



Improving Black Student-Athlete Alumni Philanthropy

Vanderbilt Athletics

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Acknowledgments

All credit goes to GOD for without GOD none of this is possible.

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“Attitude reflects leadership”

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Area of Inquiry

Background of Vanderbilt Athletics

Vanderbilt University is a top fifteen collegiate institution located in the heart of Nashville, Tennessee (Whitford & Howard, 2022). One of Vanderbilt's attractions is its athletic department. Vanderbilt athletics is steeped in history as it is one of the original members of the elite Southeastern Athletic Conference and home to 5 national championship teams. The Vanderbilt athletic department sponsors 16 highly competitive varsity-level sports teams that compete across the country; from football to bowling; from revenue generators to Olympic sports teams. Vanderbilt has developed and committed itself to its student-athletes and provides a robust and enviable environment for its student-athletes; competitively, academically, and socially. The largest investment is a highly dedicated and qualified staff, whose high competency, pursuit of excellence, and passion for their work are evident in the department's day-to-day functions and long-term outcomes. These investments have led to the success of Vanderbilt athletics both in academics and athletics.

While Vanderbilt athletics' primary responsibility is to serve the current student-athletes, Vanderbilt athletics must also serve former student-athletes (alumni) along with their fans, coaches, sponsors, and donors. Vanderbilt athletics is obligated to provide full scholarship student-athletes with tuition, room & board, and an allocation of cash for living. While most student-athletes are on full scholarships, some are on partial scholarships or "walk-ons." Regardless of the student athlete's scholarship status, Vanderbilt athletics is also obligated to provide their student-athletes and teams with safe facilities, transportation, and access to appropriate and necessary medical personnel. Vanderbilt is required to keep their student-athletes physically safe in the sport, and emotionally safe as they grow into adulthood. Additionally, Vanderbilt owes its students an

excellent academic and social experience; the school must continue to hire innovative and committed professionals to create and implement programs to ensure success.

Vanderbilt athletics is also obligated to provide fans, coaches, sponsors, and donors with a meaningful experience; it must do all it can to ensure that a well-prepared team is competing for Vanderbilt University. Vanderbilt athletics must create teams representing the university's mission, in sports competitions, classrooms, and the community at large. The athletic department must always work to honor and celebrate the intent of the donors, whether it is building and maintaining world-class facilities, improving athletic programs, and or funding academic programs.

Balancing and prioritizing these different constituents can be quite a challenge as they all contribute to the funding and success of the athletic department. Each one of these groups has different needs, desires, and expected outcomes. Dr. Candice Storey Lee, Vanderbilt's Vice Chancellor for Athletics, is responsible for managing the athletic department and leading her robust and diverse staff in the ever-evolving world of college athletics.

Many years ago, Vanderbilt athletics prioritized graduating all student-athletes, in response to nationwide data that colleges and universities were not graduating Black student-athletes at the same rate as their white counterparts. Therefore, Vanderbilt committed itself to raising the bar and becoming one of the nation's leaders in graduating Black student-athletes. As a result, Vanderbilt has graduated over 90% of its Black student-athletes over the past eight years, which is substantially higher than most other NCAA Division I schools (National Collegiate Athletic Association, 2020). Vanderbilt athletics' high graduation rate amongst its Black student-athletes serves as a model for other colleges and universities.

The problem and its importance

While Vanderbilt athletics has made great strides in graduating its Black student-athletes, it is struggling to get those same Black graduates to financially engage and contribute as alumni. This lack of Black student-athlete alumni philanthropy is problematic for Vanderbilt University for many reasons. These reasons include:

1) Vanderbilt University and its athletic department depend upon alumni philanthropy for funding.

Alumni philanthropy is a main source of revenue for a collegiate institution and their athletic departments (Hansmann, 1990). To maximize their potential funding through philanthropy, the athletic department must encourage all demographics to engage and contribute, if not, they are omitting possible funds. As Vanderbilt University and its athletic department continues to get more diverse, particularly with Black students, it is essential that they know how to convince Black alumni to financially give back as the overall percentage of alums will continue to have higher percentages of Black alumni.

2.) Vanderbilt athletics is failing to achieve its goal of creating lifelong “Commodores.”

Vanderbilt athletics prides itself on the motto that it’s not just a 4-year institution but a 40-year one; meaning that once you leave as a student-athlete, your experience, and your education have been so incredibly enriching that you will be engaged with the university and athletic department for a lifetime. You will always give back; even without having been asked. This goal is not being met for this specific alumni population.

3.) Lack of philanthropy from Black student-athletes could be an indicator of their overall social, academic, and athletic experience at Vanderbilt.

While financial and goal-oriented implications are important, a deeper issue is the possibility that the lacking philanthropy from Black student-athletes is an indicator of their overall social, academic, and athletic experience at Vanderbilt University.

The low philanthropic giving from Black student-athletes is a larger societal problem facing many other collegiate institutions. Research has identified several factors that potentially contribute to this problem, such as Black student-athlete alumni's overall knowledge of philanthropy, the entirety of the undergraduate experience, faculty and coaching relationships, current geographic location, belief of already giving back financially through their athletic abilities, lack of recognition and personal finances to name a few (Cropanzano & Mitchell, 2005; Cohen, 2006; Clotfelter, 2003; Drezner, 2009; Fleming, 2019; Gasman & Bowman, 2013; Roots, 2000; Yusuf, 2011; O'Neil & Schenke, 2007).

Capstone purpose

The purpose of this capstone is to examine what Black student-athlete alumni identify as factors to financially give back and examine the role their undergraduate experience (academic, athletic & social) has on their decision to financially give as alums. In addition, this capstone will examine the actions that Vanderbilt athletics can take as an organization to improve Black student-athlete alumni philanthropy.

Research Synthesis

What is philanthropy and why is it important?

The concept of philanthropy has been around for centuries as a part of various organizations and groups. While the exact definition of philanthropy has changed over the years, the concept of "giving back" is something consistent among all definitions (Sulek, 2010).

Philanthropy, in the financial realm, is essential in higher education, as it is an important source of funding for institutions, in particular private universities (Hansmann, 1990).

Black alumni philanthropy/financial engagement

While most non-HBCU institutions are dominated by white students, many Black students still attend these institutions. As alumni, many Black alums choose not to financially support the school through giving. Those that do give often give well below their financial capacity. The literature examines several different factors grounded in impact philanthropy, social exchange, and relationship management theories that influence Black alumni's financial contributions (Cropanzano & Mitchell, 2005; Clotfelter, 2003; Drezner, 2009; Fleming, 2019; Gasman & Bowman, 2013; Roots, 2000; Yusuf, 2011).

In-School Experience

Research suggests that the overall experience for an undergrad or graduate school student plays a pivotal role in their decision to contribute financially as an alum (Gaier, 2005; Clotfelter, 2003). This experience includes the combination of their academic and social endeavors. According to Gaier (2005) alumni financial giving is typically a result of a positive experience while receiving their education. The positive experiences that are typically associated with giving include alums feeling as if they received a quality education, had caring professors and were able to engage in a healthy social life amongst peers on campus (Gaier, 2005). Research also suggests students who endured negative experiences are very unlikely to give financially as alums (Clotfelter, 2003).

This research is consistent for Black students as Black alumni are more likely to give when they had a positive overall experience (Gasman & Bowman, 2011). After a positive experience, most Black alumni want to give so that the next generation of Black students can have that same

experience they had or better (Gasman & Anderson- Thompkins, 2003). It is essential for Black students to have a good experience because typically, when a Black student has a negative experience they lose trust, often resulting in them tuning out the university, as they do not believe they will value their money appropriately (Gasman & Bowman, 2011).

Trust with the Institution

Blacks typically are not eager to financially give, in particular to organizations that are mainstream or White dominant because of prior injustices and misusages in the past (Gasman & Bowman, 2011). Research suggests that Black alumni need to have a sense of trust in their alma mater to contribute financially (Gasman & Bowman, 2013). When Black alumni trust an organization to utilize their funds in important areas, they are more willing to give.

Cole (2007) suggests that one of the best ways to gain trust from Black alumni is through maintaining meaningful faculty relationships. While meaningful relationships can be developed interracially, Cole (2007) suggests that Black students having strong relationships with faculty members who are the same race as them, can often improve trust.

When Black alumni have strong relationships with the individuals who are seeking their money, they are much more likely to give because they trust their money is being used to improve the university and experience of other Black students (Cole, 2007). On the contrary, if Black alums have no relationship with faculty outside of them asking for money, they are not likely to trust them or the institution which results in very limited or no giving. (Gasman & Bowman, 2013).

Personal Finances

One cannot financially donate to an institution if they do not have enough money to give, thus making one's personal finances a huge factor in Black alumni philanthropy. Yusuf (2011) suggests that all alumni including Black alumni with higher salaries are more likely to contribute

back to their alma mater compared to alumni with lower salaries. Yusuf (2011) also suggests that while Black alums with higher salaries are usually able to give, they are not necessarily most likely to donate. Research suggests that alumni financial aid assistance and debt affects future giving. Roots (2000) suggests that Black alums who received more financial aid or went into more personal debt to complete their degree were less likely to give back financially to the school compared to others even if their current salary was more.

Student athlete philanthropy/financial engagement

Student-athletes represent their respected institutions with their academic endeavors and their athletics. Various studies grounded in social exchange, impact philanthropy, and relationship management theory have provided insight into factors that determine student athletes' participation in philanthropy.

Coaching/Faculty Turnover

Student-athletes spend an abundance of their time with their team and coaching staff. Their relationship with coaches often dates to their high school recruitment process. Many student-athletes develop strong relationships and commitments to these coaches. O'Neil & Schenke (2007) suggests that when student-athlete alums are asked by their coaches to financially give, they are more likely to because of this strong connection. However, in the fast-evolving world of college athletics, coaches and their staff are rarely at a university for more than a few years (Shipherd et al., 2019). The constant coaching turnover has made it difficult for student-athletes to give back to their alma mater as they are more connected with the people such as their coaches than the actual institution. In many cases, once the coach leaves that institution, that alum's connection with the university often diminishes as well (Wilcox, 2005).

Athletic/Academic/Social Experience

Student-athletes represent their university as both students and athletes. O'Neil & Schenke (2007) found that student-athletes are more likely to financially give as alums if they had a positive athletic experience. While each student-athlete may have a different interpretation of a positive athletic experience, the typical positive athletic experiences involved student-athletes being on successful teams that they felt they contributed to and having quality teammates and coaches. This finding was supported by Pearson (1999) which suggests that alongside athletic experience, academic and social experience at their university play a pivotal role in alumni student-athlete philanthropy. Marr, Mullin, & Siegfried (2005) suggests the more positive experience a student-athlete has in all three of these areas, the more likely a student athlete is to engage in philanthropy towards their alma mater as an alum.

Belief in giving back through playing

Student-athletes give a lot to their universities. Their athletic abilities can often provide their institutions with additional revenue and exposure. Rhoden (1997) suggests that many student-athletes, particularly those in higher revenue-generating sports, believe they are being exploited at times for their play. This feeling of exploitation leads student-athletes to feel that they have already given enough to their institution, resulting in limited to no philanthropy as an alum. O'Neil & Schenke (2007) suggests that while student-athletes do provide revenue and exposure to their university, most believe they are fairly rewarded through their scholarships that provide them with free education with room and board. Rhoden, (1997) suggests that those who feel as if they have already given to their university financially through their playing are not likely to give financially as alums.

Philanthropy Knowledge

Collegiate athletic departments rely on philanthropists as a part of their funding. Many of these philanthropists are former student-athletes. Holmes (2009) found that while many student-athletes believe in giving back and being philanthropic, they are uneducated or unaware of how their financial giving will impact a collegiate athletic department and where their money will go, which often will result in them not financially giving. O'Neil & Schenke (2007) study also found this to be true, as one of the main factors in student-athletes' decision to not engage financially with their school as alums was their lack of knowledge relating to how their funds would be utilized.

On the contrary, Turner (2001) suggests that most student-athletes have a sufficient understanding of how their money will be utilized because of their experience as a student-athlete within the organization, especially if they were part of winning teams.

Proximity & Age

O'Neil & Schenke (2007) found that two of the biggest factors to student athlete alumni giving is their current proximity to the campus and their age. O'Neil & Schenke (2007) suggests that close proximity typically results in more financial giving, because they can more easily be present and engaged with the campus. O'Neil & Schenke (2007) also suggests that age plays a pivotal factor in alumni student-athlete giving. The older an alum is, the more likely they are to contribute financially, primarily because they have more money and a stronger willingness to engage in philanthropic efforts. Mathur (1996) also suggest that age is primary factor in student-athlete giving as older alums typically give more money and more often.

Athletic Success

Stinson & Howard (2007) found that both regular alums and student-athlete alums are more likely to give back financially during successful athletic seasons, particularly in revenue generating sports such as football, Men's basketball, Women's basketball, and baseball. Baade & Sundberg (1996) found that when schools made it to prestigious bowl games or made a deep run in the Men's and Women's basketball March Madness tournaments, alumni giving increased. Baade & Sundberg (1996) also found that current athletic success has a huge impact on student-athlete alumni giving, as well as their team's athletic success while they were a student-athlete. Turner (2001) suggests that student-athlete alumni who were on successful winning teams were more likely to contribute financially as alums than those who were not on successful teams.

