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TRULY ALTRUISTIC, OR JUST FITTING IN: EXPLORING MOTIVATIONS OF
PHILANTHROPIC MILLENNIALS

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Abstract

This study reviews the existing literature and research on the Millennial generation and how their participation in collegiate student groups influences their nonprofit support preferences. Although most research revolves around the idea that the Millennial generation is one of the most philanthropic generations, this study reveals how both egotism and altruism impact the decision of this generation to support nonprofits through both community service and philanthropic activities. Drawing on responsive interviews with 19 Millennials from Towson University, research found that the requirement to complete service hours with their groups was a main motivator for their participation. In addition, research showed that individuals in this study benefited from the participation through personal, professional and organizational development. Finally, the forced requirement was explored to determine how the benefits would impact the Millennials' support of nonprofit organizations in the future. Future research topics and both theoretical and practical implications were also revealed.

Keywords: Millennial giving, peer pressure, altruism, egotism, social approval

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Introduction

With more than 1.5 million nonprofit organizations in the United States, there is a lot of competition in this sector to raise funds, maintain a supportive donor base and reach out to new donors. Included in this sector are charitable organizations, social welfare groups, labor and agricultural unions, business leagues, social and political clubs and other groups serving a specific public interest (Charity Navigator, 2013). One group of donors that many organizations are striving to make a connection with is the Millennial generation. With almost 80 million people making up this generation in the United States alone, this group provides organizations with a great opportunity to engage a new donor base (Achieve, 2014). Because there are so many nonprofit organizations, these organizations must find unique ways to be competitive and increase their engagement with this group, the next generation of nonprofit supporters.

The Millennial generation has been designated as one of the most philanthropic generations, whose members are working to build a culture of contributing to causes in an attempt to solve societal issues (Achieve, 2014). Since the impact of this generation on nonprofit organizations has been deemed to be of great value, studying the ways in which this group raises funds and generates support for causes is important. Fundraising not only proves to be a vital avenue for nonprofits to grow but also allows them to progress in their missions and causes. According to Independent Sector (2013), 74% of donations come from individuals, 14% come from foundations, bequests account for 8 percent of donations and the final 5 percent come from private corporations. Since 74% of donations received by nonprofits come from individual donors, learning why people are motivated to donate is important to research. In addition, with the growing focus on the future of the

Millennial generation as vital supporters of philanthropies, it is becoming increasingly important to study why this group is motivated to help these organizations.

Nonprofit organizations have begun to realize the value of connecting with Millennials as potential donors and offer multiple ways to engage with this generation early in their lives. Studies have been conducted to analyze ways to reach the Millennial generation, communicate with them and engage them in fundraising and volunteer efforts. However, little has been done to actually engage in a responsive dialogue with the generation to dig deeper into the intentions behind their increased interest in giving back to their communities and to understand why there has been a shift in their culture to support philanthropies. This study aims to evaluate whether or not social peer pressure through participation in student group organizations on a college campus drives Millennials to participate in and/or donate to nonprofit organizations and causes, or if their support is truly based on the desire to make a difference in the world.

Through the careful examination of literature surrounding the Millennial generation, social peer pressure, nonprofit fundraising tactics and philanthropic motivations, one can further comprehend how studying Millennials' giving habits and beliefs can benefit nonprofit organizations and aid in the understanding of why and how Millennials support causes. Furthermore, this study provides future research topics and suggestions that may influence future fundraising and engagement tactics in the professional nonprofit sector and provide additional avenues to reach the Millennial Generation. By studying this topic, the motivations behind why Millennials choose to support nonprofit organizations is revealed to provide the nonprofit and communication

research communities with possible communication and fundraising best practice guidelines for reaching the Millennial audience.

Literature Review

Prior to outlining the method of this research topic, it is first important to get a deeper understanding of the Millennial generation, what influences them and why they are motivated to support nonprofit organizations. In addition, social peer pressure will be explored to determine how this generation is affected by peer influence and why undergraduate Millennials choose to participate in student groups and organizations on campus. The effects of social peer pressure will be investigated to determine the ways other student group members are able to influence thoughts, behaviors and actions in regards to support of nonprofit organizations and causes. Finally, literature will be presented that analyzes how nonprofit organizations are currently using peer pressure and digital communication methods to reach this new generation of donors as a way to create lasting relationships.

The Millennial Generation

Studying generations has become increasingly interesting to organizations, professionals and researchers because of their reported differences and traits (Costanza, Madger, Fraser, Severt and Gade, 2012). A generation is defined as “a cohort of similarly aged people who experience common historical events” (Costanza, et al., 2012, p. 376). These individuals are influenced by the same events during important developmental stages in their lives including late childhood, adolescence and early adulthood. Because of these experiences, the memories of those in each generation are impacted and have been found to influence an individual’s attitudes, values and

personality traits. Because of these findings, observing generations in regards to their support of nonprofits and trends is especially interesting and controversial.

As previously stated, there are currently about 80 million Millennials living in the United States (Achieve, 2014). While determining who comprises this generation is highly controversial, many researchers suggest this generation spans those who were born between the years 1980 and 2000 (Stein, 2013). This generation is the biggest generation age grouping in American History, with most of the cohort in their teens and 20's. Stein (2013) refers to this generation as the "Me Me Me Generation" due to their high rates of narcissism, materialism and addiction to technology. Millennials are thought to be the most threatening and exciting generation, who are products of Baby Boomers (also known as the Me Generation), because they have grown up without a social revolution in a world where individuals are empowered to compete against huge organizations (Stein, 2013).

While some researchers claim this generation is facing an epidemic of narcissism, others believe they will and already have done great things to help their communities. Gordon (2007) states that the Millennial generation is increasingly aware of and engaged in philanthropic activities including volunteering and community service work. It is believed that this generation has become civically engaged because they are stepping in for the generation they are replacing who were extremely civic-minded and socially responsible. By looking at historical references, Gordon (2007) found that generations typically tend to replace the social role that was associated with the generation that is dying. Howe (2005) believes that the Millennial generation has it within them to become

“America’s next ‘greatest generation’ – in technology, teamwork and community building” (p. 22).

Peer pressure effects. Something that seems to be a common occurrence in the lives of Millennials is that they constantly feel pressured to perform, not only by their friends, but also by their parents. This generation has been provided many opportunities by their Baby Boomer parents and are made to feel as though they have to perform, if not excel at every task (DeBard, 2004). DeBard (2004) even suggests that while this generation has been given trophies for competing, their accomplishment merely represent trophies for those adults and parents who in turn take credit for the accomplishments. Thus, pressuring the Millennials to be the best they can be at every task.

In addition, Millennials have always and continue to live under the constant influence of their friends (Stein, 2013). Stein (2013) notes, “never before in history have people been able to grow up and reach age 23 so dominated by peers” (para. 8). Peer pressure is so much a part of the daily life of a Millennial that it is harnessed for use in school during group projects, peer grading, and student juries, all things used to enforce rules (Howe, 2005). Howe (2005) has found that Millennials are used to dealing with pressure and typically do not mind it as long as they know they will eventually be rewarded for dealing with the pressure.

Millennials are also considered to be team-oriented (DeBard, 2004). This generation enjoys spending time with groups of likeminded individuals. Similar to peer pressure, there is a constant desire to cooperate and be perceived by others as being cooperative by those in power in order to gain favor. DeBard (2004) mentions that while Millennials feel pressured to succeed in a group setting, sharing responsibility with others

on their team lowers the pressure on each individual. For this reason, Millennials crave structure and an organized plan to follow leading them to success as long as it is not diverted. Millennials respect conformity in group setting because it relieves the pressure and the need to improvise.

Millennials and cause-related giving. Millennials are often criticized as being entitled and apathetic. However, they are one of the most nonprofit-oriented generations. This generation is working on building a culture “that knows how it feels to contribute to a cause and attempt to solve social issues” (Achieve, 2014, p. 1). According to an Associated Press and Gfk poll, those under 30 years old are likely to say that volunteering is an obligation of citizens (Scott, 2015). Scott (2015) notes that because Millennials have been exposed to volunteering and fundraising ideas from a young age and have grown up in a world of community service days, they believe giving back is a natural part of life. This generation has yielded a higher share of students in high school who volunteer in their community than any other generation (Howe, 2005). Howe (2005) states, “today’s teenagers and collegians are one-third more likely to volunteer their time than are older Americans” (p. 19).

It is important to note that the trend to make volunteer work a habit and expectation of this generation is something that has been encouraged by high schools and colleges (Gordon, 2007). These educational platforms often require service learning as part of class or graduation requirements. While this may be part of the reason behind the cultural shift in this generation, Gordon (2007) notes that studies have found that 63 percent of Millennials feel personally responsible to make a difference in their communities and be a part of a bigger social movement. Couch (2014) agrees that the

Millennial Generation finds giving back to the community important with over 87 percent making monetary donations to nonprofit organizations and 47 percent volunteering. Fritz (n.d.) believes that Millennials will be the driving force behind culture change in the future, which is why it is important to not only understand them but to also begin accommodating for their preferences.

Engaging Millennials as Nonprofit Supporters

Researchers have noted that when planning for the Millennial generation and their giving trends, it is vital to refrain from focusing on gaining large donations; rather, it is more important to create plans to establish relationships with this generation that will create a foundation for long-term giving (Eleventy Marketing Group Blog, 2013). While nonprofit organizations begin to strategize ways to reach the Millennial Generation, they may have to create new tactics that play to the interests of this generation. It is imperative that organizations, causes, leaders and fundraisers consider how this group prefers to offer their support since they are the next generation of volunteers, donors and advocates (Achieve, 2014). By reviewing Millennials' preferences, organizations can create plans to reach this generation based on how they want to give and help with causes.

Giving preferences and trends. Scott (2014) notes that Millennials believe their time, money and network have equal value to nonprofit organizations. For this reason, nonprofit organizations may see Millennials volunteering more than making donations since they believe both actions carry the same weight. Millennials are also more likely to believe that their network and voice are powerful assets that can help the cause of nonprofit organizations (Couch, 2014). In addition, Millennials like to support causes that help other people, rather than institutions, and they prefer smaller actions before fully

committing to an organization and cause. Similarly, Millennials prefer to support issues rather than organizations, making them committed to helping with a social issue, rather than an allegiance to a specific nonprofit organization (Achieve, 2014). With the emergence of so many new nonprofit organizations during their existence, Millennials prefer to support multiple organizations related to one cause and spread their support. Another trend that has emerged with Millennials is that it is proven that their decisions are influenced by the decisions and behaviors of their peers.

Experiential fundraising is another trend that Millennials seem to be shifting to in regards to nonprofit support (Donor Drive, 2012). This may be because the sense of immediacy can be used in this type of tactic. Since Millennials have a need to feel that what they are supporting and working toward is of great importance, fundraisers like dance marathons, bike races and walks, have become popular with this generation. These experiential fundraisers not only give participants a social outlet, but also pull them into the cause through their emotions by hearing testimonials and meeting beneficiaries face-to-face. This type of nonprofit support is successful because many people believe that Millennials are not donors, but rather fundraisers. Millennials, themselves, do not necessarily donate money; however, they are passionate and able to ask for donations from family members, friends and local businesses (Donor Drive, 2012).

Fritz (n.d.) stresses that out of those Millennials who do donate, 70 percent prefer to donate online and are less likely to use other donation avenues like direct mail appeals, text-to-give donating and donating through Facebook. However, Millennials prefer to use Facebook over any other social media outlet. Organizations will need to consider ways they can reach Millennials via Facebook to communicate, but remember their preferred

method for donating. Nonprofit organizations will need to embrace the Millennial way of thinking about volunteering and make philanthropy a priority in their organizations.

While many researchers continue to argue that this generation is made up of lazy, entitled individuals, Stein (2013) believes they are earnest and optimistic. Regardless of how people view this grouping and choose to classify those who make up this generation, nonprofit organizations will need to find ways to engage with them and gain their support since they are the current and future donors and volunteers.

Motivations behind philanthropy. Studies have been conducted to determine what motivates an individual to support a cause or nonprofit organization. For years, there has been a debate over whether supporting a nonprofit organization was egotistic or altruistic (Batson and Shaw, 1991). Egotism suggests that one helps others as a way to benefit himself. This motivational state has a goal of increasing one's own welfare. Altruism is the idea that helping is motivated by the benefit of others. It is a motivational state that seeks to increase another's welfare. This being said, there are arguments that supporting a nonprofit organization or cause can be motivated by both egotism and altruism (Batson and Shaw, 1991).

Research has found that there are basically two different prosocial motives for choosing to help a cause: pleasure and pressure (Gebauer, Riketta, Broemer and Maio, 2007). While both of these motives are deemed to be prosocial, they are uniquely different. The pleasure-based prosocial motivation is considered to be a motivation based on helping others in attempt to gain pleasure, a positive effect or happiness. This type of motivation is considered intrinsically driven and associated with goals that function as

ideals. Participating in a cause or supporting a nonprofit due to motivations that are pleasure-based, positively affects one's well-being and can lead to self-actualization.

In contrast, the pressure based prosocial motivation is based on the need to fulfill a duty or conform to a social norm (Gebauer, et al., 2007). This form of motivation is extrinsically driven and based on goals that function as oughts – something one feels he/she must or should do. If one is pressured to support a cause or nonprofit organization, it has been found that this does not lead to a positive effect on his/her well-being or facilitate with their psychological needs. In fact, Gebauer, et al. (2007) found that pressure-based prosocial motivation leads to negative effects on an individual's well-being.

As previously stated, motivations to help a nonprofit organization may not always be altruistic. Another motivation for Millennials to support a nonprofit organization is what they will receive for their support and time. According to experts in the field, Millennials find the experience of giving to be of great importance (Donor Drive, 2012). This generation is focused on what they are able to gain from the experience of volunteering or donating to a cause. They find value in the experience because there is something in it for them. It is because of this value that they support a cause. Millennials choose to support something that they know is going to make them feel good.

Socio-economics. Another motivation to support nonprofit organizations is one's socio-economic status. Research shows that “money and economic concepts negatively affect pro-social behavior” (Pfeffer, 2009, p. 501). Meaning, the more money someone makes or has, the less likely they are to offer help. In fact, Pfeffer (2009) reported that those who are financially fortunate put more distance between themselves and others,

especially in the notion of community service. In addition, research has proven that wage plays a role in the choice to volunteer. Pfeffer (2009) found that increased wages lead to “a greater focus on self-interest and a de-emphasis on the value of serving” others (p. 507).

Peer pressure and charities. According to Meer (2011), donating to a nonprofit organization is a behavior that is socially driven, specifically by social pressure. Being asked to give by an acquaintance versus a stranger impacts peer pressure and the probable donation outcome. Using the social influences of a known individual to apply pressure can help influence another’s potential to donate. Nonprofit organizations have been using peer pressure techniques to influence potential donors for many years that the connection is not always made or noticed. When individuals are solicited by someone with whom they share social ties, they are more likely to donate and to make a larger donation. A common example of this fundraising technique is Girl Scouts selling Girl Scout Cookies. Typically, individuals are approached by young women they know, which positively influences their decision to support the organization. Similarly, Meer (2011) found that alumni are more likely to donate to their alma mater when approached by someone they knew from college or a fellow alumnus. In addition, many Millennials find the tactic of peer fundraising highly attractive since they are not afraid to ask family and friends for money and fundraise for events (Eleventy Marketing Group Blog, 2013).

While peer pressure can occur face-to-face, this tactic can also be seen in social media and through other communication media. Murray (2014) notes that another use of peer pressure to gain support and donations can be seen after the 2010 earthquake in Haiti. In 2010, users of social media posted how you could donate to the cause via text

message and asked others to do the same. Because individuals are requesting others they know to join in support of those affected by the tragedy, this can be called peer pressure. However, some researchers believe that since these types of requests are not made face-to-face, but rather via social media, they are not negative forms of peer pressure (Murray, 2014). Nonetheless, peer pressure used in marketing and fundraising campaigns, like those previously mentioned, can make campaigns go viral (Griffin-Mason, 2014).

While this trend of peer fundraising has raised millions of dollars, organizations must be aware of potential issues they may face when using peer pressure tactics. Unfortunately, the use of peer pressure can distort and misdirect decisions to donate by shifting an individual's giving from desired donation amount and organization choice to another funding level or charity (Meer, 2011). Murray (2014) agrees that if people feel as though they are put in a situation where they cannot make their own decision to participate, the contribution or action can be resented, thus harming philanthropy and the feelings associated with donating and volunteering.

Relationship management techniques. In order to engage publics in fundraising campaigns, nonprofit organizations must use relationship management strategies. By focusing on relationship management strategies, organizations can explore the relationship that exists between a nonprofit organization and its publics. Building long-term relationships with individuals allows an organization to not only increase the effectiveness of its communication, but also increase behavioral decisions and donations (Bortree, 2010). With the increase of Millennial volunteers and donors, learning how to create relationships with the Millennial generation is important.

Bortree (2010) identifies that there are three key relationship maintenance strategies nonprofits use to influence the support of adolescents: guidance, assurances and shared tasks. Guidance refers to an organization's ability to offer direction and support to donors and volunteers, while assurance implicates that importance of donating and supporting the organization and shared tasks refers to finding a common goal. By focusing on these strategies, nonprofit organizations are able to find ways to align their values, mission and goals with current and potential donors and volunteers. When an organization makes its campaign goal known to the public, individuals are able to share the goal and strive to reach it. In addition, by providing instructions on how to donate or volunteer and why these actions are needed, the organization is able to provide information that can influence the decisions of those receiving its communication. While Bortree's (2010) study focused on adolescent volunteers, nonprofits may want to take what she learned and implement some of the same relationship maintenance strategies when reaching out to adult volunteers, as well.

Social media and nonprofit support. One particular medium nonprofits are using to engage stakeholders and manage relationships is social networking sites. DiStaso and Bortree (2012) claim nonprofit organizations use social media because they provide information about the organization on these online communication platforms. In addition, social media provides information to publics, allowing them to make informed decisions, and helps organizations remain accountable for their actions and communicate with others. Creating an open dialogue with an organization and its publics encourages the communication about unexpected topics, which helps to strengthen relationships.

Waters, Burnett, Lamm and Lucas (2009) found that nonprofit organizations should plan for a social media account and do research on stakeholders to help develop relationships via social media. While many nonprofit organizations have profiles on Facebook and other social media outlets, they are not using the social media platforms to their full potential (Waters et al., 2009). Nonprofit organizations should further their research and look for additional ways to communicate with current and potential stakeholders on Facebook to increase the value of the social media platform. Increasing nonprofit involvement and implementation of informative strategies on Facebook, nonprofits can engage more stakeholders (Waters et al., 2009).

Organizations that use Facebook to communicate with stakeholders should also be aware of why people turn to social media. While nonprofits benefit from social media platforms, Curtis et al. (2010) found that users also find it beneficial because it allows them to communicate with nonprofit organizations and increase their self-confidence. Skues, Williams and Wise (2012) agree that there is a relationship between Facebook users and their self-esteem. Also, Park, Kee and Valenzuela (2009) found that there is a relationship between Millennial students' gratifications and their participation with organizations off of Facebook. While gratifications vary depending on gender, geographic location and age of the user, there are four main needs that are fulfilled when Millennials participate in groups on Facebook: socializing, entertainment, self-status seeking and information.

