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Voluntary Action on the College Campus – From Theory to Practice

By Debra Floerchinger

President and Mrs. Bush committed his administration to the promotion of volunteer service in the President’s Inaugural Address in January 1989. The “Points of Light Initiative” was announced in June 1989 to advance volunteerism and community service on the national level. This initiative created a foundation to promote these ideals.

As stated by the President, “This foundation would issue a call to all individuals and institutions in America to claim society’s problems as their own, to identify, enlarge and multiply community service initiatives that work and to develop, discover, and encourage leaders in community service” (Bush, 1989).

A five-member advisory committee on The Points of Light Initiative Foundation originally met in Washington, DC, on Oct. 30, 1989, to hear witnesses and to discuss proposed recommendations. The group met to review and finalize its report on Dec. 11, 1989 (President’s Advisory Committee, 1989).

The publicity surrounding this initiative leads us to believe that volunteerism is the catchphrase of the 1990s. In actuality, volunteerism and community service have been around for a long time and their popularity has reflected a rather cyclical nature on college campuses as well as in the nation as a whole. A thorough investigation of the trends both serves to educate as well as to promote longevity of this important phenomenon.

Defining the Terms

In contrast to voluntarism, which connotes principles or values of volunteer participation in human service systems, volunteerism focuses on the persons who volunteer, the services they provide, and the professionals to whom they relate. Volunteers are defined as individuals or groups who contribute services to human service programs without remuneration (Haeuser and Schwartz, 1980).

Van Til (1988) described the three sectors of the economy in relation to community service and economics. Basically, business commands 80 percent of our economy. The government sector, which is second in size, captures approximately 14 percent of the economy’s bulk. The third sector, which is also called “voluntary” or “independent” or “nonprofit,” constitutes the remaining 6 percent of the national economy.

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David Horton Smith (1974), a leading author in the field of voluntary action, distinguished at least five main types of voluntary action with corresponding types of individual “volunteers” and various types of groups and organizations. These main types are: (1) service-oriented voluntarism, which is dedicated to helping others or doing things for others; (2) issue-oriented or cause-oriented voluntarism, which is directed at changing some kind of public issue such as the environment; (3) consummatory or self-expressive voluntarism, which is aimed at enjoyment of activities for their own sake or the sake of personal self-expression and self-realization, without any major focus on altruism or external goals; (4) occupational/economic self-interest voluntarism, which is aimed at furthering the occupational and/or economic interests of its participants; and (5) philanthropic/funding voluntarism, which is aimed at raising and/or distributing funds to non-profit and voluntary organizations of all kinds.

Here we will focus on service, issue-oriented, and philanthropic voluntary action.

America: Who Volunteers?

In 1988, Independent Sector, a non-profit organization, commissioned the Gallup Organization to conduct a national survey on the giving and volunteering behavior of Americans. The findings of this study reflect the most current published information available.

Basically, two findings provide an overview of the nature of community service activities. One is that the base of volunteerism is growing, and the other is that the profile of the American volunteer is changing. Bailey (1989) found that the typical volunteer can be characterized as the following: female, caucasian, and employed with an annual income of between $20,000 and $40,000.

Hodgkinson and Weitzman (1988) noted that in statistical terms, approximately 80 million adult Americans, or nearly half of the American adult population, are active volunteers. It is also noted that of those who volunteer, an average of 4.7 hours per week, or 244.4 hours per year, is contributed to volunteer activities. This translates into 19.5 billion hours in both formal and informal volunteering. Americans who volunteered formally in 1988 gave 14.9 billion hours – the equivalent of services provided by 8.8 million full-time employees. The value of this time is estimated at $150 billion (Berry, 1989, p. 72).

It is further estimated that more than 3,000 public and private schools have community service programs and more than 550 colleges and universities have programs involving an average of 500 students per campus. Rutter and Newman (1989) estimated that 4 percent of regular public schools required community service for graduation and about 8 percent offered academic credit for community service. Many colleges and uni-
Universities are also implementing such requirements (Dodge, June 6, 1990). In the past five years, hundreds of new programs have been created on college campuses and in high schools across the United States.

**Volunteerism on Campus**

Theus (1988) quoted statistics from a 1987 Gallup Poll that asked 542 students on 100 randomly selected campuses nationwide if they were currently involved in any charity or social service activity. Thirty-five percent answered "yes."

Another more recent study was conducted jointly during the fall of 1989 by the Higher Education Research Institute at the University of California at Los Angeles and by the American Council of Education. It questioned more than 200,000 students enrolled during the academic year at 403 colleges and universities about their academic interests, social attitudes, and goals. Among other findings, a record number of freshmen (44.1 percent) said influencing "social values" were very important to them, and 62 percent of the students surveyed had performed volunteer work within the past year (Dodge, Jan. 24, 1990; Higher Education and National Affairs, 1990).

> "From the earliest origins of higher education, the transmission and support of values or moral development has coincided with the missions of individual universities."

