



2016

The Influence of Race and Ethnicity on Giving Among Latin@ Young Alumni from a Predominantly White Institution

Michael Bumbry
Loyola University Chicago

Follow this and additional works at: https://ecommons.luc.edu/luc_diss



Part of the [Higher Education Commons](#)

Recommended Citation

Bumbry, Michael, "The Influence of Race and Ethnicity on Giving Among Latin@ Young Alumni from a Predominantly White Institution" (2016). *Dissertations*. 2122.
https://ecommons.luc.edu/luc_diss/2122

This Dissertation is brought to you for free and open access by the Theses and Dissertations at Loyola eCommons. It has been accepted for inclusion in Dissertations by an authorized administrator of Loyola eCommons. For more information, please contact ecommons@luc.edu.



This work is licensed under a [Creative Commons Attribution-Noncommercial-No Derivative Works 3.0 License](#).
Copyright © 2016 Michael Bumbry

LOYOLA UNIVERSITY CHICAGO

THE INFLUENCE OF RACE AND ETHNICITY ON GIVING
AMONG LATIN@ YOUNG ALUMNI FROM A
PREDOMINANTLY WHITE INSTITUTION

A DISSERTATION SUBMITTED TO
THE FACULTY OF THE GRADUATE SCHOOL
IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY

PROGRAM IN HIGHER EDUCATION

BY

MICHAEL G. BUMBRY

CHICAGO, IL

AUGUST 2016

Copyright by Michael G. Bumbry, 2016
All rights reserved.

ACKNOWLEDGEMENTS

There's an expression that certain achievements "take a village" to conquer. In my case, this saying is an understatement because everything that I have accomplished in my life is thanks, in part, to those who encouraged, believed, opened a door, advised, challenged, mentored, and said "yes" to my requests for counsel and guidance. There are dozens of teachers, friends, colleagues, family, and even strangers that I have encountered in my life that have inspired me. However, I would like to highlight the most significant people and organizations that have made me the scholarly practitioner and person that I am today.

First and foremost, I am thankful to God for guiding me through life's tumultuous, unpredictable, ridiculous, fun, and adventurous journey. My faith has allowed me to endure difficult circumstances personally, socially, academically, and professionally, and I am grateful for God's protection. I am thankful for my mother, Jacqueline. I am my mother's son, and my work ethic, ambition, compassion, and humor were all fostered by these same qualities which rest in her. Although I have been fortunate to find countless supporters throughout my academic and professional career, none of my accomplishments would be possible without her unconditional love, role modeling, strength, and faith. I am thankful to be on the only person on Earth that has the privilege of calling her "mom."

I believe that things happen for a reason, and that people come into our lives at the moment in which we need them. This statement could not be more evident than the

way in which my postsecondary education began. I want to thank my high school counselor Mrs. Fletcher and teachers Mrs. Barnhardt and Mrs. Aydlett for pushing me to apply (and ultimately helping me get in) to Elon University. Elon forever changed my worldview, allowed me to explore my identity and leadership development, and introduced me to the world of student affairs and higher education administration. Elon remains a big cheerleader in my life, and I am thankful for their enduring support over the past 13 years. I am also thankful for the fabulous institutions that I have been fortunate enough to be affiliated with throughout my career: North Carolina State University, Duke University, Temple University, Loyola University Chicago, The John Marshall Law School, and the University of Chicago.

The academic experiences that I have had at N.C. State and Loyola are unparalleled, and the professional experiences that I have held in student affairs and university advancement at all of these universities have shaped my understanding of the field of higher education, fueling a passion that remains alive more than ever. I love working in higher education, and it is largely because of these diverse academic communities where I have been able to work, live, and thrive. There are too many people to name individually across the seven institutions that I have either attended and/or worked. As such, I simply say thank you for giving me the tools to think critically, adapt quickly, challenge appropriately, and work collaboratively.

Finally, I want to thank the Loyola University Chicago community. I want to thank my chair Dr. John Dugan, who I first “met” when he responded to my email inquiring about the higher education program in fall 2011. It was our phone conversation that reassured me that I was making the right decision in applying to Loyola. Since that

time, he has pushed me in the classroom and throughout the dissertation stage, making me a better thinker, researcher, and writer as a result. I could not have asked for a better chair, and will be forever grateful for his candor, constructive feedback, and friendship. I would also like to thank the rest of my committee, Drs. Bridget Kelly and Dan Allen. I also spoke with Dr. Kelly prior to applying to Loyola, and so I am not unaware of the coincidence and privilege of having both her and John as members of my committee. Dr. Kelly inspired me to think critically about the population I was researching, and to conduct my study in a way that was just as culturally sensitive as it was rigorous. Dr. Allen has not only served as the sole scholarly practitioner on my committee, but has also taken time to share his vast professional experiences in university advancement with me. Collectively, I believe that I struck dissertation committee gold. Thank you all for being part of my village and coaching me along the way!

I would be nowhere without the emotional support of friends and colleagues who have motivated me throughout every stage and phase of this program. In particular, I would like to recognize Drs. Danny Glassman, Darren Pierre, Kristin McCann, and Darris Means for their gentle nudges and generously providing feedback and insight. Finally, I would like to thank my doctoral cohort, better known as the “Loyola fab five,” for their brotherhood and friendship. I could not be luckier to be in the ranks alongside Ajani Byrd, T.J. Jourian, Lester Manzano, and Dr. Dian Squire, four other men of color who have been instrumental in my ability to survive and thrive in this program. I feel honored to have been part of this historic cohort at Loyola University Chicago, and look forward to continuing our friendship beyond the borders of Chicago and our shared alma mater.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	iii
LIST OF TABLES	ix
LIST OF FIGURES	x
ABSTRACT.....	xi
CHAPTER ONE: INTRODUCTION.....	1
Problem Statement	8
Research Questions	10
Overview of Methodology.....	11
Significance of the Study.....	14
Operational Definitions.....	17
Dissertation Organization	21
CHAPTER TWO: REVIEW OF LITERATURE.....	23
Factors That Influence Alumni Giving	25
Undergraduate Experiences	25
Volunteerism and Participation.....	32
Financial Aid.....	34
Communications and Marketing.....	37
Giving Among Diverse Groups of Alumni.....	40
LGBT Alumni	40
Women.....	42
African American Alumni	43
Asian Alumni	45
Native American Alumni.....	47
Latin@ Alumni	50
Latin@ Racial Identity Theory	58
Theoretical Framework.....	62
Social Identity Theory.....	63
IBM Theory	68
Conclusion	75
CHAPTER THREE: METHODOLOGY	79
Qualitative Research Design.....	81
Case Studies	82
Theoretical Framework	84
Binding of the Case.....	87
Data Sources and Sampling Techniques.....	89
Data Collection Methods	94
Semi-Structured Interviews	94
Document Analysis	97

Data Analysis	98
Trustworthiness.....	101
Researcher’s Positionality.....	103
Conclusion	107
CHAPTER FOUR: FINDINGS	108
Theme One: Identity Salience.....	109
Sub-Theme: Social Location Influence on Racial and Ethnic Identity Salience	109
Sub-Theme: Perception of Latin@ Authenticity’s Influence on Racial and Ethnic Salience.....	116
Sub-Theme: Class Salience.....	121
Summary	124
Theme Two: Affinity	125
Sub-Theme: Undergraduate Experiences	125
Sub-Theme: Alumni Experiences	132
Summary	138
Theme Three: Conception of Philanthropy.....	139
Sub-Theme: Engagement.....	140
Sub-Theme: Financial Support	144
Summary	151
Integrating the Three Themes	152
CHAPTER FIVE: DISCUSSION.....	155
Situating and Interpreting the Results.....	158
Identity Salience.....	159
Affinity.....	162
Concept of Philanthropy	166
Implications for Policy and Practice	170
Identities Matter in Complex Ways	170
Campus Partnerships.....	175
Young Alumni	178
Using Data	179
IBM Theory and Implications for Research	181
Personal Reflection and Conclusion	185
APPENDIX A: EMAIL TO POTENTIAL LATIN@ ALUMNI PARTICIPANTS	189
APPENDIX B: EMAIL TO POTENTIAL STAFF/ADMINISTRATOR PARTICIPANTS	191
APPENDIX C: EMAIL TO UNIVERSITY STAFF FOR INITIAL RECRUITMENT OF LATIN@ ALUMNI	193
APPENDIX D: CONSENT TO PARTICIPATE IN RESEARCH (LATIN@ ALUMNI)	195

APPENDIX E: CONSENT TO PARTICIPATE IN RESEARCH (STAFF/ ADMINISTRATION).....	199
APPENDIX F: DEMOGRAPHIC FORM.....	203
APPENDIX G: INTERVIEW PROTOCOL: LATIN@ ALUMNI.....	207
APPENDIX H: INTERVIEW PROTOCOL: LATIN@ AFFINITY GROUP STAFF MEMBER	211
APPENDIX I: INTERVIEW PROTOCOL: MULTICULTURAL STUDENT AFFAIRS STAFF MEMBER.....	213
APPENDIX J: INTERVIEW PROTOCOL: ADMISSIONS STAFF	216
APPENDIX K: INTERVIEW PROTOCOL: ALUMNI AND DEVELOPMENT SENIOR LEADERSHIP.....	218
REFERENCE LIST	220
VITA.....	233

LIST OF TABLES

Table 1. Demographic Information of Latin@ Alumni Participants 92

LIST OF FIGURES

Figure 1. Themes and Sub-themes related to influences on Latin@ young alumni philanthropy	157
-------------------------------------------------------------------------------------------------	-----

ABSTRACT

Little is known about the way in which alumni of color think about and exercise giving to higher education (Gasman & Anderson-Tomkins, 2003). The majority of research in alumni giving to higher education has not highlighted the unique elements of philanthropy within communities of color, promoting the assumption that they are not philanthropic compared to their White counterparts (Newman, 2004). This is problematic considering shifting educational, labor and economic demographics which suggest that people of color are enrolling and graduating from college at higher rates; entering the work force, and have increasing buying power. Further limiting scholars' and practitioners' understandings of alumni of color giving patterns is the lack of qualitative studies on these populations (Drezner, 2011). This qualitative study utilized Oyserman's (2009) identity based motivation theory (IBM) as a framework to design the study, collect, and analyze the data. Data collection involved semi-structured interviews and document analysis to explore the extent to which race, ethnicity, and other identities were salient among Latin@ young alumni, and the impact that identities had on their giving and voluntary behaviors. Data revealed that race and ethnicity are salient among Latin@ young alumni as a result of their social location, most notably family, language, and geographic location. This study found that racial and ethnic salience coupled with class salience influenced philanthropic behaviors among Latin@ alumni, highlighting the influence of multiple identities on giving and volunteerism. Class affinity, generally as a result of one's undergraduate and alumni experiences, also shaped the participants'

inclination to support their alma mater. The combination of high identity salience and affinity for the institution illustrated individuals' concept of philanthropy, a new but evolving connection to the way in which alumni anticipated future philanthropic support of their alma mater. The findings have implications for practice, policy, theory, and future research.

CHAPTER ONE

INTRODUCTION

Philanthropy has been at the core of higher education in the United States since the founding of the colonial colleges (Walton, 2008). Understanding the role of philanthropy in higher education – past, present, and future – is more important than ever considering \$38 billion was given to colleges by alumni, non-alumni individuals, corporations, and foundations in 2014 (Council for Aid to Education, 2015). The impact of philanthropy on higher education is further evidenced by over 100 institutions that have completed fundraising campaigns with goals of \$1 billion or more (Drezner & Huehls, 2014). For example, Harvard University announced a \$6.5 billion campaign in 2013, the largest in the history of higher education (Gardner, 2013).

College alumni contributed nearly \$10 billion to higher education in 2014 (Council for Aid to Education, 2015). With the exception of foundations, alumni give more to higher education than any other constituent group. Alumni contributions totaled 26.3% of all giving to higher education in 2014 (Council for Aid to Education, 2015). These figures illustrate the revenue generating source that alumni provide to higher education.

Although giving amounts are at an all-time high, the numbers of alumni donors is a different matter. Since 1993, the number of college alumni donors has declined despite the historic dollar amounts given to higher education in recent years (Council for Aid to

Education, 2014). For example, the overall average of alumni participation rates declined from 9.2% in 2012 to 8.3% in 2014 (Council for Aid to Education, 2015). Given the decline in alumni participation rates, state and federal divestment, increasing tuition rates, growing public accountability questioning the value of a college education, and unpredictable endowment returns, philanthropy to higher education will undoubtedly remain a topic of future discussion and importance (Selingo, 2013). These trends are indicators of the challenges facing senior administrators and development officers that include sustaining current alumni donors while identifying and cultivating new ones as well. These efforts call for attention to current alumni who do not give and understanding what dissuades their philanthropy. Moreover, development officers will need to think strategically about how to educate current and prospective students about philanthropy and establish a culture of giving. Conveying the importance of philanthropy prior to students becoming alumni will be critical to ensuring greater financial stability through giving (Hurvitz, 2013).

Moreover, the cost of higher education continues to increase faster than the rate of inflation in the United States, making it increasingly difficult for colleges and universities to provide the financial aid necessary to attract a competitive and socioeconomic diverse group of students (Hemelt & Marcotte, 2011). However, it is expected that \$25 trillion will be bequeathed to individuals over the next 40 years with as much as \$6 trillion allocated to nonprofits including higher education (Drezner, 2011; Schervish & Havens, 2009). These anticipated gifts have been coined the “great wealth transfer” (Drezner, 2011; Schervish & Havens, 1997). Given the “great wealth transfer” and aforementioned

trends, generating alumni financial support will likely continue to be a priority, and in most cases, essential for the economic well-being of colleges and universities (Drezner, 2011). Considering the growing cost of higher education and stagnant income levels of most people in the United States, the “great wealth transfer” may also dictate racial and ethnic demographics on college campuses based on whether gifts are designated to expanding access to higher education for people of color, first generation college students, and those from low socioeconomic (SES) backgrounds. Therefore, giving to higher education has implications on the composition of student and alumni bodies now and into the future.

Philanthropy has been studied across multiple disciplines including business, economics, education, marketing, religion, social psychology, and sociology (Drezner & Huels, 2014). For 50 years, scholars have researched philanthropy broadly (Curti, 2008). Yet, most philanthropic research within higher education has developed over the past 25 years. In addition, fundraising as a profession is “thinly informed by research” and largely influenced by atheoretical best practices (Brittingham & Pezzulo, 1990, p. 1). For example, the Chicago Chapter of the Association of Fundraising Professionals’ (AFP) 2014 annual conference theme was “Go Big or Go Home: Practice Not Theory.”

Although the AFP Chicago Chapter may have developed the theme to convey the importance of action oriented solutions to problems facing the profession, the phrase “practice not theory” illustrates the lack of recognition and appreciation for the role research and theoretical frameworks have in the professional development of fundraisers. The aforementioned economic conditions, higher education’s reliance on private giving,

and scarcity of philanthropic research are justification for further emphasis on alumni giving among researchers, senior administrators, and development officers (Bordon, Shaker, & Kienker, 2013). Specifically, one of the primary gaps in philanthropic research and practice is the lack of attention on giving among people of color at predominantly White institutions (PWIs).

Traditional models and expectations of charitable giving in the United States were primarily developed by White men (Wagner & Ryan, 2004). Therefore, fundraisers at mainstream nonprofit organizations such as the United Way, American Red Cross, and higher education institutions have generally made assumptions about giving without considering the economic, social, political, and cultural differences between White people and communities of color (Petty, 2002). This propensity to target a homogenous group of donors is captured in the following statement from the Council on Foundations: “Philanthropy has long been associated with a relatively small number of White families and individuals who enjoyed access to education, owned major businesses, held leadership positions in government, dominated professions, and inherited wealth” (Council on Foundations, 1999, p. 7). This statement illuminates the historical elitist nature of philanthropy and the social, political, and economic barriers that exist. The historical focus on White donors, particularly those who are heterosexual, cisgender, and male-identified, illustrates the lack of strategic cultivation and solicitation of diverse populations among fundraisers in higher education (Garvey & Drezner, 2013). This exclusion in philanthropic society largely impacts communities of color, but also those

from the lesbian, gay, bisexual, and transgender (LGBT) communities, women, and people living with disabilities (Drezner, 2013).

The homogenous group of White donors perpetuates the perception among the general public that they are more philanthropic to higher education than people of color, a group that generally refers to African Americans, Latin@s, Asian Americans, and Native Americans (Gasman & Bowman, 2013). The suggestion that White people are more philanthropic than racial and ethnic minorities not only influences how development officers engage with alumni of color, but how those alumni choose to engage with their alma mater (Gasman & Bowman, 2013). One of the negative consequences is that alumni of color may not choose to support their alma mater with their time or money resulting in a homogenous group of White donors who would primarily influence faculty research and academic programs, representation on governing and advisory boards, student life initiatives, enrollment practices that impact student diversity, and policies that disproportionately favor the elite (Acs, 2013; Pettey, 2002). These potential outcomes could have a detrimental impact on the academic and co-curricular experiences of students and alumni of color across the nation.

Engaging and soliciting alumni of color is even more complicated considering that higher education continues to grapple with its response to racial and ethnic discrimination on college campuses (U.S. Department of Education, 2012). How an institution responds to a campus or national incident could influence alumni of color and their inclination to volunteer and/or give. College and universities are not in a position to alienate existing and potential new donors given the overall decrease in alumni

participation rates and competition among other institutions and non-profits for financial support (Council for Aid to Education, 2014; Garvey & Drezner, 2013). As institutions continue to increase the enrollment among students of color (U.S. Department of Education, 2012), development officers have an opportunity to cultivate relationships and articulate an inclusive message that encourages undergraduates to stay connected beyond graduation. As such, now is the time for an attitudinal shift in higher education and development that includes alumni of color in a strategic and inclusive manner. This is not only a subject that is timely, but will likely become even more relevant in the future as the nation and our educational institutions become more diverse.

People of color are largely viewed as recipients of philanthropic giving compared to White people who have traditionally been viewed as donors to higher education (Newman, 2003). However, people of color have the capacity to give considering the increased access to higher education and graduation rates, changes in the work force among racial and ethnic minorities and women, and an increase in overall income among people of color (Gasman & Bowman, 2013). Racial and ethnic minorities are expected to experience continual increase in business ownership and buying power this decade, illustrating the economic changes that warrant further attention from senior administrators and fundraising professionals on this issue (Gasman & Bowman, 2013).

The primary purpose of this study was to explore the impact of race and ethnicity on financial giving to a PWI among Latin@s. More specifically, I wanted to uncover whether racial and ethnic group membership influenced decisions to give, if it affected where gifts were allocated, and how other identities might affect their philanthropic

behaviors. This study also examined potential connections between one's organizational identity, or affinity, and philanthropy. Please note that the terms "organizational identity" and "affinity" are used interchangeably throughout the study. Moreover, the theoretical framework employed in this research adds to the knowledge base on giving among alumni to higher education.

I chose to examine the impact of race and ethnicity on donor motivations of Latin@ young alumni in particular because of the shifting demographics in the United States that have and will continue to change economic, education, and labor issues. Latin@ Americans are the largest racial and ethnic minority in the nation with over 54 million people (U.S. Census Bureau, 2014). More than half of the population growth in the United States between 2000 and 2010 is attributed to the increase within the Latin@ population (U.S. Census Bureau, 2010). According to the 2010 Census Bureau, over 32 million people identify as Mexican, 5 million as Puerto Rican, 2 million as Cuban, and the remaining 15 million categorize themselves as "Other Hispanic or Latina/o." These statistics highlight the diversity of Latin@s in the United States and the complexity of categorizing such a diverse group of people.

Further rationale for increased philanthropic studies in higher education on Latin@s is highlighted in that they currently represent 14% of all students in higher education (U.S. Department of Education, 2012). From 1996 to 2012, college enrollment among Latin@s aged 18 to 24 more than tripled, outpacing the rate of African Americans and White people (Krogstad & Fry, 2014). Moreover, 51% of Latin@ students who enrolled in college graduated within six years, which nearly reflects the national college

graduation rate of 53% (“Low Latin@ College Graduation Rates Threaten U.S., 2014”). Despite these growing enrollment and graduation figures, there is scarce research on Latin@ alumni giving to higher education. Most research that has been conducted on alumni of color giving highlighted the experiences of African Americans (Drezner, 2005, 2008, 2009; Gasman, 2008; Gasman & Anderson-Tomkins, 2003).

This research study contributed to the significant, but minimal, body of work that has explored Latin@ alumni giving. At Midwest Private University (MPU), the site of this research study, Latin@s represent just 9% of the undergraduate population (M. Rosenbaum, personal communication, October 22, 2015). Although this number has grown in recent years at the University, studying Latin@ alumni at this particular highly selective PWI was an opportunity to illuminate the areas of growth at the undergraduate and alumni levels. Furthermore, this is a groundbreaking study because it informs similar institution types seeking to expand their volunteer and donor base among Latin@ alumni.

Problem Statement

There is scarce research in higher education exploring the motivations and giving patterns among alumni of color (Drezner, 2011; Newman, 2003). Over the past 15 years, there has been a growing body of literature on alumni of color (Copeland-Carson, 2008; Drezner, 2005, 2008, 2011; Gasman & Anderson-Tomkins, 2003; Ramos, 1999; Rivas-Vasquez, 1999; Tsunado, 2013). However, more philanthropic research in higher education settings is imperative to explain the cultural impact of race and ethnicity on giving (Wagner & Ryan, 2004). For example, people of color generally do not give to higher education or other non-profit causes for the same reasons that White people

traditionally give (Wagner & Ryan, 2004). In contrast, communities of color tend to support local and community based organizations, churches, and family members nearby and abroad (Cortes, 2003; Smith, Shue, Vest, & Villarreal, 1999; Tsunado, 2013). Part of the rationale for this distinction is that many people of color mistrust mainstream nonprofits because of the history of discrimination and marginalization towards people of color by corporations, businesses, and organizations (Petty, 2002).

The existing literature on alumni giving does not always consider the historical, social, and cultural factors that help explain the unique giving patterns among people of color to higher education (Smith et al., 1999). In fact, many studies do not include race and/or ethnicity as variables in explaining donor motivations (Baade & Sundberg, 1996; Gaier, 2005; Mael & Ashford, 1992). This lack of attention assumes that all alumni experience their undergraduate institution in the same way and that their volunteer and donor motivations are similar as well. Failure to recognize unique factors that influence giving among people of color in research and practice is incongruent with the realities of the current racial and ethnic demographics in the nation. For example, people of color will outnumber White people by 2050 (U.S. Census, 2010).

This is particularly relevant for Latin@s considering that it is estimated that the population will increase from 17% to 29% by 2050 (Pino, Martinez-Ramos & Smith, 2012). Latin@s are expected to comprise the majority of the K-12 population by 2030 (Martinez & Aguirre, 2003). Moreover, students of color have enrolled in college at higher rates across all racial and ethnic groups except for White people over the past 30 years (U.S. Department of Education, 2012). Therefore, as the number of college students

of color increases, we can also expect a surge among alumni of color (including Latin@s) within higher education (Gasman & Bowman, 2013). Moreover, Latin@s have an estimated \$1.3 trillion buying power (Humphreys, 2009), an indication that financial capacity to give is not questionable. The potential outcome for concentrating more efforts on Latin@ alumni have long-term implications in informing senior administrators and development officers on how to improve strategies to engage and solicit them and other diverse populations as well.

Research Questions

My overarching research question and subsequent questions were:

1. How do race and ethnicity influence donor motivations among Latin@ alumni at a four-year institution, if at all?

a. How do race and ethnicity influence Latin@ alumni to give to causes that benefit the Latin@ community (e.g., scholarships, cultural centers, identity-based student organizations) at their alma mater, if at all?

b. To what extent does organizational identity influence alumni giving among Latin@ alumni, if at all?

c. In what circumstances might other identities (e.g., sex, socioeconomic status, ability, religion/faith, sexual orientation) of Latin@ alumni influence whether they give to their alma mater, if at all?

The research questions were primarily developed for the purpose of exploring the impact of race and ethnicity on individual giving. I wanted to discover more about the salience of other social identities and their influence on giving among Latin@s. I wanted

to explore whether race and ethnicity was salient for people who are members of other traditionally marginalized groups such as women and LGBT individuals. I also wanted to examine whether one's nationality also determined their racial and ethnic salience and subsequent giving to MPU.

In addition, I learned how the participants' organizational identity influenced their giving. In the context of higher education, organizational identity is characterized by how an individual identifies in relation to their alma mater (Drezner, 2011; Mael & Ashford, 1992). For example, organizational identity could be shaped by one's involvement in a regional or national board, attendance at events on campus, interaction among other alumni, or interviewing prospective students in the admissions process. Organizational identification may also be less tangible, such as the sense of pride an alumna has as a graduate based on the academic reputation of the institution (Mael & Ashford, 1992). As a result of these research questions, one intended outcome was to discover how MPU both encouraged and dissuaded alumni giving among Latin@s. Considering the lack of strategic fundraising approaches that are inclusive of Latin@s, the overall findings illuminate actions that senior administrators, development officers, and other campus partners can employ to increase the affinity and giving among students and alumni.

Overview of Methodology

This was a single, bound case study of Latin@ alumni from one PWI in the Midwest. Case studies are less about methodology than the choice of what will be studied (Merriam, 2009; Stake, 2005). The bounded system in a case study represents something or someone that has boundaries (Merriam, 2009). This explanatory case study was bound

by alumni who identify as Latin@ from one institution. As such, the purpose was not to explore the influence of racial and ethnic identity among all underrepresented alumni at all PWIs, but analyzed the experiences, motivations, and attitudes of Latin@s from one particular institution.

This was an explanatory and instrumental case study. Explanatory case studies are generally used to examine situations in which there are no clear set of outcomes (Baxter & Jack, 2008; Yin, 2003). Instrumental case studies are used to provide insight into an issue and help to refine a theory (Baxter & Jack, 2008; Stake, 1995). Furthermore, I treated non-donors and donors as embedded units, analyzing differences within each unit and between both units in relation to affinity, giving, and philanthropic priorities within the institution.

I chose to conduct a qualitative study because I was interested in better understanding the meaning Latin@ alumni constructed about their student and post graduate experiences, the extent to which being Latin@ influenced giving, and to discover whether other social identities informed gifts. Guided by social constructivism and a framework incorporating Oyserman's (2009) IBM theory, I conducted semi-structured interviews with each participant to gain insight on their undergraduate and alumnus/a experiences and the totality of those experiences, attitudes, and organizational identity on giving to MPU.

Going beyond previous social psychology theories that explore social identity, Oyserman's (2009) IBM theory is an appropriate way to explore identity-based philanthropy because "there is an assumption that identities matter as they allow for

meaning making and are the basis for a person's actions" (Drezner & Huehls, 2014, p. 94). The IBM model takes into account identity saliency and situational context when explaining an individual's behavior (Drezner & Huehls, 2014). IBM has never been used in a higher education setting to examine alumni giving, so this study is not only groundbreaking because of the sample population and institutional type, but because of the theoretical framework.

In addition to the semi-structured interviews with alumni, I conducted semi-structured interviews with a combination of advancement, admissions, and student affairs staff from MPU. The purpose of these interviews was to corroborate the alumni experiences with the impressions of university stakeholders and understand whether the institution plans to integrate alumni of color more intentionally into its cultivation and solicitation efforts. Finally, I conducted a document analysis to triangulate the data and capture the extent to which the institution's espoused values, programs, services, and language are inclusive of Latin@s.

There were three data sources in this study: semi-structured interviews with Latin@ alumni, semi-structured interviews with professional staff, and document analysis. This approach captured effective ways in addressing the research questions and ensuring the quality of the findings. Moreover, I analyzed the data through various channels including making notes during and following the interviews, reading and coding the transcriptions, conducting axial coding, and utilizing member checking and peer reviews to verify my interpretations. I ensured trustworthiness through a series of techniques such as transferability, dependability, credibility and confirmability. I chose

not to conduct focus groups because I did not believe that I would glean any different or unique information by grouping participants together to discuss their undergraduate or alumni experiences.

In addition, the subject matter of racial and ethnic identities and financial giving are sensitive topics which may have influenced the degree to which participants felt comfortable sharing with others publicly. Given that I do not identify as Latin@, I garnered trust by providing full transparency about the nature of the study and opportunities to discontinue their participation at any point in the process. Furthermore, I contacted and met with academic affairs, student life, and university advancement professionals who helped disseminate information about my study. This endorsement and lack of interest in supporting the study was instrumental in building trust and legitimacy to this study.

Significance of the Study

Most of the literature on racial and ethnic groups has explored giving among African Americans (Carson, 2005; Drezner, 2005; Gasman & Anderson-Tomkins, 2003; Gasman & Drezner, 2010; Gasman & Sedgwick, 2005). More research is imperative to better understand Latin@s given differences in culture compared to other racial and ethnic minority groups and the changing demographics in the United States and higher education. Existing research studies exploring Latin@ philanthropy are scarce and have many limitations. This study contributed to the knowledge base by examining Latin@ young alumni in ways not yet explored by other researchers. For example, prior studies exploring Latin@ giving did not take into account the experiences of alumni from a

highly selective, ivy plus institution (Cabrales, 2013; Gonzalez, 2011; Melero, 2003).

Given the numerous institutional types in higher education, and the variance of academic support, co-curricular experiences, staff resources, financial aid distribution, and student demographics that exist, Latin@ alumni from private, highly selective institutions may have different perspectives on their undergraduate experience and subsequent philanthropic behaviors.

The aforementioned studies on Latin@ philanthropy were primarily quantitative studies, which did not provide rich description of experiences that are often conveyed in qualitative research (Merriam, 2009). The findings and implications of this study highlight directions for fundraising practice among ivy plus and other private, highly selective institutions. This study provided context on how Latin@s make meaning of their student and alumni experiences. As such, the participants' voices provided the answers to the research questions in a coherent and meaningful way.

As the Latin@ population continues to grow, it is imperative for community leaders, elected officials, and higher education administrators to consider the implications of this growth on college enrollment and graduation rates. The findings from this research challenge traditional engagement and solicitation strategies; commonly held best practices in fundraising, and the ways in which departments and divisions communicate. The significance of this study transcends university advancement. Faculty, admissions officers, student affairs professionals, academic deans and presidents are increasingly working with development staff to cultivate and solicit alumni donors and benefit from the findings (Hodson, 2010; Morgan & Policello, 2010).

For many college presidents and academic deans, fundraising is a primary component of the position, taking as much as half of their time (Hodson, 2010). Engaging academic and student affairs professionals in the fundraising process is mutually beneficial because it is a prime opportunity for those units to speak firsthand about program updates and financial needs that alumni may be interested in supporting. To this point, the research questions sought in part to discover the giving priorities among Latin@ alumni. The findings could help faculty, deans, admissions officers, and student affairs professionals at MPU (and similar institutional types) determine the impact of the participants' undergraduate experiences on giving and how campus partners can better connect giving opportunities with the philanthropic interests of the donor.

Admissions staff will find this study informative in better articulating to prospective students the academic and co-curricular experiences that were important to Latin@ alumni when they were in college. As higher education becomes increasingly reliant on philanthropic giving, it is critical for chief advancement officers and development officers to think more strategically about campus partnerships that will help the institution meet its fundraising and engagement goals. This study serves as a conversation starter in building those relationships within university advancement and throughout campus.

This study also provides useful information for development officers in addressing the profession's one-size-fits-all approach to fundraising (Gasman & Bowman, 2013). The findings highlight some key differences that exist in the undergraduate experience between White students and students of color. Furthermore, the

findings illuminate reasons that alumni have for financially supporting or not supporting the institution and other organizations. Information on what motivates donors and non-donors are equally important for development officers because it identifies best practices while training staff and campus partners on techniques to improve current efforts and close the gap among alumni who do not give.

Finally, this study discovered not just why Latin@ alumni give, but how they chose to allocate their giving, and whether identities informed their gifts. Exploring the influence of race and ethnicity on gift designation provided insight on the rationale for giving, and highlighted areas that development officers should consider. This knowledge is critical for advancement marketing teams in creating publications that highlight programs. Understanding how identities motivate giving and designation is also an opportunity to create conversations with other stakeholders when developing strategy for Latin@ alumni so that fundraisers are intentional about conveying funding opportunities. All of these reasons illustrate how multiple stakeholders could benefit from the findings. In short, this study informs research, practice, policy, and leadership regarding Latin@ alumni philanthropy.

Operational Definitions

For clarity and consistency, the following terms and definitions will be used throughout this study:

- **Advancement** - used to highlight the division that oversees alumni relations and development offices, but may also include other departments such as donor relations,

prospect management, analytics, gifts and records services, special events, volunteer relations, and communications (Stevick, 2010).

- Alumna - used to describe one female who is a graduate from a college or university.
- Alumnae - used to describe two or more female graduates from a college or university.
- Alumni - used to describe a group of two or more graduates from a college or university.
- Alumnus - used to describe one male who is a graduate from a college or university.
- Annual giving - an annual appeal for donations to college alumni; these funds are often used to support operating budget; the primary role of the annual fund is to acquire new donors and create a pipeline for increased gifts over time (Drezner, 2011; Schroeder, 2002).
- Campaign(s) - used to drive excitement among donors to give larger gifts in support of capital projects, faculty research, programming, student initiatives, or building the endowment (Drezner, 2011; Worth, 2010).
- Development - term used to characterize fundraising officers and departments at a college or university; often used interchangeably with the term “fundraising” (Drezner, 2011).
- Endowment - the investment portfolio of an institution; often used to support a myriad of areas including faculty salaries and research, construction of buildings, student scholarships (Drezner, 2011).

- Engagement - used to describe the voluntary behaviors related to involvement in activities, events, boards, and organizations at an individual's college or university; may also include attendance at events, visiting institutional website, and/or any voluntary interaction with the university; may be used interchangeably to describe volunteer experience, but not exclusive to this aspect of engagement.
- Ethnicity - a specific racial, religious, or cultural heritage. Ethnicity is not static and necessarily within the context of people in the United States and is often used interchangeably with nationality. However, in many countries, ethnicity is determined by regional, political, or linguistic affiliation, rather than nationality (National Multicultural Institute, 2003).
- Hispanic - "...a person of Cuban, Mexican, Puerto Rican, South or Central America, or other Spanish culture or origin regardless of race" (U.S. States Census Bureau, 2014).
- Identities - "can be personal, including aspects of the self that make one unique, or social, including aspects of the self that are rooted in various group memberships" (Oyserman & Destin, 2010, p. 1004). Using the term "identity" instead of "self" or "selves" links IBM to a broader set of possibilities when discussing how individuals identify (Oyserman & Destin, 2010).
- Identity-based motivation theory (IBM) - theory which suggests that choices are influenced by personal and social identities in situational contexts, thereby cultivating an individual's readiness to act even when an individual is not fully conscious of their behavior (Oyserman, 2009).

- Institutional or university advancement - the term generally used to describe the comprehensive fundraising and alumni relations arm of a college or university; can be centralized with one administration handling all fundraising, or decentralized so that particular units and centers has its own fundraising office (Drezner, 2011; Worth 2002)
- Latin@ - individuals of Mexican, Latin American, or Caribbean heritage living in the United States (De Luca & Escoto, 2012). Latin@ was selected in an effort to be more inclusive of gender expression with respect to avoiding male dominated language implicit with “Latino.” However, “Latino” will be used to describe individuals who self-describe as men. “Latina” will be used to describe individuals who self-describe as women.
- Major and principal gifts - large gifts beyond nominal annual gifts; typically a restricted gift based on a donor’s interests in supporting a particular area within the institution (Worth, 2002).
- Organizational identity - an aspect of social identity theory, it is the extent to which alumni define themselves in relation to their undergraduate alma mater (Drezner, 2011; Mael & Ashford, 1992).
- People of color - references African Americans, Asian Americans, Latin@ Americans, and Native Americans (Gasman & Bowman, 2013).
- Philanthropy - voluntary giving of money from individuals or groups for public purposes; often used interchangeably with the terms “giving,” “fundraising,” and “development” (Gasman & Walton, 2008).

- Planned giving - typically larger gift agreements that are planned in advance of the donor's passing between the individual, their family, and an attorney who works with the institution and the donor's family (Drezner, 2011).
- Race - a dynamic and fluid social construct that is organized and enforced by the continuity and reciprocity between micro-level and macro-level of social relations (Omi & Winant, 2015).
- Restricted giving - financial gifts to the institution where the donor indicates how the funds are spent (Drezner, 2011).
- Unrestricted giving - college and university's preferred method of alumni donations because the funds can be used at the institution's discretion (Drezner, 2011).

Dissertation Organization

This introductory chapter provided the background, context, purpose, and significance of the study. Furthermore, this chapter discussed the problems which justified the research questions by illuminating the economic challenges facing higher education, demographic changes in enrollment and graduation rates among Latin@ students, the scarcity of philanthropic research exploring their motivations, and the lack of nuanced approaches to engaging and soliciting racial and ethnic minorities. The second chapter discusses the literature on philanthropy to higher education, motivations for alumni giving broadly, giving patterns and donor motivations of diverse groups, Ferdman and Gallegos's (2001) racial identity development theory, and the existing research on Latin@ alumni. The existing literature on the theoretical framework (i.e., IBM theory) is also examined.

The third chapter includes a discussion on qualitative research, the epistemology, theoretical framework, methodology, sampling, data collection and analysis procedures, and my positionality statement which highlights the assumptions, biases, and assumptions that I have on alumni giving. The fourth chapter delves into the findings of the study, including the major themes and provides insight and analysis on how the participants made meaning out of their identities and philanthropy. Finally, chapter five presents the findings, its connection to the research questions and existing literature, limitations, implications for research and practice, and a personal reflection on my Ph.D. journey and hopes for the future.

CHAPTER TWO

REVIEW OF LITERATURE

Over the past 25 years, there has been a growing body of literature on alumni giving among underrepresented populations such as African Americans, Asian Americans, Latin@ Americans, Native Americans, deaf individuals, women, and LGBT people (Drezner, 2005; Garvey & Drezner, 2013; Kaiser & Dolan, 2013; Pettey, 2002; Smith et al., 1999). Yet, despite the growth in alumni giving literature associated with diverse populations, the collective body of knowledge remains scarce (Drezner, 2013). Furthermore, many development officers' have largely ignored the cultural distinctions in giving that might impact the way they engage and cultivate relationships with alumni of color (Drezner, 2013). This approach to fundraising in higher education reflects the non-inclusive practices that are one-size-fits-all in cultivating and soliciting alumni.

