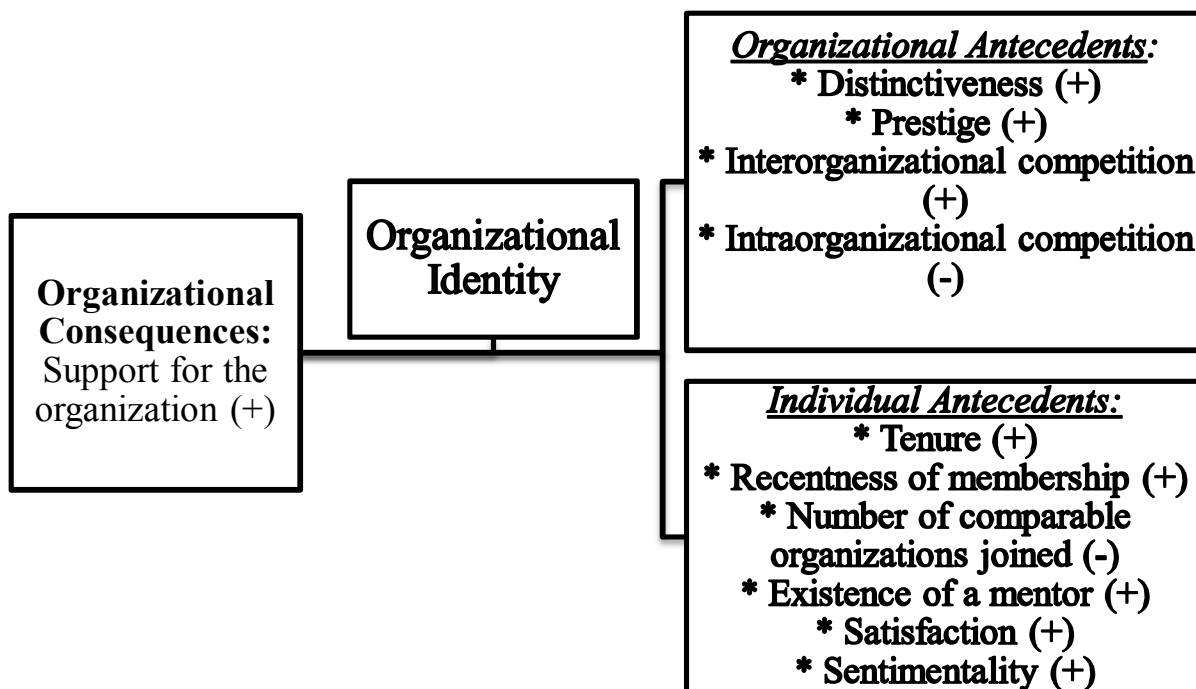


Figure 1. Proposed Correlates of Organizational Identification [5]

It is imperative for alumni office to have and act upon a vision that supports the institutional mission. Involvement of alumni in their alma mater generates interest, and that interest often translates into the giving of time, advocacy, and money. The alumni office **exists for two primary reasons – to provide diverse and quality programming for alumni, and to provide opportunities for alumni to engage in a lifetime of service to their alma mater.** Alumni may become: donors, student recruiters, advisors, governing board directors, guest lecturers and adjunct professors, institutional advocates; contribute their professional services, provide jobs for fellow graduates, promote legislative programs, organize special events for fundraising, assist in research, and in local business community solicitations, etc. Alumni relations programs are inclusive, including all alumni who wish to participate in some manner, whether related to fund raising or of benefit to the institution in other ways.

Alumni programs and development are as following:

- Alumni involvement in student recruitment.
- Student career assistance, including on-campus lectures by alumni or off-campus visits to alumni on the job.
 - Student-alumni programming to acquaint current students (future alumni) with the alumni and development programs.
 - Homecoming, Alumni Day, and other special events that bring alumni back to campus.
 - Class reunions. Many reunion programs are tied to a class gift program and hence directly support development efforts.
 - Awards recognizing alumni achievements and service.

- Young alumni programs. Young graduates pose a special challenge to both fundraising and alumni associations; alumni programs geared specifically to young alumni needs and interests can stimulate their involvement and, in turn, their giving participation.

- Senior alumni programs. With more time and more discretionary income, alumni over age 55 become an increasingly important market for alumni and development programming.

- Minority alumni programs.

- Constituent alumni associations – special-interest groups affiliated with an academic program on campus.

- Regional alumni clubs, which offer programs for alumni in a geographic area. Clubs also provide an existing network from which to launch a capital campaign regionally.

- Alumni magazines, tabloids, newsletters, or other publications. These serve as excellent vehicles to educate alumni on major gifts and givers, and honour rolls or donor club listings.

- Alumni family camps.

- Alumni lifelong education, including classes as well as travel programs.

- Alumni community service programs, such as literacy programs, assistance with food banks, senior citizen programs, or other projects. Many of these programs have high visibility and open new markets for development.

- Alumni legislative programs — advocacy programs designed to influence legislation that would enhance philanthropic giving to institutions.

- Outreach programs to reestablish relationships with alumni who have not maintained connections with the institution. This function also expands the prospect pool for development [16, 335-336].

