Cultivating Current Student Philanthropy
PELP VI Project

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REPORT: Cultivating Current Student Philanthropy

Introduction

The Pew Research Center (2016) found that millennials surpassed baby boomers to become the largest living generation in the United States. Millennials currently represent a majority of Hawaii's population, and by 2025, will make up a majority of the national workforce. Millennials are defined in this report as individuals born roughly between 1980 and 2000. Despite the prevalent generalization that defines this generation as self-centered and entitled, recent reports are finding that this is simply not the case when it comes to charitable giving. Not only do millennials give, they give generously. In addition to money, millennials have given freely of their time and expertise as well. The Millennial Impact Report (2014) found *Causes* and *people* as defining factors in the giving habits of millennials more than the institutions and organizations that motivated prior generations.

Millennials have grown up embracing the Internet and social media both of which have made the world more accessible. Millennials look for socially conscious, globally minded charities, which champion civil rights, good business practices and promote environmental protection. Moreover, millennials are focused on the impact that their donation can make today and not on a legacy[2]. The Millennial Impact Report[3] also found that 84% of millennials donated to charity in 2014. Importantly, more than 70% of millennials volunteered time to a specific cause that same year. Researchers also found that "the millennial generation is influential. From their buying power to their handle on the limitless potential of social media, millennials can address issues and be a voice for causes like no other generation before them."

Attracting donors from the millennial generation will require a focus on how to make giving more appealing, while embedding an appreciation for the causes or issues of impact that inspire giving. This report will provide insight to the framework needed to engage current millennial students in philanthropy at the University of Hawai'i (UH).

Importance and Impact of Student Philanthropy at UH

As identified within *University of Hawaii Strategic Directions, 2015 - 2021*, diversifying resource bases beyond state appropriations and tuition is a critical and well-recognized institutional priority. In seeking to address similar challenges and corresponding goals, other universities have achieved considerable success by intensifying efforts to 1) educate students about the importance and impact of philanthropy on campus and 2) engage current students in fundraising campaigns and initiatives.

Implementation of aforementioned action plans increase the likelihood of student participation in giving campaigns by decreasing common misperceptions and beliefs that: full cost of education is covered by tuition alone; smaller monetary contributions don't help; public universities receive all the money needed from tuition and the State; donors are unable to choose how their donation is used, etc.

Educating students about the impact and significance of philanthropy also contributes to future alumni giving and increased civic engagement. Research has confirmed that "while philanthropy is an altruistic impulse, it is also a learned behavior".[1] Research further confirms that students who participated in specific types of student philanthropy programs and courses exhibit enhanced awareness of social needs, increased knowledge of philanthropic processes, an increased sense of responsibility to help others in need, and enhanced intentions to donate money and volunteer. [2]

The direct financial gains that are realized via other student-run or student-based initiatives (e.g. class gift, student foundation), are also well documented. However, it may be as, if not more, important to acknowledge and recognize that engaging and educating current students about the power of giving will potentially strengthen their association with the university and increase the likelihood of future donations to the university as alumni. This is notable given a downward nationwide trend in alumni giving rates (especially in young alumni) and the keen observation, agreed upon by many, that "It's important to educate them while they're students on why a school...needs their modest gift. If you can get young alumni to give every year, the first 10 years out, you'll have them for life." [3]

Engaging Millennials

Based on research and information gathered by The Millennial Impact Project [1], engaging millennials successfully entails three levels: 1) Millennial Inviting; 2) Millennial Immersion; and 3) Millennial Impact, with each level providing ways to help millennials connect, involve, and give at each level. The path toward student engagement in giving may include the following actions:

·   **Level 1 - Millennial Inviting**: mobile-friendly website, social media engagement, email or online communications to communicate opportunities to get involved with a case or issue; peer fundraising programs; online giving; online information regarding impact of gifts and opportunities for millennial donors to ask questions regarding impact.
·   **Level 2 - Millennial Immersion**: allowing ability to direct support to programs of their own interest; providing opportunities for students to directly interact with executive leadership; opportunities to create and design solutions to issues and problems; opportunities for mentorship.
·   **Level 3 - Millennial Impact**: creation of service and leadership programs; opportunities to design new approaches; offering and supporting peer giving circles to support group interests.

