



AN INVESTIGATION ON UNIVERSITY ADMINISTRATORS' AND FACULTY'S APPROACH TO THEIR ALUMNI¹

(ÜNİVERSİTE YÖNETİCİLERİNİN VE ÖĞRETİM ELEMANLARININ MEZUNLARINA YAKLAŞIMLARININ İNCELENMESİ)

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ABSTRACT

In this study, it was aimed to evaluate the factors affecting university administrators' and faculty's perceptions of their alumni and university-alumni relationship and factors providing an establishment of a sufficient relationship between university and its alumni. For this reason, interviews were conducted with thirteen university administrators and seventeen faculty members in three state universities and one private university in Istanbul. At the end of the content analysis; it was found that university administrators and faculty had positive attitudes towards their alumni and positive approach towards forming and maintaining relationships with them. They also supported the idea that universities should consider their alumni as an integrated part of themselves and universities needed to organize activities aiming at reaching their alumni and establishing strong relationships with them. They also emphasized that identifying alumni perceptions towards their alma mater would result in alumni's establishing relationships with their alma mater more often. However, they stated that they were not satisfied with the relationship between the university they work and their alumni, and they didn't find universities' efforts to improve university-alumni relationship sufficient.

Key Words: Faculty's Alumni Perceptions, University-Alumni Relationship.

ÖZ

Bu araştırmada; yüksek öğretim kurumları yöneticilerinin ve öğretim elemanlarının üniversitenin mezunlarla ilişkilerine bakış açılarını etkileyen faktörler, mezunlara ve mezunlarla ilişkilere dair sahip oldukları algıları biçimlendiren faktörler ve mezunlarla verimli bir ilişki kurulmasını sağlayan faktörler gibi etkenlerin şekillendirdiği mezunları algılama biçimleri değerlendirilmeye çalışılmıştır. Bu amaçla, İstanbul ilinde üç devlet üniversitesi ve bir vakıf üniversitesinde görev yapmakta olan on üç yönetici ve on yedi öğretim elemanı ile görüşmeler yapılmış ve görüşme sonuçları betimsel olarak analiz edilmiştir. Araştırma sonucunda; üniversitede görev yapmakta olan yöneticilerin ve öğretim elemanlarının görev yapmakta oldukları üniversitenin mezunlarıyla ilişkiler kurulması ve sürdürülmesi düşüncesine karşı olumlu bir yaklaşım içerisinde oldukları belirlenmiştir. Üniversite yöneticileri ve öğretim elemanları üniversitelerin, mezunlarını da kurumun bir parçası olarak görmeleri ve mezunlarına yönelik faaliyetler yürütmeleri gerektiği düşüncesini desteklemektedirler. Mezunların mezun oldukları kurumlara yönelik algılarının belirlenmesinin mezunların üniversiteyle daha fazla bağ kurma davranışına yol açacağı fikrini desteklemektedirler. Ancak, üniversitelerinin mezunlarla şu anda var olan ilişkisinin niteliğinden memnun olmadıklarını, üniversitenin mezunlarla ilişkilerini geliştirmeye yönelik çabalarını yeterli bulmadıklarını ve var olan faaliyetlerin daha etkili bir biçimde devam ettirilebileceğini belirtmektedirler.

Anahtar Kelimeler: Akademisyenlerin Mezunları Algılama Biçimleri, Üniversite-Mezun İlişkileri.

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INTRODUCTION

Recently, the importance of alumni contribution to their alma maters has increasingly started to be felt. Many researchers emphasize the prominence of alumni for the higher education institutions. According to Carr, Chua and Perera (2006), individuals who have graduated from university are in a significant position to be able to provide valuable input into the design of the educational programmes, in terms of feedback on the current programmes and suggestions for improvement; Gaier (2001) states that alumni are vital to the higher education institutions because they are a source for financial support, a source of direction through participation in voluntary leadership positions, and they can provide necessary information to university in decision-making process. Similarly, Hanson (2000) points out that colleges and universities rely heavily on the support of alumni because alumni contributions can take the form of volunteer assistance in recruitment, fund raising, providing internships and career opportunities for students, guest lecturing on campus, participation in special university and alumni events and financial donations as well as supporting their alma maters by promoting the institution to others. According to Hartigan (2001), alumni are vital to the university because they can provide prestige or social status to the institution.

