"To larger truth and service our Alma Mater calls."
An analysis of marketing and communications strategies and messages designed to foster pride
and raise philanthropic support among University of Hawai'i at Mānoa alumni

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Abstract

Much research has been produced on generational differences and how these specific characteristics affect all aspects of living – work, education, voting, consumerism, and even relationships. How do generational differences affect philanthropy, particularly as it pertains to higher education?

Like many public universities across the nation, the University of Hawaiʻi at Mānoa struggles financially. As such, UH Mānoa relies on financial support from the University of Hawaiʻi Foundation (UHF) which serves as the philanthropic arm for the UH System. Part of UHF's fundraising success comes from graduates of UH Mānoa.

The results of this research indicate that UHAA and UHF do not specifically target millennial alumni in their efforts to "friendraise" and fundraise. The qualitiative interviews with UHAA and UHF leadership showed that marketing to this younger audience has not been part of its strategic direction. The millennial alumni focus group was much more vocal than the UHAA and UHF leaders about how they wish to be communicated to by UHAA and UHF and how they would like to engage beyond just being a donor. The content analysis revealed that current publications and emails targeted at UH Mānoa alumni rarely provide messaging that is targeted to millennial alumni.

This research on millennial alumni giving and engagement is important to help the University of Hawaiʻi Alumni Association (UHAA) better understand young Mānoa alumni and to find creative ways to cultivate engagement and build stronger relationships. Having engaged alumni is important as Mānoa struggles to recruit Hawaiʻi students to attend the stateʻs only Research 1 public university. At the same time, it behooves UHAA and UH Mānoa to understand what motivates alumni, particularly millennial alumni, to donate or support their alma mater.

With nearly 185,000 UH Mānoa alumni around the world, the potential to raise money from this segment is significant. Additionally, increasing alumni giving has other benefits, such as boosting the ranking of UH Mānoa in surveys such as the annual *U.S. News & World Report* College Rankings, which is important to student recruitment efforts.

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1. Introduction

Across the nation, universities and colleges continue to struggle with financial difficulties. This economic reality applies in particular to public universities that have experienced ongoing and severe cuts in state government funding. As a result, universities rely heavily on their foundations to supplement operational budgets to enable the institutions to stay afloat.

At the University of Hawai'i at Mānoa (UH Mānoa), financial difficulties have been a way of life for more than a decade now. As the state's only Research 1 university offering undergraduate, masters, doctoral and professional degrees, the need for fundraising is more important than ever.

This thesis is a qualitative analysis of marketing and communications strategies and messages used by the University of Hawai'i Alumni Association (UHAA) or the University of Hawai'i Foundation (UHF) to foster pride and raise philanthropic support among University of Hawai'i at Mānoa alumni. Interviews with UHAA volunteer leadership were conducted to explore perceptions of the attributes of alumni donors (mainly generational and demographic differences) as well as predictors and motivators of alumni donors.

Through in-depth interviews with UHAA volunteer leaders and an executive from the University of Hawai'i Foundation (UHF), the role of UHAA was explored and its relationship to UHF and the University of Hawai'i (UH). A content analysis of the *UH Magazine* and UHAA e-mail updates was also conducted to see if current UHAA communications messages resonated with millennial alumni. The content analysis looked at whether the messages referenced certain

themes such as alumni benefits, alumni engagement, alumni giving, events, and outreach to young alumni.

Related to the financial struggles of UH Mānoa, this research is important to help UHAA better understand its UH Mānoa alumni and to find ways to cultivate engagement and build stronger relationships. Additionally, increasing alumni giving has other benefits, such as boosting the ranking of UH Mānoa in surveys such as the annual *U.S. News & World Report* College Rankings, which is important to student recruitment efforts.

2. Organization Background

2.1. University of Hawai'i Alumni Association

The **University of Hawai'i Alumni Association (UHAA)** is an affiliate organization of the University of Hawai'i Foundation (UHF). Established in 1922, a decade after the first graduating class of 1912, the nonprofit organization promotes and supports UH by connecting alumni and friends with the university and with each other. It strives to strengthen stakeholder relationships in the community and inspire pride among UH 'ohana (Hawai'i residents). In 1988, UHAA became a system-wide association representing alumni from all ten campuses. Since 2002, UHAA has collaborated with UHF's Office of Alumni Relations to serve the growing UH alumni community.

Collectively, there are nearly 250,000 alumni from all ten campuses of the UH system, and as of 2015, they are all considered members of the UH Alumni Association (UHAA). The University of Hawai'i at Mānoa has more than 184,900 alumni living in all 50 states and more than 80 countries. Of these Mānoa alumni, more than 111,400 reside in Hawai'i. UHAA has 19 Mānoa chapters throughout Hawai'i and nine state chapters.

2.2. UH Alumni Membership

Despite a high number of UH Mānoa alumni across the nation and around the world, the number of alumni are members of UHAA is relatively small (approximately 3,000 members or 1.6% of total UH Mānoa alumni). There are three levels of membership available: Lokahi, Haʻaheo, and ʻOnipaʻa.

The Lokahi membership is free and provides members with news and updates from UHAA, their respective campus, and the UH System. Members are also able to attend alumni events and receive a special insurance rate from GEICO, a UHF corporate partner.

The Haʻaheo membership has multiple fee structures. Individuals have several fee options: $50 for one year, $136 for three years, or $200 for five years. Current UH Faculty/Staff and recent graduates have a special rate of $25 annually. There are also joint memberships (i.e. for married couples) starting at $60 for one year, $162 for three years, and $240 for five years. The Haʻaheo membership includes the Lokahi level benefits plus chapter membership, subscription to the UH alumni magazine, membership welcome packet, and a card with access to discounts, a mahalo gift, and exclusive discounts to UHAA events, UH athletic events, airlines, hotels, insurance, dining and other attractions.

The final category of the membership is ʻOnipaʻa. ʻOnipaʻa members receive all Lokahi and Haʻaheo benefits plus access to exclusive events and a gold membership card with access to discounts. ʻOnipaʻa members make a one-time payment with no recurring annual dues and receive a life member gift on a yearly basis. ʻOnipaʻa membership starts at $750 for an individual, $1,000 for a joint membership and $175 for Golden Scholars.

According to the University of Hawaiʻi Foundation, (J. Bullard, personal communications, September 26, 2016), the alumni relations industry has changed significantly. There is much more

focus on career and professional development programs, including a job posting service and networking opportunities. There is also a desire for alumni associations to provide value to their universities in the form of advocacy support.

Overall, membership in alumni associations across the country is declining, with only 22% of alumni organizations across the nation charging membership dues. UHAA continues to charge membership dues but is exploring a new model for the future (J. Bullard, personal communications, September 26, 2016).

2.3. Communication Channels

UHAA has several communications channels in both traditional (print) and electronic formats:

UH Magazine: Published twice a year, *UH Magazine* is a full-color magazine highlighting the achievements of UH alumni from all ten campuses, as well as listing all upcoming alumni events. The magazine is produced by UHF and is published locally by PacficBasin Communications and supported through advertising sales. The magazine is mailed to donors and is also accessible at the UHF website. UH Magazine is considered a one-way communication channel.

E-mail communications: The University of Hawaiʻi Alumni Association (UHAA) utilizes e-mail communications to keep in touch with its membership base and to provide information about upcoming alumni events and other opportunities. E-mail communications are considered a two-way channel as it allows for direct interaction between sender and recipient.

Online Communications: The UHAA website provides links to news releases and news stories as well as access to photo and video galleries from UHAA events. Additionally, UHAA

has a presence on social media channels. These online communications channels are considered two-way.

URL: www.uhalumni.org

Facebook: www.facebook.com/UHAlumni

Twitter: www.twitter.com/uhalumni

LinkedIn: www.linkedin.com/groups/116230

Instagram: @uhalumni

3. Theoretical Framework

3.1 Social Identity Theory in the Organizational Context

The premise of Social Identity Theory (SIT) is that people classify themselves and others into social categories such as organization membership, religious affiliation, gender and age (Tajifel & Turner, 1985). According to this theory, social classification serves two functions: 1) to provide an individual with a systematic means of defining others and 2) enables the individual to locate or define him- or herself in the social environment (Ashforth & Mael, 1989).

In SIT, self-concept is a combination of both a *personal* identity and a *social* identity. A personal identity is made up of characteristics such as physical attributes, abilities, psychological traits, and interests; whereas a social identity comprises salient group classifications. Together, these two identities equate to a social *identification*, or the "perceptions of oneness with or belongingness to some human aggregate" (Asforth & Mael, 1989, p. 21).

Ashforth and Mael (1989) argue that organizational identification is a subset of social identification. An organization, such as a university alumni association, may share characteristics with its membership. The members, in turn, see these shared values as a motivator to joining the alumni association or donating money to their alma mater. According to this study, the

researchers argue that individuals (members) "vicariously partake" in the success and status of the organization (alumni association) and both positive and negative issues can affect an individual's self-esteem (Oakes & Turner, 1980; Wagner, Lampen, & Syllwasschy, 1986).

As stated earlier, in SIT, an individual partially defines him or herself regarding salient group memberships. Such identification is associated with groups or organizations that are considered by the individual to be "distinctive, prestigious, and in competition with, or at least aware of, other groups" (Tajifel & Turner, 1985).

Postmes' chapter (2014) focuses on the role social identity plays in organizational communications. To understand coordinated human activity, the social identity approach to communications in organizations considers both individual and structural factors. The social identity approach asserts that the "social is not external to the self, but that it is internalized through a social identity" (Haslam, 2001, p. 86). Therefore, social identities provide a common perception of how the group is defined as compared to other groups and reflect norms that are unique to the group and may include rules, conventions or sanctions.

According to Postmes (2014, Chapter 5), social identity may determine a person's thoughts and actions through social categorization – the process of identifying oneself as part of a social group. He believes that the social identity approach demonstrates how "structural factors can influence individual thought and action." This perspective is applicable to alumni association membership, and the impact membership may or may not have on alumni giving. Assuming a university is highly ranked nationally and internationally and carries a reputation of being prestigious and "top-notch," one could assume that this institution has a high level of alumni association membership as well as alumni contributions. While this may be the case for some of the country's elite colleges, it doesn't always hold true for other institutions of higher education.

Regarding communications, Postmes (2014) believes that communication plays an important role in determining the salience of social identity by creating interaction between the group and the individual. This ultimately leads to identity formation. Postmes (2014) concludes that "individuals rely on social identities to make sense of their social world." In other words, the groups to which we belong, help us shape our responses and decisions.

According to Postmes (2014), communication plays a significant role in this process by bridging the gap between individual meanings and social meanings. For communication to be effective, social identity must play a part by providing a common perspective which allows groups to determine their role in the world.

Prosocial behaviors are defined as "acts such as helping, sharing, donating, cooperating, and volunteering" (Brief & Motowidlo, 1986, p. 710). These behaviors are deemed positive and serve to "produce and maintain the well-being of others." Tidwell's (2005) study shows that volunteers who "identify" with their nonprofit organization, exhibit higher levels of prosocial behaviors, commitment, and overall satisfaction. Higher levels of these prosocial behaviors can lead to volunteers making financial contributions to their nonprofit.

When participants begin to develop a "connectedness" with an organization, they start to view themselves as part of the organization's identity, and this leads to greater trust and empathy for the organization's mission. Mael & Ashforth (1992), indicate that college alumni who strongly identified with their alma mater were more likely to engage in prosocial behaviors such as making financial contributions, helping with informal recruitment, or attending school functions that support their institution. Additionally, research shows that high organizational identification results in prosocial behaviors such as volunteering to further the goal and mission of the organization (O'Reilly & Chatman, 1986).

Along these lines is the concept of identity fusion. According to Swann et al. (2012), "people do extraordinary things for their social group on a daily basis." The researchers suggest that people will make sacrifices for their social group including donating their estate or in a very extreme circumstance, commit acts of terrorism. Defined as a "unique form of alignment with a group," identity fusion occurs when "people experience a visceral feeling of oneness with the group." In other words, the boundary of one's personal self becomes porous, allowing the social self to "fuse" with the personal self (Swann et al. 2012).

According to Swann et al. (2012), "highly fused" people view themselves through the lens of their group membership, but they also see the group through their personal self. This two-way influence leads to a tight connection with the group and motivates highly fused people to do as much for their social group as they would for their personal self. Additionally, highly fused people extend this feeling of connectedness to other members of the group, thereby building relationships and creating a sense of reciprocal strength.

3.2. Predictors and Motivators for Alumni Giving

Colleges and universities across the nation, particularly public institutions, have been dealing with declining state and federal funding for decades. As a result, there is much more pressure to increase support from alumni and other key stakeholders. Research on alumni giving is mainly focused on the factors that influence an alumnus' willingness to give as opposed to other ways that alumni can support their university after graduation.

McDearmon (2011) examined how alumni view their role with their respective institutions post-graduation and how that view affects behaviors of support. His survey was conducted via an alumni association at a large, public research university in the Midwest (similar to UH Mānoa). McDearmon (2011) used three scales to measure role identity. The first five-item scale assessed

alumni role identity salience. The second scale compared the relationship between the graduate's role identity salience to the perceived social expectations of being an alumnus. The third scale measured perceived alumni role expectations.

The study determined that graduates who completed one or more of the support behaviors were more likely to have a positive response to the three role identity scales. For the first scale (alumni role identity salience), results indicated that graduates who identified strongly with being an alumnus were more involved in support behaviors. Graduates who responded favorably on the social expectations scale were found to have completed support behaviors on a more frequent basis. The third scale measured alumni role expectations and results showed that alumni with strong role identity salience were more likely to be supportive of the university. The study also showed that these specific expectations served as predictors to similar behavior.