Recognition

Student-athletes commit a lot of time, energy, and passion to their respective institutions. In return, they often want to be recognized and remembered properly as alumni. O'Neil & Schenke (2007) suggests that student-athletes who feel as if they are not recognized or remembered properly are less likely to give back to their alma mater financially. O'Neil & Schenke (2007) also suggests that while there may be various avenues of recognition, it needs to be sincere and appreciative in order to influence alumni giving.

The literature has identified the importance of philanthropy for institutions as well as the importance of alumni as leaders in giving. The literature speaks about various demographics' giving patterns and reasonings for giving or not giving. Much of the research looks at the experience of Black students (both student-athletes and non-student-athletes), and all student-athletes (not identified by race or gender) and it impacts giving. In the light of limited research

focused on Black student-athlete alumni, my conceptual framework will be created from factors identified in both the Black student alumni and the student-athlete alumni demographics.

Conceptual Framework

The combination of three separate theories makes up the conceptual framework for this study: social exchange (Thibaut and Kelley, 1959), relationship management (Ledingham & Bruning, 1998), and the impact philanthropy (Duncan, 2004). Vanderbilt athletics has identified that philanthropy from Black student-athlete alumni is minimal, as only 3% of their top 300 student-athlete givers identify as Black or African American (Personal Communication with Vanderbilt athletics, 2022). Vanderbilt athletics understands this is problematic and would like to increase and widen this engagement. This framework will identify factors that contribute to low Black student-athlete alumni philanthropy at Vanderbilt, as well as what the Vanderbilt athletic department can do to change the trajectory of Black student-athlete alumni philanthropy.

Impact Philanthropy Theory

Before 2004, there had been two main theories regarding philanthropy. One focused on donors being motivated to give based upon what their gifts provide, and the other focused on the personal feeling that donors gain when they give, which is typically positive. (Duncan, 2004). Duncan (2004) provided a third theory on philanthropy called impact philanthropy theory. This theory focuses on whether a donor's contribution is going to make a difference. For an organization attempting to gain financial resources from individuals, it is important to properly educate and communicate the importance of their gift and the difference their gift will make to enhance the organization (Duncan, 2004). Failure to properly communicate this can result in mistrust and lower

levels of philanthropy, as potential givers need to be aware of where their money is going and the difference it will make.

Relationship Management Theory

Relationships within all organizations are essential, especially for a collegiate athletic organization in which a portion of its funding is received through financial donations. Ledingham & Bruning (1998) identified relationships are complex and require trust, involvement, and commitment over a multi-year time frame. It is essential to form a positive relationship and maintain this relationship in order to fundraise (Ledingham & Bruning, 1998). For an organization like Vanderbilt athletics, it is essential for Black student-athletes to have positive relationships with all members of the university and make sure that those relationships grow and continue once they depart as a student-athlete from the university. Without these positive relationships, a lack of trust can occur, which will result in hesitance to give financially.

Social Exchange Theory

Social exchange theory suggests that each member of a relationship has given sufficiently to one another to be able to claim they were a part of a reasonably equal, mutually beneficial relationship (Thibaut and Kelley, 1959). Social exchange theory is complex but is critical in analyzing Vanderbilt athletics' goal for increased Black student-athlete alumni philanthropy. It might be perceived by the alumni member they have already given to the university through their commitment as a college athlete and nothing further is owed. Sometimes, the student-athlete may think that the university owes them, particularly if they were on very successful teams. The university, on the other hand, might rest its laurels after providing the student-athlete with the traditional tuition, room and board, and college education. This study will attempt to help

Vanderbilt athletics change the current social exchange to extend for many years past the completion of the student-athletes prescribed time at the university.

The synthesis of these theories creates one framework that helps to understand the giving patterns of Black alumni student-athletes. If Black student-athlete alumni understand where their money is going and the difference it will make, had quality and meaningful relationships during undergrad that have been sustained as alums, and do not feel as if Vanderbilt athletics currently owes them anything, there may be higher levels of Black student-athlete alumni philanthropy.

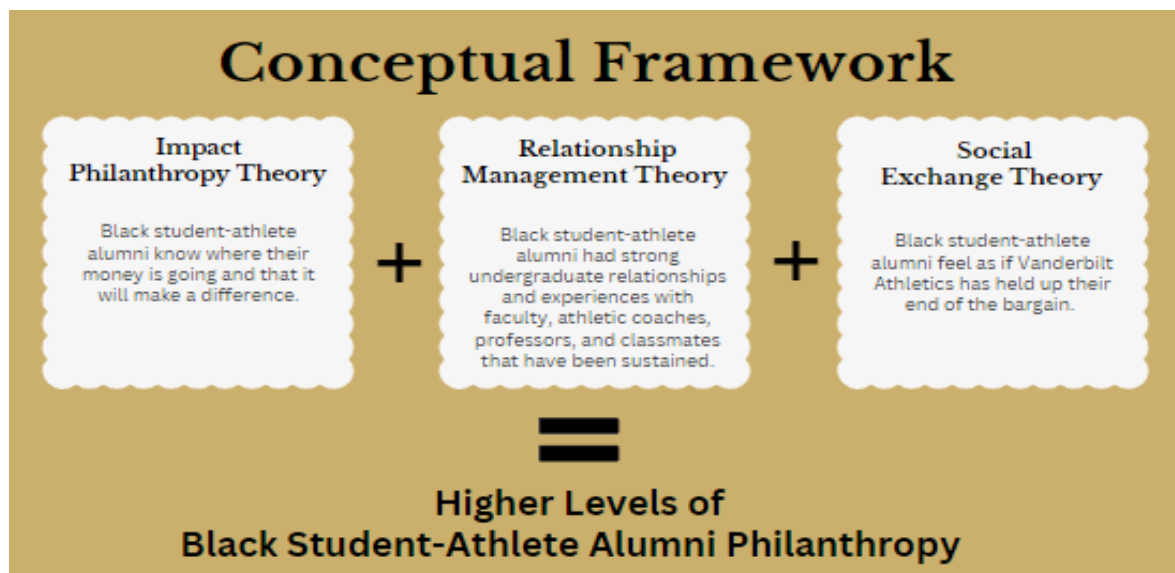


Figure 1 –Conceptual Framework

Research Questions

The study will address three research questions to help improve Black alumni student-athlete philanthropy at Vanderbilt University as illustrated in Figure 2.

| |
|--|
| RQ 1: What do Black student-athlete alumni identify as their factors to financially give back? |
| RQ 2: What does the undergraduate experience (academic, social, athletic) for Black student-athletes indicate about future financial giving likelihood? |
| RQ 3: What actions can Vanderbilt athletics take to improve Black student-athlete alumni financial giving? |

Figure 2 – Capstone Research Questions

The first research question seeks to examine the factors that contribute to Black student-athlete alumni giving back to organizations. This question will examine what Black student-athlete alumni need to know, understand, and feel to give back to an organization. It will also examine if and what other organizations they currently give to financially and why. The second research question links the undergraduate experience of Black student-athletes to future philanthropy. This research question seeks to understand if and how academic, social, and athletic experiences play a role in future financial giving for Black student-athlete alumni. The final research question will provide an opportunity to present recommendations to Vanderbilt athletics to serve as a strategic action-oriented roadmap for Vanderbilt athletics to improve, widen and enhance their Black student-athlete alumni philanthropy.

Data Collection Plan

To answer the research questions for this project, data was collected via a mixed methods approach. Data collection was obtained through quantitative surveys with Black student-athlete

alumni, as well as qualitative semi-structured individual interviews with current and former Black student-athletes, in addition to athletic or academic administrators and coaches. Table 1 provides an outline connecting the research questions, data collection methods, and conceptual framework for this project.

| Research Question: | Data Collection Method | Conceptual Framework |
|--|---|---|
| RQ 1: What do Black Student athlete alumni identify as their factors to financially give back? | Surveys One on One Semi-Structured Interviews | Impact Philanthropy + Relationship Management + Social Exchange |
| RQ 2: What might the undergraduate experience (academic, social, athletic) for Black student athletes indicate about future financial giving likelihood? | Surveys One on One Semi-Structured Interviews | Impact Philanthropy + Relationship Management + Social Exchange |
| RQ: 3 What actions can Vanderbilt Athletics take to improve Black student-athlete alumni philanthropy? | Surveys One on One Semi- Structured Interviews | Impact Philanthropy + Relationship Management + Social Exchange |

Table 1 –Data Collection Outline

Data Collection

Data for this study was collected as planned, via a mixed-method approach with quantitative and qualitative data. The quantitative data was gathered first, followed by the qualitative data. The order was intentional, as the results from the quantitative data were used to

formulate questions and talking points for the qualitative interviews. This mixed method approach was formed via the conceptual framework of this study and utilized to help answer all three research questions for this study.

In early July 2022, an initial survey, which was administered through Survey Monkey, was sent out to 100 Vanderbilt University Black student-athlete alumni. Next, one-on-one interview opportunities were sent to 20 Vanderbilt athletics past and present coaches, administrators, and professors who worked closely with Black student-athletes. Following this, one-on-one semi-structured interview opportunities were sent to all current junior and senior class Black student-athletes. Another invitation email was sent to 22 Black student-athlete alumni volunteers from the initial survey who were interested in a one-on-one interview. All recruitment emails that were sent can be found in Appendix A-D.

Quantitative Surveys

In collaboration with the Vanderbilt athletics development department, three separate emails were sent to the selected 100 Black student-athlete alumni. After receiving the first email, 27 participants completed the survey. A week later, a reminder email was sent, which resulted in an additional 12 participants for a total of 39 respondents. Eight days following the first reminder email, a final reminder was sent, gathering 10 more participants. After the survey window closed, the total response rate was 49% (n=49). All participants identified as Black/African American. 61% (n=30) of the respondents identified as male, while 39% (n=19) identified as female. In addition, 47% (n=23) of participants completed their student-athlete status at Vanderbilt in 2006 or before, while 53% (n=26) completed this status between 2007 – 2022. 45 % of participants (n=22) stated that they have never financially given to Vanderbilt athletics. A visual breakdown

of participant data can be found in Table 2. A copy of the recruitment email that was sent to potential participants can be found in Appendix A.

| Category | Total Participants (n=) | Percentage (%) |
|---|--|--|
| Gender: | Total: (n= 49) | Total: 100% |
| Male: | Male: (n=30) | Male: 61% |
| Female: | Female: (n= 19) | Female: 39% |
| Ethnicity: | Total: (n=49) | Total: 100% |
| Black/African American | Black/African American: (n=49) | Black African American: 100% |
| Completion of Vanderbilt Student Athlete Status: | Total: (n=49) | Total: 100% |
| 2006 and Before: | 2006 and Before: (n=23) | 2006 and Before: 47% |
| Between 2007-2022: | Between 2007-2022: (n=26) | Between 2007-2022: 53% |

Table 2 – Survey Participant Demographics

This survey was administered with the intent to provide insight into all research questions for this study and was informed by the conceptual framework. The survey included a series of Likert scale statements in which participants had the option to answer with strongly agree, agree,

neither agree nor disagree, disagree, strongly disagree, or prefer not to say on Question 10 that aligned directly with the conceptual framework of this study. These questions were grounded in relationship management (Ledingham & Bruning, 1998), social exchange (Thibaut and Kelley, 1959), and impact philanthropy theory (Duncan, 2004). The central statements in the survey aligning with the conceptual framework can be found below in Table 3 and the complete survey can be found in Appendix E.

| Conceptual Framework Theory | Quantitative Survey- Likert Scale Statements |
|--------------------------------|--|
| Relationship Management Theory | <ul style="list-style-type: none"> • I was supported and treated well by the faculty and staff at Vanderbilt (those outside of athletics) • I was supported and treated well by the athletic department staff including coaches and team sports staff • I had a sense of belonging and acceptance with other students that were outside of athletics • Relationships created and maintained are an important factor in my decision to financially give to an organization that I am or was a part of |
| Impact Philanthropy Theory | <ul style="list-style-type: none"> • Knowing exactly how my financial donation will be used is important to me • Knowing that my financial donation is making a difference is important to me • I understand how financial giving impacts an athletic department |
| Social Exchange Theory | <ul style="list-style-type: none"> • My athletic skills and abilities during my athletic career provided Vanderbilt with revenue and exposure • Vanderbilt provided me with a quality college education |

Table 3 – Conceptual Framework / Likert Scale Statements

Black Student-Athlete Alumni Interviews

The final question of this survey gave Black student-athlete alumni the opportunity to list their email if interested in a one-on-one semi-structured interview. Twenty-two participants provided their emails. Two days after the survey window closed, an email was sent to the 22

participants who volunteered for a one-on-one interview. Of the 22 volunteers, nine interviews were successfully completed. Interviews ranged from 18 to 38 minutes. Participants were former student-athletes in football, men's basketball, women's basketball, women's track & field, and women's soccer. All interview questions and talking points were formed by the conceptual framework and can be found in Appendix F.

Athletic coaches, faculty & staff Interviews

In collaboration with Vanderbilt athletics, 20 former athletic coaches, faculty, staff, and professors who work or have worked closely with Black student-athletes were invited via email to be interviewed. Of the 20 invitees, five completed a one-on-one interview. These interviews ranged from 21 to 65 minutes. Participants included two head athletic coaches, a professor, an athletic administrator, and a faculty member who has worked with Black student-athletes regularly. All interview questions and talking points were formed by the conceptual framework and can be found in Appendix H.