An important aspect mentioned in the relevant literature is that it is essential to comprehend the importance of alumni and conduct many more surveys due to the financial and other opportunities that alumni can provide to their alma maters. Mosser (1993) states that few faculty are interested in alumni research as a focus of their research agenda, and faculty and college administrators have not explored the area of alumni research yet. At this point, a contradiction arises; higher education institutions put a lot of effort to get benefit from their alumni, however, they cannot provide enough theoretical background parallel to those efforts. As a result, they cannot have enough information about their alumni and their effort remains insufficient. Therefore, research which defines factors providing effective university-alumni relationships and focusing on how alumni could be involved in improvement of higher education institutions could be beneficial in terms of getting rid of the insufficiency of university-alumni relationships in practice.

It has been observed that most of the research on alumni focus on alumni donations and the factors which affect it. The reason for this tendency is that in some countries (especially in the United States) funds which are one of the most important financial sources of higher education institutions are partly provided by the government. The rest of the funds are provided by individuals and some other institutions. Baker (2004) states that in the United States, the volunteered donations in the year 2002 were at the level of 23,6 billion dollars. This amount shows the prominence of the funds that higher education institutions raise from the individuals and institutions except for the

government in the United States. However, the current higher education system in Turkey does not force the universities to raise funds for educational purposes. As a result, higher education institutions in Turkey do not make use of alumni donations in order to raise funds for them. This situation happens to be an important difference between the higher education institutions in Turkey and abroad.

When we look at the studies done on alumni's profile, a series of research, conducted in ten year periods with different researchers aiming to keep track of the alumni of Ankara University as well as determining the problems they encounter in their careers and specifying precautions to be taken to eliminate those problems, attract our attention.

1. Of these, the research "Ankara University, The Alumni of The Faculty of Education" was conducted by Ayşegül Ataman, Zahit Dirik and Nizamettin Koç in 1975.

2. The second research conducted by Leyla Küçükahmet (1985) aimed to determine the workplaces and working positions of 1,064 people graduated from The Faculty of Education of Ankara University between the years 1969-1982.

3. The third research aiming to keep track of the alumni of The Faculty of Education of Ankara University, was conducted by Haydar Taymaz (1995). That research aimed to determine the employment status and the employment problems of 3,189 people graduated from The Faculty of Education of Ankara University between the years 1969-1993, and the precautions to be taken to enhance the interaction between the faculty and its alumni. As a result of the research, alumni emphasized the lack of communication with the faculty (Taymaz, 1995).

As mentioned in "Turkey's Higher Education Strategy" report by the Council of Higher Education (2007), for the success in labour market, the flexibility of the education given is crucial as the choice of major. The education of labour force in one particular area is not considered as sufficient, and lifelong education having the capacity to adjust the changing requirements of the labour market is envisaged. That can be possible only if the university keeps track of its alumni and does not break its connections with them (Bakioğlu et al, 2010).

When researches on alumni are examined, it might be seen that the focus of the most of the studies is on how alumni perceive their alma maters, which factors lead, shape and change that perception, and the effects of this situation on alumni donations. As a result, it could be said that the relevant researches are generally based on alumni points of view. On the other hand, in this research it was aimed to present an alternative point of view to the mentioned researches by describing university administrators' and faculty's perceptions of their alumni, factors affecting their perceptions of university-alumni relationships, and factors providing an effective relationship between university

and its alumni. Consequently, it was targetted to reach descriptive data about how alumni could be involved in improvement of higher education institutions.

METHOD

Model of the Research

This research was done as a descriptive survey. University administrators' and faculty's approach towards their alumni and the factors which affected this approach were tried to be described by using face-to-face interview. Instead of trying to reach findings which can be generalized, in this research, it was aimed to reach more detailed and qualitative findings by working with a small study group. As a result, firstly the university administrators' and faculty's perceptions of their alumni and the factors which affected those perceptions were described, and then discussion and suggestions were formed paralel to the descriptive study conducted.

Study group

In this research, making generalizations in order to reach the whole research universe was not the main concern. Therefore, "study group" was used instead of using the concept of "sample". Moreover, the only generalizations which were made were the ones that appeared in relevant situations. In this research, face-to-face interviews were conducted with 13 university administrators and 17 faculty members from three state universities and one private university, all of which were situated in Istanbul. This study group was formed according to the criterion of administrators and faculty accepting to have an interview on the subject. In the research, there were thirteen university administrators, nine of whom were still in their positions, and four of whom had been in this position in the previous years. The rest of the study group (seventeen faculty members) had never had administrative functions. Thirty people in total were interviewed in this research. When considered their titles, there were 4 research assistants, 5 lecturers, 13 assistant professors, 1 associate professor and 7 professors who were interviewed.