As a result, alumni of color are often perceived as recipients rather than donors in higher education (Copeland-Carson, 2005). This perception of defining who is philanthropic ignores the unique giving patterns of people of color, who often give to community, religious, and personal causes (Copeland-Carson, 2005). Therefore, many development officers do not strategically think about how to connect with alumni of color that convey understanding and sensitivity to their unique philanthropic cultures.

The argument for new ways of understanding differences in philanthropy in both research and practice is evidenced by the increased financial capacity among racial and

ethnic minorities (Drezner, 2011; Newman, 2002). For example, Gasman and Bowman (2013) estimated that Latin@s have \$1.3 trillion buying power (Cabrales, 2013). African Americans had an estimated \$900 billion in buying power in 2009, which is expected to increase given current trends in education and the work force (Gasman & Bowman, 2013). Moreover, Native Americans and Asian Americans are experiencing increased financial capacity, business ownership, and have a long history of philanthropy within their communities (Drezner, 2013). Given the ongoing economic growth in communities of color, dearth of literature on giving within racial and ethnic minorities, and the non-inclusive philanthropic practices in higher education, more research is critical to better understand donor motivations and ways of giving among alumni of color (Gasman, 2001). In the context of Latin@ philanthropy, the scarcity of research and expanding demographics illustrate the need to pay particular attention to this population.

Latin@s are the largest racial minority group in the United States, representing 17% of the population (U.S. Census Bureau, 2010). Latin@s comprise 14% of all college students (U.S. Department of Education, 2013). Of all racial groups, Latin@ Americans experienced the largest growth in college enrollment over the past 35 years, from 4% to 14% (U.S. Department of Education, 2013). Moreover, the rate of Latin@ high school dropout reduced by 50% in recent years, and 70% of Latin@ high school graduates from the class of 2012 enrolled in college (Fry & Taylor, 2012).

Furthermore, Latin@ household incomes of \$100,000 or more have increased by 126% since the 2000 Census (Gasman & Bowman, 2013). Latin@ businesses have grown three times the rate of the national average (Gasman & Bowman, 2013). 80% of

Latin@s are in the workforce compared to just 67% of the general population in the United States (Gasman & Bowman, 2013). Finally, Latin@s are highly philanthropic considering that 63% of households make some sort of charitable contribution annually (Gasman & Bowman, 2013). These demographic, educational, and economic statistics are positive indicators that the Latin@ population is growing, graduating from high school, enrolling in higher education, and have the financial capacity to support philanthropic causes.

This chapter delves into the existing literature on Latin@ alumni giving to higher education. However, the scarcity of this research in the literature is supplemented by examining alumni giving to higher education, factors that influence donor motivations, Latin@ student experiences, and philanthropy within diverse groups such as other racial and ethnic minorities, women, and LGBT people. The existing literature provides better understanding of philanthropy within and between diverse groups which highlights potential applications to Latin@ alumni. This chapter also illuminates the knowledge gaps that still remain about Latin@ philanthropy. Finally, the existing literature on IBM theory is explored.

Factors That Influence Alumni Giving

Undergraduate Experiences

Research has found that the undergraduate experience is one of the highest indicators of future alumni financial support (Clotfelter, 2003; Gaier, 2005; Monks, 2003). Positive academic and co-curricular experiences generally lead to future giving. For Latin@ students, undergraduate experiences at PWIs are particularly critical to one's

sense of belonging, relationships with peers, faculty, and staff, and potential to graduate (Hurtado & Carter, 1997; Hurtado & Ponjuan, 2005). Given the historic barriers and changing trends creating more access to higher education among Latin@s, it is imperative to critically analyze their experiences in undergraduate education (Salinas, 2015). Better understanding the undergraduate experiences of Latin@ students would inform researchers and practitioners on how to leverage those experiences in generating alumni financial support. However, most philanthropic studies in higher education do not account for their undergraduate experiences. For example, Gaier (2005) employed a mixed methods study featuring 1,608 alumni to examine the impact of their undergraduate experiences on giving. He found that there was a positive relationship between satisfaction of academic experiences and giving.

Gaier (2005) characterized academic experiences by using 17 variables including participants' satisfaction with the coursework in their major, quality of faculty instruction in major courses, and access to academic support outside of the classroom. Two of the most significant indicators of alumni giving were academic major and relationships with faculty and staff (Gaier, 2005). He characterized positive relationships with faculty and staff by coursework in major, quality of instruction, and integration of general education and major requirements. Clotfelter (2003) used two sets of alumni giving data from 34 private colleges to explore the impact of undergraduate experiences on future giving among graduates between 1956 and 1971. Similar to Gaier (2005), he found that undergraduate satisfaction has a positive effect on alumni giving. Specifically, Clotfelter

(2003) found that faculty and staff mentoring were the strongest indicators of college satisfaction and subsequent giving.

In the co-curricular experiences variable, Gaier (2005) found that participation in at least one student organization had a positive relationship with alumni giving and volunteering. Clotfelter (2001) used data on alumni from 14 private colleges to explore motivations for giving. Clotfelter's findings were consistent with Gaier (2005) in that participation in student activities had a positive relationship with alumni giving. Monks (2003) analyzed a survey of 1,989 graduates from 28 private, highly selective institutions to explore alumni giving. As with Clotfelter (2001), Monks (2003) found that the most significant determinant to alumni giving was the participants' satisfaction with their undergraduate experiences. Similar to the aforementioned studies, Monks included variables related to academic and co-curricular experiences. These variables included coursework, internships, participation in faculty research, and involvement in student organizations and athletics.

Monks (2003) found that the academic experiences which contributed to future giving were internships, contact with faculty outside of the classroom, and contact with academic advisors. He found that undergraduate involvement in co-curricular activities such as student government, athletics, residence hall activities, performing arts, religious groups, and fraternities and sororities correlated with higher levels of giving. Alumni who reported that they were "very satisfied" with their undergraduate experience gave 2.6 times as much to their alma mater compared to those who were generally dissatisfied. Monks found that even some alumni who were "generally dissatisfied" still donated. This

alumni financial support indicated that there was at least one aspect about the institution that participants were proud to be affiliated with and wanted to financially support.

Given the aforementioned findings on the influence of undergraduate experiences in college, faculty and staff are instrumental in building organizational identity among alumni and influence future giving (Shaker, 2013). Faculty and staff are particularly critical to Latin@ student retention and graduation given the opportunity to have frequent interactions and mentoring relationships (Saenz & Ponjuan, 2008). These relationships generally characterize the sense of family and personal connections that are highly valued in Latin@ culture (Saenz & Ponjuan, 2008; Santos & Reigadas, 2002). Santos and Reigadas found that Latin@ students who participated in a faculty mentoring program had better defined academic goals, higher self-efficacy of college performance, and an overall positive adjustment to college. Many alumni maintained contact with faculty and staff who had a significant impact on their undergraduate experiences (Rissmeyer, 2010). Therefore, faculty and staff could be beneficial in identifying potential alumni donors based on existing relationships (Rissmeyer, 2010).

Santos and Reigadas (2002) found that Latin@ students who shared the same racial and/or ethnic background as their faculty mentor reported greater career and personal development and overall satisfaction of the program compared to students whose mentor did not share their racial and/or ethnic background. This finding illuminated the potential impact of creating a diverse faculty and staff (Santos & Reigadas, 2002). Senior administrators and development officers should engage faculty

and staff to convey their potential influence on giving and create stronger partnerships across units (Morgan & Policello, 2010; Shaker, 2013).

Furthermore, development officers may want to consider connecting with faculty and staff of color and invite them to learn more about the institution's fundraising initiatives and participate in solicitation efforts with Latin@s. This recommendation is contingent upon the prevalence of faculty and staff of color on campus and the extent to which they maintain communication with alumni of color. There are few Latin@ faculty compared to White and African American faculty (Cristobal, 2015), which is problematic given the influence that they have on the Latin@ undergraduate experience. Emphasis on recruitment and retention of Latin@ faculty could positively influence the Latin@ student experience, organizational identity, and alumni volunteerism and giving.

Clotfelter (2003) and Monks (2003) found that African Americans, multi-racial, and international alumni were less likely to donate to their alma mater. Clotfelter (2003) and Monks (2003) did not mention Latin@ alumni specifically, and Gaier (2005) did not address race and ethnicity whatsoever. The lack of data on Latin@ alumni giving is problematic given the current 14% (and growing) college enrollment and 51% graduation rates. In addition, both studies referenced data that is now decades old; this is relevant information given that the growth in the Latin@ college student population over the past decade and that most alumni databases did not begin to track race and ethnicity until the early 2000s (Gasman & Bowman, 2013). This indicates that institutions were not properly documenting the number of alumni of color, which makes it difficult to make generalizations about race and ethnicity from these studies.

Therefore, findings from previous studies may not be an accurate illustration of the representation of Latin@s alumni giving to higher education. Furthermore, White people and Latin@s generally encounter different experiences in their undergraduate education that are in part based on racial and ethnic differences and feelings of isolation from the larger campus community (Hurtado & Ponjuan, 2005). These different experiences that create barriers for many Latin@ students include underrepresentation inside and outside of the classroom, lack of same race and ethnicity faculty and staff, family and community transition, and racial identity development (Cristobal, 2015). Furthermore, Latin@ students at PWIs may endure unique challenges related to language, skin color, financial concerns, choosing a major, depression, and discrimination based on their immigration status (Cristobal, 2015). These are stark differences which could influence a person of color's level of satisfaction and giving with their alma mater, leading to a misperception that Latin@s are not philanthropic.

Gaier's (2005), Clotfelter's (2003), and Monks's (2003) findings illustrate the potential impact that administrators, faculty, and staff have in changing their respective campus cultures for Latin@ students. If undergraduate experiences influenced giving in each of those studies, one reason to explain low giving among alumni of color may be because they believed that they were not given the same level of academic and co-curricular support as their White counterparts. Another reason could be that any students of color who did participate in those studies did not feel a sense of belonging related to the campus climate. Attitudes about the racial campus climate have a direct impact on the

undergraduate experience and educational outcomes for Latin@ students (Gonzalez & Ting, 2008; Hurtado & Ponjuan, 2005).

Furthermore, if Latin@ students do not feel supported by faculty and staff, or feel as though they are unable to access academic and co-curricular opportunities compared to other students, they will likely have unfavorable attitudes towards their alma mater because they may feel excluded. Subsequently, this negative perception may cause them not to donate. Salinas (2015) stated that “Latina/o students need a welcoming and safe space to celebrate their culture and the intersectionality of their social identities” (p. 25). Therefore, the problem of effectively engaging and soliciting Latin@ alumni in a culturally sensitive way may not just be the result of individual development officers who rely on atheoretical best practices, but the result of institutional wide systems that disproportionately impact students of color (and subsequently alumni).

It is imperative to explore the breadth and depth of both academic and co-curricular experiences among Latin@s to see how their responses compare and/or contrast with the aforementioned findings. Such studies may also address language barriers for Latin@ international students which often cause additional challenges when engaging faculty and staff, seeking research opportunities, and the academic curriculum (Cristobal, 2015). Future studies should also examine how specific institutional types affect Latin@ students’ sense of belonging. The current study’s research site as a highly selective, ivy plus institution is significant in delineating it from other studies which have yet to explore this particular institutional type. Moreover, it highlights the ways in which Latin@ alumni developed a sense of belonging within this college setting.

Volunteerism and Participation

Gallo and Hubschman (2003) conducted an alumni survey from one small, private university. They explored the relationship between college satisfaction and alumni volunteerism and giving and found a positive relationship with giving and participation in alumni programming. They did not elaborate on how alumni participation was defined (e.g., attendance or actual involvement in coordinating events). However, the variables that they used to measure college satisfaction included academic, social, and personal factors. These findings reaffirmed Gaier's (2005), Clotfelter's (2003), and Monks's (2003) results in that faculty and staff should identify purposeful ways to engage and support students academically and socially before graduation because these efforts are indicators of college satisfaction. Alumni satisfaction is likely to lead to future volunteerism, which subsequently, fosters giving.

However, Gallo and Hubschman (2003) did not delineate the results by racial and ethnic groups, so there is no definitive way of knowing how Latin@s responded or even participated. Considering that Latin@ students who have a negative perception of the campus climate have a low sense of belonging (Hurtado, 1997), development officers should strongly consider working with campus partners in creating positive experiences for Latin@ students that advance more open, inclusive, and supportive perceptions of campus climate. Based on the Gallo and Hubschman's (2003) findings, efforts to create an inclusive community would lead to greater volunteerism and giving among Latin@ alumni. Gasman and Bowman (2013) cited Carnegie Mellon, MIT, and Rutgers

University as model institutions who utilize partnerships to effectively build community among Latin@ alumni and students.

Clotfelter (2003) found that alumni were more likely to give if they volunteered at the institution. Moreover, he found that alumni volunteers gave in greater amounts than alumni who had not volunteered. In a longitudinal study of giving among occasional and consistent donors at Middlebury College over 23 years, Wunnava and Lauze (2001) found that giving had a significant relationship with alumni volunteering. Alumni volunteers are commonly provided information about the institution that most non-volunteers were not and were able to share that knowledge to others. It would benefit institutions to identify, train, and retain Latin@ volunteers because it will likely result in future giving. In addition, these individuals may identify fellow Latin@ alumni, expanding the volunteer pipeline and donor base.

Research has found that the relationship between volunteerism and giving is particularly strong among women (Kaiser & Dolan, 2013). Women typically donate to organizations where a connection exists (Kaiser & Dolan, 2013). Furthermore, women are 49% more likely than men to stop supporting an organization if they feel disconnected to it (Philanthropy Matters, 2011). Therefore, institutions should identify volunteer opportunities for Latin@s considering their inclination to support philanthropic causes (Parra, 1999). In addition, Latinas are enrolling in higher education at faster rates compared to Latin@ men (Saenz & Ponjuan, 2008). As these numbers continue to grow, colleges and universities should encourage more involvement among Latin@ alumnae (Hedgepeth, 2003). For example, alumni boards, class reunions, career and identity based

affinity groups, guest lectures, mentoring current students, providing internships, and hiring other alumni are initiatives that institutions can develop that encourages alumnae to volunteer and/or support the institution (Gitin, 2002). These efforts could result in future giving (Hedgebeth, 2003; Parra, 1999).

Volunteerism is a proven indicator of future alumni giving. Volunteer roles are opportunities for development officers to educate alumni about areas of need that they could financially support (Wunnava & Lauze, 2001). Subsequently, there is potential for alumni to share that information with peers who are not as involved. Even at the most basic level of engagement, volunteering could create future opportunities for more significant roles on an institution's alumni board, regional alumni chapter, or board of trustees. Finally, promoting volunteer opportunities for Latin@s sends a message that advancement staff value support beyond monetary resources. This could be an effective method in recruiting alumni of color who generally exhibit philanthropic behaviors through time as well as money (Smith et al., 1999).

Financial Aid

Although institutional aid has increased for students in recent years, loans have primarily been allocated in absence of grants (Dynarski, 2002). Research on the impact of financial aid on alumni giving is important to gain a better understanding of donor motivations (Baade & Sundberg, 1996; Meer & Rosen, 2011). Meer and Rosen analyzed 26 years of alumni giving data from one institution to examine the influence of scholarships, loans, and campus jobs on giving. They found that those who took out

student loans were less likely to make a gift. They found that campus employment, which is a form of financial aid, did not have a significant relationship with giving.

Furthermore, they found that scholarships have little effect on giving. Meer and Rosen (2011) stated that scholarship recipients might have felt alienated from those with a higher SES. As a result, these individuals may have a lower affinity and inclination to give. Moreover, Meer and Rosen suggested that participants might support other organizations that extended grant aid to students such as the United Negro College Fund. However, they found that as scholarship aid increased, the more likely alumni were to donate to their alma mater. These findings suggest that the type of financial aid matters and impacts alumni giving. Therefore, it may be advantageous for colleges to provide more non-repayable grants to students. The influence of financial aid on college related decisions is particularly true for Latin@ students largely due to concerns over accumulating student debt (Kim, 2004). Given the influence of student debt on future giving, and that Latin@s generally attempt to avoid loans (Kim, 2004), exploring the impact of race and ethnicity on giving may illuminate how other identities such as SES affect donor behaviors.

More research on the effect of financial aid on Latin@ philanthropy could also highlight the contextual nature of identity, particularly for identities that are more salient than race and ethnicity. For example, a closeted student with low racial and ethnic saliency might have considered his sexual orientation more salient as an undergraduate if he was financially dependent on his family for tuition support. Therefore, he might be more inclined to give to LGBT related causes because he wants to support students who

faced similar challenges and are reliant on their family for financial assistance. This example illustrates the context dependent nature of identity and the potential impact on giving.

In a research study exploring whether Vanderbilt University alumni who received financial aid donated to their alma mater, Marr, Mullin, and Seigfried (2005) wanted to learn if the type of financial aid received influenced alumni giving. Similar to Meer and Rosen (2011), Marr et al. (2005) found that loans, regardless of size, decreased the likelihood of alumni giving. They found that grants, regardless of size, increased the likelihood of alumni giving. Moreover, they did not include the income of alumni as a direct measure (Marr et al., 2005).

Considering that level of income is a major determinant of alumni giving (Bruggink & Siddiqui, 1995; Clotfelter, 2003), Marr et al. (2005) may not be an accurate depiction of how financial aid influenced alumni giving. As such, the combination of high debt and low income would ideally decrease the likelihood of someone to give while the inverse would likely increase the chance of an alumnus/a donating. Considering that 95% of the participants were White and that income was not a variable, it is difficult to generalize the findings to other racial and ethnic minorities. Similarly, Meer and Rosen (2011) also did not mention race and ethnicity as a variable. Therefore, further research is necessary in understanding how financial aid influences alumni giving considering the knowledge gaps and the impact that financial aid has on Latin@ students' decisions to enroll and persist in college (Flores, 2010).

Communications and Marketing

In response to the increasing reliance on alumni giving, higher education needs to become more strategic in its marketing, branding, and communication efforts (Stevick, 2010). This is particularly true given the high amount and diversity of alumni at most institutions (Levine, 2008). Institutional communications departments allow colleges to notify alumni about regional and campus events, strategic initiatives, and opportunities to volunteer (Stevick, 2010). Moreover, effective communication is critical to securing and sustaining alumni donors because it allows the institution to access graduates regardless of their proximity to campus, organizational identification, or current level of giving and volunteerism (Levine, 2008). To this point, university advancement divisions with fundraising success often integrate the alumni relations, marketing, and development offices by encouraging collaboration among staff members (Stevick, 2010).

Stevick (2010) rationalized increased collaboration among development, alumni relations, and marketing by highlighting the shrinking resources in higher education and increased reliance on private giving. He stated that advancement divisions should adopt a corporate model including the business strategy known as customer relationship management (CRM). “The results of a well-functioning CRM system include recognition of individual preferences in messaging and product, personalization of customer service, and anticipation of the customer’s needs” (p. 58). Although Stevick did not mention the implications of integration on Latin@ giving specifically, this approach could serve as a model for improving print and online publications that are more inclusive of diverse groups.

Stevick (2010) discussed the benefits of integration among development, alumni relations, and marketing, providing practical steps on how to define success, institute change, and garner support among staff and senior leadership. Increased collaboration among advancement staff could highlight the success stories of Latin@s considering the interactions that many advancement officers generally have with alumni. However, increasing the amount of content related to Latin@ alumni requires advancement officers to actively engage them on a frequent and ongoing basis to gain a better understanding of their experiences and needs.

Levine (2008) explored the relationship between communications materials and giving rates among alumni. She collected 58 surveys from annual giving and development directors at private colleges. She tested whether the types of communication had a positive relationship with the amount of dollars raised, size of gifts, participation levels, and whether a particular form of outreach was more effective than others. Levine found that the overall number of communications materials sent to alumni were not associated with higher levels of giving or participation.

However, Levine (2008) did find that alumni magazines and online newsletters were most effective in alumni participation and giving rates. Therefore, the findings suggest that format and content are more effective in securing donations than the frequency of communication. In addition, she found that the influence of appeal letters for fundraising campaigns were mixed in that they had positive outcomes for dollars given but a negative association with the actual number of donors. Given the national decline of alumni donor participation (Council for Aid to Education, 2014), this finding is

particularly interesting and should be further explored in determining effective solicitation strategies for Latin@ alumni.

Levine (2008) highlighted that there may have been response bias from participants who overestimated their institution's communication effectiveness. She also noted that institutions of different sizes may experience an alternative outcome in donations. However, she did not fully expound on the implications of communications on giving among Latin@ alumni. Considering that there is little known about the influence of university communications on giving to higher education, there remains a knowledge gap on how print and online publications influences giving among Latin@ and other racial and ethnic minorities. Levine's findings also indicated that communications staff should think heavily about how print and online publications may appeal to Latin@ alumni. For example, staff may want to be conscious about the presence of stories and photos that illustrate that Latin@s are important to the institutional community. These efforts have a direct impact on support and loyalty among Latin@s and other communities of color (Lee, 2004).

In conclusion, there is scarce literature on how factors that influences giving, including institutional actions such as the distribution of financial aid, communication, undergraduate experiences, and alumni volunteer opportunities, directly impact Latin@ alumni giving. More research is vital to better understand their giving patterns and donor motivations. This section highlighted some of the undergraduate experiences of Latin@ students which correlate with the existing literature of alumni giving. However, more

studies exploring how these areas directly affect Latin@ alumni giving would offer a more comprehensive analysis.

Giving Among Diverse Groups of Alumni

There is scarce research on donor motivations and giving patterns of underrepresented populations (Drezner, 2013). As such, there are significant knowledge gaps on Latin@ alumni giving. However, analysis of the limited work across communities of color, LGBT, and women is applicable to Latin@ alumni. Understanding giving patterns and motivations among diverse groups broadly is relevant because identity is often multi-dimensional and contextual. As identity groups navigating dominant environments, the research on people of color, women, and LGBT alumni may offer insights through potential similarities to Latin@ alumni. In addition, differences among these diverse alumni groups coupled with the existing literature on Latin@ students and alumni may also illuminate future directions for research.

LGBT Alumni

One of the emerging areas within alumni giving research highlights the patterns and motivations among LGBT individuals. In their multi-institutional case study, Garvey and Drezner (2013) captured data from three different institutional types in terms of size, geographic region, and public/private status. They interviewed 37 advancement staff and 23 LGBT alumni. Moreover, they conducted two to five focus groups at each institution. Garvey and Drezner's study is the first empirical research that explores LGBT giving and engagement.

Garvey and Drezner (2013) found that LGBT staff are often most aware and concerned about LGBT alumni engagement and giving. Furthermore, they found that being a member of the LGBT population was helpful in building relationships with prospective LGBT donors. This parallels findings from Gasman (2011) and Wagner and Ryan (2002) who suggested recruiting diverse staff when engaging and soliciting alumni of color. The outcome would likely generate more discussion about Latin@ alumni and illustrate the institution's commitment to staff diversity. Garvey and Drezner (2013) also found that alumni who were involved in the institution's LGBT alumni group increased their affinity for and giving to the college. The universities' inclusion of the participants, coupled with leadership opportunities, and opportunities to build community with others from similar backgrounds, increased alumni engagement and giving.

Garvey and Drezner (2013) characterized engagement and philanthropic efforts of the participants as a way to demonstrate "community uplift" within the LGBT student and alumni communities. Many LGBT alumni chose to get involved and financially support their alma mater because they believed that it contributed to the overall well-being of the LGBT community at the institution. These findings and the concept of "community uplift" are similar to what researchers have referred to as "racial uplift," the notion that people of color generally support educational, community, religious, and other causes for the betterment of their own racial and ethnic group (Drezner, 2005, 2009). Rivas-Vasquez (1999) found that Latin@ donors gave to causes that benefitted their own cultural group in an effort to support racial uplift. Highlighting opportunities to financially support academic and co-curricular initiatives that benefit Latin@ students

could resonate with Latin@ alumni particularly considering the cultural importance of education (Cabrales, 2013).

Women

Women are expanding their influence and leadership in all aspects of society including philanthropic sectors (Taylor & Shaw-Hardy, 2005). Women control more than 50% of the wealth in the United States, and 90% have responsibility of their family's finances (Taylor & Shaw-Hardy, 2005). However, women historically did not donate because they were not asked as it was assumed that men controlled household finances (Taylor & Shaw-Hardy, 2005). Inaccurate perceptions of women as non-philanthropic and the lack of a strategic effort in higher education to cultivate and solicit them are consistent with the literature on racial and ethnic minorities. Given the increased amount of women in the work force, involvement in household financial decisions, and expected life span which extends an average seven years longer than men, development officers are starting to recognize women's financial capacity and philanthropic savvy (Taylor & Shaw-Hardy, 2005). This increased research on women does not acknowledge those who are single, in a two-female household, or gender non-conforming, creating an opportunity to examine giving among unmarried women, lesbian couples, and females assigned at birth who do not identify as women or lesbian.

In their quantitative study, Dvorak and Toubman (2013) analyzed over 30 years of giving data, and hypothesized that men give more because of prestige and public recognition compared to women who give who were more altruistic. Their findings were consistent with the hypothesis, highlighting that women gave more frequently but men

gave larger gifts; these major donations generally attracted more attention among peers and the institution. They also found that women developed an attachment to their alma mater which resulted in giving, while men often acted impulsively and concentrated on large gifts. Their findings were consistent with Parra (1999) who found that Latinas were primarily motivated to give to organizations that made a personal impact on them.

These findings have implications for development officers when strategizing with Latin@s and other racial and ethnic minorities. Similar to the literature on alumni of color, research on gender differences in donor behavior is inconsistent and scarce (Dvorak & Toubman, 2013). More research exploring gender differences among alumni of color would address a knowledge gap and better explain how people view philanthropy differently. In the context of Latin@ philanthropy, Parra (1999) is the only research solely dedicated to exploring the donor motivations of Latinas. Therefore, Latina giving to higher education deserves further attention.

African American Alumni

In a study of giving at HBCUs, Drezner (2010) utilized case study methodology to explore the philanthropic behaviors of young Black donors across 13 private institutions. Drezner found that undergraduate involvement, understanding the importance of philanthropy, articulating the direct impact of giving, and intrinsic and extrinsic incentives influenced giving among students and future alumni giving. Consistent with the findings of Garvey and Drezner (2013) and Gasman and Bowman (2013), Drezner (2010) also found that institutions that incorporated messages of racial and community uplift were successful in garnering financial support.

In a study exploring intersections of race, ethnicity, and religion/faith tradition, Drezner (2013) examined the influence of religion on giving among African American college students. African Americans give more to religion than any other charitable cause. The Black church has had a long-standing social, educational, and political impact in the lives of African Americans. Using data from his broader 2010 study, Drezner found that four students from Tougaloo College considered the church as an influence on giving to their institution.

Considering the limited discretionary income of the participants, they were inspired to not only give financially, but also gave their time through service and leadership. Drezner (2013) found that local churches near Tougaloo, along with pastoral and parental modeling, influenced giving. Race, ethnicity, religion, and philanthropy all intersect in Latin@ cultures as well (Miranda, 1999; Smith et al., 1999). Future research should consider how religion and/or faith tradition may influence Latin@ giving.

Regarding recommendations for expanding the donor base, Gasman (2001) suggested that institutions need to do a better job at engaging alumni, seeking their input on important matters related to the institution, and getting them involved in volunteer opportunities. These recommendations are consistent with Lee (2004) who makes a similar case for inclusive alumni practices of all racial and ethnic minorities. In addition, Gasman recommended asking alumni of color for volunteer and financial support and to recognize them for their broader philanthropic contributions to the institution. These recommendations coincide with the aforementioned literature on volunteerism and engagement of alumni. The literature on African Americans highlights the bonds of alma

mater, intersections of identities including race, ethnicity, and religion, the effect on giving, and the importance of racial uplift in the Black community. These trends are similar to the donor motivations of Latin@s.

Asian Alumni

Asian Americans represent 6% of students currently enrolled in college (U.S. Department of Education, 2013). Although the enrollment of Asian students is lower than other racial and ethnic minorities, the number of Asian people over 25 with an undergraduate degree is nearly double the national average at 50% compared to 28% (U.S. Census, 2010). The number of Asians is expected to surpass 40 million by 2050, which would be 10% of the national population by that time (U.S. Census, 2010).

Similar to other communities of color, it is important to build trust and foster personal relationships when cultivating Asian donors (Tsuando, 2010). For example, personal connections generally have a greater impact than formal, institutional relationships among Chinese people (Geithner, Johnson, & Chen, 2004; Tsunado, 2010). Considering that Chinese people represent the largest Asian ethnic group with 4 million people (U.S. Census Bureau, 2010), this is particularly relevant to institutions with high enrollments of Chinese students. Therefore, it could be more effective for development officers to focus less on the title of the individual who is soliciting the alumnus/a, but more on the development officer who is most likely to connect. Tsunado's recommendations are consistent with Cortes's (2002) work which also found that personal connections matter when cultivating Latin@ donors.

Giving back time, not just money, is a hallmark of Asian culture (Tsunado, 2010). As such, development officers should partner with alumni relations officers to identify volunteer opportunities in an effort to build affinity. Chao (1999) found that first generation Asian Americans are more likely to support causes and loved ones in their native country, while third generation Asian Americans were more likely to support more traditional and local philanthropic organizations. He found that the respondents felt a sense of obligation to support their family, the local community, mutual aid societies, and religious organizations. His findings were consistent with research on racial and ethnic minorities that found many people support local and religious causes outside of higher education (Petty, 2002; Smith et al., 1999). Future research exploring differences among racial and ethnic minorities based on generation status could help determine if support for higher education varies among Latin@ alumni as well.

Tsunado (2010) employed three case studies to explore Asian giving at Stanford, Columbia, and the University of Maryland. He found that each institution devoted staff and financial resources in the alumni relations and development departments to support Asian alumni. He found that the solicitation strategies of development officers were not necessarily different from other racial and ethnic groups, but that cultural sensitivity and awareness, knowledge of current issues affecting Asians and other students of color, and mindfulness of communication style were all imperative in building positive relationships. Moreover, Tsunado found that donors were motivated by opportunities to support scholarships and engage with other Asian alumni. These findings are consistent

with other literature on alumni giving among racial and ethnic minorities (Drezner, 2011; Newman, 2002).

Tsunado (2010) contributed to the knowledge base, but the institutions that were reflected have high concentrations of Asian students. Each university is located in an area with a high volume of Asians in the surrounding community. As such, these findings may not be generalizable to institutions with low Asian student and alumni percentages and/or colleges in communities with few Asian people. This draws into question the degree to which geographic region may influence alumni giving and the need to explore this particularly among Latin@ alumni. For example, Latin@ alumni who live in the Midwest may affiliate, volunteer, and give at different rates than those who live in Los Angeles based on their proximity to campus and the amount of Latin@s in their community. Additionally, similar to Asians, the Latin@ community is comprised of several ethnic groups that are distinctive in culture (Cortes, 2002). However, neither Chao (1999) nor Tsunado (2010) addressed differences among Asian ethnic groups or among international students. More research on different giving patterns within racial and ethnic minorities is critical to the broader understanding of philanthropy in communities of color.

Native American Alumni

Among the current literature on racial and ethnic minorities, research on Native Americans is nearly non-existent (Drezner, 2011). Despite extreme poverty in many Native American communities, they contributed over \$12 billion to the nation's economy in 2010 (Gasman & Bowman, 2013). Moreover, Native American businesses have increased by nearly 100% over the past 20 years (Gasman & Bowman, 2013). Despite

college enrollment rates of 1%, there is a high concentration of Native American students and families in the West and Southwest (Gasman & Bowman, 2013). There are also 32 tribal colleges and universities in the nation which graduate Native Americans, further diversifying the alumni landscape (Gasman & Bowman, 2013).

Consistent with previous studies on racial and ethnic minorities, the giving patterns of Native Americans often fall outside of “traditional” philanthropy. For example, Duran (2001) found that Native American giving is based on a system of needs, exchanges, and activities that reflect the traditions and characteristics of their respective tribe. In their mixed methods study on engaging diverse alumni, Gasman and Bowman (2013) found that community is considered more important than the individual among Native Americans. Therefore, Native Americans are consistent with other racial and ethnic minorities in that they generally support philanthropic causes that advance their community (Drezner, 2011). However, Native Americans are the least likely among racial and ethnic groups to donate to causes that do not benefit their own racial uplift (Gasman & Bowman, 2013). This information presents a challenge for development officers given the limited scope in which many Native Americans may choose to support higher education. Development officers should be particularly thoughtful and strategic when cultivating and soliciting Native American alumni.

Gasman and Bowman (2013) also found that Native Americans are typically not interested in public recognition of their gifts. Native Americans consider philanthropy as an obligation, an effort to improve the lives of their family and local community (Berry, 1999). Nevertheless, the scant literature suggests that convincing Native American

alumni to give is not the challenge facing development officers; the difficulty lies in articulating why supporting higher education is important to the advancement of their population. “For most Native communities, it is not new to share and exchange; it is new to institutionalize and standardize these activities” (p. 2).

The literature illustrates commonalities in the giving patterns and donor motivations among diverse groups of alumni. First, many underrepresented alumni are not asked to give by development officers. It is largely believed that development officers and senior administrators tasked with fundraising do not consider alumni of color to be philanthropic, and therefore, do not actively target and solicit these individuals (Drezner, 2011). Second, alumni of color and LGBT individuals generally support educational initiatives and programs that benefit students who share similar racial, ethnic and/or sexual orientation backgrounds. For example, a Latina may be interested in supporting a scholarship geared towards women of color in science, technology, engineering, or math. This method of philanthropy is generally referred to as restricted giving because the donor prefers their gift to be allocated towards a specific cause (Worth, 2002). Knowing these potential philanthropic interests among alumni of color could help development officers create intentional and effective strategies for cultivation and solicitation.

Third, there is a general mistrust of mainstream philanthropic causes among alumni of color (Gasman & Anderson-Tomkins, 2003). This likely has to do with how development approaches are patterned off of White norms for alumni outreach and giving. Therefore, people of color, regardless of race and ethnicity and educational attainment, generally prefer to support local, religious, cultural, and family causes that

directly connect to their lives and have meaning for them (Smith et al., 1999). This form of philanthropy may not just involve monetary resources, but giving of time. Research indicated that recognizing the importance of volunteerism will likely lead to future giving (Wunnave & Lauze, 2007). Furthermore, it signals to alumni of color that development officers appreciate their devotion of time and service.

Finally, a common theme is the relational nature of philanthropy. Although relationship building and personal connections are hallmarks of the development profession, it is not always exhibited with alumni of color (Wagner & Ryan, 2004). Wagner and Ryan called for more diversity among fundraising professionals in efforts to increase the representation of volunteers and donors who are alumni of color. Regardless of the representation of staff, it is imperative for all development officers to be culturally sensitive to some of the nuances in philanthropic behaviors (Petthey, 2002; Wagner & Ryan, 2004). Building personal connections with alumni of color is a major step in expanding the donor base among diverse alumni (Lee, 2004).

Latin@ Alumni

The concept of giving to mainstream, national organizations is still new in many Latin@ communities (Gasman & Bowman, 2013). This is particularly true among those who immigrated from South American countries and Mexico and retain strong cultural ties to their countries given that the government generally provides services for the community, youth, and seniors (Gasman & Bowman, 2013). As such, many people from these countries are accustomed to local and federal governments providing support for charitable causes, and are not in the mindset of financially supporting these initiatives

(Gasman & Bowman, 2013). Development officers should consider these cultural distinctions and educate alumni who may have a different perception of philanthropy.

The limited previous research on Latin@ philanthropy has illuminated three target areas for giving that receive significant financial support: religion, family and community, and social justice causes (Cortes, 1995; Diaz, 1999; Ramos, 1999). In addition, Gasman and Bowman (2013) noted that development officers should be aware of the class and generational distinctions among Latin@s that influence giving. Ramos (1999) and Osili and Du (2005) found that new immigrants and low income individuals were less trusting of mainstream philanthropy and were less likely to support such causes. However, more affluent and second or third generation Latin@s are more likely to support mainstream philanthropic organizations including higher education (Osili & Du, 2005; Ramos, 1999). This progress in embracing large, national philanthropic organizations illustrates the potential shift in giving to higher education among Latin@ alumni. Furthermore, these trends could be an indicator that recent college graduates had positive undergraduate experiences and a higher organizational identification compared to older generations of Latin@ alumni.

Cabrales (2011) found that institutions are gradually creating more identity-based organizations designed to build affinity among alumni of color. These alumni groups are an effective way of creating a community among alumni, particularly those who may have had negative undergraduate experiences and/or have a low organizational identity (Hay, 1990). Many of these groups not only provide programmatic and networking opportunities for alumni, but generally include a philanthropic component that provides

academic scholarships for students of color (Cabrales, 2011). This effort to create volunteer and leadership opportunities for Latin@ alumni is notable, but given the lack of racial and ethnic minorities on governing boards (Gitin, 2001; Lee, 2004) future research on identity-based groups and governing boards might explore the retention and advancement of Latin@ alumni in the volunteer leadership pipeline.

Cabrales's (2011) finding was true across occupations including law, business, education, and social work, illustrating the importance of philanthropy among Latin@s despite income. Furthermore, the participants considered themselves as "sponsors" to the institution and students in that campus community. Cabrales also found that many of the participants were influenced by family members and their upbringing, which coincides with previous literature on Latin@ philanthropy highlighting the long history of giving within the culture and the role of family (Cortes, 2002; Miranda, 1999; Parra, 1999).

Finally, Cabrales (2011) found that Latin@ alumni responded positively when they were able to give to an initiative that was important to them. This finding is consistent with Rivas-Vasquez (1999), who also found that many Latin@ donors preferred to designate their gifts towards causes that support students in their racial group. Cabrales (2011) also found that giving was motivated by involvement in the Latin@ alumni group, formal and informal recognition, and targeted communications featuring updates on Latin@ students and alumni.