Current Black Student Athlete Interviews

In collaboration with Vanderbilt athletics, all current junior or senior Black student-athletes were invited via email to participate in a one-on-one interview. Six of the 48 eligible participants agreed to participate. In addition, one incoming freshman was included as a participant. The duration of the interviews ranged from 10 to 32 minutes. The athletes represented football, men's basketball, women's basketball, and women's track & field. All interview questions and talking points were formed by the conceptual framework and can be found in Appendix G. Below in Table 4 you can find a breakdown of the interview talking points and their relationship to the conceptual framework and Research Questions of this study.

| <p>Conceptual Framework Theory</p> | <p>Research Question</p> | <p>Interview Questions</p> |
|--|--|---|
| <p>Relationship Management Theory</p> | <p>RQ 1: What do Black Student athlete alumni identify as their factors to financially give back? RQ 2: What might the undergraduate experience (academic, social, athletic) for Black student-athletes indicate about future financial giving likelihood?</p> | <ul style="list-style-type: none"> • Can you describe your relationship with the development/fundraising office as a student-athlete and now? • How was your experience and relationship with faculty/staff outside of athletics? • How was your experience and relationship with athletics coaches and faculty/staff within athletics? • How was your sense of social belonging on campus with other students as a Black student-athlete? • How would you describe the total experience for a Black student-athlete at Vanderbilt? • How have your relationships been sustained if at all with Vanderbilt athletics? |
| <p>Impact Philanthropy Theory</p> | <p>RQ 1: What do Black Student athlete alumni identify as their factors to financially give back?</p> | <ul style="list-style-type: none"> • What role does philanthropy play in your life? • What typically dictates your decision to financially give or not to give to Vanderbilt athletics? • Do you feel as if your financial giving will make a difference? • Was philanthropy discussed and taught with you as a student-athlete and if so by whom |
| <p>Social Exchange Theory</p> | <p>RQ 1: What do Black Student athlete alumni identify as their factors to financially give back? RQ 2: What might the undergraduate experience (academic, social, athletic) for Black student-athletes indicate about future financial giving likelihood?</p> | <ul style="list-style-type: none"> • Can you explain in your opinion the quality of education you received at Vanderbilt? and the living conditions that you received? • How do you believe you and your teammate's athletic abilities enhanced Vanderbilt University from a financial standpoint? If it all? • Were you fairly compensated or recognized for your play by Vanderbilt athletics? • How have you been recognized or remembered for your contributions? |

Table 4 – Conceptual Framework and Interview Question Relationships

Data Analysis

Quantitative Analysis

The participants' responses to the Likert scale statements on survey Question 10 helped to better understand their undergraduate experience and identify factors that are important to Black student-athlete alumni when deciding to give financially to an organization.

Answers to the first statement can be found in Figure 3. The purpose of this question is to assess how Black student-athletes felt they were treated and supported by faculty and staff outside of athletics, during their time as an undergraduate Black student-athlete at Vanderbilt.

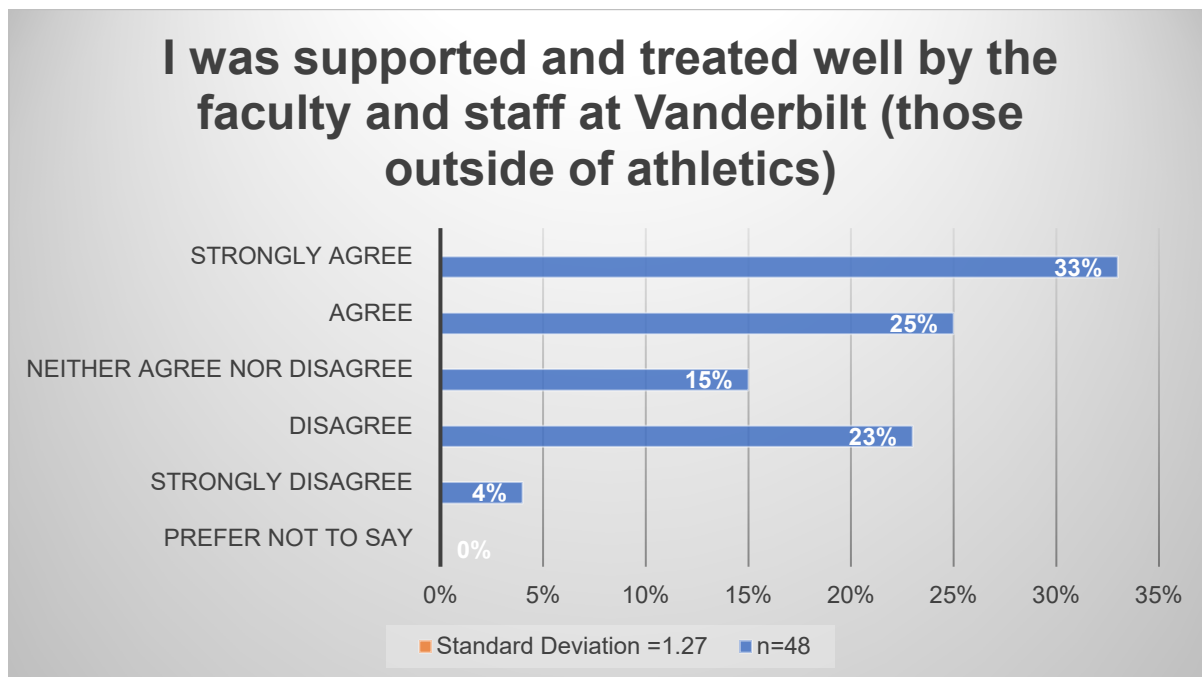


Figure 3 - Survey Statement #1- Relationship Management

Responses to Statement 1 show that 58% (n=28) of respondents agreed or strongly agreed, 16% (n=8) neither agreed nor disagreed and 27% (n=13) disagreed or strongly disagreed with this statement. The standard deviation for this statement is 1.27.

Of the 22 respondents who stated they have never given financially to Vanderbilt Athletics (Question #6), 46% (n=10) of respondents agreed or strongly agreed, 9% (n=2) neither agreed nor disagreed and 46% (n=10) either disagreed or strongly disagreed with the statement that they were supported and were treated well by faculty and staff (outside of athletics) while on campus.

Responses to Statement 2 can be found in Figure 4. The purpose of this question was to understand the relationship Black student-athletes had with the athletic faculty and staff and analyze if it may affect future giving.

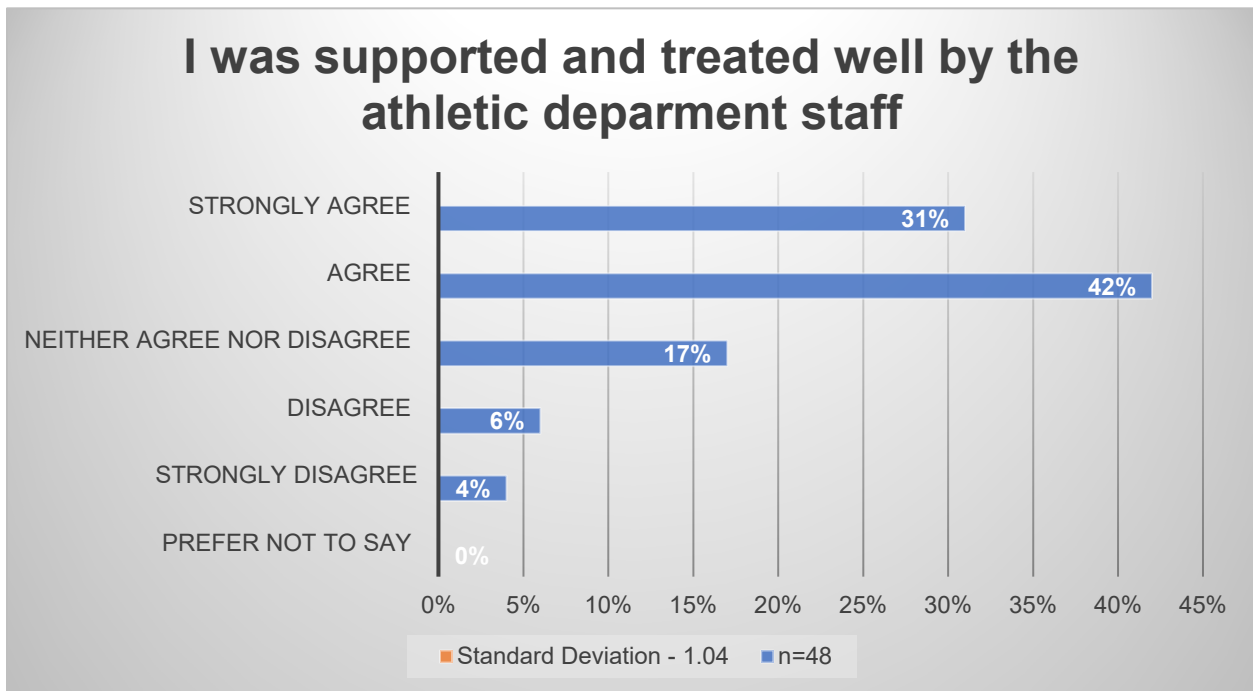


Figure 4 - Survey Statement #2 – Relationship Management

Responses to this statement showed that 73% (n=35) of participants either agreed or strongly agreed, 17% (n=8) neither agreed nor disagreed and 10% (n=5) either disagreed or strongly disagreed with this statement. The standard deviation for this statement is 1.04.

All five of the respondents who disagreed with this statement were recorded as male football players. Of the 22 respondents who reported that they have never given financially to Vanderbilt 63% (n=14) agreed or strongly agreed, 9%(n=2) neither agreed nor disagreed, and 18% (n=4) either disagreed or strongly disagreed with this statement.

Responses to Statement 3 can be found in Figure 5. The purpose of this question is to examine the undergrad social experience of Black student-athletes and if it has an impact on their future giving.

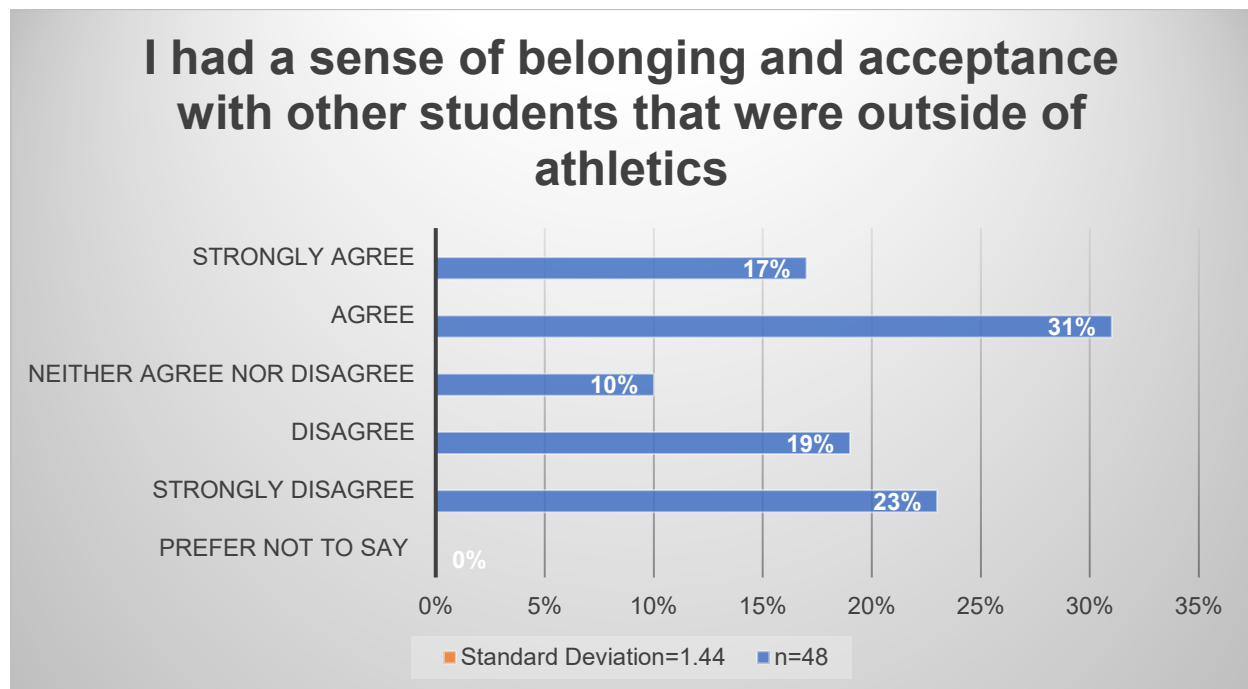


Figure 5 - Survey Statement #3- Relationship Management

Responses to this statement resulted in 48% (n= 23) of respondents agreeing or strongly agreeing, 10% (n=5) neither agreeing nor disagreeing, and 42% (n=20) disagreeing or strongly disagreeing with this statement. The standard deviation for this statement is 1.44.

Furthermore, of the 22 responders who reported that they have never donated financially 41% (n=9) agreed or strongly disagreed, 9% (n=2) neither agreed nor disagreed, and 50% (n=11) disagreed or strongly disagreed with this statement.

Responses to Statement 4 can be found in Figure 6. The purpose of this statement is to examine the overall value relationships play in Black student-athletes' alumni decisions to give to the organization.