Based on the above recommendations, it is apparent that traditional fundraising practices (e.g. direct mail, telephone calls) used to successfully engage older generations will not be as effective in cultivating philanthropy among millennials. Engaging millennials may take significant time and resources; however, considering that millennials represent the next generation of givers, the potential impact is well-worth the investment. Research has shown that millennials will become even more generous

over time, with survey results showing higher levels of giving and numbers of organizations supported as donors age.

As mentioned, millennials need to be engaged differently and will not respond to more "traditional" fundraising practices. The current methods work well for the older generations and have been extremely effective, but additional attention needs to be given to adapting to the specific giving habits and expectations of millennials.

Courting students for small donations is a good way to form the habit of giving of the student. As a donor more frequently gives, the tendency to increase the value of the gift is likely, especially on the order of fifteen gifts. If current students are engaged more, giving habits may more readily form and the UH may reap significant future benefits in the form of larger donations.

Strategies Used by Other Universities

Based on a 2014 survey given to over 200 institutions by the Council for Advancement and Support of Education (CASE) and national consulting firm, Campbell & Company, over two-thirds of the institutions have "a staff working group or a campus organization dedicated to student philanthropy."[1] Despite fairly pervasive adoption, student-focused strategies are fairly new and much of the impacts are still yet to be realized.[2] The following outlines high-level themes from CASE's philanthropy month 2016 summary of initiatives posited by its member institutions.[3]

Student Foundations
Much of the initiatives developed were led by a student foundation. In fact, CASE's 2014 survey revealed that successful initiatives were correlated with a collaboration between the institution's Development Office, Student leadership & the Marketing & Communications Office.[4] Kansas State University Foundation spawned a student foundation which leads a program called, K-State Proud. Their focus is helping students who face financial hardships while attending the university. According to their website, "K-State Proud has raised over $1,136,506 over the past 11 years, allowing over 600 students to remain at K-State."[5] In a 2014 article about K-State Proud, the foundation found that K-State Proud participants are "three times more likely to give as alumni and that their average gift is $8–$10 more than alumni who didn't contribute as

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http://www.case.org/About_CASE/Newsroom/Press_Release_Archive/New_Survey_Reveals_Strategic_Impor tance_of_Student_Philanthropy_Programs_to_Overall_Fundraising_at_Colleges_and_Universities.html
2

http://www.case.org/About_CASE/Newsroom/Press_Release_Archive/New_Survey_Reveals_Strategic_Impor tance_of_Student_Philanthropy_Programs_to_Overall_Fundraising_at_Colleges_and_Universities.html
3

http://www.case.org/People_and_Communities/CASE_ASAP/Student_Engagement_and_Philanthropy_Month /2016_and_2017_StuPhil_Activities.html

[4] http://www.case.org/Publications_and_Products/2014/MayJune_2014/Schooled_in_Giving.html

[5] http://www.found.ksu.edu/k-stateproud/

students."[6] In addition to helping Kansas State raise money and retain more students, the K-State Proud program provides volunteer and leadership opportunities for students which provides an additional form of engagement. Many institutions choose to form Student Alumni groups, which enlists young alumni in reaching students and helps to transition students to becoming engaged alumni.

Student Philanthropy Campaigns
Fueled by social networking, both online and in-person, many of the institutions sponsor short-term philanthropy campaigns that focuses on educating students about giving. One example of a giving campaign is the Giving Day, which is often set up as a competition between different groups such as schools/units to see who can raise more money. These days are often appended to homecoming weeks, founder's days or other important college events to tie giving to a meaningful experience on campus. One successful example is Cornell's Giving Day held on March 14, 2017, which raised over $6M from 8640 donors which included students, alumni and other supporters. Another popular strategy is gift tagging, such as William & Mary's Tag Day. Throughout the campus, the student foundation places special tags on items, places and individuals that have benefited from charitable giving. Many institutions plan a combination of activities tailored to their students.