As previously mentioned, nonprofit organizations have been using peer pressure to increase donations. One tactic of peer pressure can be seen in online peer-to-peer fundraising. A study by Castillo, Petrie and Wardell (2014) found that incentives drive

peer-to-peer donations. By incentivizing participants in exchange for sharing information after making an online donation, participants were more likely to complete the task. However, donors were more willing to post their donation on Facebook if they were given a large incentive and preferred to send a private message to peers rather than post information on their own wall and tagging friends. By using peer-to-peer fundraising tactics organizations are able to increase online donations.

Student Groups and Philanthropy

Many Millennials join student groups while in college. Montelongo (2002) refers to college organization participation as “the other education” since these activities provide opportunities to students to apply things they learned in the classroom to real world settings and realities they will face after graduation. Participating in a student organization allows one to develop additional interpersonal skills, not available in the classroom setting. On many college campuses there are numerous groups with which one can choose to become involved including, but not limited to: Greek organizations, student government, honor societies, academic clubs, religious organizations, sports clubs and intramurals, and professional societies.

Montelongo (2002) found that participating in one student group not only increases satisfaction with the college experience and intellectual development, but also increases community involvement. Gage and Thapa (2012) agree that college students who actively participate in community service activities do so through their membership student organizations. Sergent and Sedlacek (1990) note that college student volunteerism became popular on campuses during the 1960s and 1970s because colleges encouraged community service through campus-based programs. Many student groups

continue to have philanthropy activities as one part of the group's mission. This dimension of the student groups are often focused on helping others and giving back to their communities through efforts such as "promoting racial understanding, doing volunteer work, and working for nonprofit organizations (Gage and Thapa, 2012, p. 419).

However, researchers have found that even though the mission of the student group may be to help others, the reasons why students continue to support this effort could be because they are interested in how these activities will benefit them (Gage and Thapa, 2012). When compared to the general public, college students are more concerned with furthering their career paths through volunteerism. In addition, college students were found to participate in volunteer and nonprofit activities because they enjoyed the social interaction aspect of working with their student group peers. Sergent and Sedlacek (1990) believe that college students participating in volunteer activities in attempt to grow personally and increase their self-satisfaction.

Another reason why students continue to participate in volunteerism and nonprofit activities with their student groups may be because they identify with the group and want to feel connected to the other student group members (Gebauer, et al., 2008). In this case, students may have a high sense of satisfaction by being with those they share a commitment with and view to have close relationships with. On the other hand, if a student group requires participation in volunteer or nonprofit support activities, students may feel pressured to fulfill their duty to the group and choose to participate in the required activities as a way to reduce guilt and avoid punishment. With many variables pertaining to why college students volunteer and participate in nonprofit support activities, more research must be conducted to further understand this phenomenon.

Given the discussion of the previously presented topics surrounding the Millennial generation, their current and potential support of nonprofit organizations, the following research questions are highlighted in this study to determine the motivations behind their support:

RQ1. Why do students join on-campus student groups with volunteer requirements?

RQ2. What are the factors that lead to Millennials' motivation to support nonprofit organizations/causes with their student groups?

RQ3. How do Millennials who participate in campus student groups prefer to support nonprofit organizations/causes?

RQ4. Does participation in a student group influence Millennials' current and future decision to support a nonprofit organization/cause?

Method

Researcher Statement

My goals as a researcher are shaped by my educational experience at Towson University and professional nonprofit background. I attended Towson University as an undergraduate from 2005 to 2009. During my undergraduate years, I was involved on campus as a leader of the Women's Club Volleyball team, a member of Lambda Pi Eta (a national communication honor society) and was a student worker in Campus Recreation for the Sport Clubs Organization. During my undergraduate years, the Sport Clubs Organization incentive program did not exist. However, due to my interest in nonprofit organizations and my position working for the organization, I created "SCO Fun Day," a day sport clubs came together to play popular backyard games for a small donation. I donated funds raised through this event to the local chapter of a national nonprofit organization.

I also took classes in nonprofit communication as an undergraduate and served as an intern for a national nonprofit organization. Through classes and internships, my interest in becoming a nonprofit professional emerged. After graduating college, I joined a national education foundation where I was tasked with fundraising and event planning. I continued my nonprofit professional experience at a well-known cancer organization where, again, I worked with community members to plan, organize and implement community event fundraisers.

Eventually, I returned to my alma mater for a position working with alumni. As a current staff member, communicating with Millennials is essential to our success as a department and institution. This is imperative as my department is highly involved with stakeholder engagement and our university graduation rates have greatly increased as Millennials' attendance has increased. My move back to Towson University allowed me to simultaneously start working towards a master's degree. In my master's program, all of my research and studies have been geared to nonprofit organizations. Due to my background and interests, I wanted to study Millennials' giving preferences and motivations to support nonprofit organizations. Because of my experiences and close relationship with Towson University, I believe I can take a balanced and informed approach to this research.

Responsive Interviews

Because this study focuses on personal opinions and behaviors of the Millennial generation, the responsive interviewing method was used to provide insights on these topics and ultimately answer the research questions. This section outlines the responsive interviewing method, describes how participants were recruited and how interviews were

conducted. Coding and analysis methods are also described to show how results and findings were determined. Prior to beginning research on this topic, an application was submitted to the IRB for approval. IRB approval materials can be seen in Appendix A.

By using the responsive interviewing method, the researcher was able to have in-depth conversations with the participants about the topic at hand (Rubin and Rubin, 2012). Since some of the research questions required insight into sensitive personal subjects, like reasons for joining a student group or supporting a nonprofit organization, this method accommodated the interview subject by providing a secure, private and comfortable setting. The conversations started by asking main questions to get a general orientation for the interviewees participation level in his/her student group and to understand how often the student group participates in community service activities. The conversations continued by listening to participants discuss their feelings and beliefs to gather depth, detail and themes regarding the proposed topic (Rubin and Rubin, 2012).

Follow-up questions and probes were used during the interview to seek more details on a topic introduced by the interviewee and to help manage the conversation and clarify meaning. Depth and detail were sought in each interview to understand reasoning and examples on the subject at hand (Rubin and Rubin, 2012). Immediately following the conclusion of each interview, a few moments were spent iterating brief memos and comments about the interview. This allowed the researcher to evaluate the past interview, highlight areas of importance and topics to touch on in future interviews. Interviews and follow-up memos were recorded in full using a digital audio recorder and then transcribed at a later time to record, analyze and evaluate data (Rubin and Rubin, 2012). This responsive interview method allowed for participants to have in-depth conversations

with the researcher and provided detailed accounts of not only their experiences, but also opinions and feelings as well.

Interview Development

The interviewees were students who currently participate in a Towson University student group or organization that supports a nonprofit organization. Because responsive interviews were used for this study, an interview script was created outlining specific questions and topics to cover during each interview. This method was semi-structured in that the research had a script to follow; however, the responsive interview method allowed for conversation to flow and carry as the participants shared their feelings and experiences.

The interview script included an introduction, followed by interview questions. The interview script can be seen in Appendix B. Questions were designed to allow the participant to share deep feelings and beliefs regarding their thoughts, emotions on and previous and potential future support of nonprofit organizations and causes. In some instances, follow-up questions and probes were used to dig deeper into the participant's answers to discover true meaning. The interview script included questions like: what were the factors that led you to your participation in this particular student group; has your student group benefited from working with the nonprofit; and what would drive you to participate in a philanthropic cause in the future. The interview questions were repeated during each interview for consistency and pattern recognition. However, because interviews are conversational, changes and additions were necessary to collect more useful and informative information. A question was added to the end of the interview to examine whether participants believed the Millennial generation is one of the

most philanthropic generations. In addition, during the first four interviews the topic of generational differences and influences emerged. A probing question was added to the interview script to further understand participant answers and explore how they thought their generation's participation varied from other generations. Finally, generational differences emerged and participants explored how other generations influence their decision to participate in philanthropic causes. All interviews were recorded in their entirety and then transcribed by the researcher and deleted.

Participant Recruitment

Towson University is located in the suburbs of Baltimore, Maryland, with a large demographic of students from Maryland, New Jersey and New York. The university has a total of 22,285 students enrolled, with 18,807 in undergraduate studies (Towson University, 2014). Of those enrolled in undergraduate studies at Towson University, 89 percent are under the age of 25 (Towson University, 2015a). In addition, Towson University has a 40 – 60 split between male and female attendees (Center for Student Diversity, 2015). Boasting more than 200 student groups, Towson University students have the opportunity to join organizations with unique interests including academic and professional, arts, cultural, fraternity and sorority life, honors, religious, service and sports clubs (Towson University, 2016a). Important to this study, Towson University students participate in community service activities. During the 2013-2014 academic year, Towson University students completed 847,570 student volunteer hours (Towson University, 2015b). Overall from 2005 to 2015, students volunteered a combined 3.1 million hours (Towson University, 2015b). With the strong culture of community service at Towson University, participants from this community were recruited for this study.

To identify student organizations with known support of nonprofit organization, either by volunteer or monetary activities, Towson University's student group involvement website was used. Student group profiles, websites and Facebook pages were researched to determine if members participated in philanthropic activities through their group membership. Student groups of various interests were then emailed using the address provided on Towson University's Involved @ TU website (2016b). The email explained the nature of the research to be conducted and asked for undergraduate participants with working knowledge of the community service and/or philanthropic work of the student group to join the study. An example of the recruitment email is included as Appendix C. This target audience was pertinent to the study because these students are from the Millennial Generation, the generation of focus in this study. Confidentiality and anonymity were explained in the email, as well as potential length of each interview. Finally, an IRB disclaimer was included in the recruitment email. A single follow-up email was sent to those participants who did not respond to the initial recruitment email. An example of a follow-up email is included at the end of this paper as Appendix D.

During the recruitment period, thirty-three individuals were contacted for an interview. Twenty individuals responded and 19 interviews were secured. Saturation was reached prior to the pre-scheduled interviews 15 through 19; however, out of courtesy for participants, interviews were completed. This is in congruence with the research of Guest, Bunce and Johnson (2006) who found that 12 interviews is typically enough to achieve a desired objective. This is especially true if the selected participants are homogeneous in characteristics and possess a high degree of expertise on the topic at

hand. Specifically, enough data was gathered to accurately portray and understand the philanthropic experiences of the participants and the various types of student groups offered at Towson University. Of the 19 participants, 10 were female and nine were male. Participants were members of 23 unique interest groups, four of which were represented by multiple participants.

Conducting Interviews

For consistency, all interviews were held in the same private conference room on campus. Prior to beginning the interviews, each participant received and was asked to sign an informed consent form. The informed consent form that was approved by the IRB can be read in full in Appendix E. Once the informed consent form was signed, the researcher began asking the interview questions.

Students were told interviews would last approximately 45 minutes. However, interviews ranged between 27:33 and 55:44, lasting on average 47:88. The length of time each interview lasted depended on how much information the participant was willing to share and their knowledge of their student groups' participation in nonprofit support activities. The length of interviews successfully allowed the researcher to have in-depth discussions with participations.

Data Analysis

Lindlof and Taylor's (2011) approach to analysis and interpretation was used to allow categories, codes and themes to emerge from the qualitative data. To maintain precision during data analysis, Lindlof and Taylor's (2011) three-step approach of data management, data reduction and conceptual development was used. The first stage of data analysis involved data management. First, interviews were recorded and transcribed.

Transcriptions were then read with the goal of finding themes about millennials support of nonprofit organizations, peer influence and philanthropic behaviors. Color codes were used to distinguish different themes and ideas by highlighting specific texts from the transcribed data.

Because there was an abundance of data, the second step of data reduction was used (Lindlof and Taylor, 2011). This included reducing the data into specific codes and categories of meaning to the study. Information was coded based on emerging schemes of interpretation. Data reduction occurred by prioritizing the themes and determining what material made direct connections to the research questions. Through conferring with an expert in the field, data was reduced to only those parts of the text that could be used to construct claims (Lindlof and Taylor, 2011).

Conceptual development, the third phase of analysis, was used to compare the codes and categories and look for ways the themes could be linked together (Lindlof and Taylor, 2011). Themes and categories will be refined and reduced to create easy to identify concepts. This approach was used to add, delete and combine categories that appear in the transcripts. In addition, in order to reduce and consolidate themes and categories, an iterative approach was used which involved rereading the transcripts multiple times. A complete list of themes and categories can be seen in Appendix F.

Participant Profile

The following sections describe the participants and the student groups they represented. Through a comprehensive understanding of the represented groups and individuals involved, the results can be further contextualized. This is vital to the study as it was conducted on one campus with a limited number of participants. Because the

experiences and relationships between the individuals, their student groups, and the nonprofits supported by activities differ depending on organization interest and member type, the context within these groups are imperative to understanding the motives behind nonprofit support. This section provides an overview of the participants' experiences and characteristics. Additionally, Table 1 (next page) highlights participant demographics and types of group participation.

Participant Characteristics

This research aimed to represent equal gender populations on Towson University's campus. However, since the gender split at this particular campus is 40-60 male to female attendees, the end result of the study better represents the whole population at Towson University. Both male and female participants were interviewed for this study. Of the nineteen participants, nine were male and 10 were female, which equates to about a 47-53 split. On average, female participants were easier to reach, faster to respond and more eager to agree to participate in the study. One participant even mentioned that between her female member only organization and her co-ed member organization, it was easier to get the females to participate in philanthropic activities. She stated, "when it comes down to it, girls, girls are just more interested in that kind of stuff." Another participant agreed by commenting, "honestly, the majority, more girls than guys who really go out of their way to help others."

These 19 participants ranged in age from 19 to 22. Participants were, on average, 20 years old. Participants in this study were primarily members from the upper-class of juniors and seniors. Eight participants identified as juniors, seven said they were seniors and only four were from the sophomore class. No freshmen were included in this study,

Table 1

Participant Demographics

Participant	Member Type	Age	Gender	Year and Major	Student Group Category	Support System
1	Club Secretary	20	Male	Junior, Computer Science	Sport Club	Sport Clubs Tier
2	President, Member	21	Female	Senior, Forensic Chemistry	Sport Clubs, International Service Organization	Sport Clubs Tier, SGA Tiger Stripes
3	Community Service Officer	19	Female	Sophomore, Business	Sport Club	Sport Clubs Tier
4	Organization Chair	21	Female	Junior, Economics	Cancer Fundraising Organization	SGA Tiger Stripes
5	President	21	Female	Senior, Speech Language Pathology	Local Community Service Organization	SGA Tiger Stripes
6	President	20	Female	Junior, International Studies	National Travel Community Service Organization	SGA Tiger Stripes
7	Repeat Member, President	21	Female	Junior, Special Education	International Travel Service Organization, Greek Life	No collegiate support, Greek Chapter Assessment Program (CAP)
8	Sister	21	Female	Senior, Public Relations	Greek Life	Greek Chapter Assessment Program (CAP)
9	Associate Brother (half-active), Planning Committee	22	Female	Senior, Family and Human Services	National Service Fraternity and Cancer Fundraising Organization	SGA Tiger Stripes
10	Community Service Officer	19	Male	Sophomore, Business Finance	Sport Club	Sport Clubs Tier

Continued on next page.

Table 1, continued.

Participant	Member Type	Age	Gender	Year and Major	Student Group Category	Support System
11	President, Service Leader, Founding Father	19	Male	Sophomore, Computer Science	Residence Group, Orientation Service Group, Greek Life	SGA, Greek Chapter Assessment Program (CAP)
12	Executive Board, Member	19	Female	Sophomore, Mass Communication and Marketing	Greek Life, Campus Visit Leaders	Greek Chapter Assessment Program (CAP)
13	President	20	Male	Junior, Marketing	Greek Life	Greek Chapter Assessment Program (CAP)
14	President, Co-President,	21	Male	Junior, Social Sciences	Sport Club, Junior Local Service Organization	Sport Clubs Tier, no collegiate support
15	Executive Board, Member, Member	21	Male	Senior, International Business and Business Administration	Student Leadership Group, Affinity Student Group, Fundraising Student Group	SGA Tiger Stripes
16	Vice President	21	Male	Junior, Business Administration and Marketing	Greek Life	Greek Chapter Assessment Program (CAP)
17	President, Member	21	Female	Senior, Special Education and Elementary Education	Two Local Community Service Organizations	SGA Tiger Stripes
18	Previous President	21	Female	Senior, Elementary Education	Greek Life	Greek Chapter Assessment Program (CAP)
19	Executive Board, Member	20	Male	Junior, Family and Human Services	Greek Life and Student Leadership Group	Greek Chapter Assessment Program (CAP), SGA Tiger Stripes

although not because they were purposefully excluded. Participants' areas of education also varied. Most of the undergraduate majors were in business and social science disciplines. Numerous participants were majoring in business, and economics and public relations and marketing while others had majors of computer science, forensic chemistry, speech language pathology, education, international studies, family and human service and education. Because there was such a variety in the educational majors, educational interests may not serve as an indicator of nonprofit involvement and interest.

Member type. Participants in this study were responsible for various leadership positions in their respective student organizations. Many held the position of president, vice president, and chair, or served on the executive board of their student group. Those who held these leadership roles were partially responsible for coordinating their student groups' community service and philanthropic activities and ensuring requirements were met. These participants were often actively involved in their student group's volunteer and community service activities and mentioned that it was of great importance to not only them, but also their student group. In addition, many in these roles stated that they had been participating in community service activities before they joined their current student organization. These individuals are highly invested in their student organization and valued the work they completed with the other members. Because most participants are in highly respected and vital roles to their organization, this speaks to their understanding of how their group supports nonprofit organizations, their preference of support and group influence on individual's views and beliefs, not just in the context of nonprofit support but in general group dynamics as well.

These participants are often responsible for counting community service hours completed by their student group and tallying money raised by their members. They frequently served as the coordinator and planner of volunteer efforts for their group and issued penalty to those members who failed to complete assignments, if consequences were a part of their organization's policies. In addition, these individuals are leaders of their groups, which automatically required them to serve as the example for others in their organizations and provide positive support during community service activities. This being said, participants were candid and offered honest opinions and beliefs about the work that not only they completed, but also their other group members completed, sharing known and perceived attitudes towards those activities.

Nonprofit views. While talking with many of the participants, it became clear that their views on nonprofits and the notion of donating or doing community service work seemed unique to their generation. One comment that was very telling of the Millennial generation and their interests in supporting nonprofits is apparent in the comment "being philanthropic is kind of trendy...people want to make a difference and like, one of the characteristics of the millennial generation is that like they want to make a difference, they want to change the world." This suggests that Millennials are currently interested in helping nonprofits through fundraising and community service because there is currently a "cool factor" associated with it.

In addition, through the conversations with the participants, different views on community service were identified. One particular participant suggested that there may be an alternative definition of community service that encompasses more than doing good for a nonprofit organization. This participant stated:

I think the impact factor is much more bigger whether it be for a nonprofit, whether it be for, um, a homeless person. Like I think community service is just that, like community service. So nonprofits, your neighbors, a homeless person, um, a grocery store that may need help. I think that it goes far beyond nonprofits. By saying this, participants suggested that they believe doing community service work or volunteering does not always need to be completed by participating with a large nonprofit organization. In fact, many suggested it is at this minimal level that their support is most organic.

