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**AUTHOR** Lajoie, M. Stephen; Weinberg, Myron S.  
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**IDENTIFIERS** \*University Industry Relationship

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INDUSTRIAL VIEWS OF FACULTY RESEARCH SERVICES

by

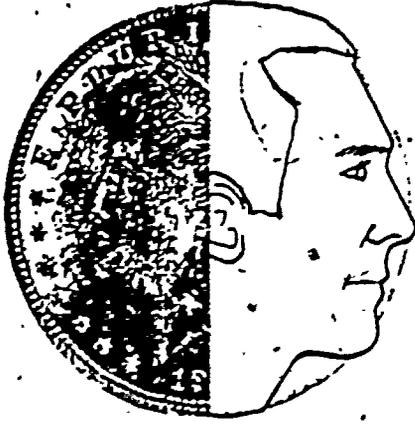
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Presented at the Third Annual Academic Planning Conference  
"ETHICAL AND ECONOMIC ISSUES: ACADEMIC SALARIES AND SUPPLEMENTAL INCOME"  
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Our discussion covers four separate subjects:

- The Role of Academic Research Services - An Industry View
- Industry's Return on the Investment
- Forms of Purchase of Research Services
- Ethical and Economic Issues

### The Role of Academic Research Services

In looking at the purchased services, we are deliberately avoiding the role of industry in supporting academia -- we are not looking at the donations or the broad support given by organizations or individuals to nurture the academic environment. Our theme is "purchased services".

We believe that industry purchases academia-based services for four purposes. Before discussing these -- in keeping with our approach in this presentation -- let us define "academia-based" services. These are, for the purpose of this discussion, all services bought from, through or including university people. As you will see later, this goes from individual consultation services at one end of the spectrum to total facility-based services involving teams of people at the other.

There are four categories of services which are purchased:

#### Role of Academic Research Services

- Available, Independent, Focused Expertise
- Peer Review
- Independent Communications Between Competing Industries or Industry and Government
- Credible Opinions

Available, independent, focused expertise encompasses opinions from and studies by university personnel who have a special expertise and know-how. The three key items are:

- Available - It may be that the most knowledgeable source of information or real capability in a special area may be within a competitor's organization or with a government group which is not available to an industrial competitor. Academia then becomes a source for expertise - expertise which is available.
- Independent - A redefinition of available; independent of ties or various binding controls such as financial or confidential agreements.
- Focused Expertise - The entire concept of academia is a collection of experts, each accumulating specific knowledge of a small area of our world by focusing his or her attention thereon. Industry can use this focus on problems summing up to the development of a relationship or the purchase of a service directed to answer rather specific questions. These services may, again, involve the individual consultant or the entire research project. These may vary from individual advice on how to approach development of a computer program to a task force assembled to make an atomic bomb -- probably the most famous academic effort of all time.

The second category, Peer Review, is just that. It makes utilization of one or more independent academicians in review of what was done to suggest the validity of an approach and the future directions of a program. We have used it often to evaluate information, point out possible inadequacies and define future steps. Again, it is dependent on the expertise of the academician, his reputed knowledge of a specific field and his freedom to act. It is one of the best techniques to review a new field or area quickly, particularly one new to the industry. Again, it is very useful to define program inadequacies. Peer Review helps in selecting future steps. It certainly helps in pointing out questions that others will ask which management should answer in advance.

In the third category, Communication Vehicles, we seek to take advantage of the objective, independent aura of academia. In one expression of this, two or more companies which may normally be competitors will support a program to resolve a common problem -- how to develop an acceptable assessment of a problem. For example, a group of pharmaceutical companies could support a program to detect and screen out contamination in a product. The companies would then contribute baseline information about the incidence of the problem and its effects -- information which would not ordinarily be shared among competitors. Here the use of the communication vehicle is also the use of available, independent, focused expertise. This sharing facilitates solution of the problem.

In another expression, one commanding more attention by this conference, the communication sought is between government and industry. Frequently, the available, independent, focused expertise is sought out by government in committees, review bodies, congresses, etc. All of these services expose the academician to government thinking processes, plans and programs. Industrial use of the same group provides us with insight into the government process and with foresight into future activities and programs. Not only that, but use of these people in the PEER REVIEW functions gives realism to definition of future programs where such programs are intended to resolve future questions.