According to The Chronicle of Philanthropy Millennial Alumni Study (2014), the "user experience" is a term often associated with sales or customer service. However, it can be considered a predictor, and possibly even a motivator for alumni giving. For millennials, the user experience begins at the start of the college recruiting process. Once a college is selected, the user experience is further shaped by the influence of professors, career counselors, and even alumni officers (The Chronicle of Philanthropy, 2014).

Millennials expect that their college degree will pay off for them in the future and when that happens, millennials will make a contribution. Therefore, it's interesting to note that 45 percent of respondents felt that their alma mater's career services were unhelpful and only 14 percent indicated that they had received any career assistance (The Chronicle of Philanthropy, 2014). Dissatisfaction with career services and placements by their alma mater has a direct impact

on whether an alumnus will make a financial contribution in the future (The Chronicle of Philanthropy, 2014).

Studies on alumni giving are in agreement on variables that determine alumni giving – age, income, participation, satisfaction and perceived prestige of the institution. Additionally, older alumni tend to give more money (Stephenson, 2013; Weerts & Ronca, 2009; Bingham, Quiqley, & Murray, 2002); Clotfelter, 2001; Belfield & Beney, 2000). Income is also a variable as is donor intentions (Tsao & Coll, 2005).

Based on SIT, Mael and Ashforth (1992) tested a proposed model of identification in a university setting. Their 1992 study of 700 randomly selected alumni of an all-male religious college indicated that "prestige, distinctiveness, internal competition (negative), satisfaction, tenure, and sentimentality are associated with identification."

Researchers Stephenson and Bell (2014) examined alumni donor motivations from a social identity perspective. Their study assessed the relationship between identification and number of donations. Their results showed that if alumni identification with the university increased, the number of donations would also increase. This study also looked at non-donors and determined that if non-donors were able to identify with the university (i.e. athletic teams) they would donate.

Stephenson and Bell (2014) used a quantitative method to assess the effect of university brand identification on alumni giving. The study revealed that the most popular motivations for alumni giving could be explained using social identity. In other words, a strong connection between alumni and the university will influence supportive behaviors. The researchers recommend that universities utilize social identity as a way to further engage students, alumni, and other key stakeholder groups.

Another interesting outcome of Stephenson & Bell's 2014 study was the effect of

university branding on alumni giving and support. The study revealed that the most popular

motivation for NOT giving had to do with university rebranding initiatives. Therefore, the

researchers recommend that before a rebranding initiative is launched, the university should

include its alumni in the planning and development phase (Stephenson and Bell, 2014).

3.3. Factors affecting alumni association membership

As mentioned earlier, alumni associations across the nation are moving from a

membership dues model to a model that provides meaningful benefits that are desired by alumni.

In "Predictors of Alumni Association Membership (Newman, M. & Petrosko, J., 2011),"

researchers looked at factors associated with membership of university graduates in the alumni

association of their school. The alumni association studied was a traditional dues-based

organization at a public research university in the South.

The researchers surveyed graduates of a public doctoral-granting university in the South

and results indicated that graduates were more likely to be members of their alumni association if

they were:

- older and were previous donors;

- had a telephone number on file with the alumni association;

- held a positive view of the alumni association;

- had a positive experience as an alumnus;

- were involved with their alma mater; and

- were aware of other members of the alumni association.

Regarding age, graduates were more likely to become an alumni association member with

each additional year of age. The survey also determined that graduates who had lived on campus

were more likely to join the alumni association. Another interesting factor was if the graduate was employed by the university either as faculty or staff. The study also showed that graduates employed by the university were significantly less likely to be a member of the association as compared to a graduate who was not an employee.

In their survey on alumni profiles, Weerts & Ronca (2007) focused their research on the variables that determine alumni who are supportive (who give money, volunteer or do both) versus alumni who are not (those that do not give money or volunteer their time). Weerts & Ronca (2007) developed a conceptual model of alumni donor characteristics based on Volkwein *et al.'s* (1989) framework of alumni support. Volkwein *et al*. (1989) state that "alumni support is a function of demographic background, college experiences, and college outcomes that form alumni capacity and inclination to support their alma mater."

Using data drawn from an alumni survey conducted at a research university (Doctoral/Research University—Extensive as classified by Carnegie), Weerts and Ronca (2007) looked for characteristics that seemed to be present in alumni in these four areas: inactive, volunteer, donor, and supporter. Inactive means the alumnus has not given money or volunteered their time to their institution. Volunteer means the alumnus has supported his/her alma mater with one or more activities. Alumni who are labeled donors are those who have made financial contributions to the institution. Finally, supporters are defined as alumni who have both volunteered and made a financial contribution to their institution. The survey focused on two distinct areas: a) the capacity to give and/or volunteer, and b) inclination to give and/or volunteer.

Regarding the "capacity to give and/or volunteer," the findings support similar research on alumni giving in that the age of the alumnus is very much a predictor of alumni support through volunteerism. Another important variable in this regard is employment status. Employed alumni

who were considered "donors" or "supporters," were 1.8 times more likely to give compared to those who did not make a financial contribution to their alma mater.

As for the "inclination to give and/or volunteer," the researchers found that "supporter" alumni were 9.28 times more likely to give AND volunteer, suggesting that these alumni expect to be involved in supporting their institution. The researchers also noted that these alumni believed that their alma mater needed their support (Weerts & Ronca, 2007).

3.4. Millennial Characteristics

As this research will look at millennial motivators and predictors for alumni giving, it is necessary to describe the characteristics of this generation. The Achieve Agency (Achieve), in partnership with The Chronicle of Philanthropy, released *The Millennial Alumni Report, A Study on Millennial Alumni of Four-Year Universities in the United States* on September 25, 2014.

The Millennial Alumni Report (The Chronicle of Philanthropy, 2014) focused on three areas: experience, connection, and giving. Experience relates to the time alumni spent at their alma mater (from recruitment through graduation). Connection refers to the attitudes and relationships that alumni have with their institution. For purposes of this study, giving explains the experiences alumni have had with being asked for money and their preferences when it comes to such solicitation efforts.

Experience: Applying for college is a complicated process, and many students experience a range of emotions as they prepare for this next step in their educational journey. According to the Millennial Alumni Report (The Chronicle of Philanthropy, 2014), a student's experience with his or her university begins while they are in high school (recruitment) and continues through graduation. Once a student is accepted and chooses a university to attend, the

experience cannot end there. How an alumnus feels about his or her alma mater is based on all of the events, positive or negative, that he or she experienced.

The report (The Chronicle of Philanthropy, 2014) also finds that the majority of the millennial respondents stated satisfaction with the education they received at their college or university. When asked what things they were satisfied with during their college experience, the top five responses were campus life, friendships, professors, college reputation, and obtaining a good job.

Alumni who responded less positively about their college experience often mentioned a lack of networking and job placement assistance or the quality of the degree earned. The study reports that immediately after graduation is when millennial alumni tend to be most critical of their alma mater. Issues such as finding a job become paramount, and alumni are apt to evaluate the value of their education and if they were adequately prepared for the "real world."

Connection: The report by the Chronicle of Philanthropy (2014) defines connection as for how universities connect with alumni. One of the findings shows that the level of "connectedness" to one's alma mater after graduation influences willingness to give money to the institution. This feeling of connectedness increases among millennial alumni who have given money or volunteered their time with their alma mater (Achieve, 2014).

When asked about their preferences about how they want to receive communication from their universities, the majority of respondents indicated that they had viewed their institution's website post-graduation. Given the characteristics of this generation, it would be logical to assume that millennial alumni would prefer to interact with their universities via online vehicles or social media channels. However, this was not the case with this particular study.

Millennial alumni were asked about the type of information they wanted to receive from their alma mater via social media. The majority said they prefer to receive news about the campus and the university. Other preferences included alumni news and accomplishments were important, followed by stories about faculty and students, and stories about athletics (36 percent).

When asked about their email preferences, 73 percent of respondents indicated that they would like to receive emails from their alma mater. Concerning email content, the majority of respondents requested general news about the campus and the university, followed by stories about students and faculty, and finally sports and athletic news.

So how do millennial alumni want to engage with their alma mater? Of the respondents, 30 percent of millennial alumni reported having volunteered or helped their institution post-graduation. When asked what motivated them to volunteer, 40 percent expressed a desire to "give back, " and 33 percent said they helped because they were asked directly (speaking to a class, mentoring a student, etc.).   they volunteered because they believed their alma mater was in need of their help.

The survey findings showed that of the millennial alumni who did not volunteer, the most common reasons were because they were never asked, followed by a lack of time. Perhaps the most significant finding was that the majority of the millennial alumni who volunteered said they intended to donate to the university in the future (Achieve, 2014).

Continuing on this thread of volunteering, more than three quarters millennial alumni indicated a willingness to serve their university in an advisory role and that they wanted to use their specific skills or expertise to help their alma mater.

Giving: What differentiates a millennial alumni donor from previous generations of alumni donors? The Millennial Generation was deeply affected by two key issues – the recent

Great Recession and skyrocketing college tuition. According to this study by Achieve (2014), these two economic factors have influenced how or if, millennial alumni will give money to their university.

A key finding from the Millennial Alumni Report is that this generation is more likely to give to another cause or charity before donating to their alma mater. In fact, the survey shows that three quarters of millennial alumni would donate to another organization over their alma mater; and female alumni were less likely to give to their university as opposed to male alumni. When asked what inspired them to donate to another cause or organization other than their university, 77 percent indicated it was because an emotional connection was formed.

The survey also showed that there was a desire on the part of millennial alumni to give to their universities in the future. Millennial alumni who had not donated money indicated that they were not financially able to do so. Some respondents expressed concern about how their donation was being used by the university. These respondents believed their donation would be better utilized by another cause or organization. A small percentage of respondents believed their alma mater did not need their money.

The survey also asked millennial alumni as to how they want to be asked about donating to their university. Nearly half of the respondents disliked how their institution asked them for money. Email was the most used communication vehicle for soliciting donations from millennial alumni, follwed by direct mail and then phone calls (75 percent).

Regarding millennial alumni preferences, most preferred to be asked via email, followed by direct mail and social media. The method that was least preferred by millennial alumni was telephone call solicitations.

The Millennial Alumni Report (2014) also asked respondents if they knew how their donation was being used by the university. The findings show a direct correlation between a millennial alumni's college experience and giving. According to Achieve (2014), millennial alumni who had a positive college experience were more likely to give to their alma mater.

4. Research Questions

The purpose of this study is to explore the attributes, predictors, and motivators of alumni giving at UH Mānoa. Particularly, this study aims to assess current UHAA communication message strategies such as alumni outreach efforts targeted at millennials who graduated from UH Mānoa between 2006 and 2016. The reason for focusing on millennial alumni is that this target group presents significant opportunities for UHAA to foster a connection to UH Mānoa that will hopefully result in non-monetary benefits such as volunteerism or other forms of engagement. This can also lead to future financial contributions from millennial alumni.

> RQ1. *What are key messages or themes used most often by UHAA in its alumni outreach efforts?*

> RQ2. *To what extent does UHAA incorporate giving and/or membership motivations in its communication messages to target the UH Mānoa millennial alumni group?*

5. Method

This analysis of UHAA's marketing and communication strategies will provide the organization an opportunity to examine its communication processes objectively. The analysis can provide several benefits including agreement or disagreement on alumni giving and alumni engagement, determination of strengths and weaknesses; qualitative and quantitative analysis; and recommendations for improvement.

The purpose of this proposal was to evaluate UHAA's communication messages as they relate to engagement and giving among UH Mānoa millennial alumni who graduated between 2006 and 2016. The study used a qualitative method for data collection as well as a content analysis of two UHAA (via UHF) communication channels and messages. Qualitative data were gathered through interviews with UHAA volunteer leadership and volunteer leaders from two UH Mānoa alumni chapters (Shidler College of Business and the College of Engineering). Additionally, one executive representing the University of Hawai'i Foundation was also interviewed for comparison purposes.

5.1. UHAA Leadership Interviews

Five individual interviews were conducted with three UHAA volunteer leaders (president and two vice presidents); and the presidents of the UH Mānoa Shidler College of Business and College of Engineering alumni chapters. The alumni chapters for the Shidler College of Business and the UH Mānoa College of Engineering were selected because these chapters are actively engaged with their alumni and hold regular events to facilitate alumni giving. Additionally, the UHF vice president for marketing and communications was interviewed. As UHAA falls under the operations of UHF, the vice president's perspective on alumni engagement and giving was relevant to this study.

Qualitative interview questions were developed based on the Stephenson and Bell (2014) and Weerts and Ronca (2007) studies, and UHF's 2015 Alumni Engagement Survey results (Appendix E). One-hour meetings were arranged and took place at a mutually agreed upon location. A consent form is attached (see Appendix B). Additionally, a small focus group of four millennial UH Mānoa alumni was conducted. A consent form is attached (see Appendix D). To protect the identities of the individuals interviewed, the following legend was developed:

UHAA1 = UHAA president

UHAA2 = UHAA secretary

UHAA3 = UHAA vice president

Shidler1 = Shidler Alumni Association past president, member of UHAA board

EAA1 = Engineering Alumni Association past president

UHF1 = University of Hawai'i Foundation executive

Between April 8 and May 8, 2015, UHF conducted an alumni engagement survey. The survey was distributed to all UH Mānoa alumni who had a mailing address on file. UHF had a six percent response rate (or approximately 4,000 respondents). The purpose of the survey, which was conducted internally by UHF staff, was to provide the UH Mānoa chancellor with baseline data about these alumni trends. (See Appendix E for the survey highlights.)