Similar to other racial and ethnic minorities, Latin@ Americans represent numerous ethnic groups including Mexicans, Puerto Ricans, Cubans, and Latin Americans. Cuban and Puerto Ricans generally support philanthropic organizations and

seek recognition for their giving in an effort to gain status among peers (Gasman & Bowman, 2013; Ramos, 1999). However, Mexican, Guatemalan and Salvadoran alumni are less likely to seek exposure for their giving and tend to give their money to family abroad instead (Gasman & Bowman, 2013; Smith et al., 1999). These delineations in ways of giving should not be ignored by researchers and practitioners, and are further evidence that there should be more variance in fundraising practices considering the diversity of cultures represented across college graduates in this country.

Latin@s designate a third of their financial support to educational causes including higher education (Duran, 2001). Latin@ Americans are interested in supporting programs that address barriers to educational attainment (Gasman & Bowman, 2013; W. K. Kellogg Foundation, 2012). This emphasis on education is critical to the future success of Latin@s, who make up one-fourth of school children in the nation, are experiencing increased high school graduation rates, and represent 14% of college graduates in the country (Gasman & Bowman, 2013). These demographics suggest a direct impact on the ongoing diversification of college alumni in the coming years.

Regarding Latin@ giving to identity-based scholarship funds, Duran (2001) stated “...it has significant symbolic value because it speaks to core values around fairness and access while addressing real and immediate disparities” (p. 17). To this point, Ramos (1999) found that face-to-face, hands on solicitation efforts are most effective in securing gifts from Latin@ donors. This type of relationship with the donor illuminates consistencies in other studies that found that relationships matter when engaging

prospective alumni from diverse backgrounds (Drezner, 2005; Garvey & Drezner, 2013; Tsunado, 2010).

In a mixed method study exploring Latin@ alumni giving at a southwestern university, Gonzalez (2003) found that most Latin@ alumni had positive undergraduate experiences, the capacity and interest to give, and a high organizational identity related to the institution. Furthermore, her findings were consistent with Lee (2004), Pettey (2002), and Newman (2002) in that Latin@ alumni were underrepresented on advisory and governing boards. Similar to Cabrales's (2013) findings on Latin@ giving, and other studies on alumni from diverse backgrounds (Drezer, 2011; Garvey & Drezner, 2013), the participants in the Gonzalez study were involved and donated because they believed that their efforts contributed to the well-being of the Latin@ community. These efforts primarily included student scholarship support, which was a more significant motivator to engagement and giving than involvement in the Latin@ alumni affinity group.

The moderate impact of the Latin@ alumni affinity group contrasts Hay's (1990) and Gasman and Bowman's (2013) findings, which encouraged the establishment of identity-based alumni groups. The participants in Gonzalez's (2003) study graduated from the Southwestern region of the country, which has a significant amount of Latin@s compared to other parts of the country. Therefore, Latin@ alumni may have been less dependent on joining an identity-based group because of the local demographics. Strengths of Gonzalez's research are that she received a 58% survey response rate and also noted the ethnic diversity of the participants that she conducted following the survey.

Furthermore, Gonzalez (2003) only studied individuals from the class of 1995, citing that younger alumni might still have debt, and therefore, suggested that income would impact their attitudes toward giving. Gonzalez also omitted older graduates because of the lack of Latin@s in the overall alumni population over the age of 40. Excluding certain age groups limited the researcher's understandings of the comprehensive picture on Latin@ alumni giving at the institution. Considering the expanding literature on young alumni giving and the potential they have to make major gifts in the future (Hurvitz, 2010), excluding recent graduates is a significant limitation. As such, Gonzalez (2003) was not able to examine whether there was variance between young alumni and graduates over the age of 30.

In his quantitative study, O'Connor (2007) highlighted motivations for giving among Latin@ donors from two private, master's granting, HSIs in Texas and California. The sample was relatively diverse in age, immigrant status, gender, and race and ethnicity, and had over 200 respondents (50% response rate). He found that participants who were involved in at least one student organization were more likely to give, which was consistent with Clotfelter's (2003), Gaier's (2005), and Monks's (2003) research on co-curricular engagement and giving. He found that mail and telephone contact, particularly from current students and former classmates and faculty, were the most effective modes of solicitation. This finding reaffirms previous literature which found that personal relationships and connections influenced giving among Latin@s (Cabrales, 2013), and the impact of peer influence and faculty on philanthropy (Drezner, 2011; Monks, 2003; Pezullo & Brittingham, 2003).

However, the majority of participants did not constitute as major donors based on O'Connor's (2007) definition of gifts of \$1,000 or more. Therefore, this study is not generalizable to major gift donors considering the relatively nominal size of the gifts. Individuals who were considered as major donors were motivated by recognition, access to senior leaders, and a sense of obligation and loyalty to the institution. This mixture of motivations that are both self-serving and for the betterment of the institution are what Anderoni (1989) referred to as "impure altruism."

Moreover, volunteerism was not an indicator of giving among Latin@ alumni, as nearly 75% of participants had not engaged with their alma mater in this capacity. This finding contradicts previous literature that found that volunteerism and participation in alumni activities influenced giving (Gallo & Hubschman, 2003; Holmes, 2009; Werts & Ronca, 2007). Participants generally made gifts to support student scholarships or a specific program of their choice rather than give to the unrestricted fund, which is consistent with aforementioned research on giving motivated by "racial uplift." Further research is necessary to explore some of these contradictory findings related to donor motivations and organizational identification.

O'Connor's (2007) quantitative study provides informative data on Latin@ giving, but is limited by the lack of rich description that is characteristic of qualitative research. In addition, O'Connor chose to survey only alumni donors who had made a gift within the last three years. There were no data collected from non-donors, individuals who may have their own unique reasons for not giving. As a result of including non-

donors, development officers from these institutions would have been able to identify how they could improve relations with non-donors and potentially increase their giving.

In their cross-cultural ethnographic study, Smith et al. (1999) interviewed 260 people of color across several racial and ethnic groups including African Americans, Latin@ Americans, Native Americans, and Asian Americans. The researchers also conducted focus groups with each of the eight racial and ethnic groups. Although there were distinctive cultural patterns and traditions that characterized each group, the researchers found that family, religion, and an emphasis on racial uplift were salient themes across all groups. Mexican, Salvadoran and Guatemalan alumni were found to have extended family; giving generally occurred within these networks (Smith et al., 1999). However, Salvadorans were more likely than other Latin@s to volunteer and participate in mainstream philanthropic organizations, contrasting the mistrust found in the Gasman and Bowman (2013) study among the same ethnic group.

Moreover, the number of interviews and the breadth and depth of rich information Smith et al. (1999) were able to capture from the participants provided a coherent understanding of giving patterns and motivations in communities of color. However, their study was not exclusive to college alumni, as it explored giving patterns within communities of color widely. Therefore, the authors did not expound greatly on the implications their findings had on higher education. In addition, data collection occurred in 1991 and 1993 and was not published until 1999. As such, the study may not reflect current giving patterns among alumni of color, particularly younger alumni who graduated from college in the last 25 years. More research in a higher education setting is

necessary to better understand the philanthropic similarities and contrasts that exist within ethnic groups.

Findings on Latin@ alumni giving are generally consistent with other studies on alumni of color in that they are rarely asked to make a gift because they are not seen as philanthropic compared to White alumni (Drezner, 2013; Melero, 2011). Furthermore, Melero (2011) found that Latin@s were less likely to be asked to volunteer in nonprofit organizations. As a result, the participants allocated their charitable gifts to religious causes. The exclusion of people of color in fundraising practices and their preference to financially support other social and religious causes is consistent with prior research on communities of color. However, educational attainment in support of racial uplift is important to Latin@ families as well.

Therefore, development officers run the risk of alienating prospective and former donors by assuming that Latin@ alumni are not interested in donating time or money. Despite studies that have depicted White alumni as more philanthropic than people of color (Clotfelter, 2003; Melero, 2011; Monks, 2003), more research is critical to go deeper in exploring why some Latin@ alumni choose not to give to higher education. Doing so would illuminate areas of improvement in higher education where advancement officers can create more inclusive spaces for Latin@ alumni.

Latin@ Racial Identity Theory

It is important to understand elements of racial identity development theory when working with alumni of color. Applying theoretical concepts to the work of development professionals will reduce misunderstandings and begin to rectify past resentments of

Latin@ alumni who may have had negative experiences (Gallegos & Ferdman, 2007). Considering that the construct of race in this country is generally limited to a White/Black binary, it does not address the experiences and realities of Latin@s who may not necessarily identify with or feel like they connect to either category (Gallegos & Ferdman, 2007). “Latin@s do not easily fit into the U.S. system of racial classification, and vary widely in how they respond to the race question on the Census” (Gallegos & Ferdman, 2007, p. 30). Latin@ racial identity theory helps to fill that void by postulating the multiple ways of meaning making for millions of individuals in the nation.

The aforementioned economic, labor, and educational statistics also suggest that institutions can expect more Latin@s to enroll in higher education. The predominantly White faculty, staff, and administrators represented at PWIs should be aware of and educated about racial identity theory given the anticipated rise in Latin@ students and alumni their institutions will eventually experience. Latin@ students’ social identities influence their academic performance and engagement in co-curricular opportunities (Salinas, 2015). These identities may be influenced by their social location in relation to language, geographic location, and family.

Social location generally refers to “the relative amount of privilege and oppression that individuals possess on the basis of specific identity constructs, such as race, ethnicity, social class, gender, sexual orientation, age, disability, and faith” (Hulko, 2009, p. 48). Hulko found that social location “describes an externally imposed situation arising from the patterned attribution of positive and negative qualities to perceived social identities” (p. 48). The concept of social location integrates with IMB theory well

considering that both are context dependent based on situations that cue identities. Social location argues that cued identities may invoke power and/or oppression, while IBM suggests that once identities are cued, individuals make decisions informed by the extent to which they are salient.

In their pioneering work on Latin@ racial identity development, Ferdman and Gallegos (2001) identified six “orientations” on a spectrum of identity where Latin@s may fall. The model is not linear, and suggests that individuals move in and out of respective orientations based on changing life circumstances such as geographic moves, entering the workforce, attending college, and experiencing discrimination. Racial identity theory coupled with alumni giving literature is an effective way to approach cultivation and solicitation strategies given the limitations of the philanthropic studies with regard to diverse samples. This approach to understanding identity connects well with IBM theory based on the latter’s philosophical underpinnings of situational context.

Undifferentiated orientation describes those who see themselves as “color-blind,” do not recognize or acknowledge racism or discrimination, nor challenge societal norms (Gallegos & Ferdman, 2007). Undifferentiated individuals see themselves as “just people” and some would characterize them as being in denial or naïve regarding racial dynamics in the United States (Gallegos & Ferdman, 2007). People who fall into the *White-identified orientation* see themselves racially as White and generally superior to people of color (Gallegos & Ferdman, 2007). These individuals are generally disconnected from their Latin@ culture and tend to prefer White culture over Latin@ and other people of color (Gallegos & Ferdman, 2007). *Latino as “Other” orientation* is

characterized by those who do not see themselves as White, but do not have a clearly defined sense of self in terms of their Latin@ heritage (Gallegos & Ferdman, 2007). People in this orientation generally identify with people of color broadly (Gallegos & Ferdman, 2007).

Sub-Group Identified orientation characterizes those who identify with their distinct ethnic or national-origin subgroup (e.g., Puerto Rican, Cuban, Mexican). Conversely, *Latin-Identified orientation* is characterized by those who view Latin@ as its own racial category which encompasses all subgroups, and view White people as potential allies or barriers (Gallegos & Ferdman, 2007). Finally, *Latin-Integrated orientation* describes those who see Latin@ identity as integrated with their other social identities (Gallegos & Ferdman, 2007). They view themselves and others in the widest lens and recognize the intersection of identities in framing who we are as individuals (Gallegos & Ferdman, 2007).

In short, the Latin@ racial identity development model provides insight and understanding of the complexity of Latin@ identities and ways of being. It also highlights that the community is anything but homogenous, and that institutions of all types should consider the fluidity in which individuals fall in and out of based on situational context. This framework is central to differentiating simple racial or ethnic group membership from the relative importance of membership in a group to a person's understanding of self. The latter is essential to corroborate how race and ethnicity factors into one's identity and subsequent giving.

Theoretical Framework

As higher education continues to rely on non-tuition resources, understanding and analyzing donor motivation has become critically important (Sung & Yang, 2008). Olson (1965) found that donors are motivated by a desire to earn respect, prestige, and friendship among peers. Becker (1974) substantiated Olson's (1965) findings, as donors gave because they had concern for the recipients but also because they wanted to avoid judgment and receive social acclaim from others. Yoo and Harrison (1989) supported both Olson's (1965) and Becker's (1974) studies, and found that giving was driven by public recognition. In contrast, Sundeen and Raskoff (2008) found that personal values and attitudes influenced giving behavior. These personal values are largely developed from prior experiences with philanthropy (Sundeen & Raskoff, 2008). Moreover, donors' cultural backgrounds, life experiences, and giving interests impact donor behavior (Sundeen & Raskoff, 2008). This information illuminated donor motivations, but is problematic because the research did not consider communities of color.

As it relates to the existing literature on Latin@ philanthropy, much of the findings suggested that giving is motivated by a personal connection to the organization, family, trust, service, and obligation (Cortes, 1995, 2002; Gasman & Bowman, 2013; Rivas-Vazquez, 1999; Royce & Rodriguez, 1999). Theory provides a conceptual way to explore how senior administrators and development officers might influence philanthropic behaviors of college alumni (Drezner & Huehls, 2014). Most of the theoretical frameworks that guide research on philanthropy are derived from the disciplines of economics, psychology, and sociology (Drezner, 2011).

However, two theories help bridge the gap in understanding donor motivations in higher education: social identity theory and IBM theory. These theories are derived from social psychology and consumer research respectively, though the concepts of both are applicable to the higher education environment. Prior studies on Latin@ philanthropy have not used either theory as a conceptual framework in exploring donor motivations. In the context of higher education, IBM is an effective way to address the overarching research question related to giving among Latin@s and the sub-questions in terms of how race and ethnicity (and other salient identities) impacts the initiatives that alumni choose to support. Social identity theory is an appropriate lens to analyze the sub-questions regarding one's sense of organizational identity in relation to their alma mater.

Social Identity Theory

Social identity theory suggests that individuals develop their self-concept from a personal identity (e.g., abilities and interests) and social identity (e.g., salient group classifications such as gender, age, organizations), while also classifying others into various groups (Mael & Ashforth, 1992; Tajfel & Turner, 1986). Individuals develop this classification partly by the perceived value and emotional attachment that they feel toward their in-group (Tajfel, 1978). Social identity theory is an extension of social comparison theory, arguing that individuals evaluate their groups in relation to others (Brown, 2000). Moreover, individuals typically consider the perceived value of in-groups as a reflection of themselves (Brown, 2000). Drezner (2011) and Drezner and Huehls (2014) suggested that organizational identification, an aspect of social identity theory, explains how alumni typically define themselves in relation to their alma mater (e.g., "I

am an alumnus/a of...”). Researchers have found that the extent to which alumni characterize their organizational identity plays a role in future giving.

Jackson, Bachmeier, Wood, and Craft (1995) found that alumni giving increased when donors strongly identified with the institution and other graduates. Merchant and Ford (2008) found that alumni gave because of a sense of connectedness and nostalgia. Leslie and Ramey (1988) found that college traditions influenced alumni donations. These findings illustrate why events such as homecoming, class reunions, regional programming, or creating new traditions could build organizational identity and subsequent fundraising success. In totality, these findings illuminated how social identity theory has influenced alumni giving.

Integrating social identity theory into their study, Mael and Ashforth (1992) explored what institutional and individual factors impact organizational identity and giving. They defined organizational identity as a “perceived oneness with an organization and the experience of the organization’s successes and failures as one’s own” (p. 103). They found that organizational identification was influenced by positive interactions with faculty and staff. Institutional prestige, academic rigor, and success of the athletics program had a positive relationship with organizational identity and alumni giving. Competition between institutions was also an indicator of high organizational identity and giving. However, they suggested that both outcomes were dependent on the institution in which alumni compared themselves. Therefore, an institution with a national reputation of academic excellence may be received as more direct competition than an institution with less stature among the public.

Mael and Ashforth (1992) also found that institutions with “rich lore and traditions which glorify their uniqueness and excellence” (p. 117) are more likely to increase organizational identification and alumni giving. This finding was consistent with Leslie and Ramey (1988) who found that long-standing traditions increased organizational identity and giving. Among their recommendations, Mael and Ashford (1992) suggested building prestige through rigorous academics and admissions standards, recognizing alumni, creating traditions, encouraging alumni to visit campus, and creating competition against other institution to increase organizational identity and giving.

There is scant literature on applications of social identity theory in examining organizational identity and giving among alumni of color. However, Drezner (2009) conducted interviews, observations, and document analysis to determine how social identity theory motivated philanthropic behaviors among African American millennials at private-HBCUs. His respondents were part of the student alumni association known as the National Pre-Alumni Council (NPAC), an organization affiliated with the United Negro College Fund. Drezner found that students had a strong organizational identity with their alma mater based on their membership in NPAC and understanding and support of the organization’s mission. The mission emphasized a connection between students and their institution, and educated them on the importance of remaining active beyond graduation (Drezner, 2009).

Another finding from Drezner (2009) was that involvement in NPAC motivated participants to engage and solicit their peers in donating time and money. He found that the effort to increase racial uplift also strengthened the organizational identity among the

participants because they believed that their contributions made a difference in the African American community. Although Drezner focused on African American students at HBCUs, applications to Latin@ students at PWIs could illuminate interests in racial uplift on those campuses. Furthermore, Drezner (2008, 2009, 2011) and Gasman and Anderson-Tomkins (2003) illuminated the powerful bond that many African American alumni have with their HBCU alma mater based on positive undergraduate experiences. These are practices that senior administrators, faculty, staff, and development officers from PWIs could potentially replicate with Latin@ alumni in providing more support.

Using social identity theory as a conceptual framework, Stephenson and Bell (2014) conducted a survey with 2,763 participants at a Mid-Atlantic university. They found that one's organizational identification with their alma mater had a statistically significant relationship with alumni giving. They defined organizational identification as "the propensity of an individual to define the self by association with an organization" (p. 4). Stephenson and Bell found that organizational identification had a significant relationship with the amount and frequency of giving. The top reasons that participants provided for donating was that they were an alumnus/a of the institution, wanted to assist the institution in achieving its goals, and support undergraduate students (Stephenson & Bell, 2014). They found that these results were because many alumni perceived the success and failures of the institution as a reflection of their own success and failures given that they are alumni representatives of that institution.

The above results suggest strong in-group identity among alumni participants, who viewed their donation as something that would help improve the overall status and

performance of their alma mater (Stephenson & Bell, 2014). The sense of obligation and community uplift is indicative of donor motivations among Latin@s, who often give because they think that they are indebted and believe in the culture of philanthropy (Ramos, 1999). Furthermore, Stephenson and Bell (2014) found that organizational identification had a positive relationship with promotional behaviors such as recommending the college to prospective students, wearing the institution's apparel, and promoting the school's programs and initiatives to others. They found that alumni were non-donors because they either could not afford to donate or felt disconnected with the institution due to changes to the institution's mascot and physical campus.

Social identity theory is an appropriate theoretical framework that development officers could utilize to determine the extent to which alumni identify with their alma mater, and how that identification and group membership informs their giving. Understanding social identity theory may also identify fundraising interests of underrepresented donors. For example, Latin@ alumni might be more interested in donating to a student scholarship in the Latin American/Chicano studies program rather than giving to the college's unrestricted annual fund. The current literature that incorporates social identity theory and alumni giving takes into account institutional types that vary in size, selectivity, and public/private status (Clotfelter, 2003; Drezner, 2009; Holmes, 2009; Mael & Ashford, 1992). However, none examined how social identity theory, and specifically, organizational identity, informs the giving patterns and donor motivations among Latin@s. Future research is warranted to gain better

understanding of how social identity theory influences the organizational identity (both individual units and the institution broadly) of Latin@ alumni.

IBM Theory

Social categorization theory is an extension of social identity theory as it explains how individuals personally identify themselves (Drezner & Huehls, 2014). Despite the influence of social identity theory on social categorization, the former mainly describes group formation and how people perceive their in-group memberships in contrast to out-groups (Drezner & Huehls, 2014). However, self-categorization considers the meaning making of individuals when they place themselves within a group (Drezner & Huehls, 2014). Building off of social categorization theory, Oyserman's (2007) IBM model suggests that the meaning making of cued identities influences identity salience and subsequent actions of individuals.

IBM argues that actions are motivated by identity salience within particular contexts (Drezner & Huehls, 2014). If identities feel congruent with in-group behaviors, IBM argues that people are more likely to adopt behaviors that are generally associated with that particular identity (Oyserman & Destin, 2010). Inversely, people generally do not adopt behaviors that feel incongruent to their sense of identity (Oyserman & Destin, 2010). Contexts may cue past, current, or even possible future identities (e.g., "I want to be president of the alumni board" or "I want to name a building in honor of my family"). Examining possible future identities is relevant to this discussion because of the participants' ages and statuses as young alumni and their long-term philanthropic goals and aspirations. Research has provided evidence that potential identities can influence

present behaviors when that future identity feels connected to the current self, whether near or far into the future (Oyserman, Bybee, Terry, Hart-Johnson, 2010).

IBM recognizes that identities are fluid, expressed differently, and often contextual (Drezner & Huehls, 2014). For example, two Latin@ alumni may have different levels of racial and ethnic saliency based on their pre-college experiences, undergraduate experiences, and/or current work and social environments. According to IBM theory, an individual with a low racial and ethnic saliency (compared to another Latin@ person) should not be considered as not possessing that particular identity. However, life experiences largely influence if, when, and how that person's racial and ethnic identity is made salient. IBM recognizes that racial and ethnic saliency is context dependent and not always expressed consistently in the same manner across or within racial and ethnic groups. This is a significant strength of IBM theory because there is not a linear approach to identity development, which makes it an ideal framework which explores race, ethnicity and other identities.

As it relates to philanthropy, Oyserman (2009) suggested that there are contexts in which people consider themselves donors based on words that are used that may trigger a particular response. For example, "donor" and "volunteer" are considered more specific than "giver" and may resonate with alumni based on past experiences and their identity. Oyserman argued that the language used to invite people to volunteer and/or donate influences which identity is evoked and the likelihood that the individual will be philanthropic. This is particularly relevant to any study examining alumni giving among people of color given the historical narrative that communities of color are the major

recipients of philanthropy compared to Whites who are seen as philanthropists.

Therefore, development officers should be specific about the type of volunteer and/or financial support in their messaging that is sent to all alumni, being mindful of language that might resonate with Latin@s and other alumni of color. Such language would convey that institutions recognize that communities of color are philanthropic as well.

IBM argues that identity influences if and how one behaves in relationship to identity salience and context. Oyserman and Destin (2010) characterized this behavior (e.g., giving or volunteering) as “action-readiness,” a prediction that identities cue actions based on the values and norms relevant to that person’s identity. Procedural-readiness is characterized by the extent to which identity helps people make sense of the world (Oyserman, 2009). However, Oyserman and Destin (2010) stated that the identities which come to mind, how one makes sense of the world, and which behaviors are perceived as congruent are dynamically constructed. This means that although identities may feel stable, they are in fact malleable and context dependent.

Oyserman and Destin (2010) also postulated that IBM factors in what they referred to as “interpretation of difficulty,” which suggests that when an identity feels congruent for individuals, potential difficulties in exercising this behavior is perceived as important, feasible, and meaningful. Oyserman (2009) stated that future research is necessary to examine whether a particular cued identity leads to procedural-readiness. In the context of this study, this is particularly useful in analyzing how the alumni participants’ consider the relationship between their identity and their undergraduate and

alumni experiences that may influence their philanthropy. This additional research will highlight nuanced strategies in promoting giving behavior among Latin@s.

IBM theory has been utilized in research to explore consumption choices, health behaviors, and academic performance. Forehand and Deshpande (2001) found that Latin@s preferred commercial products associated with a spokesperson with the same racial and ethnic background. In the context of alumni giving, the consumer choice is the act of donating to one's alma mater, a "product" with which graduates are familiar with based on their undergraduate and/or post-graduate experiences. IBM would likely impact action-readiness (e.g., the act of making a gift) among alumni if their race and ethnicity (or other identities) are salient and they have a positive association with other Latin@ alumni, faculty, and staff. Therefore, a peer-to-peer solicitation giving strategy and increased involvement of Latin@ faculty and staff might increase racial and ethnic saliency and action-readiness among Latin@ alumni.

In their seven-part study, Oyserman, Fryberg, and Yoder (2007) found that students of color at Stanford University viewed health promotion behaviors as characteristic of White, middle class people. Students of color were more likely to engage in unhealthy eating and exercise habits partly because they perceived those actions as being in-group behaviors indicative of their racial and ethnic culture (Oyserman et al., 2007). African American and Native American college students rated smoking, sugar consumption, and weight gain as a less negative influence their health when race and ethnicity was salient. However, racial and ethnic salience did not necessarily mean that people of color always chose negative health behaviors; health behaviors are context

dependent on whether the individual perceives unhealthy decisions and their racial and ethnic identity as congruent (Oyserman, 2009). Therefore, a Latin@ student's healthy behaviors is not just based on the extent to which they view stereotypes associated with their race and ethnicity as identity congruent, but pre-college and undergraduate experiences that may trigger those identities in the first place. This example reaffirms the importance of situational context in decision making.

IBM was the conceptual framework in Aaker and Akutsu's (2009) study which explored the role of identity in giving, and they highlighted three concepts that motivate donors: identity saliency, action-readiness, and procedural-readiness. Identity saliency is influenced by the context in which a person is solicited, which may trigger outcomes motivated by family, community, and/or personal ties associated with that particular identity (Aaker & Akutsu, 2009). For example, a development officer soliciting a Latin@ alumnus who is also a first generation college student may want to encourage giving to students who represent similar backgrounds (Drezner & Huehls, 2014). Aaker and Akutsu were unable to determine how much identity influenced action-readiness (e.g., the size of the gift). This finding is consistent with Oyserman's (2009) results warranting future research in how cued identities inform the amount one gives.

Procedural readiness explains how people make meaning of their world (Drezner & Huehls, 2014; Oyserman, 2009). However, there is no research that has explored how to best evoke identities when soliciting alumni. This may be particularly difficult given that people generally have multiple identities that are more or less salient depending on context. What might attract one Latin@ donor may not have the same effect on another

donor just because they both share the same racial and ethnic background or have the same salient identities. The findings revealed that certain identities are evoked and how development officers might think differently in their communication style to Latin@s.

Using IBM theory as a conceptual framework to explore gender performance in a middle school setting, Elmore and Oyserman (2011) found that students were more academically focused if success was presented as a characteristic of their own gender. These “school focused future identities” (p. 181) included graduation for girls, income success for boys, and overall future success for both. Elmore and Oyserman showed graphs featuring potential earning and graduation success to the children, some of which were marked by gender and others that had no mention of gender. The contextual cues that the researchers employed illustrate IBM’s effect in that it prompted boys and girls to act a certain way when they believed that their gender made a difference in academic performance. Elmore and Oyserman also suggested that children prefer gender congruent actions, and are motivated by their group membership as male or female. It should be noted that these were the terms that Elmore and Oyserman used to categorize a dichotomous variable that reinforces gender binaries. Future research might explore how IBM influences decisions related to gender to capture a broader spectrum of individuals who do not identify in this dichotomous way.

Elmore and Oyserman’s (2011) findings is indicative of what Steele (1997, 1999) refers to as “stereotype threat,” which occurs when underrepresented and marginalized individuals underperform or engage in unhealthy practices due to negative stereotypes based on race and ethnicity, gender, and other underrepresented individuals. For example,

Steele (1997) found that women and African Americans who were negatively stereotyped underperformed on standardized tests. The individuals were partly influenced by societal pressures and assumptions largely ascribed to women and African Americans (gender roles, economic disadvantage, and intellectual capacity), and scored lower as a result. Steele's findings coincide with IBM research, highlighting that cued identities may influence undesired outcomes based on negative experiences and stereotypes associated with particular groups. This finding is fitting for this discussion considering the general notion in the literature that Latin@s are non-philanthropic, and determining how the participants in this study associate race and ethnicity with giving.

Considering IBM's attention to multiple identities and situational context, it was utilized to explore how race and ethnicity intersects with other identities such as gender, sexual orientation, and religion/faith tradition (Drezner & Huehls, 2014). There is no other known study which explores the impact of multiple identities on giving among Latin@s, which further illustrates the significance of this research. IBM theory was appropriate given the research question and the potential for discussion on how multiple identities informs organizational identity and giving among Latin@s.

However, the literature on IBM is limited by not just the lack of attention paid to other social identities outside race and ethnicity, gender, and socioeconomic status, but also the lack of tested research in higher education and philanthropic studies. "As identity-based philanthropy is further explored, researchers should test existing theories and advance new theories where appropriate" (Drezner & Huehls, 2014, p. 102). The role of identity in giving to higher education has largely been absent in the literature. This

absence of theory in exploring giving among racial and ethnic minorities creates a gap in the identity- based philanthropy literature, and an opportunity to add to the knowledge base (Drezner & Huehls, 2014).

Conclusion

There have been significant strides made towards research on giving among racial and ethnic minorities over the past 25 years. Although progress has been made in this area of philanthropic research, there is scarce research applied to the field of higher education. The existing literature on alumni giving among people of color primarily explores African Americans. Although this research has led to notable progress in both research and practice in higher education, more studies are needed on the motivations for giving among Latin@ alumni. Practices have evolved for the better thanks to previous research on alumni of color, including the creation of identity based alumni affinity groups, coding people of color and LGBT graduates for tracking and strategic purposes, and regional and national conferences dedicated to examining current and future trends among diverse groups. However, there is much more ground for researchers and administrators to uncover given the changing demographics and the lack of research dedicated to intersectionality and its influence on philanthropy.

The research on alumni giving to higher education has been primarily investigated through quantitative methods (Drezner, 2011). This approach to understanding alumni giving limits researchers and administrators' abilities to fully contextualize such a complex topic that affects institutions in different ways based on the various types and the individual experience of each student. "The vast majority of the philanthropic

literature is based on large-scale quantitative surveys and does not focus on how individuals are encouraged to participate in donative and prosocial behaviors” (Drezner, 2011, p. 152).

Given the increased diversity in higher education, more qualitative research would allow historically marginalized voices to share their student and alumni experiences. Ultimately, additional qualitative research would provide a more representative view of alumni giving to higher education. The lack of qualitative research makes it more difficult to capture and explain the experiences of alumni of color in a meaningful and thorough manner. This absence of qualitative literature silences the voices of alumni of color, many of whom have never been directly asked by a development officer to give (Gasman & Bowman, 2013). Future qualitative research on Latin@ alumni will further illuminate these voices, so that higher education is in a better position to engage and retain these individuals as volunteers and donors.

Philanthropy has been part of the higher education landscape since the 1600s (Cutlip, 1965). “No single force is more responsible for the emergence of the modern university in America than giving by individuals and foundations” (Hall, 1992, p. 403). However, previous research and current practices in higher education illustrates that a large segment of alumni of color are not considered philanthropic. This literature review argues that development officers should no longer rely solely on atheoretical best practices which have been primarily informed by giving models which ignore the giving patterns and motivations of communities of color. Considering that much of the philanthropic literature is generated by economic, business, marketing, psychology, and

sociology, additional philanthropic research in higher education is necessary and overdue. More higher education research will increase practitioners and scholars' understanding of alumni giving in a more comprehensive manner than what is currently known.

The scarcity of studies centered on Latin@ college alumni giving highlights the knowledge gaps that remain. These gaps are related to the lack of information on Latin@s from highly selective institutions, and the dearth of qualitative research exploring how they make meaning of their student and alumnus/a experiences. Considering the changing racial and ethnic demographics, and the shifting economic, labor, and education trends, more Latin@s are expected to enroll in higher education. Latin@s will continue to become college alumni across various institutional types, likely creating the urgency for development officers and senior administrators to employ inclusive solicitation and engagement practices. Based on these projections, failing to administer such practices could have a devastating impact on future giving participation rates and the amount of dollars given by Latin@s. Therefore, the time is now to produce more research on the donor motivations and giving patterns of the largest racial minority in this country in an effort to generate ideas, solutions, and action that will address the aforementioned problems facing higher education.

If senior administrators and development officers do not expand their donor base and become more inclusive of alumni of color, they will likely continue to rely on a small segment of homogenous donors. This reliance on "business as usual" practices not only alienates increasingly diversifying student and alumni populations, but could continue to affect declining participation rates and overall giving to higher education in the future.

Given the aforementioned findings and the illuminated gaps that still remain, there is a call for higher education to better cultivate, solicit, and steward Latin@ alumni.

CHAPTER THREE

METHODOLOGY

This chapter provides an overview of the methodology and methods employed for this dissertation study on the influence of racial and ethnic identity on Latin@ alumni giving. This chapter consists of the purpose, a summary of the qualitative research methods and sampling techniques that were employed, and an overview of the data analysis process. Moreover, this chapter articulates the researcher's positionality, and explains the criteria for trustworthiness. The purpose was to examine the impact of race and ethnicity on giving among Latin@ alumni from a highly selective PWI. Although MPU and higher education have increasingly become more diverse, the dearth of literature on Latin@ alumni giving illuminates the necessity for additional research on philanthropic giving patterns and donor motivations among people of color.

This study contributes to the higher education literature in several ways. First, it highlights the experiences of Latin@ college alumni and the extent to which racial and ethnic identity motivates philanthropic support. Research on alumni of color is a growing but scarce area in higher education literature (Drezner & Huehls, 2014). This scarcity is particularly evident related to studies on Latin@ philanthropy, as most of the literature on racial and ethnic minority giving focuses on African Americans (Drezner, 2005, 2008, 2009; Gasman & Anderson-Tomkins, 2003; Newman, 2003). Second, this study utilized IBM theory as a framework, which has significant potential in advancing the depth and

quality of understanding motivations for giving (Drezner & Huehls, 2014). Integrating IBM theory provided new insights to the higher education literature, research on alumni giving, and illuminated donor motivations that have not yet been explored.

Finally, this study utilized qualitative methods. Semi-structured interviews and document analysis were employed. Most of the higher education research on Latin@ alumni giving is quantitative (Gonzalez, 2003; Melero, 2011; O'Connor, 2007). Although these findings have contributed to the knowledge gap, they failed to demonstrate how individuals make meaning out of their student and alumnus/a experiences in a rich, descriptive way. The lack of thick description in these quantitative studies contrasts the level of detail that is a hallmark of qualitative research (Thomas, 2011). Considering that qualitative research is also scarce among philanthropic studies (Drezner, 2011), this study made significant contributions to better understanding alumni giving.

The following research question and sub-questions guided this research:

1. How do race and ethnicity influence donor motivations among Latin@ alumni at a predominantly White four-year institution, if at all?
 - a. How do race and ethnicity influence alumni giving to causes that benefit the Latin@ community at their alma mater (e.g., scholarships, cultural centers, identity-based student organizations), if at all?
 - b. To what extent does organizational identity with the institution influence alumni giving among Latin@ alumni, if at all?

- c. In what circumstances might other identities (e.g., sex, ability, religion, socioeconomic status, sexual orientation) of Latin@ alumni influence giving to their alma mater, if at all?

Qualitative Research Design

The purpose of qualitative research is to “examine human behavior in the social, cultural, and political contexts in which they occur” (Salkind, 2003, p. 13). Moreover, Creswell (1998) stated that qualitative research “builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting” (p. 15). Qualitative research is inductive and highlights the meaning of experiences through words rather than numbers (Maxwell, 2005; Merriam, 2009). One of the strengths of qualitative research is that it examines a case or individual, highlighting patterns of behavior within a particular context (Maxwell, 2005; Merriam, 2009).

Furthermore, qualitative studies guide the researcher in understanding how a particular set of individuals make meaning out of lived experiences (Creswell, 2007). Therefore, the researcher is the primary instrument for data collection and analysis and ultimately draws conclusions on the phenomenon (Creswell, 2007). Qualitative research is appropriate when studying traditionally marginalized groups because it provides a space for individuals to share their stories and counterstories (Solorzana & Yasso, 2002). Counterstories provide the opportunity for participants to challenge historical narratives that have generally been used to characterize their lives (Solorzano & Yasso, 2002). In the context of this study, the historical narratives have largely defined Latin@s and other

alumni of color as recipients of giving and non-philanthropic while simultaneously positioning White people as philanthropists (Drezner, 2013).

Qualitative research design was most appropriate for this study because it illuminated the feelings and experiences of the participants. Given the lack of qualitative studies on Latin@ alumni, this research added to the knowledge base in a significant way. For the majority of the participants, this study was the first time they were asked to share and reflect on their student and alumnus/a experiences. In addition, none of the participants had been previously asked if and how their racial and ethnic identities affected their giving, volunteerism, and overall affinity to MPU. Therefore, this was a unique opportunity to reflect and provide feedback on how to improve alumni engagement and solicitation strategy for alumni of color at their alma mater.

Case Studies

Merriam (2009) defined case studies as “an in-depth description and analysis of a bounded system” (p. 40). The bounded system represents the focus of the case study, and can be an individual, program, group, community, policy, and/or institution. Case studies are similar to other forms of qualitative research in that the researcher is the primary instrument, searches for meaning and understanding, employs an inductive approach, and is richly descriptive (Merriam, 2009). Case studies are distinguishable from other research designs because of the delimitation of the object, the case (Thomas, 2011). Case studies are also distinctive by the constant interaction between the theoretical framework and data that is collected (Yin, 2014). Case studies are not routinized, allowing the

analysis stage to develop in ways that require a heightened level of judgment and ethical decision making (Yin, 2014).

Previously unknown information can emerge from case studies, leading the researcher to reconsider prior notions about the phenomenon (Flyvbjerg, 2006). This element of case studies was particularly relevant to this study given the lack of research on racial and ethnic minority giving. Additionally, the knowledge gained from case studies are more concrete, contextual, and developed by reader interpretation (Stake, 1981). Case studies resonate because of their sensory elements, personal connection to the lived experiences of others, and discoveries about a particular population (Merriam, 2009). The findings of this study conveyed the personal experiences of Latin@ alumni, and used their words to create a coherent narrative.