The final use category, Credible Opinions, is one we define with some trepidation and care. That is the practice of placing assignments among academicians with the clear recognition that the results from a University or the opinion of an academician will have public credibility. The academic halo is sought in these studies. This may have been most applicable in the past decade, the 60's, when industry alone was charged with the big lie. Today it may be less effective as the public clearly becomes more and more distrustful of all institutions, industrial, governmental and academic. But it certainly is still a viable and broad use of academic service.

#### Industry's Return on the Investment

For each of the uses of academic services, there is a cost and a projected benefit. These are clear for the industrial purchaser. In each case, some special function of

academia - some special aura of the academician and his environment/are sought. In these services we see the academician in a unique light, as a unique employee of a special form of institution. He is free of ties, independent, reputable and available. The academician is unlike employees of any other institution in our culture. He can serve several masters with impunity. From this we get our return.

Clearly we industrial purchasers understand the use of these services and feel there is adequate return whether this is:

Return on Investment

- The solution to the problem from the available independent, focused expertise
- The viable future plan developed by the peer review
- The understanding of other industries or of Government through the communication vehicle

- or -

- The acceptability of a set of data or a recommendation or an opinion because of academic credibility.

Each of these represents a viable, acceptable return.

Forms of Purchase of Research Services

Research services may be purchased from academicians and/or academia through formal and informal relationships.

These are the purchase vehicles:

### Purchase Vehicles

- Individual Consultation
- Focused Grant-in-Aid
- University Project/Independent Consultant
- Incorporated Academician

The Individual Consultation is well known. The academician, operating within his formal relationship with his employing institution supplies idea, concepts and information to the part-time industrial employer. He usually does this within a formal consulting contract which spells out his rights and obligations to the industrial employer. The time used is <sup>as</sup> seen the academicians' own property to use as he sees fit for his own gain much like each of us may use our own knowledge to invest our own capital for our own gain. The unique facet of this academic service is that the academician is selling the same expertise for second income as is of interest to his primary employer. This is something no industrial or governmental employee may do.

The focused Grant-in-Aid is an informal arrangement wherein a Grant-in-Aid is given but the grantor and the recipient are in agreement as to the use of funds. In the usual Grant-in-Aid, funds are to be used as the receiving department sees fit. No strings are attached and no university overheads are applied. In the informal arrangement, a specific problem is investigated without university overheads. No individual is specially compensated over his standard academic salary.

In the University Project/Independent Consultant arrangement a formal program with full overheads for personnel used is established with the grantee institution. The Project Manager is, however, not covered in the program. He is treated as an independent consultant receiving his own compensation without overhead penalties, etc. Here the University is usually contractually bound to deliver results, although let it be said, the contract with the grantee institution is not usually enforced by the grantor as it would be if there were two industrial institutions involved.

<sup>In</sup> The the University Program, a formal, full contract is drawn up describing the entire program and its management, the time and fees involved, total overheads, etc. If the program is large, the academic institution may have an "independent" foundation to administer such affairs. Ostensibly, the institution contracts to deliver the services described. No extra-curricular compensation occurs. In fact, in large programs, the manager may have reductions of other academic duties so that there will be adequate program supervision. Here, in essence, the University is the seller of the broad available, independent, focused expertise under the academic halo.

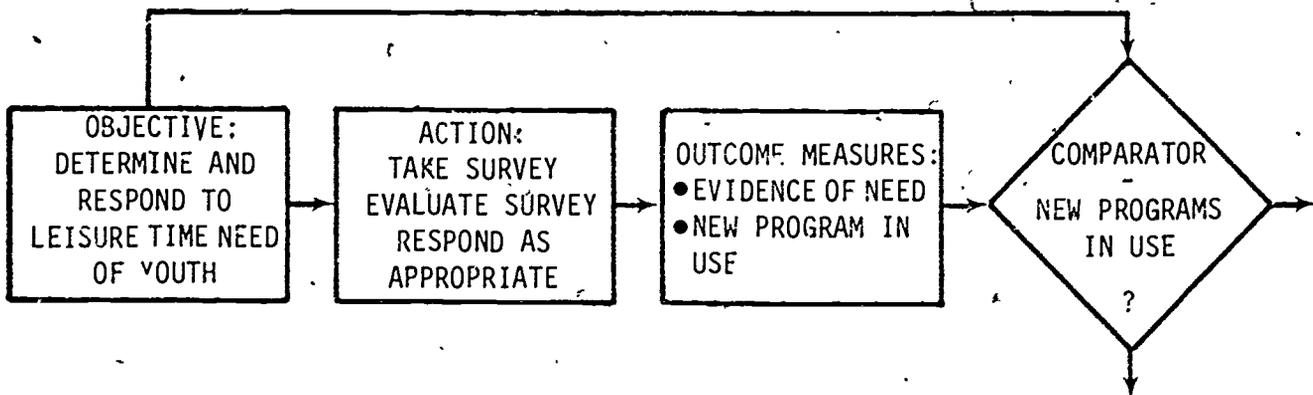
Finally, we have the difficult-to-define segment which we have termed the "Incorporated Academician". This covers the supplemental activity of some academicians who individually contract to provide research services. Such services can range from literature reviews and analysis to