Data Collection Tools

Certain steps were followed during the research in order to collect the relevant data. A semi-structured interview form was designed so that the relevant data for the research would be collected. During the development of interview form, firstly, relevant literature was reviewed in a detailed way and questions were shaped in the light of the knowledge obtained by literature review, and also expert opinions were consulted. In order to develop the already designed interview form, pilot study was conducted with nine interviewees. The deficiencies detected in the interview form were corrected and the questions

were given the final forms. After all those procedures, final draft of the semi-structured interview form consisting of open-ended questions was designed.

Data Collection

The data were collected in the 2007-2008 academic year with the researcher's active involvement in university administrators' and faculty's offices in order to conduct face-to-face interviews. During the data collection process, a recorder was used to record the pilot and real interviews since all the administrators and faculty stated that they would not be disturbed by being recorded. Interviews lasted approximately 30-60 minutes and recorded interviews were transcribed immediately without skipping any detail in order to be subjected to content analysis.

Data Analysis

The data which were collected by the interviews conducted using semi-structured interview form were qualitatively studied and the content analysis of the qualitative data was completed. The reason why SPSS (Statistical Package for Social Sciences) program was not preferred was the desire to be able to depict in a more detailed way what was tried to be explained by the interviewees.

The interviews were recorded by using a tape recorder and all the interviews were transcribed without skipping any detail. After that, the transcribed data were read many times and main headings were determined according to the concepts emphasized in the interviews. Transcribed interviews (texts) were given codes and numbered according to the determined headings. Numbered texts were given headings. Then subheadings were determined and new coding process was conducted. When quotations pointed to a certain situation or a certain situation was mentioned by a certain number of people, they were commented with the help of the related literature.

FINDINGS

The prominent findings are presented in the table below by frequency and percentage.

Results of the research revealed that nearly all of the 30 administrators and faculty interviewed (87%) within the scope of the research believed that alumni had to have an important place and they should be involved in higher education institutions. The majority of 26 administrators and faculty (69%) provided some reasons to why they believed that alumni had to have an important place and they should be involved in higher education institutions as they being the group which can support their university (7/18), represent the university in community (6/18) and provide university with inputs to help the university evaluate itself (5/18).

The group of people who believed that alumni had to have an important place and they should be involved in higher education institutions because they are the group which can support their university (7/18) stated that university alumni could accomplish this mission in many ways such as lecturing on the campus as a guest lecturer, developing various projects with the university and conducting some research for the university, sharing their knowledge and experiences on work-life with the students of the university on career days or in seminars, helping the new graduates of the university by recruiting them, providing some opportunities to the university to accelerate the improvement of the university and increase the opportunities to conduct various researches, providing some social facilities to the university, leading the students of the university in the fields that they needed and, finally, providing financial contribution to the university.

Table 1: Prominent Findings

Item	Frequency	Percentage
1. Alumni have a place at university	26/30	87
1.1. Alumni is a group that forms the university institutions.	18/26	69
1.1.1. Alumni have certain missions that make them beneficial to the university. The missions are as follows:		
1.1.1.1. Supporting the university institutions	7/18	39
1.1.1.2. Representing the university in society	6/18	33
1.1.1.3. Providing feedback to the university	5/18	28
2. There is a correlation between alumni's satisfaction with university life and the bonds they establish with the university.	25/30	83
3. Alienation occurs towards the university after graduation.	29/30	97
4. I am not satisfied with current alumni-university relationships.	17/30	57
4.1. Activities being carried out to improve alumni-university relationships are not effective and efficient.	11/17	65
5. It would be beneficial to the institution to reach out to alumni.	17/30	57
6. There are positive perceptions concerning the benefits alumni could provide for the university.	30/30	100
7. Alumni association will provide added value to alumni-university relationships.	27/30	90

Large number of the interviewed administrators and faculty (83%) stated that they believed that there was a positive correlation between alumni perceptions of their alma maters and alumni contribution to their university. They stated that academic satisfaction of students could have a huge impact on their willingness as alumni to keep in touch with their alma maters. They also added that when alumni had the idea that their university provided them with sufficient academic knowledge, they would have the idea of providing what was needed by the university.