This was a single, explanatory, and instrumental case study. Single case designs are beneficial in confirming, challenging, or extending a theory (Yin, 2014). A second rationale for single case studies is when the case is extreme or unusual (Yin, 2014). Given the lack of qualitative studies on Latin@ alumni giving and that the overall percentage of Latin@ alumni is .66% at MPU (S. Crutcher, personal communication, January 25, 2015), this dissertation study explored an understudied group within higher education, particularly as it relates to philanthropy. Furthermore, the study provided MPU administrators and development officers with pertinent and significant data about a growing population within its alumni community.

The primary purpose of explanatory case studies is to explain how or why something occurred (Yin, 2014). Conversely, explanatory case studies can also be used to

describe how or why something did not occur (Yin, 2014). Explanatory case studies are written in narrative form, and are strengthened by incorporating theory which is used to describe the causal links of what happened (Yin, 2014). Therefore, explanatory case studies can lead to recommendations for future policy based on these causal links (Yin, 2014). Considering the aims of this study, applying an explanatory case study approach illuminated what motivates and dissuades Latin@ alumni to give. The theoretical framework IBM was integrated into the data collection, analysis, and reporting stages. Moreover, this explanatory case study highlights recommendations for future research, practice, and policy in higher education.

Instrumental case studies are employed when the researcher wants to better understand the research question by studying a particular case (Stake, 1995). Instrumental case studies are also appropriate when the researcher wants to understand something broader than one particular case because the results may have broader implications for further study (Stake, 1995). Although Latin@ philanthropy is the primary focus, the results are generalizable to other racial and ethnic minorities, and other diverse groups. Considering the dearth of literature on alumni giving among underrepresented groups, an instrumental approach is appropriate in gleaning insights on other populations. The findings illuminated such discoveries about Latin@ alumni that should be explored among other diverse populations within higher education.

Theoretical Framework

This study is epistemologically grounded in social constructivism, which is the philosophical orientation that all knowledge and reality are influenced by the human

experience and interactions with others in their world (Crotty, 1998; Glassmann, 2012). Moreover, Roulston (2007) stated that constructivism emphasized how data are constructed through tools such as discourse analysis, narrative analysis, and conversation analysis. Social constructivists believe that there is no absolute truth and that meaning is created through the lived experiences of the individual (Glassmann, 2012). In qualitative studies, this means that researchers should approach the participant with the understanding that unexpected themes might emerge which will provide richer meaning (Crotty, 1998; Glassmann, 2012). From a social constructivist lens, the impact of race and ethnicity on Latin@ organizational identity and giving was influenced by the stories and meaning attributed to participants' undergraduate and alumni experiences.

Oyserman's (2009) IBM theory was the conceptual framework through which racial and ethnic identity was explored. IBM theory builds on previous social psychology theories to illustrate how personal and social identities (mainly race, ethnicity, socioeconomic status, and gender) influence people's meaning making and behaviors (Drezner & Huehls, 2014). Furthermore, IBM theory suggests that behaviors are dependent on whether certain identities are salient and the situational context in which decisions are made (Drezner & Huehls, 2014). Given the research questions' focus on the impact of identity salience on donor choices, the application of the IBM theory was appropriate. The sub-questions on the influence of other social identities on giving were particularly relevant considering that "researchers have yet to explore how intersecting identities and identity salience might affect voluntary behaviors" (Drezner & Huehls, 2014, p. 97).

The existence of multiple identities is salient among Latin@s because they often construct their racial and ethnic identities by combining two identities (e.g., Mexican, Chicano/a, Latino/a, Hispanic) and may choose one over the other as a means of adaptability depending on their environment and the context of the situation (Salinas, 2015). For example, a person from a predominantly Puerto Rican community may identify as “Puerto Rican” when they interact with family and members from their local community, but may identify as “Latin@” when engaging peers outside of that ethnic group because it represents the larger student community on campus. IBM theory aligns well with the Gallegos and Ferdman’s (2012) Latin@ racial identity development model because both recognize that individuals often hold multiple and sometimes intersected identities. Moreover, both theories argue that identity is not linear, but are context dependent based on life experiences and salience.

IBM also affirms the relativist epistemological orientation, which “acknowledges that multiple realities have multiple meanings, with findings that are observant dependent” (Yin, 2014, p. 17). Considering the number of participants, variance of identities and the extent to which those are salient, IBM was an effective way to interpret the different perspectives of the participants. Researchers have used IBM theory to primarily explain racial, ethnic, gender, and socioeconomic differences in academic, health, and consumer decisions (Elmore & Oyserman, 2011; Oyserman, 2013; Oyserman et al., 2007). Most of the studies which utilized IBM as a framework focused on secondary or college students, primarily African American or Latin@. These studies generally presented findings related to these groups collectively, though Oyserman et al.

aggregated the results of their study among Native Americans, Latin@ Americans, and African Americans.

IBM theory's attention to race, gender, and class were all critical to this study given the diversity that exists within the Latin@s population and the variance among the participants in terms of race, ethnicity, class, religious/faith tradition, gender, sexual orientation, immigration status, and educational background. IBM theory also addresses both positive and negative thoughts, stereotypes, and feelings people may have about their own particular racial and ethnic group (Oyserman et al., 2007). Therefore, this study explored if Latin@ alumni act in identity congruent ways about philanthropy, or if their giving was motivated by other factors not related to their race and ethnicity.

Binding of the Case

Case studies are an “empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident” (Yin, 2008, p. 18). In this study, philanthropy represented the case, whereas the race and ethnicity and the institution represented the bounded systems in which donor motivations were explored. Specifically, race and ethnicity were bound by participants who identify as Latin@ and/or Hispanic.

The case was bound by the institution in which data were collected. MPU is a private, highly selective, research university that was founded in 1890. The *U.S. News and World Report* ranks MPU among the top 10 institutions in the country. MPU enrolls 5,700 undergraduate students and has a graduate enrollment of 9,500 (“About the University,” 2014). Currently, the institution enrolls 493 undergraduate and 436 graduate

students who identify as Latin@ comprising 9% and 4.5% of the total populations respectively (S. Crutcher, personal communication, October 23, 2015).

MPU has over 177,000 alumni living around the world. In total, there are 1,153 Latin@ alumni from MPU, representing a total of .66% of the overall alumni population (S. Crutcher, personal communication, January 25, 2015). This may not reflect the entire Latin@ alumni population since some graduates may not be coded by race and ethnicity in the institution's alumni database. Many institutions only began to code alumni by race and ethnicity in the last decade (Gasman & Bowman 2013), so it is likely that some graduates who are not coded may actually identify as Latin@. There may be multiracial alumni who identify as Latin@, but that information may not be known by MPU or alumni consider themselves as part of another racial and ethnic group and are coded in the database accordingly.

MPU's advancement division is comprised of over 400 staff who are collectively responsible for a number of areas including alumni relations, identifying and rating the financial capacity of alumni, volunteer relations, stewardship, communications, and of course, development. The institution is currently in the midst of one of the largest comprehensive campaigns in the history of higher education. Development officers and alumni relations professionals are the frontline staff who collaborate and interface mostly with alumni, and their primary goal is to cultivate relationships, plan events, and solicit gifts in support of the campaign.

Data Sources and Sampling Techniques

I used semi-structured interviews with two sets of participants (alumni and staff) and document analysis to address the research questions. The application of multiple data sources helped determine the extent to which institutional efforts aligned with the perceptions of Latin@ alumni (Yin, 2014). Qualitative studies primarily utilize nonprobability sampling techniques in that the researcher seeks to answer questions about something that occurs, the implications, and the relationships that exist among those occurrences (Merriam, 2009). The most common form of non-probabilistic sampling is generally referred to as purposive (Merriam, 2009; Patton, 2002). Patton stated that “the logic of and power of purposeful sampling lies in selecting information-rich cases for study in depth. Information-rich cases are those from which one can learn a “great deal about issues of central importance to the purpose of the inquiry...” (p. 230). I employed purposive sampling to address the research questions.

I conducted 15 semi-structured interviews, featuring 12 Latin@ alumni and three MPU administrators. One of the alumni participants was also a staff member in the admissions department and was able to provide dual perspectives as an alumnus and employee. Kuzel (1992) stated that researchers should conduct 12-20 interviews when trying to achieve maximum variation. Guest, Bunce, and Johnson (2006) found that they reached saturation after 12 interviews, the point in which no new themes emerged from the data. They found that they had created 92% of the codes after analyzing 12 out of 60 interviews. Similar to these studies, I also found that 15 interviews were sufficient in addressing the research questions.

Latin@ young alumni were recruited to the study through professional staff members responsible for advising the student and alumni Latin@ organizations who assisted in identifying a broad range of potential participants (see Appendix C). I also asked and received support from two academic units. Considering that I wanted to identify a broad range of Latin@ alumni, I asked staff to help me recruit participants via email and Facebook. These efforts were somewhat effective in building support for the study across diverse campus units and recruiting a diverse group of participants. However, the majority of the participants ultimately responded to my invitation through the Latin@ Alumni Network which is an affinity group managed by the alumni relations team within the advancement division. I also received interest from MPU's LGBT Alumni Network via its Facebook group page.

Based on purposive sampling, I found enough alumni participants for the study. As the identities of the sample became more apparent, I also asked the senior director of annual giving to identify additional alumni who might be interested in participating. This staff member has a long history and positive relationships with many alumni from MPU, and was able to help me recruit an additional alumnus. I remained mindful of recruiting diverse perspectives because I did not want a homogenous group of participants. The sample was intended to consist of diverse participants with a wide range of undergraduate experiences, alumni engagement, and giving patterns.

To fully comprehend the findings and how they address the research questions, it is imperative to know the demographics of the alumni participants. Table 1 highlights demographics that were asked of the alumni participants prior to their interview.

Highlights include the relatively even breakdown of male and female participants. All of the participants identified as cisgender, reflecting a clear gender binary in the sample. Five individuals were of mixed racial and ethnic descent including three who have a White parent.

The primary ethnicity represented were people of Mexican descent, which is not surprising considering that Mexican Americans comprise the largest majority of Latin@s in the United States with over 33 million people (Brown & Patten, 2013). Other ethnicities were represented which influenced the identity development of many of the participants and their subsequent undergraduate and alumni experiences at MPU.

All alumni participants were considered “young” by MPU’s definition, which are alumni who have graduated within 20 years or less. One justification for the young sample of participants is that there was not a substantial amount of Latin@ alumni prior to the 2000s compared to the increase of Latin@ students that MPU enrolls today. Moreover, older Latin@ alumni may not have been interested in participating if their race and/or ethnicity were not salient, if they have negative attitudes towards MPU based on their undergraduate experiences, and/or simply lack time or interest in the study. Finally, older alumni may not have participated if they are not philanthropic to MPU specifically and misconstrued the criteria for participating. Nevertheless, the representation of class years presents the opportunity for development officers and senior administrators to consider the implications for young alumni, a constituency that is only growing due to larger class sizes each year at MPU and the increase of Latin@ students enrolling.

Table 1. Demographic Information of Latin@ Alumni Participants

Name	Grad Year from MPU	Geo location at time of interview	Hometown	Ethnicity	Sex	Gen Status in U.S.	Sexual Orientation	Religion/Faith	Highest Education Attainment of Parent(s)
Aya	2013	New York, NY	New York, NY	Dominican	Female	First	Bisexual	Christian	Some college
Amelia	2000	Gainesville, FL	Chicago	Puerto Rican and Palestinian	Female	First	Heterosexual	N/A	College
Bradyn	2005	Alamosa, CO	Arlington, TX	Mexican	Male	Second	Gay	Catholic	College
Enrique	2014	Chicago, IL	Lombard, IL	Mexican	Male	First	Heterosexual	N/A	High school
Lucas	2010	Chicago, IL	Goiania, GO	Brazilian	Male	N/A	Heterosexual	Catholic	High school
Margaret	2004	Washington, DC	San Jose, CA	Latin@ and White	Female	Third	Heterosexual	Protestant	College
Maria	2000	Chicago, IL	Chicago	Mexican	Female	First/second	Heterosexual	Catholic	Grad school
Pablo	2014	Irvington, NY	Sunnyside, NY	Ecuadorian and Russian Jewish	Male	First/third	Heterosexual	Reform Judaism	Grad school
Petri	2003	Chicago, IL	Chicago, IL	Mexican	Female	First	Heterosexual	Catholic	High school
Richard	2013	Citala, El Savador	Mill Valley, CA	Ecuadorian, Hungarian and “probably English or Scottish”	Male	Second	Heterosexual	Atheist	College
Violeta	2003	Miami, FL	Coral Springs, FL	Chilean	Female	First	Heterosexual	Catholic	High School
Violette	2012	Chicago, IL	Miami, FL	Cuban/White	Female	Second	Heterosexual	Atheist	Grad school

I also provided anonymity to the best of my ability. I recommended that participants choose their own pseudonyms on the demographic form (see Appendix F) to protect their identity. All participants, including staff members, chose a pseudonym. I kept the pseudonyms secure on my personal, password-protected computer. I am the only person that has the password in which the information was saved. I was transparent in the recruiting stage and at the time of the interview that I am a current employee of MPU and reaffirmed the steps taken to achieve confidentiality. I was also clear that participation would not result in expectations for future giving by the institution given that my primary role was researcher and not as a development officer. No participant had concerns with the confidentiality measures or consent forms, and all willingly participated.

As for the senior administrators and staff members, I identified four individuals who provided critical insight and information that helped answer the research questions. These individuals vary in terms of their exposure to Latin@ alumni and their level of influence and power at the institution. This variance among the staff interviews allowed me to gauge perceptions and attitudes from different perspectives across campus units. I contacted these individuals via email directly to inform them of the purpose, share the consent and demographic forms, and ask for their participation (see Appendix B).

Given my professional relationships with some of the staff members and the aims of the study which informs their work, it was not difficult to recruit the following staff members: the Senior Associate Vice President of Alumni Relations and Development (White male), Associate Director of Alumni Relations for Affinity Groups (White female), and the Senior Associate Director of the Office of Multicultural Student Affairs

(Latin@ Female). One of the alumni also serves as the Director of International Admissions (Latin@ male), so that interview served dual purposes in capturing different perspectives. The purpose of the staff interviews was to triangulate the data collected from the alumni and compare perspectives. Moreover, the staff interviews illuminated what is currently being done to engage and solicit Latin@ alumni in efforts to increase student engagement, and expand volunteer and donor pipelines.

Data Collection Methods

Semi-Structured Interviews

The primary purpose of an interview is to ask questions related to the feelings, behaviors, and meaning making of individuals that a researcher would otherwise not be able to interpret (deMarris, 2004). Merriam (2009) stated that interviews are appropriate when the researcher wants participants to recall past events that are impossible to replicate but helps frame their understanding. Given this criteria of qualitative data collection strategies, semi-structured interviews were most appropriate for the purpose and research questions.

I employed two sets of semi-structured interviews with different participants: Latin@ alumni and staff/administrators currently working at the institution. Semi-structured interviews ask open-ended questions providing the possibility to venture into unintended topics which provide rich information (Flyvberg, 2006). Appendix G illustrates the questions that the researcher asked in the semi-structured interviews. Prior to the interview, potential participants received a consent form and were informed that the interviews would be recorded for the purpose of capturing their comments and

credibility of the analysis process (see Appendix D). I utilized a recording device on my personal phone for each interview, and then transferred the recordings to a private Dropbox account. Participants were asked to reflect on past experiences as students and alumni, interactions with MPU staff and other alumni, and how their racial and ethnic identity influenced the extent to which they identify with and give to the institution. From the initial invitation to the actual interview, all materials acknowledged that I was interested in recruiting alumni regardless of their past giving to MPU. This definition of non-donor is characterized by MPU as consistent lack of giving for five years or more.

Furthermore, I was cognizant of being culturally sensitive to the customs, traditions, and culture of the participants to illustrate my appreciation for the Latin@ culture. This awareness is particularly important considering that educational research on race and ethnicity tends to group all minorities under one umbrella (Tillman, 2002). Cultural sensitivity begins at the recruitment stage. I asked staff members who work with the Latin@ student and alumni groups about their experiences working with this population and general perspectives that some Latin@ students and alumni have of MPU. The staff interview protocols can be found in Appendices H, I, and J.

Relationship building and trust is important when conducting research on diverse groups, as is self-disclosure to the participants (Ojeda, Flores, Meza, & Morales, 2011). I shared my connection to and interest in the research questions to minimize distrust and build relationships with the alumni participants. In my self-disclosure, I also recognized that although I do not identify as Latin@, my ultimate intentions were to better understand Latin@ philanthropy and to shed light on their alumni experiences.

Furthermore, I demonstrated respect to the Latin@ cultural value of personal engagement in an effort to build rapport, and increased participants' comfort level and trust, three factors that are critical to positive research participation experiences for Latin@s (Ojeda et al., 2011). For the purpose of data collection, I also acknowledged my personal connection and interests related to the topic with the participants to clarify any biases and assumptions (Ojeda et al., 2011). The alumni interview protocol can be found in Appendix G.

Following the alumni interviews, I met with three MPU staff members. The protocols illustrated in Appendices H, I, and J were influenced by the nature of that staff member's particular job functions and responsibilities and previous conversations held with Latin@ alumni. Therefore, the overarching results reflect the interpretations of both sets of data along with the document analysis. All interviews lasted approximately 45-120 minutes with each participant (average lasted 60-75 minutes).

I did not limit my participant sample geographically because I wanted to see if there was any impact on the research questions between individuals in close proximity to the institution and those further away. There also was not a benefit to limiting the participant recruitment geographically due to the overall low number of Latin@ alumni at MPU. I conducted a combination of interviews face-to-face, over the phone, and through the online video conferencing tool Skype. At their request, three alumni interviews were held face-to-face at the participants' work offices. The location of the interviews was important in establishing trust, maintaining anonymity, and better understanding the cultural values of the participants (Ojeda et al., 2011). As for the staff and administrators,

I conducted those interviews in their office or a private conference room on campus. All alumni and staff interviews were recorded with the permission of participants.

Document Analysis

There are many benefits to incorporating document analysis into a research study. This form of data collection is often less time consuming than observations and interviews and there is usually availability of documents given the level of access one has to the Internet (Bowen, 2009). Document analysis is also stable because the researcher's involvement does not impact what is being studied. Document analysis is generally exact in terms of names, references, and details that provide additional meaning regardless of time passage (Bowen, 2009).

In a review of university documents, I analyzed how these materials reflect inclusion of alumni of color, particularly Latin@ alumni. The following documents were analyzed: MPU's diversity statement, the Office of Multicultural Student Affairs' vision statement, and the mission statements of the division of campus student life, Latin@ Alumni Network, Black Alumni Association, and Office of International Affairs. In addition, I analyzed the press release announcing the expansion of financial aid and career services for low income and first generation students.

In the document analysis I looked closely for language that illustrated opportunities for service and volunteerism within the Latin@ identity-based organizations. I examined MPU's website which highlighted resources available to students and alumni of color within areas such as career networking, admissions, financial aid, academic, and student life to get a sense of how offices currently address

needs and issues that the alumni participants identified as important. I considered the purpose and audience of each document that I viewed before ultimately deciding the seven that were analyzed with greater depth, two factors that Bowen (2009) recommended when conducting this type of qualitative research.

Similar to the interviews, the document analysis was an inductive approach as previously unknown materials presented themselves throughout my research. For example, I looked for documents through the institution's search engine and by asking staff for information related to student and/or alumni diversity. I was mindful of dated material as those documents may not accurately illustrate current institutional practices regarding Latin@ student and alumni engagement. However, document analysis is an effective way of corroborating data from other sources and is central to any case study research (Yin, 2014). I collected and analyzed documents following the interviews because it was a supplementary approach to data collection. However, I searched and selected documents based on what was most pertinent to the research questions.

Data Analysis

The literature on alumni giving among racial and ethnic minorities informs my analysis based on recurring themes that generally characterize the research. However, my social constructivist lens relied heavily on emergent analysis. Data analysis is emergent in qualitative research rather than pre-determined because the researcher does not know what will be discovered, what might become the focus, and what the overall analysis will be like (Mabry, 2008). I began the analysis process following the initial interviews to ensure that it was focused, interconnected, coherent, and comprehensible.

I utilized memoing by writing and reflecting on my initial thoughts and feelings immediately following each interview and employed open coding by writing down words and phrases that summarized the statements provided by the participants. I kept a researcher's journal to record these initial thoughts and reflections and referred to them periodically throughout the analysis stage to recall information about individuals and limit my own bias. I used the memoing process to not only jot down my initial interpretations, but to also discover which words and phrases resonated mostly.

The interviews were transcribed through a transcription service, which was informed about the purpose of the study and importance of confidentiality. In addition, the transcriber did not have any affiliation to MPU, reducing threat of potential bias and ensuring confidentiality. I read the transcripts multiple times once they were transcribed to ensure quality analysis. I wrote along the margins of the transcripts to synthesize the participants' comments and begin to make sense of the data. Afterwards, I grouped the open codes into a smaller number of categories, a process generally referred to as axial coding (Corbin & Strauss, 2007).

I analyzed the data by comparing the interviews collectively, which resulted in new insights and patterns (Yin, 2014). In both stages of open and axial coding, I wrote explanations for creating initial and subsequent codes so that I understood my analytic rationale. When creating codes, it is important to ask how each one reflects the meaning of the retrieved words and phrases and why (Yin, 2014). To ensure confidentiality, I kept codes secure on my personal laptop which no one else had access to other than myself. I also utilized peer reviewing in the analysis stage. Peer reviews involve discussions with

colleagues regarding the “process of the study, congruency of emerging findings, and tentative interpretations” (Merriam, 2009, p. 229).

I invited Drs. Cameron Beatty (Iowa State) and Criss Salinas (Florida Atlantic University) to serve as peer reviewers based on their identities as persons of color, research interests on underrepresented populations in higher education, and knowledge of qualitative research given their academic experiences. Drs. Beatty, Salinas, and I conducted a one-hour conversation where they asked a series of questions related to documents I shared with them including the initial themes that were developed through the coding process, transcripts from some of the participants, and research articles about IBM theory. Furthermore, their suggestions and inquiries were guided by the research questions, resulting in clarity better representing the findings in a coherent and consistent manner. I benefitted greatly from integrating peer reviews in the data analysis stage, which improved the overall quality of the study thanks to Drs. Beatty and Salinas.

Document analysis involved skimming, reading, and interpreting seven primary statements and press releases on diversity and inclusion at MPU. I took a thematic approach to analyzing the documents, which is a more focused look at the selected data when coding and categorizing (Bowen, 2009). In many cases, as in this study, predefined codes that were developed during the interview analysis were used to categorize documents (Bowen, 2009). I decided to utilize thematic analysis for the documents because they were supplementary to the interviews which served as the primary source in addressing the research questions. “Codes and the themes they generate serve to integrate data gathered by different methods” (p. 6). I employed sensitivity and objectivity,

searching for the most relevant documents that would triangulate the data and highlight the university's approach to student and alumni diversity and philanthropy.

Unlike statistical generalization typically conducted in survey research, case studies are an opportunity to increase understanding of theoretical concepts and go beyond the specific unit of analysis featured in a specific study (Yin, 2014). Therefore, analytic generalization is an effective way to use theory in generalizing case studies because it helps researchers better interpret the theoretical framework and apply findings to "like-cases" (p. 41). Analytic generalization was used to reject, corroborate, or modify the IBM conceptual framework in a higher education context. This approach also illuminated applications for other alumni of color in higher education.

With this analytic approach, I also addressed any plausible alternative explanations. This analysis highlighted outliers and extreme cases, and findings that were inconsistent with IBM theory. In an effort to organize the data collection and analysis processes, I used the computer software program Dedoose. This analytic software tool stored and helped illuminate themes in the data based on my initial set of coding. In closing, I employed the four principles that Yin (2014) noted as indicators of quality social science research: attend to all of the evidence found, address plausible rival interpretations, focus on the primary topic of the study, and incorporate prior knowledge on philanthropy in communities of color and Latin@ alumni giving.

Trustworthiness

Tierney and Clemons (2011) wrote that the trustworthiness of qualitative research can be measured by its credibility, transferability, dependability, and confirmability. In

terms of credibility, the most well-known strategy is triangulation (Merriam, 2009). This study utilized multiple methods (two sets of semi-structured interviews and document analysis) and sources of data (interviews with donors, non-donors, staff and administrators; comparing and cross-checking data between donors and non-donors and between the alumni and staff/administrators). In addition, I utilized member checking by following up with all participants to ensure that my interpretations accurately reflected their thoughts, feelings, and attitudes. Member checking can provide critical observations that the researcher did not interpret, and is a helpful way to triangulate data (Stake, 1995).

I contacted each individual once I had completed coding and summarized the major themes that resonated during my initial analysis to determine if they were consistent with their actual feelings and perceptions. Participants were also offered a copy of the transcript upon request. Ten of the 12 alumni participants responded in agreement of the three major themes and subsequent sub-themes, and expressed their goodwill and excitement about the implications of the research. I wanted to provide the opportunity for all to review the transcript and challenge anything that they believed misrepresented their thoughts and feelings. This was also a post interview opportunity to build trust and rapport with the participants and convey that their voices are what drove the results associated with the research questions. Finally, the quality was strengthened by my recognition of the biases and assumptions I hold in relation to alumni giving within communities of color.

Transferability is the extent to which the results may be applicable to other settings (Lincoln & Guba, 1985). Although qualitative research is not generalizable in the

same way as quantitative research, it is the researcher's responsibility to articulate the value and potential application to readers (Lincoln & Guba, 1985). I used what Patton (2002) referred to as "extrapolations," which are "the likely applicability of findings to other situations under similar, but not identical, conditions" (p. 584). I will articulate the connections that exist between the findings and previous studies in future chapters which provide best practices and recommendations.

In qualitative research, dependability is characterized by the consistency of the findings with the data that are presented (Glassmann, 2012). The aforementioned discussion on triangulation, peer reviews, and member checking are strategies that I applied to ensure dependability and the overall legitimacy of the findings. Finally, confirmability ensures that the researcher clearly articulates how the research design and all of its components support the conclusions and interpretations (Glassman, 2012). I am transparent about my own biases and the overall research process in chapters four and five with the intention of making the participants' voices the central focus.

Researcher's Positionality

Qualitative studies require researchers to recognize and acknowledge personal biases, prejudices, and assumptions related to the topic that they are exploring (Merriam, 2009). In studies examining underrepresented populations, this type of reflexivity is critically important given the general lack of cultural sensitivity in research (Tillman, 2008). Considering my own personal experiences as an alumnus of color who graduated from a PWI, as well as being a long-time volunteer with and donor to my alma mater, and as a development officer at MPU, there is a level of subjectivity that existed when

conducting the study. Regarding qualitative research and the role of the researcher in combating bias, Berger (2013) wrote:

Researchers need to increasingly focus on self-knowledge and sensitivity; better understand the role of the self in the creation of knowledge; carefully self-monitor the impact of their biases, beliefs, and personal experiences on their research; and maintain the balance between the personal and the universal. (p. 2)

Based on Berger's (2013) statement, I not only recognized my bias as a researcher, but also acknowledged that I am an outsider in the context of Latin@ heritage and culture. My identities as an African American, gay-identified, cisgender man who is a full-time development officer and long-time alumnus volunteer of a PWI primarily shaped the research design and epistemology of this study. I have had positive experiences with my alma mater Elon University, a small, private, liberal arts institution located in North Carolina. I have a high affinity for Elon University, thanks in part to the faculty and staff mentors who supported, encouraged, and challenged me to excel academically and in various student leadership positions. I never felt alienated or discriminated against among White classmates, and was able to build a community of trusted friends of diverse backgrounds.

Additionally, while at Elon I served as student body president during my junior and senior years, senior resident assistant, and vice president of Pi Kappa Phi Fraternity's campus chapter. I have a high affinity for my alma mater largely because of my positive undergraduate experiences. Furthermore, my organizational identity has been enhanced through numerous alumni volunteer roles that I have held over the past eight consecutive years. I have served as president of the young alumni council, youth trustee on the board,

vice president of the Philadelphia regional chapter, and currently serve as president of the LGBT alumni affinity network.

As a person of color, I have had the opportunity to interact and work with Elon senior administrators, faculty, professional staff, and fellow alumni in these roles. I have seen the potential of engaging alumni of color in authentic and meaningful ways that have long lasting influence on organizational identification and philanthropy. However, I also recognized that my student and alumnus experiences as an African American, gay, cisgender male at Elon are different than Latin@ alumni from MPU given the contrasts of social identities, institutional types, and potential differences in undergraduate and alumni experiences. I was conscious not to project my positive experiences and organizational identity on the participants. My college and alumnus experiences differed from some of the female participants given the male privilege that I held at Elon and still possess in accessing opportunities in student and volunteer leadership. Although women have diversified student enrollment and alumni bodies in recent years (U.S. Census Bureau, 2012), the extent to which some of the Latina alumni from MPU felt tokenized because of their racial and ethnic heritage is an experience that I did not have in college.

As a donor, I have allocated my donations to the Elon's African American and LGBT scholarship funds. I give to these particular funds because of my personal connection as an African American, gay person. As a volunteer, my current involvement on the LGBT alumni network influences where I give because I have seen the direct impact that philanthropic gifts have on Elon students. In short, I am committed to contributing to the advancement of students who are underrepresented and generally

discriminated on campus (Rankin, 2010). My reasons for donating to the African American and LGBT funds are what Garvey and Drezner (2013) characterized as “community uplift.” As such, I have a combination of personal, professional, and academic experiences that frame my outlook on philanthropy to higher education.

One of the most significant effects on my positionality is my employment at MPU. As an agent of the institution, I have a set of goals which are primarily designed to increase giving among college alumni. My employment at the institution had the potential to affect the participants’ willingness to be candid if they believed that there was a potential conflict of interest. Participants may have also felt resistant to participate if they thought that an ulterior motive was to solicit them during the interview.

However, I was transparent about my position and clarified that my primary role was as a researcher from Loyola University Chicago. As someone who did not graduate from MPU, I believe that my non-alumnus status actually made participants more comfortable in sharing their experiences with the institution. Participants were comfortable in sharing their perceptions and attitudes towards the institution because they felt that I was in a position to create positive change as an advancement staff member.

In addition, the recruitment emails to staff and alumni in Appendices A and C demonstrate the transparency, potential risks involved, and amount of control that participants had throughout the entire process. Although my employment at MPU may influence participants’ disclosure, I believe that these aforementioned factors and efforts decreased any resistance to engage and participate fully. I addressed any additional questions before and throughout the interviews to make them feel comfortable about

sharing their experiences and perceptions. I also followed up with each individual following their interview to thank them and offered the opportunity to elaborate on any of the questions that were asked in our conversation. In short, I was transparent throughout the data collection and analysis processes, utilizing credibility, transferability, dependability, and confirmability techniques to strengthen the trustworthiness.

Conclusion

This chapter represented the methodological approaches that I employed to explore the donor motivations among Latin@ alumni to a four-year, private, highly selective institution. This chapter highlighted the benefits of qualitative research and case study designs. In addition, I discussed how the sampling, data collection, and analysis approaches are appropriate given the research questions and purpose. Finally, this chapter addressed the potential limitations, my positionality as researcher, and steps to ensure trustworthiness that strengthened the study.

CHAPTER FOUR

FINDINGS

The purpose of this research study was to explore the impact of race and ethnicity on Latin@ alumni giving to higher education. This chapter reports the study's findings, which were developed through semi-structured interviews and document analysis, providing breadth and depth about the lived experiences of Latin@ alumni from MPU. Oyserman's (2009) IBM theory served as the conceptual framework and heavily informed this research study, which expanded what is known about the influence of race, ethnicity, and other identities on giving to higher education.

I used a social constructivist lens to examine how race and ethnicity influenced donor motivations. Through collection, organization, and analysis of the data, three themes emerged: identity salience, affinity, and relationship with philanthropy. Although these themes can be interpreted individually, all of them intersected in multiple ways that are discussed throughout the chapter. Furthermore, sub-themes emerged throughout the data collection and analysis stages related to each of the overarching themes. These sub-themes provided further context and understanding about the alumni participants' identity salience, characterized their evolving relationship with MPU, and clarified how they exhibited philanthropic behaviors.

Theme One: Identity Salience

The overarching research question was “how does race and ethnicity influence donor motivations among Latin@ alumni at a predominantly White four-year institution, if at all?” Therefore, race and ethnicity are central to the focus of this study and interwoven throughout the interviews. Racial and ethnic identity salience were incredibly high for the majority of participants. Pre-college experiences, including geographic location, language, family, and the extent to which they felt “authentic” in the context of their Latin@ heritage largely influenced their racial and ethnic identity salience. The findings revealed that identity salience also illuminated the participants’ perceptions of their social location.

Sub-Theme: Social Location Influence on Racial and Ethnic Identity Salience

This study does not explore identity development, but how identity salience shapes giving in higher education. Although Ferdman and Gallegos’s (2007) work provides a framework for understanding how identity development influences the way in which participants contextualized race and ethnicity, it should be noted that the primary aim was to examine whether race and ethnicity informed giving. There were multiple influences which shaped identity salience, reflecting the diversity of participants’ life experiences and the context dependent nature of identity. Racial and ethnic identity salience were generally informed by the extent to which family, language, and geography played a role in the lives of the participants with social location encompassing all three of these factors in fostering identity salience. Enrique commented:

Being Mexican to me is just being proud of my heritage. Where my parents come from. Where for the most part my moral compass is aligned with that culture.

Because it doesn't matter where I grew up. I grew up under the roof of my parents and my parents were very involved in my life and made sure of that. Because of that I take from where they grew up. And they both grew up in Mexico. So that is why I consider myself a Mexican not because if I was born here or there but because of my parents. I am a result of my parents. My parents are Mexican. I would consider myself Mexican.

Enrique's comments reflected his strong sense of self and Latin@ pride. Enrique specifically identified as "Mexican," despite living between the United States and Mexico until the seventh grade and residing in Illinois since 2004. This proclamation is an important distinction from "Mexican American," demonstrating the ethnic pride Enrique has and the extent to which he recognizes and celebrates his culture. As a first generation, U.S. citizen, Enrique's racial and ethnic identities are deeply entrenched in Mexican culture given his family background, time lived in Mexico, frequent use of Spanish, and the cultural traditions he practices. Enrique's case exemplified how family, language, and geographic location all influenced his identity salience. Latin@ uplift is important to Enrique given his high racial and ethnic salience, highlighting the relationship between his identities and donor motivations to help current students from similar backgrounds.

Bradyn's racial and ethnic identities were influenced by family as well, but in different ways. Bradyn stated:

Both of my parents grew up speaking Spanish, but it was not something that was spoken in my home. So I didn't grow up speaking Spanish. But it was certainly something that was spoken by my parents and my grandparents. I could get out a phrase here and there. So Spanish language and Hispanic background was significant... I think it was pretty intentional in the part of my parents to promote integration principally. The idea that they don't want us growing up speaking sort of a mixture of two languages, they want us to sort of vast traditional drive for many immigrant families, that we would assimilate essentially speaking English and just sort of become part of the fold.

Similar to Enrique, Bradyn's family played an integral role in his racial and ethnic identity salience. However, Bradyn's parents were more concerned about integrating into the United States, and more specifically, White culture. Bradyn did not learn Spanish during his childhood, but later in college. Bradyn is currently a professor in Latin American Studies at a small college in Colorado. Bradyn's neighborhood and school peers were mostly White growing up, limiting his exposure to other Latin@ students. Bradyn's pre-college life experiences made race and ethnicity salient because of his parent's perception of the "American dream," emphasis on assimilation, and frequently comparing him to his Latin@ cousins in terms of academic and professional aspirations.

Assimilation into U.S. culture was a thread throughout numerous interviews. This assimilation was mainly encouraged by the participants' parents in their efforts to adapt, blend in, and in some cases, survive. For example, Violeta and her family moved to the United States as undocumented citizens shortly after she was born. Violeta described the constant state of panic her mother instilled in her as a young child due to a fear that others would discover that their family was undocumented:

...paranoia sort of suppressed our identity a lot because my mom is a very paranoid person...so she suppressed, like, our culture a lot. We, like, spoke Spanish at home but she didn't really try to teach me Spanish, you know, I spoke English with my dad, my older brother is, like, eight years older than I am, so we didn't really, like, bond when I was growing up. So in many ways for me that culture was, like, very, like, abstract and like not...it's not like we got together with other Chilean people once we moved north, you know, we were sort of like in our own bubble. So to me it was very, like, you go home, and that's where you sort of see photographs of Chile and, like, you hear some Spanish. But you leave your door and you're in the States, you know what I mean? And that's it.

Enrique, Bradyn, and Violeta's racial and ethnic identities were salient prior to college because of family members, but for different reasons. Their comments reaffirmed

IBM's argument that identities are cued in various ways. Family bonding and traditions resonated with Enrique, assimilation for educational and professional advancement prompted Bradyn's salience, and Violeta's undocumented status was a constant reminder of her racial and ethnic identities which were not widely explored or celebrated outside of the safety of the home.

An additional thread throughout interviews was the influence of being bi-ethnic on Latin@ identity salience and the way that individuals were perceived and treated.

Margaret shared her upbringing in a bi-ethnic home:

I think there was more saliency and identity, the Mexican identity with me, as opposed to my siblings in a lot of ways because of the way that I look. So I was the one that came out quote-unquote "most Mexican looking" in terms of brown skin, brown eyes, brown hair, and my siblings had, kind of, the German-Irish side—the lighter skin, blonder, brown hair, lighter eyes—so it's always been of interest to me, I think, looking at my own family, how we've, all three of us kids have kind of either attached or not attached to the Latin@ identity. So, at any rate, from my perspective, just my story, I think, growing up close to my grandparents, my Mexican grandparents, definitely helped reinforce for me what I think of when I think of Latin@ identity, in terms of hearing Spanish in the house and the food, the family gatherings, music, that sort of thing. And on the other hand, my day to day nuclear family experiences were probably more on the mainstream American variety. So I feel a lot of times kind of on the, what was it, Gloria Anzaldúa, I think, wrote *Borderlands*, was a book that she wrote about always feeling on the fence, like you're between two worlds in some respects, so I felt that way even as a later-generation Latin@, since my parents weren't immigrants or anything. But still often feel like I'm in two worlds.