Online Crowdfunding for Specific Causes
Many institutions employ strategies borrowed from crowdfunding, by designing websites that engage millennial donors online in their specific interests. One example is Colorado State University's "State Your Purpose", which allows students to submit projects for crowdfunding and helps donors find a specific cause that is meaningful to them. *State Your Purpose* provides donors a short quiz that categorizes them as one of the following archetypes: builder, creator, nurturer, healer, connector and explorer. Each archetype links a donor to multiple related specific causes.

Show me the Money: Costs
CASE's 2014 survey findings revealed that institutions that spent at least 50 cents per enrolled student raised on average 2.5 times more per person than institutions that spent less.[7] In addition, institutions that spent more also saw a 10.9% increase in student giving participation. Based on the above-cited data, a UH System-wide initiative, at minimum, would cost $26,709 (53,418 students x.50). Since Manoa has the largest student body, UH Manoa would be an ideal place to start a student philanthropy initiative, costing a minimum of $9432.50 ($18,865 x.50). By leveraging existing UH Foundation staff at Manoa units, involving students, and collaborating with UH System and UH Manoa's communications offices, funds can support special events, marketing collateral and advertising in Ka Leo, traditional media and on social media platforms.

Possible Challenges and Other Considerations

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[6] http://www.case.org/Publications_and_Products/2014/MayJune_2014/Schooled_in_Giving.html
[7]

http://www.case.org/About_CASE/Newsroom/Press_Release_Archive/New_Survey_Reveals_Strategic_Importance_of_Student_Philanthropy_Programs_to_Overall_Fundraising_at_Colleges_and_Universities.html

The UH allows for many creative opportunities to engage millennials in philanthropic *causes*. Creating the required infrastructure to promote, manage, and benefit from these causes will not come without its share of challenges. One could start by asking, "What would a robust infrastructure look like?" More importantly, how much will it cost? In these times of financial constraint, costly new programs may certainly be supported, but may also come with an expectation to provide greater indicators of potential success. The outcomes based era that governs much of the higher education landscape may render decision makers reluctant to support costly efforts whose outcomes appear abstract or overly ambitious. It would be beneficial to the university to place a greater priority on the philanthropic relationships waiting to be established with its millennial students. Such an effort however, can be costly, take up lots of resources, and could require changes that impact people in different ways.

UH is an intergenerational workplace that provides a diverse meeting space of ideas, work styles, values, lifestyles, and belief systems. While such diversity can bring richness to these workspaces, it can also create leadership challenges in being able to support efforts that mean *different things to different people*. A fully supported infrastructure to enhance philanthropy of millennials will take on different meanings or hold varying urgencies for those in positions to make decisions. Nevertheless, some leaders may find such investments necessary in order for we to *cultivate* the next generation of givers to the UH. Conversely, some leaders may not.

A robust effort to engage millennials in philanthropy at UH will leverage social media to tell stories, create platforms, and easily connect individuals to the causes in which they would want to support. Donating must be made easy and fast, with as minimal actions or follow up steps as possible. In the present era, STAR and the GPS Registration feature have become cornerstones in our efforts to help UH students navigate a pathway to graduation. While these features serve the greater retention and graduation narrative, they continue to grow and improve because of the multi-pronged contributions of leaders, software designers, advisers, faculty, students and other key stakeholders. Although such level of comprehensiveness may not be required for a millennial philanthropy campaign, there will be needs to be met that could require changes in personnel, mission, and strategy. A healthy social media campaign will be able to utilize all necessary tools and resources in order to strategically address a range of possible challenges from platform and infrastructure issues to the constant support that is needed to maximize success.