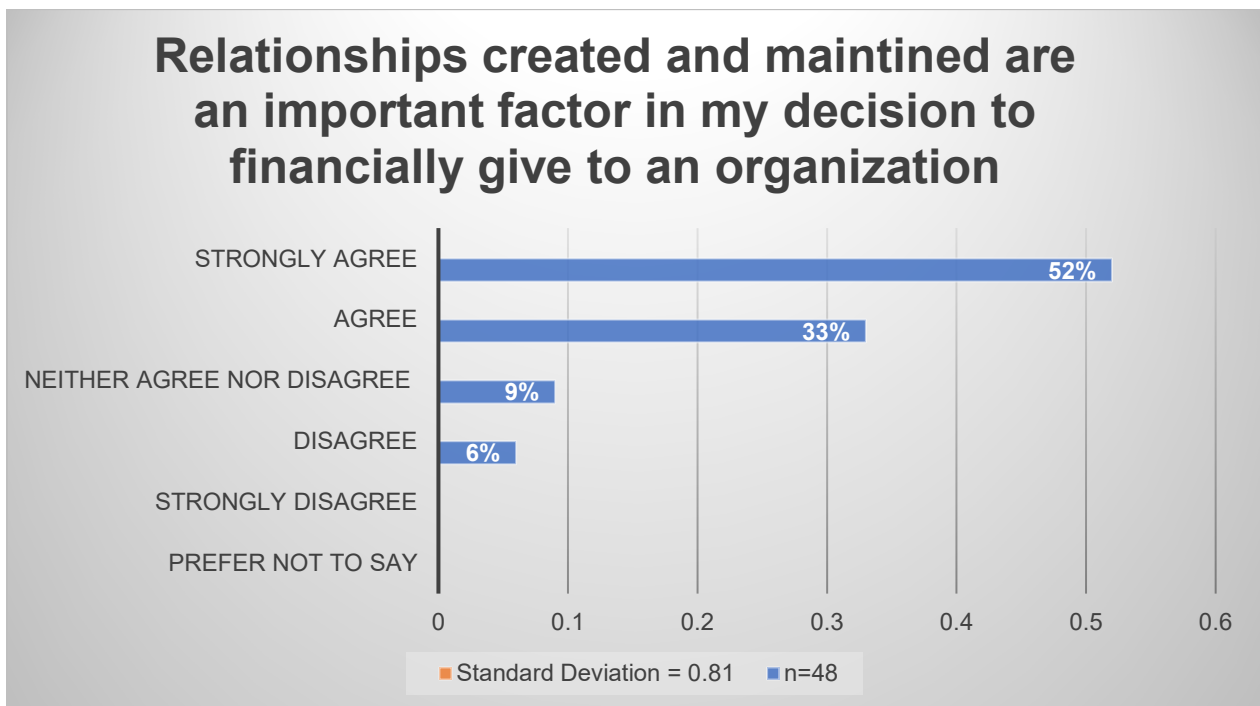


Figure 6 - Survey Statement # 4 - Relationship Management

Responses to this statement included 85% (n=41) either agreed or strongly agreed, 9% (n=4) neither agreed nor disagreed and 6% (n=3) disagreed with this statement. The standard deviation for this statement is 0.81.

Of the 22 respondents who reported that they have never given to Vanderbilt athletics, 86% (n=17) agreed or strongly agreed, 9% (n=2) neither agreed nor disagreed, and 5% (n=1) disagreed with this statement. Results from this statement are supported by prior literature from Cole (2007) & Gallo & Hubschman (2003) which highlighted the important role faculty relationships have in Black alumni giving. Results are also supported by prior literature from O’Neil & Schenke (2007) emphasizes the dramatic role athletic coaching and administration relationships have on future student-athlete alumni giving.

Responses to Statement 5 can be found in Figure 7. The purpose of this statement was to understand the importance of knowing where financial contributions are distributed is to Black student-athlete alumni.

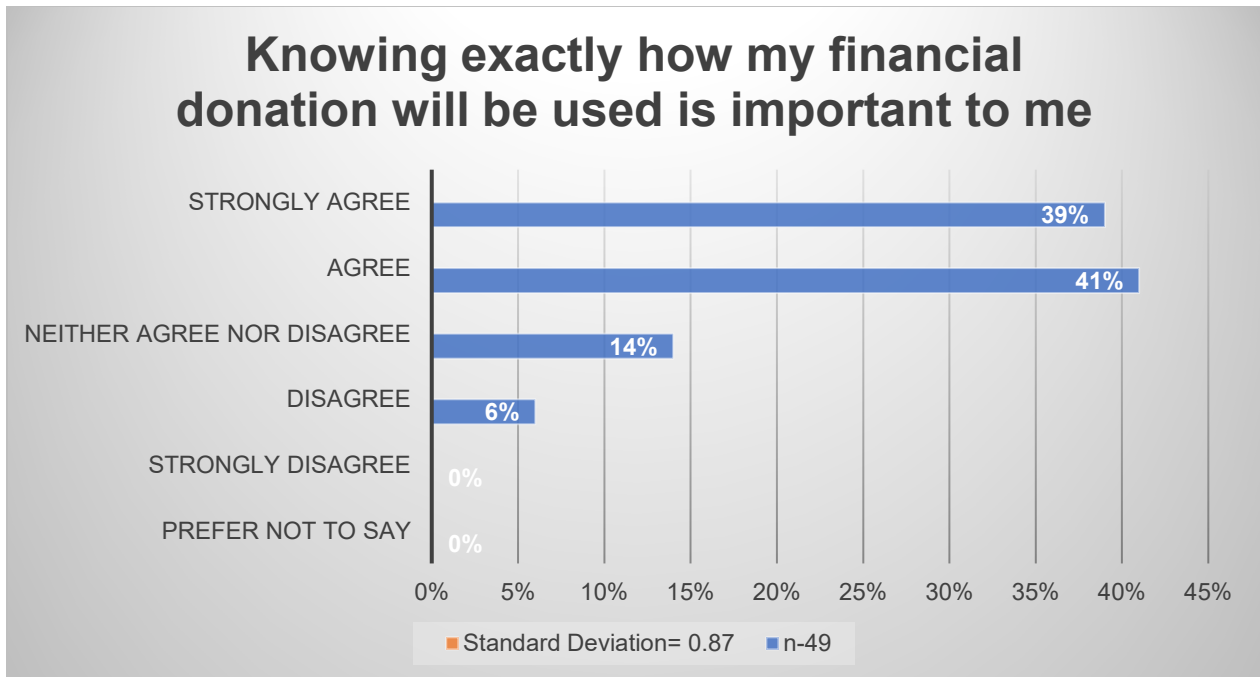


Figure 7 - Survey Statement #5 - Impact Philanthropy

Results to this statement included 80% (n=39) of respondents agreeing or strongly agreeing, 14% (n=7) neither agreeing nor disagreeing and 6% (n=3) disagreed with this statement. The standard deviation for this statement is 0.87.

Of the 22 participants who have never financially donated to Vanderbilt Athletics, 87% (n=19) agreed or strongly agreed, 9% (n=2) neither agreed nor disagreed and 5% (n=1) disagreed with this statement. Results from this statement are supported by prior literature from O’Neil & Schenke (2007) that discusses the importance of overall philanthropy knowledge has on future giving from student-athletes. Duncan (2004) also highlights the impact of knowing where one’s financial donation is going towards has on financial giving.

Responses to Statement 6 can be found in Figure 8. This question’s goal is to identify how important of a factor is the ability to know that one’s financial donation is going to make a difference is to Black student-athlete alumni.

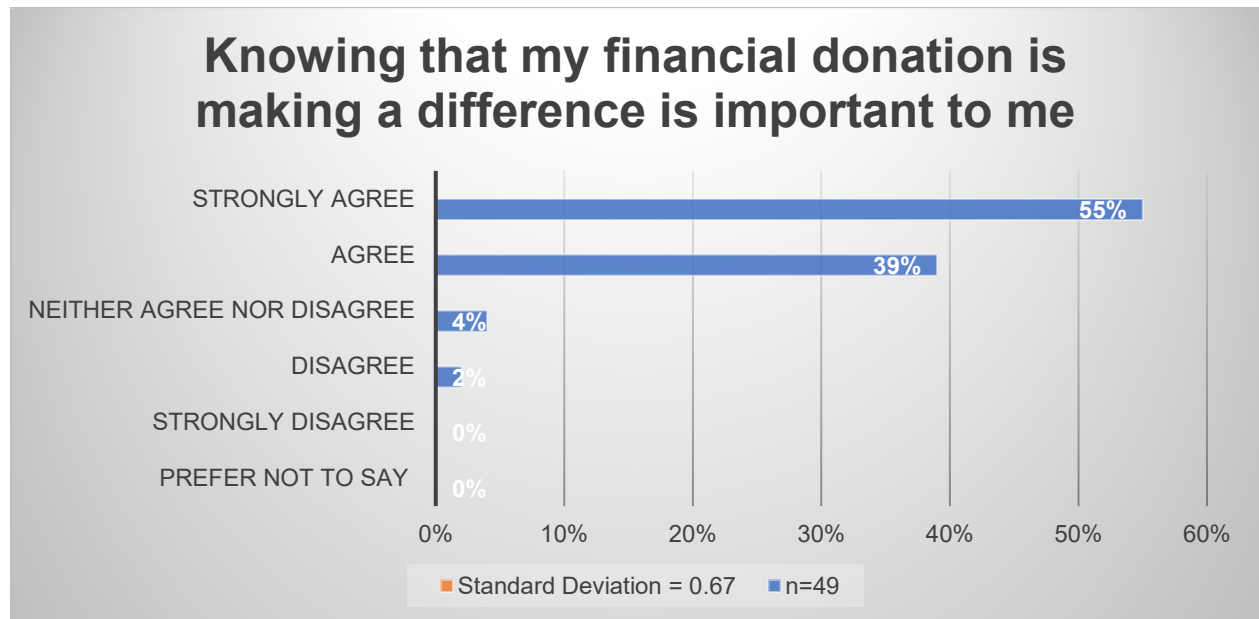


Figure 8 - Survey Statement #6 - Impact Philanthropy

Of the 49 total respondents, 94 % (n=46) stated that they agreed or strongly agreed, 4% (n=2) and 2% (n=1) disagreed with the statement that knowing their financial donations will make a difference is important to them. The standard deviation for this statement is 0.67.

Of the 22 respondents who answered that they have never given financially to Vanderbilt Athletics, 95% (n=21) agreed or strongly agreed and 5% (n=1) neither agreed nor disagreed with this statement. Results from this statement are supported by prior literature from O’Neil & Schenke (2007) that discusses the importance of overall philanthropy knowledge has on future giving from student-athletes. Duncan (2004) also highlights the impact of knowing that your financial donation will make a difference.

Responses to Statement 7 can be found in Figure 9. The purpose of this question is to assess the overall current knowledge Black student-athlete alumni have on how philanthropy impacts collegiate athletic departments.

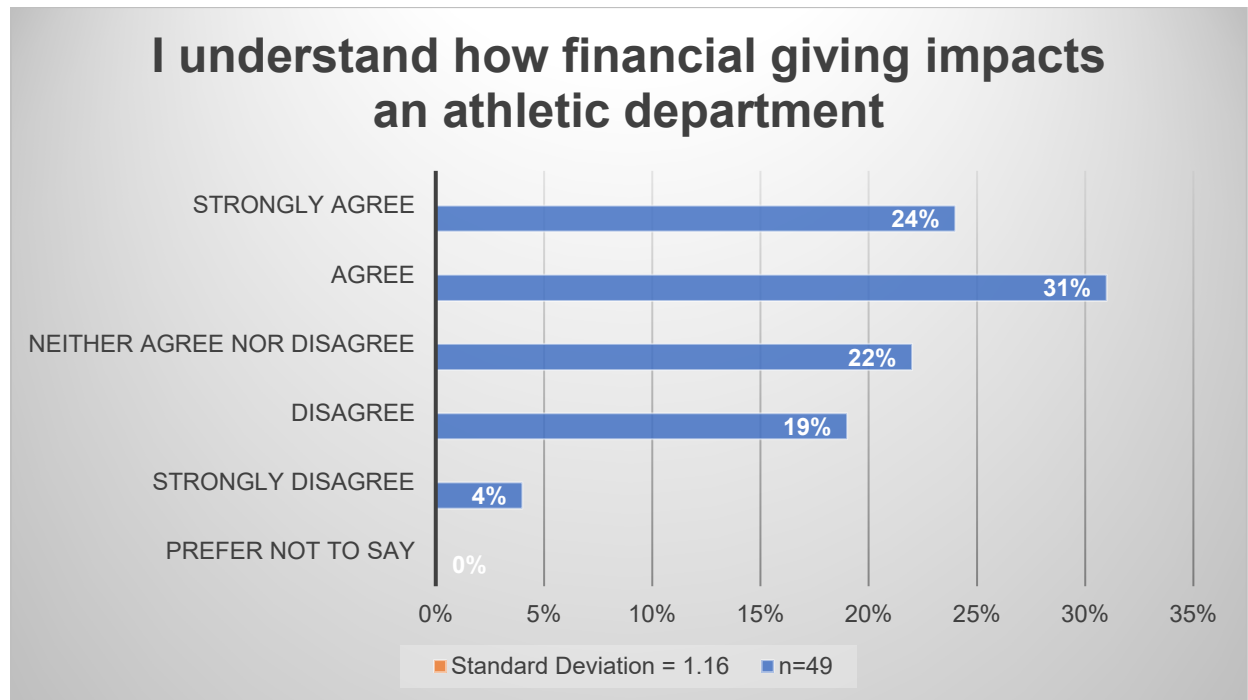


Figure 9 - Survey Statement # 7 Impact Philanthropy

Responses from 49 total participants included 55% (n=27) agreed or strongly agreed, 22% (n=11) neither agreed nor disagreed and 23% (n=11) disagreed or strongly disagreed with the statement that they understand how financial giving impacts an athletic department. The standard deviation for this statement is 1.16.