Margaret and many of the other participants mentioned how color influenced their racial and ethnic salience, and subsequent identification with the Latin@ community.

Pablo, who identifies as Ecuadorian and Russian Jewish, had a different experience than Margaret due to his fair complexion. Pablo often has to prove to others that he is, in fact, White *and* Latin@. Pablo elaborated on how some people question identities:

It depends on the group I'm with. Like if I was in a friend group where it was predominantly White I would usually be the only person of any Hispanic heritage is always interesting. And again the common experience with me was "Oh I'm surprised" or a thing when I was a kid people used to think I was half Chinese sometimes because a lot of the Indian countries kind of have the same eye structure. I have been very blessed in that I don't think that I have ever had to explicitly defend my legitimacy. Explicitly. Sometimes subtly because people didn't believe me at first and I had to elaborate rather than just be taken at face value.

Pablo's statement highlighted the situational context in which race and ethnicity is made salient for him. Although Pablo never felt mistreated or discriminated by others who questioned his racial and ethnic identities, his comments reflected the rigidity of race and ethnicity, based largely on skin color and the subsequent categorization of individuals. Richard echoed this sentiment sharing that "when people see me, they don't think, oh, he must be Latin@, or he must be something nonwhite."

Light skinned participants recognized the privileges and opportunities afforded to those who pass as White and the stereotypes that they may avoid as a result of not being perceived as Latin@. This recognition of privilege is another example of how social location resonated throughout the interviews. Participants with fair skin did not generally face stereotypical comments about Latin@s from Whites, and avoided pressures to join identity-based groups pre-college or at MPU. Although Violette passes for a White female, similar to Margaret and Pablo, her Latin@ racial and ethnic salience was also high. Violette's case is evidence that external perceptions about one's racial and ethnic identities influence, but do not always dictate one's internal conceptualization of themselves. This finding illustrated that individual perceptions of the participants' race and ethnicity did not dramatically affect how they make meaning of their Latin@

heritage. For example, Violette's identity salience was heavily influenced by family, language, and geographic location more than skin color and the perceptions of others who assumed she is White:

I've always first and foremost identify me being Latina because I'm with all of my mom's family my whole life. We go to family functions and stuff, and I see them every single day versus my dad's family where I would see maybe once in a couple of years...we have certain traditions that are really specific to Cuban culture and superstitions and stuff. For instance, Christmas Eve is probably the biggest holiday that all Hispanics celebrate. It's called Noche Buena. And so, the night before Christmas, you roast a whole pig and you open your presents the night before. And the food -- the food is really, really strong part of Cuban culture and it's distinct from other nationalities.

Violette also spoke to a common thread in the findings: the influence of geographic location on racial and ethnic identity development and salience. In my analysis of the data, family, language, and geographic location were more influential on racial and ethnic identity salience than skin color. Violette stated "I've always been in the space where I'm kind of like straddling both worlds and not really fully belonging to one another." Despite feelings of marginalization by other Latinas, in part because she passes as White, Violette overwhelmingly identifies as Cuban. Violette's comments illustrated the impact of family and geographic location on participants' salience throughout the data.

We lived with my mother's family in Miami. And not only my mom's family, but all of my friends in Miami, everyone is Hispanic. And even if you're not Hispanic, you're Hispanic by association. You just absorb all these Latin@ phrases into your life and so on. And so, my entire life growing up, I'm just identified as being Hispanic.

Despite living with a Cuban mother and White father, Violette identified with the Latin@ culture due to her upbringing in a predominantly Cuban community in Miami.

Geographic location had a different, but equally important, impact on Richard's racial and ethnic salience. Richard described his childhood community of Mill Valley, California, as "mostly White...less diverse than much of the rest of the Bay Area, a significantly lower, a smaller Asian population, and Latin@ population," and "probably the Whitest part of the Bay Area." Among all of the participants, Richard had the least connection to his Latin@ heritage and had low racial and ethnic salience. Richard described himself as an "American" when probed about his racial and ethnic identities.

I think he [Richard's father] very much detached himself, his heritage and his native language and all of that...you know, the food we ate at home was pretty typical suburban American food. And like I said, he didn't speak Spanish with me at home. I think there was just kind of that lack of effort and I'm not exactly sure what motivated him not to put effort into kind of promoting that culture among his children but I think that's a big factor.

Richard's comments reaffirmed the impact family, language, and geographic location have on Latin@ racial and ethnic identity salience. However, his comments illustrated that family, language, and geographic location do not just augment, but may also diminish salience. Richard noted the lack of Spanish his father spoke, absence of Latin@ customs and traditions practiced, and the primarily White population in Mill Valley, which all largely determined how he views race and ethnicity.

In summary, family dynamics played a prominent role in the racial and ethnic identity salience of all of the participants. The bi-racial and ethnic participants who have a White parent experienced unique moments, which illustrated the complexity of race, ethnicity, and self-identification. However, all of the participants' stories were equally meaningful in providing a better understanding of how social location may influence identity salience within a given context. Understanding the role of family, language, and

geographic location ultimately helps address the research questions because it illustrated the extent to which race and ethnicity is salient, and how these three factors facilitated philanthropic behaviors in context.

Sub-Theme: Perception of Latin@ Authenticity's Influence on Racial and Ethnic Salience

Regardless of participants' racial and ethnic backgrounds, the concept of defining what it means to be Latin@ was integrated throughout the data. Latin@ authenticity was largely defined by participants as the extent to which one could speak Spanish. Depending on their family and geographic location, some were taught while others struggled to fit in the Latin@ community.

Being perceived as authentic in the eyes of other Latin@s speaks to the diversity among this population, which includes numerous groups who have their own history, dialect, and traditions (Smith et al., 1999). Yet again, family, language, and geographic location influenced the participants' own and external perceptions of what it meant to be Latin@. Moreover, the delineation between being "Hispanic" and/or "Latin@" resonated on the topic surrounding authenticity. Although most used the terms interchangeably, all were mindful of the difference. Hispanic is generally a term used to describe Spain and other Spanish speaking countries in Latin America (U.S. Census Bureau, 2014). Latin@ is generally used to characterize individuals of Mexican, Latin American, or Caribbean heritage living in the United States (De Luca & Escoto, 2012).

For international students like Lucas who was born and raised in Brazil, neither the term Hispanic nor Latin@ resonated until he arrived at MPU his freshman year:

I remember clearly one of my first weeks at the university on campus as a student being asked or seeing someone ask someone else, "What are you?" And I had no idea what that question meant, because in my mind, if you were born in this country you just say that you are Brazilian or American, I didn't know what the, 'What are you?' going a little deeper meaning, 'What were your parents?' 'What's your ethnic background?' I had no idea that that was a thing because that's not a question that I ever heard or that even to this day I hear growing up or when I go back and visit Brazil...I just thought of myself as Brazilian.

Lucas spoke at great length about the culture shock that he experienced and the heightened focus on race and ethnicity in the United States compared to his native country. Lucas's story was critical to this study because it illuminated the situational context of race and ethnicity in the United States compared to other countries. Lucas's experience around self-categorization and Latin@ authenticity was another example of how social location influences how people are perceived. Lucas was an outsider among Whites and other Latin@s given his ethnic identity and initial difficulty embracing the term "Latin@." Since Lucas did not speak Spanish or grow up in a country where that language is primarily spoken, he initially struggled to feel and be perceived as Latin@.

The majority of participants believed that people in the United States focus on the social construct of race and categorizing people. Many of the participants stated that in their experience, race and ethnic related questions on forms do not recognize those from outside of the United States, multi-racial and ethnic individuals, or specific ethnic groups within the Latin@ population. The decision for the participants to "check a box" is often a difficult one, particularly for someone like Lucas:

It is one of the hardest things for me to do. I think that Brazilians are the ones that have the most difficulty answering that question especially because Latin@ and Hispanic are used sometimes interchangeably and Brazilians are Latin@ or Latin American, they're not Hispanic. It wasn't the Spanish that came to Brazil, our language was never Spanish. In a lot of ways there are cultural similarities but for

the most part it's just a different story... it's when Latin@ is (perceived as) equal to Hispanic and then the U.S. for the most part, Hispanic is equal to Mexican. That's when people that are not Hispanic and Mexican in my experience; myself and friends, I feel a little either left out or just upset that you're clumped together in this one category as if there weren't differences between all the different kinds of experiences.

Ultimately, Lucas learned Spanish during his undergraduate years at MPU. Neither Spanish nor English were first languages for Lucas, but learning Spanish became a gateway into increased identity salience with his Latin@ identity.

Bi-racial and ethnic participants also experienced feeling like they were not “Latin@ enough” because they “passed” as White. Richard shared:

When I do, you know, break the news to someone who I have recently met, that I'm half Latin@, I often get that reaction, like, 'What? You don't look it!' And that's very, at best, that's annoying. And so sometimes, I just kind of, if I don't calculate that it's worthwhile to share that information with someone, because it's, you know, it's maybe just a one-time encounter, maybe it's just not a relationship that matters to me that much, I might not choose to not share that information just because it does kind of get under my skin that, 'What, you're so white. 'You don't look Hispanic.' It's just kind of a bothersome way to be spoken to...my Latin@ heritage is something that I value about myself.

Richard's comments exemplified when race and ethnicity is cued by others, he consciously made a decision on when and how to address it. Although it made him upset that some others do not see him as part of the Latin@ community, Richard often avoided confrontation depending on the context of the relationship. Although Richard does not necessarily act in ways that he felt were identity-congruent to Latin@ culture, his racial and ethnic identities were still cued when others' speculated. Yet, Richard's decision as to whether and how he responded to comments about his race and/or ethnicity indicated an internal locus of control and sense of agency that is less influenced by external pressure to discuss his identity.

After years of defending her legitimacy as a Latina given her bi-racial and ethnic status, lack of Spanish fluency, and geographic location, Margaret stated that her study abroad experiences at MPU in Brazil were among the first instances when she felt embraced by Latin@s who did not question her race and ethnicity. Margaret spoke about the intersection of religion, racial, and ethnic identities when she attended a church while studying abroad:

It's kind of nice to step into a space where you're just assumed to belong. So in that way I think it [the Catholic church in Brazil which she attended] did connect me to my Latin@ identity much more, and that's where I felt, like I mentioned earlier, that feeling of comfort.

Margaret's comments coincided with Lucas's statements about how race and ethnicity are viewed in countries outside of the United States and highlighted how intersecting identities may heighten racial and ethnic salience. Margaret's experiences also illustrated how her religious identity cued her race and ethnicity, which created a safe space for her to explore both. It was this moment abroad that made her feel more Latin@ than any previous experience.

Conversely, Amelia, who identified as Palestinian and Puerto Rican, questioned the authenticity of other Latin@ students based on their level of interest and involvement in Latin@ student organizations. She was highly motivated to join Latin@ student organizations because she wanted to build relationships with people from similar racial and ethnic backgrounds, and promote Latin@ causes to the broader campus community. Amelia shared thoughts about other Latin@ students who were not involved in identity-based student organizations:

That always frustrated me and I felt like, you know, I hated to think it, the term white-washed never really came through my mind, but that's probably how I felt, right? Like, are they denying who they are? Are they embarrassed to be Latin@? I couldn't understand why they wouldn't want to participate, or be involved.

This comment illustrated Amelia's high level of racial and ethnic salience while at MPU because of her significant involvement in identity-based organizations and the extent to which she connected participation in those groups to whether or not other students were Latin@ enough. Amelia's comment also illuminated a common thread in the interviews in that pressure to be viewed as authentically Latin@ was not just based on the perceptions of non-Latin@s, but from others within the community as well. This judgment was evident pre-college, throughout the MPU years, and continues to shape how many of the participants think about race and ethnicity in relation to their MPU experiences.

Amelia's comments were also interesting considering the aforementioned speculation many participants experienced from peers about their Latin@ authenticity due to their mixed racial and ethnic backgrounds. Amelia resonated more closely with her Puerto Rican heritage because of the Latin@ culture and traditions that were central to her upbringing. Violeta's racial and ethnic identity salience and perceptions of authenticity were influenced by her family's undocumented status. Although undocumented status did not intersect heavily with the notion of being authentic, nationality played a role for a few of the participants, including Violeta. When Violeta was finally able to meet family members in Chile, she recalled mixed feelings about the encounter which cued her racial and ethnic identities:

I remember distinctly that I was finally around people who looked like me, literally, like my family, like my mom's family, they all, we all look the same. But then I didn't speak the language [Spanish] because my mom never taught me. So that was really embarrassing because I was...I was kind of happy to be where I was born and where my family was from, blah blah blah, but I couldn't connect. So that's where I sort of started feeling like, wow, like I'm kind of, like, you know, where do I belong? And they all called me, like, gringa [a derogatory term usually associated with native English speakers in a Latin American country], they all made me feel like a foreigner, which wasn't great.

Violeta's experience illustrated how language and nationality influenced how her own family perceived whether she was Latin@ or Chilean enough. This experience not only made race and ethnicity salient for Violeta, but further influenced her notion of Latin@s in the United States compared to others outside of the country. This example highlights the situational context in which race and ethnicity are made salient, and how internal and external forces often dictated how individuals perceived themselves in relation to others. Participants' stories illustrated the prevalence of defining what it meant to be authentically Latin@ and the weight that factors such as family, language, nationality, religion, and peer groups have on one's racial and ethnic identity salience. This sub-theme illustrated that racial and ethnic salience was dependent on whether participants considered themselves to be authentically Latin@, a subjective set of criteria based on the aforementioned factors and life experiences. The result created either a sense of belonging or alienation, highlighting the impact of social location further or its influence on institutional affinity and philanthropy.

Sub-Theme: Class Salience

Class salience, which I characterized as the extent to which individuals' SES was cued, was evident throughout the data collection process. Most of the participants grew

up in families with low to moderate income backgrounds. Class salience was often a motivator for the participants to excel in K-12 education so that they could enroll in a highly selective institution such as MPU. Most of their parents' highest educational attainments were high school or some degree of college. Only a few had a parent with a bachelor's degree. Therefore, educational attainment and family intersected in making class salient for participants because their parents pushed them to excel professionally.

Aya articulated how family and the value of education are factors which make race and ethnicity and class salient for her:

The whole reason to get an education I think for a lot of Hispanic kids who come to the US to get an education or whose parents come for their kids to get an education I think a lot of it has to do with the greater opportunities that exist here to live a better life. I think for me specifically before I can donate hundreds or thousands of dollars to the university I think first I have to take care of my family and I first have to... my mom still lives in the projects so let's get her a house first before I can get other kids through school which is also a noble use of your money but your family has to come first.

Aya's comment illustrated how class saliency is influenced by the importance of family, SES, and college aspirations.

Lucas also grew up in a low SES household in Brazil. Prior to enrolling at MPU, Lucas' mother told him "you will meet people who have money like you have never seen before" and to not "forget where you come from." Although Lucas received a full scholarship to MPU, this reminder highlighted class salience and the additional layer of complexity during his initial transition to the United States.

Margaret shared her perceptions about the intragroup dynamics of Latin@ students and that relationships within the Latin@ student community were not divided by ethnicity, but SES:

I felt like it was generally friendly, and it was kind of like we're all in this together, you know, you're from Puerto Rico and so-and-so's from Brazil. People almost sorted more on class lines, like if you had a really wealthy Mexican coming from Mexico, for instance, like one of my friends dated, but then she was kind of US-born, Cuban, raised by a teacher, so class-wise there were some differences.

Bradyn's perceptions affirmed Margaret's assessment of social stratification associated with SES factors:

The Latin@ students who I went to college with came from either middle class or upper middle class or even upper class background. I can't think of many students who came from low socioeconomic status...often they're not from the Latin@ population.

This sub-theme illustrated the intersections of class, race, and ethnicity as individuals often forged relationships with others who shared similar racial, ethnic, *and* SES backgrounds. Interestingly, 10 years after Bradyn graduated from MPU, class salience is still high among current Latin@ students at MPU. The alumni participants' graduation years ranged from 2000-2014, yet class salience was commonly referenced across this spectrum of years as a salient part of their identities, how they engaged with other Latin@ students, and their overall undergraduate experiences. This finding is of particular use to MPU advancement, admissions, financial aid, and student affairs staff in better understanding how SES influences class, racial, and ethnic salience.

Additionally, participants spoke about how their multiple identities intersected with class. Margaret shared her family's decision on whether or not to enroll her in a private Catholic school:

My mom was the one that really pushed it and recognized, in particular my case, ability and achievement and encouraged that, because, again this a big cultural...it was okay for my brother, for instance, to go to a private Catholic high school because he was a boy, but that investment was somewhat questioned when it

came to me because I was the youngest daughter and I think my dad was thinking of me in terms of taking, you know, I just need to get married and have kids and take care of my parents in my old age, was kind of the cultural expectation...economics come into it, in terms of who's worthy of investment...so it was interesting that the decision was made kind of more on that gender and birth order, as opposed to ability.

Summary

Participants' voices provided several examples of how identities were constituted and made salient in the lives of the alumni participants as well as what situations still cue race, ethnicity, and social class in particular. Given that one of the research study's aims was to examine the extent to which race and ethnicity was salient in the lives of Latin@ alumni, data revealed that identities, including race, ethnicity, and even class, were all relevant in how individuals make meaning of their lives. The sub-themes illustrated the importance of social location, including family, language, and geographic region, in shaping one's racial and ethnic identity. Moreover, class salience intersected with race and ethnicity for many participants because of their SES, comparisons to peers, families' lack of educational attainment, and/or the value of education.

Class salience highlighted social location even further, particularly those from low to moderate SES. This is an important finding considering the high selectivity of MPU and perception that most of the students are from high SES backgrounds. The intersection of race, ethnicity, and class heighten the level of identity salience and made the concept of social location even more relevant. Identity salience and the subsequent sub-themes all have implications for senior administrators, development officers, faculty, and staff in increasing the affinity and philanthropy of Latin@ alumni.

Theme Two: Affinity

Affinity, also used interchangeably with “organizational identity” in this study, is an aspect of social identity theory (Drezner, 2011). Organizational identity is the extent to which alumni define themselves in relation to their undergraduate alma mater (Drezner, 2011; Mael & Ashford, 1992). Affinity was the second major theme found in this research study. Data revealed that the extent to which participants affiliated and identified with their alma mater was primarily reliant on their undergraduate and alumni experiences. This theme and its sub-themes were in part informed by the participants’ identity salience. Furthermore, this theme influences whether and how alumni choose to give to MPU.

Sub-Theme: Undergraduate Experiences

Academic rigor largely defines MPU and how alumni view the institution in the context of their undergraduate experiences. Participants talked repeatedly about the learning and growth that occurred as a result of their academic experiences. Many participants used the term “survival” and were incredibly prideful for having graduated from MPU given its distinction in higher education. Violeta explained the lasting impact that MPU had on her life:

I would just say, overall, it was a very self-affirming experience. That I felt, you know, I was really given the tools to think critically, to be curious, to really, like, go off the deep end and find, you know, find value in the obscure. And I think, it's true, I think there's a saying or, like, this idea that so many (MPU) grads go into grad school, and it's because we're, like, hungry for knowledge, and we want to keep going, and it just stays with you.

Bradyn also expanded on the holistic effect of the MPU experience on him personally and professionally:

I enjoyed the college a great deal. In terms of intellectual development, in terms of social development. I think it was amazing in terms of the degree to which it structured my world views, the way it continues to structure my world view. Everything from the way I approach relationships to the way I approach big problems, to the way I think in very general terms and even write as well.

Participants discussed the academic learning that occurred outside of the classroom through study abroad and interactions with international students from around the world. Document analyses revealed that MPU espouses to create global citizens among its students, both on campus and around the world through study abroad programs. The concept of engaging with a diverse group of individuals is reflected in several office and division statements including international affairs, multicultural student affairs, and campus student life. Richard talked about the impact of interacting and learning with peers from all over the world:

The opportunity to interact with international students was really incredible. You know, students from China and Korea, and from Dubai and Europe, and so I think that just really kind of, it kind of set my interest in international, in kind of, the whole world, the global community that I obtained through my academics at (MPU), being surrounded by people from all over the world really nicely complemented that. And I think that's going to have a lasting effect on me, and so I think that's probably the thing that stood out to me the most about being at (MPU).

Aya highlighted study abroad as a significant part of her undergraduate career:

Through the university I got to do so many things. I went abroad and had I not gone to that university I don't think I would have gone to as many places as I did when I was abroad. I traveled through Italy and France and Spain and Portugal. I don't know how many of my high school friends can say that much and just the people I met there, these are people I still talk to. They are a great network for me but they are also the most amazing friends I could ask for.

Aya was one of the few participants who was active in the Latin@ student community on campus. She developed relationships with staff and peers through MPU's

multicultural student affairs office. Part of the vision statement of the office is “to ensure the personal, academic, and professional growth and success” of its students. Aya validated its intended impact and the opportunities available for students of color on campus and how the office provided academic support during a particular tough time:

The multicultural affairs office was always there and their doors were always open. Even when my computer broke down and I needed a computer they allowed me to rent one...so they were always there and so long as you were accessing what they had to offer were always very helpful. There are also a slew of student organizations throughout campus that are catering to sort of bringing the culture of minority students to other students who may not know very much about those cultures.

Aya’s remarks about the “slew of organizations” were substantiated by document analyses, which found a number of Latin@ student organizations including one that serves the Mexican/Mexican American community, Brazilians, and Latin American students broadly. There is also a sorority chapter of Lambda Pi Chi which primarily recruits Latinas. Violeta describes the reasons why she was drawn to the Latin@ student organizations which were critical to her undergraduate experiences:

I think that was part of what I wanted when I joined those organizations, because when I got to Chicago I was really surprised because I was like, oh, like where did everybody go? Because when I'd gone on campus I was like, I don't see any other Latin@/Hispanic people here. It was really bizarre, you know. So that's part of what drew me to the Latin@ organizations and the sorority, I was in a sorority...a lot of the same people were in my classes because of my majors.

Aya, Amelia, and Violeta were in the minority as active members of identity-based groups of any kind. They were actively seeking community with other Latin@s and students of color. Despite an appreciation for and understanding of the need to have Latin@ student organizations on campus, most participants were not involved and found community outside of the Latin@ community. These individuals often found connections

with other Latin@ students, but they were just as interested in building friendships with others who were not Latin@ as well. Enrique stated:

I never really had a lot of friends who were Latin American because I feel like it was really, that there were so few of us. And then a few that were they congregated together and they stayed together and I just didn't want to be a part of just another clique like that.

Many participants echoed Enrique's impression of the Latin@ student community and his lack of interest in participating in political discussions. Student activism towards Latin@ advancement on campus was not important for most of the participants during college despite the small percentage of Latin@ students at MPU. As a result, their undergraduate experiences were not defined by leadership in Latin@ student groups.

Furthermore, few faculty/staff members were mentioned. Enrique commented:

The thing that made me not apply to medical school was that I didn't have a single faculty member that I could legitimately ask for and feel comfortable asking for a letter of recommendation. And that is the moment I said I cannot go to medical school because I don't think I can get a good letter of recommendation. And that was my second year in college. And it just became more and more extreme. And by the time it was my third year I had given up on medical school completely.

Although Enrique did not suggest that the lack of a faculty/staff mentor was directly tied to his Latin@ identity, his comments illustrated the influence that faculty relationships have on the educational aspirations and attainment of students. Enrique still has a high affinity for the institution because of what it has been able to do for him after graduation and networking with other alumni in Chicago. Enrique is also one of few who are actually involved in the Latin@ Alumni Network and aspires to give more over time to MPU which is attributable to the institution's impact on his life.

The lack of prominent faculty/staff mentors was not unique to Enrique's case. Only two participants mentioned specific faculty or staff members that made an impact on them personally. Although they are proud of the esteemed faculty that MPU attracts, none of the participants had a close relationship with a faculty member, and only two are still in touch with a student life staff member who they noted as a mentor. The lack of strong faculty/staff relationships with students is surprising considering the 6:1 ratio and the academic culture that characterizes MPU and is evident in the document analysis.

Ms. Rita noted that there were fewer than 10 Latin@ faculty on campus. Moreover, Ms. Rita stated in her interview that there are only 3 Latin@s in the student affairs division which consists of over 200 people. These numbers highlight the incongruence between a growing Latin@ student body at MPU and the lack of Latin@ faculty/staff. However, there are positive strides in making MPU more inclusive and welcoming place for students of color. As a staff member and alumnus, Lucas is familiar with the growth that MPU has made in supporting students from diverse backgrounds since he first enrolled in 2006. Lucas discussed the ways in which MPU supports students of color and the difficulties that exist for this population given cultural factors related to race and ethnicity:

There are incredible resources at this university for anyone coming from multicultural, minority, Latin@, African-American, first generation backgrounds ...the part where it needs to do more work is actually understanding that when you're working with students like myself that are coming from a first generation background, a Latin@ background, a minority, multicultural background. A lot of times you're coming from a background where asking for help doesn't come as naturally. You're coming from a background where the networking, the connections, having people you know take you by the hand and walk you through things doesn't come as naturally.

Lucas's comments are powerful considering that he identifies as Brazilian and has lived experiences in the United States and Latin American countries. Moreover, Lucas leads MPU's international undergraduate admissions, adding deeper understanding for the way in which Latin@ and Hispanic students in the United States and around the world may navigate their social location in the context of race and ethnicity.

Dr. John is the senior associate vice president of the advancement division at MPU and also addressed the challenges that many students from diverse backgrounds face upon entering MPU:

You're very proud as well and sometimes too proud to realize that you should ask for help, that it would make things easier and you would be more successful if you did. My impression was that the access to which people had to the MPU generally may or may not have been advertised as well as it should have been to marginalized groups...it was, you got in and it's your job to figure out how you're going to get out and everyone was self-sufficient.

Dr. John's comments nearly echoed Lucas's direct and observational experiences of people of color who struggle to find resources and support. Dr. John was speaking mainly about students of color and those from low SES backgrounds and his remarks about the expectation of being "self-sufficient" was reaffirmed by several of the participants who felt that persisting and graduating from MPU was a rite of passage that further characterizes the academic culture of the institution.

Undergraduate experiences were significant in framing how participants developed their organizational identity with MPU. These undergraduate experiences were primarily characterized by the pressure to succeed academically and persist throughout college. As such, participants were not heavily involved in co-curricular organizations. For those who were involved, there was a cross-representation of organizations that were

not just identity-based. Race and ethnic identity salience did not necessarily motivate involvement in Latin@ organizations. Instead, many participants were involved in service, student government, and the senior class gift committee because of their specific topical interests outside the scope of identity.

Those who did engage with the multicultural student affairs office were able to make connections with peers and staff. Although a few mentioned moments when they felt tokenized by peers, participants did not experience overt forms of discrimination. The lack of racial and ethnic discrimination coupled with the academic culture of the institution aligns with the goals of the diversity and inclusion statement of the campus student life division, which espouses to “cultivate a respectful and inclusive environment where individuals with varying points of view and a broad range of life experiences can engage with and learn from one another” (Diversity and Inclusion: Message from Karen Warren Coleman, Vice President for Campus Life and Student Services, 2015). It is imperative to highlight that these positive examples experienced by the participants do not mean that the espoused mission of inclusiveness has been met, but that these particular alumni did not encounter overt discrimination during their undergraduate experience or if they did encounter such discrimination they did not label it as such.

For many, MPU was the first time that they had explicitly thought about race and ethnicity and explored their identities. Typical of the MPU academic culture and the type of students it attracts, most participants explored their racial and ethnic identities through courses and discussions with other students of color instead of co-curricular organizations. Undergraduate experiences played a role in participants’ racial and ethnic

identity development, but were not a motivating factor in the co-curricular experiences that they chose to join. However, undergraduate experiences influenced participants' overall affinity for MPU and their appreciation for the education that they received.

Sub-Theme: Alumni Experiences

Whether participants had graduated in 2000 or 2014, a consistent sub-theme emerged about what the institution means to them today and the overall impact of being an MPU alumnus/a. Participants were overwhelmingly positive despite the diversity of undergraduate experiences and any current criticisms that alumni have about MPU. This level of affinity for the institution was largely connected to academic prestige and the privileges associated with attending a very highly selective university. However, the value of education resonated in explaining why the institution matters to them greatly.

Bradyn stated:

Being a graduate at MPU has everything to do sort of with pride and learning and knowledge and the life of mind. It's always rewarding when I meet somebody and they asked where I went to school and I mention MPU and their response, if they know, that which many people still don't, it's something like wow, that's a really good school, really tough academically.

Aya affirmed this as well:

It's such a prestigious institution, it's always I think back and I'm like, wow? What I really did that? Like even I remember graduation day getting my diploma and opening it up and looking at it and having to close it right away because I couldn't look at it without excessive amounts of emotion.

For the participants who have gone on to pursue graduate degrees, they have a stronger affiliation and pride for MPU. Again, this is largely due to its academic rigor and reputation. Petri explained:

It's an institution that provides a lot of credibility to my name. I see it as a part of my identity. I really do...I'm very, very proud of having graduated from [MPU]. I think it, you know, I was very lucky to have been able to have the opportunity to have gone there financially and just being accepted in general. So I'm more, you know, just more proud of that school than my medical school, you know, just feels more special in terms of, again, how I was, you know, just treated...and then also, again, the challenges of the academic rigor but succeeding through it just makes it feel all the more special.

It was particularly evident that the university had a positive impact on Richard's outlook on the world including the decision to work for the Peace Corp in El Salvador immediately upon graduating. He was also the most informed about MPU current news, fundraising priorities, and actively promotes the university and his affiliation on various social media platforms. Richard's comments illustrated the level of attachment and pride he has as an MPU alumnus:

I like to kind of be an evangelist for [MPU]. You know, talk it up when I'm with people who don't know much about it, and that's probably self-serving, right? Because it's part of my, you know, part of my identity is being a graduate of the [MPU] and when people see that that's a prestigious place where really smart people go, you know, that, hopefully, elevates my personal brand.

Although Richard was the most explicit to articulate the privileges and benefits of being an MPU graduate, and the "self-serving" advantages of being informed and involved in MPU from professional and career development perspectives, he was also one of only a few to use the word "identity" in terms of the significant role MPU plays in his life. This was a powerful statement, particularly from the individual who had the lowest racial and ethnic saliency among participants. Richard identified more with MPU than being Latin@, which was evident in the language he used to describe what the institution means to him and why he continues to support it. Richard's organizational identity as an MPU alumnus was partly driven by the prestige and reputation that other

participants noted in their interviews as well. Moreover, Richard's affinity and pride for the academic prestige of MPU resulted in philanthropic behaviors.

Violette was the most critical of MPU. She lives in Chicago, but rarely attends campus events, only keeps in touch with a few alumni, and has not made a gift to MPU since graduating in 2012. Violette explained her mixed feelings for MPU and the impact her affinity has on philanthropy to the institution:

I love the [MPU] dearly. It's a formidable academic institution, but I do have some misgivings about the direction that they're going in. And so, I had been reluctant to get out, so I have a weird relationship when I went there...I was abroad for a full academic year. And so, I, as a result, feel a little bit more disassociated from my undergraduate experience than others might be. And, that's kind of informed my giving or lack thereof.

Most of the "misgivings" that Violette referred to are related to student life issues such as campus housing and the demolition of a few residence halls, which occurred without advanced notice to alumni. Violette rarely goes to campus despite living in the same city as MPU. She only keeps in touch with three friends from MPU, none of whom identify as Latin@. Although studying abroad strengthened Aya's affinity for MPU, being gone for a full academic year had the opposite effect on Violette who's organizational identity did not match those described by other participants.

The study found that participants had minimum expectations of MPU in terms of how to program and solicit alumni. Most expressed that they trusted that institutional leaders make sound decisions about alumni engagement programs and giving. This trust exists because of the largely positive undergraduate and alumni experiences that participants have had, which impacts the type of relationship they want with MPU in the future. Aya said that while she would be interested in participating in Latin@ related

events in her region, getting involved in identity-based groups was not at the forefront of her alumni interests. She shared “I think that any service opportunities or anything not related to being Hispanic or a minority is also of interest.” Aya’s comments reflected a common thread throughout the alumni interviews in that topical content related to academics and career development was a higher priority than engaging with the Latin@ community solely. For example, Pablo’s interest illustrated the strong academic culture that characterizes MPU:

I like when the university provides interesting opportunities to meet and engage in the country in general. So having interesting speakers, bringing out professors talking about their work, and get a sense of what the university is doing...I am sometimes bad at this, but I try to go to different reception events and not just stick to my generational cohort. To talk to people who are older than me and meet people with different experiences. Not both just for my professional development but also to gain perspective.

Document analysis found that MPU has over two dozen regional clubs throughout the world. Furthermore, there are academic focused lectures hosted by faculty at various regional events throughout the world that allow for alumni to tap into their intellectual curiosity. These alumni engagement opportunities were attractive to participants, even though most of them were not currently involved. The lack of involvement was primarily attributed to scarcity of time, family obligations, and/or graduate school. However, these findings highlight how Latin@ alumni interests are not necessarily influenced by race and ethnicity.

Pablo also stated that MPU should continuously solicit input from young alumni, provide transparency for major decisions, and that alumni of color should “at a minimum feel like they are heard and their concerns are reflected” to increase loyalty and affinity.

Although MPU has a young alumni reunion program, the focus is more on fundraising than engagement. Not only is there not a strong young alumni relations program, but there is not an advisory board or branding effort to differentiate young alumni from those in other life stages. The document analysis found that the advancement division does not have a mission statement. The lack of a mission statement does not articulate the division's aims and priorities for alumni to know and hold MPU accountable. The lack of a mission statement in the document analysis speaks volumes because it suggests that MPU has not yet documented how alumni are part of the strategic plan and overall vision for engagement and fundraising.

It can be difficult to design and perfect a communications strategy that effectively resonates with alumni across generations, much less with those from different racial and ethnic backgrounds. Data indicated some alumni did not want tailored messaging marketed to alumni of color. Enrique had strong opinions about not wanting MPU to market, communicate, and engage Latin@ alumni differently than the general population. He explained:

Part of it is because the Mexican alumnus community is so much smaller than the rest that again you can put us all together but we won't be that strong in numbers. Especially the older alumni as we come in now the future generations...moving forward you will see a healthy number (of Latin@ alumni) by percentage compared to the other years (of older Latin@ alumni).

Enrique's preference for general outreach to all MPU graduates was attributed to the overall small number of Latin@ alumni, much less those who identity as Mexican. These perspectives reflected findings from the undergraduate experiences sub-theme in that participants were not active in Latin@ student organizations and also have diverse

interests outside Latin@ alumni activities. These perceptions existed despite high racial and ethnic salience among most of the participants, including Pablo, Enrique, and Aya.

Lucas was also not involved in the Latin@ alumni network despite his significant previous involvement in the Brazilian student organization during college. However, Lucas further expounded upon the potential opportunities for engaging Latin@s and other alumni of color who may be disconnected from the institution. Lucas's statement was also an effective approach to addressing Pablo's recommendation for actively listening and engaging alumni of color to convey that MPU values their thoughts and opinions:

I can see it [Latin@ Alumni Network] as a very positive way of getting alumni back into the university and active into the university if you're looking at students that come from a particular cohort, a particular community, highlighting to them how much better the experience for that community is now on campus and how we've improved things and getting them excited about the tiny part of the experience that will eventually lead them to be more excited about the institution in general and sort of let go of any negative experiences that they themselves had since they were here. So I think that it could be a very powerful tool to help students connect with the institution...I think that it helps the institution beyond giving, it helps the institution just become a stronger institution.

To Lucas's point, Ms. Rita discussed the connection that many alumni of color have to the multicultural student affairs office, and why their student experiences inspired them to want to support the department:

Students want to get engaged and students that have been involved with our office, younger alums come back and say can we start a [multicultural office] alumni group because they also don't necessarily want to be in the only Latin@ group or want to only be involved in the Black group. Is there a [multicultural office] affinity group, right, because that was their experience here? Their experience wasn't just part of one community. It was part of the sort of more -- this broader umbrella.

Although most of the alumni participants were not interested in participating in identity-based organizations as a student, they appreciated that MPU has an existing

Latin@ network, and that the institution has expanded its programs and services to students of color through the office of multicultural student affairs. This finding is interesting considering that the participants did not and still do not take advantage of the programs targeting the Latin@ community nor did they desire targeted marketing efforts. However, they do want to see MPU continue to expand academic, service, and leadership opportunities for Latin@ students and alumni, an expectation that is illustrative of racial uplift.

Ms. Rita and Lucas highlighted the experiences of alumni of color, provided solutions for how to respond with disengaged alumni of color, and their hope for building partnerships to increase affinity and philanthropy among diverse populations. Ms. Rita and Mr. Hector both recognized that there are areas of improvement for building partnerships between the student affairs and advancement divisions. As advisor to the Latin@ Alumni Network, Mr. Hector also stated that she is the only staff member in the advancement division who is tasked with thinking about increasing Latin@ affinity, engagement, and giving. This finding not only revealed a gap between knowing what should be done from an administrative standpoint, but could also provide enhanced services for student and alumni.

Summary

Affinity and the way in which individuals view their alma mater were influenced by two sub-themes: undergraduate and alumni experiences. The academic reputation of MPU primarily influenced how alumni characterized the student and broader institutional culture. The benefits that they receive as graduates from a highly selective institution

increase their affinity for MPU because they are proud to be associated with the institution. They are also motivated to stay connected to MPU because of the professional and social network that it provides through career networking. Finally, participants enjoy interacting with other MPU alumni, regardless of their racial and ethnic identity, because of the shared experience of being a student and “surviving” the undergraduate curriculum.

Affinity is also demonstrated in how alumni view the institution today. Despite some participants who had negative undergraduate experiences, MPU is still a critical part of how most alumni construct their identity and who they are. Affinity is also an interesting finding because of the way it ties into the first theme of identity salience. Race and ethnicity influenced their undergraduate and alumni experiences, but was situational depending on their social location and the context in which identities were cued.

Theme Three: Conception of Philanthropy

Each alumni participant had their own definition of philanthropy, which shaped how they practiced it in their lives. These definitions and relationships varied based on life experiences, previous philanthropic behaviors, and how they perceived MPU’s approach in articulating the case for philanthropic support. Richard stated: “Philanthropy is the kind of voluntary redistribution of wealth from places of abundance to places of scarcity with the intention of positioning or setting less advantaged elements of society to be self-sustaining and to chart their own economic destinies.” Amelia said: “It’s the act of giving to build a better community, whatever that community is. It’s improving it. Enhancing it. Enriching it. But it’s a gift and primarily I think people think of it as

financial...But it's certainly time and belief too.” Richard’s and Amelia’s comments reflected interests in supporting the public good and helping the less fortunate.