One challenge that is common and certain is the UH system in itself. Being a multi-campus (mostly) commuter student system in an island state may create obstacles that are not so apparent at other universities outside of Hawai'i. Peer institutions on the continent have capitalized on *giving day* campaigns and legacy contributions like class gifts to fuse fundraising into already existing traditions and programs. These campaigns leverage school pride and positive connectivity to the institution as the primary basis to promote participation. The UH 10-campus system, each with its own unique personality, can contribute to the difficulty in gaining an understanding of school pride or positive

connectivity amongst its students. The uniqueness of our 10-campus (mostly) commuter system can pose challenges in establishing kinship with others who graduate in the same "class" when compared to campuses elsewhere.   A well supported strategic tailoring of campus-based fundraising efforts could put an unintended strain on the limited resources of a centralized foundation office.

Hawaii: Sense of Place

Hawaii is a very philanthropic state. Research has shown that cash contributions from Hawaii residents grew substantially in recent years, to $600 million in 2014, up from $443 million in 2008. However, it has been noted that a greater share of donations are leaving Hawaii due to social media philanthropy programs and the ease of donating to larger charities. Taking this into account, local charities received a 2 percent increase, adjusted for inflation, over between 2008-2014[5].

A recent study by the Hawaii Community Foundation found that two out of three Hawaii households give cash donations to charity. These givers are responding to direct mail or personal requests from friends and family with telephone solicitations being much less effective. Millennials are the least likely to donate cash but the most likely to donate time through volunteering for a cause they are passionate about. The average cash donation has increased across all age and income groups across the state of Hawaii. In 2014, the average annual gift was $2,024, up from $1,446 in 2008[5].

As mentioned, one key to reaching millennials, including current UH students, is to invest in social media. Millennials are responsive to social media and online resources as reflected in their preference in: making online donations, seeking information via web searches, and receiving information by email. In Hawaii, as in other states, non-profit organizations who capitalize on social media solicit big returns. For example, the Honolulu Museum of Art's Art After Dark program saw a 48% increase in membership over one year after social media was incorporated in outreach initiatives. "It's huge. Almost all of our members are under 40 years old, and they're renewing at a 90 percent rate. We just poured money into Facebook, Twitter, Instagram, and we communicate via email" reported director Stephan Jost[5]. The success experienced by the Art After Dark program further indicates that strengthening social media outreach is an effective means toward engaging millennials and securing loyal donors.

Developing and strengthening the connection current students have to UH and, further, engendering a lasting commitment to supporting UH's mission will require the UH to bolster its social media presence. As stated, other universities have enjoyed tremendous success in developing social media outreach. For example, the University of Virginia has an annual giving day called "GivingtoHOOSDay" and in 2017 hit over $2 million dollars in donations over 24 hours[6]. Arizona State University developed a mascot "Mark It Day" and in 2014 they achieved $3 million dollars of donations within 48 hours[7]. Personalizing a giving day by capitalizing on Hawaii's unique sense of place has potential to resonate with millennials even after they have graduated - especially when considering that individuals are oftentimes propelled to give based on personal

affinities, including memories and perceptions that may have developed in direct relation to Hawaii's beauty and its culture[8]. Millennials who have attended UH likely hold an emotional connection with Hawaii and the university that will remain throughout their lifetime.

Recommendations

Below are recommendations that may support cultivation of student philanthropy at UH:

- **Student Survey** to solicit student feedback regarding beliefs and attitudes towards philanthropy on campus while simultaneously serving as a form of initial outreach to students. The survey is attached as an appendix to this report.
- **Formation of a UH Student Foundation** as a means to invite, immerse, and impact student philanthropy programs and initiatives on campus; examples of possible initiatives include:
  - Warrior Wanderings – This idea combines social media with a sense of competition and the desire for more immediate rewards. The idea is to take an object like a UH Warrior statue and have a social media competition where a small donation (circa $5) will result in a photo of the UH Warrior in a particular spot on campus. For instance, $5 could be donated via credit card or PayPal and then the requester may ask to have the warrior photographed next to the condiments in the cafeteria. The photo of the warrior will then be posted on social media and recognizing the donor.
  - Giving Day – The general idea is that there would be a specific day where students/alumni will give. This can be stand alone for everyone, or it could pose as a competition between classes or groups of classes. There could also be a specific cause for the giving day.
  - Crowdfunding - Small equipment with recognition giving – Similar to corporate sponsorship of events, givers may either independently give or crowd fund for a small equipment. For instance, a PCR machine for categorizing DNA costs on the order of $4,000. The class of 2018 in a crowd funded project may give and then have a plaque placed on the machine.

Conclusion

In seeking to diversify funding sources beyond state appropriations and tuition, the UH may be well served by focusing additional attention on engaging current students in philanthropy on campus. As mentioned, current students - most millennials - have a propensity for giving generously especially when motivated by compelling mission, personal connection with leadership, and endorsement by a friend or peer. While establishing student foundations or student-led philanthropy campaigns would require additional time and resources, the benefits of these investments is palpable; we are provided with a significant opportunity to diversify both short-term and long-term fund

sources while also providing students with both direct and intangible benefits associated with cultivating an environment of philanthropy on campus.

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1 Falco et al (1998) Is philanthropy a learned behavior? Fund Raising Management

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Engaging Millenials
1 (2015) Millennial Impact Benchmarks
http://achievemulti.wpengine.com/mi/files/2015/04/TheMillennialImpactBenchmarks-2.pdf

Appendix

UH Student Philanthropy Survey

Enter Email address: (to be eligible for prize giveaway)

Section 1: Bio Information

1. Select one of the following
   - I was born *after* 1991. (<25 years old)
   - I was born between the years of 1981 – 1991
   - I was born before 1981

2. I identify as
   - Female
   - Male
   - Other
   - No Response

3. The *heritage** that I primarily identify with is
   - Native American
   - European
   - Asian
   - African
   - Latino/Hispanic
   - Pacific Region Native Hawaiian
   - Pacific Region Non-Native Hawaiian
   - Middle Eastern
   - Mixed Racial Heritage (a combination of 2 or more of the above)
   - No response

*Heritage: the traditions, achievements, beliefs, etc., that are part of the history of a group or nation

4. Which campus do you currently attend?
   - UH Manoa
   - Honolulu CC

5. What is your current academic standing?
   - Freshmen
   - Sophomore
   - Junior
   - Senior
   - Graduate Student
   - Other

6. Are you married?
   - Yes
   - No
   - No response

7. Do you have children?
   - Yes
   - No
   - No response

8. Do you regard Hawaii as your home state?
   - Yes
   - No

9. Choose all that apply to you:
   - I am a scholarship recipient
   - I receive financial aid other than scholarships (e.g. loans)
   - I am a full-time student
   - One or both of my parents went to college
   - One or both of my parents went to the University of Hawai'i or one of its community colleges.

10. What degree are you currently pursuing?
    - Two-year (Associates)
    - Four-year (Bachelors)
    - Post Baccalaureate
    - Masters
    - Doctorate
    - Other

11. Select the level of Student Debt you will accrue upon graduating with your degree?
    - $0
    - Less than $10K
    - $10K - $20K
    - $30K - $40K
    - $40K - $50K
    - $50K Plus

Section 2: Student Giving Activity & Viewpoints

12. In a typical week, how much time do you spend on volunteer activities, such as community service groups, music groups, activism, and religious organizations, among others?
   - Between 0 to 5 hours
   - Between 6 to 10 hours
   - Between 1 to 15 hours
   - More than 15 hours

13. Have you served in any leadership positions in any of your extracurricular activities?
   - YES
   - NO

14. For volunteer and/or leadership activities, please indicate how long you have participated in these activities:
   - less than 1 year
   - 1-3 years
   - 3-5 years
   - 5 or more years