1. Which do you feel most connected to?

2. How important is your relationship with the University of Hawai'i at Mānoa?

3. What did you value most about your time at the University of Hawai'i at Mānoa?

4. What are the things that you believe the University of Hawai'i at Mānoa does well in engaging with alumni?

5. What are some areas that you think should be improved in engaging with alumni?

6. Which of the following activities would you most value?

7. What are you most interested in hearing about?

Using the results from the UHF alumni engagement survey as a foundation for the qualitative interview questions, three volunteer officers from UHAA, two volunteer leaders from two of the most active UHAA chapters, and one executive from UHF were selected as interview subjects. Additionally, a small focus group consisting of four UH Mānoa millennial alumni were asked a similar set of questions.

To analyze UHAA and chapter leaders' understanding of alumni giving, the following items were the main area of focus (See Appendix A for interview questions):

1. Alumni predictors and motivators: What are common predictors and motivators of alumni giving among different generations?

2. Alumni communications: How does UHAA determine its alumni communications strategies?

3. Alumni engagement: How does UHAA engage its members to become involved with UH Mānoa?

4. Millennial alumni engagement: What is UHAA doing to engage millennial alumni who graduated from UH Mānoa between 2006 and 2016?

5.2. Focus Group

After the interviews were completed, a small focus group was held consisting of four millennial graduates of UH Mānoa.:

- Female, graduated in 2006 with a BA in Communications

- Male, graduated in 2014 with a BA in Communication and Speech and in 2016 with an MA in higher education administration

- Male, graduated in 2013 with a BA in Communicology, Speech, and Political Science. Currently a candidate for an MA in Communications

- Female, graduated in 2006 with a degree in Apparel Product Design Merchandising and Fashion Promotion, with a minor in Business

5.3. UHAA Content Analysis

Content analysis is often described as a method for analyzing text into categories or codes. Frequently used by social sciences researchers, content analysis has become a popular qualitative research method. In "An Overview of Content Analysis," Stemler (2001) notes that content analysis is "useful for examining trends and patterns in documents," and references an analysis of school mission statements that he did in 1998 to measure if the schools were as effective as their respective mission statements claimed.

Kimberly A. Neuendorf (2017) describes content analysis "as one of the most popular and rapidly expanding techniques for quantitative research" (p.1). In her book The *Content Analysis Guidebook,* Neuendorf further defines content analysis as a method of inquiry for a wide variety of research topics including but not limited to the analysis of media messages on global news issues, representation of gender, race and other demographics in television, and the emotional tone of social media posts and comments.

A content analysis of UHAA's email communications and *UH Magazine* was conducted to determine if UHAA incorporates motivations in their communication messages and channels and if any of those messages and vehicles are specifically targeted at the millennial alumni

audience. Three issues of UH Magazine were analyzed (spring 2016, fall 2016, and spring 2017) and 34 emails distributed between 2016 and August 2017 were also reviewed.

The content analysis was conducted using a codebook developed by this researcher. The codebook offered a categorical assessment of UHAA's communication messages about UH Mānoa to determine if any of the messages referenced themes such as alumni giving, alumni engagement, alumni recognition, academic news or UH Mānoa athletics. The codebook also assessed if the magazine or the emails referenced the most requested benefits by UHAA members such as discounts on products, services, events, or athletic events, and recognition of alumni achievements (awards, career accolades, etc.).

Each message was also coded by whether it reflected UHAA's vision and mission and if these messages addressed millennial alumni motivators. Additionally, a message would be coded if it mentioned a particular UHAA event, a specific individual (i.e., faculty, student, or staff), and if the featured individual "identified" specifically with UHAA, UHF or UH Mānoa.

Within the study of organizational communication, content analysis is frequently used to study internal and external communications of organizations. According to Neuendorf (2017), this method is popular for analyzing annual reports, corporate responsibility messages, mission statements, and other external communications vehicles (pg. 284). Neuendorf also notes that content analysis is also being used to study new media.

Due to the difficulty in finding examples of code books that were relevant to the topic of alumni giving and engagement, this researcher found a 2007 study about communicating about race and health. The study by Godbold-Kean and Prividera (2007), "Communicating About Race and Health: A Content Analysis of Print Advertisements in African American and General Readership Magazines," was designed to evaluate advertisements for products such as food,

beverages, vitamins, and supplements in major magazines targeted toward African American women with those types of advertisements seen in magazines targeted to a general female audience (pp. 289-297).

The coding framework used by Godbold-Kean and Prividera (2007) provided this researcher with a concept as to how to design a codebook to evaluate external organizational messages published by UHAA and/or UHF. In Kean and Prividera's study, there were 16 variables analyzed, and grouped as follows: description of the ads and the magazines; the type of consumable products advertised; the type of claim advertised; and the prominence of the person featured in the advertisement (pp. 292-93).

Using the 2015 UHF Alumni Engagement Survey as the basis for forming coding themes, a codebook was developed to analyze three issues of *UH Magazine* and emails sent on behalf of UHAA between 2016 and 2017. The first six variables of the codebook are categorized as descriptors of the messages being analyzed (type of communication, story or message title, issue or email date, magazine sections, feature stories, and email type).

The next set of variables were designed to analyze alumni message themes about giving, engagement, recognition, academics, and athletics. Additionally, the content analysis looked at whether the messages identified either a UHAA member, a UHF donor, or a UH Mānoa graduate. The final set of variables were designed to determine if the messages promoted alumni benefits, millennial motivators, UHAA events, the prominence of individuals mentioned in the messages, and if certain UHF or UHAA terms were specified (i.e., mission, nonprofit status, membership, etc.). (See Appendix F for the codebook and instructions.)

5.4. Content Analysis Intercoder Reliability

The content analysis was conducted by this researcher and a former graduate of the UH Mānoa Master's in Communications program. A sample of seven articles from three issues of *UH Magazine* and five emails distributed to UHAA members between 2016 and 2017 were randomly selected for the coding test.

Cohen's Kappa was used as the measure for intercoder reliability. Cohen's Kappa views 1 as a perfect reliability score and 0 when there is 100-percent agreement between the coders and both have selected the same variable value for every unit of analysis (Freelon, 2013). The coefficient of 0.70 was used as a baseline for determining intercoder reliability in this content analysis test (Landis & Koch 1977, p.165).

About 10% of UHAA's communication messages were randomly selected (seven magazine articles and five emails) and coded by two graduate students. As a result, all reliability scores were satisfactory between both coders:

- Message themes – 0.91

- Membership benefits – 1.0

- Millennial motivations -- 0.79

The actual content analysis was conducted by two coders – this researcher and another coder (a former graduate student). The materials analyzed were 28 articles from three issues of *UH Magazine* and 22 emails issued between 2016 and 2017 from UHAA for a total sample size of 50 items. Each coder analyzed 14 articles and 11 emails using a codebook designed to determine if UHAA's messaging reflected certain themes, membership benefits and millennial motivators. The content analysis took place the week of September 25, 2017.

5.5. Analysis plan

After the individual interviews were completed, the audio recordings were transcribed, and the responses were analyzed for common responses and/or themes based on the results of the UHF 2015 Alumni Engagement Survey. The content analysis looked at current UHAA messages about UH Mānoa and evaluated the messages according to whether it aligned with the motivators identified in the 2015 University of Hawai'i Foundation Alumni Engagement survey and those identified by The Chronicle of Philanthropy Millennial Alumni Study results.

5.6. SWOT Analysis

A Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis was conducted in order to identify recommendations to cultivate relationships with millennial alumni at UH Mānoa. Widely used by companies and organizations, a SWOT analysis can provide insight and focus for purposes of strategic planning. The tool helps to identify positive and negative aspects of an organization (strengths and weaknesses), point out opportunities for growth, and confirm market threats.

6. Results

Six, one-hour interviews were conducted with volunteer leaders from UHAA and two of its chapters, the Shidler Alumni Association and the Engineering Alumni Association. Additionally, a focus group was conducted with a group of millennial alumni who graduated from UH Mānoa between 2006 and 2016.

6.1. Interviews

The purpose of these 1:1 interviews with volunteer leaders from UHAA, the Shidler Alumni Association, and the Engineering Alumni Association of UH was to solicit their perspectives on alumni engagement and giving and to determine if there was agreement among

UHAA and its chapters. The interviews were also used to determine if leadership's perspective on alumni engagement and giving mirrored national trends as well as those trends that were identified in the 2015 University of Hawaiʻi Foundation alumni engagement survey.

There were a total of 18 questions asked of each interviewee in an attempt to answer these two research questions:

RQ1. *What are key messages or themes used most often by UHAA in its alumni outreach efforts?*

RQ2. *To what extent does UHAA incorporate giving and/or membership motivations in its communication messages to target the UH Mānoa millennial alumni group?*

The results of the interview analysis are grouped according to the appropriate research question.

Research Question 1: What are key messages or themes used most often by UHAA in its alumni outreach efforts?

UHAA's Mission and Vision

Interviewees were asked to describe how UHAA delivers on its "collective goal is to promote and support the University of Hawaiʻi by connecting alumni and friends with the university and with each other, strengthening stakeholder relationships in the community, and inspiring pride among the University of Hawaiʻi ʻohana."

All six of the interviewees responded similarly to this question citing tactics such as events, UHAA website, social media, calls, letters, email, and publications as the most often used

tactics for communicating with alumni. Signature events such as UHAA's Distinguished Alumni Awards, Life Members Event, and Golden Scholars were also cited.

Perceived relationship between UHAA and UHF

It was stated that UHAA is in an "interesting" period right now as they are reevaluating their value to alumni and also their relationship with the University of Hawai'i and UHF. The discussion of a memorandum of understanding or MOU was also mentioned by all of the UHAA officers and chapter leaders. Other comments included that UHAA's role has diminished over time and the way UHAA interacts with alumni has changed for various reasons including staffing and budget cuts. Another interviewee expressed that UHAA could do a better job of engaging alumni but this is proving to be difficult without dedicated staff people or at least an executive director, a position that used to exist until a few years ago.

Who are UHAA's Key Audiences?

UHAA's key audiences were defined as "any potential UH student, any current UH students, and any former students. Then we have the friends of the alumni and donors." Faculty, university administration, Hawai'i lawmakers and government officials, and employers of UH graduates are also considered key audiences.

What specific messages are being used by UHAA to reach its key audiences?

When asked if specific messages are used for key audiences, it was stated that the goal was to always speak with one voice to "connect alumni, engage them, and get them excited about the university." Others felt that UHAA did not have specific messages for its audiences because "frankly we're not that savvy." This respondent went on to say that UHAA must change its focus and work on developing key messages that reflect our mission and goals.

Another respondent indicated that his chapter did not have specific messages for its various audiences and said, "Ultimately, we want them to work and play together essentially just like anything else. Secondly, but almost as important is to contribute back to the university."

Is alumni engagement a strategic priority?

When asked if alumni engagement was a strategic priority for UHAA, one respondent indicated that the organization does want to do more to engage alumni at Mānoa but often feels unwelcomed or unwanted by the campus. Another respondent replied that UHAA does engage with alumni, whether that be through alumni chapters or events and that engagement is a priority. It was also expressed that the organization's ideal goal is to "engage and interact with as many alumni as we can, whether that is through our activities or our chapters, making them feel connected to the university." In an ideal world, UHAA would serve as the cheerleader for the university, focusing on making alumni and others feel great about UH Mānoa, thereby setting the stage for a future donation to UHF.

One chapter noted that its focus is on networking and professional development opportunities for its members, and that there is also a focus on student engagement (connecting current students to alumni). To answer the second research question, "*To what extent does UHAA incorporate giving and/or membership motivations in its communication messages to target the UH Mānoa millennial alumni group?*" the researcher asked questions that focused on alumni giving and membership motivations used by UHAA in its communications efforts.

UHAA Communication Channels

According to UHAA officers, the organization's communications channels include publications, email, social media, website, calls, direct mail, online stories, media stories, letters,

and events. However, it was stated that although these channels exist, UHAA does not control the content because UHF manages it. For example, UHAA social media posts are produced and uploaded by a UHF staff person. "This staff person is supportive of UHAA and makes an effort to craft social media posts that are creative and supportive of the organization's efforts," said UHAA1.

One of the UHAA respondents addressed the *UH Magazine*, a publication produced by UHF that is supposed to serve as the official alumni magazine. According to this respondent, the organization used to contribute toward the cost of producing the publication but was allocated only two to four pages for UHAA content. UHAA recently ended its financial support of the publication and therefore no longer has editorial input. UHAA communications channels are very limited – mainly emails to members that are filtered through UHF.

The Shidler Alumni Association has several communication vehicles including its alumni magazine, signature events, email blasts, website, and social media. This chapter does not conduct calling campaigns but does have a volunteer board member who assists occasionally with placing media stories for the chapter. The Engineering Alumni Association communicates with its members mainly through its signature events, email, and social media.

When asked which of the communication tactics were most successful, all of the UHAA officers as well as the chapter leaders indicated that there was no way to measure the success of its communications tactics. According to one UHAA respondent, there has never been an effort to measure communication effectiveness, but that is something that the board is exploring for the future. One tactic that proved to be successful was UHAA's advocacy effort on behalf of the Hawaiʻi Promise initiative (a scholarship program). UHAA sent a letter to the Hawaiʻi State Legislature supporting the initiative and even showed up at the Capitol to provide testimony.

Another UHAA respondent commented that each member has specific communication preferences. For example, younger alumni prefer electronic methods, but older alumni still prefer traditional print communications. A similar comment was made by another UHAA respondent who also noted that the success of communication tactics is really dependent on the audience that is targeted. "I think as time goes on, those that get their information electronically is growing. It's not just the millennials but maybe the GenXers or such. But we still have that 60's, 70's, 80's alumni and I think they still rely on the traditional print media," she said.