Of the 22 participants who responded that they have never given financially to Vanderbilt Athletics 27% (n=6) agreed or strongly agreed, 32 % (n=7) neither agreed nor disagreed and 41% (n=9) disagreed or strongly disagreed with this statement. Results from this statement are supported by prior literature from O’Neil & Schenke (2007) that discusses the importance of overall philanthropy knowledge, such as knowing how financial donations are utilized within athletic departments has on future giving from student-athletes.

Responses to Statement 8 can be found in Figure 10. The purpose of this statement was to assess the level at which Black student-athlete alumni feel as if their athletic abilities provided Vanderbilt athletics with revenue and exposure.

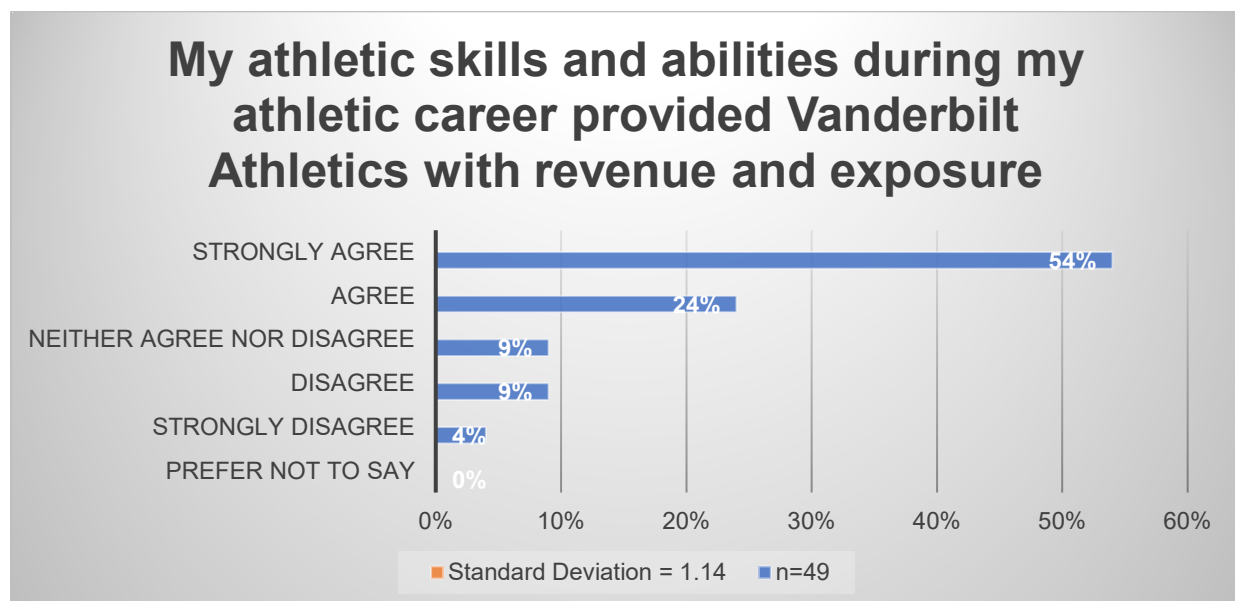


Figure 10 - Survey Statement # 8 - Social Exchange

Responses from the 49 total participants included 78 % (n=39) agreed or strongly agreed, 9% (n=4) neither agreed nor disagreed and 13% (n=6) disagreed or strongly disagreed with this statement. The standard deviation for this statement is 1.14.

Of the 22 participants who answered that they have never financially given to Vanderbilt Athletics 82 % (n=18) agreed or strongly agreed, 9% (n=2) neither agreed nor disagreed and 9% (n=2) disagreed or strongly disagreed with this statement.

Responses to Statement 9 can be found in Figure 11. The purpose of this question was to gauge the academic experience and quality of education that Black student-athlete alumni felt that they received at Vanderbilt.

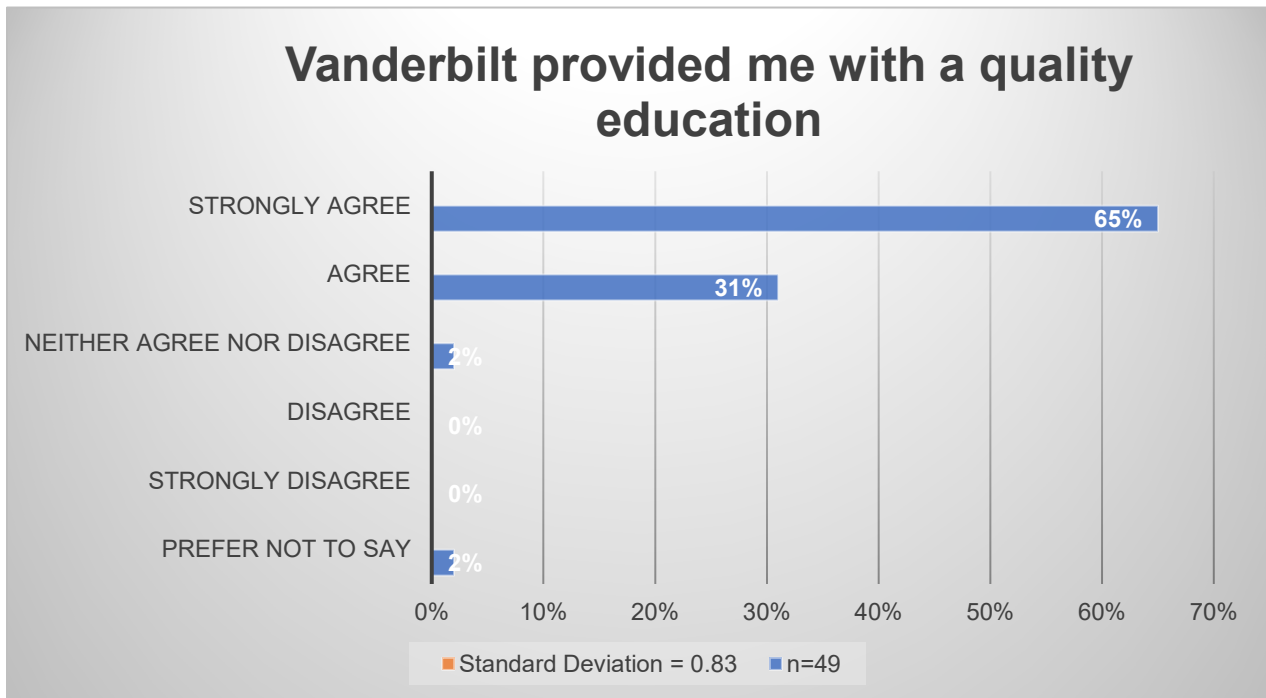


Figure 11 Survey Statement # 9 - Social Exchange

Responses to this statement showed that 96 % (n=47) agreed or strongly agreed, 2% (n=1) neither agreed nor disagreed, and 2% (n=1) preferred not to answer regarding the statement that

Vanderbilt provided them with a quality education. The standard deviation for this statement is 0.83.

Of the 22 participants who answered that they have never given financially to Vanderbilt athletics, 90% (n=20) agreed or strongly agreed, 5% (n=1) neither agreed nor disagreed, and 5% (n=1) preferred not to answer this statement.

Qualitative Analysis

One-on-one semi-structured qualitative interviews were conducted with three separate groups of participants: Vanderbilt athletic faculty or coaches who currently or formerly worked with various Black student-athletes; Black student-athlete alumni who had volunteered via the initial survey; and current Black student-athletes. All three groups of participants were interviewed with the same objective: to better explore the research questions of the study. Talking points and questions for participants were all formed via the conceptual framework of this study and can be found in Appendix F, G & H.

All interviews took place on Zoom and were recorded with consent from participants. The analysis process began as the Zoom recording was uploaded to Sonix AI which provided me with transcripts of each interview. Transcripts were then uploaded as a Microsoft Word document, which I manually checked and adjusted if necessary to match the dialogue from the Zoom recordings. Once all interviews were complete, transcribed, and double-checked for accuracy, I sorted the participants' interviews into three groups. Group A consisted of athletic faculty or coaches, Group B consisted of Black student-athlete alumni, and Group C consisted of current Black student-athletes. In total, there were 20 separate interviews completed.

After I sorted the groups, I created codes to help analyze the data. Two separate codes emerged. The first code included topics from the research synthesis that related to Research Question 1: What do Black student-athlete alumni identify as their factors to financially give back? The topics of the code were pulled from what prior literature had highlighted as factors in the research synthesis. These include philanthropy knowledge (O'Neil & Schenke, 2007), personal finances (Roots, 2000; Yusuf, 2011), prior giving (Rhoden, 1997), current relationship with Vanderbilt athletics, relationships with those in athletics who are asking for money and recognition (O'Neil & Schenke, 2007). The second code was directed toward Research Question 2: What might the undergraduate experience (academic, social, athletic) for Black student-athletes indicate about future financial giving likelihood? The topics of this code were pulled from themes in prior literature around this topic which is also located in the research synthesis section of this paper. These topics include faculty relationships (Cole, 2007; Gallo & Hubschman, 2003), athletic/academic/social experience (Pearson, 1999; O'Neil & Schenke, 2007), Nashville community (O'Neil & Schenke, 2007), and student-athlete support (Gaier, 2005; Clotfelter, 2003).

I designated a color for each topic and color-coded the transcripts when one of these themes surfaced. I later went back through the transcripts and my notes to see if I was able to identify any themes and their frequency (each time they were said) for each topic. The results of this can be found in Tables 5a and 5b.

| Undergraduate Experience Codes & (Frequency) | | | | |
|--|---|--|---|--|
| FACULTY RELATIONSHIPS | ATHLETIC EXPERIENCE | SOCIAL EXPERIENCE | ACADEMIC EXPERIENCE | STUDENT ATHLETE SUPPORT |
| <ul style="list-style-type: none"> • Strong faculty relationships (7) • Difficulties with select few of professors (6) • Viewed differently and in a negative light because of “athlete” status (5) | <ul style="list-style-type: none"> • Strong friendships and relationships with teammates (13) • More meaningful relationships with position and assistant coaches (8) • Coaching turnover made it difficult to develop relationships (6) | <ul style="list-style-type: none"> • Isolation (11) • Lack of Black culture on campus (8) • Racism and microaggressions (6) | <ul style="list-style-type: none"> • World class education (18) • Get what you put in into it (8) | <ul style="list-style-type: none"> • Strong athletic academic support system (10) • Lack of professional development (6) |

Table 5a – Undergraduate Experience Codes

| Factors to Black Student-Athlete Alumni Giving Codes & (Frequency) | | | | |
|---|---|---|---|--|
| PHILANTHROPY KNOWLEDGE | RECOGNITION | PRIOR GIVING | PERSONAL FINANCES | ATHLETIC DEVELOPMENT OFFICE RELATIONSHIP |
| <ul style="list-style-type: none"> • Do not know how my financial contributions will make a difference (10) • Do not know what my financial contributions are going towards (9) • Unfamiliarity with how philanthropy impacts Vanderbilt Athletics (8) | <ul style="list-style-type: none"> • Under-recognized (10) | <ul style="list-style-type: none"> • I provided Vanderbilt Athletics with compensation already through playing (10) • I give back in other ways to Vanderbilt Athletics (6) | <ul style="list-style-type: none"> • If I have enough money, I will give financially (7) • I believe giving my time is more important than my money (7) | <ul style="list-style-type: none"> • Nonexistent (10) |

Table 5b – Black Student-Athlete Alumni Factors Codes

Findings:

Four findings emerged from the data from the qualitative survey and qualitative interviews. All four findings connect to the conceptual framework of this study and help to better answer the study’s research questions. Findings #1, 3, and 4 primarily gave insight into Research Question #1, while finding #2 provided insight into Research Question #2. The four findings were used to answer Research Question #3 and to make four different strategic recommendations for Vanderbilt athletics to improve Black student-athlete alumni philanthropy.

Finding #1:

Relationships matter —The relationship between current student-athletes and the development office is non-existent or at best superficial with Black alumni student-athletes, with the possible exception of high-income and high-profile alumni.

Most Black student-athlete alumni place a substantial value on relationships as a factor in financial giving. Data suggested that the relationship with the athletics development office staff (who primarily ask alumni to give financially) is non-existent or limited at best.

This finding is supported by both the quantitative survey and qualitative interviews. The quantitative survey showed that Black student-athlete alumni value relationships created and maintained as an essential factor in giving; 86 percent of survey participants agreed or strongly agreed that relationships created and maintained are an important factor in their decision to give or not give financially to an organization. One-on-one qualitative interviews allowed participants to dive deeper into the relationships that they did or did not develop as a student-athlete and alum. All but one former or current Black student-athlete in this study mentioned a non-existent or very limited relationship with the athletics development office members at Vanderbilt athletics.

The extent to most Black student-athlete alums' relationship with the development office and its team members is solely once they become alums and the development office calling and sending them information to give. For the many alums who have not developed a prior relationship with these individuals in undergrad, it is difficult to trust and give when the development office asks.

“It has been a very one-way relationship, I have only interacted with the development office when they need something from me.” - Black student-athlete alum

“I really don’t have a relationship with the development office, other than joking with my parents whenever I get something in the mail to donate.” - Black student-athlete alum

“The only time we would interact with the development office as student-athletes are those times when they needed us to do something like making thank you calls.” – Black student-athlete alum

Currently, Vanderbilt’s Black student-athletes’ relationship and knowledge of the development office is limited. Stronger relationships within the athletic department come from position coaches, head coaches and academic support staff members who they typically engage with daily.