Another item that most participants agreed on was that their Millennial generation had a unique interest in international issues. This interest in international issues was something that participants noted separated them from older generations. Participants mentioned that they liked to support through their student groups not only issues affecting their local and national communities, but also those issues affecting other countries including Honduras, South Africa and Guinea. Participants mentioned that they enjoy supporting international nonprofit organizations, especially those that help children. When asked why there was such a drive to help abroad, one participant stated, “I think people are curious about other parts of the world... those organizations give them that exposure and purpose and, like, learning about a different part of the world and helping a different part of the world.” When asked how their parents and grandparents felt about their want to help internationally, some participants commented that the older generations did not understand their desires. A participant commented that a grandfather didn’t understand the “whole international thing” and said: “my parents even questioned the whole idea of it. But I think, I think at least our generation thinks more globally.” The

participant went on to say that the shift could possibly be because more opportunities are available to younger generations now.

Influence of the Internet and Social Media

The use of social media and the internet have offered the Millennial generation more opportunities than previous generations. This includes, but is not limited to, the ability for individuals to network with others, ease of research and instant news updates. Throughout the conversations, many Millennials stated that this mode of communication is how they get all of their information. One particular participant commented about social media: “that’s where I get most of my information from... I don’t watch the news regularly, I don’t read the newspaper or anything like that.” Participants suggested how the ease of using the internet allows them the ability to quickly search for and learn about so many different causes. When discussing how the internet increased their awareness of nonprofits and causes, one individual stated it’s easy to help organizations “because all I have to do is look up on Google and find out. And with the way we use the internet today, it kind of makes everything much closer than what it was before.” Another interviewee agreed by adding “We have so much information right at our fingertips. We can learn so many more things.”

One particular element inspired by the internet that allows for Millennials to learn about causes and nonprofits is social media. When asked why the Millennial generation was so active in causes, one participant said “I think social media has been a really huge part of it.” Further discussing this topic with participants, a common theme emerged that the virality that comes from social media allows for ideas, thoughts and causes to be easily shared. This is especially true when such functions like liking, sharing and

hashtagging are available through social media outlets. Suggestions about how the notion of sharing and using hashtags creates a trend of support is further explained by a participant who said:

If you post on Facebook, if you start a trend, if you have a cause and people see it and they resonate with it, um, it spreads like wildfire. Because a lot of things, I feel, people all think or feel or have a good memory or poor memory or are connected to them. And they just don't know other people do, too. And so when you hashtag something and you see and go oh, wow, that's a great story. I want to help or this and that. It's just incredibly, um, contagious.

Through social media, participants claimed that it is easy to be an activist and share beliefs and values through hash tags and even learn about causes that were unknown of before reading about them on social media. By creating hashtags and sharing them on social media outlets individuals are able to follow campaigns and learn more about the activism efforts. One participant stated, "There's so much social media activism that goes on you can learn... you can see all these different campaigns and, like, you may not have had any idea about." Because social media and the internet were not yet available to previous generation, the experiences of the Millennial generation is vividly different than those from previous generations. Not only is social media easy for activists, but participants in this study claimed that the networking sites made it easier for them to meet fundraising goals. One participant mentioned: "I know I can post online with my fundraising link and raise money...I sent [my fundraising link] to a friend and she said oh yea, hold on. And she sent it to her family and in like a day I raised like the \$75 I needed."

While many Millennials may use social media for the right reasons when supporting nonprofit organizations, there are those who use it as a method to benefit themselves. A study participant commented:

I wouldn't have found out about other organizations if I didn't have the social media. Or I wouldn't be able to like, reach out to as many people if I didn't have it. But at the same time I feel like there are definitely people who abuse it.

Study participants suggested that people use social media as a way to make themselves look better. "There's also just socially in general, there's this drive to brag. And not necessarily about like, yourself, but 'look what I did', 'look how great of a person I am.' Even though it's not necessarily so true." Another participant suggested that the trend of using social media to make yourself look good includes posting photos during community service work. A participant explained, "unfortunately, there's this new trend of 'let me put up pictures of me with underprivileged kids', 'this is my thing', 'look how great I am.' However, participants are quick to note that there are two sides to social media. One individual offered: "in a way it does get people in involved, but in another way it does get the wrong people involved. Umm, and so unfortunately I think that social media has that, this is why it is positive and negative." However, it is important to note that during the interviews there were conflicting views as to the proper way to use social media to show support or gain funding.

Results

To provide the context for this study, the previous section described the participants and the student groups interviewed, establishing a detailed account of the types of students and organizations represented in this study. The following sections

present the findings that emerged from the interviews conducted with the students who understand not only their own motivations and ideas about nonprofit support, but also that of their organizations. A codebook detailing the following categories and themes can be found in Appendix F.

Research Question 1: Student Group Involvement

During interviews participants mentioned multiple reasons why they joined student groups on campus. While not all student groups are required to complete community service or philanthropic activities, many on Towson University's campus are. The following subsections detail not only motivations for joining groups, but also details why participants felt the requirement of community service was in place.

Motivations to join a student group. When asked why they initially joined their student groups, participants indicated two main reasons: to make friends and to be included in a larger community. Numerous interview subjects mentioned that they did not know anyone when they came to Towson, some of who came from out-of-state. Therefore, they turned to student groups as a way to meet new people. In addition, participants selected the student organizations they wanted to get involved in based on their interests. Participants suggested that they were looking for a group of individuals with like interests from the beginning of their first year at Towson. One particular participant stated: "I wanted to join some club... And I wanted to like, find friends that had a similarity when I came in freshman year. [Because] I knew that it would be the fastest way to meet people." Other participants entered Towson as transfer students in their sophomore years and knew that they needed to join a club to make friends since they were already at a disadvantage missing their freshman year on campus.

Participants also mentioned that they joined a specific student organization because it offered a family like environment and gave them a sense of community. These individuals suggested they were first looking for a community to be a part of, which then lead to friendships. One participant stated that they were: “looking for the comradery that was similar to the marine corps... but it was just right away I realized the group of [people] that the team was made up of were the type of people I wanted to be around. You know, on a regular basis.” Another individual emphasized that she first was looking for a group aimed toward one interest and “if [she] met some friends along the way, that was the icing on the cake.” Other parts of community influenced other participants’ decisions to join student groups. One participant said that the “social aspects and networking and friendships and bonds” are what drove them to join a particular student group.

Category of student group. When determining what student groups to join, participants wanted to be a part of a group that shared their interests and values. Interview subjects mentioned being involved in different clubs, organizations and sports in high school and wanting to continue those interests in college. For example, a participant mentioned: “a lot of the principles that my [student group] has I really valued coming out of high school. Um, so I looked for an organization that was like that in college.” Reasons like this are why many individuals sought out specific groups on campus to join. For example, one interview participant commented that she was “looking for a niche.” While Towson University has a wide array of student groups on campus, participants in this study were in the following different categories: sport clubs, community service organizations, Greek Life, fundraising clubs and student leadership groups.

One participant mentioned they “really wanted to affect the campus in a large way in some way, shape or form” and for that reason, the participant joined a student leadership organization. Another participant was involved in a cancer fundraising group in high school and wanted to continue being a part of that group in college. Many mentioned participating in community service activities in high school which lead them to want to joining community service groups in college. For example, a participant commented, “I did a lot of volunteering when I was in high school... so I wanted to continue that and meet people who liked the same things as me.” Other participants were involved in sports in high school and wanted to continue playing in college at a competitive level. Finally, some participants looked toward Greek Life to fill the void they felt when initially on Towson’s campus.

It is worth noting that the sizes of the student groups involved in this study widely varied. Some student groups had as few as 10-15 participants while others had upwards of 100 members. While the size of the student group was not taken into account during the interview recruitment process, this is a topic to consider when discussing how often individuals participated in philanthropic causes. This becomes especially important when determining how incentive programs affect nonprofit support efforts further discussed in the next section.

Incentive programs. At some point during their conversations, every student participant mentioned an incentive program as a reason behind their community service and fundraising efforts. While this will be further discussed in this study, it is important to understand why these incentive programs are in place. Student group incentive programs are implemented by the various governing bodies for the student groups.

During this study the following incentive programs were discussed in detail: the Student Government Association's (SGA) Tiger Stripes Program, Greek Life's Chapter Assessment Program and Sport Clubs Tier System. Additional document analysis was done by reviewing the governing body websites (Towson University, 2016c; Towson University, 2016d; Towson University, 2016e). As explained by the participants, a brief overview of each of these incentive programs follows.

The SGA Tiger Stipes Program offers four different tier levels to those clubs who fall under this governing body. Tier levels rank from the lowest to highest depending on how many requirements are fulfilled. One particular requirement of student groups in this category is to complete community service hours. The more hours completed the more money the SGA allocates to the group for organizational spending. At the highest tier four level, student groups must complete 150 community service hours. In addition, for this specific incentive program, every \$25 that a student group raises for philanthropy, counts as one hour of community service. Tier three requires 100 hours of community service, tier two groups must complete 50 hours of community service and tier one groups have no community service requirements. The incentive to complete more community service hours is that the SGA will provide extra funding for a student group, so the group does not have to self-fund as much for activities.

Similar to the Tiger Stripes Program, the incentive program for Greek Life is called the Chapter Assessment Program (CAP). The CAP Greek Life ranks organizations in categories of gold, silver and bronze. Groups are ranked on different requirements they have to meet, one of which is community service hours. While all of the requirements were not fully discussed, participants made it clear that to even be considered at the gold

level all participants in a fraternity or sorority must complete six hours of community service. While there is no monetary support behind this particular incentive program, those groups that are ranked at the highest gold level are awarded first pick on certain Greek Life programs and have “bragging rights” for the following year.

The final incentive program introduced during this study was the Sport Clubs Tier program. Like the other programs, the sport clubs that fall under this governing body are required to complete certain tasks. Clubs at the highest tier must complete more tasks than those at the lower tiers, awarding them more financial support to use for games, travel and equipment. This incentive program offers five tiers to the sport clubs. The highest tier level, tier five, however, requires clubs to complete 350 hours of community service. Tier four clubs must complete 250 hours of community service, tier three clubs need to finish 150 hours of community service and tier two must complete 50 hours of community service. In this program, the tier one clubs are not required to complete community service hours. Again, similar to the SGA Tiger Stipes Program, the higher the tier, the more money a club is eligible to receive from the Sport Clubs Organization.

As previously mentioned, the size of the student groups included in this study ranged. That being said, for groups with close to 100 students, it was easier for them to complete the community service requirements compared to those with only 10-15 members. Thus, in the larger student organizations the group members may not have had to complete as many community service hours as those from a smaller group. This could have also affected the amount of monetary support the group was eligible to receive from their parent organization.

When participants mentioned the various incentive programs, they were asked why they thought their student group was required to complete community service hours. A few themes emerged from this question. Individuals believed that groups are required to complete community service hours for the following reasons: to build visibility of Towson University; to improve the image of and increase community respect of Towson University; and improve the image of student organizations, mainly Greek Life. A participant noted that community service:

...is really crucial um to having a college town campus. Um, there's so many other people outside of our little community of Towson University. And um, a lot of times what they see is the negative side of student life... I think it really just helps paint the university in a good light.

It is important to note that participants rarely mentioned that they believed they were required to complete community service for their own benefit. It was thought that the main benefactor of the community service efforts is the university, not the students completing the work. At least one participant, however, did comment on how he thought community service could be beneficial to the students. When asked why he thought community service was a requirement, the participant stated:

It might be so [groups] can build relationships in the community; maybe it's the school using students to try and get the Towson name out there in a positive way; um, or maybe it's really just to help grown you know young individuals to better kind of take a leadership role and be better leaders...And you know, maybe it's kind of all a combination of multiple [reasons].

These opinions on why there was a requirement to complete community service hours may have affected the how the participants initially viewed community service. However, many believed that all student groups should be required to complete community service, especially if they were getting financial support from the university. One participant commented “I think that if they are getting money from the school they should have to give back in some type of way to receive money.” Although the participants agreed that Towson required community service to benefit itself, they also suggested that even if they have negative feelings to begin with about community service, something good may come from it and they may end up learning from it.

Research Question 2: Motivations

During interviews with Millennial participants the motivations for their support of nonprofit organizations, whether through fundraising or community service, were explored. While numerous motivations were exposed and further discussed during conversations, some motivations were repeated from interview to interview. These themes for motivations behind the support of not only the individual but also the student organization include: the philanthropy educator and influencer; reasons for wanting to give back; perceived benefits in exchange for service; and the requirement to complete community service and philanthropy activities. These categories are further outlined in the following sections.

Philanthropy influencers. Prior to outlining the specific motivation findings, it is first imperative to gain a larger understanding of how they were introduced to philanthropic activities. These philanthropic educators played a special role in motivating participants’ interest in completing community service and philanthropic activities.

Through the interviews, four main themes emerged answering who or what educated the subjects on philanthropy and influenced their interests in this particular area: parents, youth service organizations, religious organizations and high school.

Parents. Participants first credit their parents for teaching them the importance of supporting nonprofit organizations. One participant commented: “Well, growing up my mom and dad were really involved in nonprofits. And my, my mom, she volunteered and ran a shelter back [in my hometown].” This particular participant continued to explain how they would help out at the shelter so much growing up, but never realized that what he was doing was community service because his parents emphasized the importance of helping and giving back. “I’ve kind of always been around the whole volunteering [idea]. And it wasn’t necessarily labeled as volunteering. I just remember us always doing it.” This is an important finding because it emphasizes how introducing a child to community service at a young age allows them to participate, without necessarily knowing, and gets them into the habit of volunteering.

Many participants also stated that their families were involved in fundraising efforts while they lived at home, and as they got older, they become more involved in fundraising. One participant explained: “my family is actively involved in raising money for breast cancer research. We’ve done that since, as long as I can remember. And as I get older, I’ve gotten more involved as well.” The idea of donating was also something that participants remember their parents teaching them and encouraging them to do. Some individuals mentioned that their parents would ask them to donate part of their birthday money or gifts to nonprofits. An example of this is described by a participant when stating:

every now and then my dad would ask my sisters and [me] to give you know \$10 to \$15 to a group. And that was you know [when I was] really young. So the only money coming in was through birthday gifts or you know mowing the neighbor's yard or something like that.

This particular participant was taught the value of donating and giving back to others at the young age of nine or ten. Still, other participants were given a specific amount from their parents every year and were asked to choose where to donate it. Forcing them to research nonprofits, learn about particular organizations and start the philanthropic behavior at a young age.

In addition, comments from participants about how their parents engaged them in community service or fundraising activities from childhood through adolescence played a large role in why they found it important to continue participating in these support efforts. Participants suggested that because they were included in these activities while growing up, they were able to be exposed to different ways of thinking and were able to understand the importance of giving back. As one participant described, "I was kind of like raised to, not be too selfish." This participant went on to explain that doing community service and fundraising with their family members played a vital role in their enjoyment and desire to continue doing it. This is evident when it is stated "I think at the time it was cool to kind of do it as a family... it's just something I was raised [to do]." The idea of participating with family made the act fun and a memorable experience for the students.

Other participants mentioned that it was because of their family's personal experiences that their parents encouraged them to give back through community service

or philanthropy. Some individuals mentioned that their families needed support from others at some point while they were growing up, whether it be for medical, financial or family related reasons. Because of the support they received while going through tough times, parents instilled the value of giving back. One particular interview subject mentioned: “my family...we haven’t always been fortunate. And like we always had like people who’ve helped us... we had a lot of people who came and helped us and it really like influenced my family a lot.” This participant continued to explain that she and her family are very passionate about community service because of their experiences “because there is always going to be someone who needs something.” She believes that it is now her duty to help others who are less fortunate and that is because of her personal experience that she is so willing to participate in community service.

Youth service organizations. Throughout interviews, numerous participants also commented that they learned about nonprofits and experienced community service and philanthropy through youth service organizations like the Boy Scouts of America and the Girl Scouts of USA. Membership in these organizations included participating in activities like community service and volunteer work. Introducing these efforts in an organized activity allowed participants to have the experience of completing work with their group members in a fun and interactive environment. In some organizations, like the Boy Scouts of America and the Girl Scouts of the USA, pins, badges and new titles were given when service projects were complete. Many interviewees commented that it was through these youth service organizations and projects that they learned about community service and participated in philanthropic activities. One participant commented:

the different levels of scouting required to have so many hours of community service to have your board for review or different ranks... it was just something that was very ingrained, it's just the culture of the troop is participate in community service.

Two participants shared that they were required to complete a service project to reach the top Eagle Scout rank in the Boy Scouts of America organization. It is important to note that these are youth service organizations that participants voluntarily selected to join. Another service organization participants joined in high school was the Key Club. This club is also a community service club offered to high school students. Again, it was through this service club that participants first learned about nonprofit organizations and originally gained interest in the support efforts.

Religious organizations. Religious groups and communities also provided participants of this study with the education of nonprofit organization and community service functions. Many participants commented that they joined youth groups at their church or religious establishments. It was through these groups that participants began volunteering and participating in fundraising activities. For some participants, their community service may have been solely helping out around the church. One participant commented: "most of my work in high school was church based. So it was just basically their affiliates or doing things around the church to just help out there." Other participants completed numerous projects with their religious groups. A participant explained: "we specifically did volunteer work as a group together. So we like baked cookies for the fire department, we had like toy drives, stuff like that. And I think, and it was fun."

As participants grew older, they began completing other service activities with their religious congregations and youth groups. Participants mentioned they completed Habitat for Humanity projects over the summer with their student groups and traveled on missionary trips to complete projects in other countries, as well. In addition, some participants would go with their church choir to nursing homes to perform, which added another aspect to their community service efforts. One participant stated, “my church did a lot of service projects...so, we got a lot of experience there with that.”

The emphasis on working as a group seemed to be reiterated throughout conversations with those who participated in youth group activities. It was mentioned that the group aspect of community service was what made it so much fun and enjoyable to do. In addition, the community service and volunteer projects were completed on a consistent basis so the pattern was something that became natural to participants. One interview subject commented: “It was fun. And I think like, it got instilled in me young that like, if you like the people you’re volunteering with and you make friendships, like, doing stuff for your community can be fun and rewarding.”

High school. Throughout conversations, the majority of participants mentioned that they were required to complete community service hours to graduate high school. The amount of hours students were required to complete varied from school district and state. In addition, the way in which hours were completed also varied. Some students were permitted to complete hours in school during classes with specific assignments, while others had to find volunteer opportunities on their own outside of the classroom and get them approved prior to completion. A participant commented: “In high school I did [community service], we had mandatory community service hours. Which I did

mainly like with volunteering, tutoring at the middle school.” When asked what projects they completed, many participants could not even remember what they did to receive their hours. One participant stated: “at the end of the day like people honestly didn’t really remember about it. It wasn’t until you asked me about it that I remember it was a requirement.” From conversations it became apparent that many study participants did not find that the community service requirement impacted their lives.