Alumni outreach efforts

There are currently no specific outreach efforts, but it is an effort that the organization wants to pursue. An UH alumni chapter for current students is being considered to recruit UHAA members right after they graduate. The organization is also looking at including young alumni on its board to reflect more youthful voice.

According to a UHAA respondent, there is usually some form of alumni engagement activity whenever there are athletic events, and these activities are done via an alumni chapter, particularly when the athletic event is outside of Hawai'i. She believes UHF is making an effort to engage with alumni as they recently created a position for this area of responsibility. "I know that there are efforts being made, but what efforts there are, it's not really being communicated to us, nor is our partnership being sought in those types of endeavors," she said.

According to the Shidler Alumni Association, their alumni board isn't really doing direct outreach. "Everything is done through the college, but they put on alumni events all over." Shidler alumni events are held on the neighbor islands, Seattle, Pacific Northwest, California, and

Southeast Asia. The Engineering Alumni Associated reported that the only outreach activity for alumni outside of Hawaiʻi is an annual event held in Los Angeles during the summer.

According to one UHF respondent, UHAA has chapters that are doing outreach on behalf of each of the units. "They have regional chapters as well that they use to engage alumni on the mainland," she said. "That seems to be a fairly effective way to do outreach."

Outreach to young alumni

Interviewees were asked if UHAA specifically targets young alumni in its outreach efforts. The response was that the activities geared toward younger alumni include the Senior Breakfast (held on Commencement Day for graduating seniors), UHAA videos on its social media channels, and meet-up events. In recent years, UHAA has held "meet-ups" designed to engage younger alumni. The first event was held at a nightclub in partnership with the Shidler Alumni Association. A second meet-up was held during the 2016 UH Mānoa Homecoming event.

One respondent commented that when she first joined the UHAA board, there was an effort to increase young alumni membership by offering 50 percent off membership dues for alumni who graduated from UH Mānoa ten years or less ago. Emails were sent to young alumni to promote membership and the benefits which included discounts at restaurants and half-price athletic events tickets. "Recently, weʻve tried to do some outreach by participating in the commencement," she said. "For students that are graduating, there's a fair right before they pick up their cap and gown, and we've hosted a breakfast."

The Shidler representative did not know whether his chapter targets millennials specifically but he did indicate that the board has a right mix of age representation. "The majority of our board members range from late 20's to early 40's. We are probably going to add some

younger guys, and we have a recent nominee who just graduated from Shidler. We think he'll be a good addition to help us engage younger alumni."

Regarding successfully attracting young alumni to volunteer or participate in UH Mānoa activities, the UHAA officers were in agreement that the organization has not managed to attract young alumni to volunteer or participate in UH Mānoa activities. In 2016, UHAA attempted to reach this audience by partnering with the campus student board to host an event called "Build Your Future." The purpose of the event was to provide students information about resume writing, job interview skills, and networking but the event was poorly attended.

One of the UHAA respondents believes that UHAA can do a better job of engaging current students as soon as they begin their university journey. "From the minute they're accepted to the university, alumni should be engaging with these students so they see the value of UHAA and the resources and connections that it can provide when they graduate," she said. UHAA3 stated that the organization had not had much success in attracting young alumni to volunteer for UH Mānoa events.

UHAA goals

There was a wide array of comments on what UHAA's primary goal should be. Is it to generate donations or is there more emphasis on cultivating relationships with alumni so that they can serve in other ways? "Not all of the board members agree on a primary goal for UH Mānoa," according to UHAA1. "We get comments about being too Mānoa-centric and that not enough attention is paid to alumni from our other nine campuses."

From Shidler Alumni Association's perspective, every graduating class should automatically get an invitation from our chapter saying, "Welcome to the Shidler Alumni Ohana"

with a link to sign up for membership. The Engineering Alumni Association's primary goal for alumni is social, followed by giving back to the university, whether that be volunteering or financially.

Millennial donors

Interviewees were asked what they thought millennial donors were looking for regarding benefits or services from UHAA. According to UHAA1, millennial alumni are looking for support in furthering their career, either through networking, a job board, or a mentoring program. "We're a rich organization but we don't know how to connect the dots, per se," she said. "I believe we can create a mobile app to help young alumni in their career development."

UHAA2 did not have specific ideas as to what motivates young alumni to give money or to become involved. She went on to say that if millennials feel compelled to help other students who are in a situation that was similar to their own, they might help if they can do so. According to UHAA3, "One of the things UHAA is looking at is member benefits and trying to partner with different businesses and organizations to offer tangible benefits."

Communicating with Millennial Alumni

Shidler1 believes that millennials require information that's easily consumable such as though social media channels. "We need to use the social media channels that they are using the most."

EAA1 said, "It's hard to make generalizations about the different generations but if I had to, a lot of them are like 'what's in it for me?' and if there's nothing in it for them, they may not participate as much." He went on to say that it might be hard for them to justify donating either time or money. "Maybe they're just starting, and I understand that because they're not entrenched

and stable and secure in their job, maybe, or they're still looking for another better opportunity which they seem to."

According to UHF1, "We conducted calling campaigns that include new graduates and didn't think that they would be successful, but they are giving at a 40 percent level. It's really high." She went on to say that millennials expect to know the impact of the money immediately. "We just try to be mindful of that group, and what their needs are in terms of if they're going to give, they want immediate satisfaction from what they gave."

Millennial Alumni Giving

Interviewees were also asked for their opinions as to what motivates young alumni to give money to UH Mānoa and/or volunteer with the campus. UHAA1 responded that young alumni likely have a stronger affinity to a club or program they belonged to while they were attending school. She stated that if these young alumni had a positive experience, they are more likely to come back to campus to help with mentoring or other activities. She also found research that indicates how effective a senior class giving campaign can be – such as raising funds to donate a bench or create a scholarship.

According to UHAA3, "It's hard to motive young alumni to give because many are graduating with student loans or are starting families so there's not a lot of flexible income. "It's about starting small, but getting them to think whether it's even $10 or $25 a year. Just getting them to start thinking about it."

According to Shidler1, "From the students that I've either mentored or have worked with, they all have a very good experience with the college, so I guess that makes the biggest impact in terms of motivating them to give." EAA1 believes that school pride is important and that he

doesn't feel UHAA does enough to instill pride in UH. "Athletics is one way we can rally our people, but then there are other ways to instill pride," he said.

UHF1 responded that millennials want to know that whatever they do or give makes an immediate difference and they want to know the results. "They want to see it and feel it," she said. "And then that's what really motivates them and that has to be something that they believe in."

Alumni Giving

Several questions regarding alumni giving were also asked of the interviewees. Like many universities and colleges across the country, UH Mānoa is annually ranked by *The U.S. News & World Report*. One of the factors contributing to UH Mānoa's overall score is alumni giving, which is measured as a percentage and not in dollars. The most recent ranking shows UH Mānoa's alumni giving rate as 6.2 percent, slightly higher than the national average of 5 percent.

When asked if alumni giving was a strategic priority for UHAA and/or UHF, and if so, were specific fundraising goals in place, UHAA1 noted that since the organization does not have access to alumni donor information, it's hard for the board to formulate a strategy to enhance alumni giving. "I don't believe UHF cares much about alumni giving because the donation amount is generally small," she said.

UHAA2 believes that UHF is mainly interested in the most successful alumni who can give. "When UHF calls me for a donation, I get the sense that they are really just trying to update their database and if I donate, that's okay too," she said. There was consensus among the UHAA officers that UHF puts too much focus on big alumni donors.

According to Shidler1, alumni giving is a focus for the chapter. It's not a primary focus but one of the things the chapter is implementing this year is requiring board members to give a

small personal donation in addition to adding requirements for meeting attendance and helping to sell tickets to Shidler Alumni Association events.

According to EAA1, the chapter does not push the donation message hard. "We just hope that people, out of the goodness of their heart, realize that it's important, and that's the part. We're cheerleaders saying 'Hey, it makes a difference."

UHF1 responded that alumni giving is important. "Our alumni are generous," she said. "They give at a higher level than other large public universities. So we see alumni giving as valuable in terms of a pattern of philanthropy but also that our alumni are very generous and think well of the university and want to give back."

UHAA fundraising goals

UHAA1 stated that its bylaws call for membership dues and that is one of the ways UHAA raises funds. "There's an effort to follow a mainland trend of having an alumni association that is donation-based as opposed to dues-based," she said. UHAA would still ask for the same amount of money, but it would be labeled as a donation instead of dues. UHAA2 is not aware of any fundraising goals specifically for alumni but hopes that UHF fundraisers assigned to various colleges are making an effort to better engage with alumni to foster the desire to give. UHF1 responded that the foundation doesn't have a specific goal for alumni giving, just overall fundraising goals not separated by category.

Tracking alumni giving

Regarding tracking alumni giving, UHAA1 answered that she believes UHF tracks alumni giving but that data is not shared with the UHAA board. "The board would like to know how many Mānoa alumni donated UHF because we believe it's significant," she said. UHAA2 agreed

that UHF tracks alumni giving but that data is not shared with UHAA. UHF1 responded that they track alumni giving through their database.

There did not seem to be a consensus on whether there were fundraising goals set for alumni donors, although the UHAA interviewees agreed that they were not privy to such information from UHF. UHAA1 stated that UHF has fundraising goals for its capital campaigns. She believes UHF indicates their overall fundraising goal, but they do not break it down by alumni, corporations, private foundations, etc. UHAA2 believes if UHF and UHAA had a stronger relationship, then they would know about these goals and how best to support these efforts.

Best practices for alumni giving

As for best practices for seeking financial contributions from UH Mānoa alumni, there were a variety of responses but no clear consensus. According to UHAA1, the College of Social Sciences hosted a pre-commencement celebration for graduates of their programs. It was highly successful and well attended, and every graduate received a college cord to wear with their cap and gown. "It was a small gesture to show our appreciation for students and their families," she said. "Now we have these students in our database, and when the time comes for UHAA to do an ask, we know they are going to give because they have identified with their college."

UHF1 stated that there all kinds of strategies that they use for seeking donations. "There's corporate foundations, family foundations, individual giving, group giving, alumni giving, and supporter giving," she said. "There's also real estate and planned giving, principal gift giving, major gifts, and annual giving. Each area has specific goals that they need to achieve."

Perceptions of UHAA operations:

The final set of questions were centered on UHAA operations and any potential improvements that could be made, and while these questions do not specifically pertain to the two research questions posed in this thesis, the responses do provide insight into the complicated relationship between UHAA, UHF and UH Mānoa.

When asked to describe the relationship between UHAA and UHF, all three of the UHAA leaders and the two chapter leaders were on the same page expressing serious concerns about the relationship between UHAA and UHF. Organizationally, UHAA operates under the auspices of UHF. UHF, by contract with the university, is supposed to provide administrative services and staffing support to UHAA.

The interviewees agreed that the relationship between the two organizations needed to be improved so that both organizations could be successful in their efforts to engage alumni and potentially increase alumni giving. According to UHF1, the foundation, under contract with the university is responsible for system-wide alumni relations. "UHAA is a separate 501(c)(3)," she said. Their mission is to, also to engage, with the alumni and the university. So we work in partnership."

How can UHAA improve?

When asked about what improvements could be made to UHAA in terms of staffing, resources, operations, etc., UHAA1 proposed that the university designate a staff person to "run" UHAA and take advisory direction from the board, with this staff person's salary being paid for by UH Mānoa. "That person would be an official liaison between UHAA and UHF," she said.

UHAA2 and 3 suggested that everyone needs to agree on having an MOU covering the UHAA, UHF and the university, or formalizing UHAA as a separate entity. Both agreed that an executive director and more staff support is needed.

All of the respondents felt that improvements should be made to UHAA in terms of staffing, resources, and operations. For example, Shidler1 noted that at both UHAA and the chapter levels, paid staff support is needed because board members are all volunteers. "You need to have a good executive director or staff that helps work with the boards to basically put on the events," he said. UHF1 replied, "They're a volunteer organization without any staff. So maybe simplifying their operating model would help because they are an entirely volunteer organization...focus maybe on three things that they can do really well."

What is preventing UHAA from moving forward?

So what is preventing UHAA from making such improvements? According to UHAA1, an official memorandum of understanding (MOU) is needed. "We are currently working on an MOU now," she said. UHAA2 believes that internal politics and UHF are part of the problem, but UHAA really doesn't know who it is. "I think we've lost something in who we are and what we are trying to do and I think we need to really take a hard look at what we want this organization to be and what we want it to do and how we're going to get there," she said. She further commented that UHAA could provide so much more value and be better partners for the university and the foundation. "It should not be an adversarial relationship."

According to UHAA3, "it's the politics of it all. We (board leaders) all have full-time day jobs. Let us be volunteers and spend our time promoting the university instead of dealing with the

politics of it all in the back end, which is what we have to do because we don't have any

executive director. Everything feels like it's a struggle."

Shidler1 and EAA1 both acknowledged the conflict between UHAA and UHF. According

to Shidler 1, "I think there has always been this kind of fight between UHAA and UHF as to

whose job is what versus just trying to work together and figure out how everybody can work

together to find out what's the best thing to do," he said. UHF1 did not think there was anything

preventing UHAA from making improvements but did acknowledge that being a volunteer board

makes it harder to be successful.

Moreover, throughout the interviews with the three UHAA volunteer leaders and the

volunteer leaders from Shidler Alumni Association and the Engineering Alumni Association,

several common themes became apparent.

1) *Connecting with alumni:* All of the volunteer leaders agreed that the ability to connect

with alumni was their highest priority. Connecting with alumni was done via online or

social media efforts and also via special events. There was some concern that UHAA's

role in terms of alumni engagement has diminished over the past few years due to lack

of a paid executive director and staff and a budget that continues to decline.