The Campus Outreach Opportunity League (COOL), created in 1984, is a national non-profit organization that promotes and supports student involvement in community service. COOL offers community service advice to students and staff on more than 700 campuses and in July of 1991 announced 75 campus affiliates.

Campus Compact is a task force originally organized in 1985 by a group of college and university presidents with the help of the Education Commission of the States. This group now boasts 267 presidents across the nation (N-K Collison, 1990). They admonish postsecondary educators to "undertake not only the intellectual, but also the moral training of America's collegians by institutionalizing campus-based community service and finding student volunteer opportunities" (Theus, 1988, p. 29).

Campus Compact, in conjunction with the ACE/ UCLA Cooperative Institutional Research Program (CIRP), is currently studying volunteers on college campuses and longitudinal findings should be available in 1992. Students will be interviewed to ascertain whether there are different levels of participation in colleges actively sponsoring service programs.

**Motivation and the Search for Meaning**

"You can find what you are looking for in helping others. When it comes right down to it...what all of us want out of life are two things; meaning and adventure... If you walk this path with me, I can promise you a life full of meaning...

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and adventure” (President George Bush, June 21, 1989).

Formal motivation theory often is used as a theoretical rationale for voluntary action. Just a few of the leading authors and their theories include J.R. Kidd’s (1977) discussion of extrinsic and intrinsic motives; Herzberg’s (1968) motivation and hygiene factors; Adams’ (1965) and Olson’s (1965) discussions of social exchange theory; and Homans’ (1961) equity theory. Social exchange theory defines interaction based on the exchange of costs and rewards in which participants attempt to maximize the rewards received and they minimize the costs incurred in the exchange. Equity theory, a sub-theory of exchange, defines a relationship as an exchange in which individuals incur costs and obtain rewards for their participation. Altruistic behavior has also been described as combining the three motivations of: (1) reward cost; (2) social responsibility and reciprocity; and (3) good moods and feelings.

A 1975 U.S. Census Bureau survey listed seven top reasons that people provided for their involvement in community service. The top reason given was “wanted to help people” (53 percent). Other responses included “enjoyed volunteer work” (36 percent), “had a sense of duty” (32 percent), “had a child in the program” (22 percent), “could not refuse” (15 percent), “had nothing else to do” (4 percent), and “hoped activity would lead to a paying job” (3 percent).

The 1988 Gallup survey (Berry, 1989) indicated that people who volunteer do so because of a strong commitment to personal goals and values. The most frequently mentioned motivations included the individuals need to be useful, the desire to help a family member or friend, and a sense of religious obligation. They also felt obligated to help those who were less fortunate.

Specifically on college campuses, Neale and Johnson (1969) found at the University of Minnesota, students who volunteered felt that the desire for personal experience and fulfillment of moral conviction were most important. Less weight was given to the chance to meet new friends, the fulfillment of political convictions and rebellion against society. The main reasons given by students who did not volunteer were lack of time, lack of knowledge in how to join, and unfavorable attitude toward people in social activities, lack of required skills, and lack of personal rewards in participating.

Gidron (1978) found that in student volunteers under 25 years of age, most participated in voluntary service because of the opportunity for a learning experience. In a survey of student blood donors, Leonard (1977) found that 70 percent of donors were motivated out of a sense of social responsibility, 10 percent contributed out of a sense of obligation and the remaining 20 percent donated blood for a variety of reasons.

Flitch (1987) examined characteristics and motivations of college student volunteers who were members of registered student organizations whose primary aim is to provide service to the community. The students indicated that although altruistic reasons were important, egoistic rewards were also necessary ("It gives me a good feeling or sense of satisfaction to help others") and the practice of helping others ("I am concerned about those less fortunate than me") ranked second. Of the last reasons given was that “it was an assignment or requirement for a class, organization, or group.”

Two conclusions are certain: that people have multiple reasons for volunteering, and that people’s motivations for volunteering often change through time.

Even if your campus has yet to implement a volunteer center or community service learning component, there are things you can do as an individual to promote volunteerism ...

Values Transmission in the University Community

The role of values transmission on the college campus is indispensible. From the earliest origins of higher education, the transmission and support of values or moral development has coincided with the missions of individual universities. In discussing values transmission and the role student affairs professionals should adopt, the literature is fairly specific in direction. Generally, there is an agreement that student affairs professionals should become the values leaders of the campus community. This relates to community service in a variety of ways.

Chickering (1981) hypothesized that college unions can have an impact on student growth in five major areas, including the development of humanitarian concern. Chancellor Dr. Charles E. Young (1983) stressed that the university needs to support and nurture the spirit of voluntarism as it is a “place of light, of liberty, and of learning” (p. 38).