In addition, students reported negative feelings associated with the requirement to complete the hours prior to graduating high school. One participant commented, “I didn’t get much out of it... as I would have wished I would have.” Participants mentioned that many of their friends complained about the assignment. Many participants looked to their parents for advice and how to complete the hours by the required date. Participants who completed their community service in the classroom with projects chosen by their teachers did not find meaning in required activities like letter writing and art projects. One particular participant stated:

People were like oh, we have to do this for our service learning, it was more of not taken seriously. The meaning was lost. People kind of forgot that we were you know making these like letters for people in a nursing home or writing these letters to actual soldiers. You kind of forgot about the people on the other end. And it was just like, well I just have to do this and then I can go work on my math homework and try and get some of that done. Or something like that, where I think it just lead to more disconnect um, and not really grasping the full understanding of it.

While some students did not enjoy doing the community service requirement at the time, looking back participants were able to see a benefit. One participant reflected: “it was good for me. I kind of grew as a person and like learned how to help other people. If I didn’t do it I would probably be more selfish than I am today.” Another participant commented that completing community service activities in high school gave them a different view of community service and instilled that value in them:

I think that if I went my entire 12 years of school and didn’t volunteer and then got into college, I probably wouldn’t volunteer. Just because I would probably have a negative, not a negative view, but not a positive view of it. And I guess it is just kind of like part of me because I have been doing it for so long. That I feel like over the summer I didn’t do any volunteer work and I felt bored, like I didn’t have anything going on and I was bored.

While not everyone enjoyed participating in community service activities while in high school, they were able to state that their opinion on community service and philanthropic activities has changed. A participant noted: “I remember like when I was that age, I was like this is kind of dumb. Like why do we have to do this now? So [my opinion] definitely changed from then to now.”

During interview conversations many participants felt strongly that if their parents or clubs and organizations they were involved in had not encouraged them to do community service or fundraising while growing up, they would not have found it of interest when they got to the collegiate level. One subject even suggested that it is important to be introduced to nonprofits prior to going to college by stating: “if you don’t have parents, or like an organization that you are in that puts a stress on it, then no one is

going to put a stress on it. And you're going to go into college like 'why would I spend my weekend volunteering'." By saying this, the interviewee is suggesting that a student who is not influenced or introduced to the notion of community service and fundraising or does not already have the drive themselves, then once on a college campus there would be no motivation to actively seek that involvement.

Motivation for giving back. As previously mentioned, the participants in this study all took part in community service or philanthropic activities with their student groups. However, the motivations behind these activities were originally unclear. As conversations progressed, themes emerged that further explained why individuals and student organizations on Towson University's campus participated with nonprofits in these two main ways. Motivations for giving back through community service and philanthropy fell into the following areas: to help others; to feel good about oneself; to gain notability from the overseeing department; to fulfill an organization requirement; peer pressure; competition; and personal connection. The following subsections provide details on these themes.

To help others. While all student groups supported a nonprofit organization through either community service or fundraising efforts, not all student groups required all members to participate. For this reason, exploring why individuals participated in these causes was important. One motivation for support that was reoccurring was to help and improve the lives of others. One participant stated: "volunteering was definitely something that I found that I really enjoyed. Um and I got a lot of happiness from. You know, I didn't do it for myself, I did it because I wanted to give back... and the one thing that I had was time."

Another common response was to help others achieve a better life that the participant was fortunate to have. This is evident in comments from participants like:

I know that I've been very fortunate with the life that I've lived. So I think that that's important if I'm able to give back to others, then I should. Like I think it's kind of... it's my duty almost to help other people.

A Greek Life member also commented that they are motivated to support nonprofits through service or fundraising to support others. During a conversation about Greek Life philanthropy challenge weeks, which will be explained in future sections, the participants commented: "we're motivated because we are helping people. We get competitive because it's like we don't care that we win, we just want to raise as much as we can and do as much as we can for these people."

Feel good about self. During discussion examining motivations for support, participants also commented that they are motivated to do community service or fundraising activities as a way to feel better about themselves. One participant reported: "You feel better yourself when you help or donate. But I just, I guess I agree with what they say, you feel good knowing you've helped somebody." These types of comments suggest that participants look to volunteer work or fundraising activities as a way to improve their current life, rather than simply for the sake of helping another human being. This idea was reiterated throughout interviews with comments like "it's just honestly something I've always seen as a good opportunity to get out there and feel good about something that you're doing."

In addition, another participant mentioned that with school work and personal life, volunteering and fundraising helps to reduce stresses and anxiety over problems:

I know that sometimes in school you have so much work and like so many like personal things going on you get like blinders. And I know that definitely for me, volunteer kind of like, takes those blinders away. And I can focus on helping someone else and then it in turn makes my problems not as intense.

While stress reduction may not have been the main reason behind their participation in community service or fundraising activities, many participants mentioned that it did help with that particular feeling. A participant stated, “so often we get really caught up in everything that we’re doing in our lives and we just kind of feel stressed out...it’s a massive stress relief for me when I can see that I’m doing good for somebody else.”

The feeling of guilt was also a motivator for study subjects’ participation in community service and philanthropy. A participant further explained this by saying:

I think my generation is very compassionate about a lot of things and like a lot of different issues. Like, a lot of us are very umm passionate about rights and homelessness and poverty. And stuff like that because we are fortunate...So it’s like we feel almost guilty.

The idea of how guilt is a motivator for the Millennial generation’s support of nonprofits is something that will be furthered explored in the following sections. However, it is interesting to note that participants openly discussed these feelings and explained how their guilt leads to participation in community service and support.

It is important to note that while some participants were motivated to support nonprofits as a way to increase their self-view, this was not the opinion of all participants. Other participants suggested that they felt better about themselves only after they knew they had helped another. This was evident when a participant stated: “it will bring you

this inside happiness... not everything is going to come in material things. Like sometimes happiness is a good thing. And it makes you feel better if someone else feels better.”

Gain notability from the overseeing department. As explained in the participant profile section of this paper, each student group is governed by a larger overseeing organization. Typically that includes the Student Government Association, Sport Clubs Organization and Greek Life. All of the governing bodies of student organizations at Towson require groups complete community service hours in order to move up in ranks of their tier, funding or scoring systems. The two most talked about governing bodies were Sport Clubs Organization and Greek Life.

For sport clubs, in order to get additional funding for trips, equipment and games, teams must complete community service hours. Currently, clubs are not recognized for their work at organization meetings. However, the community service hours are tallied and noted, especially when the clubs are working to move to a higher tier. Clubs are required to track their own community service hours and that of their participants. One participant elaborated on the tier process and how it directly affects their clubs:

With the tier system, you have to do a certain amount of hours to stay that tier...if you don't then you start bumping down and then your budget shrinks and not only that but with your budget shrinking your capabilities are far less. Where you want to travel, where you have nationals, what you want to do... So it's kind of like you have to check you know all your own boxes, you know make sure you have your community service and all your know your 4 or 5 other responsibilities...and

then that opens up all your opportunities to you know run the club and have the club you desire.

For this particular sector of student groups, they value traveling and being able to play who they want when they want. Therefore, the higher the tier, the more prestigious the sport club becomes and the more important they seem to the other sport clubs.

The fraternities and sororities in Greek Life are very familiar with their overseeing ranking system, the Chapter Assessment Program (CAP). This program ranks fraternities and sororities by the activities they participate in and the programs they attend. At the end of the semester, group rankings are released, ultimately awarding one group the top honor of being the best group in Greek Life. While there are no monetary funds that are given to this winner, bragging rights and small honors are bestowed to the top group. Because this title is so important to the fraternities and sororities, they are constantly working towards completing community service hours and supporting other Greek Life organizations. One participant explained how supporting other organizations is really self-benefiting by stating: “so you see a lot of other Greek organizations going out to... support them as well as them documenting that you have so many people there. [It] ensures that you’re maintaining the right rankings with the CAP system.” This statement shows how individuals and groups aren’t necessarily doing community service and supporting one another for the sole reason to help others, but more so they can achieve higher rankings in the CAP system and increase their notability among the other Greek Life groups. Another participant of the study noted how their particular organization achieved the best score last year. Therefore, the group was pushing to complete even more community service hours, again not as a reason to improve the lives

of more individuals, but because they wanted to keep the title and achieve the success again:

Last semester we got the best, the highest CAP score of all Greek Life. It's amazing so, we like bumped it up. It used to be six hours of community service a semester and we're like let's keep it going, and now we're at eight hours.

Not only can the Greek Life organizations at Towson University achieve high rankings for completing tasks like community service hours, but also they can receive national honors. One participant stated:

...pretty much when it comes down to the fraternity, we can get awards... there's like expectations ...Having one of the best chapters national would be, uh something call the Smyth. Which is like our crown. So if you reach that like that's the cream of the crop.

When asked what the organization benefits by completing community service hours another participant explained it helped the organization recruit, not that it helped other people. The participant commented: "We win national awards. We can win awards on campus, recognition. It just helps to I guess recruit... We have the highest GPA of all IFC Fraternities. It's just little milestones that kind of put the whole chapter together."

Statements like this show that the community service and philanthropic activities are not solely done for the benefit of others, but rather groups are incentivized to complete them and receive a benefit in exchange for their work and support.

Organization requirement. Another motivation for participating in community service and philanthropic activities that emerged during conversations with participants was that it was done to fulfill a requirement of the club or organization. This means, the

individual needed to complete the activities in order to keep in good standings with the club or overseeing organization. One participant said when discussing how the work benefits the club: “what’s beneficial for our organization is really just we meet our sport clubs requirement and are able to get our funding. So, really it helps us stay a club.”

Another participant commented that if not for the requirement, they probably would not be participating in the nonprofit support activities. The participant stated, “I honestly don’t think that I would be as involved with community service if I wasn’t involved with this team.” This particular participant continued to further with the topic and even claimed that at Towson University, the emphasis on community service was not on those that were helped, but rather on the program and completing the requirement by saying, “at Towson it’s more of the program, getting hours for the program.”

When asked if there were benefits to the organization requirement and if it was impactful, some participants did see the value. One participant said:

I think having the requirement is probably the main driving force behind [the support actions]...It wouldn’t, honestly it wouldn’t have been something that I would have thought of until it was a requirement. And since it is, you know I think you have to mandate it. Um to motivate people. But I think it’s necessary and I do like it. But if we were not to have it, then we portably wouldn’t think about it.

Peer pressure. Many participants mentioned they felt pressured to complete volunteer and philanthropic activities. For the different student organizations interviewed, pressure came in different forms and was felt by individuals in different ways. For some individuals, the pressure came in from the whole team, in the form of a fine or even

punishment and exclusion. When discussing pressure one participant stated, “I personally [felt pressure] the semester that I was active just because it’s not that I feel pressure to be fined, but I feel pressured to find space in my schedule to get the hours in.” In addition, because these support efforts were completed with a group, the individuals were pressured to serve with the group, rather than individually choosing which organizations to support.

Participants who were group leaders even mentioned that they used peer pressure to get other members to participate in the activities. One participant stated members in her group participated “because I make them... because it is required.” Members in the student groups in this particular study even mentioned that the peer pressure was a form of motivation. Another participant even commented that they thought that this particular kind of peer pressure was positive. While typically peer pressure is viewed as a negative, in this instance it is believed that the pressure forces others to do something that they may not want to, but in the end could be beneficially to them. The participant explained:

I think it’s absolutely a form of peer pressure. And I, I kind of like the aspect of it. Growing up I always had, you know I heard the word pressure and it always had a negative way about it. But I hadn’t actually seen it done it like a positive way. Where everyone’s going out to help someone and then there’s all the sudden someone who doesn’t. And you know everyone kind of shuns them. You know I think that’s enough to motivate someone to at least, even if you have to fake it, to show up and do it. At least you’re there and then through that maybe you’ll understand and you know the importance of it.

When talking to members of sport clubs, participants mentioned that if the service was not completed, then individuals may be forced to sit out for a game or would not be included in specific team bonding activities and dinners.

Especially for the Greek Life organizations, the peer pressure was in the form of a potential fine if the hours were not completed in a specific time frame. For some groups, an excuse note must be turned in prior to the community service or philanthropic event to eliminate a fine. A participant commented, “so like if you don’t send an excuse note for an even that’s mandatory, you will be fined.” Not only could individuals be fined if they did not fulfill community service requirements, but the overseeing Greek Life program can fine individual fraternities and sororities if hours were not completed. This pressure from Greek Life would lead to a \$100 fine if individual chapters did not complete and turn in their community service paperwork.

Another form of peer pressure unique to Greek Life was that which occurred between the individual fraternity and sorority chapters. Throughout the year, fraternities host philanthropy weeks, which will be further discussed in another section of this paper. During these weeks, chapters are encouraged to participate in the philanthropy events and raise money for another chapter’s cause. In addition, standings are publically announced at the end of every day. Participants mentioned that they felt pressured to raise money so their group would not be at the bottom of the rankings, which would make their group look unfavorable. Winning chapters are asked by other fraternities to partner for other community service events like TigerThon, a popular fundraising event on Towson University’s campus. A participant explained that being asked to partner with a fraternity is like waiting for a date to ask you to prom. She commented: “sororities and fraternities

partner up to go to TigerThon together. It's like; it's like asking someone to prom. But like you're raising money for TigerThon...this is your team...and whoever raises the money [wins]." In essence, fraternities and sororities continuously feel pressured to raise money or complete community service to ensure their groups look good to other fraternities and sororities and will be asked to partner in future events and socials.

Competition. Competition between student groups, especially between fraternities and sororities, also emerged as a category under the theme of motivations. This included statements that community service and fundraising activities were completed to compete with other organizations. Many times the competition between fraternities and sororities occurred during philanthropy weeks where nothing more than a small donation may be provided to the winning group. A participant explained: "other fraternities will participate and donate money to your philanthropy as their entry fee into that like event. Umm and then they compete and if they win they get like \$100 to their philanthropy...there's a lot of like competition."

There is also a hidden competition between sororities throughout philanthropy weeks as well. It was explained that sororities are often judged behind the scenes by fraternities during these weeks to see which is the best fundraiser or the most fun to be around. This "secret" judging determines who each fraternity will ask to partner with for their next social or philanthropy event. A participant commented, "They judge the best sororities based on like, like the fraternities will ask who won their philanthropy week to like socials and stuff." Often during these philanthropy weeks groups raise more money for another's cause than they are able to do for their own cause or philanthropy. One participant described:

We raised \$2,000 through [another fraternity's philanthropy week]. We have never raised that much money for like, pretty much anything...it's a big competition. And like it's a way to get your like self out on campus; Oh like we raised the most money in [a philanthropy week]...we did all that fundraising, so like ask us to TigerThon. We know how to fundraise.

In this particular case the fundraising activity is used as a way to improve the image of one's own student group and to get attention from other fraternities on campus. Again, eliminating the emphasis on improving the lives of others.

Personal connection. A final motivation for participation in community service or philanthropic activities was that individuals felt a personal connection to the cause. Participants noted throughout the conversations that they were more inclined to complete hours or projects because they felt a direct connection to either the cause or the organization they were helping. One participant explained:

If it hits close to you, then you'll have more passion and more drive to go out there and be as successful as possible. But if you don't have as much passion for that type of thing and you know just go through the motions... it's just not as fulfilling of an experience.

Other participants agreed with this statement and often mentioned that the cause needed to "hit home" or they would simply be "going through the motions." To be motivated a participant mentioned the cause should be "something that like inspires you to help other people, or if it does something, it does something in your mind, that kind of sticks with you, it's always going to be worth it."

Participants suggested without the personal connection, the actions were not as meaningful. In addition, they contemplated whether people should really participate in activities they were not motivated to be a part of or even if others would want them to be there in support. A participant stated: “You should want to go out there with full force and if you’re not going to go out there with full force, what’s the point of even doing it? You’re kind of just taking up space.” This idea is important especially when student group participants do not always get to choose with organizations and events to participate in. It is mentioned that the individuals interviewed did comment that there was always somebody who had a negative attitude towards the activities or did not want to participate, but would do it anyway to support the rest of the group.

Benefits of service. Although the participants mentioned specific motivations behind their support of nonprofits through community service and philanthropy activities, there were other reasons behind their actions. During conversations participants mentioned how they and their student groups had benefited from the community service and philanthropic activities. Because of the reoccurrence of this concept, benefits of service emerged as a theme in this research. Participants shared five different ways in which they or their organizations benefited from their service and fundraising efforts. The following sections detail their presumed benefits.

Sense of community. Participants commented that participating in community service and philanthropy activities made them feel as though they were a part of something larger than themselves. In addition, participating in these activities with other students gave them a community in which to share experiences with. Students expressed that they felt included when participating in nonprofit support events. A participant

explained: “it creates a social atmosphere... [it] seems like something you want to be included in. It’s another group to be a part of, it’s another avenue to take.”

Another participant commented that they felt that groups should be involved in giving back to the Towson University community, which has given so much to them. They felt this was especially true if the University was financial supporting the student group. A participant stated:

If they want help from the school I feel like they should do their part in helping other people out. Like kind of like how Towson wants us to be reaching out to other people and stuff. I think if a group of people are together then they should be helping other people out and not just themselves. Like, they just need to do other things if they want to be a part of something.

This was a common theme when talking to participants. Many felt as though it was their duty to give back to the community, especially since they were receiving support from the school and the local community.

In addition, participants felt that going into the community and serving the local residents helped to create a sense of pride for the student groups and Towson University. A participant said, “I think it’s a good way to kind of instill some pride for the students within their university and their local community, as well as help the local community to better understand and connected with the students.” Other participants suggested that by serving the local community, the image of Towson University would improve and the activities would help bond the community with the students. This is especially important since relationships between the local residents and the Towson University community are often strained due to poor student conduct and misconceptions.

Bonding. Another way in which participants and their student groups benefit is that they reported during conversations that participating in nonprofit support activities allows their student groups to grow closer with each other. One participant explained:

It brings a more meaning to it than we're just a [sport club]. Like it shows that we're more than just a team we do things together, we're connected...that's another great thing about community service... We bond on a different level as opposed to just throwing the ball around.

Completing a community service event together or reaching a big fundraising goal gives student groups more dimensions and reminds them that they are not just a student group with one specific function and goal, but rather that they can do meaningful work for others.

Participants comment that they enjoy doing community service and philanthropic activities with their groups because the members are all there for the same purpose and goal outside of their student group. Joining together and finishing a project not only forces the groups to work together, but provides a sense of pride when they are completed, which bonds the group and gives them a shared experience. This is especially helpful when there is tension in the group. One participant stated that community service was helpful for the group because there were times the group had “a lot of drama” and participating in community service activities together got: “people together that wouldn't want to spend time together. But because people will do the service, because that's what we do, like they can like put the drama aside and help somebody else who needs it.”

Self-growth. During conversations with participants it became clear that participants were not only proud of what they were able to accomplish with their student

groups, but also that they noticed a change in themselves. Many participants commented that they felt they had mentally and emotionally benefited because of the community service activities they participated in. One participant commented: “it helps me develop as a person. Umm, builds character in a sense. Not in the traditional sense, but doing work makes you a stronger person but mentally a better person.” Another participant believed that through community service work they became less judgmental and humbled them to see how fortunate they really were.