15. Of the following acts, which would you consider to be examples of *giving*? (select all that apply)
   - Volunteering without pay as a tour guide at a local science museum.
   - Volunteering for the Peace Corps and receiving a stipend after two years of service.
   - Working for pay as a tour guide at a local science museum.
   - Donating $25 to a charitable cause.
   - Donating $1,000 to a charitable cause.
   - Donating property (real estate, collectibles, artwork, personal effects) to a charitable cause.
   - None of the above

16. Tuition covers the majority of costs to attend college.
   - Agree
   - Disagree

Section 3: Student Interest in Giving

17. Have you ever made a monetary donation to UH or UH foundation?
   - Yes

● No

18. If I were to make a monetary donation to UH, I would support: (select all that apply Likert scale: Very Interested, Interested, Somewhat Interested, Not Very Interested, Not Interested):
- ● General University operations/administration
- ● University Facilities and Improvements
- ● Unrestricted funds Fund expendable at discretion of Administration
- ● Student Activities & Organizations
- ● Technology
- ● Faculty Professional Development
- ● Student Scholarships
- ● LGBTQ Support and Programming
- ● The disabled and differently-abled
- ● Athletics
- ● Programs for Freshmen & Sophomores
- ● Support for Transfer Students
- ● Research Support
- ● University Libraries
- ● Arts and Music

19. Have you given to any charity, religious, or other non-profit organization within the past 12 months?

- ● Yes
- ● No

20. If yes, which of the following organizations do you currently give to?
- ● Charity
- ● Political
- ● Religious
- ● Academic
- ● Other non-profit
- ● Other:

21. If you answered yes to the previous question, in general, what would you say motivated you to donate to the organization(s) to which you gave in the past 12 months? Select all that apply.
- ● I believe in the cause
- ● The cause affects me directly
- ● It was my responsibility to give
- ● They asked, so I gave.
- ● A friend gave, so I wanted to give
- ● I felt forced to give
- ● Other

22. As a current student, would you be willing to participate in a student giving campaign to benefit UH?
- ● Yes
- ● No

23. If yes to the above question, what *types* would you give to: (select all that apply)
- ● Senior Class Gift
- ● Scholarship Fund
- ● Giving Day
- ● Campus Beautification Fund
- ● Research Equipment Fund
- ● Suggestion:

24. I would be willing to reach out to my personal networks and invite them to get involved or make a contribution to a project that benefits UH students.
- ● Yes
- ● No
- ● Unsure

25. I would be willing to participate in a student organization dedicated to building a culture of giving on campus.
- ● Yes
- ● No
- ● Unsure

26. As a current student, would you be willing to volunteer at a UH event?
- ● Yes
- ● No

27. If you answered yes to volunteering, what would be your primary motivation?
- ● I believe in the *purpose*.
- ● My friends volunteer. Therefore, I want to.
- ● I believe in *giving back* in any way I can.
- ● To gain volunteer hours required for scholarships.
- ● To add to my resume.
- ● To meet new people.
- ● Other _____

28. If I were to give back to UH, I'd like to the money to go to:

- My college in general (e.g. College of Education, Engineering, etc)
- My campus in general (e.g. UH Manoa or Honolulu CC)
- My department/major within my college or campus (e.g. Art, Biology, Automotive Technology, etc)

29. I plan to make my first donation to UH in:
- I have already donated.
- 1 - 5 years after my graduation.
- 6 - 10 years after my graduation.
- 11 - 15 years after my graduation.
- 16 - 20 years after my graduation.
- 21 or more years after my graduation.
- Never

Section 4: Views on UH

30. My educational experience at my institution has been:
- Excellent
- Good
- Fair
- Bad

31. I love UH
- Yes
- No

32. Would you be willing to participate in a focus group to further share your opinions or ideas?
- Yes
- No

33. If you responded "Yes" to above question, please provide your name and email address below.