complex experimentation in the computer, physical or biological Sciences services. The individual, frequently incorporated, then may use academic facilities, equipment, etc., normally under his control, e.g., as his own lab or computer or the University library, etc., in which to do the work. He handles all income, finance and management and is responsible for all outlays and performance. The institution has neither commitment nor involvement in, nor return from this effort. Yet, frequently, the results can be reported as "Dr. XYZ of ABC University reports..."

Each of these five vehicles can offer any of the four services sought by industry in dealing with academia and academicians.

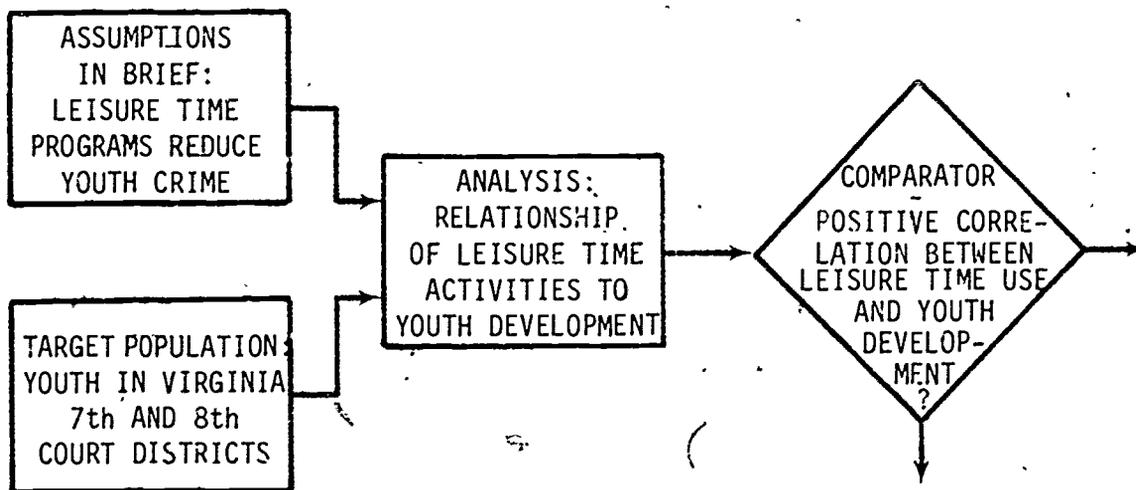
The Questions Which are Raised:

At the outset we pointed out that it was not our purpose to raise questions about the academic environment. The invitation to speak was directed at having outsiders give you their views of purchased academic services. This we believe we have done. Perhaps then, we should close. But, having the forum, we thought it might be of interest to raise, but not for us to answer in this presentation, some questions which reflect the purpose of this gathering.



THE STEPS IN ACTION EVALUATION FOR PENNINSULA TASK FORCE 2

Figure



NOTE: The positive correlation between leisure time youth activities and desirable development of youth may be developed on the basis of results obtained elsewhere than in Peninsula area.

THE STEPS IN ANALYTIC OR IMPACT EVALUATION  
FOR PENNINSULA TASK FORCE 2

Figure 8

Issues

- Economic - Is the University Compensated for Its Role in Supplemental Income?
- Economic - Have We, Through Supplemental Income Programs, Reduced the Flexibility and Freedom of the Academic Community?
  - Is There, Ultimately, Reliance by the Academician or by the Academic Institution on This Supplemental Income?
- Ethical - Are We Safeguarding the Key Role of Academicians in Teaching and Providing the Next Generation Who Will Lead Our Culture as Defined in Dr. Linnell's Charge in the Conference Brochure?
- Ethical - Are We Creating a Unique Segment of Our Society Who Sell the Same Service Twice?

In this paper we have looked at the four uses of academic services, the return to industry from these and the methods by which these are purchased. These have led us to ask some questions. We have asked these with the caveat that we cannot answer them since we, the industrial segment, are satisfied with our return from these purchases.

We thank you for inviting us to speak.