Participants also made comments that through service efforts, they became more aware of themselves and the world around them. The service opened their eyes to new views, thoughts and opinions and forced them to work with others to achieve a common goal. A participant shared:

I think volunteering and supporting nonprofits makes you just a more well-rounded person and you're just more in tune with what's going on in the world. 'Cuz you could be here and just not notice that there's people like on the street that are, that don't have the same kind of benefits or same kind of resources that you do, So I think it's going to make you more well-rounded. And just more grateful for what you already have.

While not formally said, the acknowledgment of becoming well-rounded when doing community service and philanthropic activities is associated with a motivation to support nonprofits because participants continue to participate in those activities. In addition, they enjoy participating and learning more about others and themselves.

Participants mentioned that their view on nonprofits and reasons for supporting them had changed over time. Participants commented that in the beginning of their

service work, they participated because their friends in their student groups were doing it. However, as they got older, they found an appreciation for the community service and philanthropic work and understood that what they were doing was important work. A participant commented:

...[supporting a nonprofit] has given me an opportunity to do something about it...And to be able to say that I do it, that I actively participate in fundraising and doing community service for it... my perspective of why it's important has definitely changed.

Participants also commented that the work they completed as part of high school requirements was different than what they did as a college student. For example, in high school the requirement was easily completed with little thought from the student. Teachers and parents helped offer suggestions and provide ways to complete the service. In college, the participants had to find the service opportunities on their own and plan with their student groups. One participant stated:

At first it seemed like a bit of a choir, and then I guess as I got more involved, it just seemed more like if I had free time, I liked spending my free time doing this. And it's something I've come to enjoy than, I don't know, an obligation.

In fact, many participants stated that while at first they might not have enjoyed doing community service work, they now find it enjoyable and would willingly help. Thus, self-growth can be deemed a motivation for support.

Nonprofit literacy. While discussing benefits to community service, most participants acknowledged that before their community service and philanthropy requirements they did not understand what nonprofits really were or their function.

However, through their efforts they now have deeper understanding for what these organizations do and how they work. One participant said:

I didn't know the organizations there were nonprofits. Like, umm, NAACP, or Baltimore Humane Society, or the Boys and Girls Club... I was really ignorant to what they were, what they did, their purpose. Um and this has really opened my eyes to that and I see the importance of helping them out.

Learning about this sector of work not only introduced the participants to another way of thinking, but also provided some participants with possible new areas for careers. A participant elaborated: "I've gained a lot of insight into nonprofits as a whole...I think I am going to end up working in a nonprofit when I graduate." Learning about nonprofits in college not only benefited the students by teaching them new ways of thought, but also may have allowed participants to find a new career path and found where they fit in. In addition, it created an opportunity for them to be exposed to ways they can continue to help after graduation.

Selfless not selfish. Similar to self-growth, many participants mentioned that they benefited from completing community service and philanthropic activities because it taught them to be selfless not selfish. A participant explained, "community service and philanthropy is all about helping...being selfless and not selfish." One participant acknowledged:

I'm very selfish in my personal day-to-day life. I care about myself. But when I'm giving, when I'm doing service I'm not. It's a time for me to be selfless. And that's a time for me to really open up and see new experiences and do different things.

This emphasis of pushing past one's own wants and needs to help others really stood out during interview conversations. The same phrase "selfless not selfish" was repeated so often that it became a theme under the category of benefits. In addition, it also acts as a motivation for participants to complete community service and philanthropic activities as a way to help others rather than oneself.

Participants commented that before community service activities they would only do things to better themselves. If they helped someone else, it was only done because it would make them look good in the long run. One participant stated: "I think that doing community service, engaging in philanthropy, it's made me a much more selfless person...not to say I was a selfish person before, but I just did a lot of things for myself."

Another individual mentioned that joining a student group and participating in nonprofit support activities also aided in their efforts to be less selfish. This is evident when they said, "So when you join a group you kind of do it for the whole...you're being selfless not selfish." The theme of selfless not selfish seemed to be the way participants explained that doing the nonprofit support work made them move past themselves and do something for the betterment of others instead of focusing on themselves.

Forced requirement. A final category for motivations to support nonprofit organizations and causes with student groups is that it is simply a requirement that the groups must complete. However, through conversations it became apparent that the forced requirement was not always well received by study participants. The following sections discuss how a forced requirement was perceived by the study participants and how it affected their view of the service.

Not as rewarding. When discussing how participants felt about the requirement to complete community service and philanthropic activities the theme emerged that it is not as rewarding and choosing to do it. Many participants actually thought it should not be a requirement because it ruins the experience for others. One participant commented they thought it should not be a requirement because: “most people revere it as this is something they have to do...But there are selective people who are really doing it because they would like to because it is a good cause.” In addition, participants mentioned that the forced requirement turned the intention of doing something good for others into a chore and became annoying for groups to complete. In addition, groups get hung up on the timeline they must complete the hours by and the consequences they will face that enjoying the activities and finding the really meaning behind the requirement is lost.

Those participants who were in service student groups commented that often other groups would come to them and ask to help with projects as a way to fulfill their community service requirements. While those groups would never turn individuals away, they often feel frustrated with those groups who are only there to complete a requirement because “you can tell they’re not there for the same reasons we are.” In addition, a participant from a service student group commented that those groups who come to help with projects to fulfill a requirement glorify what they do and post on social media with pictures from the project. A participant shared: “and they took a bunch of pictures with the sandwiches at the end. And it seemed more like a show and it seemed like they weren’t there for the right reasons.”

Participants also suggested that other members in their groups had negative feelings toward community service work, especially if that was not the sole purpose or goal of the organization. Meaning, many group members did not understand why their sport club, for example, had to complete community service when they signed up to play a sport, not help others. A participant stated that the requirement, “gives people like kind of a negative attitude to it... it sucks seeing people like saying ‘ugh I have to go this to community service event.’”

At the same time, study participants again reiterated the fact that if people did not have the desire to do or positive attitude when participating in community service, then they would rather not have them there. A study participant said: “Don’t do it if you don’t like... want to. If you don’t want to be here, I don’t want you to be here. Like you are going to make it miserable for the people who like actually care about it.” One particular participant believed that community service or philanthropic activities should be required. However, while continuing to discuss the topic, their opinion shifted. The participant added, “then you got to think about if you’re going to be miserable doing it, those people don’t want you to help them anyway.”

Some participants commented that the forced requirement is detrimental to the student groups’ perception of the activities and can ruin the efforts. Also, study participants all stated that there was always going to be someone who was negative about the experience or complained about doing the work. That being said, one participant believes: “people complain about it. But I won’t say people regret it. Um, which I think it more impactful. ‘Cause you’ll go and you’ll feel better about it and probably feel bad that you were complaining in the first place.” Thus, even though some group members did not

enjoy the community service or philanthropy work, in the end maybe they are still getting something out of the experience.

Negative connotation and punishment. The notion that a forced requirement to complete community service or philanthropic activities was perceived to be a punishment also emerged during conversations. One participant even mentioned how the words “community service” sound like it relates to trouble with the law because “when you get in trouble with the police, you have to do community service.” Therefore, the action of doing community service is automatically viewed as a negative because people know that when you get in trouble with the law, often you have to complete community service hours. Another participant said it seems like a penalty; however, community service should not be thought of as negative.

During interviews it became apparent that because of the forced requirement, the word “community service” has a negative connotation to student group members. In addition, those not in student groups also have a negative view on it. A participant shared:

When I tell people, you know friends of mine on campus... yea we have to go to community service, they say ‘man that sucks, why are you guys doing that’...and it kind of blows my mind...that it has such a negative connotation. And it looks good because people respect that you’re doing it, but it’s almost looked at like burden’s work.

When asked why study participants thought people had a negative view on community service it was often mentioned that nonprofit support may not be something that others find important and include in their daily routines. One participant went further and said

the value of helping others is learned at home by saying, “if you’re not raised in a home where community service isn’t a priority at all, I can’t necessarily blame you if you’re entire life you’ve never you know that another way.”

While the forced requirement to complete community service and philanthropic events by overseeing departments, and even group leaders, motivates individuals to participate, the negative connotation and punishment implication are also factors that lead to motivations. Granted, in this sense, the negative connotation and punishment do not positively motivate individuals to participate. However, these two concepts are still important to discuss as they effect a person’s motivation to help support nonprofits.

Research Question 3: Support Preferences

While interviewing participants of this study, specific questions were asked to gauge how the Millennials preferred to support nonprofit organizations with their student groups. These conversations provided vital information for this study and explained why some actions were more popular than others in this specific generation. Conversations with Millennial participants revealed three main ways they preferred to participate: community service, voluntourism, and event fundraisers. The following subsections explore the giving and preference trends the interviewees noted were of interest.

Community service and volunteerism. Throughout interviews the majority of participants commented that they preferred to support nonprofit organizations through community service activities. A participant commented, “I find that just doing straight community service where you’re just doing something is more rewarding than like raising money.” While motivations behind their support have already been described, the reasoning has yet to be explored. Some participants commented that they enjoyed

community service over philanthropic activities because there was an ease associated with that form of support. In many cases, student groups already had set organizations they worked with to complete community service hours. Therefore the act of actually taking part in community service took little work and planning for them, making it easy for them to complete their requirements.

In addition, many participants felt that community service was “more personal.” Individuals mentioned that having the ability to see the impact they made on others was important to them. One particular participant explained, “a lot of the time if you do work if you feel good about it when you’re done, you still can see with your own eyes...kind of reaping the benefits of your work.” A participant also mentioned the emotional connection was lost when donating. It was stated: “I think that when you’re donating money you lose that emotional connection compared to when you’re actually participating in the act. That emotional connection is right there.” This emotional connection is what many participants felt was the most rewarding aspect of community service.

Compared to fundraising activities, participants enjoyed community service because they were able to directly help those in need. Participants mentioned they liked the interaction with those they were serving and appreciated the opportunity to see how they are making a direct impact in the lives of others. The idea of instant gratification also emerged because participants mentioned that through community service activities they were able to immediately see how and who they were helping. Participants mentioned that they were able to be thanked immediately on site at community service events, rather than waiting for an email to thank them for their service. A participant

stated, “I think being able to shake someone’s hand kind of just instead of receiving an email is much more different and has a much greater difference.” In addition, a participant mentioned, “even though you know you did something, it still helps reassure seeing it and seeing them you know maybe smiling and extremely happy and [saying] thank you.” Another participant commented, “I like doing community service because... somebody’s there at the end of the day going ‘oh thank you so much, you don’t know how much this helped.’” During conversations participants often suggested that there was a need to feel appreciated and thanked on the spot.

In addition, many stated they did not think they were “good” at fundraising. Another concept that was reiterated was that students felt they did not have proper funds to donate to an organization or the abilities to raise money because they were only college students, many without jobs. In addition, participants felt as though they constantly questioned where the money they raised or donated was going in the organization. One participant commented that it was hard to know “how that money is being allocated to different people and actually helping.” While participants believe that raising money is important and they understand the dollar figure was needed for nonprofits to stay in business, that form of support would not be viewed as most important or impactful to them since they could not directly see the benefit the donations make.

Community service with student groups. Although many participants commented that they preferred to complete community service projects than fundraising activities or making a personal donation, it is important to note that community service was only preferred if completed with a student group. Many individuals mentioned that this form

of nonprofit support was the most enjoyable for them; however, only when done with those they knew. One participant said, "I think there's a benefit, but also it's not as much fun to do by yourself." The majority of participants also stated that they would not participate in community service without their student group or with those they knew. Another participant agreed by saying, "I'm a big [supporter] of doing the group community service and I wouldn't really want to go anywhere alone." The idea of serving by oneself was not of interest to participants and they urged that the meaning was not the same as when completing activities with their student group. A participant explained:

When you're with a group of people and you can go in and make that impact, I, it's different, it's a different experience and it's a rewarding experience. And I think a lot of people, um appreciated it a lot more when that happens.

In fact, many participants claimed they would not even participate in community service if they could not do so with their student group. Participants mentioned that the personal interaction they got with those they were helping and the members in their student groups made their community service experiences positive and enjoyable.

Voluntourism. Another way in which Millennial participants mentioned they prefer to support nonprofits is through a current trend called voluntourism. Voluntourism allows participants to combine their interest in traveling with their enjoyment of volunteering. Voluntourism trips can be planned for around the country and even the world. In some cases, student groups work with national organizations to plan trips, while other times students are responsible for choosing and planning trips, recruiting members and raising travel funds. This new way of volunteering is very popular with the

Millennial generation because they are able to go on a trip, often paid for with funds they raise from friends and family members. One participant commented that a benefit to participating in a student group involved in voluntourism is that “it’s a decently priced trip.” In addition, participants mentioned that these voluntourism trips were often planned for them already and required little work from them. A participant explained:

I had always been interested in nonprofit work and this was just the perfect opportunity because everything was kind of already set up for me. I didn’t really have to do any of the planning. It was like financially reasonable. Um and it was like a trustworthy organization.

When asked why they were interested in this form of volunteerism, a participant stated: “well I like service. And coming into Towson I knew that I wanted to do something service oriented and also travel. So it’s like two of my favorite things.” In addition, participants mentioned that voluntourism gave them the chance to get to know the destination locations on a deeper level and experience the native people firsthand. One participant commented: “I enjoy getting, going somewhere and actually getting to know the people there...how life is in that place...I’m doing service but I also get to go see [places] I haven’t seen before.” Participants felt that this form of volunteerism and community service is mutually beneficial for them and those that they are serving. They are able to travel somewhere new and, at the same time, are able to help the locals in the communities they visit.

While on first glance these voluntourism trips seem to be full of fun and lighthearted, participants commented that through some national organizations prep work and on-trip assignments were required. One particular national organization emphasized

educating volunteers prior to the trip so volunteers know exactly what they are getting themselves involved in. One participant commented that she thought the education was important because: “there are a lot of negative views on voluntourism, like mixed with volunteering. So when we’re down there we do like reflections or we will read articles about what’s happening in the country.” This is required of participants so they fully understand that they are not only going on a trip, but also more is expected of them and they have specific responsibilities.

Although those participants of this study shared nothing but good comments associated with their experiences of voluntourism, they did offer that not all individuals are as positively affected by the experience. It was shared that some individuals are not on trips for the right reasons and are using the trip as a chance to brag to friends. A participant stated:

...going on one of these trips can be like your social trophy, like your bragging rights. It’s like and everyone else will be so proud of you and think you’re this great person. When that’s not why you should be going on this trip.

As with other aspects of this research topic, the mindset of the participants is important to the experience they have and the impact they make on not only those they are serving, but those they are serving with. Again, participants mentioned that if they are not participating for the right reasons, it is best if they do not participate at all.

Event fundraisers. The third way participants preferred to support nonprofit organizations was through event fundraisers with their student groups. These fundraising activities often provide entertainment and an avenue for groups to work together to achieve a goal. Participants described numerous event fundraisers on Towson

University's campus including TigerThon, Relay For Life and numerous other Greek Life philanthropy week events. One participant explained what a Greek Life philanthropy week consisted of by saying, "it's just a fun event and you know we make videos, we donate money." Participants emphasized that event fundraisers are good for student groups because it is easy to pull a large group of people together for a common reason.

In addition, participants commented that event fundraisers can last up to 24 hours and spread over a week long. This large amount of time provides an opportunity for student groups to work together and bond. Often times, student groups participate in event fundraisers that another student group on campus hosts. When asked why these events are so popular, one participant suggested:

It's like something for [student groups] to go do that isn't like something that they put together. They come out to our event and like it's something that they do together as an organization. Like, it doesn't really necessarily fit into what they do as a club...And then they kind of share in [the] passion.

Another reason study participants believed the event fundraisers are so popular with their generation is because at the end of the event there is typically a big reveal of how much money was raised. One participant stated, "there's nothing that beats hearing how much you've fundraised...events are more fun. More people are involved and engaged." Participants expressed that they enjoyed these events because after putting so much work into fundraising, they were able to share with everyone involved the joy of hearing how much was raised for one cause. Another participant explained, "it's just the final product of those things and hearing the amount of money that we've raised...after putting so much work into it."

While discussing the impact event fundraisers make on those that participate, a study participant suggested that the current impact may not be as big as what it may cause in the future. To explain further, the participant stated, “even if they don’t donate right at the time, it puts it in their mind and they have at least some understanding about what philanthropy is and why it’s important.” It seems the hope is that through these event fundraisers, students are exposed to philanthropy and get in the habit of participating and donating so that after college they continue that trend.

One final reason participants mentioned they enjoyed event fundraisers is because these events have a large personal and emotional pull on them. At many events individuals shared personal stories of how the organization helped or the cause affected them. These personal stories allowed the participants to have a deeper connection with the mission of the events because they were able to experience firsthand how what they were doing was helping another person. A participant explained, “people go and share their story and they have different events there that reflect on the impact that you’re doing...like why am I here, what impacts am I making.” It is through the personal connections that participants are able to make at these events that drives them to continue to support event fundraisers year after year.

Greek Life philanthropy weeks. As previously mentioned, many Greek Life organizations host or participate in philanthropy weeks, similar to event fundraisers. However, there are mixed feelings from study participants and Greek Life members as the pros and cons of these events. While some participants of both this study and Greek Life believe philanthropy weeks are very successful, others think they are detrimental to, not only the organization they are raising money in support of, but also the community of

Greek Life. Participants mentioned that these types of events unified Greek Life as a whole. One participant commented: “everyone would turn out for it. Like one big Greek community, everyone loves each other...and we always raised a lot of money.”

Participants of this study stated that they have been able to raise upwards of \$25,000 in one week in support of their fraternity’s philanthropy. While this is a large number, many fraternities and sororities are forced to pause fundraising for their own philanthropy to support another’s. Often, prizes are given to those fraternities or sororities that are able to raise the most amount of money. A participant stated: “if they’re like ‘main prize is \$200 for your philanthropy.’ Like that’s \$200 we didn’t have before. But like we raised \$2,000 to get that \$200.”

Other participants commented that it was because of the competition atmosphere that so many groups supported philanthropy weeks. With a cash prize or opportunity to be selected as a partner for an upcoming event, fraternities and sororities would often challenge each other to see who could raise the most money. That said, participants urge that while competition is important, supporting one another is most important. A participant described:

We like to compete in Greek week and all of these things. But at the end of the day if someone else is having an event we try to do our best to be there... as a part of Greek Life. We like to promote ourselves.

Other participants commented they do not necessarily like the competition aspect of the philanthropy weeks and do not find it beneficial to the benefiting organization, Greek Life as a whole or the individual participant. One participant said: “you’re raising money but at the same time you’re like wishing that team wouldn’t raise money so you

could win...it's not really teaching anything. It's just teaching people to be competitive....I don't see the productivity in competitiveness." Participants mention that they believe this whole idea of philanthropy week is in essence, a form of peer pressure where groups push each other to raise money. However, it is not always meaningful since the personal connection is missing. Study participants reported feelings of pressure to raise money from other group members during these weeks so their student group would not fall behind others and win the competition. A participant stated: "I don't know there's more pressure to raise money for like a fraternity's philanthropy, for what? For the prize of a social? Like... I don't know, I don't understand." Interestingly, more female participants of this study shared these disgruntled views than did males. In addition, one participant of this study mentioned that she was so disturbed by how philanthropy weeks were run that she had brought the complaint and a list of suggestions to the at large Greek Life board for review. Because of the severely split views on philanthropy weeks, the impact and success of Greek Life philanthropy weeks could not be determined in this study; however, it still important to note.