“I have no idea, who the members of the development office are or what they do.”-Current Black Student Athlete

“On my visit, I met all my coaches, academic advisors, and some administrators. I did not meet anyone in the development office, but I do expect them to have a relationship with me” -Incoming Black student-athlete

The literature by Cole, (2007) & Gallo & Hubschman (2003) highlights the importance of relationships for Black student-athlete alumni, finding that positive and ongoing relationships with faculty for Black alumni at PWIs are an essential factor in their decision to give. O’Neil & Schenke (2007) also found athletic-faculty relationships to be an essential factor in student-athlete alumni decisions to give back financially. The non-existent or limited relationship with the main faculty

who ask for financial donations is problematic and has resulted in missed opportunities for philanthropy.

Finding #2:

The sense of belonging on Vanderbilt's campus for Black student-athletes has been and continues to be a constant struggle, as Black student-athletes are rarely accepted by the rest of the student body.

Most current and former Black student-athletes do not feel a sense of belonging on campus when integrated with the rest of the student body and very rarely feel accepted for anything other than an athlete.

This finding is supported by both the quantitative survey and qualitative interviews. The quantitative survey showed that most Black student-athlete alumni did not have a sense of belonging on campus among their peers. Less than 50 percent of survey participants agreed in some capacity with the statement that they had a sense of social belonging on campus among their peers as student-athletes. Black student-athletes sense of belonging on campus was further examined in qualitative interviews. The themes of isolation, lack of Black culture on campus, racism, micro-aggressions, and culture shock emerged as some of the main reasons why many Black student-athlete have not felt a sense of belonging and acceptance among their peers on campus.

“As a Black male on campus, it was really hard. Classmates thought you were dumb, and on top of that many classmates viewed us as sexual predators or criminals. It was not just

the White students, but even some of the Black students. I stayed very isolated to my teammates.” - Black student-athlete alum

Socially you stick out like a sore thumb. There’s not really anywhere to hide you’re big and you’re Black. Everybody has their assumptions about why you’re here. You know, some of the examples of being in group projects and, you know, looking around the room and people don’t want you to be in their project because they have a negative assumption of you and your capabilities. It can be quite difficult”- Black student-athlete alum

“I felt sometimes there was that tension with other students, like, you’re not smart enough or don’t deserve to be here. I was told and felt that the only reason I got into Vanderbilt was that I was good at sports. So, I feel like for that reason sometimes it was harder to form relationships with students outside of the athletic bubble and to fully integrate into the student body.” -Black student-athlete alum

While the social experience for Black student-athletes on Vanderbilt campus seems as if it has improved over the years, r many are still struggling with the perception that other students on campus have of them.

“While I am just a coach. I know It can be hard socially for all my student-athletes on campus but in particular my Black student-athletes.” – Current Athletic Coach

“I feel like some accept me, but most of my peers think I’m here just because of sports. I feel like most of them just look at me like I don’t care and can’t do the academic work here. They think sports is the only reason I am here.” - Current Black student-athlete

The literature highlights the importance of the social experience for Black student-athlete alumni financial giving. Gaier (2005) & Clotfelter (2003) state that Black students who have positive undergraduate experiences are more likely to donate financially. Additionally, one major factor of a good undergraduate experience is one’s social experience. While the student-athletes’ overall undergraduate experience is greatly impacted by their athletics and academics, social belonging and acceptance still play a pivotal role. Pearson (1999) & O’Neil & Schenke (2007) highlight the need for student-athlete satisfaction in the academic, athletic, and social sectors during their undergraduate experience. It is extremely difficult to get a student-athlete alum to donate financially unless they were satisfied with all three sectors (Pearson, 1999; O’Neil & Schenke, 2007). Vanderbilt Athletics has done a good job of creating a strong academic and athletic experience for their Black student-athletes but must find a way to improve students’ social belonging and acceptance on campus if they want higher giving rates.

Finding #3:

It is important for Black student-athletes to know where their money is going and how it will make a difference. Black student-athletes do not have a clear understanding of where their money is going and the impact it makes.

Black student-athlete alumni primarily give to organizations when they know where their money is going and how it will make a difference. Most participants have not spent time professionally working in an athletic department and are not informed on the potential uses and impacts of their financial donations.

This finding is supported by both the quantitative survey and qualitative interviews. The quantitative survey showed that to most Black student-athlete alumni, knowing the purpose and impact of their donation are important factors in their decision to give to an organization. The data showed that 80 percent of participants agreed in some capacity that knowing exactly where their financial donation is going is important to them and 94 percent of survey participants agreed in some capacity that knowing that their financial donation will make a difference is an important factor in their decision. Qualitative interviews allowed participants to discuss in detail the level at which Vanderbilt athletics clearly communicates how their financial donations will be used and the difference it will make. Most participants were unfamiliar with both how their contributions will be used and its potential difference.

“I don’t give to Vanderbilt athletics, because I don’t think it will make a difference. Aren’t they wealthy enough? What do they need my money for?” - Black student-athlete alum

“I wasn’t educated on athletics philanthropy as a student-athlete, and still don’t understand it as an alum” - Black student-athlete alum

“I didn’t understand the importance of philanthropy until I started working in college athletics. If I never started working in athletics, I still would not understand it.” - Black student-athlete alum

Current student-athletes at Vanderbilt do not have the opportunity to be educated on the impact philanthropy plays in athletic departments. Many current Black student-athletes emphasized that although they have learned the value of philanthropy and giving back in other settings, they are unfamiliar with the value of philanthropy as it relates to collegiate athletic departments.

“Financial giving to Vanderbilt athletics and its importance has not been discussed with me or my teammates.” - Current Black student-athlete

“As a student-athlete we are taught constantly about the importance of giving back, but no one has taught us the importance of giving back to Vanderbilt athletics financially.” – Current Black student-athlete

The literature highlights the role of current financial status in Black alumni giving (Roots, 2000; & Yusuf, 2011) and the overall impact of philanthropic knowledge. Holmes (2009) highlight that student-athletes are less likely to give financially if they do not know where their money is going and how it will make a difference. For Vanderbilt athletics, Black student-athletes with both limited and high personal financial statuses are unfamiliar with where their money is going and how it will make a difference, which has resulted in less giving.

Finding #4:

Black student-athlete alumni feel under-recognized or inadequately remembered for their contributions.

While many Black student-athlete alumni are recognized properly, there is a substantial group that feels under-recognized, which plays a factor in their willingness to stay engaged and give back to Vanderbilt athletics.

The quantitative surveys did not collect data regarding the level at which Black student-athletes felt recognized and remembered for their contributions. However, in the qualitative interviews, the theme of under-recognition and remembrance frequently arose.

“16 years later, I still have yet to be recognized or asked to come back for my contributions”-

Black student-athlete alum

“The only place that I donate money to is the Black Cultural Center. I do that because they put my name up on the wall. They put every Black alum’s name on the wall there. Originally, I had to pay about \$10 to get a plaque up there. But every time I walk in there, there’s my name; immortalized forever. I appreciated that they took the time to chronicle the Black experience here and then make sure that we have a part of Vanderbilt’s history. I can bring my son back there and he can look right there and see me forever. That is the type of stuff that makes me donate, that Vanderbilt athletics needs to improve upon” - Black student-athlete alum

“I was one of the top players in the country, but no one will know that walking through the halls at Vanderbilt athletics because I did not make it to the pros.” -Black student-athlete alum

Current Black student-athletes feel as if they are recognized appropriately currently but have concerns about what will happen when they become alums based on the limited recognition they see towards most former Black student-athletes.

“I am worried that once I graduate, I will never be recognized again. I only see the same select few student-athletes being recognized.” - Current Black student-athlete

“Vanderbilt athletics does a good job of recognizing me now, and I have an expectation that I will be recognized properly once I become an alum,” – Current Black student-athlete

Most collegiate alums want to be honored and remembered for their contributions, but student-athletes particularly desire acknowledgment as they are asked to devote their time, abilities, and physical capabilities to their university. O’Neil & Schenke (2007) highlight that student-athletes understand that they are giving a lot of time and energy to these universities, and in return expect to receive proper recognition for their contributions. Failing to properly recognize the commitment of student-athletes can lead them to develop a strong dislike for the institution, which ultimately affects their willingness to give financially.

Recommendations:

Based on these four findings, I recommend four strategies for Vanderbilt athletics to improve Black student-athlete alumni philanthropy.

| Recommendation | Relation to Findings | Relation to Conceptual Framework | Relation to Research Questions | Key Data |
|---|---|---------------------------------------|---|---|
| <p>#1: The development office reorganizes itself to allow for more interaction and engagement with the student-athlete upon their arrival on campus through infinite years as Vanderbilt alumni.</p> | <p>Finding#1: Relationships matter- The relationship between current student-athletes and the development office is non-existent and is at best superficial with Black alumni student-athletes with the possible exception of high-income and high-profile alumni.</p> | <p>Relationship Management Theory</p> | <p>RQ 1: What do Black Student athlete alumni identify as their factors to financially give back?</p> <p>RQ: 3 What actions can Vanderbilt Athletics take to improve Black student-athlete alumni financial giving?</p> | <p>86 % of survey participants agreed that relationships created and maintained are an important factor in their decision to give or not give financially to an organization.</p> <p><i>"I have no idea, who the members of the development office are or what they do."</i>- Current Black Student Athlete</p> <p><i>"It has been a very one-way relationship; I have only interacted with the development office when they need something from me."</i>- Black student-athlete alum</p> |

| | | | | |
|--|---|--|---|---|
| <p>#2: Vanderbilt athletics should develop a curriculum around philanthropy; what is it and what are the forms, both human resources as well financial philanthropy, and teach this to all their student-athletes.</p> | <p>Finding #3: It is important for Black student-athletes to know where their money is going and how it will make a difference. They are currently unfamiliar with this.</p> | <p>Impact Philanthropy Theory</p> | <p>RQ 1: What do Black Student athlete alumni identify as their factors to financially give back?</p> <p>RQ: 3 What actions can Vanderbilt Athletics take to improve Black student-athlete alumni financial giving?</p> | <p>80% agreed that knowing exactly where their financial donation is going is important to them</p> <p>94% agreed that knowing that their financial donation will make a difference is an important factor in their decision to financially give.</p> <p><i>"I don't give to Vanderbilt athletics, because I don't think it will make a difference. Aren't they wealthy enough? What do they need my money for?" - Black student-athlete alum</i></p> |
| <p>#3: Improve recognition of all student-athletes in prominent spaces across campus, athletic campus as well as the main campus. Provide an opportunity for student-athletes to return to campus as alumni and see their impact in special recognition spaces.</p> | <p>Finding #4: Recognition is important: Black student-athlete alumni are under-recognized or remembered for their contributions.</p> | <p>Social Exchange Theory Relationship Management Theory</p> | <p>RQ 1: What do Black Student athlete alumni identify as their factors to financially give back?</p> <p>RQ: 3 What actions can Vanderbilt Athletics take to improve Black student-athlete alumni financial giving?</p> | <p><i>"16 years later, I still have yet to be recognized or asked back for my contributions"- Black student-athlete alum</i></p> <p><i>"I am worried that once I graduate, I will never be recognized again. I only see the same select few student-athletes being recognized." - Current Black student-athlete</i></p> |

| | | | | |
|--|---|---------------------------------------|--|---|
| <p>#4: Create a university-wide plan for the inclusivity of black student-athletes; a plan that would include accountability for them to be accepted as equally qualified as all other students to be on Vanderbilt’s campus. The athletic department should build stronger alliances with faculty and other student organizations on campus.</p> | <p>Finding #2: The sense of belonging on Vanderbilt’s campus for Black student-athletes has been and continues to be a constant struggle, as Black student-athletes are rarely accepted by the rest of the student body.</p> | <p>Relationship Management Theory</p> | <p>RQ 2: What might the undergraduate experience (academic, social & athletic) for Black student-athletes indicate about the future financial giving likelihood?</p> <p>RQ: 3 What actions can Vanderbilt Athletics take to improve Black student-athlete alumni financial giving?</p> | <p>Less than 50% of participants agreed with the statement that they had a sense of social belonging on campus amongst their peers.</p> <p><i>“As a Black male on campus, it was really hard. Classmates thought you were dumb and on top of that many classmates viewed us as sexual predators or criminals. It was not just the White students, but even some of the Black students. I stayed very isolated to my teammates. - Black student-athlete alum</i></p> <p><i>“While I am just a coach. I know it can be hard socially for all my student-athletes on campus but in particular my Black student-athletes.” – Current Athletic Coach</i></p> |
|--|---|---------------------------------------|--|---|

Table 6 - Recommendation Relations

Recommendation #1

The development office should reorganize itself to allow for more interaction and engagement with the student-athlete upon their arrival on campus and as Vanderbilt alumni.

The current organization and responsibilities of the development office are not resulting in enough interaction with Black student-athletes while they are on campus. In return, this has resulted in the inability for the development office to make meaningful relationships with Black student-athletes on campus. Findings from this study show that relationships play a pivotal factor in a Black student-athletes decision to give financially to an organization. If the development office members continue to ask Black student-athlete alumni for donations, it is essential that begin to develop authentic and positive relationships with them while they are on campus. The best way to do this may be an organizational realignment and reorganization that incorporates more direct engagement with all student-athletes from the moment they arrive on campus.

This organizational realignment should include the development office staff members serving as mentors or life coaches to Vanderbilt student-athletes, who meet with their mentees a few times a week. This will allow the student-athletes to develop strong and meaningful relationships with the development office members, and as alums they will be more likely to give.