It is common to refer to alumni relations staff as «**friend raisers**» and development staff as «**und raisers**». Both alumni and development offices carry out *identification, research, cultivation, involvement, and management*. Only one step of the fundraising process – *solicitation* – is arguably unique to development, and that, too, is sometimes shared [16, 337].

In December 17, 1937 The New York Times published an article titled «Generation to Generation» that said, «So the education in giving goes on from generation to generation. It is not merely the gift that counts or the help that is given the neediest; it is the acquainting of the families year after year, as children grow into youth and youth into manhood and womanhood, with the conditions about them and the cultivation of the habit of giving» [5, 65].

«If you are going to develop responsive alumni you don't do it by talking to them when they are in their caps and gowns ready to go, and then expect them to respond by giving handsome gifts to the college. ...The need is to develop a systematic plan for the alumni to contribute and stimulate their interest through what is done while they are at the college for four years, and if

you don't get a good response out of them during those four years, the chances are 99 % that you won't get much of a response after they have gone» [3 in 5, 66]. Thus it is important to be aware that engaging undergraduate students and young alumni in philanthropy fundraising activities will help cultivate the next generation of donors.

Youth engagement and teaching philanthropy is the focus of many universities. For example, P. O. BJORHOVDE **identified four concepts** that she believes should be part of any formal or informal philanthropy curriculum: ***factual, motivational, procedural, and personal development***. The ***factual*** concept introduces the learner to giving as the "critical societal force" in American culture through teaching about philanthropy's history, relationship with government, and role in the community. The reasons that people are philanthropic and the idea that anyone, regardless of personal wealth, can be a philanthropist through in-kind gifts of time and service are part of BJORHOVDE'S ***motivational*** concept. The ***procedural and personal*** concepts include teaching ways for students to get involved and how their actions help others. Combining BJORHOVDE'S types of philanthropic learning and curricula concepts provides an interesting model to use in the ivory towers [2, 13]. NOAH D. DREZNER found that by engaging students with opportunities to learn about and participate in community service, civic engagement, service learning projects, and student alumni associations [5, 69], the institution cultivates a generation of engaged alumni dedicated to future service to the university.

Conclusions. Historically, fundraisers did not rely on theory to guide their practice. Even today, most fundraising literature is written for practitioners offering efficient practices that are often not grounded in theory. The theoretical fundraising frameworks come from the disciplines of ***economics, psychology, and sociology***. The study of philanthropy has occurred for only the past forty years, and its study in the context of higher education has been for an even shorter time. Due to the fact that the majority of the literature concerning philanthropy and fundraising for higher education is a theoretical, stronger research and practice should be developed using theories to support that work. Using these theories demands caution, however, as they were developed using a mostly white wealthy male view of how philanthropy is defined. Continued research is needed on how to expand and develop new, more inclusive theories of philanthropic motivations and behaviours [5, 60].

Philanthropic support of the university enables it to better meet the challenges facing higher education today According to Henry A. Rosso, a founder of a Fund Raising School in San Francisco, USA (1917 – 1999) «**Fundraising is the gentle art of teaching people the joy of giving**» [15, 4]. There is a need for more in-depth research of how philanthropic cultures are generated, the forms they take, and how they can be sustained over time. Further research will provide generalized scientific findings about the essence of fundraising practices as an

innovative educational phenomenon for Ukrainian higher education. It will result in implementation of efficient techniques and practices into the academic curriculum of university management courses and higher education comparative studies, Master Degree programs for future fundraisers and university leaders in times of national higher education system modernization. The emphasis will be upon the formation of specific skills and personnel training aimed at obtaining financial, intellectual, voluntary and other resources for the implementation of social projects in Ukraine.

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АНОТАЦІЯ

Красуля А. В. Культура благодійності у вищій освіті США: організаційна ідентифікація та роль випускників у фандрейзинговій діяльності.

Благодійна діяльність, як вид просоціальної поведінки в суспільстві, сформувала американську вищу освіту. У статті розкрито сутність організаційної ідентифікації як частини теорії соціальної ідентичності та проаналізовано принципи благодійної діяльності випускників вищих навчальних закладів США. Стисло схарактеризовано поняття культури благодійності, виокремлено ключові джерела фінансування університету, а також викладено ідеї створення та впровадження навчальних програм із метою залучення студентів до благодійності під час та після навчання в університеті.

Ключові слова: філантропія, культура благодійності, вища освіта, ідентифікація, випускники.

РЕЗЮМЕ

Красуля А. В. Культура благотворительности в высшем образовании США: организационная идентификация и роль выпускников в фандрейзинговой деятельности.

Благотворительная деятельность, как вид просоциального поведения в обществе, сформировала американское высшее образование. В статье раскрыта сущность организационной идентификации как части теории социальной идентичности и проанализированы принципы благотворительной деятельности выпускников высших учебных заведений США. Кратко охарактеризовано понятие культуры благотворительности, выявлены ключевые источники финансирования университета, а также изложены идеи создания и внедрения обучающих программ с целью привлечения студентов к благотворительности во время и после учебы в университете.

Ключевые слова: филантропия, культура благотворительности, высшее образование, идентификация, выпускники.