Research Question 4: Future Impact

The final research question of this study explored how Millennials' current support of nonprofit organizations is affecting how they plan on supporting organizations in the future. Through conversations with study participants, it became clear that one large subject that will affect their support in the future is how their generation is stereotyped by organizations and other generations. In addition, research showed that there were four main themes that emerged surrounding ways in which the Millennials will support nonprofit organizations: participation with a group; community service work

and through donations; providing assistance to more than one organization; and researching organizations prior to support. Finally participants reflected on how they believed their support of nonprofits through community service and fundraising activities would impact them personally.

Stereotypes. During interviews, the Millennial participants mentioned that they felt their generation was often stereotyped and generalizations were made about them that were often negative. Through discussions, it was made clear that participants were emotionally hurt by some of the stereotypes, and direct interactions with those from other generations caused them to have negative experiences when participating in volunteer and philanthropic work. One participant commented: “there’s like a stigma that Millennials don’t really like to help. Like we’re lazy. I’ve heard that a lot lately.” Another participant mentioned, “It feels like people are also discrediting the Millennials, you know the generation that I’m in.”

Some participants explained that their interactions with older generations, especially those from the Greatest Generation, at community service or philanthropic events were not always positive. In fact, many times the participants felt as though they were spoken to in a condescending manner. Participants mentioned when treated by others in this way it is hard to keep a positive attitude. A participant commented, “it’s very hard to be like you know like really polite and you know like friendly when they’re talking down to us.” Participants mentioned that those in previous generations were unwelcoming at times. One participant recalled a specific memory where she was talking to a member of the adult version of her student group and felt as though her work and efforts were belittled. She said: “I always, a lot of us always felt they kind of like talk

down to us in a way. Like ‘aw it’s cute you’re trying to lead a club, how cute’... they haven’t been the most welcoming.” In addition, this particular participant said that because of her interactions with those members, when she graduated college she would not look to join the adult version of her collegiate club. In fact, she would be looking elsewhere for an avenue to participate in community service because she felt as though she was treated in such a demeaning way. A participant shared: “I found that with a lot of these organizations, I would never, I would never join. Because I’ve had such a negative experience.” Unfortunately, because of these experiences, many adult service organizations could be harmed once the Millennial generation reaches the age when individuals typically join. If Millennials do not have positive experiences, they will not want to join and thus the service clubs will diminish.

Interestingly enough, while previous generations are stereotyping Millennials as being lazy and unwilling to help, the Millennials are in fact crediting their parents and grandparents and how they were raised for the reasons they are so philanthropic. One specific participant commented: “I wish my generation didn’t get as much slack, as much like negativity...we are very philanthropic...we’ve been raised to believe that giving back is extremely important.” In addition, some Millennials even believe that they are more philanthropic than their parents. Many mentioned that they have noticed their grandparents volunteering and participating with nonprofits; however, they often stated that they do not see that same support from their parents. One participant said, “My generation seems to be like more compassionate to me, I think.” These generational differences and stereotypes were mentioned by participants as items that would affect their participation with nonprofit organizations in the future.

Nonprofit support post-college. As previously mentioned, through these interviews, participants highlighted four main avenues they believe they will use to participate in support activities post-college. The following are the four topics mentioned: participants stated that after college they would participate with a group to complete community service projects; they would consider both donating and volunteer work; they are interested in helping more than one organization; and they find it important to research organizations before supporting. In addition, the role of Presidential Ambassadors on Towson University's campus emerged and will be further detailed to explain how the university is working to influence students' support after graduation.

Community service with a group. When discussing how they would like to support nonprofits in the future, the majority of participants stated they would like to continue participating in community service activities. However, it is important to note that while they wanted to complete community service projects, it was said that this form of support would only be done if they were able to participate with a group of people they knew. Individuals of this study were not interested in completing community service on their own or with a group of people they were not familiar with.

One way participants mentioned they would like to complete community service projects in the future is through their current student groups. A participant commented that often members who have already graduated will reach back out to their student groups for volunteer opportunities. He stated, "a lot of alumni, especially the founding fathers come back saying, 'hey, like do you have any opportunities?' Because they say while it looks great to do our own work, just like a good way to kind of give back to you."

A second way participants offered they would like to complete community service projects is through their employer and with coworkers. Interview subjects mentioned that serving alongside of their coworkers would allow them opportunity to bond and get to know everyone in a more intimate setting. In addition, one specific participant mentioned that serving would allow him to showcase his passion to those he works with. This participant shared, “one of the first things I would try and do to leave a footprint or impact on that organization [is community service] um and just kind of show them where my mind is at and what I’m passionate about.” Therefore, participating in community service would not only provide participants with the chance to give back, but to bond with other employees and also allow others to see them in a positive light.

Participate and donate. While many participants stated that they would like to participate in community service activities, they also mentioned they would consider making their own financial donations, as well. One participant stated, “I definitely want to be a lifelong supporter.” Participants also commented that they would like to make a financial donation once they feel as though they are in a stable place with their career. A participant said: “I also am very inclined to donate financially...I definitely see myself as I start to have more of a consistent salary, um definitely donating more.”

Few participants mentioned they would like to participate in philanthropic races, like raising money for an organization prior to completing a marathon. This type of support provides participants with a benefit because they are completing a race, but also allows them to raise money for a cause they find important. Interestingly, participants did not mention the want to participate in event fundraisers once they graduate from college.

While the interest in supporting a nonprofit in both community service and donations emerged from this research, many participants stated that their support would vary from organization to organization based on the needs and goals of that nonprofit. A participant commented that if she felt a nonprofit needed more funds to complete their mission, she would rather donate, but if their organization had a need of volunteers to complete their mission, she would rather volunteer. This participant explained: “because you need money to find the cures and you need the money to help all the programs...but for something like supporting the troops I’d rather go to a welcome home than like give them money.” This insight is helpful for organizations as they begin determining how to reach the Millennial generation.

Help more than one organization. Participants mentioned during interviews that they enjoy the work they currently do with their student groups because they get to support more than one cause and organization. They find it important to support causes they are passionate about. In addition, the Millennials in this study shared that they believe it is important to make smaller donations to more organizations rather than making a large donation to one organization. This is a trend they believe is different than what their parents currently do. Many stated that their parents give to the same organization year after year, and usually only one. A participant stated:

I definitely think there has been a shift between my generation and my parents’ generation. They kind of just cut a check to x number of organizations that seemed to be good...with younger people it’s more of not like a necessarily an annual donation that they write each year. But it’s more of finding a really good organization that they support.

These participants thought it more valuable to help more organizations and causes, rather than just one, or the same nonprofit year after year. One participant explained this concept by saying, “my generation is very compassionate about a lot of things and like a lot of different issues.”

Another participant mentioned that until they determine what cause people are most interested in helping, they should donate to many different organizations. She stated, “If you don’t already have a cause that you want to fight for, it might make sense to widen your horizons and kind of support everything.” However, participants said that even if they did have a specific cause they were most passionate about, they would still support others. One participant explained, “I’ll support other causes... but I’ll donate [to cancer research] before I donate anywhere else.” This was a common theme that emerged when talking to study participants.

Research before support. Another theme that emerged of how Millennials will support nonprofits in the future is that they all believe researching organizations is important. Most participants mentioned that for an organization to receive their support in the future they will have to trust the organization and will research them prior to their support. A participant stated: “I think it’s really important to have a really clear understanding of where my money is going. Like what purpose is my donation service.” This need to learn more about the organization and research how they are spending money was a common theme in interviews.

Many participants mentioned that they already research organizations prior to supporting them through financial contributions or community service. An interviewee said, “you want to do your research before you go into anything and get gypped.” Participants

elaborated on what they defined as research. One participant stated their research included “looking at the ratio of how much of your dollar goes to the actual organization and how much goes towards overhead.” Another participant mentioned when researching, “you want to make sure you agree with their mission, you see where their money goes.” Still another participant said to research, “I googled the organization.”

Participants shared that they often have a hard time trusting an organization. One particular participant commented: “when you are looking into it, you always have to have that concern. And you always have to ask questions about them because you never know if what they’re doing is the right thing.” Participants suggested that this, too, is a difference between the Millennial generation and their parents and even grandparents. A participant stated that this generation finds it important to fact check and make sure the organization’s mission and values match their own value system. One specific participant contributed: “I’ve noticed just on a broader spectrum is more of this generation trusts nobody and trusts nothing until we have enough information about something and we can personally make a conclusion.”

While this was true with participants across all interviews, a trend did not exist between participants and the interest to donate to solely national or local nonprofits. Mixed comments were made by participants claiming that some believed national organizations to be more credible and trustworthy, where other participants thought local organizations were more honest and believable. For this reason, it is evident that this generation has difficulty trusting all organizations and thus must first research prior to supporting financially or in volunteerism efforts.

Presidential Ambassadors. During interviews with students, the topic of Towson University Presidential Ambassadors emerged. Presidential Ambassadors are students on

Towson's campus who work with other students and explain the necessity of donating to the institution. The goal of the ambassadors is to start a trend of giving with students, prior to graduation, so once they are official Towson University graduates, they continue making donations. A participant described, "the overarching goal is to try and get students right now in their years here to that giving back is important and that philanthropy is important so that when they are alumni they will be willing to give back to their alma mater." While this does not directly answer any of the research questions of this study, it does explain how one university is working to create a trend of giving with student prior to when they graduate as a way to increase the giving percentage of alumni.

Participants mentioned that this role is important because: "many students feel they can't afford to donate money on their own... The PA's are working to show even a dollar counts, especially towards their alma mater." However, participants are quick to note that the trend has not yet been established at Towson University. A participant explained: "raising money we haven't had so much luck with... I think that since we are a lot of college students." This student program is working to combat this mindset and explain that every donation, no matter the size, is valuable. One participant stated the Presidential Ambassadors:

...really put an emphasis on that and our whole goal is that when they graduate they'll have an understanding of why donating is important, whether big or small. And they'll continue to be in the mindset so once they graduate their able to make larger donations... they'll be more inclined. And it won't be as hard to reach them.

The idea of starting a trend, whether it be with this particular program or with the required community service hours, is something that should be further explored once this generation is fully in the workforce to see if there was an impact to these programs.

Long-term personal impact. Participants were asked during interviews what long-term impact they thought their community service or philanthropic activities would have on them. Two main themes emerged from conversations over this topic. Participants of this study believe their efforts will benefit them academically and professionally. In addition, participants commented that through their support of nonprofits, whether it was required or not, they were able to determine their cause of choice.

Academic and professional benefit. While talking with study participants, many mentioned that because of their service or support, they have received professional or academic advantages. Participants stated their grades and organizational skills improved through the requirement of serving with their student groups. In addition, some participants shared that it was through their community service work that they were able to determine what career path they wanted to take. Other participants commented how community service would benefit them in their current student organizations. One particular participant commented that his experience serving as the community service officer of his club was going to help him become president of this club in the future. This particular participant also shared that he strategically chose the position of community service chair because he thought it would streamline him to the next higher position in his club.

Many participants also noted that they were able to add their service and experience to their resumes. One participant commented, “I think that is like a really huge

strong resume builder for me, and that's not all it is but I think that's one of the biggest benefits besides personal like happiness and achievement." In addition, participants mentioned that they bring up their service and philanthropic experiences in interviews. Another participant stated: "When I go on interview, that's what I talk about. I'm just like, people love hearing it. They love hearing I took the time out of my school schedule to run something that was selfless." Participants also mentioned that their work with nonprofits taught them specific skills that would help them in their future careers including organizational skills, management, business operations and public speaking.

During interviews, participants also explained how the opportunities have given them the ability to network and make connections for their future careers. One participant shared, "I've made a lot of professional networking connections just through meeting people at our events." Other participants with interest in the nonprofit field discussed how their work has given them an advantage. A participant explained: "Personally, for me since my track is nonprofit work, it's given me a lot of different networking opportunities. So I'm like learning about all these nonprofit organizations that I would hopefully apply for a job when I graduate school." Overall, all participants shared how in some way academically or professionally that they were able to benefit from their community service and philanthropic activities.

Nonprofit cause identified. A final way in which study participants commented that they had been impacted by their support of nonprofits in college is that they were able to determine what causes they felt most strongly about and would support in the future. One participant explained:

When I was a freshman I was involved with a whole bunch of different organizations...we did just random just volunteer projects around Baltimore. At this point I just know so many cancer survivors and I kind of like, it's narrowed my kind of scope.

Other participants commented that their community service work opened their eyes to other causes that they did not know were issues before. Interestingly, participants shared a variety of causes. The most mentioned causes study participants will support in the future included: international children, cancer research and survivors, education and poverty and homelessness. When discussing his cause preference one participation elaborated, "it's not that I will only [support one cause], but that's kind of where like I guess you could say my heart desires to be working." In addition, Participants who were in student organizations with a requirement to complete community service all agreed that they would not have been able to determine their cause preference had they not participate in philanthropic activities with their student groups.

Discussion

The goals of this study included determining why students join collegiate student groups, how and why Millennials support nonprofit organizations and how their current participation will affect their future decisions. Responsive interviews with Millennials who participated in community service or fundraising efforts with their student groups suggest that there are clear motivations for their support, preferred methods of support and future impacts on their nonprofit aid. While some of these perceived influences align with existing scholarly work, other concepts have not yet been the focus of research and thus provide insight into the phenomenon of why Millennials are viewed to be the most

philanthropic generation. In addition, this research also offers how support during college may affect Millennials' future giving preferences and provides best practices for organization to use in the future. Limitations and concepts for future research are discussed in this section, as well as a discussion about practical and theoretical implications of the findings.

Student Groups

Findings from this study match that of previous research surrounding the topic of student group involvement. This study found that participants join student groups mainly to make friends and to gain the feeling of a community away from home. In addition, literature shows that the Millennial generation is team-oriented and enjoys to congregate (DeBard, 2004). This study agrees with this literature and found that individuals actively sought out student groups to join so they could create relationships with those on campus.

Literature also shows that participating in student groups allow for the development of interpersonal skills and provides an opportunity for individuals to apply classroom lessons to real world settings (Montelongo, 2002). This is especially true in the case of Towson University student groups as participants are required to complete community service and philanthropic activities. In addition, participants of this study mentioned that through their service with student organizations they were able to gain skills that would be of value in their future careers.

Motivations

This study brought to light the motivations behind Millennials support of nonprofit organizations. Motivations are important to explore as this determines the reasons why this generation finds philanthropy to be so important. In addition,

understanding the motivations of this generation helps organizations and professions better plan for future relationships with this generation. Throughout interviews, subjects mentioned who and what influenced them to make the decision to support nonprofit organizations, whether through community service or philanthropic activities. While some individuals in this study noted that they chose to complete service projects on their own and were involved in service student groups, most participants stated that there was an underlying motivator to their support.

Guilt as a motivator. Many participants in this study mentioned that they participated in community service and philanthropy because they felt they should. This research has shown that the feelings of guilt influenced Millennials to participate in nonprofit support functions. This finding agrees with that of Basil, Ridgway and Basil (2008) who found that guilt “hinges on a feeling of responsibility” (p. 3). Based on what interviewees shared during conversations, their socio-economic status growing up may have had a larger impact on their support trends than anticipated. Participants from this study stated that because they were given so much in their lives they felt it was their duty to give back and help others. This finding also agrees with the previous research by Pfeffer (2009) who stated that an individual with more financial wealth was less likely to offer help and volunteer. In this case, the opposite was proved. Some participants from this study commented that their families’ financial misfortunes growing up and the help they received from others impacted their interest in giving back. This proves the opposite of what Pfeffer (2009) found; that those with less financial wealth were more willing to provide help to others.

Previous research also stated that guilt occurs when one becomes aware of the difference in well-being between himself and others (Basil, Ridgway and Basil, 2008). This is apparent in the current study as participants stated that they felt guilty for the life they had and thus wanted to help others feel better. The feelings of guilt proved to be an influencing factor in why the Millennials in this study continue to support nonprofit organizations through community service or philanthropic activities.

Egotism vs. altruism. This research has shown that Millennials participate in nonprofit support functions to not only help themselves, but to help others as well. While many participants commented that they simply wanted to help make the lives of others better, they would go on to mention how their volunteer work was benefiting them and their student groups. For this reason, it can be determined that the motivation behind the support of Millennials is both egotistic and altruistic. Previous research by Batson and Shaw (1991) agree with this finding and mentioned that supporting a nonprofit organization or cause can be motivated by both concepts.

The results of this study detailed how Millennials and their student groups benefit because of the support, many times financially, and how they believed they would benefit in the future because of their current support. Although participants continuously stated that receiving a benefit was not the main reason they participated in volunteer activities, it is an underlying motivator. One participant stated when explaining how recognition was not the main factor behind her student group's support, "It's like when you hit a home run in baseball or something like that, it's just like oh that's cool. And then the team piles on top of you or something like that. It's a good feeling." The participant was suggesting that you would not hit a homerun to just get the team to cheer with you. This

agrees with the findings with Gage and Thapa (2012) who stated that students support nonprofit organizations not only to help others, but also because of how they perceive those actions will in fact help them.

Both egotistic and altruistic motivators seemed to pull at the interview subjects of this study. Many insisted that although they and their student group may benefit from the nonprofit support actions, they are truly motivated by those they are helping. However, it was clear that if not for the requirement for their student group to support through community service or fundraising, many would not currently be participating in philanthropic work. Because of this, it can be argued that the sole motivator is egotistic. That being said, participants noted a shift in their personal opinions of nonprofit support, signaling to the researcher that as they matured and continued to participate in nonprofit support functions, their motivation did shift to that of altruistic nature.

Required support. Many participants of this study were required to complete community service hours or philanthropic activities in order to stay a member in their student group or receive funding from the overseeing department. For this reason, some participants reported that individuals in the group had negative feelings towards the activities. In addition, participants felt that the actions were not as rewarding as when they choose to participate in community service on their own. This was apparent when participants discussed both required service learning hours in high school and with their collegiate student groups. This finding agrees with research from Murray (2014) who believes that if people are forced into situations where they cannot make their own decision, their actions can be resented. In these cases with high school service learning hours and collegiate student groups, many times individuals are not given a choice as to

who to support. Thus, many left feeling as though they did not connect with the work they completed and those they served.

This finding also agrees with Reyniers and Bhalla's (2013) research in which it was found that subjects are happier with their decisions to donate when they have the ability to choose who to support. Reyniers and Bhalla (2013) call the negative feelings associated with support indifference "reluctant altruism due to peer pressure" (p.7). In addition, these researchers found that donations are often higher when individuals are given the ability to choose where to donate. This can be compared to the current study as individuals mention they are interested in repeating community service activities when they get to choose which organizations to support.