Alfred L. Boyer reported in 1987 that students needed a relationship between what they learn and how they live. He recommended that service projects, including volunteer work in the community or college, should be an “integral part of the undergraduate experience” (p. 218). At a 1990 meeting of the American Council on Education, Boyer again suggested that institutions sponsor campus-wide discussions on a variety of topics, link students to faculty advisers on a long-term basis, and encourage students to “relate their learning to the realities of life” by participating in community-service programs (Wilson, 1990). The book Campus Life: In Search of Community (1990) outlines six principles that are noted to provide an effective formula for day to day decision-making on the campus and define the kinds of community every college and university should strive to be. These include: (1) being an educationally purposeful community; (2) an open community; (3) a just community; (4) a disciplined community; (5) a caring community; and (6) a celebrative community. Under principle five, it is specifically suggested that “all students be encouraged to complete a community service project as an integral part of the undergraduate experience (p. 54).”

Kohl, Schuh, White and Associates (1991) concluded from their examinations of a variety of colleges that “Involving Colleges provide opportunities for students to render service to their communities beyond the campus through local, regional, and international programs (p. 37).”

Social responsibility, according to Fitzpatrick (1988), has often been implied rather than explicitly stated. In her article “Social Responsibility in Higher Education,” Fitzpatrick cites current opinions regarding social responsibility as a mission of higher education and illustrates how programming fosters this mission. She challenges readers with two questions that professionals might ask: “Do we role model values that promote social responsibility?” and “How do we assist our students in using their values in particular situations?” (p. 194)

The concept of developing a sense of “mattering” is an important one to students on a college campus. “Marginal” students may be defined as students who do not feel as though they fit in or belong. Promoting volunteerism and community service has been suggested by Roberts and Brown (1989) as one specific way that universities can empower students to feel worthwhile or significant.

In spite of the urgings of academic and student affairs writers, there still seems to be a lack of action on the part of many institutions of higher education. Five specific roles for higher education were indicated by O’Connell (1985) in the development of active citizenship and personal community service. They include: research on the legitimate topic of voluntary action; teaching about citizenship and community service; providing career development in public service administration; providing education to older students.
about volunteer leaders' roles; and providing citizenship education.

The Importance of Mentors

The influence of others is documented in *Giving and Volunteering in the United States: Findings From a National Survey* (Hodgkinson and Weitzman, 1989). It was reported that 40 percent of the respondents were asked to volunteer and 39 percent learned about such activities through participation in various organizations. Further, 75 percent of the individuals who were asked to volunteer did so, while only 45 percent of all adult Americans actually do volunteer. Berry (1989) concluded from this information that many Americans are not being asked to volunteer and do not do so.

The university studies concur. Neate and Johnson (1969) noted that student volunteers were involved because their families and friends placed a high value on social action. Fitch (1987) also found that students considered parents and friends as the most significant influence on their becoming volunteers. Seventy-eight percent of the respondents in his study reported that their parents were volunteers.

Robert White (1981) stressed the importance of role models in the development of humanitarian concern and volunteerism. Potentially, students whose parents or friends are not directly involved in volunteer activity may still be encouraged by faculty and staff members on the college campus. Levine (1989) and Bajar (1989) discuss the many opportunities that students and professors may share in providing public service and in formal academic settings. Martin (1984) argued that academics in particular should be expected to be involved in social action. Many faculty persons serve as organization advisers on our campuses. Their influence in values transmission should not be overlooked (Emmell, 1983).

In addition to having a positive effect on students and their community service commitment, faculty (and staff) may have a negative influence. An interview with award-winning student volunteers discovered that many faculty members are negative about time taken away from classes and studying. Students felt that faculty members are only interested in things they want to be interested in and that they've experienced a lack of encouragement from faculty. Three suggestions or recommendations would be to provide an office that is a clear center point for coordination and networking; receive support from the university officers, including the president; and receive technical help in such things as fund raising (Newman, 1987).

Lighting Your Own Candle

The issue of mentoring was brought up by Thomas E. Richardson in 1975. He focused his arguments on the idea that professionals serve as mentors to both students and fellow staff members. We provide considerable influence on students often through others, and our influence often comes through informal settings. An important point is that "public posture and private persuasion" continue to be important. We cannot promote the values inherent in community service if students do not see us as active in service ourselves.

Other informal teaching strategies such as col-
Volunteerism may very well be an issue for the `90s. The issue is surrounded by controversy involving politicians and academicians, alike. Should volunteerism be rewarded with financial aid incentives or academic credit? Should community service be a graduation requirement? Should community service be integrated with student judicial sanctioning? Is the resurgence of interest mainly a political ploy to cover budget cuts? What role, if any, should we play in the promotion of volunteerism? These and many other questions will be raised in the upcoming decade. As a New Year's resolution, commit yourself to seeking answers to these questions and seek, as well, a personal commitment to community service and altruism on your own campus.

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**From now on in America, any definition of a successful life must include serving others.**

-- President George Bush

June 22, 1989
“Freshman Attitude Survey Shows increased Environmental Concerns,” Higher Education and National Affairs, Jan. 29, 1990, p. 6, 8.

Write an article for the “Student Development Series” in Programming magazine.

Proposals for articles may be sent to:

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