Findings revealed that the participants have a concept of philanthropy that is inclusive of both small, local organizations and mainstream groups such as higher education. As Amelia’s definition indicated, most participants consider volunteerism as a form of philanthropy. This third theme is inextricably tied to the identity salience of race, ethnicity, and class of the participants. Furthermore, the participants’ relationships with philanthropy were influenced by the second theme of affinity. The sub-themes of engagement and financial support resonated, illustrating how all three themes intersect and address the research questions.

Sub-Theme: Engagement

Engagement was categorized as attending alumni and campus events, following MPU activity on social media, and/or past and current volunteer experiences. Engagement interests also included potential areas that alumni intended to support. The participants spoke about how identity salience (i.e., race, ethnicity, and class) influenced their engagement interests. They also addressed how engagement experiences and future interests shaped their affinity for and philanthropy to MPU. Specifically, many alumni mentioned that they wanted to “pay it forward” in providing opportunities for other students of color, particularly those with modest financial means. The notion of paying it forward included a broad range of actions (e.g., mentoring, networking, professional development, and giving) that create opportunities for current and future students. The

desire to pay it forward was fueled by the prevalence or lack of institutional support that alumni felt they received while at MPU. Enrique elaborated on this point:

I want to give back because I was very fortunate to get into the [MPU]. I loved it, it was a great experience. The education is unparalleled in my mind... I love it. But I would have not had the opportunity to go if it wasn't for financial aid. And that was just a huge thing. The school was there for me every step of the way. They made sure I was able to attend. It was within the grasp of my family. And because of that I owe them more than what they gave me.

Enrique is currently a volunteer on the Latin@ Alumni Network, and noted that he volunteers because he wanted to support MPU with his time as he is still building his career.

Some participants' alumni engagement was spawned during their undergraduate years. For example, Bradyn was involved in MPU's senior class gift committee, which primarily raised funds in support of the student life fund:

I guess sort of an interest in giving to the college began senior year of college. So I was sort of intrigued, by how those efforts go, how they link up with larger issues of development to the university.

Bradyn's definition of "giving" was not isolated to monetary support, but giving of time as well. For many years, Bradyn served on the 2005 class council, a peer solicitation committee housed under the annual giving office. Bradyn was committed to paying it forward because he felt that his donations helped elevate MPU's institutional rankings and overall reputation. Bradyn's experience with the senior class gift organization highlighted the potential impact made when students are educated about the importance and impact of giving. Bradyn also felt that he pays it forward by encouraging his classmates to make a gift in support of student scholarships and the general annual fund, which supports the undergraduate curriculum and student life initiatives. This

undergraduate experience was not only effective in inspiring Bradyn to consistently give over the past decade, but also encouraged others to financially support MPU.

Pablo also talked about engagement from an alumnus perspective and how he thinks about philanthropy to MPU:

I feel the most fulfilled not giving money but doing alumni interviews or, when I get to that point, doing an information interview with someone where if I am successful in my field or semi within 10 to 15 years, talking to someone my age now and telling them ‘ok, here is what I should of done, here is what you can do now.’ That to me is the best service you can do. Which is creating a sense of family and community.

Pablo’s comments illustrated the sense of family and community that is prevalent throughout the Latin@ population (Cabrales, 2013). In this context, Pablo connected community to philanthropy and wanting to help others from a career networking standpoint. This was a key motivator for other alumni in getting involved as well. Petri is a practicing doctor who was interested in career mentoring:

In terms of volunteering, I would like something maybe on the mentoring aspect...I’m sure there’s hundreds of students that go through the question ‘will I or will I not make it?’ So, you know, ‘what are the challenges of getting into medical school?’ And having a mentor to guide you through this is not just the first -- you know, to guide you through the long-term aspects. Friends can only get you so far. I think I lacked a mentor back then of knowing how the process was in the long term.

Pablo and Petri’s comments around career networking and professional development highlighted the gravity that volunteerism has on the alumni participants’ notion of giving to MPU. Pablo’s comments highlighted the intersections of class salience, affinity, and philanthropy, and why he chose to “pay it forward” with service to his alma mater. Pablo’s philanthropic interests were motivated by efforts to assist low to

moderate income students, regardless of racial and ethnic background. In the university's press release last year about the expansion of student aid, the dean of undergraduate education explicitly mentioned the need for alumni to be engaged through mentorship.

One unique element that influenced Maria's volunteer interests was that she is a new mother. As the only alumni participant who is a parent, her perspective on engagement at MPU has recently changed due to prioritizing her family:

I think if there was any way to be involved it would have to be a very non-committal role. I did enjoy that there was a Latin@ alumni network started that I like being a part of the Facebook group on that and getting emails about educational leads or you know just kind of one time things that I can participate in that I know are happening.

Maria's comment reflected interests in short-term, one-off, engagement opportunities that makes alumni feel connected, but without the pressure of being an active member of a board or committee.

Margaret's perspective on engagement revealed that events primarily targeted at Latin@s are not a strong motivator due to her bi-racial and ethnic identity and not always feeling part of the Latin@ community, a statement connected to her previous comments tied to the sub-theme of Latin@ authenticity:

Like I'm supportive [of Latin@ alumni events], but I feel in some ways more at home in that kind of support of students of color-type setting, as opposed to just Latin@. I think, again, going back to just that starting point of just not feeling exactly 100% in the Latin@ community. But I'm still greatly motivated to help all students kind of coming up that don't have the typical Northeast America experience of predominantly white and well-educated and that sort of thing.

Margaret's statement indicated her support for expanding support for students of color, but that she would not necessarily be inspired to donate time or money towards a Latin@ initiative simply because she identifies as part of the community.

These aforementioned statements by the participants illustrated the various ways in which engagement resonated. Participants had engaged in other ways by attending alumni weekend for a class reunion or regional event, following MPU on social media platforms, and/or by staying in touch with other alumni. Despite the lack of alumni volunteers and geographic distance for some participants, the participants intended to become more involved in the future and felt connected to the university. For example, Richard lived the furthest away in El Salvador, but was highly informed about current news at MPU and utilized social media as a means of connecting and engaging with other alumni and the institution.

Sub-Theme: Financial Support

The notion of “paying it forward” was not just indicative of participants’ engagement interests, but influenced their monetary support as well. These donor motivations were mostly tied to class salience and affinity. For example, Richard stated:

I'm very fond of [MPU]. I'm a big kind of a cheerleader for it now that I'm gone. I like the direction it's headed. I think the entrepreneurship stuff is all really good, the [MPU scholarship program which supports students from low to moderate income backgrounds], I'm sure this'll come out at some point in this interview, so I'll just say it now, I was very excited about that. As soon as the press release or whatever, email was sent out about [MPU scholarship program], I did give, even though it was a very small amount. So that was very exciting for me.

Enrique shared a similar excitement in hearing about the scholarship program:

I was thrilled that they're investing in the financial aid programs. That I guess, and part of my identity is that there are just too many members of the Latin@ community that don't have the financial resources that other people do. In particular, the White communities. That does influence me and wanting to, and again this idea of expanding opportunity which has always resonated with me even before high school.

Aya described her motivation to give as linked to her own experiences as a scholarship recipient of the program:

I was a [MPU scholarship program] scholar but also because I think what a better place to give my money than to the scholarship that's trying to get more kids from my background from sort of low means monetarily to go to the [MPU] on the scholarship.

Violeta was only a scholarship recipient for half of her undergraduate career due to changes in her family's income. Although she is the one non-donor to MPU among the participants, she stated: "I don't know how much money in the future I would be able to donate but...I'd rather give it to a student scholarship than to a new building." This statement addressed a common thread in that participants were motivated to give by personal connections. They were also more interested in philanthropy that supported individuals, not capital projects such as a residence hall or academic building. To further substantiate this finding, Maria said: "I think [identities do matter] because it goes back to that personal connection I mentioned up front and if you can relate to the cause, I think that it helps to make that decision to give."

In addition to a personal connection, some participants shared that they prefer specificity and evidence of impact when giving. Margaret stated how her affinity affected gifts to MPU:

What motivated my giving was to try to create a giving habit to organizations that have helped me...I do tend to tailor those donations to efforts of the university that I cared about and I do tend to be service-based or helping other students reduce their debt burden, because that's also a cause that's close to my heart, having struggled through it myself.

Margaret elaborated that while she occasionally supported student scholarships because of the financial aid she received as a student, she donated to the organizations that she

served as a student because of the personal connection. She has a better understanding of how her gifts will be used and the type of impact it will have on current and future students from the same organization.

The concept of specificity and direct impact also resonated with Amelia, who described a similar preference as Margaret:

How does the [MPU scholarship program] affect Latin@ students? And so really spell it out for them [Latin@ alumni] that way. I think that would be better. Or how do we create jobs that focus on students of color? Make it very, very focused so that they felt like, 'oh gosh, I wish I had that. Since I don't, I'd like to help somebody else.' At the end of the day [MPU scholarship program] sounds fantastic, but it's still very broad.

Document analysis found that the University touts its signature student aid program which was established by a \$100 million gift in 2008. The scholarship was created by an anonymous donor and has since benefitted over 1,000 students through continuous gifts from alumni, parents, and friends. The program seeks to minimize student debt and support career development by providing internships to all recipients. Dr. John shared his thoughts on how the advancement division could continue to help students from low SES backgrounds:

I think [advancement division] can also help particularly on the socioeconomic background as we think about financial aid programs but the co-curricular and the experiential pieces that really do separate students from other academic institutions. Their experiences here really do provide such a tangible benefit for their longer term trajectory.

These comments reflected the awareness of and growing support for financial aid and creating a holistic education inside and outside of the classroom. Development officers at MPU often solicit donors in support of the scholarship program, and student aid is a key priority for MPU's current fundraising campaign. Unfortunately, there are

barriers to communicating MPU's message on socioeconomic diversity because alumni receive countless emails, calls, and social media updates throughout the year about a number of events, programs, and initiatives. For alumni of color who have asked for limited or no communication from MPU, or who simply choose not to engage because of negative undergraduate experiences, it can be even tougher to convey some of the positive changes and funding opportunities that maybe of interest. Lucas described one example of an alumna he knows who is a non-donor:

I have a friend in mind right now who came to MPU, African-American, had a terrible experience, didn't feel connected to the institution, felt like just some people took advantage of resources...she'll never give back to the university. She won't give us a single dollar as far as I can tell it's never going to happen. Because she feels very negative towards the institution, positive towards people, negative towards the institution.

Lucas described a situation that came up with some alumni about why they believe their peers do not give. According to some participants, many students of color feel proud to say that they graduated from the institution and made lifelong relationships with peers, but do not have the same affinity to the university. Amelia elaborated:

I think these people [alumni of color] felt like the university didn't care. There was not necessarily any special programming involved, for whatever that means...There was maybe one or two people that were focused on multi-cultural affairs, whatever that meant...Part of it is, oh, 'I don't have any money to give, right?' Or they just don't feel that connected, even though they're all friends with each other. Like, I know within the students of color, there is a very strong friendship, you know, a lot of strong friendships, but it's not necessarily tied to any of the organizations, or the clubs, or alumni groups, or anything like that.

Lucas and Amelia described peers who do not give primarily because of negative undergraduate experiences. In addition, some alumni participants shared that many of their peers are turned off by MPU because they thought that the institution's primary

purpose when contacting them was soliciting money. One major finding as a result of triangulating the alumni and staff interviews was that the advancement staff's perceptions of philanthropy largely overlapped with the perceptions of alumni participants. This finding illustrated that there was an alignment with the alumni and staff participants of the study, but the many other alumni may not feel the same way about MPU's solicitation techniques. Lucas shared his perspective as someone who is an alumnus but also volunteers for MPU:

Money, give me money, give me money, give me money, and I think that's one of the reasons some of my friends that have been to the university aren't as excited about donating to the university is because when they approached, the approach is always around participate than give... That's how almost everyone and my friends will think about giving to the university. The telephone called me during dinner time to ask for money.

Lucas elaborated by suggesting that MPU development staff think of ways to personalize outreach efforts to alumni. Although giving to MPU may be the primary outcome of the outreach, Lucas felt that providing volunteers with information related to their classmates' student and alumni experiences would foster more informal conversation and an opportunity to highlight positive updates that are happening at the university. Ms. Rita described the sentiment that some of her former students of color have about the advancement division and the tone they perceived from MPU about supporting the institution philanthropically:

They want our money. They're after our money. Students -- our recent grads will constantly reference like the first time that they come back, oh, I've been hit up three times already since I -- literally since I walked the stage for money. And they hate it. It bothers them. It frustrates them.

MPU is trying to combat the negative stigma some alumni have around its mass solicitation efforts by incorporating a 100,000 alumni engagement goal in its current comprehensive campaign. MPU counts attendance at events such as homecoming, alumni weekend, and regional programs, along with participation in webinars as progress towards the engagement goal. Senior advancement officer Dr. John also shared his view which reaffirms the institution's efforts to reframe philanthropy for a broader audience: "I believe philanthropy comes in multiple forms. One can be philanthropic... technically the definition is more around financial resources but the given of one's self to an organization or through an organization to make the world a better place." The university's espoused values to be inclusive of people from all backgrounds are indicative of the university wide, campus student life, and multicultural student affairs' mission and vision statements.

Interestingly, alumni on the African American Alumni Network have recently broadened their philanthropic interests beyond merely supporting Black students. Mr. Hector described the changing attitudes of the African American Alumni Network at MPU and how racial uplift has increasingly become second to class uplift in creating a more socioeconomic diverse student body:

They [African American Affinity Network] want to help disadvantaged students, regardless [of race and ethnicity]. We even have conversations on the phone about this, what if the money goes to a Latin@ student or a south Asian student, some of them stopped talking and they said, so what?.... so I was really impressed by that. I really thought they get, they see that students are in need and that is why they want to help.

Mr. Hector's assessment of the African American Alumni Network embodied a similar philosophy among the Latin@ participants in that they wanted to support students

of color and those from low to moderate income backgrounds. Ms. Rita discussed the increasing influence that the office of multicultural affairs has on philanthropic support among alumni of color:

You know, so there are -- the relationships that we build with all of our students who engage with our office, they're very close, they're very tight knit, they're very intimate and they still continue to say that if it weren't for [office of multicultural student affairs] they wouldn't have survived [MPU]...when they're giving their \$5 or \$10, they're finding a way to give it directly to [office of multicultural student affairs]...and I think that that's across the board in all of our communities of color.

Ms. Rita and Mr. Hector's comments provided insight on what motivated some alumni of color and how development officers may strategize. Ms. Rita's comments illuminated how the positive experiences that people of color and low to moderate SES students have with her office cued race, ethnicity, class, and organizational identities. These cued identities motivated philanthropic behaviors. However, identities may not be cued in a specific manner due to the contextual nature of identity, and how situations may trigger race, ethnicity, class, and affinity to intersect. Ms. Rita's statement also highlighted how giving is made special when alumni are able to designate their gift to a cause that is meaningful. The intersection of cued identities which inform giving are embodied in Bradyn's response, indicating how he determined which organizations receive his financial support:

I still give annually [to MPU]...I've been surrounded by request for other groups. So things that either feel more time dependent so giving money to like ACLU to promote gay rights in California or now that I live in a very, very poor section of the country. I've given to a place called Tu Casa which is basically a shelter for women here in the valley. There is an organization called La Puente which is part of the food bank.

Bradyn was not alone in supporting philanthropic organizations outside of MPU, nor in his belief that there are organizations in greater financial need. Margaret stated:

I have found myself more likely to give to the earlier pipeline... to more direct service organizations, because, admittedly, when I think about [MPU] I'm like, well there are plenty of rich people giving to [MPU], they don't really need my money.

Violette stated “urgency behind clean water and having enough to eat and anti-poverty programs was so much of a motivator to give charitably than for instance like giving to MPU which has an \$8 billion endowment.” These comments illustrated that Latin@ alumni are not only philanthropic, but are thoughtful in how their gifts are allocated.

Summary

Given the age of the participants and short period of time that they have been alumni, findings revealed that they are all still developing their concept of philanthropy. They are still developing it because they have limited discretionary income for charitable causes, are enrolled in graduate school, and/or paying off student debt. Many alumni are still figuring out what they feel passionate enough about to financially support.

Despite the ongoing philanthropic development of participants, the interviews not only addressed what motivated giving to MPU, but why they are giving to other philanthropic causes. These causes reflected a wide range of personal and professional interests, as well as the perception of need in their local community. However, their current and potential volunteerism, service, and engagement interests are primarily centered on MPU, partly because they wanted to pay it forward to other students of color and/or those seeking similar professional careers. They also wanted to stay engaged because they want to maintain a relationship with the institution. The theme of concept of

philanthropy has implications for higher education considering the youth of the participants, evolving conceptions of philanthropy, and the extent to which development officers can successfully articulate funding opportunities that resonate with Latin@ young alumni.

Integrating the Three Themes

As the overarching research question asks, does race and ethnicity influence if and how Latin@ alumni at MPU give? Pablo may have said it best:

My hypothesis would be that race and ethnicity do matter. In a sense of as long as those identities shape your experience at the university. And create either a positive or negative experience. Because the healthiest sort of relationships feel balanced and they feel like you're heard and they're heard...as long as race and ethnicity are creating a divide in that perception of the relationship between alumnus and university then I would guess there will be a difference. And then with the intersectionality of all the other factors.

Pablo's comments directly address alumni of color who may have not felt heard or supported by MPU as students. His comment "...as long as those identities shape your experience at the university" recognized that identities must be salient to have an effect on one's experience briefly noting a degree of intersectionality and that administrators, faculty, and staff need to consider the whole person, not just make decisions based on assumptions about race and ethnicity.

The wide majority of alumni participants stated that race and ethnicity influenced their giving when class was also made salient. This finding highlights the way in which the participants thought about race and ethnicity in relation to their philanthropy at MPU. This intersection of identities in promoting philanthropic behaviors were revealed

through the qualitative approach to semi-structured interviews and follow up questions that made these connections apparent.

Alumni participants' affinity was derived from their undergraduate and post graduate experiences. Race, ethnicity, and class salience was heightened particularly during the college years of the participants because it was the first time that many of them had been forced to answer the question "What are you?" by White peers and others who did not identify as Latin@. Whether it was these type of conversations, being the token Latin@ in class or student organization, or exploring Spanish language and their Latin@ culture explicitly for the first time, identity salience and affinity integrated throughout the participants' college experiences.

Exploring their identity as students and building an affinity for MPU informed how they thought about alumni engagement interests. Although none of them reported overt discrimination based on race and ethnicity, they acknowledged that MPU could do more to support current students and alumni of color who seek resources and desire community with other persons of color. Furthermore, they wanted to support not just Latin@s, but also expressed interest in creating opportunities for low to moderate income students, persons of color, and those who wish to enter the same profession.

These findings indicated that undergraduate experiences and class salience influenced philanthropic behaviors, not just race and ethnicity. The combination of identity salience *and* affinity determined if, how, and why Latin@ alumni give to MPU. This study found that identities matter when Latin@ alumni chose to give, but race and ethnicity may not always be the primary factor in philanthropic decision-making.

This chapter presented the findings in response to research questions about the influence of race and ethnicity on Latin@ philanthropy to a PWI. Employing semi-structured interviews and document analysis, three major themes emerged: identity salience, affinity, and relationship with philanthropy. Collectively, these themes provided an understanding of how Latin@ alumni make meaning of their identities, MPU experiences, and philanthropic behaviors. This chapter also illuminated how the three themes impact one another in addressing the research questions. The next chapter will discuss the findings in the context of the literature and theoretical framework. Also, limitations of this study and recommendations for future practice will be presented.

CHAPTER FIVE

DISCUSSION

The introductory chapter provided the background, context, purpose, and significance of the study. Furthermore, the first chapter discussed the problems that justified the research questions. These problems included the economic challenges facing higher education, increased reliance on private giving due to state and federal divestment, demographic changes in enrollment and graduation rates among Latin@s, the scarcity of philanthropic research, and the lack of nuanced approaches to engaging and soliciting communities of color. Chapter one articulated why there was a significant need to produce more philanthropic studies in higher education given the historical exclusion of Latin@ alumni.

The second chapter discussed the literature on philanthropy to higher education, motivations for alumni giving, donor motivations of diverse groups, Ferdman and Gallegos's (2001) racial identity development theory, and the existing research on Latin@ alumni. The existing literature on IBM theory was also examined to convey why it was helpful in explaining donor motivations and giving patterns of Latin@ alumni. In addition, the literature review provided a better understanding of philanthropy within diverse groups, which have potential applications to Latin@ alumni giving and engagement. Due to the limited research on Latin@ philanthropy, the supplementary

literature illuminated knowledge gaps that still remain. Awareness of these knowledge gaps illustrated the relevance of the current study.

The third chapter discussed the benefits of qualitative research in answering the research questions that guided this study:

1. How do race and ethnicity influence donor motivations among Latin@ alumni at a four-year institution, if at all?

a. How do race and ethnicity influence Latin@ alumni to give to causes that benefit the Latin@ community (e.g., scholarships, cultural centers, identity-based student organizations) at their alma mater, if at all?

b. To what extent does organizational identity influence alumni giving among Latin@ alumni, if at all?

c. In what circumstances might other identities (e.g., sex, socioeconomic status, ability, religion/faith, sexual orientation) of Latin@ alumni influence whether they give to their alma mater, if at all?

In addition, my epistemology, theoretical framework, methodology, sampling, and data collection and analysis procedures articulated the rigor and extent to which I ensured trustworthiness. I discussed how these approaches were appropriate given the research questions and purpose. Finally, I shared my assumptions, biases, and personal experiences as a person of color and development professional. Chapter three provided breadth and depth about the structure of the current study, explaining why case study design was the most successful in addressing the research questions.

The fourth chapter delved into the findings including major themes and sub-themes, which were developed through an inductive process. The findings chapter provided insight and analysis on how alumni participants made meaning out of their racial, ethnic, and class identities, undergraduate and alumni experiences, and concept of philanthropy. The fourth chapter also triangulated the data found through alumni interviews with current staff and document analysis. This effort strengthened the quality of the current study by comparing and contrasting alumni perspectives and experiences with institutional efforts to be inclusive of Latin@ alumni. Figure 1 illustrates the major themes found and the relationship between them in addressing the research question.

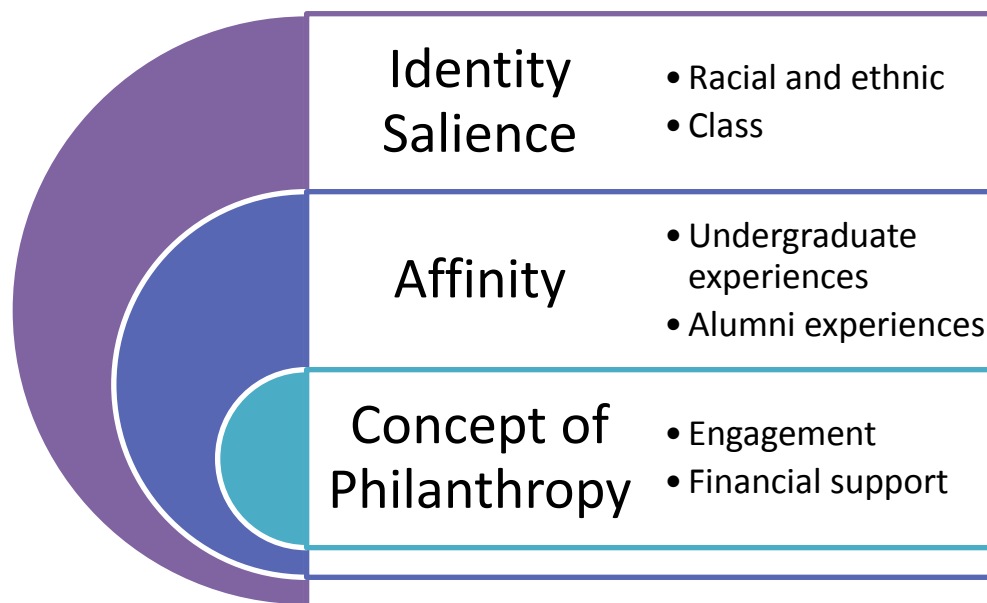


Figure 1. Themes and sub-themes related to influences on Latin@ young alumni philanthropy

Results identified three major themes associated with Latin@ young alumni giving: identity salience, affinity, and concept of philanthropy. Collectively, these themes

provided an understanding of how Latin@ alumni make meaning of their identities, MPU experiences, and philanthropic behaviors. The fourth chapter also illuminated the interconnection of the themes and how they influenced one another. Furthermore, the findings illustrated that IBM theory is applicable to alumni giving in college settings. This study was the first to utilize IBM as a theoretical framework in examining Latin@ alumni, the results of which have implications for future research and practice.

Chapter Five discusses the findings in framing how they align and offer new insights into the literature and theoretical framework. I articulate how the findings addressed the research questions. Moreover, this chapter examines the limitations and strengths of the current study and implications for research and practice. I also provide policy and practical recommendations for scholars, senior administrators, alumni and development officers, Latin@ alumni, and various other constituencies. Finally, I conclude with a personal reflection about my Ph.D. journey, and how I intend to utilize my knowledge to influence the higher education landscape.

Situating and Interpreting the Results

In addressing the primary research question, this study found that cued racial, ethnic, and class identities coupled with high affinity for MPU made the greatest impact on philanthropic behaviors of Latin@ young alumni. Three themes resonated in addressing the major research question and sub-questions: identity salience, affinity, and concept of philanthropy. Moreover, sub-themes emerged that provide better context for the larger themes. The totality of these findings add to the knowledge base given the aforementioned dearth of literature on Latin@ alumni giving to higher education.

Identity Salience

Family, language, and geographic location played significant roles in shaping participants' identity salience in respect to race, ethnicity, and class. One's social location often cued these identities and influenced how individuals conceived and practiced philanthropy. Moreover, most participants shared that they believed (in context) that identities influenced their affinity and philanthropy to MPU. This study is consistent with Gonzalez (2003) and O'Connor (2007) in that Latin@ alumni had a high affinity and were philanthropic to their alma mater.

Additionally, this study highlighted the impact of social location, how identity is made salient, and subsequently influences affinity and giving to higher education. Previous studies on Latin@ philanthropy (Gonzalez, 2003; O'Connor, 2007; Ramos, 1999) did not discuss the impact of social location on identity salience and philanthropy. This study explored how family, language, and geographic location influenced the extent to which participants felt authentic among their Latin@ peers. This finding was instrumental in better understanding how Latin@ identity was made salient in ways that no previous study had accomplished examining this population.

The intersection of race, ethnicity, and class's influence on giving was congruent with research on Latin@ philanthropy (Gasman & Bowman, 2013; Gonzalez, 2003; Ramos & Kasper, 2000) in that participants were more inclined to support causes that were personal and had tangible, direct impact on people. Interviews with participants revealed that they were not interested in financially supporting capital projects such as

residence halls and academic buildings, but donating to causes that make a difference in the lives of students and the communities that were involved in as undergraduates.

This intersection of identities and particular emphasis on class uplift was also consistent with previous studies examining racial and community uplift (Drezner, 2008, 2009; Garvey & Drezner, 2013). Although those studies focused on African American and LGBT philanthropy, the participants in the current study demonstrated similar attitudes in its interest in providing greater access for underrepresented populations, particularly students from low to moderate income backgrounds. Class salience was representative across Latin@ alumni, regardless of their current or pre-college SES background. This finding is consistent with Gasman and Bowman (2013) who highlighted that philanthropy occurs across SES backgrounds in the Latin@ community.

Alumni participants considered themselves philanthropic in some regard through their giving, volunteerism, and/or attendance at events. This conception of Latin@ philanthropy reaffirmed previous literature by highlighting the relationship between identities, affinity, and philanthropy (Gonzalez, 2003; O'Connor, 2007). Collectively, these findings challenged conclusions found in surveys from Giving USA and Independent Sector that Latin@ alumni are not philanthropic (Marx & Carter, 2008). This study contributes to the knowledge base because of the extent to which class salience motivated philanthropic behaviors. There is no other known study that examined how class salience influences Latin@ alumni giving in the manner in which this study explored it in relation to race and ethnicity.

This study also expanded the literature because it further examined young alumni giving among Latin@s. This study challenged O'Connor's (2007) study on Latin@ alumni because he found that donors were primarily from an upper class SES, suggesting that financial capacity motivated their philanthropic behaviors. It also challenged Ramos (1999) and Osilu and Du (2005) who found that first generation immigrants and low-income individuals were less trusting of mainstream organizations including higher education. However, all of the participants in this study were philanthropic to mainstream organizations, and only one participant (Violette) had not given to MPU. Given their age, choice of occupation, and stage in their careers, most of the participants did not consider themselves wealthy individuals. Moreover, there were participants who identified as first generation United States citizens who were also philanthropic, challenging the narrative that this population does not give. Despite one's generation status or SES background, this study contributed to the literature by illustrating the sense of obligation Latin@ young alumni have in supporting MPU.

Gallegos and Ferdman's (2007) Latin@ racial identity theory was applied to better understand how the participants made sense of their own race and ethnic identity. This theory was helpful in framing their stories and interpreting the effects of their identity orientation on the major themes of identity salience, affinity, and concept of philanthropy. The Latin@ racial identity theory was also effective in demonstrating how, when, and why race and ethnicity are made salient.

The utility in applying the Latin@ racial identity theory in this study was more about offering insights into how students were making meaning of their racial and ethnic

identities rather than specifying a particular phase or stage. This flows from the study's interest in identity salience rather than identity development. The Latin@ racial identity theory informed the interpretation of findings particularly in understanding how a participant made meaning of their internal and cued racial identities in context and the ways in which Latin@ identity operated not in isolation, but in concert with other social identities.

The Latin@ racial identity theory was also effective in framing how individuals' levels of identity salience informed their affinity and giving based on life experiences that occurred prior to, during, and after graduating from MPU. This identity theory was a powerful reinforcement of more holistic development models that take into account social location, multiple identities, and identity intersections, particularly how a person's evolving understanding of self unfolds in context (Abes, Jones, & McEwen, 2007; Reynolds & Pope, 1991).

Affinity

This study found that the participants' undergraduate and alumni experiences developed affinity. All of the participants characterized their undergraduate experience as academically rigorous. The academic reputation of MPU is something participants are proud of given the professional and social benefits that they received through their affiliation with the institution. This sense of pride fueled their affinity for MPU because they wanted to ensure that its academic integrity sustained and the profile of the university increased. This finding was consistent with Holmes (2009) who found that academic prestige increased alumni affinity and giving. However, this study provided

additional context to understanding Latin@ alumni affinity, an ethnic group that Holmes did not delineate. Furthermore, Holmes (2009) research was quantitative analyzing data spanning 15 years, but did not incorporate the meaning making and rich description about identity salience and affinity that this study offered.

This study also challenged Gaier (2005) and Monks' (2003) research which found that relationships with faculty positively influenced college satisfaction and future giving. Despite their recent graduation from MPU, the participants did not maintain strong relationships with MPU faculty, largely because those connections were not made during their undergraduate experience. An interpretation for why these relationships were not fostered could be due to the low numbers of Latin@ faculty and faculty of color in general at MPU and/or the lack of preparation of faculty to specifically mentor Latin@ students based on their unique experiences in PWI settings. The primary academic factors that contributed to the alumni participants' college satisfaction were related to their courses, major, and interdisciplinary curriculum.

Many participants also fostered an affinity for MPU because it was an institution where they could explore their racial and ethnic identities for the first time in a meaningful way. Study abroad, classroom experiences, student organizations, and informal interactions were also avenues to explore their identities, mainly race, ethnicity, and class. Although some of these experiences were negative, most considered their undergraduate experiences as an education inside and outside of the classroom. These opportunities for learning in formal and informal ways allowed their affinity to manifest. This finding is consistent with Gonzalez (2003) who found that despite some who had

negative experiences, Latin@ alumni still supported the institution because of their perception of the quality of the education. This study goes a step further by better understanding the role identities have on building affinity and individual conceptions of philanthropy and the interconnections between all three themes.

Affinity was also shaped by undergraduate involvement in co-curricular organizations. Gallo and Hubschmann (2003), Gaier (2005), and Monks (2003) all found that undergraduate involvement in co-curricular activities such as student government, athletics, residence hall activities, performing arts, religious groups, and fraternities and sororities correlated with higher levels of affinity and giving. Most of the participants in this study were involved in at least one organization, primarily related to service, student government, and/or Greek life. The participants spoke positively about their co-curricular involvement, which was an opportunity to explore personal interests, gain leadership skills, and meet friends. This study was consistent with Gallo and Hubschmann (2003) and Monks (2003) in this regard. Yet, these prior studies did not address Latin@ alumni and were both quantitative in nature lacking the rich meaning making participants offered about the ways in which these experiences shaped their sense of affinity. This study challenged previous research by providing new content and knowledge specific to Latin@ alumni.

This study also offered insights about how Latin@ alumni built affinity after graduation. Results challenged Hay (1990) and Cabrales (2011) who found that identity-based affinity groups appealed to Latin@ alumni. Although the majority of the participants were informed about the study through the Latin@ Alumni Network, the

wide majority were not active members and had not attended any related events. Given the variety of professional, personal, social, and academic interests, alumni participants were interested in the advancement of Latin@ students on campus, but were not particularly interested in an alumni group dedicated to their racial or ethnic group.

This finding highlighted that Latin@ young alumni affinity is not influenced by volunteerism in identity-based groups, but through perception of undergraduate experiences, institutional pride, and personal investment in the university's well-being. This study expounded on the literature through its illustration that undergraduate involvement (a sub-theme of affinity) coupled with race and ethnicity are likely predictors of alumni experiences in identity-based organizations. This study was also unique in that participants made meaning out of their experiences with and perceptions of MPU, exploring what MPU means to Latin@ alumni and the type of relationships they want to have with their alma mater, something none of the previous studies on Latin@ alumni captured.

Interestingly, the lack of engagement in identity-based organizations does not necessarily correlate with low racial and ethnic salience. The vast majority of participants celebrated their Latin@ culture in their professional and personal lives. In addition, the philanthropic interests of the participants in supporting and mentoring students of color suggested that development officers should continue to identify and think about funding opportunities that positively impact Latin@s. Ms. Rita shared that she interacts with current students and alumni who are primarily interested in giving to the MPU's multicultural office because of the level of mentorship and support that they received

during their undergraduate experience. Note that this mentorship was not from faculty but administrators and peers. This is a significant finding positioning the multicultural office as a designation or point of connection that resonated for some Latin@ young alumni.

A final finding related to affinity highlighted the lack of Latin@ alumni involved on alumni boards and councils, which was consistent with Gitin (2002) and Lee (2004). One interpretation is that the ages of the participants in this particular study ranged from 23-37 years old. This is a time in which people are building their careers, paying off student debt, considering or finishing graduate school, and starting families, which may make dedicating time to alumni boards and councils more difficult. This finding also is an additional source of discovery that highlighted the lack of interest in volunteer opportunities participants, but a major interest in building affinity through professional networking and/or student support and mentorship. This provides further evidence regarding how Latin@ young alumni conceive philanthropy and prefer to give back. These findings illustrated how identity salience and affinity shaped philanthropic interests in a personal way to Latin@ alumni.

Concept of Philanthropy

The current study found that Latin@ young alumni wanted to continue their relationship with their alma mater in a meaningful way. Alumni participants conceived this relationship as an investment of both time and financial support. Most alumni believed that philanthropy may include service and volunteering, but all believed that a financial commitment was critical in being considered philanthropic. These findings not only challenged Gasman and Bowman's (2013) notion that Latin@s are generally

untrustworthy of donating to mainstream organizations, but also illustrated that young alumni believe that financial support is central to philanthropy. This second finding challenged Smith et al. (1999) in that Latin@ young alumni considered financial gifts as part of their conception of philanthropy.

The participants understood why philanthropy matters to higher education, even if their own individual giving was nominal. The selection of higher education as one of or even the primary philanthropic cause among Latin@ alumni also challenged previous research which found that religion, family, and/or one's local community were giving priorities (Cortes, 1995; Diaz, 1999). Although family was critical in the participants' identity salience, none of them except for Aya and Violeta mentioned family and religion as philanthropic priorities. This finding highlights a possible trend among young alumni who have an interest in supporting their alma mater.

Alumni participants placed caveats on the extent to which they envisioned their relationships with MPU would evolve. This relationship was dependent on factors such as time, discretionary income, recognition, and funding opportunities that resonated with their interests. These factors in alumni giving and engagement were consistent with previous studies (Brittingham & Pezzullo, 1990; Stephenson, 2013; Werts & Ronca, 2009). Giving to MPU was influenced by their racial, ethnic, and class identities as well as their affinity based on their undergraduate and alumni experiences. This influence of the themes on one another illustrated the relationship between them and its impact on addressing the research questions. This study expounded on previous literature by

examining the intersection of race, ethnicity, and class in driving philanthropic decisions and future aspirations around giving and service.

Participants in this research study primarily wanted to restrict their giving to a designation that meant something personal to them based on previous involvement in a student organization, academic program, or student scholarships. This study verified Cabrales's (2013), Duran's (2001), and Tsunado's (2013) findings that career based and scholarship funds increased giving and engagement among communities of color. However, this study contributed to the knowledge gap because of the way in which race, ethnicity, and class collectively influenced Latin@ giving to higher education. This study did not just tell us that race and ethnicity matters, but the findings revealed why and how they matter. We have a better understanding of the nuances that Latin@ young alumni considered when determining their philanthropic behavior, nuances that were context dependent on identity salience. This aspect of the study's findings is what delineates it from others and contributes so significantly to the literature.