2) *Improve relationship with UHF and the University:* All of the volunteer leaders

expressed concern about the state of UHAA's relationship with UHF, and with the

University of Hawai'i as a whole. UHAA leaders feel strongly that a memorandum of

understanding (MOU) between UHAA, UHF, and UH is necessary for starting a clear

path forward. UHAA leaders believe their efforts to engage alumni and to support the

fundraising efforts of UHF are hampered because of lack of staff support and a

diminishing budget. Also, the proposal to move UHAA to a non-dues paying model increases the concern for how UHAA will support itself financially.

3) *Alumni engagement is a strategic priority:* All of the volunteer leaders agreed that alumni engagement is a strategic priority and more needs to be done to attract new members. Although signature events such as the Distinguished Alumni Awards and Golden Scholars have generally been successful, there is an effort to look at how these events can be changed to stimulate more interest and create excitement about the university.

4) *Communicating with alumni is key:* Current communications efforts such as email blasts, social media, website, and the UH Magazine are produced by UHF on behalf of UHAA. This appears to be an area of concern for UHAA leaders as they feel they have little control over the content. A specific example of concern is *UH Magazine* which is the official alumni magazine for the UH System. In the past, UHAA used to contribute funds toward the publication, which is produced by an outside publishing company in conjunction with UHF. When UHAA contributed to the cost of the publication, they were only allotted two to four pages per issue for UHAA-specific content. UHAA recently ended its support of the publication due to budget constraints and now has no editorial input or "space" in *UH Magazine*.

5) *Targeting young alumni is a goal:* Efforts are being made by UHAA to target younger alumni. These include events such as the senior breakfast held on the day of commencement exercises. Other successful events included a mixer held in conjunction with the Shidler Alumni Association at a local nightclub. Recently, UHAA hosted a career event at UH Mānoa, but it was not well attended. Regarding recruiting young

alumni to join UHAA, there used to be a promotion that offered a 50 percent discount

on membership for young alumni. The membership included discounts on restaurants

and half-off tickets to UH athletic events. In general, though, these efforts have not

been effective.

6.2. Focus Group

After the interviews were completed, a small focus group was held consisting of four

millennial graduates of UH Mānoa. The focus group was asked similar variations of the questions

posed during the individual interviews. The following are common themes discussed among the

participants.

Awareness of UHAA

When asked about their familiarity with the University of Hawaiʻi Alumni Association

(UHAA), all four alumni responded that they were familiar with UHAA but had different

perspectives. In terms of understanding UHAA's mission and membership benefits, it was clear

that the participants did not have any knowledge of these items. The participants indicated It was

hard to understand the distinction between UHF and UHAA.

Since all four respondents didn't believe or know if they were members, this question was

modified to inquire if they knew what levels of membership were available from UHAA. One

participant noted that he read somewhere there are different tiers but another said she has no clue

but would like to know what they are and what the benefits of each level might be.

Communicating with Millennials

There was extensive discussion among the four alumni regarding how UHAA

communicates with alumni. All of the alumni reported that they do not recall receiving any

communication from UHAA or UHF. One participant recalled receiving something from right after graduation and possibly something from athletics.

One participant indicated an interest in understanding the ways she could be engaged with UHAA. "I would like to know how and at what levels I can do that," she said. "I'm not sure that I can be at the highest level at this point, or even in the mid-range, but if there's something appropriate for professionals our age, and it's reasonable, and the promotion is targeted, I don't see why we would not." Another participant said that if UH really wants to have more engagement with other millennials, they need to be authentic. "They need to have that outreach and to talk to us about why millennials should join and be part of alumni. Maybe it's like a mentorship thing."

When asked what are their preferred methods of communications, email was considered the most convenient. Social media is also an option but the right channel needs to be used and the messaging should be shareable. One participant indicated that alumni testimonials are very powerful. "Then you can share that information with others or tag one another and it's a genuine thing," she said.

In terms of preferred social media channels for millennials, Facebook is considered to be one of the biggest drivers and one that many people are on. "There is Twitter and Instgram but that one has a very new set of users. I think all of them should be targeted as a means of getting your message off but Facebook might be the best in terms of outreach," said a participant.

Membership Status

Three of the four responded that they do not belong to their college or school's alumni organization. One participant said he gets emails from his college but was unsure if there was a membership fee. There was a discussion about keeping one's student email address with one

participant recalling getting some kind of notice about keeping her email but she didn't follow through.

Membership benefits

Participants were asked about the types of benefits they would like to receive from a UHAA membership. Discounts and networking were considered to be good benefits along with some kind of professional development event to help alumni further their careers. A mentoring program was also suggested as it would allow alumni to give back to the unviersity. UHAA discounts to UH football games were also appreciated. According to a participant, "I think it's just for one game a season but if they offered more discounts, more hangouts or barbeques outside of the stadium before games where we could network...I think that would be beneficial."

Alumni Giving

Participants were ased if they had ever been contacted by UHAA or UHF about donating money to UH Mānoa. They were also asked if they had ever made a donation to the university. There were mixed responses to this question with half saying they did not recall being asked for a donation. One participant felt that alumni might be more inclined to give to their college or school instead of the broader UHAA organization. "I think that the motivation is a little different and the perks need to be a little different too," he said.

When asked what their reasons were for not giving money to the university, one participant said she didn't give because it was too soon after graduation. Participants were also asked what would motivate them to give money to UH Mānoa, one participant said that the last time she donated money to an organization it was because the cause was important to her.

Finances were also indicated as a reason for not giving money to the university. One participant said that if UHAA or UHF can be specific about their ask and explain the back story,

that might motivate him more. "I'm not at a stage where I feel like I can give comfortably – monetarily but again, I think if it's something of a worthy cause, something that I want to give back to, I can find a way to give back something," he said.

Another participant suggested that stories that pull at the heart strings encourages giving. "There are a lot of those GoFundMe pages or Kickstarters and when you hear somebody needs help, you can see which of your friends contribute and you can contribute $5," she said. "I sometimes see that and I can't give much but I think if you show the diversity of how you can give and how every bit helps, that makes the barrier go down. Even if you're not in the best position, you at least know that I can donate $5 and it's going to be valued."

Alumni Engagement

Alumni engagement is more than just connecting with alumni with the hope of receiving a monetary donation. When asked if they would volunteer at a UH Mānoa if asked by UHAA, the participants agreed that having non-monetary ways to engage with the university is a good thing.

Millennial Perceptions of UHAA

This researcher provided examples of some of the innovative approaches other universities are taking such as focusing on future alumni (planting the seed early when students enter as freshman) and asked the participants if UHAA could improve its services and benefits. The participants agreed with the future alumni concept saying that swag really helps to plant the seed of engagement.

Engaging young alumni

The remainder of the focus group was spent discussing different ways to engage young alumni. This interviewer asked if UHAA offered a networking or career fair for graduating seniors, would that be beneficial in cutivating future alumni members? One participant agreed

that offering an event with informational interviews would be helpful for graduating seniors to understand what's expected in the job market. Another suggested that UHAA amp up its branding with a fresh look that appeals to a younger market. It was also suggested that UHAA should send graduates a congratulatory email to collect their contact information and their preferences.

Overall, much of the feedback from the focus group participants mirrors national trends on millennial alumni giving and engagement. Despite the bad rap that this generation is often given, millennials should be cultivated as future donors to the university. It may take awhile for young alumni to get to a point where they are financially comfortable enough to make a donation to their alma mater but that doesn't mean they can't be fully engaged with the university in other ways.

During the focus group, there was a lot of discussion about ways these millennials could help the university. Most of the participants were willing to help with student recruitment efforts such as speaking to potential students from their former high schools or volunteering at recruitment events on campus. The millennial participants also expressed interest in supporting UH Athletics by attending games, especially if discounts were offered on tickets and transportation was provided to the stadium. They were also willing to attend UHAA-sponsored game day activities such as a tailgate party.

6.3. Content analysis

Of the 28 *UH Magazine* articles analyzed, seven were from the Spring 2016 issue, nine from the Fall 2016 issue, and 12 from the Spring 2017 issue. Of the 22 emails analyzed, nine were distributed in 2016 and 13 were distributed in 2017.

The magazine articles were analyzed in eleven categories: story name, type (magazine date), article I.D., magazine section, message themes, organization identification, membership

benefits, millennial motivators, events, key individuals, and organizational terms. Within each of these categories were specific variables that each coder was asked to look for (see Appendix F for codebook).

Roughly one third of the articles were considered main feature stories. The most commonly used message theme was alumni recognition (15 articles) and academic news (10 articles). The majority of the articles specified an organization identity as UH Mānoa graduates and the most featured individuals were alumni (17), followed by faculty and staff (6 each). The majority of the articles did not mention UHAA membership benefits, alumni events, or millennial motivators such as websites, online giving, or social media channels. (See Table 2 for coding highlights).

Similarly, the emails also were analyzed in eleven categories: email title, email year, email date, email type, message themes, organization identification, membership benefits, millennial motivators, events, key individuals, and organizational terms. Within each of these categories were specific variables that each coder was asked to look for (see Appendix F for codebook).

Of the 22 emails that were analyzed, half featured annnouncements about university events or activities and the remainder promoted UHAA alumni news. The most common message theme was alumni engagement (17), followed by academic news and alumni recognition. As for membership benefits, the most popular benefits mentioned were recognition of alumni achievements (8) and discounts (5). Emails did a much better job of including millennial motivators such as social media and online channels. The most popular motivators mentioned were websites (19) and Twitter (12). Other popular motivators included email links, Facebook, LinkedIn, and Instagram. In terms of featured individuals within emails, alumni (18) and faculty (7) were the most featured.

Like the *UH Magazine* articles, the emails did not mention UHAA or other university events very often although the Distinguished Alumni Awards was noted in four emails. In terms of organizational identification, the majority of the emails did not mention any identity, however "UHAA member" was coded for seven emails. Only two emails mentioned UHF's nonprofit status but the remainder of the emails did not include any of the terms listed in this category. (See Table 3 for coding highlights).

In regard to the first research question – what are the key messages or themes used most often by UHAA in its alumni outreach efforts? – the content analysis showed that *UH Magazine* and UHAA emails do not provide messaging that resonates with the results from the UHF 2015 Alumni Engagement Survey; nor do these communication vehicles provide messaging that is geared toward millennial alumni.

For *UH Magazine*, the analysis shows that the articles are highly focused on alumni achievement and recognition and academic news from UH Mānoa. In terms of organization identity, coders were asked to look for references to the featured individual referring to him or herself as a UHAA member or a UH Mānoa graduate, or a mention of a UHF donation.

The second research question sought to discover what UHAA does to incorporate giving and/or membership motivations in its communication messages to target the UH Mānoa millennial alumni group. The majority of the articles did not have any reference to alumni membership benefits or millennial motivators. In terms of the individuals featured in these articles, the majority were UH Mānoa alumni, followed by faculty and staff. None of the articles mentioned any reference to organizational terms such the mission statements for UHAA or UHF, either organization's nonprofit status, and membership levels or dues.

Emails fared a little better in terms of referencing variables that were important to an alumni audience. Of the 22 emails analyzed, the majority were event announcements that offered alumni a chance to attend an event. The remainder of the emails featured alumni newsletters from UHAA, the College of Social Sciences, and the Shidler College of Business. As with the magazine articles, the majority of the emails focused on these themes: alumni engagement, alumni recognition, and academic news.

There were seven emails that expressed clear identification of a UHAA member and one email identified a UHF donor. However, the majority of the emails did not express any organizational identity. In terms of membership benefits, the top coded variables were recognition of alumni achievements and discounts. The emails were more likely to feature millennial motivators as opposed to the *UH Magazine* articles. These motivators included mention of social media sites, websites, and emails.

The emails also did a better job of mentioning a signature event such as the Distinguished Alumni Awards or Golden Scholars. As with the articles, the emails also did a good job of featuring individuals such as alumni (18), faculty (7), and students (5). Two emails mentioned UHF's nonprofit status and one email referenced membership dues.

6.4. SWOT Analysis

Upon completion of the data analysis, a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis was conducted and analyzed. From that information, recommendations were developed to help cultivate the UH Mānoa millennial alumni audience.

Clearly, the biggest strength for UHAA is it membership base – 180,000+ members in the United States and around the world. Past research done by UHF shows a strong affinity for the university among its members. From the perspective of UHF, their student calling campaign

boasts a 40 percent success rate which confirms that alumni do support the University of the Hawai'i.

Several weaknesses were identified including a lack of strategic direction for engaging millennial alumni; weak branding for UHAA, UHF and the university; lack of paid staff members to assist UHAA with its efforts; and an outdated dues-based model for UHAA. All of the UHAA leaders that were interviewed noted that lack of operational support, which is supposed to be provided under contract by UHF, is hurting UHAA's ability to engage with alumni. Currently, UHAA is run almost completely by its volunteer leadership with minimal support from a UHF staff person. There is no longer an executive director who implements the directives of the UHAA board of directors. UHAA leaders believe they are responsible for "friendraising" or building membership, which in turn should translate to giving opportunities for UHF in the future.

In terms of engaging millennial alumni, it was clear from the interviews with UHAA leadership that not having control of the messaging for *UH Magazine*, social media, and even emails, make it difficult for UHAA to communicate effectively with its members. It was expressed in the interviews that messages are not being measured or tracked in any way so there is no way to know if the messages are having any impact on alumni behavior.

During the focus group discussion, the millennial alumni participants noted that it was hard for them to distinguish between UHAA, UHF and the university so an opportunity exists to enhance UHAA's brand and identity.

Threats included declining membership in UHAA, possibly due to the popularity of UHAA chapters such as Shidler Alumni Association and the Engineering Alumni Association of UH. These chapters have highly engaged alumni and this mirrors what previoius millennial alumni research has stated – that alumni feel more connected to their school or college as opposed

to the university as a whole. The biggest threat from this analysis is that UHAA and UHF have

not developed strategies to engage a younger alumni base. There were several opportunities

gleaned from this SWOT analysis and will be discussed later in this thesis. (See Table 1 for

SWOT analysis results).