Nearly all of the administrators and faculty (29/30) had the belief that when students graduated from their universities their connection to the university eventually became weaker, and as alumni they started to be alienated from their alma maters. The factors that influence this outcome are prioritised as follows:

- University without an alumni-oriented policy
- Alumni being busy with their working and private life,
- Alumni not liking their school due to the shortcomings in university's conditions,
- Alumni being geographically distant from university,
- Alumni not trusting university's academic competence,
- University having problems with its institutional identity,
- Not providing alumni with the awareness of establishing bonds with their university after graduation.

The primary suggestions made by the administrators and faculty for solving the problem are as follows:

- Carrying out activities intended for alumni,
- Establishing a communication platform with alumni,
- The existence of some benefits alumni can derive due to their relationships with university,
- Establishing an alumni unit,
- Establishing prospective relationships with students,
- University satisfying its students with the education it provides,
- Willingness of university to reach out to its alumni.

Most of the administrators and faculty were not satisfied with the quality of the current university-alumni relationships in the universities they worked (17/30). More than half of this group pointed out that alumni events were inadequate, there were no planned and organized efforts to establish a relationship between university and alumni. They also added that even if there were some efforts by the universities to start a relationship with their alumni, they were not sufficient in the current situation (11/17).

Many of the university administrators and faculty specified that conducting research on alumni could provide some valuable ideas for higher education institutions. They also stated that using the data of these researches,

the university could benefit from its alumni in contributing the researches and projects conducted (17/30). They added that conducting research on a university's own alumni could contribute to that university's developing its own institutional culture and identity, and also contribute to find the answers to the questions "What is university?" and "Where is it in academic basis?". In the light of these researches, university institutions would have the opportunity to understand their alumni's circumstances, understand the weaknesses and strengths of the academic education they provided, and maybe provide the help to their alumni in the subjects they needed to be assisted. In line with administrators' and faculty's views on their reasons for not putting researches on alumni on their research agenda, some headings emerged as:

- Hardship of reaching out to alumni,
- University's lack of perception towards benefiting from alumni,
- University's other problems,
- Faculty's anxieties related to the process of conducting researches on alumni.

All of the administrators and faculty within the scope of the research (30/30) pointed out they had positive perceptions of the benefits that alumni could provide for their alma maters. Those benefits were stated as; leading and providing support for university's enrolled students and new graduates, providing input to the university, providing financial and other resources to university, contributing to university's integration into the community, and contributing to design of educational programmes at the university. A wide range of activities specified as a guide to students and new graduates also emerged. Among these;

- Providing job opportunities for both themselves and new graduates,
 - Informing the students about reaching the career steps that alumni have reached,
 - Guiding the graduates on what to expect from the future
- were primarily emphasized.

Other activities can be grouped in two categories:

1. Guidance activities that can be carried out prior to graduation:

- Informing the students about the qualifications to possess in order to graduate from university,
- Providing the students the opportunity to undergo training,
- Taking close interest in the students in the workplaces where they undergo training and helping them to improve their practical skills besides their theoretical knowledge of the subject,
- Supporting freshmen students both economically and academically.

2. Guidance activities that can be carried out after graduation:

- Carrying out activities that can eliminate the problems the new graduates will encounter when they start working,
- Providing supervision for the new graduates that start working,
- Supporting them avocationally,
- Supporting and guiding the students in order to enable them to keep up with up-to-date information, recent publications and researches,
- Informing senior year students about the ambiguities they can experience at the beginning of their careers by offering them their own experiences.

Nearly all of the administrators and faculty interviewed within the scope of the research (27/30) reckoned that alumni organisations could add more value to higher education institutions. The added value mentioned was making university-alumni relationships stronger, providing benefits to universities' enrolled students and providing the university with reputable institutional identity. Administrators and faculty added that with the help of the events that alumni organisations organize, the deficiencies in university-alumni relationship could be detected and satisfied, universities could reach many more alumni, and have new contacts with their alumni. Furthermore, they reckoned that with those alumni organizations, it would be easier to get the university alumni to embrace their universities, to lay claim to and show commitment to their universities. Also, it would be easier to make the alumni become organized and become more intimate towards the university and, as a result, they could make connections with their universities more easily. Besides the opportunities that alumni organisations could provide to the universities which were mentioned above, alumni could also get benefits from the university-alumni relationship such as having financial benefits and some other benefits such as feeling that they belonged to somewhere, going back to their roots in terms of academic life. Final point mentioned was that alumni organisations could make it possible to have the alumni make use of the facilities that universities provide.