This study revealed that the impact of identities and affinity on donor motivations were complex, multi-faceted, and not always driven by the same factors. For example, Aya had high racial and ethnic salience and was driven to financially support MPU because of class uplift given her family's SES background, being a scholarship recipient, and the desire to support others with modest means. Violette also had high racial and ethnic salience, had a different but overall positive undergraduate experience, supported other non-profits outside of MPU, yet did not give to her alma mater. Part of Violette's rationale for not giving was that she did not believe that MPU needed her financial

support compared to other nonprofits. However, Aya saw a direct connection between her philanthropy and creating opportunities for students from similar backgrounds to gain access to a private, elite institution like MPU. Taken together, Aya's and Violette's conceptions of philanthropy were clear examples of how race, ethnicity, and class intersected to influence giving.

The majority of participants preferred to allocate their future giving to students from low to moderate-income backgrounds regardless of race and ethnicity. This outlook on giving priorities challenged Rivas-Vasquez (1999) who found that Latin@ alumni preferred to designate their gifts towards causes that solely impact people within the same racial and ethnic community. Although this study found that racial, ethnic, and class uplift were critical to alumni, participants' giving interests were not exclusive to supporting Latin@ students. One interpretation of this giving preference could be that most were not involved in Latin@ student organizations during their undergraduate education. As previously noted, Aya, Amelia, and Violeta were the only participants who were actively involved in student organizations, and Enrique was adamantly against joining any Latin@ student group because of his perception of the Latin@ student community. Although the majority of the participants demonstrated high racial and ethnic salience, in the context of philanthropy, their identities drove giving to populations broader than the Latin@ community. This is yet another example of how Figure 2 illustrates the interconnection of the themes.

In conclusion, these findings are essential for advancing knowledge because they provide counterstories on Latin@ philanthropy towards higher education. These

counterstories provide evidence that challenges dominant assumptions. This study found that Latin@ alumni were philanthropic to higher education, intended to increase their financial support of MPU in the future, and were interested in exploring engagement opportunities associated with current students. These findings illuminated previous studies that were not fully inclusive of Latin@ perspectives potentially perpetuating and reinforce dominant norms that privilege and uphold whiteness (Drezner, 2011).

Implications for Policy and Practice

The findings from this research provided answers to complex questions that impact faculty and higher education administrators including admissions, student affairs, and advancement officers. These implications are not generalizable to other institution types or all Latin@ alumni who attended a highly selective, private institution. However, the findings may be applicable to other college settings and could positively impact the way in which researchers and practitioners think about Latin@ philanthropy. Researchers and practitioners should consider the totality of institutional, student, and alumni characteristics when assessing these findings in relation to their Latin@ population.

Identities Matter in Complex Ways

The discussion illustrated that identities matter when alumni choose whether, how, and to what cause they give. The caveat was that identity salience depended on the situational context, demonstrating the relevance of IBM in understanding Latin@ philanthropy. Participants' comments recognized that identities must be salient to influence future actions. This understanding of identity salience and philanthropic behaviors is a direct connection to IBM theory, which argues that meaning making and

actions are influenced by dynamically constructed identity considerations (Elmore & Oyserman, 2012). Dynamic construction “refers to the prediction that which identities come to mind, what these identities are taken to mean, and therefore which behaviors are congruent with them are constructed in context” (p. 178).

The implication of Latin@ participants’ comments suggests that institutions should create inclusive campus communities for all students, particularly Latin@s at PWIs given their unique undergraduate experiences (Santos & Reigadas, 2002). Pablo’s comments on intersectionality indicated that Latin@ young alumni may identify beyond solely race and ethnicity. As such, student affairs divisions should work to improve efforts to help Latin@ students explore their identities in a safe and welcoming environment. The implication of this practice might foster more developmental conversations among all students, creating a more inclusive racial and ethnic climate. Document analysis found that MPU is currently developing a racial climate survey that will be distributed campus wide in 2016. Considering the theme of identity salience, this climate survey along with any other potential measures to promote diversity and inclusion is timely and appropriate.

However, because identity matters in complex ways, approaches to enhancing and studying campus climate must move beyond simply asking about whether a student (or alum for that matter) is a member of a particular racial or ethnic group. This only provides half the information critical to addressing the problem. Of equal importance is the relative salience of that identity membership to their construction of self and the ways in which other identities may be salient and cued as well. Efforts to study and/or alter

climate that fail to address this may not capture the nuanced ways in which identity matters.

The results of this study demonstrated that class was the only identity other than race and ethnicity that influenced Latin@ young alumni giving to higher education. Many of the participants were also scholarship recipients. These participants were grateful for financial aid, which in part increased their affinity and philanthropic interests. Development officers should learn more about financial aid and scholarship programs to better understand institutional efforts to create economic diversity. Given the impact of financial aid on affinity and future giving among the participants, development officers should identify Latin@ alumni who were scholarship recipients, and ask questions to learn if they would support similar causes to increase economic diversity among students. For international students like Lucas, this finding is applicable to admissions officers in articulating financial aid opportunities for academically eligible students who might not be able to afford tuition at a highly selective, private institution. Perhaps most importantly, these findings indicate that institutions should invest greater resources towards financial aid because there is a clear return on investment among Latin@ young alumni who are more likely to be philanthropic.

Institutions that have centers, institutes, and/or programs dedicated to expanding college access for students of color, first generation, and/or low to moderate income populations can use these findings as well. Ms. Rita spoke in depth about the impact that MPU's multicultural center had on students of color. A few of the alumni participants such as Aya did as well. This impact on the undergraduate experience directly connects

to each of the three themes in providing opportunities for students to explore their identities, which fosters affinity based on their gratitude for the support they received as undergraduates. Collectively, high racial and ethnic salience coupled with positive affinity could result in philanthropy to MPU, regardless of the gift's designation.

Admissions and advancement divisions should also consider creating messaging to inform Latin@ alumni on how the institution is working to create inclusive academic and social environments, particularly people of color and low income students given the participants' broader aim to support these populations. Lucas stated that promoting MPU's efforts to actively recruit Latin@s and increase campus resources is one approach to building affinity and potential financial support among disconnected Latin@ alumni. Moreover, admissions and advancement officers could utilize multicultural center staff given the relationships that exist between them and young alumni.

Identity salience also influenced organizational identity, particularly for those who explored their race and ethnicity during their undergraduate years. Affinity for MPU was strong for the wide majority of participants. Most alumni used words such as "sacrifice," "pride," and "foundation," words that conveyed a sense of what MPU meant to them, and the indebtedness that many feel to give back. These words were often associated with the value of education within their families, academic rigor of MPU, and the totality of their undergraduate and alumni experiences.

Ms. Rita suggested that the alumni affinity could be enhanced if advancement officers were more explicit about what it meant to be an alumnus/a, and to use such words as "family" and "community" because they generally resonated with Latin@s.

This recommendation speaks directly to the theme of identity salience given the emphasis of family, language, and geographic location conveyed by alumni participants. One practical way to incorporate Latin@s more into the “family” of MPU is to create more mentorship opportunities with students from similar racial and ethnic backgrounds.

Petri recommended that MPU should cultivate relationships with and steward alumni and parents because of the sacrifice many families make in sending their children to MPU. Another practical suggestion is to invite all Latin@ alumni and parents to alumni weekend and homecoming activities. The Latin@ Alumni Network host events during these signature weekends, so including parents of current students would convey the sense of family that Petri described. This is also an opportunity to build affinity (particularly with those who have low MPU organizational identity) and increase identity salience through engagement with other Latin@ alumni and students.

Although none of the participants were major donors (defined as \$100,000 or more at MPU), the majority intended to increase their giving in the future. The sub-question about the impact of organizational identity on alumni giving among Latin@ alumni is answered with a resounding “yes.” The participants had a high affinity for the institution, regardless of past and current volunteer and giving levels. They also had a high affinity regardless of any negative undergraduate experiences. Participants wanted MPU to increase its rankings, enjoyed the social benefits and capital associated with being an MPU graduate, and most did not envision a situation where they would not support the institution. Institutional departments, from admissions, student affairs,

academic departments, and advancement, should utilize these findings to identify, cultivate, and steward Latin@ alumni through engagement opportunities.

For example, one implication could be inviting Latin@ alumni to host recruitment events for prospective Latin@ students and their families. Considering the overwhelming interest among the alumni participants to engage through career networking opportunities, faculty should invite Latin@ alumni back to campus to guest lecture in a course related to their expertise. Student affairs and alumni relations could co-sponsor campus events featuring alumni panelists, speakers, or invite Latin@ alumni to judge a competition. These examples all provide the type of one-time engagement opportunities that Latin@ young alumni discussed.

Campus Partnerships

Development officers should collaborate with communications colleagues to craft messaging highlighting the impact of individual giving. Amelia discussed that young alumni of color prefer specificity in knowing the impact of their gift, and that development officers should convey that message when engaging Latin@ alumni. Whether it is because someone had a negative undergraduate experience, mistrusts mainstream organizations, or simply perceives that the institution does not need their money, illustrating the impact of giving through print and online communications would likely increase Latin@ philanthropy. Per Amelia's and Lucas's comments about alumni perceptions of the development office, further concentration on communications could also increase the affinity among Latin@ alumni who believe that MPU only contacts

them for money. This implication for practice would likely positively affect two of the themes, affinity and concept of philanthropy of Latin@ young alumni.

Previous research discussed the benefits of student affairs and advancement partnerships given potential outcomes from collaboration (Rissmeyer, 2010). Interviews demonstrated that the partnership between MPU advancement and student affairs staff is not strong among entry and mid-level staff. However, John noted that he frequently communicated with his counterparts in student affairs at the senior level. This study calls on these two areas to strengthen partnerships across all levels. Student affairs and advancement partnerships allow for both areas to educate and mutually benefit one another (Morgan & Policello, 2010). For example, Bradyn and Lucas were both involved in the senior class gift committee because of the connections that they made with student affairs staff. As a result of their involvement, Bradyn's and Lucas's concepts of philanthropy were informed by their undergraduate experiences related to the senior class gift committee.

These types of student-staff relationships may be critical to the future success of advancement in higher education, particularly in the area of student philanthropy and young alumni giving (Wampler, 2013). Both Bradyn and Lucas continued to be involved in peer solicitations for their respective class as did Amelia. Amelia stated that most of her friendships among MPU alumni are with other people of color. In previous roles as reunion chair, Amelia typically solicits her peers and invites them back for alumni weekend. Soliciting other Latin@ alumni is an implication for practice for institutions

with a vast Latin@ population. This form of volunteerism helped build Bradyn, Lucas, and Amelia's affinity for MPU, developing their concept of philanthropy as well.

Ms. Rita and Mr. Hector illustrated the need to increase partnerships across divisions, but Mr. Hector also communicated the need to strengthen connections within the advancement division. Doing so might foster a better understanding of current issues addressing Latin@ alumni that could improve services and resources beyond the scope of the alumni relations department. More communication across departments could highlight opportunities for engagement. For example, the reunion team could create tailored messaging for the Latin@ alumni affinity network, personally inviting them to join their reunion committee.

The impact of these collaborative efforts would likely increase the overall satisfaction of the undergraduate experience, which would subsequently increase affinity, volunteerism and giving. This implication is evident in the aforementioned way that the alumni participants allocated their gift and/or articulated their future giving intentions. The designation of one's gift may be an opportunity for development officers to create partnerships with staff from that particular unit to provide information on how alumni giving makes a difference. According to Amelia, this is an effective way to showcase how young alumni giving matters; it also stewards current donors by recognizing their philanthropy. Although staff interviews illustrated that there is room for growth in the partnership between advancement and student affairs, ongoing communication and role modeling between senior leaders of both divisions is a significant approach to maximizing the relationship across all levels (Rissmeyer, 2010).

Young Alumni

Institutions should use the information from this study to rethink how philanthropy is defined, reconsider ineffective practices, and rebuild relationships with Latin@ alumni as well as other young alumni of color. Per Enrique's suggestion, institutions should strongly consider providing venues for young alumni to share their experiences and provide input on current issues. Currently, there is no advisory board or group at MPU dedicated to increasing the affinity and philanthropy of young alumni. Creating such groups might engage more Latin@ alumni and collectively implement a strategy which models shared governance and transparency.

Establishing such groups may also reduce speculation among Latin@ alumni about the institution's approach to diversity and inclusion as well as demonstrate that institutions are equally grateful for the money *and* time that graduates invest. Based on the findings, we know that identity based affinity groups are not the most attractive to Latin@ young alumni. Therefore, administrators should recruit Latin@s to networks, councils, and boards that are broader in scope. Instituting this practice would also increase the number of Latin@s currently serving on college boards addressing the larger problem of underrepresentation of Latin@s in this area (Lee, 2004).

As young alumni grow in their professional careers, they are also the future source of major and principal gifts (Wampler, 2010). Development officers should not discount young alumni because of their current economic capital, but invest in these relationships now so that they will be more likely to make larger gifts later in life (Worth, 2002). The benefits of investing in young alumni may include more consistent gifts at

higher rates over time. Enrique and Petri expressed that they hoped to give more to MPU as their financial capacity increased. Their affinity for MPU was high enough that they envisioned their future selves supporting the institution at significant levels. This is also a finding in the IBM literature, which suggested that individuals act in congruence based on a vision of their future identities (Oyserman, 2009).

Translating this suggestion into practice, development officers should cultivate relationships with Latin@ young alumni. Investing in young alumni might result in more mentoring opportunities for Latin@ students, the preferred method of engagement among the alumni participants. Participants viewed student mentoring as an investment of time, one aspect of their concept of philanthropy. This level of engagement is also an opportunity to increase affinity of Latin@ alumni and potentially secure a financial gift in the future. This study suggested that there are many opportunities for engaging young alumni at varying levels with a focus that promotes racial *and* class uplift.

Using Data

Considering that the fundraising profession in higher education is atheoretical and reliant on best practices (Drezner, 2011), this study calls on chief advancement officers and development staff to use data more frequently to inform solicitation strategies for alumni of color in general and Latin@ alumni in particular. Although many institutions have only begun to track race and ethnicity in alumni databases (Gasman & Bowman, 2013), utilizing this and other demographic information could shed light on donor motivations and giving patterns among alumni of color. Is there a fund that alumni of color typically support? Is there a time of year when individuals make their gifts? Does

the timing of gifts relate to institutional initiatives such as challenges? What alumni programming do alumni of color attend, if any? What is the percentage of alumni of color on governing and advisory boards? Perhaps even more importantly, what percentage of alumni have never given or volunteered? These are all questions that data may help answer in making informed decisions about successfully cultivating, soliciting, and stewarding alumni of color.

Additional data points such as current geographic region, major, financial aid received, undergraduate involvement, significant relationships with faculty and staff, and current employment information would be helpful in identifying patterns that could illuminate how to approach alumni of color in gift conversations. Given Amelia's comments on showing the impact of one's gift and the influence of race, ethnicity, and class in philanthropic decisions among the alumni participants, identity salience and Latin@ giving is relevant to how data is used to inform policy and practice. A closer look at the data would likely reveal whether race and ethnicity influence giving among alumni of color, and whether factors outside of race, ethnicity, and class, play a role as well.

Integrating data into solicitation strategies would highlight the extent to which identities are salient (e.g., involvement and/or participation in identity-based groups and events) among alumni and how they affiliate with MPU (e.g., overall undergraduate involvement and alumni engagement, visit notes from past interactions with university staff). Understanding data not only connects to these themes, but would also allow development officers to examine whether any quantitative or qualitative information suggests that identities and/or institutional affinity impact philanthropic behaviors. This

example is yet another way that the themes are interconnected in addressing the research question and how campus stakeholders may address the problems, which prompted this study. Considering that the number one reason why alumni of color do not make a gift is because they are not asked (Drezner, 2011), development officers should use existing data to request visits with Latin@s to better understand their affinity, motivations, and giving patterns. This approach may equip development officers with critical information including the extent to which identity informs Latin@ philanthropy.

IBM Theory and Implications for Research

A major intended contribution of this research was to utilize IBM theory as a conceptual framework. This was the first philanthropic study in higher education to utilize IBM theory. Given the aforementioned findings, this current study validated how IBM helps researchers and practitioners better understand donor motivations and giving patterns of Latin@ young alumni. IBM theory examines the readiness to engage in identity-congruent actions and making sense of the world (Oyserman, 2009). Moreover, IBM is “highly malleable and situation-sensitive” and “is likely to occur outside of the conscious awareness and without systematic processing” (p. 250). This current study illustrated that not only were identities salient in certain contexts, but that some of the participants did not (at first) consciously recognize that their philanthropic behaviors were influenced by race and ethnicity. With follow up questions throughout the semi-structured interviews, it was apparent that identities were congruent with their conception of experiences in philanthropy. IBM demonstrated the connection between race,

ethnicity, and class identities, and the impact they have (in context) on donor and engagement interests.

As previously stated, identity salience is predicated on whether and how a particular identity is cued for individuals. The participants experienced race and ethnicity in similar but different ways that were influenced by family, geographic location, language, and how others perceived them. The combination of these factors resulted in the alumni participants contextualizing their racial and ethnic salience and perception of Latin@ authenticity. Richard's racial and ethnic identity salience was low based on the geographic location of his hometown relevant to the representation of Latin@s, the racial/ethnic background of his peers, lack of exposure to Latin@ culture, and light skin complexion. Although Richard was proud of his Latin@ heritage, he did not consider himself authentically Latin@ because of his social location. Therefore, race and ethnicity did not drive Richard's philanthropic behaviors to MPU. IBM theory helped frame Richard and other participants' meaning making in highlighting the ways in which Latin@ young alumni thought about identities in the context of philanthropy.

Race, ethnicity, and class, the most salient identities among participants, began to develop pre-college and were often triggered based on life experiences. However, identities such as religion/faith tradition, ability, sexual orientation, gender identity, and others were not highly salient for the participants, addressing one of the sub-questions. Bradyn identified as gay, but did not identify as such while at MPU. Therefore, being gay was not a salient identity in relation to how he affiliated with MPU nor how he made philanthropic decisions. In addition, Margaret discussed the intersection of religious,

racial, and ethnic identities, but her religious salience did not impact her affinity for MPU or giving to the institution. These findings highlighted how IBM helps researchers understand which identities are salient in a particular situational context. In addition, this study included individuals who represented a variety of ethnicities (i.e., Mexican, Puerto Rican, Dominican, Brazilian, Ecuadorian, Cuban, and Chilean). While the variance among Latin@ ethnic groups is one of the study's strengths, future research might explore a particular ethnic group to establish more concrete on how specific ethnic group identities influence philanthropy.

There is much opportunity for exploring intersections and multiple identities of Latin@ alumni. There is a lack of philanthropic research on intersections of identities and donor motivation to higher education (Drezner & Huehls, 2014). Future research on race, ethnicity, and other identities that were not salient for participants might illuminate how marginalized groups such as Latinas, Latin@s with disabilities, and LGBT Latin@s make meaning of their identities and philanthropic behaviors. It would be interesting to explore the extent to which Latin@s from these marginalized populations view race and ethnicity as salient compared to gender, ability, and religion/faith.

As stated in Chapter Three, this study was not meant to represent the donor motivations of alumni of color at all colleges and universities. This is a single bounded case study of 12 undergraduate alumni participants from one, highly selective, ivy plus institution in the Midwest. Therefore, this study should not be generalized to other institution types given the unique characteristics of colleges and universities in higher

education (e.g., two-year, public, large, and/or religiously affiliated institutions, HSIs, HBCUs, public institutions, and religious/faith based institutions).

Previous literature on Latin@ alumni giving to higher education were conducted at a Jesuit Catholic institution and HSIs (Cabrales, 2013; Gonzalez, 2003; O'Connor, 2007). This current study added to the knowledge base given MPU's institutional characteristics as a highly selective PWI in the Midwest. Also, MPU is a private institution in a major metropolitan city in the Midwest. Future studies might focus on public institutions that have student enrollments more representative of the demographics in that state. Given that the alumni participants attended MPU as undergraduates, this study should not be applied to Latin@ graduate students. Graduate school alumni give at different rates compared to undergraduate alumni, and may have a unique institutional affinity based on their overall experience (Mastroieni, 2013).

Whether the topic focuses on institutional type, graduate students, or geographic location of the institution, future research on Latin@ alumni should consider IBM in exploring how identities motivate philanthropic behaviors. For example, does studying at a HSI heighten, neutralize, or reduce racial and ethnic salience among Latin@s, and how does this environment contribute to one's organizational identity and future giving? What level of identity salience does a Latin@ student at a PWI in the Midwest have compared to another student at a PWI in California? How does the geographic location of an institution and access to Latin@ communities in the area impact identity salience, affinity and philanthropy? IBM theory could help explain the answers to these questions through

rich, descriptive, qualitative studies that highlight how Latin@ alumni give in these different settings.

Age as a factor in the recruitment of participants could be viewed as a limitation in providing a broader landscape of Latin@ alumni giving, but I consider it a benefit because of the rich data that were captured and the lack of previous research on Latin@ young alumni. Furthermore, this study expounded on Gonzalez's (2003) research given that she excluded young alumni due to her assumptions that this population would not have the financial capacity or affinity to be philanthropic. Future research could conduct a comparative study on generational differences in giving among young and older alumni. Gasman and Bowman (2013) found that there are distinctions in alumni giving across generations of Latin@s, and IBM could be useful in providing depth and breadth in understanding the relationship between identities, affinity, and concept of philanthropy between young and older Latin@ alumni.

The findings of this study illuminated additional paths that researchers should examine utilizing IBM theory which would help researchers and practitioners better understand Latin@ philanthropy. The next section synthesizes how much I have learned through this doctoral experience and next steps in my professional and academic career.

Personal Reflection and Conclusion

My Ph.D. journey and research interests have evolved throughout my time at Loyola University Chicago. I was initially told by mentors that those who dare tackle a doctoral program often conduct “me” research exploring topics related to our own identities. Despite a transition from initially studying the experiences of African

American, gay, male students to Latin@, young alumni giving, I still feel deeply connected to the purpose of this study. In true IBM fashion, this study cued my own identities, particularly race, ethnicity, class, and sexual orientation. These identities were cued because of the ways in which I think about my own philanthropic behaviors and where I donate my time and money. The participants' stories were powerful, vivid, and full of passion. Their accounts made me reflect about my own undergraduate and alumni experiences, and the way in which I want to be cultivated, solicited, and stewarded by my previous institutions and Loyola. Their stories helped me realize that MPU has made great progress, but the institution (and higher education) needs to be more intentional about alumni of color moving forward.

The voices in this study provided further clarity about why I give to Elon University and the type of impact that I want to make. This impact is not just expressed by making an online payment or writing a check to the African American and LGBT student scholarship funds, but by being an advocate through service, volunteerism, and promoting the organization to others. Last fall, I attended a luncheon with the president of Elon, the first lady of the university, a major gift officer, and other alumni. I shared the purpose, findings, and implications of this study, and encouraged everyone to consider the possibilities of making more strategic decisions about and better connections with alumni of color. Moreover, I have presented on giving among diverse populations to the American College Personnel Association and Council for the Advancement and Support of Education, with the hope of promoting this study and other research to both student affairs and advancement colleagues in higher education. These examples are how I intend

to use my voice and knowledge to affect change in all institutions and organizations in which I am affiliated.

As a development officer, this was also an opportunity to glean insight on the psychology behind giving behaviors, and how Latin@ alumni are motivated to donate their time and money. I have already begun speaking about the importance of creating strategies that are not a one-size-fits-all approach to alumni engagement and development. In various departmental meetings, I have encouraged my colleagues to reimagine our work with more consideration for diverse groups. I have also shared information about this current study with colleagues throughout the advancement division, such as the bioanalytics team, and challenged them to think about how we might increase the affinity, engagement, and giving of alumni from diverse backgrounds. In addition, I have created partnerships with units such as disability services, study abroad, and identity centers to start the conversation and employ the very recommendations this dissertation suggests.

I will also continue to push the issues that arise from this research with senior administrators, those who make hiring, policy, and budget decisions that have an influence on the extent to which Latin@ philanthropy becomes more integrated into the daily conversation of alumni engagement and giving. For example, I asked John to interview in part for his expansive knowledge of MPU and the advancement division's priorities, but also because I wanted him to know about this study's aims and encourage him to consider his role in making MPU more successful in this regard. Given John's interview, it was evident that senior leadership also thought about how to segment

messaging in a personal, nuanced, and non-offensive manner that resonates with alumni of color. This is a clear indication that MPU officials are aware that they need to improve, and are committed to expanding the volunteer and donor base in a culturally sensitive way.

This dissertation has taught me not only how to think and write critically, but how to ask tough questions, reconsider the historical narrative on alumni giving to higher education, and challenge the status quo. I have no doubt that I will periodically be faced with equally tough questions from colleagues, managers, alumni, and others at my future institutions and conferences. I have no doubt that findings of this study to research and practice will be met with hesitation and pressure to do things as they have always been done. However, I intend to fully integrate this dissertation and all that I have learned from the existing literature, my doctoral cohort, and the faculty at Loyola University Chicago, and continuously strive to become a better development officer, researcher, presenter, author, and overall higher education professional.

APPENDIX A

EMAIL TO POTENTIAL LATIN@ ALUMNI PARTICIPANTS

Hello,

My name is Michael Bumbry and I am a Ph.D. candidate in the Higher Education program at Loyola University Chicago. For my dissertation study, **I am recruiting Latin@ individuals who attended and graduated from the College at the University of Chicago. This may include individuals who are multi-racial.**

The purpose of this research study is to understand the influence race and ethnicity on giving among Latin@ alumni at a four-year, predominantly White institution. The researcher is interested in how, if at all, race and ethnicity determine whether alumni give, where they designate their gift, and whether other identities are salient at any point in the decision to donate. The researcher is also interested in examining how race and ethnicity impacts one's organizational identity (the extent to which one personally affiliates with their alma mater). **Please note that your giving and volunteerism status at the University of Chicago does not matter, and will not affect your eligibility or ability to participate in this study.**

Participants would participate in one 60-90 minute interview at a location of their choosing. The researcher plans to conduct all interviews in July 2015 based on the availability of the participants. The benefits of participating in this study will lead higher education researchers and administrators in better understanding the giving patterns and donor motivations of Latin@ alumni. These intended outcomes will ideally result in recommendations to senior administrators and increased engagement of Latin@ alumni.

If you are interested in participating, please complete the attached consent form. The consent form includes potential risks involved with participating and the measures employed to ensure confidentiality. Following submission of the consent form, you will be asked to complete a demographic form. You are being asked to complete these forms before the interview so that you have a full understanding of the limited risks involved in this research study.

Participation is completely voluntary; refusal to participate in any part of the research, at any time, will involve no penalty or decrease in benefits. If you have any questions about your rights as research participants, you may call Loyola's Compliance Manager at (773) 508-2689. You may also email me at bumbry23@gmail.com. Thank you for your consideration to participate in this study

Regards,

Michael Bumbry

APPENDIX B

EMAIL TO POTENTIAL STAFF/ADMINISTRATOR PARTICIPANTS

Hello,

My name is Michael Bumbry and I am a Ph.D. candidate in the Higher Education program at Loyola University Chicago. For my dissertation study, **I am recruiting individuals who (a) are currently employed in the campus student life and alumni relations and development divisions at the University of Chicago, and (b) works directly with either Latin@ alumni and/or students.**

The purpose of this research study is to understand the influence of racial and ethnic identity on Latin@ alumni giving at a four-year, predominantly White institution. The researcher is interested in how, if at all, race and ethnicity determine whether alumni give, where they designate their gift, and if other identities are salient when deciding whether to give. The researcher is also interested in examining how race and ethnicity impacts one's organizational identity (the extent to which one personally affiliates with their alma mater).

Participants would participate in one 60-90 minute interview at a location of their choosing. The researcher plans to conduct all interviews between June-August 2015.

If you are interested in participating, please complete the attached consent form. You are being asked to complete these forms before the interview so that you have a full understanding of the limited risks involved in this research study. Please note that the researcher will take all measures to ensure confidentiality throughout the course of the study.

If you have any questions about your rights as research participants, you may call Loyola's Compliance Manager at (773) 508-2689. You may also email me at bumbry23@gmail.com. Thank you for your consideration to participate in this study.

Regards,

Michael Bumbry

APPENDIX C
EMAIL TO UNIVERSITY STAFF FOR INITIAL RECRUITMENT OF
LATIN@ ALUMNI

Email subject line: Doctoral study on Latin@ Philanthropy- Assistance Requested

Hello (insert name),

My name is Michael Bumbry, Assistant Director of Class Giving and Reunions at the University of Chicago. I'm a doctoral candidate in the higher education program at Loyola University Chicago, and my research study examines the influence of race and ethnicity on giving among Latin@ alumni. As someone who works directly with the Latin@ population, I would like to meet with you to discuss my research study further in an effort to highlight individuals who would be interested in participating in my study.

The research will be conducted using case study methodology, and I hope to conduct interviews with alumni about their past and current engagement, giving patterns, and donor motivations related to the institution. I am looking for graduates from the College, regardless of age or geographic location, who identify as Latin@. However, if individuals also identify as multi-racial, they are eligible to participate. I anticipate starting interviews in late June, so would appreciate the opportunity to meet with you, share my research interests and intentions further, and gain your support by sharing my research study with the constituents your office serves.

Please let me know your availability at your earliest convenience, and feel free to call or email if you have any questions. Thanks in advance for your time and consideration.

Regards,

Michael Bumbry

APPENDIX D

CONSENT TO PARTICIPATE IN RESEARCH (LATIN@ ALUMNI)

Project Title: The influence of race and ethnicity on giving among Latin@ alumni from predominantly White institutions

Researcher: Michael Bumbry (PI), Ph.D. candidate Loyola University Chicago

Faculty Sponsor: John Dugan, Ph.D.

Introduction:

You are being asked to take part in a research study being conducted by Michael Bumbry for part of his dissertation study at Loyola University Chicago under the supervision of Dr. John Dugan, Associate Professor in the Higher Education program at Loyola University Chicago.

You are being asked to participate because you meet the following criteria:

- a) Identify as a member of the Latin@ community, or as part of an ethnic group associated with the broader Latin@ community
- b) Graduated from any undergraduate academic program at the University of Chicago

Please read this form carefully and ask any questions you may have before deciding whether to participate.

Purpose:

The purpose of this research study is to understand the influence racial and ethnic identity of Latin@ on alumni giving at predominantly White institution. The researcher is interested in how race and ethnicity determine whether alumni give, where they designate their gift, and which identities are most salient (if at all). The researcher is also interested in learning how these influences on giving illuminate best practices for engaging and soliciting Latin@ alumni. The researcher is also interested in examining how race and ethnicity impacts one's organizational identity (the extent to which one personally affiliates with their alma mater).

Procedures:

If you agree to participate in the research study, you will be asked to complete the following research components:

- 1) A demographic form that asks about some of your identities (e.g. racial and ethnic, sexual orientation, sex, etc.), contact information, undergraduate and alumnus/a involvement, and giving patterns. You may also create a pseudonym for yourself if you choose to increase the level of confidentiality. You may complete the form at the extent to which you are comfortable.
- 2) A 60-90 minute semi-structured, face-to-face interview to further explore the influence of social and organizational identities on alumni giving. Specifically, the researcher wants to and a gain a better understanding of the student and alumnus/a experiences of the participant, and their perspectives, attitudes, and

behaviors related to giving and affinity at the institution. The location of the interview will be the participant's choice. With permission of the participants, the interviews will be audio recorded by two devices and later transcribed by a transcription service.

If the participant is not able to meet face-to-face, the interview would be conducted on the video conferencing tool Skype. Each participant will receive a transcript of the interview, to verify the researcher's initial interpretations generated from the discussion. This process is generally referred to as member checking, and allows the participant to affirm or refute the researcher's initial interpretations and provide clarity.

Risks/Benefits:

There are minimal risks involved in participating. You may experience some discomfort responding to some of the interview questions related to racial and ethnic identity, or other social identities that resonate with you (e.g., gender, sexual orientation, religion, ability, socioeconomic status).

There are some direct benefits to participants who participate in all sections of this research study. Data gathered from this study will help the researcher better understand the Latin@ alumni experience. Furthermore, the data generated from this study will highlight the ways in which researchers and alumni and fundraising professionals in higher education can improve cultivation and solicitation strategies with Latin@ alumni and potentially other racial and ethnic minorities.

Confidentiality:

- When you fill out your demographic form you are encouraged to create a pseudonym, which will be kept on a password protected computer. After the interview, a transcript (completed by the PI, Michael Bumbry) will be emailed to you to confirm the accuracy of your statements.
- Interviews will take place at a location that is private and convenient for you. No alumni interviews will occur at the institution to ensure that participants are not directly connected to this study.
- Interviews will be transcribed by a separate individual that is not Michael Bumbry; that individual will be a non-affiliate of the institution with no knowledge of the participants' involvement in the study.
- All data involved in this study will be stored on a password protected computer. Only the Michael Bumbry will have access to this data (Email communications, pseudonym information, tape-recorded focus groups and interview, focus groups and interview transcripts, and analysis).

- When the study is completed, including writing and reporting findings, all data and information related to the study will be destroyed (Email communications, pseudonym information, tape-recorded interviews, and focus groups and interviews transcript).

Voluntary Participation:

You do not have to participate in this study if you do not want to. If you decide to participate, you are free not to answer any particular question during the interview. You may also withdraw from the study at any time without penalty.

Contacts and Questions:

If you have questions about this research study, please feel free to contact Michael Bumbry at bumbry23@gmail.com or the faculty sponsor, Dr. John Dugan, at jdugan1@luc.edu.

If you have questions about your rights as a research participant, you may contact the Loyola University Office of Research Services at (773) 508-2689.

Statement of Consent:

If you agree to participate in this study as described above, please sign and scan back to Michael Bumbry at bumbry23@gmail.com.

Participant's Signature

Date

Researcher's Signature

Date

APPENDIX E

CONSENT TO PARTICIPATE IN RESEARCH (STAFF/ADMINISTRATION)

Project Title: The influence of race and ethnicity on giving among Latin@ alumni from predominantly White institutions

Researcher(s): Michael Bumbry (PI), Ph.D. candidate Loyola University Chicago

Faculty Sponsor: John Dugan, Ph.D.

Introduction:

You are being asked to take part in a research study being conducted by Michael Bumbry for part of his dissertation study at Loyola University Chicago under the supervision of Dr. John Dugan, Associate Professor in the Higher Education program at Loyola University Chicago.

You are being asked to participate because you meet one or both of the following criteria:

- (a) Currently employed with the University of Chicago
- (b) Provide leadership to an area at the university that directly or indirectly serves the Latin@ student and/or alumni populations

Please read this form carefully and ask any questions you may have before deciding whether to participate.

Purpose:

The purpose of this research study is to understand the impact of racial and ethnic identity of Latin@ alumni giving at a predominantly White institution. The researcher is interested in how, racial and ethnic identity determines whether Latin@ alumni give, where they designate their gift, and if other identities are salient when deciding whether to give. The researcher is also interested in learning how these influences on giving illuminate best practices for engaging and soliciting Latin@ alumni at the institution. The researcher is also interested in examining how race and ethnicity impacts one's organizational identity (the extent to which one personally affiliates with their alma mater).

Procedures:

If you agree to participate, you will be asked to take part in the following research components:

- 1) A 60-90 minute semi-structured, face-to-face interview to learn more about your role in relation to promoting student engagement and/or alumni giving among Latin@s. The location of the interview will be the participant's choice. With the participant's permission, the interviews will be audio recorded by two devices.
- 2) Each participant will receive a transcript of the interview, including some of the researcher's interpretations, to verify the findings generated from the discussion. This process is generally referred to as member checking, and allows the participant to affirm or refute the researcher's initial interpretations.

Risks/Benefits:

There are minimal risks involved in participating. You may experience some discomfort responding to some of the interview questions related to race and ethnicity, and the institution's efforts to engage and foster philanthropic behaviors of Latin@s and other alumni of color.

There are some direct benefits to participants who participate in this study. The study will help triangulate the responses of the Latin@ alumni participants in an effort to inform researchers and alumni and fundraising professionals in higher education on how they can improve cultivation and solicitation strategies with Latin@ alumni and potentially other racial and ethnic minorities.

Confidentiality:

- You are encouraged to create a pseudonym for yourself which can be confirmed at the time of your interview. After the interview, a transcript will be emailed to you to ensure that the researcher interpreted your comments appropriately.
- All data will be stored on a password protected computer. Only the PI will have access to this data (Email communications, pseudonym information, tape-recorded focus groups and interview, focus groups and interview transcripts, and analysis).
- When the study is completed, all data and information will be destroyed (Email communications, pseudonym information, tape-recorded focus groups and interviews, and focus groups and interviews transcript).

Voluntary Participation:

You do not have to participate in this study if you do not want to. If you decide to participate, you are free to not answer any questions at any point throughout the interview. Furthermore, participants are able to withdraw from the study at any point without penalty.

Contacts and Questions:

If you have questions about this research study, please feel free to contact Michael Bumbry at bumbry23@gmail.com or the faculty sponsor, Dr. John Dugan, at jdugan1@luc.edu.

If you have questions about your rights as a research participant, you may contact the Loyola University Office of Research Services at (773) 508-2689.

Statement of Consent:

If you agree to participate in this study as described above, please sign and scan back to Michael Bumbry at bumbry23@gmail.com.

Participant's Signature

Date

Researcher's Signature

Date

APPENDIX F
DEMOGRAPHIC FORM

CONTACT

Email:

Phone:

Pseudonym:

Skype account name (if participant lives outside of Chicago, IL):

PERSONAL

1. Name:
2. Year of graduation:
3. Current Employment Status/Occupation (list graduate student if applicable):
4. Current City/Town:
5. Preferred Pseudonym (for the purpose of anonymity)
6. Hometown:
7. Nationality:
8. Ethnicity:
9. Gender:
10. Highest level of educational attainment earned by parents/guardians:
11. Generation status in the U.S. (e.g. first generation, second, etc.):
12. Sexual Orientation:
13. Religious/Faith tradition:
14. Other identities that you think are important for the purposes of this study and would like to share:

DONOR STATUS

Please highlight the sentence that best describes you

- Has donated to the University of Chicago *for the past year* (designation of the gift does not matter)
- Has donated to the University of Chicago off and on for the past five years
- Has donated to the University of Chicago consistently *for the past five years* (designation of the gift does not matter)
- Has donated to the University of Chicago consistently *for 10 years or more* (designation of the gift does not matter)
- Has NOT donated to the University of Chicago *for at least five years*
- Has NEVER given to the University of Chicago *as an alumnus/a* (gifts to the senior class gift do not count)

UNDERGRADUATE EXPERIENCE

- What were your academic major(s)?
- Please list the student organizations/activities you were involved in while you were a student at the College.
- Please list any **on campus** paid positions you had while you were a student at the College.