7. Discussion

7.1. Theoretical Implications

The premise of social identity theory (SIT) is that people classify themselves and others

into social categories such as organizational membership, or in the case of this research, UHAA.

The results of this research indicate that UHAA's current model does not provide social

categories that enable an individual to identify with the association. UHAA has not changed its

model to accommodate a younger alumni audience. Although UHAA has a significant

membership base, it has not made any specific efforts to recruit younger alumni into the

association. As such, UHAA's membership skews toward an older demographic. Younger alumni

need a reason to join UHAA and that the reason needs to resonate with their specific needs.

In its current state, UHAA does not present an image of being an innovative alumni

association that offers more than just discounts or swag. If UHAA's model does not change, it

will be unable to attract young alumni as they finish their education at UH Mānoa. UHAA cannot

assume that young alumni identify with the organization and will join UHAA because it's "the

thing to do." UHAA has to cultivate new relationships with young alumni if they want to grow its

membership. To do so, the organization needs to offer predictors and motivators that appeal to

this younger audience.

In terms of promoting prosocial behaviors among its members, UHAA does provide

opportunities for alumni to become involved or engaged with the university through events or

activities. Prosocial behaviors are considered acts of helping, sharing, donating, cooperating, and volunteering (Brief & Motowidlo, 1986, p. 710). To the extent that these UHAA efforts result in creating a strong alumni identity is difficult to determine based on the research collected for this thesis. At a minimum, it does appear that UHAA is making an attempt to cultivate alumni relationships at all generational levels. However, the lack of collaboration between UHAA and UHF makes it difficult for either organization to create goals and objectives that are mutually beneficial.

Swann's (2012) theory of identity fusion can be seen in UHF's operations. UHF has a successful track record for obtaining significant monetary contributions for the university. A good example of a highly-fushed alumnus is the recent donation of $117 million by Jay Shidler to the Shidler College of Business. This is Mr. Shidler's second donation to the college that bears his name.

According to a news release issued by the University of Hawai'i about this milestone contribution, Shidler, a 1968 alumnus, credits the university with preparing him for a succesful business career here in Hawai'i:

> *"I credit the guidance of my professors and strong connections with classmates at the college with much of my success in the business world. The more students who have access to such an education, the better the business world, and ultimately, our community become. With a strong emphasis on international and Asia-Pacific studies, and a rigorous curriculum, I am looking forward to the next generation of University of Hawai'i alumni contributing greatly to the international community in both a business and personal capacity." -- Jay Shidler*

McDearmon's 2011 study looked at how alumni perceived their institution post-graduation. According to McDearmon, graduates who reported having a strong association as an alumnus were more likely to be engaged with their institution and also more likely to provide support, including joining the alumni association, attending events, and donating money. In the case of UHAA, more emphasis needs to be placed on offering membership benefits and motivators that are geared toward the millennial generation. Although fundraising is not UHAA's focus, successful engagement of young alumni could result in financial gain in the future.

7.2 Practical Implications

What can UHAA do to build a stronger relationship with millennial alumni? This researcher recommends examining best practices for millennial alumni development from peer institutions (comparable size public research universities in the U.S.) to find out what these institutions are doing to engage its young alumni. It is recommended that UHAA work collaboratively with UHF to examine what peer institutions have done to increase alumni association membership among the younger alumni. The focus here should not be on alumni giving, but rather on alumni engagement. How can UHAA and UHF work together to engage millennial alumni so that it eventually results in a monetary donation five or more years down the road?

The SWOT analyis provided several opportunities that UHAA, in collaboration with UHF, could use to reach young alumni:

- Engage millennial alumni in a meaningful way in an effort to cultivate long term support and eventually alumni giving.

- Create a stronger brand that effectively connects UHAA to the University of Hawai'i.

- Create cause-based campaigns to encourage millennial alumni donations.

- Utilize new methods of fundraising that are targeted at millennial alumni –
  crowdfunding, onling giving apps such as Kickstart, giving by smartphone apps such
  as Venmo.

Engage millennial alumni in a meaningful way in an effort to cultivate long term support and eventually alumni giving: An important consideration is the development of UH Mānoa traditions that forever bind alumni to the campus. Although UH Mānoa is the state's only public research university offering all levels of degrees and professional schools, it has inherently been characterized as a commuter campus. Many local students who choose to attend UH Mānoa tend to commute, unless they live on a neighbor island or in a rural area of Oʻahu. On average, approximately 4,000 students reside in campus student housing, just 30 perecent of the total undergraduate population. Many students who commute often do not hang around the campus once classes are done and may miss out on campus activities that are being offered throughout the academic year.

Many years ago, UH Mānoa in cooperation with the YMCA, offered a program called "Frosh Camp" for incoming freshmen. The camp took place before the fall semester started and gave new students a chance to meet each other in a casual and fun setting. Students who chose to "dorm," also had similar opportunities to engage with other students and form bonds of friendship. This researcher's own experience of living on campus provides fond memories of dorm life and remembering the friendships established. Perhaps there is an opportunity for UHAA to engage alumni who lived on campus by hosting reunions. Much like a traditional high school reunion, UHAA could host reunions based on the various housing facilities. For example, there could be an all-class reunion for former residents of Hale Aloha (the four round towers) who attended UH Mānoa between 2006 and 2016.

It is also recommended that UH Mānoa find a way to establish new traditions to create more positive experiences for students so that they will want to engage as alumni. There are many opportunities to consider including a full-scale Homecoming weekend that brings together current students, faculty, staff, alumni, and the broader community back to UH Mānoa. There are generations of families who have attended UH Mānoa who would welcome the chance to return to campus. There could be photo opportunities for generational family photos on the steps of historic Hawaiʻi Hall or an option to purchase pavers for the Legacy Path. Class reunions could also be planned during Homecoming weekend, an activity that was requested by participants in the UHF Alumni Engagement Survey.

Pacific University, a small private institution in Forest Grove, Oregon provides its incoming freshmen with a wonderful tradition. On the last day of orientation, freshmen enter the Old College Hall Museum, the oldest building on campus with a bell tower. Freshmen are greeted by the university president, given Pacific University "swag," and then are asked to sign their name in the university's ledger. The students then ring the bell and exit the rear door to meet their parents. During the graduation festivities, students re-enter the Old College Hall Museum and repeat the process, but this time signing themselves "out" of the university ledger.

At Boston College, graduating seniors are given a "BC" hoodie that they pick up at the bookstore at the end of the commencement ceremony. While this may not sound like much, it's a fairly simple and ingenious idea as the bookstore is swamped not only with freshly minted graduates, but their families as well who are buying Boston College logo items and apparel before they leave the campus.

During the millennial alumni focus group, the participants expressed interest in having opportunities to volunteer at campus events and to participate in the recruitment of new students.

The participants were also interested in mentoring opportunities, either for themselves or for them to mentor current students. They also expressed a deep desire to help out UH Mānoa in other ways besides giving money.

Create a stronger brand that effectively connects UHAA to the University of Hawaiʻi: The discussion of brand awareness came up briefly in the interview with UHAA1 and also in the millennial focus group. UHAA1 felt that the UH brand is not as strong as it used to be and alluded to a "bad precedent that just lingers." In the focus group, the discussion of brand came up in regard to how difficult it is for people to differentiate between UH, UHF, and UHAA, particularly when it comes to the similarity of logos and acronyms.

Beyond creating a strong visual presence, UHAA should re-evaluate its brand promise. How are they fulfilling their mission and vision and how does that benefit alumni and the university? Once that exercise is completed, UHAA should focus on developing communications strategies that appeal to all generations of alumni with a distinct focus on building relationships that result in higher levels of engagement and financial support.

Create cause-based campaigns to encourage millennial alumni donations: According to the 2017 Millennial Impact Project Report, a study of millennials conducted by Achieve agency, causes or social issues are important to them and that influences their engagement levels. Among the societal issues that were considered important to millennials is education and reading literacy and access to higher education and scholarship and/or financial aid (Achieve agency, 2017).

A suggestion for cultivating millennial alumni is to start engaging with alumni while they are still students. In other words, cultivating these relationships should start when the student is admitted to UH Mānoa. Students should be challenged to start a class fund to raise money to establish a scholarship that begins after the class graduates. Such an endeavor could serve as a

way to build camaraderie among classmates and foster a sense of pride as being "future UH Mānoa alumni."

Utilize new methods of fundraising that are targeted at millennial alumni – crowdfunding, onling giving apps such as Kickstart, giving by smartphone apps such as Venmo: In terms of alumni giving, the participants in the millennial alumni focus group indicated that UHAA and UHF should use new methods for soliciting donations. They suggested fundraising should be done via online methods such as Kickstarter or GoFundMe where immediate impact of an alumnus donation is easily seen (movement on a barometer or other visual aid).

The participants also suggested using Venmo as a payment method for alumni contributions. Venmo is a social media payment application that allows individuals to pay other individuals or organizations directly through the app that is tied to a user's bank account or credit card. The social aspect of this app is that users can see who from their social circle is using Venmo.

8. Limitations and Directions for Future Studies

Although the qualitative nature of this research produced in-depth feedback on alumni engagement and giving, the study is limited because of the small sample size. Future studies on this topic should include additional interviews with UHF executives, especially those that are actually responsible for alumni giving. A larger focus group, or multiple groups of millennial alumni should also be considered. To fully round out the research, it is recommended that a quantitative survey be conducted among millennial alumni.

In terms of the content analysis, the sample size should be expanded for future studies. In addition to analyzing the alumni magazine and emails, it is recommended that additional communication vehicles such as the UHAA website and social media channels.

9. Conclusion

Since access to higher education and scholarship/financial aid is one of the top concerns for millennials, one might assume that these alumni have identified with UHAA and are anxious to become members post-graduation. This is not the case as UHAA has historically focused their efforts on older alumni – those that have fond memories of their student days at UH Mānoa and already have a strong identity to the school. UHF, in its role as the philanthropic arm of the university, also focuses on more established and successful alumni who have the means to donate money to the university.

The first research question asked which key messages or themes were used most often by UHAA in its alumni outreach efforts. Qualitative interviews conducted with UHAA and UHF leadership and the focus group with millennial alumni indicate that there is much to be done in this arena. While *UH Magazine* and UHAA emails mainly focus on alumni recognition and university news, there is very little focus on promoting membership benefits, events, or millennial motivators.

Based on the interviews conducted, there is no consistent use of messages that speak to alumni outreach efforts. Although UHAA, through the assistance of UHF, promotes signature events such as the Distinguished Alumni Awards, there was no indication on the part of these interviewees that strategic messaging was being developed to cultitvate alumni relationships.

The second research question asked specifically if UHAA is incorporating giving and/or membership motivations in its communcation efforts to target the UH Mānoa millennial alumni group. Developing messages that are targeted and compelling are important for UHAA going forward. Results from the focus group indiciate a strong desire by millennial alumni to support UH Mānoa but UHAA must find ways to appeal to this generation's preferences.

Through this research, it is apparent that UH Mānoa alumni are proud of their alma mater. UHAA must capitalize on that pride and develop innovative programs and services to grow alumni support, especially among millennial alumni and future alumni. Focusing on a new generation of alumni may not immediately translate into monetary donations but the goodwill that is formed will carry UHAA into a bright future.

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Table 1: SWOT Analysis

Strengths	Weaknesses
180,000+ members representing the ten campuses of the University of Hawaiʻi. - Strong affinity for UH among current members. - UHF achieves an approximate 40-percent success rate when conducting the student calling campaign.	- No strategic direction for engaging millennial alumni in order to grow membership. - Weak branding (hard for people to differentiate between UHAA, UH, and UHF). - No paid staff support to help UHAA with its efforts. - Uses "dues-based" model geared toward older alumni.
Opportunities	Threats
- Engage millennial alumni in a meaningful way in an effort to cultivate long term support and eventually alumni giving. - Create a stronger brand that effectively connects UHAA to the University of Hawaiʻi. - Create cause-based campaigns to encourage millennial alumni donations. - Utilize new methods of fundraising that are targeted at millennial alumni – crowdfunding, online giving apps such as Kickstart, giving by smartphone via apps such as Venmo or giving by SMS (text).	- Declining membership in UHAA. - UHAA chapters (schools or colleges) may be more attractive for member engagement and alumni giving. - Millennial alumni may continue to ignore UHAA and UHF's requests for giving if not given a reason to engage with the university.

Table 2: Content Analysis of UH Magazine Articles

Content Analysis of UH Magazine Articles (28) Top Coded Variables	
Category	**Number of Articles**
Magazine Sections	
Newsmakers Staff	4
Main Feature Story	8
Update	4
Message Themes	
Alumni recognition	15
Academic news	10
Organization Identification	
UH Mānoa Graduate	6
No identity specified	20
Membership Benefits	
No benefit mentioned	23
Millennial Motivators	
Website	3
None mentioned	25
Events	
None mentioned	27
Featured Individuals	
Faculty	6
Staff	6
Alumni	17
Terms	
None mentioned	28

Table 3: Content Analysis of Emails

Content Analysis of UHAA Emails (22)	
Category	**Number of Articles**
Email Type	
Event announcement	12
UHAA alumni news	7
Message Themes	
Alumni engagement	17
Alumni recognition	6
Academic news	7
Organization Identification	
UHAA Member	7
No identity specified	13
Membership Benefits	
Discounts	7
Recognition of alumni achievements	8
Opportunities to visit the UH Mānoa campus	3
Professional Development	3
Mentoring	2
Job search assistance	2
Networking	3
Career Development	4
Mentor current students	3
Millennial Motivators	
Facebook	14
Instagram	8
Twitter	14
LinkedIn	12
Website	19
Email	12
Events	
Distinguished Alumni Awards	4
None mentioned	10
Featured Individuals	
Faculty	7
Alumni	18
Terms	
UHF Nonprofit Status	2
None mentioned	16

Appendix A: Interview Questions

General Questions
1. The University of Hawai'i Alumni Association (UHAA) website states that its "collective goal is to promote and support the University of Hawai'i by connecting alumni and friends with the university and with each other, strengthening stakeholder relationships in the community, and inspiring pride among the University of Hawai'i 'ohana." Please describe how UHAA delivers on this goal.
2. Please describe the relationship between UHAA and the University of Hawai'i Foundation (UHF)?
3. Who does UHAA consider as its key audiences?
4. Does UHAA use specific messages for its various audiences? If so, what are UHAA's key messages?