This recommendation is supported by the literature which found that positive and ongoing relationships with faculty, for Black alumni at PWIs are an essential factor in their decision to give back financially (Cole, 2007; Gallo & Hubschman, 2003) and that the relationship student-athletes have with athletic faculty is crucial in their decision to give financially as alums. (Marr, Mullin, & Siegfried, 2005; Pearson, 1999; O'Neil & Schenke, 2007).

| Relation to Conceptual Framework | Relation to Findings | Relation to Research Question | Key Data | Relation to Literature |
|----------------------------------|---|--|---|--|
| Relationship Management | Finding#1: Relationships matter. The relationship between current student-athletes and the development office is non-existent and is at best superficial with Black alumni student-athletes with the possible exception of high-income and high-profile alumni. | RQ 1: What do Black Student athlete alumni identify as their factors to financially give back? | 86% of survey participants agreed that relationships created and maintained are an important factor in their decision to give or not give financially to an organization. | Positive and ongoing relationships with faculty for Black alumni at PWIs are an essential factor in their decision to give back financially (Cole, 2007; Gallo & Hubschman, 2003) |
| | | RQ: 3 What actions can Vanderbilt Athletics take to improve Black student-athlete alumni financial giving? | <i>"It has been a very one-way relationship; I have only interacted with the development office when they need something from me."</i> - Black student-athlete alum | Athletic faculty relationships are an essential factor in student-athlete alumni's decisions to give back financially (Marr, Mullin, & Siegfried, 2005; Pearson, 1999; O'Neil & Schenke, 2007) |

Table 7 – Recommendation 1 Relationships

Recommendation #2

Vanderbilt athletics should develop a curriculum around philanthropy and teach this to all their student-athletes.

Findings from this study indicate that Black student-athlete alumni financial giving depends on knowing where one’s financial contribution is going and the difference it will make. Vanderbilt athletics currently spends a lot of time with incoming freshmen hosting various seminars and classes. A strong recommendation is to incorporate a curriculum around college athletics philanthropy into these seminars and classes so that all student-athletes will understand where financial contributions go and how it makes a difference within the athletic department.

These seminars would not suggest a sense of obligation or coercion to financially donate, but instead serve as an opportunity to educate student-athletes on the role philanthropy plays in collegiate athletic departments.

This recommendation is supported by the literature which suggested that student-athletes are less likely to give financially as alums, when they do not know where their money is going and the difference it will make (Holmes, 2009; O’Neil & Schenke, 2007). The literature also suggested that financially giving for Black alums require a sense of trust, and Black alums need to trust and clearly understand from the organization how their money will be utilized (Gasman & Bowman, 2013).

| Relation to Conceptual Framework | Relation to Findings | Relation to Research Question | Key Data | Relation to Literature |
|----------------------------------|---|--|---|---|
| Impact Philanthropy | Finding #3: It is important for Black student-athletes to know where their money is going and how it will make a difference. They are currently unfamiliar with this information. | RQ 1: What do Black Student athlete alumni identify as their factors to financially give back? | 94% agreed that knowing that their financial donation will make a difference is an important factor in their decision to financially give. | Student-athletes are less likely to give financially if they do not know where their money is going and how it will make a difference (Holmes, 2009; O’Neil & Schenke, 2007) |
| | | RQ: 3 What actions can Vanderbilt Athletics take to improve Black student-athlete alumni financial giving? | <i>"I don't give to Vanderbilt athletics, because I don't think it will make a difference. Aren't they wealthy enough? What do they need my money for?" -Black Student Athlete Alum</i> | Financially engagement from Black alum's require trust. Black alums need to trust and an understanding from the organization how their money will be utilized (Gasman & Bowman, 2013) |

Table 8 - Recommendation 2 Relationships

Recommendation #3

Improve recognition of all student-athletes in prominent spaces across both the athletic campus and the main campus. Provide an opportunity for student-athletes to return to campus as alumni and see their impact in special recognition spaces.

Vanderbilt athletics has announced plans to upgrade its athletic facilities. A strong recommendation for Vanderbilt athletics is to carve out a space within the new facilities where all student-athletes are recognized. There are many potential ways to organize this space; something as simple as a wall with the first and last names of all Commodores student-athletes can increase the feeling of recognition. Findings from this study found that various Black student-athletes felt as if they were not properly recognized for their dedication and did not have anything on campus that showed their contributions. Creating a space where all former Vanderbilt student-athletes are recognized will increase feelings of appreciation and connection to the university and Vanderbilt athletics.

To improve recognition, Vanderbilt athletics can take a concept from the Black cultural center on campus which provides the opportunity for all Black Vanderbilt students to have a brick in the center with their name that stays forever to honor their contributions to the university. Vanderbilt athletics should do something similar and create a brick or the signature star V logo with each student-athlete's name somewhere in the athletic facilities to honor their contributions. This will allow former student-athletes to come back and always see their name, feeling appreciated for their contributions no matter how many touchdowns or points they scored.

This recommendation is supported by the literature which states that most collegiate alums want to be honored and recognized for their contributions, but particularly student-athlete alums as they devoted so much time and energy to their respected alma matters (O'Neil & Schenke, 2007).

| Relation to Conceptual Framework | Relation to Findings | Relation to Research Question | Key Data | Relation to Literature |
|---|--|--|---|--|
| Relationship Management & Social Exchange | Finding #4: Recognition is important: Black student-athlete alumni are under-recognized or remembered for their contributions. | RQ 1: What do Black Student athlete alumni identify as their factors to financially give back? | <i>"16 years later, I still have yet to be recognized or asked back for my contributions." - Black student-athlete alum</i> | Most collegiate alums want to be honored and remembered for their contributions, but in particular student-athletes desire acknowledgment; they are asked to devote their time, abilities, and physical capabilities to their university. (O'Neil & Schenke, 2007) |
| | | RQ: 3 What actions can Vanderbilt Athletics take to improve Black student-athlete alumni financial giving? | <i>"I am worried that once I graduate, I will never be recognized again. I only see the same select few student-athletes being recognized." - Current Black student-athlete</i> | |

Table 9 - Recommendation 3 Relationships

Recommendation #4

Create a university-wide plan for the inclusivity of Black student-athletes. This plan would promote the narrative that student-athletes are equally qualified as all other students to be on Vanderbilt’s campus and work toward dismantling stereotypes. The athletic department should build stronger alliances with faculty and other student organizations on campus.

Findings showed that social belonging on campus for Black student-athletes is problematic mainly because of the perception that Black student-athletes are not good enough to be at Vanderbilt if it was not for their sport. Vanderbilt athletics needs to collaborate with the rest of the university to develop a university-wide plan that would increase accountability for Black student-athletes to be accepted as equally qualified as all other students on campus. To do this, the athletic departments need to build stronger alliances with faculty and student organizations on campus to work to change this perception. In addition, Vanderbilt athletics needs to create a stronger presence

of senior leadership support for athletics. Vanderbilt athletics could be a national leader and possible catalyst for a national campaign to tell the whole story of Black student-athletes on college campuses, including their feelings of isolation and potential methods for change.

This recommendation is supported by the literature that showed Black students who have positive social undergraduate experiences are more likely to donate financially as alums (Gaier, 2005 & Clotfelter, 2003). In addition, the literature suggested that student athlete alums who were satisfied with their academic, athletic and social experiences in undergrad are more likely to engage in philanthropic efforts for their alma matter as alums (Marr, Mullin, & Siegfried, 2005; Pearson, 1999; O’Neil & Schenke, 2007).

| Relation to Conceptual Framework | Relation to Findings | Relation to Research Question | Key Data | Relation to Literature |
|----------------------------------|---|---|--|--|
| Relationship Management | Finding #2: The sense of belonging on Vanderbilt’s campus for Black student-athletes has been and continues to be a constant struggle, as Black student-athletes are rarely accepted by the rest of the student body. | RQ 2: What might the undergraduate experience (academic, social & athletic) for Black student-athletes indicate about the future financial giving likelihood? | Less than 50% of participants agreed with the statement that they had a sense of social belonging on campus amongst their peers. | Black students who have positive undergraduate experiences are more likely to donate financially. (Gaier, 2005; Clotfelter, 2003) |
| | | RQ: 3 What actions can Vanderbilt Athletics take to improve Black student-athlete alumni financial giving? | <i>“While I am just a coach. I know it can be hard socially for all my student-athletes on campus but in particular my Black student-athletes.” - Current Athletic Coach</i> | Student-athlete alums who were satisfied with their academic, athletic and social experience are more likely to contribute financially as an alum (Marr, Mullin, & Siegfried, 2005; Pearson, 1999; O’Neil & Schenke, 2007) |

Table 10 - Recommendation 4 Relationships

Conclusion

Vanderbilt athletics is a pioneer and a model for other universities in the Southeastern Conference where it resides and across this nation, in Division I, II, III schools. It has exemplified excellence and innovation in an ever-changing and fast-evolving collegiate sports world. Low participation amongst their Black student-athlete alumni is a major concern they are hoping to amend. The department and leadership were courageous in seeking to understand the experience of Black student athletes and are looking for solid recommendations to increase engagement philanthropy, both in dollars and in human resources. The Vanderbilt athletic department is willing to work hard to improve their barriers to successful philanthropy. The promise of Vanderbilt's athletic department is to implement these recommendations in order to begin the path to successful and meaningful engagement with Black student-athlete alumni. This is the hallmark of Vanderbilt's athletics department reputation for being a model and a pioneer. Innovation, honesty, and thoughtfulness allows Vanderbilt to be the national leader.

Appendices

Appendix A

Survey Email Invitation to Black Student-Athlete Alumni (Joint Email from myself and Vanderbilt Athletics)

Dear Black Student-Athlete Alumni,

We hope this note finds you well and enjoying the summer.

We are reaching out to share an opportunity with you to assist Vanderbilt doctoral student Nicholas Williams on a research project focused on better understanding giving behaviors among Black student-athlete alumni. This project was initiated by Nicholas, and we are proud to support his efforts as a scholar, including his particular interest in the experiences of Black student-athlete alumni.

Your feedback can help him better understand the factors that contribute to Black student-athlete alumni philanthropy, as well as how the undergraduate experience (academic, social, athletic) for Black student-athletes might predict financial giving behaviors. While the primary purpose of this project is educational, to the extent that Vanderbilt Athletics can benefit from his findings, we are prepared and excited to do so. We are always looking for ways to better engage and connect with our former student-athletes.

On Nicholas' behalf, please know that your participation is completely voluntary and your responses to the survey will be kept anonymous. You will also have the option to not respond to any question if you choose. Participation or nonparticipation will not impact your relationship with Vanderbilt Athletics. Agreement to participate will be interpreted as your informed consent to participate and that you are at least 18 years of age.

If you have any questions about the research, please contact the principal investigator, Nicholas Williams, via email at nicholas.m.williams@vanderbilt.edu or his faculty advisor Eve Rifkin at eve.r.rifkin@vanderbilt.edu.

Please see link below for the survey:

<https://www.surveymonkey.com/r/ZGRWMZQ>

If you have any questions regarding your rights as a research subject, contact the Vanderbilt Institutional Review Board (IRB) at (615) 322-2918.

Finally, you are encouraged to print or save a copy of this page for your records.

Anchor Down,

Vanderbilt Athletics

Appendix B

Black Student-Athlete Alumni Interview Recruitment Email

Dear Vanderbilt Alum,

Thank you for your participation in my recent survey regarding philanthropy for Black student-athlete alumni at Vanderbilt University.

I am reaching out because you have expressed interest in a follow-up interview from this recent survey. Your feedback is important to better understand the factors that influence Black student-athlete alumni to financially give.

Your participation in this study is extremely important to me and to Vanderbilt Athletics and can potentially assist in better experiences and philanthropy for Black student-athletes. Should you agree to participate, you can schedule a time slot on my Calendy (link at bottom of email), at a time of your convenience.

The zoom call should take about 30 minutes. Participation is voluntary and your response will be kept anonymous. You will have the option to not respond to any question that you choose.

Participation or nonparticipation will not impact your relationship with Vanderbilt Athletics.

Agreement to participate will be interpreted as your informed consent to participate and that you are at least 18 years of age.

If you have any questions about the project, please contact me, via email at nicholas.m.williams@vanderbilt.edu or my faculty advisor, Dr. Eve Rifkin at eve.r.rifkin@vanderbilt.edu. If you have any questions regarding your rights as a participant, contact the Vanderbilt Institutional Review Board (IRB) at (615) 322-2918. Please print or save a copy of this page for your records.

Calendy Link: <https://calendly.com/nick-williams-vanderbilt-/30min>

Best,

Nicholas (Nick) Williams

Appendix C**Athletic Faculty/Staff and Administration Interview Recruitment Email**

Dear (Blank),

As a doctoral student in the Leadership and Learning in Organizations program at Vanderbilt University, I am inviting you to participate in a capstone project about Black student-athlete alumni philanthropy to identify and better understand the factors that influence Black student-athlete alumni to financially give. You have been identified as a potential interviewee for this study because of your current or former involvement as a student-athlete at Vanderbilt University or your close work and involvement with various Vanderbilt Black student-athletes.

Your participation in this study is extremely important to me and to Vanderbilt Athletics and can potentially assist in better experiences and philanthropy for Black student-athletes. Should you agree to participate, you can schedule a time slot on my Calendly (link at bottom of email), at a time of your convenience. The zoom call should take about 30 minutes. Participation is voluntary and your response will be kept anonymous. You will have the option to not respond to any question that you choose. Participation or nonparticipation will not impact your relationship with Vanderbilt athletics. Agreement to participate will be interpreted as your informed consent to participate and that you are at least 18 years of age.