- Please list any **off campus** paid positions you had while you were a student at the College.

ALUMNUS/A INVOLVEMENT

- Please list the name and city location of any alumni events (e.g., regional events, University sponsored happy hours, service initiatives, Alumni Weekend, Harper Lecture) you have attended *in the past year*
- Please list the name and city location of any alumni events (e.g., regional events, University sponsored happy hours, service initiatives, Alumni Weekend, Harper Lecture) you have attended *in the past five years*
- Please list how many times you have visited the main campus in Hyde Park *over the past five years* (e.g. Alumni Weekend, Homecoming, guest lecture, museum tour, musical/play)
- Please list any alumni volunteer roles that you have held *since graduating from the University of Chicago*

APPENDIX G

INTERVIEW PROTOCOL: LATIN@ ALUMNI

Interview Purpose: To capture the student and alumnus/a experiences of Latin@ alumni who graduated from a predominantly White institution to better understand how race and ethnicity impacts giving.

Script: Thank you for taking the time to speak with me regarding your student and alumnus/a experiences. This study aims to better understand how the race and ethnicity of Latin@ alumni may influence giving to the University of Chicago. Furthermore, I am interested in examining how you personally identify with the University of Chicago, and how that affinity influences your giving. Finally, I am interested in learning how other social identities (e.g., gender, sexual orientation, socioeconomic status, religion/faith tradition, ability) influences giving.

I appreciate that you have already completed the demographic form before speaking with me today. But I would like to review the Consent Form that you have in hand. [REVIEW CONSENT FORM]

I want to be clear that even though I am most interested in analyzing the impact of racial and ethnic identity, you may not consider your racial and ethnic background as your most salient identity. In fact, other identities may not only be more salient in your life, but may also have a more significant role in whether and how you give.

KICKOFF QUESTION

- Why did you decide to participate in this research study?

PRE-COLLEGE AND RACIAL AND ETHNIC SALIENCE

- How would you characterize your race/ethnic identity growing up? What influenced your perception of race and ethnicity during this period?
- You noted on the demographic form that you identify as (fill in the blank ethnicity). Can you expand on what (fill in the blank based on demographic form) ethnicity means to you?
- Could you explain your preference in using the term “Hispanic” versus “Latin@”?

UNDERGRADUATE EXPERIENCES

- How would you characterize your undergraduate experiences?
 - What is one of your favorite and meaningful stories from your college years?
 - Please describe any significant relationships you had with faculty and staff?
 - Did you receive financial aid to attend the University? If so, what kind?
 - How would you characterize the Latin@ student community on campus when you were in undergrad?

- Please describe any instances where you felt stereotyped, tokenized or misunderstood by people within the campus community because of your Latin@ heritage?
- How did the University support Latin@ students during your time there?
- How would you characterize the extent to which your race and ethnicity was salient in undergrad? Can you recall what triggered instances which made your race and ethnicity salient for you?

ALUMNI EXPERIENCES

- How has your racial and ethnic identity changed for you over time, if at all? Is it more or less salient in your life? If so, what sparked that change?
- What does being a graduate of the University of Chicago mean to you?
- What do you expect from your alma mater as an alumnus/a of the institution, if anything?
- In your own words, how would you define philanthropy?
 - How do you think alumni of color believe that the University defines philanthropy? What informs your perception?
- Please describe your perceptions of the University's efforts to engage and create an inclusive environment for Latin@ alumni?
 - What is the University doing well to engage Latin@ alumni?
 - What could they be doing differently or stop doing?
- Are you philanthropic to organizations outside of the University of Chicago? If so, which organizations and why? Do you volunteer for any organizations? If so, which and why?
- What type of volunteer opportunities would motivate you to get involved? What type of University sponsored programming/events would motivate you to attend?
- How would you characterize your short and long-term philanthropic interests at the University? What would change your philanthropic interests (either positively or negatively)?

FOR DONORS ONLY

- Why do you choose to give to your alma mater? What motivates you to give?
 - Can you imagine an instance where you perceive that you would not support the University financially?

FOR NON-DONORS ONLY

- Why do you choose not to financially support the University?
- Do you envision an instance that would motivate you to give? What would motivate you to make a gift? Does identity come into play in your decision at all?

CONCLUSION

- Are there any other comments or reflections you would like to share about your student and/or alumni experiences, your personal giving to the University or Latin@ philanthropy broadly?

APPENDIX H

INTERVIEW PROTOCOL: LATIN@ AFFINITY GROUP STAFF MEMBER

- Please explain your role at the institution
 - How long have you worked for the University?
- In your own words, how would you define philanthropy?
 - What informs your definition of philanthropy?
- How would you characterize the University's definition of philanthropy? What evidence supports your opinion?
- How would you characterize the philanthropic attitudes of the alumni that you work with as part of the Latin@ network?
 - How does that characterization compare to the other affinity groups you are responsible for?
- How would you characterize the average Latin@ donor that you work with?
 - What do you think motivates their giving?
 - How does their identity as a person of color influence their giving to the University, if at all? Have you had conversations with alumni about the influence of race and ethnicity and their giving?
 - Have you had conversations with alumni about other social identities that influences their giving?
- How would you characterize the affinity of the average volunteer that you work with?
 - What do you think motivates their volunteerism and affinity to the University?
- Based on your role and the number of years you have spent at this institution, how do you believe the University currently engages and cultivates relationships with Latin@ alumni?
 - What are we doing well? What could we be doing differently?
 - How does this differ to cultivating other donors outside of this population, if at all?
 - What feedback have you received, directly or indirectly, from alumni of color about their experience as College students and/or alumni?
- What are your thoughts on developing specific strategies seeking to increase engagement among Latin@ alumni and/or racial and ethnic minorities outside of the alumni network?
 - What might this look like?
 - What informs your thinking about this approach, if anything?
- What are your thoughts on developing specific strategies seeking to increase financial support among Latin@ alumni and/or racial and ethnic minorities?
 - What might this look like?
 - What informs your thinking about this approach, if anything?
- What other thoughts or reflections would you like to share as it relates to (a) the University of Chicago's current and future efforts to support Latin@ students and alumni and/or (b) alumni engagement and giving among racial and ethnic minorities in general?

APPENDIX I
INTERVIEW PROTOCOL: MULTICULTURAL STUDENT AFFAIRS
STAFF MEMBER

- Please explain your role at the institution
 - How long have you worked for the University?
- In your own words, how would you define philanthropy?
 - What informs your definition of philanthropy?
- How would you characterize the student of color experience at the University?
 - Please share anecdotes based on observations
- How would you characterize the Latin@ student experience?
 - Could you share any experiences you've had working with identity based student organizations for students of color?
 - How would you characterize the intrapersonal dynamics within the Latin@ student population on campus?
- How have the undergraduate experiences of students evolved over time in your view?
- How would you characterize the affinity for the University among current Latin@ students?
 - If I were to ask a current Latino@ student "what does being a student at the University mean to you," how do you think they would respond?
- Does the institution do enough to support students of color? Latin@s?
 - What informs your answer? How have you seen the institution evolve on the issue of student diversity and inclusion over your tenure?
 - Do you think that students of color, particularly Latin@s, believe that the University adequately supports them? Why or why not?
- If money was not a factor, what would do to create the most inclusive environment for students of color on this campus?
- Please describe the extent to which you work and/or interact with Latin@ alumni?
 - How do these alumni view their student experiences generally?
 - How do they stay connected, if at all? Do they volunteer or return to campus?
- Do you believe that Latin@ alumni are aware of the volunteer, social, and professional resources that alumni relations and development (ARD) provides for its alumni?
- How would you characterize the philanthropic attitudes of Latin@ students and alumni?
 - Have you heard or had a conversation with them about whether they would financially support the university?
- Do you believe that identities matter, particularly race and ethnicity, for alumni when determining if they give and where they designate their donation? If so, why? If not, what does motivate them?
- What are your thoughts on developing specific strategies to increase engagement among Latin@ alumni?
- What are your thoughts on developing specific strategies to increase financial support among Latin@ alumni?

- What other thoughts or reflections would you like to share as it relates to (a) the University's efforts to support Latin@ students and alumni and/or (b) alumni engagement and giving among alumni or color?

APPENDIX J

INTERVIEW PROTOCOL: ADMISSIONS STAFF

- Could you tell me about your role and job functions at the University?
- Could you tell me about the strategy in expanding international recruitment among Hispanic and Latin@ students?
- Could you tell me about the University's efforts to recruit racial and ethnic minority students?
 - How long has the University made a strategic effort to make the College more racially/ethnically diverse? How has this evolved over time?
 - What resources (human, financial, etc.) have been provided to help reach these goals?
 - How has the Neubauer \$12 million gift influenced the recruitment of Latin@ students?
 - In what ways has the institution specifically targeted Latin@ students?
 - What barriers exist in recruiting Latin@ students, if any?
 - What are the goals for recruiting more students of color and/or Latin@ students?
 - How would you characterize the undergraduate experience for Latin@ students you have recruited?
 - In what ways might admissions partner with other units such as campus student life and ARD to provide a seamless transition for racial and ethnic minorities as they journey from prospective student to a member of the alumni community?
 - What other thoughts or reflections would you like to share as it relates to (a) the University of Chicago's current and future efforts to support Latin@ students and alumni and/or (b) alumni engagement and giving among racial and ethnic minorities in general?

APPENDIX K
INTERVIEW PROTOCOL: ALUMNI AND DEVELOPMENT
SENIOR LEADERSHIP

- Please explain your role at the institution
 - How long have you worked for the University?
- How would you characterize the University's campus culture?
- How would you characterize the University's alumni?
- In your own words, how would you define philanthropy?
 - What informs your definition of philanthropy?
- How would you characterize the University's definition of philanthropy? What evidence supports your opinion?
- How would you characterize the University's support and resources for alumni of color?
- Are there any particular experiences/anecdotes from alumni of color, positive or negative, about their undergraduate or alumni experiences that resonate with you?
- How do you believe the University currently engages and cultivates relationships with alumni of color?
- How would you characterize the philanthropic attitudes of the alumni that you encounter?
 - How does that characterization compare in regards to alumni of color?
- What do you think motivates alumni to give?
- What do you think dissuades alumni who choose not to give?
- How would you characterize the affinity among alumni of color to the University?
 - What are we doing well? What could we be doing differently?
- Could you provide context to the \$12 million Neubauer gift that was donated last year in support of Latin@ and international students? What were the steps that lead to that gift? What is Neubauer's motivation in designating that gift?
- What are your thoughts on developing specific communications and messaging strategies toward Latin@ alumni and/or racial and ethnic minorities outside of the alumni network?
- What are your thoughts on developing specific strategies seeking to increase engagement among Latin@ alumni and/or racial and ethnic minorities outside of the alumni network?
- What are your thoughts on developing specific strategies seeking to increase financial support among Latin@ alumni and/or racial and ethnic minorities?
 - How might this approach be integrated into the campaign?
- How might the alumni relations and development partner with areas outside of the division to strategically convey support to students and/or alumni of color?
- What other thoughts or reflections would you like to share as it relates to (a) the University of Chicago's current and future efforts to support Latin@ students and alumni and/or (b) alumni engagement and giving among racial and ethnic minorities in general?

REFERENCE LIST

- Abes, E., Jones, S., & McEwan, M. (2007), Reconceptualizing the model of multiple dimensions of identity: The role of meaning making capacity in the construction of multiple identities. *Journal of College Student Development*, 48(1), 1-23.
- Acs, Z. (2013). *Why philanthropy matters: How the wealthy give, and what it means for our economic well-being*. Princeton, NJ: Princeton University Press.
- Adams, W. (2010). Conducting semi-structured interviews. In J. Wholey, H., Hatry, & K. Newcomer, (Eds.), *Handbook of program evaluation*. San Francisco, CA: Jossey-Bass.
- Anderoni, J. (1989). Giving with impure altruism: Applications to charity and Ricardian equivalence. *The Journal of Political Economy*, 97(6), 1447-1458.
- Baade, R., & Sundberg, J. (1996). What determines alumni generosity? *Economics of Education Review*, 15(1), 75-81.
- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, 13(4), 544-559.
- Berger, R. (2013). Now I see it, now I don't: Researcher's positionality and reflexivity in qualitative research. *Qualitative Researcher*, 0(0), 1-16.
- Bernstein, A.R. (2014). *Funding the future: Philanthropy's influence on American higher education*. Lanham, MD: Rowman & Littlefield Education.
- Berry, M. (1999). *Native American philanthropy: Expanding social participation and self-determination*. Retrieved from www.cof.org/flies/documents/publications/cultures_of_caring/nativeamerican.pdf
- Borden, V., Shaker, G., & Kienker (2013). The impact of alumni status on institutional giving by faculty and staff. *Research in Higher Education*, 55(2), 196-217.
- Briechle, P. (2008). Does institutional type affect alumnae donating patterns in the United States? In A. Walton, & M. Gasman (Eds.), *Philanthropy, volunteerism & fundraising in higher education* (pp. 595-600). Boston, MA: Pearson Custom Publishing.

- Brittingham, B.E., & Pezzullo, T.R. (1990). *The campus green: Fundraising in higher education. AHSE-ERIC Higher Education Report* (Vol. 19, No. 1) Washington, DC: The George Washington University, School of Education and Human Development.
- Campoamor, Diaz, W.A. & Ramos, H.A. (Eds.), *Nuevos senderos: Reflections on Hispanics and philanthropy* (pp. 115-138). Houston, TX: Arte Publico Press.
- Carson. (2005). Black philanthropy's past, present, and future. *New Directions for Philanthropic Fundraising*, 48, 5-12.
- Chao, J. (1999). Asian American philanthropy: Expanding circles of participation. *Culture of caring*. Michigan: W.K. Kellogg Foundation.
- Clotfelter, C.T. (2003). Alumni giving to elite private colleges and universities. *Economics of Education Review*, 22(2), 109-120.
- Clotfelter, C.T. (2001). Who are the alumni donors? Giving by two generations of alumni from selective colleges. *Nonprofit Management and Leadership*, 12(2), 121-138.
- Cook, W., & Lasher, W. (1996). Toward a theory of fundraising in higher education. *The Review of Higher Education*, 20(1), 33-51.
- Copeland-Carson, J. (2008). Promoting diversity in contemporary Black philanthropy: Toward a new conceptual model. *New Directions for Philanthropic Fundraising*, 48, 77-87.
- Corbin, J., & Strauss, A. (2007). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (3rd ed.). Thousand Oaks, CA: Sage.
- Cortes, M. (1995). Three strategic questions about Latin@ philanthropy. *New Directions for Philanthropic Fundraising*, 8, 23-40.
- Cortes, M. (1999). Do Hispanic nonprofits foster Hispanic philanthropy? *Philanthropic Fundraising*, 31-40.
- Cortes, M. (2003). Questions about Hispanics and fundraising. In R. Fogal (Ed.), *Fundraising in diverse cultural and giving environments* (pp. 45-54). Hoboken, NJ: John Wiley & Sons.
- Council for Aid to Education (2014). *Colleges and universities raise \$33.80 billion in 2013*. Retrieved from <http://cae.org/images/uploads/pdf/VSE-2013-Press-Release.pdf>

- Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five designs*. Thousand Oaks, CA: Sage.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five traditions* (2nd ed.). Thousand Oaks, CA: Sage.
- Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. London: Sage Publications.
- Curti, M. (2008). The history of American philanthropy as a field of research. In A. Walton, & M. Gasman (Eds.), *Philanthropy, volunteerism & fundraising in higher education* (pp. 43-49). Boston, MA: Pearson Custom Publishing.
- Cutlip, S. (1965). *Fundraising in the United States: Its role in America's philanthropy*. New Brunswick, NJ: Rutgers University Press.
- deMarris, K. (2004). Qualitative interview studies. Learning through experience. In K. deMarris, & S.D. Lapan (Eds.), *Foundations for research* (pp. 51-68). Mahwah, NJ: Erlbaum.
- Drezner, N. (2005). Advancing Gallaudet : Alumni support for the nation's university for the deaf and hard-of-hearing and its similarities to Black college and universities. *International Journal of Educational Attainment*, 5(4), 301-315.
- Drezner, N. (2009). Why give? Exploring social exchange and organization identification theories in the promotion of philanthropic behaviors of African American millennials at private-HBCUs. *International Journal of Educational Attainment*, 9(3), 147-165.
- Drezner, N. (2011). Philanthropy and fundraising in higher education. *ASHE Higher Education Report*, 37(2), 1-160.
- Drezner, N. (Ed.). (2013). *Expanding the donor base in higher education: Engaging non-traditional donors*. New York, NY: Routledge.
- Drezner, N., & Huehls, F. (2014). *Fundraising and institutional advancement: Theory, practice, and new paradigms*. New York, NY: Routledge.
- Dugan, K., Mullin, C., & Siegfried, J. (2000). *Undergraduate financial aid and subsequent giving behavior*. Williams Project on the Economics of Higher Education Discussion Papers, DP-57.
- Duran, L. (2001). Caring for each other: Philanthropy in communities of color. *Grassroots Fundraising Journal*, 4-7.

- Dvorak, T., & Toubman, S. (2013). Are women more generous than men? Evidence from alumni donations. *Eastern Economic Journal*, 39, 121-131.
- Dynarski, S. (2002). *Loans, liquidity, and schooling decisions*. Unpublished manuscript, Harvard University.
- Education Advisory Board. (2013). *Creating a culture of giving among current students*. Retrieved from <http://www.eab.com>
- Ezarik, M. (2010). Cultivating a culture of giving back--Starting freshman year. *University Business*, 13(3), 15-15.
- Flyvbjerg, B. (2006). Five misunderstandings of case-study research. *Qualitative Inquiry*, 12(2), 219-245.
- Fry, R., & Lopez, M. (2012). *College Graduation and Latin@s*. Retrieved on November 18, 2014 from <http://www.pewLatin@.org/2012/08/20/iv-college-graduation-and-Latin@s>
- Gaier, S. (2005). Alumni satisfaction with their undergraduate academic experience and the impact on alumni giving and participation. *International Journal of Educational Attainment*, 5(4), 279-288.
- Gallo, P. J., & Hubschman, B. (2003). *The relationships between alumni participation and motivation on financial giving*. Paper presented at the Annual Meeting of American Educational Research Association. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true & db=eric & AN=ED477447& loginpage=Login.asp & site=ehost-live>
- Gardner, L. (2013). *Harvard U. announces a \$6.5 billion campaign*. Retrieved at <http://chronicle.com/blogs/bottomline/harvard-u-announces-a-6-5-billion-campaign/>
- Garvey, J., & Drezner, N. (2013). Advancement staff and alumni advocates: Cultivating LGBTQ alumni by promoting individual and community uplift. *Journal of Diversity in Higher Education*, 6(3), 199-218.
- Gasman, M. (2001). An untapped resource: Brining African Americans into the college and university giving process. *The CASE International Journal of Educational Advancement*, 2(3), 280-292.

- Gasman, M. (2008). W.E.B. Dubois and Charles Johnson: Differing views on the role of philanthropy in higher education. In A. Walton, & M. Gasman (Eds.), *Philanthropy, volunteerism and fundraising in higher education* (pp. 309-324). Boston, MA: Pearson Custom Publishing.
- Gasman, M., & Anderson-Thompkins, S. (2003). *Fund raising from Black college alumni: Successful strategies for supporting alma mater*. Washington, DC: Council for the Advancement and Support of Education.
- Gasman, M., & Bowman III, N. (2013). *Engaging diverse college alumni: The essential guide to fundraising*. New York, NY: Routledge.
- Gasman, M., & Drezner, D. (2008). Fundraising as an integral part of higher education. In A. Walton, & M. Gasman (Eds.), *Philanthropy, volunteerism and fundraising in higher education* (pp. 595-600). Boston, MA: Pearson Custom Publishing.
- Gasman, M., & Drezner, N. (2010). Fundraising for Black colleges during the 1960s and 1970s: The case of Hampton Institute. *Nonprofit and Voluntary Sector Quarterly*, 39(2), 321-342.
- Gasman, M., & Sedgwick, K. (2005). *Uplifting a people: African American philanthropy and education*. New York, NY: Peter Lang.
- Geithner, P. F., Johnson, P. D., & Chen, L. C. (Eds.). (2004). *Diaspora philanthropy and equitable development in China and India*. Cambridge, MA: Harvard University Press.
- Gibbs, A. (2012). Focus groups and group interviews. In J. Arthur, M. Waring, R. Coe, & L. Hedges (Eds.), *Research methods and methodologies in education* (pp. 186-191). Thousand Oaks, CA: Sage.
- Gitin, M. (2002). Beyond representation: Building diverse board leadership teams. In J. Pettey (Ed.), *Diversity in the fundraising profession* (pp. 77-100), San Francisco, CA: Jossey-Bass.
- Giving USA 2013 Highlights. (2014). Retrieved from <http://store.givingusareports.org/2013-Products-C27.aspx>
- Glassman, D. (2012). Queer(ING) spaces: A critical analysis of physical and virtual safe spaces for lesbian, gay, bisexual and college students. Retrieved from Galileo, <http://dbs.galib.uga.edu/cgi-bin/getd.cgi?userid=galileo&serverno=9&instcode=publ>

- Gonzalez, S. (2003). *Latin@ alumni giving at a southwestern university*. Retrieved on December 1, 2015 from <http://repositories.lib.utexas.edu/handle/2152/607>
- Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and variability. *Field Methods*, 18(1), 59-82.
- Hay, T. (1990). Common ground: Catering to alumni who share similar interests. *Currents*, 16(4), 26-32.
- Hedgepeth, R. (2003). Spanning boundaries and building bridges. In R. Fogal (Ed.), *Fundraising in diverse cultural and giving environments* (pp. 107-118). Hoboken, NJ: John Wiley & Sons.
- Hemelt, S., & Marcotte, D. (2011). The impact of tuition increases on enrollment at public colleges and universities. *Education Evaluation and Policy Analysis*, 33(4), 435-457.
- Hodson, J.B. (2010). Leading the way: The role of presidents and academic deans in fundraising. *New Directors for Higher Education*, 149, 39-49.
- Holmes, J. (2009). Prestige, charitable deductions, and other determinants of alumni giving: Evidence from a highly selective liberal arts college. *Economics of Education Review*, 28(1), 18-28.
- Hulko, W. (2009). The time and context-contingent nature of intersectionality and interlocking oppressions. *Journal of Women and Social Work*, 24(1), 44-55.
- Humphreys, J.M. (2009). The multicultural economy 2009. *Georgia Business and Economic Conditions*, 69(3), 1-16.
- Hurvitz, L.A. (2010). *Building a culture of student philanthropy: A study of the ivy-plus institutions' philanthropy education initiatives*. (University of Pennsylvania, University of Pennsylvania). ProQuest Dissertations and Theses. *New Directors for Higher Education*, 149, 39-49.
- Jackson, E., Bachmeier, M., Wood, J., & Craft, E. (1995). Volunteering and charitable giving: Do religious and associational ties promote helping behavior? *Nonprofit and Voluntary Sector Quarterly*, 24(1), 59-78.
- Jaschik, S. (2008, February 20). *Donations are up, but not from alumni*. Inside Higher Ed. Retrieved from: <http://www.insidehighered.com/news/2008/02/20/gifts>

- Kaiser, S., & Dolan, A. (2013). Women as donor group in higher education. In N. Drezner (Ed.), *Expanding the donor base in higher education: Engaging non-traditional donors* (pp. 61-73). New York, NY: Routledge.
- Kim, D. (2004). The effect of financial aid on students' college choice. *Research in Higher Education*, 45(1), 43-70.
- Krogstad, J., & Fry, R. (2014). *More Latin@s, Blacks enrolling in college, but lag in bachelor's degrees*. Retrieved on December 12, 2015 at <http://www.pewresearch.org/fact-tank/2014/04/24/more-Latin@s-blacks-enrolling-in-college-but-lag-in-bachelors-degrees>
- Lee, C. (2004). The case for diversifying: Beyond the usual suspects. *New Directions for Philanthropic Fundraising*, 44, 53-72.
- Levine, W. (2008). Communications and alumni relations: What is the correlation between an institution's communications vehicles and alumni annual giving. *International Journal of Educational Advancement*, 8(3), 176-197.
- Lincoln, Y.S., & Guba, E.G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: SAGE.
- Lindahl, W.E., & Winship, C. (1992). Predictive models for annual fundraising and major gift fundraising. *Nonprofit Management and Leadership*, 3(1), 43-64.
- Low Latin@ College Graduation Rates Threaten U.S.* (2014). Retrieved on December 12, 2015 at <http://www.gatesfoundation.org/Media-Center/Press-Releases/2010/03/Low-Latin@-College-Graduation-Rates-Threaten-US-Attainment-Goals>
- Mabry, L. (2009). Case study in social research. In P. Alasuutari, L. Bickman, & J. Brannen (Eds.), *The SAGE handbook of social research methods* (pp. 214-227). Thousand Oaks, CA: Sage.
- Mael, F., & Ashforth, B. (1992). Alumni and their alma mater: A partial test of the reformulated model of organizational identification. *Journal of Organizational Behavior*, 13(2), 103-123.
- Marr, K., & Mullin, S.J. (2005). Undergraduate financial aid and subsequent alumni giving behavior. *The Quarterly Review of Economics and Finance*, 45(1), 123-145.
- Mastroieni, A. (2013). Fundraising from doctoral alumni. In N. Drezner (Ed.), *Expanding the donor base in higher education: Engaging non-traditional donors* (pp. 87-101). New York, NY: Routledge.

- Maxwell, J. (2005). *Qualitative research design: An integrative approach* (2nd ed.). Thousand Oaks, CA: Sage.
- McPherson, M., & Schapiro, M. (1998). *The student aid game: Meeting need and rewarding talent in American higher education*. Princeton, NJ: Princeton University Press.
- Meer, J., & Rosen, H. S. (2011). *Does generosity beget generosity? Alumni giving and undergraduate financial aid*. Unpublished manuscript. Retrieved from <http://www.princeton.edu/ceps/workingpapers/224rosen.pdf>
- Melero, C. (2011). *Latin@ philanthropy: Does not being asked to give or volunteer equal social exclusion*. Retrieved on December 1, 2015 from <http://repository.tamu.edu/bitstream/handle/1969.1/ETD-TAMU-2011-12-10696/MELERO-THESIS.pdf?sequence=2>
- Merchant, A., & Ford, J. (2007). Nostalgia and giving to charity: A conceptual framework for discussion and research. *International Journal of Nonprofit and Voluntary Sector Marketing*, 13(1), 13-30.
- Merriam, S. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.
- Meuth, E. (1992). *Corporate philanthropy in American higher education: An investigation of attitudes towards giving*. Unpublished Ed.D. dissertation, University of Akron.
- Miranda, J. (1999). Religion, philanthropy, and the Hispanic people in North America. *New Directions for Philanthropic Fundraising*, 24, 59-74.
- Monks, J. (2003). Patterns of giving to one's alma mater among young graduates from selective institutions. *Economics of Education Review*, 22(2), 121-130.
- Morgan, M., & Policello, S. (2010). Getting started in student affairs development. *New Directions for Student Services*, 130, 9-18.
- National Multicultural Institute. (2003). Washington, DC: NMI Publications.
- Newman, D. (2003). Incorporating diverse traditions into the fundraising practices of nonprofit organizations. In R. Fogal (Ed.), *Fundraising in diverse cultural and giving environments* (pp. 11-22). Hoboken, NJ: John Wiley & Sons.

- O'Connor, W. (2007). *Factors that motivate Latin@ donors to philanthropically support higher education*. Retrieved on December 1, 2015 from http://gateway.proquest.com/openurl?url_ver=Z39.88-2004&res_dat=xri:pqdiss&rft_val_fmt=info:ofi/fmt:kev:mtx:dissertation&rft_dat=xri:pqdiss:3262004
- Ojeda, L., Flores, L., Meza, R., & Morales, A. (2011). Culturally competent qualitative research with Latin@ immigrants. *Hispanic Journal of Behavioral Sciences*, 33, 184-203.
- Okunade, A. (1996). Graduate school alumni donations to academic funds: Microdata evidence. *American Journal of Economics and Sociology*, 55, 213-229.
- Oliver, F. (2008). The roots of academic fundraising. In A. Walton, & M. Gasman (Eds.), *Philanthropy, volunteerism and fundraising in higher education* (pp. 3-12). Boston, MA: Pearson Custom Publishing.
- Olson, M. (1965). *The logic of collective action: Public goods and the theory of groups*. Cambridge, MA: Harvard University Press.
- Omi, M., & Winant, H. (2015). *Racial formation in the United States* (3rd ed.). New York, NY: Routledge.
- Osili, U., & Du, D. (2005). Immigrant assimilation and charitable giving. *New Directions for Philanthropic Fundraising*, 48, 89-104.
- Oyserman, D. (2009). Identity-based motivation and consumer behavior. *Journal of Consumer Psychology*, 19(3), 276-279.
- Oyserman, D. (2009). Identity-based motivation: Implications for action-readiness, procedural-readiness, and consumer behavior. *Journal of Consumer Psychology*, 19(3), 250-260.
- Oyserman, D. (2013). Not just any path: Implications of identity-based motivation for disparities in school outcomes. *Economic of Education Review*, 33, 179-190.
- Oyserman, D., Bybee, D., Terry, K., & Hart-Johnson, T. (2004). Possible selves as roadmaps. *Journal of Research in Personality*, 38, 130-149.
- Oyserman, D., & Destin, M. (2010). Identity based-motivation: implications for intervention. *The Counseling Psychologist*, 38(7), 1001-1043.
- Oyserman, D., Fryberg, S., & Yoder, N. (2007). Identity-based motivation and health. *Journal of Personality and Social Psychology*, 93(6), 1011-1027.

- Oyserman, D., & Mesmin, D. (2010). Identity based motivation: Implications for intervention. *Counseling Psychology, 38*(7), 1001-1043.
- Parra, O. (1999). Hispanic women: Nurturing tomorrow's philanthropy. *New Directions for Philanthropic Fundraising, 24*, 75-84.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.
- Petty, J.G. (2002). *New Directions for Philanthropic Fundraising: Diversity in the fundraising profession*. Hoboken, NJ: Jossey-Bass.
- Pino, N., Martinez-Ramos, G., & Smith, W. (2012). Latinos, the academic ethic, and the transition to college. *Journal of Latinos and Education, 11*(1), 17-31.
- Ramos, H. (1999). *Latin@ philanthropy: Expanding U.S. models of giving and civic participation*. Berkeley, CA: Mauer Kunst Consulting.
- Rankin, S., Blumenfeld, W. J., Weber, G. N., & Frazer, S. (2010). *State of higher education for LGBT people*. Campus Pride.
- Reynolds, A., & Pope, R. (1991). The complexities of diversity: Exploring multiple oppressions. *Journal of Counseling and Development, 70*, 174-180.
- Rissmeyer, P.A. (2010). Student affairs and alumni relations. *New Directions for Student Services, 130*, 19-29.
- Rivas-Vasquez, A. (1999). Latin@ philanthropy: New pools of Latin@ wealth: A case study of donors and potential donors in U.S. Hispanic/Latin@ communities. In D.H. Rosso (Ed.) (2003). *Hank Rosso's achieving excellence in fundraising* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Roulston, L. (2007). *Theorizing the qualitative interview*. Paper presented at the meeting of the 3rd International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign, IL.
- Royce, A., & Rodriguez, R. (1999). From personal charity to organized giving: Hispanic institutions and values of stewardship and philanthropy. *New Directions for Philanthropic Fundraising, 24*, 9-29.
- Salkind, N. J. (2003). *Exploring research*. Upper Saddle River, NJ: Prentice Hall.

- Schervish, P. G., & Havens, J. J. (1997). Social participation and charitable giving: A multivariate analysis. *Voluntas: International Journal of Voluntary and Nonprofit Organizations*, 8(3), 235-260.
- Schroeder, F. (2002). The annual giving program. In M.J. Worth (Ed.), *New strategies for educational fund raising*. Westport, CT: American Council on Education/Praeger.
- Selig Center for Economic Growth. (2009). *The multi-cultural economy*. Athens, GA: University of Georgia.
- Shaker, G. (2013). Faculty and staff as prospects and donors: Giving on campus. In N. Drezner (Ed.), *Expanding the donor base in higher education* (pp. 40-58). New York, NY: Routledge.
- Shaw-Hardy, S. (2006). The emergence and future of the modern women's philanthropy movement. In M. Taylor, & S. Shaw-Hardy (Eds.), *The transformative power of women's philanthropy* (pp. 11-22). San Francisco, CA: Jossey-Bass.
- Smith, B., Shue, S., Vest, J., & Villarreal, J. (1999). *Philanthropy in communities of color*. Bloomington, IN: Indiana University Press.
- Solórzano, D., & Yosso, T. (2002) A critical race counterstory of race, racism, and affirmative action. *Equity and Excellence in Education*, 35(2), 155-168. doi: 10.1080/713845284
- Stake, R. E. (2006). *Multiple case study analysis*. New York, NY: Guilford Press.
- Stake, R. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.
- Stephenson, A., & Bell, N. (2014). Motivation for alumni donations: A social identity perceptible on the role of branding in higher education. *International Journal of Nonprofit and Voluntary Sector Marketing*, 10, 1-12.
- Stevick, T. (2010). Integrating development, alumni relations, and marketing for fundraising success. *New Directions for Higher Education*, 149, 57-64.
- Sundeen, R., Garcia, C., & Raskoff, S. (2008). Race and ethnicity, acculturation, and volunteering to organizations: A comparison of African Americans, Asians, Hispanics, and Whites. *Nonprofit and Voluntary Sector Quarterly*. doi: 10.1177/0899764008322779
- Sung, M., & Yang, S. (2008). Student-university relationships and reputation: A study of the links between key factors fostering students' supportive behavioral intentions towards their university. *Research in Higher Education*, 57(6), 787-811.

- Tajfel, H. (Ed.) (1978). *Differentiation between social groups: Studies in the social psychology of intergroup relations*. London: Academic Press.
- Tajfel, H., & Turner, J.C. (1986). An integrative theory of social conflict. In S. Worchel, & W. Austin (Eds.), *Psychology of intergroup relations*. Chicago, IL: Nelson Hall.
- Taylor, M., & Shaw-Hardy, S. (2005). *The transformative power of women's philanthropy*. San Francisco, CA: Jossey-Bass.
- Thielen, J. (2004). *A history of American higher education*. Baltimore, MD: The Johns Hopkins University Press.
- Thomas, G. (2011). A typology for the case study in social science following a review of definition, discourse, and structure. *Qualitative Inquiry*, 17(6), 511-521.
- Thomas, G. (2011). *How to do your case study: A guide for students and researchers* (Ch. 4, pp. 61-71). Thousand Oaks, CA: Sage.
- Tierney, W. G., & Clemens, R. F. (2011). Qualitative research and public policy: The challenges of relevance and trustworthiness. In J. C. Smart, & M. B. Paulsen (Eds.), *Higher education: Handbook of theory and research* (pp. 57-84). New York, NY: Springer.
- Tillman, L. (2008). Culturally sensitive research approaches: An African American perspective. *Educational Researcher*, 31(9), 3-12.
- Tsunoda, K. (2013). Chinese American philanthropy: Cultural contexts behind major gifts in higher education. In N. Drezner (Ed.), *Expanding the donor base in higher education* (pp. 40-58). New York, NY: Routledge.
- U.S. Department of Education, National Center for Education Statistics. (2012). *Digest of Education Statistics*, 2011 (NCES 2012-001), Chapter 3.
- Wagner, L., & Ryan, J. (2004). Achieving diversity among fundraising professionals. *New Directions for Philanthropic Fundraising*, 41, 63-70.
- Walton, A. (2008). Philanthropy in higher education: Past and present. Fundraising and the college presidency in an era of uncertainty. In A. Walton, & M. Gasman (Eds.), *Philanthropy, volunteerism and fundraising in higher education* (pp. 3-12). Boston, MA: Pearson Custom Publishing.
- Walton, A., & Gasman, M. (2008). *Philanthropy, volunteerism and fundraising in higher education*. Boston, MA: Pearson Custom Publishing.

- Wampler, F. (2013). *Bridges to a lifelong connection: A study of Ivy plus young alumni programs designed to transition recent graduates into engaged alumni*. Dissertation available from ProQuest. Retrieved from <http://repository.upenn.edu/dissertations/AAI3592393>
- Wastyn, L. (2009). Why alumni don't give: A qualitative study of what motivates non-donors to higher education. *International Journal of Educational Advancement*, 9(2), 96-108.
- Worth, M. (2002). *New strategies for educational fundraising*. New York, NY: Praeger.
- Worth, M. (2010). *Leading the campaign: Advancing colleges and universities*. Plymouth, UK: Rowman & Littlefield.
- Wunnava, P., & Lauze, M. (2001). Alumni giving at a small liberal arts college: Evidence from consistent and occasional donors. *Economics of Education Review*, 20(6), 533-543.
- Yin, R. (2008). *Case study research: Design and methods* (4th ed.). Thousand Oaks, CA: Sage.
- Yoo, J., & Harrison, W. (1989). Altruism in the market for giving and receiving: a case of higher education. *Economics of Education Review*, 8, 367-387.

VITA

Michael Bumbry was born in Ashland, Virginia. Bumbry received his B.A. in broadcast communications from Elon University in Burlington, North Carolina. Bumbry graduated with a M.Ed. in higher education administration at North Carolina State University, where he also served as a resident director for two years. Bumbry worked for another three years as a resident director at Temple University in Philadelphia.

While completing coursework at Loyola, Bumbry served as education and outreach coordinator in the Office of the Vice President for Student Development. Bumbry advised student groups, coordinated graduate orientation for master's students in the division, conducted monthly assessments graduate professional development sessions, managed a conduct case load, and was a Title IX investigator for alleged incidents of sexual misconduct.

After completing coursework, Bumbry transitioned from student affairs to university advancement, serving as an assistant director of class giving and reunions at the University of Chicago. In fall 2015, Michael was promoted to associate director of class giving and reunions. Bumbry currently lives in Chicago, Illinois.