Alumni Engagement
1. Is alumni engagement a strategic priority for UHAA?
2. How does UHAA communicate with its alumni? Examples include :
   a. Publications
   b. Email
   c. Direct mail
   d. Phone calls
   e. Letters
   f. Events
   g. Media
   h. Online stories (UHAA website)
   i. Social media
3. Which of these communications tactics do you believe are most succesful?
4. What kind of outreach is being done for UH Mānoa alumni, both here, on the mainland and abroad?
5. Does UHAA specifically target young alumni? If so, what kind of outreach is being done and when does the intitial outreach occur?
6. Has UHAA been successful in attracting young alumni to volunteer or participate in UH Mānoa alumni activities?
7. What is UHAA's primary goal for UH Mānoa alumni? Is it to generate donations or is there more emphasis on cultivating relationships with alumni so that they can serve in other ways?
8. What do you think Millennial donors are looking for in terms of benefits or services from UHAA?
9. What do you think motivates young alumni to give money to UH Mānoa and/or volunteer with the campus?

Alumni Giving
UH Mānoa, like many universities across the nation, is ranked annually by *The U.S. News & World Report.* One of the factors contributing to UH Mānoa's overall score is alumni giving which is measured as a percentage. The most recent ranking shows UH Mānoa's alumni giving rate as 6.2-percent, slightly higher than the national average of five-percent.

1. Is alumni giving a strategic priority for UHAA and/or UHF?
2. If yes, what are the top fundraising goals for alumni?
3. Does UHAA (or UHF) track alumni giving?

4. Do you know if there are set fundraising goals for alumni donors? Please explain why or why not.
5. Does UHAA know what donor strategies work best for seeking financial contributions from UH Mānoa alumni?

Other
1. If improvements could be made to UHAA in terms of staffing, resources, operations, etc., what would you propose and why?
2. What is preventing UHAA from making these improvements?

Appendix B: Interview Consent Form

Aloha! My name is Shawn Nakamoto and you are invited to take part in a research study. I am a graduate student at the University of Hawaiʻi at Mānoa in the School of Communications. As part of the requirements for earning my graduate degree, I am doing a research project to review the University of Hawaiʻi Alumni Association's (UHAA) communication messages as they relate to engagement and giving among UH Mānoa millennial alumni. I am asking you to participate because you hold a volunteer leadership position with UHAA.

Activities and Time Commitment: If you participate in this project, I will meet with you for an interview at a location and time convenient for you. The interview will consist of 21 open ended questions. It will take 45 minutes to an hour. Interview questions will include questions like, *"Is alumni engagement a strategic priority for UHAA?" "What donor strategies work best for seeking financial contributions from UH Mānoa alumni?" "What do you think motivates young alumni to give money to UH Mānoa and/or volunteer with the campus?"*

Only you and I will be present during the interview. With your permission, I will audio-record the interview so that I can later transcribe the interview and analyze the responses. You will be one of four people I will interview for this study.

Benefits and Risks: There will be no direct benefit to you for participating in this interview. The results of this project may help the University of Hawaiʻi Alumni Association and also the University of Hawaiʻi Foundation to improve the alumni giving rate for UH Mānoa, particularly among millennial alumni. I believe there is little risk to you for participating in this research project. You may become uncomfortable answering any of the interview questions or discussing topics with me during the interview. If you do become stressed or uncomfortable, you can skip the question or take a break. You can also stop the interview or you can withdraw from the project altogether.

Privacy and Confidentiality: I will keep all study data secure in a password protected document and computer. Only my University of Hawaiʻi advisor and I will have access to the information. Other agencies that have legal permission have the right to review research records. The University of Hawaiʻi Human Studies Program has the right to review research records for this study.

After I write a copy of the interviews, I will erase or destroy the audio-recordings. When I report the results of my research project, I will not use your name. I will not use any other personal identifying information that can identify you. I will use pseudonyms (fake names) and report my findings in a way that protects your privacy and confidentiality to the extent allowed by law.

Voluntary Participation: Your participation in this project is completely voluntary. You may stop participating at any time. If you stop being in the study, there will be no penalty or loss to you. Your choice to participate or not participate will not affect your rights to services at the University of Hawaiʻi at Mānoa.

Questions: If you have any questions about this study, please call me at 808-741-2267 or email me at shnaka@Hawaiʻi.edu. You may also contact my advisor, Dr. Ji Young Kim, at jikm22@Hawaiʻi.edu. If you have questions about your rights as a research participant, you may contact the UH Human Studies Program at 808.956.5007 or uhirb@Hawaiʻi.edu.

If you agree to participate in this project, please sign and date this signature page and return it to:

Please keep the section above for your records.

Tear or cut here

Signature(s) for Consent:

I give permission to join the research project entitled,
"To larger truth and service our Alma Mater calls."

Please initial next to either "Yes" or "No" to the following: (note to researcher - include these options only as appropriate to the study design described on page 1)

_____ Yes   _____ No   I consent to be audio-recorded for the interview portion of this research.

_____ Yes   _____ No   I consent to being video-recorded for the interview portion of this research.

Name of Participant (Print): _____

Participant's Signature: _____

Signature of the Person Obtaining Consent: _____

Date: _____

Mahalo!

Appendix C: Focus Group Questions

<u>Questions</u>
Are you familiar with the University of Hawaiʻi Alumni Association (UHAA) and if so, are you a member?

Do you have a good understanding of UHAAʻs mission and the benefits it offers to members?

If you are a member of UHAA, what level of membership do you hold?

Do you receive any communication from UHAA such as publications, emails, calls, direct mail, etc.?

What do you feel are the best methods for UHAA to communicate with millennial alumni?

Are you a member of your college or schoolʻs alumni organization?

What kind of benefits do you with to receive from UHAA? This could include a variety of things such as discounts, access to campus events, career placement, etc.

Have you ever been contacted by UHAA or the University of Hawaiʻi Foundation (UHF) to donate money to UH Mānoa? If so, have you donated money?

If you did not donate money, what were your reasons?

What would motivate you to give money to UH Mānoa?

Do you think itʻs important for alumni to give money to UH Mānoa? If so, why?

If you were asked by UHAA or UHF to volunteer at a UH Mānoa event, would you consider participating?

What kind of activities would you be willing to participate in as an alumni volunteer?

As an alumnus of UH Mānoa, how do you think UHAA could improve its services, benefits, etc.?

Appendix D: Focus Group Consent Form (to be conducted only if more data is required)

Aloha! My name is Shawn Nakamoto and you are invited to take part in a research study. I am a graduate student at the University of Hawaiʻi at Mānoa in the School of Communications. As part of the requirements for earning my graduate degree, I am doing a research project to review the University of Hawaiʻi Alumni Association's (UHF) communication messages as they relate to engagement and giving among UH Mānoa millennial alumni. I am asking you to participate because you are a member of UHAA.

Activities and Time Commitment: If you participate in this project, you will join no more than 15 other people in a focus group to talk about your understanding of UHAA's roles and responsibilities as well as your perspective on alumni giving at UH Mānoa. The discussion will be guided by approximately 10 open ended questions. It will take about 45 minutes to an hour. Focus group questions will include questions like, "*What do you think UHAA needs to do to engage UH Mānoa alumni? "What type of benefits do you appreciate or would like to have from UHAA?" "What do you think motivates young alumni to give to UH Mānoa?"*

With your permission, I will audio-record the interview so that I can later transcribe the interview and analyze the responses.

Benefits and Risks: There will be no direct benefit to you for participating in this interview. The results of this project may help the University of Hawaiʻi Alumni Association to improve the alumni giving rate for UH Mānoa, particularly among millennial alumni. I believe there is little risk to you for participating in this research project. You may become uncomfortable answering any of the interview questions or discussing topics with me during the interview. If you do become stressed or uncomfortable, you can skip the question or take a break. You can also stop the interview or you can withdraw from the project altogether.

Privacy and Confidentiality: I will keep all study data secure in a locked filing cabinet in a locked office/encrypted on a password protected computer. Only my University of Hawaiʻi advisor and I will have access to the information. Other agencies that have legal permission have the right to review research records. The University of Hawaiʻi Human Studies Program has the right to review research records for this study.

After I write a copy of the interviews, I will erase or destroy the audio-recordings. When I report the results of my research project, I will not use your name. I will not use any other personal identifying information that can identify you. I will use pseudonyms (fake names) and report my findings in a way that protects your privacy and confidentiality to the extent allowed by law.

Although we ask everyone in the group to respect everyone's privacy and confidentiality, and not to identify anyone in the group or repeat what is said during the group discussion, please remember that other participants in the group may accidentally disclose what was said. Avoid sharing personal information that you may not wish to be known.

Voluntary Participation: Your participation in this project is completely voluntary. You may stop participating at any time. If you stop being in the study, there will be no penalty or loss to

you. Your choice to participate or not participate will not affect your rights to services at the University of Hawaiʻi at Mānoa.

Questions: If you have any questions about this study, please call me at 808-741-2267 or email me at shnaka@Hawaiʻi.edu. You may also contact my advisor, Dr. Ji Young Kim, at jikm22@Hawaiʻi.edu. If you have questions about your rights as a research participant, you may contact the UH Human Studies Program at 808.956.5007 or uhirb@Hawaiʻi.edu.

If you agree to participate in this project, please sign and date this signature page and return it to:

Please keep the section above for your records.

Tear or cut here

Signature(s) for Consent:

I give permission to join the research project entitled,
"To larger truth and service our Alma Mater calls."

Please initial next to either "Yes" or "No" to the following: (note to researcher - include these options only as appropriate to the study design described on page 1)

_____ Yes   _____ No   I consent to be audio-recorded for the interview portion of this research.

_____ Yes   _____ No   I consent to being video-recorded for the interview portion of this research.

Name of Participant (Print): _____

Participant's Signature: _____

Signature of the Person Obtaining Consent: _____

Date: _____

Appendix E: 2015 University of Hawai'i Foundation (UHF) Alumni Engagement Survey Highlights

UHF Alumni Engagement Survey – 2015

Answer Options	Local Rank	Mainland Rank	International Rank
Which of the following activities would you most value?			
Professional development activities	1	3	2
Job search assistance	5	6	12
Opportunties to learn more about UH Mānoa	15	12	5
Becoming a mentor to current students	6	10	0
Being mentored by fellow alumni	18	17	14
Volunteering opportunities	8	15	10
Class reunions	13	9	6
Networking opportunities with fellow alumni	3	2	3
Networking with current students	16	19	0
Activities held near your work or home residence	9	5	8
Receiving recognition about your career achievements	14	7	9
Hearing about other alumni achievements	7	4	4
Annual campus events, visits and festivals	4	8	0
Involvement in student recruitment	19	14	13
Opportunities to visit the UH Mānoa campus	10	1	1
Alumni advocate and ambassador programs	17	13	7
Athletics and sporting activities	2	11	0
Providing internship opportunities	11	18	11
Other (please specify)	12	16	15
What are you most interested in hearing about?			
Alumni achievements	7	1	4
Health and well-being	8	10	19
Campus improvements	6	4	1
Public lectures	2	11	6
Employment news and graduate outcomes	9	8	12
Latest research	3	2	3
Campus developments	5	3	2
Sports and athletics	4	7	14
Current student achievements	13	12	10
Topics related to Social Sciences	22	17	18
Lifelong learning opportunities	1	5	5
Topics related to Arts & Humanities	11	9	15
Topics related to Languages, Linguistics and Literature	18	20	16
Topics related to Natural Sciences	16	14	20
Topics related to Education	10	18	8
Topics related to Engineering	21	21	22
Topics related to Tropical Agriculture and Human Resources	19	23	21

Topics related to Architecture	28	281	24
Topics related to Hawaiʻi an Knowledge	14	6	9
Topics related to Law	23	26	25
Topics related to Medicine	15	19	23
Topics related to Nursing and Dental Hygiene	26	24	28
Topics related to Ocean, Earth Science and Technology	17	15	17
Topics related to Pacific and Asian Studies	20	13	11
Topics related to Social Work	25	25	26
Topics related to Travel Industry Management	27	27	13
Topics related to Business	12	16	7
Other (please specify)	24	22	27

Are you interested in volunteering opportuntiies with UH Mānoa?

Mentoring current students	1	1	1
Volunteering at events	2	3	4
Involvement with student recruitment	3	2	2
Mentoring other alumni	4	4	3

Top Ten Answers by Location (2015 UHF Alumni Engagement Survey)

UH Mānoa (Hawaiʻi)

Which of the following activities would you most value?

Rank	Answer Option
1	Professional development activities
2	Athletics and sporting activities
3	Networking opportunities with fellow alumni
4	Annual campus events, visits and festivals
5	Job search assistance
6	Becoming a mentor to current students
7	Hearing about other alumni achievements
8	Volunteering opportunities
9	Activities held near your work or home residence
10	Opportunities to visit the UH Mānoa Campus

What are you most interested in hearing about?