If you have any questions about the project, please contact me, via email at nicholas.m.williams@vanderbilt.edu or my faculty advisor, Dr. Eve Rifkin at eve.r.rifkin@vanderbilt.edu. If you have any questions regarding your rights as a

participant, contact the Vanderbilt Institutional Review Board (IRB) at (615) 322-2918. Please print or save a copy of this page for your records.

Calendy Link: <https://calendly.com/nick-williams-vanderbilt/30min>

Best,

Nicholas (Nick) Williams

Appendix D**Current Black Student Athlete Interview Recruitment Email (Joint email from myself and Vanderbilt Athletics)**

Dear (Blank),

We are reaching out to share an opportunity with you to assist Vanderbilt doctoral student Nicholas Williams on a research project focused on better understanding giving behaviors amongst current and former Black student-athletes. This project was initiated by Nicholas, and we are proud to support his efforts as a scholar, including his particular interest in the experiences of Black student-athletes.

Your feedback can help him better understand the factors that contribute to Black student-athlete philanthropy, as well as how the undergraduate experience (academic, social, athletic) for Black student-athletes might predict financial giving behaviors.

Your participation in this study is extremely important to him and to Vanderbilt Athletics and can potentially assist in better experiences and philanthropy for Black student-athletes. Should you agree to participate in this interview, you can schedule a time slot on his Calendly (link at bottom of the email), at a time of your convenience.

The zoom interview should take no longer than 30 minutes. Participation is voluntary and your response will be kept anonymous. You will have the option to not respond to any question that you choose. Participation or nonparticipation will not impact your relationship with Vanderbilt Athletics. Agreement to participate will be interpreted as your informed consent to participate and that you are at least 18 years of age.

If you have any questions about the project, please contact Nicholas, via his email at nicholas.m.williams@vanderbilt.edu or his faculty advisor, Dr. Eve Rifkin at eve.r.rifkin@vanderbilt.edu. If you have any questions regarding your rights as a participant, contact the Vanderbilt Institutional Review Board (IRB) at (615) 322-2918. Please print or save a copy of this page for your records.

Calendy Link: <https://calendly.com/nick-williams-vanderbilt-/30min>

Best,

Vanderbilt Athletics & Nicholas (Nick) Williams

Appendix E

Black student athlete alumni survey questions

Black Alumni Student-Athlete Survey Questions:

1. When did you last attend Vanderbilt University in your role as a student-athlete?

- 2019- 2022
- 2015- 2018
- 2011-2014
- 2007-2010
- 2003-2006
- 1999-2002
- 1998 or Before

2. To which gender identity do you most identify?

- Male
- Female
- Nonbinary
- Transgender Male
- Transgender Female
- Prefer not to say
- A Gender Identity Not listed Here (Please List)

3. Please select all options that best describe you?

- White or Caucasian
- Hispanic or Latino
- Black or African American
- Asian or Asian American
- American Indian or Alaska Native
- Native Hawaiian or other Pacific Islander
- Another race, ethnicity or origin
- Prefer not to say

4. Please select all sports that you participated in at the varsity level at Vanderbilt University?

- Men's Baseball
- Men's Basketball
- Women's Basketball
- Women's Bowling
- Cheerleading
- Men's Cross Country
- Women's Cross Country
- Men's Track & Field
- Women's Track & Field
- Men's Diving

- Women's Diving
- Football
- Men's Golf
- Women's Golf
- Women's Lacrosse
- Men's Soccer
- Women's Soccer
- Men's Swimming
- Women's Swimming
- Men's Tennis
- Women's Tennis
- Wrestling

5. Do you financially donate to any organizations?

- Yes
- No
- Prefer not to say

6. Have you ever donated to Vanderbilt Athletics?

- Yes
- No
- Prefer not to say

7. Do you give annually? (If they answered Yes to Question #6)

- Yes
- No

8. What best describes your giving pattern? (If they answered Yes to Question #6)

- One-time giver
- Monthly
- Annually
- Give in response to a special request from the Athletic Department or Event
- Other

9. What is the total amount you have given In total how much have you donated to Vanderbilt Athletics? (If they answered Yes to Question #6)

- \$1-\$99
- \$100-\$499
- \$500-\$999
- \$1,000- \$9,999
- \$10,000- \$99,999

- \$100,000 +
- Prefer not to say

10. Please answer the questions around philanthropy below (Likert Scale - Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, prefer not to say)

| | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) | Prefer Not to say (0) |
|--|---------------------------|------------------|--------------------|---------------------|------------------------------|------------------------------|
| Impact Philanthropy Theory | | | | | | |
| Relationship Management Theory | | | | | | |
| Social Exchange Theory | | | | | | |
| Financial giving to organizations is important to me | | | | | | |
| Financial giving to organizations that I am currently a part of or have been a part of is important to me. | | | | | | |
| I am more likely to give back financially to an organization that had a personal impact on me | | | | | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| <p>I do not give back financially to organizations that I had a negative experience with</p> | | | | | | |
| <p>I will give back financially to organizations that have positively impacted issues and people I believe in</p> | | | | | | |
| <p>Relationships created and maintained are an important factor in my decision to financially give to an organization that I am or was a part of</p> | | | | | | |
| <p>Knowing exactly how my financial donation will be used is important to me</p> | | | | | | |
| <p>Knowing that my financial donation is making a difference is important to me</p> | | | | | | |
| <p>I understand how financial giving impacts an athletic department</p> | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| My athletic skills and abilities during my athletic career provided Vanderbilt with revenue and exposure | | | | | | |
| Vanderbilt provided me with a quality college education | | | | | | |
| I was supported and treated well by faculty and staff at Vanderbilt (those outside of athletics) | | | | | | |
| I was supported and treated well by the athletic department staff including coaches and team sports staff | | | | | | |
| I had a sense of belonging and acceptance with other students that were outside of athletics. | | | | | | |

11. (Optional) If you would like to be a participant in a one-on-one interview please email me with your name, phone number, and years you attended Vanderbilt to nicholas.m.williams@vanderbilt.edu

Appendix F:
Black student athlete alumni interview talking points

Talking Points:

- What role does philanthropy play in your life?
- What typically dictates your decision to financially give or not to give to Vanderbilt athletics?
- Do you feel as if your financial giving will make a difference?
- Was philanthropy discussed and taught with you as a student-athlete and if so by whom?
- How familiar were you with the Development/fundraising office as a student-athlete?
- Can you explain in your opinion the quality of education you received at Vanderbilt? and the living conditions that you received?
- How do you believe you and your teammates athletic abilities enhanced Vanderbilt University from a financial standpoint? If it all?
- Were you fairly compensated or recognized for your play from Vanderbilt athletics?
- How was your experience and relationship with faculty/staff outside of athletics?
- How was your experience and relationship with athletics coaches and faculty/staff within athletics?

- How was your sense of social belonging on campus with other students as a Black student-athlete?
- How would you describe the total experience for a Black student-athlete at Vanderbilt?
- How have your relationships been sustained if at all with Vanderbilt athletics?

Appendix G

Black current student athlete interview talking points:

Talking Points:

- What role does philanthropy play in your life currently?
- What do you believe will dictate your decision to give or not to give to Vanderbilt Athletics when you are an alum?
- Do you feel as if your financial giving will make a difference?
- Has philanthropy been discussed and taught with you so far as a student-athlete and by who?
- Can you describe your relationship with the athletics development/ fundraising office as a student-athlete?
- Can you explain in your opinion the quality of education and living conditions that you receive at Vanderbilt?
- How do you believe your athletic abilities enhance Vanderbilt University from a financial standpoint? If it all?
- Are you fairly compensated/recognized for your contributions?
- What's your expectation from Vanderbilt Athletics once you become an alum?
- How has your experience and relationships been with Faculty/staff outside of athletics?
- How has your experience and relationships been with athletics coaches and faculty/staff within athletics?
- How would you describe your feeling of social belonging on campus with other students?
- Can you elaborate on your total experience so far?

Appendix H

Vanderbilt athletic coaches, faculty and staff who work closely with Black student athletes'

interview talking points:

Talking Points

- What role does philanthropy play in your life?
- What typically dictates your decision to give or not to give to Vanderbilt athletics?
- Do you feel as if your giving will make a difference?
- Do you discuss philanthropy with your Black student-athletes?
- what value do you believe your Black student-athletes place on philanthropy?
- How do you believe the Black student athletes' that you work with athletic abilities enhance Vanderbilt University from a financial standpoint? If it all?
- Can you explain in your opinion the quality of education and living conditions that Black student-athletes receive at Vanderbilt receive?
- How are your Black student-athletes experiences and relationships with faculty/staff outside of athletics?
- How are your Black student-athletes experiences and relationships with faculty/staff within athletics?
- How are your Black student-athletes treated by their fellow classmates and peers on campus?
- How is your personal relationship with the Black student-athletes you work with?

- How has your relationship with Black student athletes been sustained over the years?

Appendix I
Survey Results:

| | STRONGLY AGREE | AGREE | NEITHER AGREE NOR DISAGREE | DISAGREE | STRONGLY DISAGREE | PREFER NOT TO SAY | TOTAL | WEIGHTED AVERAGE |
|---|----------------|--------------|----------------------------|-------------|-------------------|-------------------|-------|------------------|
| Financial giving to organizations is important to me | 30.61% 15 | 42.86% 21 | 20.41% 10 | 4.08% 2 | 2.04% 1 | 0.00% 0 | 49 | 2.04 |
| Financial giving to organizations that I am currently a part of or have been a part of is important to me. | 22.92% 11 | 56.25% 27 | 14.58% 7 | 4.17% 2 | 2.08% 1 | 0.00% 0 | 48 | 2.06 |
| I am more likely to give back financially to an organization that had a personal impact on me | 57.14% 28 | 34.69% 17 | 8.16% 4 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 49 | 1.51 |
| I do not give back financially to organizations that I had a negative experience with | 48.98% 24 | 32.65% 16 | 12.24% 6 | 6.12% 3 | 0.00% 0 | 0.00% 0 | 49 | 1.76 |
| I will give back financially to organizations that have positively impacted issues and people I believe in | 46.94% 23 | 44.90% 22 | 8.16% 4 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 49 | 1.61 |
| Relationships created and maintained are an important factor in my decision to financially give to an organization that I am or was a part of | 33.33% 16 | 52.08% 25 | 8.33% 4 | 6.25% 3 | 0.00% 0 | 0.00% 0 | 48 | 1.88 |
| Knowing exactly how my financial donation will be used is important to me | 38.78% 19 | 40.82% 20 | 14.29% 7 | 6.12% 3 | 0.00% 0 | 0.00% 0 | 49 | 1.88 |
| Knowing that my financial donation is making a difference is important to me | 55.10% 27 | 38.78% 19 | 4.08% 2 | 2.04% 1 | 0.00% 0 | 0.00% 0 | 49 | 1.53 |
| I understand how financial giving impacts an athletic department | 24.49% 12 | 30.61% 15 | 22.45% 11 | 18.37% 9 | 4.08% 2 | 0.00% 0 | 49 | 2.47 |
| My athletic skills and abilities during my athletic career provided Vanderbilt with revenue and exposure | 55.10% 27 | 24.49% 12 | 8.16% 4 | 8.16% 4 | 4.08% 2 | 0.00% 0 | 49 | 1.82 |

| | | | | | | | | |
|--|--------------|--------------|--------------|--------------|------------|------------|----|------|
| Knowing exactly how my financial donation will be used is important to me | 38.78% 19 | 40.82% 20 | 14.29% 7 | 6.12% 3 | 0.00% 0 | 0.00% 0 | 49 | 1.88 |
| Knowing that my financial donation is making a difference is important to me | 55.10% 27 | 38.78% 19 | 4.08% 2 | 2.04% 1 | 0.00% 0 | 0.00% 0 | 49 | 1.53 |
| I understand how financial giving impacts an athletic department | 24.49% 12 | 30.61% 15 | 22.45% 11 | 18.37% 9 | 4.08% 2 | 0.00% 0 | 49 | 2.47 |
| My athletic skills and abilities during my athletic career provided Vanderbilt with revenue and exposure | 55.10% 27 | 24.49% 12 | 8.16% 4 | 8.16% 4 | 4.08% 2 | 0.00% 0 | 49 | 1.82 |
| Vanderbilt provided me with a quality college education | 65.31% 32 | 30.61% 15 | 2.04% 1 | 0.00% 0 | 0.00% 0 | 2.04% 1 | 49 | 1.45 |
| I was supported and treated well by faculty | 32.65% 16 | 24.49% 12 | 16.33% 8 | 22.45% 11 | 4.08% 2 | 0.00% 0 | 49 | 2.41 |

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Vanderbilt Athletics Black Student Athlete Alumni Philanthropy

and staff at Vanderbilt (those outside of athletics)

| | | | | | | | | |
|---|--------------|--------------|-------------|--------------|--------------|------------|----|------|
| I was supported and treated well by the athletic department staff including coaches and team sports staff | 30.61% 15 | 42.86% 21 | 16.33% 8 | 6.12% 3 | 4.08% 2 | 0.00% 0 | 49 | 2.10 |
| I had a sense of belonging and acceptance with other students that were outside of athletics. | 16.33% 8 | 30.61% 15 | 10.20% 5 | 20.41% 10 | 22.45% 11 | 0.00% 0 | 49 | 3.02 |

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