Peer pressure and social approval. As mentioned earlier in this study, Millennials are living in the constant pressure of their peers (Stein, 2013). In fact, Millennials have been influenced in many settings by peer pressure including schools, athletic teams, and even group project grading. Meer (2011) found that nonprofit organizations use peer pressure as a way to influence donors. While this research did not focus on how nonprofits utilize peer pressure, it did focus on how peer pressure in a group setting influences philanthropic behaviors. This study found that peer pressure was a large motivator for participation. Study participants often felt pressured to complete their community service hours or to raise a specific amount of money to keep in good standings with their student organizations and its members. In addition, this research also believes that due to the overseeing departments' requirements for student groups to complete community service hours and philanthropic activities, it could be said that

educational institutions also employ peer pressure as a way to increase participation in the Millennial generation.

This pressure not only affects group behaviors and thoughts, but also external relationships with other groups. This can be seen in competition settings, like philanthropy weeks, where student groups are encouraged to compete with each other to increase their ranking and reputation. While participating in nonprofit support activities, many participants mention how they feel good completing the work to help others, but also strive to participate to help their student group. This agrees with previous research by Gebauer, Riketta, Broemer and Maio (2007) who found that both pleasure and pressure both motivate an individual to help a cause.

The concept of social approval emerged as a motivation for individuals of this study, as well. Social approval is tied to social norms or “rules for behavior that are enforced by social sanctions” (Rege and Telle, 2004, p. 1625). In this particular case, social approval is given to group members as they participate in community service or philanthropic activities with their student groups. These actions become social norms, or things that should occur from group members. This researcher would argue that peer pressure is tied to social norms and social approval as group members and overseeing student group departments are influencing an individual’s decision to participate. In addition, the social norm is created through the social disapproval or enforcement of punishments and feelings of individual guilt. Rege and Telle (2004) found that social approval incentives, much like increased financial funding by overseeing departments or increased rankings, increase philanthropic contributions. This is true to the current study as the incentive systems in place by the three overseeing departments discussed in this

study did in fact increase the community service and philanthropic efforts of student groups.

Support Preferences

To answer the second research question, Millennials' preferences for nonprofit support were explored. The results from this question are very much in line with that of preexisting literature. This study found that participants preferred to support nonprofits through experiential fundraising, voluntourism and community service. These three preferences are further explained below.

Experiential fundraising. Experiential fundraising allows participants to raise money for a philanthropic cause while at the same time socializing with friends and peers (Donor Drive, 2012). Previous literature concluded that this form of support is popular with the Millennial generation due to its dual purpose. Research from this study supports this and found that participants of this study find that these types of experiential fundraising, including Relay For Life, TigerThon and numerous other Greek Life philanthropy events, to be not only a good cause to support, but also provide them with an entertainment outlet. Participants stated that supporting experiential fundraisers on campus with their student groups allowed them to complete a requirement while providing a bonding experience with their groups. In addition, many times these events incorporated testimonials and opportunities to hear beneficiaries speak. These events also give the Millennials to direct, face-to face interaction and personal connection they desire when supporting nonprofit organizations.

Unfortunately, peer pressure also plays a large role in experiential fundraising, especially in events such as Greek Life philanthropy weeks. Participants of this study

often spoke of how much pressure they felt during these events to raise money in order for their own group to win a small prize or for recognition. These philanthropy weeks encouraged competition in the spirit of philanthropy, two ideas that do not always match. Duffy and Kornienko (2010) found that competition does, in fact, affect giving trends. These researchers found when competition was present in philanthropy while donations increased, the altruistic intentions and general happiness associated with giving did not increase. Reyniers and Bhalla (2013) agree with this previous research by saying that peer pressure directly correlates to increased donations. Findings from this study indicate the same statement as participants mentioned that they raised more money for another group's cause during philanthropy week than they did for their own philanthropy at any other time. As mentioned in the results section, some participants whose groups were included in Greek Life felt as though this trend to incorporate competition with philanthropy needed to be changed because it was teaching the wrong lessons. In addition, many participants mentioned feeling uncomfortable with the philanthropy weeks. This concept is reiterated by previous research which stated that "pressure leads to increased donations but it reduces donors' comfort levels" (Reyniers and Bhalla, 2013, p.13). Duffy and Kornienko (2010) suggest that this type of competitiveness may be difficult for organizations to sustain over time especially if the group members stay the same. This is true in the case of Towson University Greek Life as some participants are working to change the philanthropy week culture.

Voluntourism. Another way participants of this study prefer to support nonprofits is through voluntourism programs. These programs allow participants to travel nationally and internationally while participating in community service projects. The

draw to this avenue is that participants typically fundraise to go on the trips, so essentially the trips are free for them. Again, this form of giving back shares both altruistic and egotistic characteristics in that participants are benefiting by going on a trip while at the same time helping others. This research has shown that participants note that this duality exists and note that some people choose to go on trips for the wrong reasons. This finding agrees with the previous research of Nenga (2011) who found that “although affluent youth can meet people from different social classes and learn about poverty while volunteering, some youth leave volunteer experiences without challenging their class privilege” (p. 263). Participants of this study mentioned that some on the voluntourism trips spend their time posting photos to Instagram rather than helping with the community service project.

Research has shown that voluntourism is under close scrutiny for potential negative impacts including neglecting locals, untrained volunteers, rationalizations of poverty, and cultural changes (Guttentag, 2009). Participants of this study noted that negativity on the topic exists and mentioned ways in which organizations are working to combat the issue including requiring nightly reflections and pre-trip readings. This notion of educating volunteers on voluntourism trips compliments previous research that has found that those organizations that train student volunteers to understand structural causes of poverty are more successful at getting volunteers to challenge class privilege (Nenga, 2011).

Community service. Finally, participants most preferred to support organizations through community service efforts. This study found that participants enjoy completing community service projects because of the personal connection they are able to get at the

volunteer sites. In addition, they are able to have the instant gratification of a face-to-face thank you, rather than wait for an email. Participants also mentioned that through community service, they are able to build relationships with those they are serving. Previous literature agrees with this finding by stating this generation is “results oriented and want to see the impact their contributions are making” (Semelbauer, 2015, p.70).

In addition, through community service, participants of this study mentioned their student groups are able to bond. Scott (2014) agrees with this finding in that community service is a bonding function for a group. Many participants also mentioned that it is because of their student group that they currently complete community service projects. This, too, aligns with previous literature that states students who are completing community service are doing so with their student groups (Gage and Thapa, 2012).

Study participants also noted that they believe their generation, the Millennial generation, is more philanthropic than their parents and that they do more community service than their parents’ generation. Howe (2005) agrees with this finding and states that student in college are more likely to volunteer their time than older Americans. This may, in part, be because Millennials believe their time is just as valuable as money (Scott, 2014), whereas previous generations are more financially driven to support nonprofits.

Future of Millennial Giving

Through this study, the future nonprofit support plans of Millennials were highlighted. One way in which the Millennial generation plans on supporting nonprofit after graduation is through community service. However, as previously mentioned, this generation prefers to support with a group of known individuals, like their student

groups. In the future, study participants suggested they may enjoy serving alongside of their co-workers or returning to college to serve with future students of their groups.

Unfortunately, literature regarding future trends of Millennial support does not exist. In addition, this study has shown that Millennials are also interested in giving back financially to nonprofit organizations. Semelbauer (2015) agrees that this generation is especially interested in engaging with nonprofit organizations in multiple ways including “informational gatherings, fundraising events and volunteer opportunities” (p. 71).

Another existing finding that this study supports is that members of the Millennial generation prefer to support more than one organization (Achieve, 2014). Participants of this study suggested that they like to help more than one cause and organization, rather than making one large donation to a single organization. This finding is something participants mentioned they plan on continuing to do once they are able to make larger financial contributions after graduation.

In addition, as mentioned in the results section, this generation is very interested in researching organizations prior to offering help. Participants note that they are currently driven to help organizations in part because of their friends. This agrees with previous research indicating that Millennials are influenced by the decisions of their peers (Achieve, 2014). However, study participants stated that they find it important to learn more about organizations prior to providing financial support. Participants mentioned that the need to research organizations will become even more important once they are out of school and able to make larger financial contributions. This agrees with the research of Semelbauer (2015) who found that the Millennial generation demands transparency and accountability from organizations and “has an interest in making sure the organizations

they support are financially healthy” (p. 71). Participants in this study show that they do not have preference for local or national nonprofit organizations, but yet through research have shown that they currently do not trust any organization and are skeptical of the budgets of nonprofit organizations. Semelbauer (2015) notes that this skepticism is due in part to recent charity scandals. These future giving plans identified in this research paper provide practitioners and researchers with much to consider as they begin determining how to engage the Millennial generation in future campaigns.

Implications

Through this research, theoretical and practical implications were discussed that will aid in future research and the strategic planning of nonprofit organizations. Although academic and professional literature exists to explain the phenomenon of Millennial philanthropy, few scholars and practitioners have been able to understand exactly how to reach this generation and gain their support. The following sections detail theoretical and practical implications gained through this research.

Theoretical implications. This study was designed to address how the Millennial generation prefers to support nonprofits through their collegiate student groups. During research and analysis, theoretical implications emerged on how to engage Millennials in nonprofit support activities. The subsequent information attempts to close gaps in existing literature and provides topics for additional theories to be built.

The notion of social approval and framing within student groups emerged during this study. Research has shown that individuals participated in community service and fundraising not only because it was a requirement, but to also increase their likeability within the student group. This is important as many individuals stated that they joined a

student group to make more friends and to gain the sense of community. Previous research has yet to tie social approval and framing with support of nonprofits through student groups. This is a theory that needs to be expanded upon in future research.

One current area of research that was evaluated was how service learning in high school and the requirement in college affects Millennials and their discussion to support in the future. This research has shown that Millennials feel as though their participation in college far outweighed their experiences in high school. While some participants mentioned this could be because they grew and matured as individuals, others suggested the requirement in high school was not seriously encouraged by high school teachers and mentors. In addition, many felt as though in classroom service learning was unhelpful as they were not able to choose how or who to help, but were required to complete one activity. For this reason, many participants of this study found they did not connect with the community service activities and thus, it did not affect their future decisions to support nonprofits. However, many participants did agree that service learning in high school did provide them with the introduction to nonprofit organizations and community service. For these reasons, this area should be further explored by researchers and educators to determine what the goals of service learning are and how, or if, they are truly beneficial to students.

Practical implications. Because it has been found that Millennials prefer to support organizations with groups of individuals they know, nonprofit organizations need to invest in determining how they can reach these groups of individuals. During this research, many participants mentioned the want to continue serving with a group, possibly with their co-workers. Therefore, nonprofit organizations, if they do not have

already, need to create and reach out to workplaces and offer days of service programs. Because many business and organizations offer employees paid service hours, it would be well worth the time and energy to create engaging community service packages to send to employers and employees. In addition, this research has found that Millennials enjoy the ease of finding community service. Meaning, if it is easy to find information or it is sent directly to them, they are more likely to participate; especially if they do not need to put forth the effort into searching for a community service project.

Once at community service sites, it would then be easy to educate Millennials on specific organizational goals and causes. Because these individuals thrive on research and the use of the internet, this opportunity would provide the Millennials with additional sites and social media accounts that they could use to learn more about the organization. The direct, personal interaction would also allow Millennials to connect with the organization and be thanked on the spot. These interactions, as known from research, are the first step to gaining the continuous support of this generation.

Another theoretical implication of this study is the need of current adult service based organizations to reach out the Millennial generation with curtesy and respect. This study found that this generation is very aware of how others view them and are deeply affected by their interactions with other generations. If current adult service organizations like the Knights of Columbus, Kiwanis International, Rotary Clubs, and numerous others, do not reach out to the Millennial generation and accommodate their interests and giving preferences, these clubs will not be able to survive as the Millennial generation continues to age. One important concept to note is that this generation enjoys serving with other people as a way to not only help others, but also to bond. These service organizations

provide exactly that to their members. These organizations would be a perfect fit for many Millennials; however, individuals are turned off by these organizations due to personality and characteristic differences. These national and international service organizations need to take into account what this research has found and find a way to engage with the Millennial generation.

Limitations and Future Research

This study explored why Millennials join student groups, participate in philanthropic activities with their student groups and how their current participation will affect their future preferences. While this study did shed light on motivations for their support and possible trends for future impact, there were limitations involved with this study. This study was conducted on a single college campus with a small number of Millennial students from a limited amount of student groups on Towson University's campus. Because not all categories of student interest groups were included in the interviews, additional studies with individuals from all types of student interest groups should be interviewed. This may introduce how cultural, religious and academic interests vary in participation with nonprofit organizations.

While the use of responsive interviews did aid in achieving in-depth answers from participants, this method was time consuming and resulted in a limited number of interviews. Due to time constraints and student schedules, only 19 interviews took place during this study. In the future, additional interviews should be added to further analyze themes and categories that emerged.

In addition, the majority of participants in this study were in some sort of leadership role in their organization. Many participants were also in more than one

student group that participated in community service or philanthropic efforts. While these were the individuals who offered to participate in the interview, or were asked to by their group leader, their beliefs and views may not truly reflect that of the average group member. Because of their increased levels of involvement in student groups on campus and their desire to lead their organizations, these individuals show that they are actively engaged in not only the college experience, but also the goals and values of their organization. This may have caused them to have a different view on nonprofits and the need to complete community service and philanthropic support activities. Therefore in the future, additional interviews with group members in non-leadership roles may allow for other insights to emerge.

To strengthen the validity of these findings, additional research using a quantitative survey should occur. Surveying participants from all of Towson University's student interest groups that support nonprofit organizations would not only increase the amount of participants, but also increase the strength of the arguments presented in this study by canvassing a large amount of Millennials at the same time. A survey would provide statistical evidence for the findings and further data to interpret and discuss. In addition, this method would allow for the different views of leaders versus non-leader members to emerge. This survey would allow for questions geared towards those in leadership positions and average members. This would permit the researcher to further explore if these two categories of members shared or differed in views related to community service and philanthropic activities with student groups.

Conclusion

Because little research has been done to actively engage Millennials in responsive dialogues regarding their participation in student groups and support of nonprofit organizations this study provided useful information for future researchers and nonprofit practitioners. Through studying this specific topic, the motivations and preferences of Millennials were exposed. Best practices were created for nonprofit organizations to use when creating strategic plans and methods to work with Millennials on a college campus and in the future. In addition, the benefits and effects of service learning and required community service in educational institutions were shared and provide these organizations with opportunities to improve their existing programs.

Future research topics were exposed and suggested as ways to further understand how nonprofit organizations can successfully engage the Millennial generation, not only while in college, but after graduation, with the creation of long-lasting relationships. This study has provided framework for future research and additional topics to evaluate when building upon current findings. By utilizing the findings and suggestions regarding Millennials that have been exposed in this study, nonprofit organizations can plan future engagement tactics for this generation and be more prepared for gaining their support as they continue to age.

Appendix A
IRB Materials



APPROVAL NUMBER: 16-A026

To: Jenna Mills
74 Roger Valley Court
Parkville MD 21234

From: Institutional Review Board for the Protection of Human
Subjects Debi Gartland, Chair

Date: Wednesday, September 09, 2015

RE: Application for Approval of Research Involving the Use of
Human Participants

Office of Sponsored Programs
& Research

Towson University
8000 York Road
Towson, MD 21252-0001

t. 410 704-2236
f. 410 704-4494
www.towson.edu/ospr

Thank you for submitting an Application for Approval of Research Involving the Use of Human Participants to the Institutional Review Board for the Protection of Human Participants (IRB) at Towson University. The IRB hereby approves your proposal titled:

*Truly Altruistic, or Just Fitting In: Exploring Motivations of
Philanthropic Millennials*

If you should encounter any new risks, reactions, or injuries while conducting your research, please notify the IRB. Should your research extend beyond one year in duration, or should there be substantive changes in your research protocol, you will need to submit another application for approval at that time.

We wish you every success in your research project. If you have any questions, please call me at (410) 704-2236.

CC: Melanie Formentin
File



Date: Wednesday, September 09, 2015

NOTICE OF APPROVAL

TO: Jenna Mills **DEPT:** COMM

PROJECT TITLE: *Truly Altruistic, or Just Fitting In: Exploring Motivations of Philanthropic Millennials*

SPONSORING AGENCY: None

APPROVAL NUMBER: 16-A026

The Institutional Review Board for the Protection of Human Participants has approved the project described above. Approval was based on the descriptive material and procedures you submitted for review. Should any changes be made in your procedures, or if you should encounter any new risks, reactions, injuries, or deaths of persons as participants, you must notify the Board.

A consent form: is is not required of each participant

Assent: is is not required of each participant

This protocol was first approved on: 09-Sep-2015

This research will be reviewed every year from the date of first approval.


Debi Gartland, Chair
Towson University Institutional Review Board

Appendix B
Interview Script and Questions

Opening Introduction

- Thank you for taking the time to talk
 - o Review the subject and ask the participant if they would like quick clarification about what we're talking about.
- Before we start, I wanted to make sure it is ok for me to record this interview.
- As mentioned in our email communication, all responses will be kept confidential and anonymous. Although I will know who I've spoken to, your participation will remain confidential, and your name will be changed in any publications. In addition, the name of your student group will not be used. I will keep your responses confidential by never sharing any of the recordings or transcripts, except with the members of my thesis committee. Your name/student group will not be associated with the transcripts in any way.
- Does this sound OK to you? Do you have any questions before we begin?
- Let's get started!

Interview

1. Tell me about the student organization you are a member of.
 - a. How long have you been a member?
 - b. What is your participation level like with the student group?
 - c. Why did you want to join a student group?
2. Describe the cause or nonprofit organizations your student group supports.
 - a. Can you tell me about how you support the causes/nonprofits?
 - i. Donate/volunteer
 - b. Why does your student group support a nonprofit organization/cause?
3. How many times a year does your student group participate with philanthropies?
 - i. Why is your student group so involved?
 - ii. Is it to meet a requirement?
4. What are the different ways you participate?
 - a. Do you find one form of participation more rewarding?
 - b. What do you think is most beneficial to the organization/cause?
5. How did your student group choose the nonprofit/cause you support?
 - a. Why do you think your student group identifies with this particular nonprofit/cause?
6. What were the factors that lead to your participation in this particular student group?
 - a. Did you select the student group based on the cause/nonprofit it supports?
 - i. Was that a deciding factor in your membership?

7. How would you describe your student group's relationship with these organizations/causes?
8. Does your organization receive any communication from the nonprofit after your support?
 - a. Describe what you get, if anything.
 - b. What have your interactions with the nonprofit/cause been like? (i.e. positive, negative, neutral, no real interaction)
9. Describe how your feeling in regards to nonprofits/causes have changed since you joined the student group?
 - a. Do you have a stronger feeling towards philanthropy?
 - b. Do you think it is important to support a nonprofit/cause?
10. How has your student group benefitted from working with the nonprofit organization?
 - a. In general, why do you think student organizations typically participate in philanthropies?
 - b. How do you think the Towson community/other students view you and your organization because of your support of the nonprofit/cause?
11. How you think you have benefited from working with the nonprofit/cause?
 - a. Explain how you think others now view because of your support.
 - b. What have you been able to do because of your support with the nonprofit/cause
 - i. Has your participation opened any doors for you academically/professionally?
12. Do you feel personally connected to the mission/goal?
 - a. Is this something you would choose to participate in without your student group's involvement?
 - b. How do you think other members in your group feel about supporting the nonprofit/cause?
 - c. Does everyone in your student group feel personally connected to the mission/goal?
13. To what extent do you think student organizations should be required to support philanthropies?
 - a. Do you think all students should be required to support philanthropies?
 - i. Explained why you think it is important.
14. Tell me about some things your organization has been able to accomplish through your support of the nonprofit/cause.
 - a. How does it feel knowing your student group has been able to accomplish those things?
 - b. How does it feel knowing you directly helped your student group accomplish those things?