1	Lifelong learning opportunities
2	Public lectures
3	Latest research
4	Sports and athletics
5	Campus developments
6	Campus improvements
7	Alumni achievements
8	Health and well-being
9	Employment news and graduate outcomes
10	Topics related to education

Are you interested in volunteering opportunties with UH Mānoa?

1	Mentoring current students
2	Volunteering at events
3	Involvement with student recruitment
4	Mentoring other alumni

Top Ten Answers by Location (2015 UHF Alumni Engagement Survey)

UH Mānoa (Mainland)

Which of the following activities would you most value?

Rank   Answer Option
1   Opportunities to visit the UH Mānoa Campus
2   Networking opportunities with fellow alumni
3   Professional development activities
4   Hearing about other alumni achievements
5   Activities held near your work or home residence
6   Job search assistance
7   Receiving recognition about your career achievements
8   Annual campus events, visits and festivals
9   Class reunions
10   Becoming a mentor to current students

What are you most interested in hearing about?

1   Alumni achievements
2   Latest research
3   Campus developments
4   Campus improvements
5   Lifelong learning opportunities
6   Topics related to Hawaiʻi an Knowledge
7   Sports and athletics
8   Employment news and graduate outcomes
9   Topics related to Arts and Humanities
10   Health and well-being

Are you interested in volunteering opportunties with UH Mānoa?

1   Mentoring current students
2   Involvement with student recruitment
3   Volunteering at events
4   Mentoring other alumni

Top Ten Answers by Location (2015 UHF Alumni Engagement Survey)

UH Mānoa (International)

Which of the following activities would you most value?

Rank	Answer Options
1	Opportunities to visit the UH Mānoa Campus
2	Professional development activities
3	Networking opportunities with fellow alumni
4	Hearing about other alumni achievements
5	Opportunities to learn more about UH Mānoa
6	Class reunions
7	Alumni advocate and ambassador programs
8	Activities held near your work or home residence (in your country)
9	Receiving recognition about your career achievements
10	Volunteering opportunities

What are you most interested in hearing about?

1	Campus improvements
2	Campus developments
3	Latest research
4	Alumni achievements
5	Lifelong learning opportunities
6	Public lectures
7	Topics related to Business
8	Topics related to Education
9	Topics related to Hawaiʻi an Knowledge
10	Current student achievements

Are you interested in volunteering opportunties with UH Mānoa?

1	Mentoring current students
2	Volunteering at events
3	Mentoring other alumni
4	Involvement with student recruitment

Appendix F: Coding Book & Instructions

Introduction
This Code Book is designed to help you in the process of analyzing content found in three specific issues of *UH Magazine*, a publication produced by the University of Hawaiʻi Foundation (UHF) that highlights the accomplishments and news of UH alumni, faculty, and staff across all ten campuses. For purposes of this research project, you will only be analyzing content that is specific to the University of Hawaiʻi at Mānoa. There are 28 UH Magazine articles to be reviewed. **Each coder will analyze 14 articles**. You will also be analying emails sent out on behalf of UHAA or one of its chapters (i.e. a college or program). Again, the focus in on email messages specific to UH Mānoa.
There are 22 emails to be reviewed. **Each coder will analyze 11 emails.**

Instructions
There are three issues of *UH Magazine* that will be reviewed as part of this project. Please read each publication thoroughly and flag any pages that feature content specific to UH Mānoa. Analyze each story and apply the appropriate code on the spreadsheet (Excel file).

1) Spring 2016
    http://www.hidili.com/pacificBasinCommunications/uhaa/spring2016/viewer/desktop/
    a) Page 8: "Weʻre almost in disbelief"
    b) Page 8: "80 number of years..."
    c) Page 9: Q&A with Clare Hanusz
    d) Pages 10-15: Where East Meets West
    e) Pages 16-17: Double Major
    f) Pages 19-22: Distinguised Alumni Awards
    g) Page 25: "Aloha ʻOe"

2) Fall 2016
    http://www.hidili.com/pacificBasinCommunications/uhaa/fall2016/viewer/desktop/
    a) Page 9: $20M National Science Foundation Award
    b) Page 9: "This is one crucial check in the list of qualities..."
    c) Page 9: "97% of formerly homeless still housed..."
    d) Page 9: "I was a little surprised..."
    e) Page 12-15: Homegrown and Staying Home
    f) Page 19: What I learned – Barbra An Pleadwell and Alexandra Roth
    g) Page 21: What I learned – Sabrina McKenna and Sunny Lee
    h) Page 23-24: Diamonds Arenʻt Forever
    i) Page 29: Classnotes

3) Spring 2017
    http://www.hidili.com/pacificbasincommunications/uhaa/spring2017/viewer/desktop/
    a) Page 6: Mānoa – Dave Shoji
    b) Page 6: Mānoa – Making Youth Athletes Safer
    c) Page 7: Institute for Astronomy
    d) Page 9: "Printed on one giant image..."

e) Page 9: "84% increase of Mānoaʻs four-year graduation rate..."
f) Page 9: "We want to make sure fewer people die from this disease..."
g) Page 11: Q&A with Bonnie Castonguay
h) Page 12-19: Rising Tide
i) Page 20: All Business – Nohea Tano
j) Page 23: All Business – Jay Bartholomew
k) Page 24: Honored – Beadie Dawson
l) Page 45: Alumni Gatherings - Mānoa College of Engineering Holmescoming

There are 22 emails distributed by UHF on behalf of UHAA or one of its chapters. Please analyze the 11 emails assigned to you and apply the appropriate code on the spreadsheet (Excel file).

1) 2016 Emails
    a) 6.12.16 – Latest news from your College of Social Sciences at UH Mānoa
    b) 8.22.16 – Save the date:. Queenʻs Journey at Kapiʻolani CC
    c) 9.15.16 – Latest News from the College of Social Sciences at UH Mānoa
    d) 9.22.16 – Nominations now open for 2017 Distinguished Alumni Awards
    e) 9.24.16 – Entreprenuers XLR8UH hosts UH Alumni Pau Hana
    f) 9.26.16 – Activate your UHAA online membership account
    g) 10.13.16 – Reminder: UH Mānoa Homecoming Weekend activities this weekend
    h) 12.8.16 – Join us for the Hawaiʻi Bowl and Diamond Head Classic
    i) 12.21.16 – Seasons Greetings from the College of Social Sciences

2) 2017 Emails
    a) 1.25.17 – Latest news from the College of Social Sciences at UH Mānoa
    b) 2.8.17 – Announcing the 2017 UH Distinguished Alumni
    c) 3.1.17 – Your invitation to the 2017 Distinguished Alumni Awards
    d) 5.5.17 – New format for UH Mānoa Spring Commencement
    e) 5.8.17 – Alumni Discount: Kristi Yamaguchi Golden Moment
    f) 5.10.17 – Shidler News: Business Night Highlights
    g) 5.16.17 – Have you renewed your membership?
    h) 5.23.17 – There is still time to attend the Distinguished Alumni Awards
    i) 6.29.17 – Shidler News: Dine Around
    j) 7.1.17 – Save the Date for College of Engineering Holmescoming
    k) 7.6.17 – Shidler College of Business: Hall of Honor
    l) 7.12.17 – Shidler College of Business: Join us for Mentor Connect
    m) 8.23.17 – Join us for College of Engineering Holmescoming

If there are any variables (top line categories) that have more than one code, please put one code per line on the spreadsheet). Separate stories or emails by a color bar (see email example tab on coding form). One article from the Spring 2016 issue of UH Magazine and one email from 2016 has been coded for you as training examples. Refer to the annotated pdfs. Questions? Please call Shawn at 808-741-2267 or email her at shnaka@hawaii.edu.

Acronyms
UHAA: University of Hawai'i Alumni Association
UHF: University of Hawai'i Foundation
UHM or UH Mānoa: University of Hawai'i at Mānoa

Code Book

Category	Coding instruction
Story or Email Message	Enter story title and provide brief description
Type	1. Magazine: Spring 2016 2. Magazine: Fall 2016 3. Magazine: Spring 2017 4. Email: 2016 5. Emails: 2017
Article ID (for UH Magazine only)	Use the number of the appropriate issue date and the page number.
Email Date	MMDDYY
UH Magazine Sections	1. **Newsmakers Alumni (NA)** - *briefs about Mānoa alumni* 2. **Newsmakers Faculty (NF)** - *briefs about Mānoa faculty* 3. **Newsmakers Staff (NS)** - *briefs about Mānoa staff* 4. **Newsmakers Students (NMS)** - *briefs about Mānoa students* 5. **Sports (SP)** - *Features about UH Mānoa alumni athletes* 6. **Main feature story (MFS)** - *This is usually an in-depth profile of a UH alumnus* 7. **Q&A feature** - *Q&A format with a Mānoa alumnus* 8. **Update (U)** - *updates on Mānoa capus updates* 9. **Milestones (MS)** - *accomplishments of Mānoa faculty, staff, and students* 10. **Class Notes (CN)** - *news briefs about classmates)* 11. **Alumni Events/Calendar (AEC)** - *news briefs about alumni events or calendar listings* 12. **None of the above (NO)**
Email	1. **Event announcement (EA)** *Invitation to a UH Mānoa event or program such as concerts, Homecoming, commencement, senior breakfast, etc.*

	2. **UHAA Benefit Announcement (BEN)** *Membership benefits such as discounts on services or products; group insurance; logo items discounts; etc.* 3. **UHAA Membership (MBR)** *Announcements about membership dues, renewal, joining UHAA, etc.* 4. **UH Athletics (ATH)** *Announcements about UH athletic events (i.e. football, basketball, etc.)* 5. **UHAA Signature Events (UHAAE)** *Announcements about UHAA events such as Distinguished Alumni Awards, Life Member Event, and Golden Scholars* 6. **Alumni Giving (EMAG)** *Requests for alumni donations; opportunities to give to UH Mānoa campaigns* 7. **UHF News (UHFN)** *General news or updates about the University of Hawaiʻi Foundation* 8. **UHAA Alumni News (NEWS)** *UHAA newsletter, College of Social Sciences newsletter, Shidler* College of Business newsletter
Message Theme(s)	1. **Alumni Giving (AG)** *Stories about monetary donations, UHF fundraising campaigns, etc.* 2. **Alumni Engagement (AE)** *Stories about alumni activities or events* 3. **Alumni Recognition (AR)** *Stories recognizing alumni accomplishments or news* 4. **Academic News (AN)** *Stories about academic news, awards, scholarships, fellowships, etc. at Mānoa* 5. **Mānoa Athletics (MA)** *Stories about Mānoa athletic teams and* *Coaches*
Organization Identification	1. **UHAA Member (UHAA)** *Featured individual identifies as UHAA member* 2. **UHF Donor (UHFD)** *Article identifies donation to UHF* 3. **UH Mānoa Graduate (UHMG)** *Featured individual expresses pride in being a UH Mānoa graduate* 4. **No identity specified (NA)**
These are the top membership benefits that were identified by UH Mānoa alumni. If the article or email mentions any of these	**1. Discounts:** *UHAA discounts on products, services, or event, or discounts for UH athletic events.* **2. Recognition of alumni achievements:** *Awards, career accolades, etc.* **3. Alumni advocate & ambassador programs:** *Programs that encourage alumni to advocate on behalf of the university.*

items, please use the appropriate code. If none are mentioned, please use 141 (no benefit mentioned).	**4. Opportunities to visit the UH Mānoa campus:** *Homecoming, Welina Mānoa, Mānoa Experience, public lectures, film screenings, etc.* **5. Professional Development:** *Professional development opportunities such as classes, workshops, etc.* **6. Mentoring:** *Opportunities for alumni to serve as mentors to other alumni or current students* **7. Internship opportunities** **8. Job search assistance:** *A service such as career center that helps alumni connect to local employers and job openings.* **9. Class reunions** **10. Access to campus facilities:** *Things such as campus tours, use of recreational facilities, public events on campus.* **11. Networking:** *Networking events such as luncheons, receptions, meet-ups, mixers, etc. with other alumni*. *Networking events with current students (i.e. job fair, online job boards, etc.).* **12. Career development:** *Resume writing, interviewing skills, job bank, etc.* **13. Opportunities to volunteer:** *Opportunities for alumni to volunteer at UH Mānoa events* **14. Mentor current students:** *Student/mentor events, job fairs, etc.* **15. Student recruitment:** *Alumni speaking to high schools, participate in recruitment trips* **16. No benefit mentioned**
Does the magazine story or email mention any of these millennial motivators? If any of these items are referenced in the article or email, please code.	1. Facebook 2. Instagram 3. Twitter 4. LinkedIn 5. YouTube 6. Snapchat 7. Website 8. Email 9. Volunteer opportunties 10. Student recruitment 11. Discounts on UH athletic events

	12. Online giving 13. None
Events (indicate if any of these events are mentioned)	1. Distinguished Alumni Awards 2. Golden Scholars 3. Life Member Event 4. UH Football 5. UH Volleyball 6. UH Basketball 7. UH Baseball 8. Other UH Sport 9. Annual giving campaign 10. Senior breakfast 11. Meet ups 12. None
One or more of these individuals may have been featured in the story or email. Please indicate the individuals identified in the article or email. Multiple individuals can be selected.	1. Faculty 2. Student **3.** Staff 4. Alumni **5.** Administration 6. Legislator **7.** Government official 8. Other 9. None
One or more of these terms may have been used in the article or email. Please indicate with the appropriate code(s).	1. UHF Mission 2. UHF Nonprofit status 3. UHAA Mission 4. Budget or financial information 5. Communicating to alumni 6. Alumni Outreach 7. Membership Level 8. Membership Dues 9. None