DISCUSSION

According to the university administrators' and faculty's evaluations, they had positive attitudes towards their university alumni, and they also had positive approach towards forming and maintaining relationships with their university alumni. Our data revealed that, university administrators and faculty supported the idea that universities should consider their alumni as an integrated part of themselves as well as their own students. Moreover, they supported the idea that universities needed to organize activities aiming at

reaching their university alumni and establishing strong relationships with them. These results were consistent with the literature (e.g., Hanson, 2000; Carr, Chua and Perera, 2006; Brower, 2006).

University administrators and faculty emphasized the importance of identifying alumni perceptions towards their alma mater. They also supported the idea that if alumni perceptions towards their alma mater were identified, some precautions would be taken and some events would be organized to prevent the factors that created alumni's negative opinions towards their universities. As a result, this situation would result in alumni's establishing relationships with their alma mater more often. They also stated that academic satisfaction of students could have a huge impact on their willingness as alumni to keep in touch with their alma maters, which was similar with other findings (Boyer, 1987; Gaier, 2003; Gaier, 2005).

According to another result of the study, university administrators and faculty reckoned that university alumni were alienated from their alma mater after their graduation because universities had no particular policy on university-alumni relationships, no efforts to establish relationships with their alumni, or no effective alumni organisations. These findings were paralel to other findings (Boyer, 1987; Johnson and Eckel, 1997; Gaier, 2001). They also stated that some precautions must be taken by the university in order to prevent alumni alienation such as organizing alumni events, providing a communication platform for the alumni, providing alumni with some benefits in their relationships with university, establishing an alumni organisation, forming university-alumni relationships with students before they graduate, satisfying students' with the education provided, having a desire to reach and stay in connection with the alumni. Those results were consistent with the literature (Grimes and Chressanthis, 1994; Gallo and Hubschman, 2003; Ingram, Haynes, Davidson-Shivers and Irvin, 2004).

Another result of the study was that university administrators and faculty were not satisfied with the current relationship between the university they work and their alumni, and they did not find universities' efforts to improve university-alumni relationship sufficient. Furthermore, they considered that activities held to run university-alumni relationship were not effective and efficient. This finding also supported literature (McNally, 1985).

University administrators and faculty also underlined the importance of universities' carrying out some research on their alumni since it would provide precious ideas for development of universities. They added that the prominence of conducting research on alumni resulted from the fact that doing research on alumni could provide some valuable ideas for higher education institutions. However, they pointed out that universities did not seem to have realized the importance of conducting research on alumni. University administrators and faculty interviewed within the scope of the research stated that they had the opinion that if universities had realized how precious

university alumni for them were, they would have included them in their research agenda. This finding also supported the findings in literature (Pezzullo and Brittingham, 1990 cited in Mosser, 1993; Ward, 2004). Pezzullo and Brittingham (1990) and Ward (2004) stated that many administrators in higher education institutions didn't seem to have realized how deeply that kind of research on alumni could affect their own academic studies. On the other hand, university administrators and faculty interviewed within the scope of the research mentioned that there were some drawbacks in current conditions which prevented faculty from carrying out research on university alumni. The most important drawbacks mentioned were; difficulty in universities' reaching their alumni, lack of universities' perception that they can benefit from their alumni, universities' other problems, faculty's worries about the research process on alumni.

University administrators and faculty also expressed that universities could benefit from their alumni in many areas through leading and providing support for university's enrolled students and new graduates, providing input to university, provide financial and other sources to university, contributing to university's integration into the community, and contributing to the design of educational programmes at the university. Those results also supported what was said in related literature (Reichley, 1977; Melchiori, 1988; Ingram, Haynes, Davidson-Shivers and Irvin, 2004; Thomas, 2005).

The last finding of the research was on university administrators' and faculty's approach towards alumni organisations. University administrators and faculty emphasized that alumni organisations had an important potential to provide some important value to universities. The value mentioned was making university-alumni relationships stronger, providing benefits to universities' enrolled students and providing the university with reputable institutional identity. University administrators' and faculty's putting emphasis on the prominence of alumni organisations is also consistent with the related literature (Harrison, Mitchell and Peterson, 1995; Arceo, 2003).