15. Before your involvement with this student group, what other nonprofits/causes did you support?
 - a. When did you begin supporting them?
 - b. How have you supported
 - c. How long?
 - d. With whom did you support them?
16. (*Only for those participants who have previously supported nonprofits*) Tell me how your experience with other nonprofits/causes have compared to what you currently do?
17. What long-term impacts do you think you will have because of your participation with nonprofits/causes?
18. Why do you think some student groups are more concerned with philanthropic causes than others?
 - a. What are the reasons why groups on campus support philanthropic causes?
19. If not for your participation in this student group, would you support a nonprofit/cause?
 - a. How would you prefer to support?
20. Besides this student group, what other reasons would you have for wanting to support a nonprofit/cause?
21. How important is it to you to support a philanthropy? (i.e. very important, important, neutral, not important, or holds no value)
22. What would drive you to participate in a philanthropic cause in the future?
23. What would motivate you to support nonprofits/causes?
 - a. Can you think of an organization that receives a lot of support from undergraduates?
 - b. Why are students driven to help that organization?
24. Before we end the conversation, are there any thoughts you would like to add?
25. Studies have shown that the Millennial generation is one of the most philanthropic generations. Do you believe this statement and why or why not.
26. Have you noticed any generational differences through your community service or fundraising experiences?
27. Demographics
 - a. Age
 - b. Year
 - c. Major

Closing Comments

- Ask permission to follow up.
 - o You may hear from me again when I am re-reading and interpreting what you have said to make sure I correctly interpreted what you said.

- Thanks for your time.
- If you have any questions, please feel free to contact me.

Thank you so much for your time!

Appendix C
Recruitment Email

Hello _____,

My name is Jenna Mills, and I'm a graduate student here at Towson University. I'm currently working on my Master's thesis, which is a study about the how and why student group members support nonprofit organizations.

I'm writing to you because your student group has supported a nonprofit organization either through donations or volunteering. Because of this, I'm hoping to conduct in-person interviews with group members who are familiar with the nonprofit you support and the ways the group has given back.

These interviews will last no more than 45 minutes and confidentiality will be guaranteed. As I will explain further during interviews, pseudonyms will be used in any transcripts or reports that come from those interviews, and transcripts may be shared only with the three members of my thesis committee.

All this said, I hope you or someone from your student group will consider taking part in this study. Because Millennials are being called the most philanthropic generation, I think it is important to hear from students to learn how and why they are supporting nonprofit organizations and causes. If you have any questions, please feel free to contact me via the phone number or email address listed below. I will be more than happy to speak with you about the work I am doing.

Thanks very much for your consideration,

Jenna Mills

Graduate Student, Towson University
Phone: 410-704-3732 or 717-332-2130
Email: jmills@towson.edu

Additional Information: If you have any additional questions about the study, you may also contact my advisor, Dr. Melanie Formentin, at mformentin@towson.edu.

Appendix D
Follow-up Email

Hi _____,

I hope you are doing well. I know we exchanged emails in _____ about helping with my master's thesis. I was hoping you might again consider meeting with me for no more than 45 minutes to go over how and why your student group supports a nonprofit organization through fundraising and community service.

I'm available almost every day after 4:45 p.m. Please let me know what days in the next 2 weeks you would be able to meet with me. I promise it will take no more than 45 minutes.

Thanks!
Jenna

Appendix E
Informed Consent Form

I, _____, agree to participate in a study about the Millennial generation's participation in philanthropy, which is being conducted by Jenna Mills, a graduate student in the Towson University Communication Management Program, under the Department of Mass Communication and Communication Studies. This research project is designed to determine the motives of student group members to support nonprofit organizations. It is hoped that the results of this study will provide nonprofit organizations and professionals with new information and ways to increase engagement and support from the Millennial generation.

I understand that I will be asked to participate in a verbal interview with Jenna Mills. The interview will take place in a private location on Towson University's campus. The interview will take no more than 45 minutes. The verbal interview will include questions containing my past, current and future support of philanthropies, my thoughts and feelings about participating in charitable events or donating to a cause, and questions regarding my participation in a student group that supports a nonprofit organization.

I have been informed that any information obtained in this study will be kept strictly confidential and will be recorded with a pseudonym that will allow Jenna Mills to determine my identity. Under this condition, I agree that any information obtained from this research may be used in any way thought best for publications and reports, provided that I am in no way identified and my name is not used.

As a participant, I understand that my involvement in this study is voluntary, there is no personal risk or discomfort directly involved in research, participation involves no costs or payments, and that I am free to withdraw or discontinue participation at any time. Refusal to participate in this study will in no way affect my involvement in my student group or my academics at Towson University.

If I have any questions or problems that arise in connection with my participation in this study, I should contact Jenna Mills, the principal investigator, at 410-704-3732 (work) or 717-332-2130 (cell); Dr. Melanie Formentin, Faculty Sponsor, at 410-704-4657; or Dr. Debi Gartland, Chairperson of the Institutional Review Board for the Protection of Human Participants at Towson University, at 410-704-2236 or 8000 York Road, Towson University, Towson, MD 21252.

(Date)

(Signature of Participant)

(Date)

(Investigator)

Appendix F
Codebook

Coding Category	Codes	Definition	Example
Student Group Involvement	Motivations for Joining Student Groups	Statements that explain why individuals had the desire to join a collegiate student group.	“I wanted to join some club... And I wanted to like, find friends that had a similarity when I came in freshman year. [Because] I knew that it would be the fastest way to meet people.”
	Category of Student Groups	Comments describing why individuals joined specific student groups on campus.	“A lot of the principles that my [student group] has I really valued coming out of high school. Um, so I looked for an organization that was like that in college.”
	Purpose of Incentive Programs	Explanations from participants detailing perceived intentions of incentive programs.	“It might be so [groups] can build relationships in the community; maybe it’s the school using students to try and get the Towson name out there in a positive way; um, or maybe it’s really just to help grown you know young individuals to better kind of take a leadership role and be better leaders...And you know, maybe it’s kind of all a combination of multiple [reasons].”
Philanthropy Influencers	Church/Religion	Comments that describe initial education to	“My church did a lot of service projects. So

	nonprofits/community service through religious outlet.	we did like, over the summer we um did a Habitat for Humanity trip for a week. We did a missionary trip to Nicaragua. So like we and then you had like the ones around the center we would go with the church choir to like a nursing home to sing. So, we got a lot of experience there with that.”
Boy Scouts/Other Youth Service Organization	Comments that describe initial education to nonprofits/community service through a youth service organization.	“At the different levels of scouting required to have so many hours of community service to have your board for review for different ranks. Um it was just something that was very engrained, it’s just the culture of the troop is participate in community service.”
Parents	Comments that mention the influence to do community service and support of nonprofits came from parents.	“Well growing up my mom and my dad are really involved in nonprofits. And my, my mom she volunteered and ran a shelter back [in my hometown] for domestic violence ever since I was a kid. So I’ve kind of always been around the whole volunteering. And it wasn’t necessarily labeled as volunteering, I just remember us always doing it.”

	High School Requirement	Statements indicating a high school graduation requirement initially introduced community service and nonprofit organizations.	“In high school I did, we had mandatory community service hours. Which I did mainly like with volunteering, tutoring at the middle school”
Motivation for Giving Back	Help Others	Comments that suggest the want to do community service/fundraising stemmed from desire to help others and improve their lives.	“So volunteering was definitely something that I found that I really enjoyed. Um and I got a lot of happiness from. You know I didn’t do it for myself, I did it because I wanted to give back, you know. I was very lucky, I had nice parents. Um I was healthy and I had everything that I needed. And um, the one thing that I had was time you know.”
	Feel Good About Self	Comments that suggest the want to do community service/fundraise comes from the urge to feel better about one’s self.	“Like it will bring you this inside happiness, you’ll be.. not everything is going to come in material things. Like sometimes happiness is a good thing. And it makes you feel better if someone else feels better.”
	Gain notability in overseeing department tier/support system.	Examples of how the CAP System in Greek Life influenced the urge to do community service/fundraise.	“Last semester we got the best, the highest CAP score of all Greek Life. It’s amazing so. We like bumped it up. It used to be 6 hours of community service a

		semester and we're like let's keep it going, and now we're at 8 hours."
Organization Requirement	Comments indicating that the community service/fundraising was only completed to meet an organization/club requirement.	"What's beneficial for our organization is really just we meet our sport clubs requirement and are able to get our funding. So, really it helps us stay a club."
Peer Pressure		"I think it's absolutely a form of peer pressure. And I, I kind of like the aspect of it. And growing up I always had, you know I heard the word pressure and it always had a negative way about it. But I hadn't actually seen it done it like a positive way. Where everyone's going out to help someone and then there's all the sudden someone who doesn't And you know everyone kind of shuns them. You know I think that's enough to motivate someone to at least, even if you have to fake it, to show up and do it. At least you're there and then through that maybe you'll understand and you know the importance of it."

Competition	Statements suggesting that community service hours and fundraising is only completed to compete with other clubs and organizations.	“And like we raise \$2,000 through GI Theta Chi. We have never raised that much money for like, pretty much anything. So like it’s a comp, it’s a big competition. And like it’s a way to get your like self out on campus; Oh like we raised the most money in GI Theta Chi. Like isn’t that really cool. So like, we did all that fundraising, so like ask us to TigerThon. We know how to fundraise. Like.”	
Personal Connection	Comments showcasing how personally connection influenced an individual’s interest in helping a nonprofit.	“If it hits close to you, then you’ll have more passion and more drive to go out there and be as successful as possible. But if you don’t have as much passion for that type of thing and you know of just go through the motions I just don’t think.. it’s just not as fulfilling of an experience I don’t think. You should want to go out there with full force and if you’re not going to go out there with full force, what’s the point of even doing it? You’re kind of just taking up space.”	
Benefits of Service	Sense of Community	Statements indicating that through community	“I think it’s a good way to kind of instill

	service/fundraising, individuals feel as though they are a part of something larger than themselves.	some pride for the students within their university and their local community, as well as help the local community to better understand and connected with the students.”
Bonding	Comments that suggest individuals enjoy community service/fundraising because it brings their student groups closer.	“I think it brings us together as, um, like a sisterhood. Umm. A lot of Greek Organizations, they do team building to get their sisterhood closer. But honestly I think working with a philanthropy like it gets us, it like bonds us a group. Because we are all there for the same purpose, we are all there with our chapter.”
Self-Growth	Examples of how participants feel they have mentally and emotionally benefited because of their volunteer opportunities.	“But individuals working in the group, I would say it helps them develop as a people and it helps me develop as a person. Umm makes, builds character in a sense. Not in the traditional sense, but doing work makes you a stronger person but mental a better person, I suppose. If that makes sense.”
Nonprofit Literacy	Statements explaining how individuals have learned more about	“I didn’t know the organizations there were nonprofits. Like,

		nonprofit organizations through their volunteer opportunities.	umm, NAACP, or Baltimore Humane Society, or the Boys and Girls Club, just like a different variety of nonprofit organizations that you don't even know are nonprofits... I was really ignorant to what they were, what they did, their purpose. Um and this has really opened my eyes to that and I see the importance of helping them out"
	Selfless not Selfish	A statement that indicates how the thoughts of participants are changed during volunteer opportunities.	"Um, you better yourself by helping other people out. That's what community service is kind of all focused around. Community service and philanthropy is all about helping but not really, being selfless and not selfish. Just kind of always helping."
Forced Requirement	Not As Rewarding	Perceived negativity from being forced/required to complete fundraising or community service hours.	"I know that at least making it more of a requirement even for sport clubs, it's annoying. If you ask anyone in sport clubs, they get annoyed by it. They're like "oh crap, he have to make finish this many hours by this day or we face the consequences." And it almost turns it into

	Negative Connotation/Punishment	Perceptions around the words “community service” and examples of how it is perceived to be a punishment.	more of a choir.” “ I mean even when you get in trouble with the police, you have to do community service. And so it’s known more as a punishment as opposed to something that’s like upbeat. Like “oh my god, let’s do community service!” Just the name doesn’t have good connotation anymore since we’ve been kind of forced to.”
Preference of Service	Community Service/Volunteerism	Examples of participants who would prefer to support a nonprofit organization through volunteering.	“I don’t have as much money. But, volunteering, I feel like I’m actually doing something and helping directly instead of and knowing how I’m helping directly. Instead of giving money and not knowing how that money is being allocated to different people to actually help.”
	Voluntourism	Examples of how participants prefer to combine travel with volunteer opportunities.	“I always knew that I wanted to be able to travel. Um and I had always been interested in nonprofit work and this was just the perfect opportunity because everything was kind of already set up for me. I didn’t really have to do any

			of the planning. It was like financially reasonable. Um and it was like a trustworthy organization, like a reliable organization.”
	Event Fundraisers	Examples of how participants prefer to fundraise for a nonprofit organization.	“there’s nothing that beats hearing how much you’re fundraised. But when it comes to actual donations or planning an event, the events are always definitely like more fun. More people are involved and engaged”
Generational Influencers on Future Support	Stereotypes	Comments from Millennial participants stating they have had negative interactions with previous generations who view them only by mainstream stereotypes.	“It feels like people are also discrediting the Millennials, you know the generation that I’m in. It just feels like a lot of time, and I definitely feel that with them you know like, we help them um... when we do it they don’t let us touch the money. Even though a lot of our, a lot of our board members are in accounting and like very math oriented majors. And we all have shown to be very trustworthy”
NFP Support Post College	Community Service with Group	Statements indicating community service in the future would only occur with a group of known individuals.	“A lot of alumni especially the founding fathers come back saying, hey like do you have any opportunities because they say well

Participate and donate	Comments from participants stating in the future, they will participate with and donate to a nonprofit, due to the work they did with their student group.	it looks great to do our own work, just like a good way to kind of give back to you. So yea, they have come to us saying, do you guys have any community service events, because we're interested in them.”
Help more than one organization, not just one large	Statements from participants that suggest they will donate to more	<p>“It depends on the organization. Like I know for Relay For Life and the American Cancer Society it’s really hard to, it’s easier to donate. Because depending on where you are it could be hard to find a volunteer opportunity. And you might not be qualified for some of them like the driving and stuff like that. So for organizations like that I would rather like raise the money. Because I know that’s what they need, Because you need the money to find the cures and you need the money to help all the programs that they do. But for something like supporting the troops I’d rather go to a welcome home than like give them money.”</p> <p>“Like I think my generation is very compassionate about a</p>

		than one organization and cause.	lot of things and like a lot of different issues. Like, a lot of us are very umm passionate about human rights and homelessness and poverty. And stuff like that because we are fortunate, a lot of us. So it's like we feel almost guilty."
	Importance of Research before support	Comments that show participants value research and will continue to research organizations prior to offering support.	"I think it's really important to have a really clear understanding of where my money is going. Like what purpose is my donation serving, um to whatever cause it may be."
	Presidential Ambassadors	Making trend of giving as students, to follow through as alums (make an outright donation)	"The overarching goal is to try and get students right now in their years here that giving back is important and that philanthropy is important so that when they are alumni they will be willing to give back to their alma mater."
Long-Term Personal Impact	Academic/Professional Benefit	Comments from participants stating they received professional or academic advantages because of the nonprofit work they did with their student group.	"I definitely think that the skills I learned are really going to be long lasting. Learning how to run an organization is a huge thing. I feel miles ahead of other almost college graduates in my professional skills.

And I think it's going to kind of set me apart in my interview skills and it's going to jump start my career. Umm, I think that's really going to be a long lasting impact."

NFP Cause Identified

Statements indicating the nonprofit or cause a participant will support in the future was determined during community service/fundraising with student group.

"Exactly I've narrowed down my.. I guess 'cuz when I was a freshman I was involved with a whole bunch of different organizations. They weren't necessarily like big nonprofits. But I was in like a volunteer group and we did, it was called Service Corp. We did just random just volunteer projects around Baltimore... At this point I just know so many cancer survivors and I kind of like, it's narrowed my kind of scope."

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PROGRAM OF STUDY

Communication Management
 Master of Science, 2016

EDUCATION

2013-2016 **TOWSON UNIVERSITY**, Towson, MD

2005-2009 **TOWSON UNIVERSITY**, Towson, MD
 Marketing Certificate
Magna Cum Laude

RESEARCH EXPERIENCE

Graduate Student **TOWSON UNIVERSITY**, Towson, MD (2013-2016)
 Studied nonprofit organizations in the following areas:
 Millennial giving and trends
 Crisis communication
 Social media influence on philanthropy
 Grant writing

PROFESSIONAL EXPERIENCE

Feb. 2013 - Present **TOWSON UNIVERSITY**, Office of Alumni Relations,
 Towson, MD
Alumni Athletic Coordinator

- Serves as the liaison to the Athletics Department, participating, promoting and representing the Office of Alumni Relations at meetings and events
- Identifies, coordinates and implements athletic reunions based on geography, opportunity, schedule, anniversary and conference championship
- Coordinates, creates a marketing plan and implements alumni programs to increase engagement at home and away events
- Creates additional campus partnership opportunities
- Cultivates alumni and encourages continuous participation in alumni events and with the university

- May 2011 – Feb. 2013 AMERICAN CANCER SOCIETY, Baltimore, MD
Community Manager
- Managed and implemented community Relay For Life fundraising events in the Catonsville, Johns Hopkins and UMBC communities, raising more than \$215,000 in 2012
 - Served as the Maryland representative on the South Atlantic Division Online Fundraising Team to track and monitor online donations, implement fundraising guidelines and ideas and train staff and volunteers using the online fundraising website
 - Established and maintained relationships with community members in assigned areas to ensure successful events
 - Recruited, retained and recognized volunteers on relay planning committees
- June 2009 – May 2011 NATIONAL GUARD YOUTH FOUNDATION,
 Alexandria, VA
Communications Director
- Wrote and submitted press releases on Foundation activities and news to local and national media outlets
 - Edited, updated and managed the Foundation website, social media accounts, brochures and all other collateral materials
 - Collaborated with the event planning staff and public relations agency during the organization, planning, and execution of the Fifth and Sixth Annual ChalleNGe Champions Gala and Auction, which had over 1,000 attendees and raised more than \$1.2 million and \$1.4 million, respectively
 - Worked in partnership with the National Guard Educational Foundation to plan and execute the Annual Charitable Golf Tournament and Auction, raising more than \$20,000

PROFESSIONAL SOCIETIES

- 2014 Omicron Delta Kappa, National Leadership Honor Society
 2007 Lambda Pi Eta, National Communication Honor Society

PHILANTHROPIC MILLENNIALS