Our findings in this research depicted that university administrators and faculty had positive attitude towards forming and maintaining university-alumni relationships and supported the idea of university's considering its alumni as an integrated part of itself. Therefore, there can be some suggestions to improve university-alumni relationships. Universities should try to reach all of their alumni, from the oldest to the youngest, and establish a database to restore the information belonging to them. (Bakioğlu et al. 2010). Also, a filing system or a database at faculty or department level should be established in order to store the information of the students who are about to graduate from the university. With the help of these databases, universities will always be able to follow and reach their alumni, and information of the alumni might be used effectively when needed by the university for academic purposes. Universities should recognize the importance of alumni in terms of their

capability of promoting the university in community. Universities should realize and point out the important role that alumni can play in university's integrating with the community, and they should try to put some efforts to benefit from their alumni (Bakioğlu et al. 2010). Administrations considering alumni points of view and evaluations should be in charge. In order to create effective university-alumni relationships, it seems to get the alumni to feel that they belong to their universities even after their graduation. In order to be able to give the alumni the feeling of belonging and commitment to their university, universities should form open and intimate relationships with their students before they graduate, have the concept of academic education which considers the students the most valuable part of the university, and also try to keep the quality of their academic education high. Faculty's time problem caused by excessive teaching hours or administrative duties should be solved to be able to involve them in university-alumni relationships.

As it is supported by the literature, effective alumni organisations should be founded in order to be able to put university-alumni relationship on a strong basis and maintain this relationship effectively (Minniear, 2004; Chiavacci, 2005; Cohen, 2006). Alumni organisations should be founded in the body of faculties or departments rather than university in general. Faculty should establish open and intimate relationships with their students considering that they will be their alumni in the future. At this point, professors should have more flexible attitudes towards their students in their relationships with them, be open to help the students with their problems, and avoid to have attitudes which intimidate students and make them hesitate to consult them (Bakioğlu et al. 2010).

There should be events organized in order to provide the students with the understanding to stay in touch with their universities and keep their connection after they graduate. With these events it should be aimed to change the students' perceptions that when they graduate from the university they are no longer connected to their university or no longer an integrated part of it, and a result, they no longer have to stay in touch with their university. Universities should organize some events helping universities' alumni and enrolled students come together and create a platform of alumni's sharing their experiences and points of view with universities' students (Thomas, 2001; Riemer, Dorsch, Hoerber, Paskevich et al.2004; Bakioğlu et al. 2010)

Alumni events should not be left to the faculty's individual initiatives and efforts or it should not be left like a burden only on the shoulders of faculty. University-alumni relationships should be organized professionally and a professional unit in charge of this mission should be formed. Finally, newsletters providing alumni with the news from the university and some accomplishments of senior alumni should be prepared and sent to the alumni.

In this research, working with a "study group" which consisted of thirteen administrators and seventeen faculty members working in three state

universities and one private university situated in Istanbul instead of a "sample" limited the ability to generalize the findings of the research. While conducting this research, it was seen that all the researches which were done on the way university administrators perceive their alumni were conducted in countries other than Turkey. Besides, those researches and the related literature presented limited knowledge on the subject matter. On the other hand, although researches conducted on the factors which affected alumni while forming relations with their universities provided more detailed information on the subject matter, the main focus of those researches was to determine the factors which provide and shape alumni donations to their universities. Those researches focused on determining the alumni qualifications which would help to benefit from alumni at an optimum level in fundraising for universities. Further qualitative and also quantitative research on perceptions of university administrators and faculty could be beneficial in order to provide different points of view in university-alumni relationships and enrich the related literature. Studies on factors leading and shaping university-alumni relationships are very limited; therefore, conducting more detailed research on this issue could help determine the dynamics which affect and shape university-alumni relationships. Also, conducting quantitative research on the correlation between the titles of faculty and their perceptions of university-alumni relationships could be beneficial in order to enrich the related literature. Moreover, quantitative research on the correlation between the change of the university administrations and university-alumni relationships could bring a different point of view to the related literature.

This research aimed to evaluate the university administrators' and faculty's approach towards their alumni and points of view on university-alumni relationships. As well as university administrators and faculty, further research on the alumni's perceptions of university-alumni relationships could bring a new view to the subject and could enrich the related literature.

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