13

THE ROLE OF ACADEMIC RESEARCH SERVICES /  
AN INDUSTRY VIEW

- RETURN ON INVESTMENT

- THE PURCHASE OF RESEARCH SERVICES

- ETHICAL AND ECONOMIC ISSUES

ROLES OF ACADEMIC RESEARCH SERVICES

- AVAILABLE, INDEPENDENT, FOCUSED EXPERTISE
- PEER REVIEW
- INDEPENDENT COMMUNICATIONS BETWEEN COMPETING INDUSTRIES OR INDUSTRY AND GOVERNMENT
- CREDIBLE OPINIONS

AVAILABLE, INDEPENDENT, FOCUSED EXPERTISE

PEER REVIEW

COMMUNICATION VEHICLES

CREDIBLE OPINIONS

RETURN ON INVESTMENT

RETURN ON INVESTMENT

- THE SOLUTION TO THE PROBLEM FROM THE AVAILABLE  
INDEPENDENT, FOCUSED EXPERTISE
- THE VIABLE FUTURE PLAN DEVELOPED BY THE PEER REVIEW
- THE UNDERSTANDING OF OTHER INDUSTRIES OR OF  
GOVERNMENT THROUGH THE COMMUNICATION VEHICLE

- OR -

- THE ACCEPTABILITY OF A SET OF DATA OR A RECOMMENDA-  
TION OR AN OPINION BECAUSE OF ACADEMIC CREDIBILITY

PURCHASE VEHICLES

- INDIVIDUAL CONSULTATION.
- FOCUSED GRANT-IN-AID
- UNIVERSITY PROJECT/INDEPENDENT CONSULTANT
- UNIVERSITY PROGRAM
- INCORPORATED ACADEMICIAN

INDIVIDUAL CONSULTATION

FOCUSED GRANT-IN-AID

UNIVERSITY PROJECT/INDEPENDENT CONSULTANT

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UNIVERSITY PROGRAM

INCORPORATED ACADEMICIAN

ISSUES

- ECONOMIC - IS THE UNIVERSITY COMPENSATED FOR ITS ROLE IN SUPPLEMENTAL INCOME?
- ECONOMIC - HAVE WE, THROUGH SUPPLEMENTAL INCOME PROGRAMS, REDUCED THE FLEXIBILITY AND FREEDOM OF THE ACADEMIC COMMUNITY?
  - IS THERE, ULTIMATELY, RELIANCE ON THIS SUPPLEMENTAL INCOME?
- ETHICAL - ARE WE SAFEGUARDING THE KEY ROLE OF ACADEMICIANS IN TEACHING AND PROVIDING THE NEXT GENERATION WHO WILL LEAD OUR CULTURE AS DEFINED IN DR. LINNELL'S CHARGE IN THE CONFERENCE BROCHURE?
- ETHICAL - ARE WE CREATING A UNIQUE SEGMENT OF OUR SOCIETY WHO SELL THE SAME SERVICE TWICE?

Therefore, a training program was developed to prepare professionals, who in turn could prepare volunteers, who in turn could relate more effectively to the needs and interests of adolescents.

A curriculum was developed based on needs identified earlier. Extension Specialists from Pennsylvania, Texas, and Extension Service - 4-H, United States Department of Agriculture planned and conducted the program. Several teaching methods were used during a five day staff training including small group skill-developing activities. Content and methods were selected and arranged such that the training format could be used as a model. The participants then designed volunteer training based on the model.

Since the role of the volunteer with adolescent youth groups had been defined as counselor/advisor, interpersonal communication skills became the focal point for the staff training. Close to half of the training time was devoted to instruction and practice in skills such as listening, attending, and problem solving. In addition, sessions were devoted to youth development, strategies for programming with adolescents, and volunteer leadership development. Each participant completed a tentative plan for implementing adolescent programming in their communities. These plans included recruiting and training volunteers and strategies for conducting the program.

An outline of the staff training appears below:

#### Project Staff Training Model

##### Orientation

Rationale of Project

Understanding Youth

Youth as a social category

Development

Socialization process

Research findings related to teen programming

Interpersonal Communication Skills (helping skills)

Leadership

Criteria for identifying individuals who relate well with teens

Supportive role of professional staff with volunteers

Leader training and counseling

Program Planning

Behavioral model for working with youth

Teen involvement in program planning

Social action

Program Approaches

An overview of possible program approaches

Application of Training Model

Develop implementation plan for volunteer training model in individual counties

Bibliography

#### FOLLOW-UP TRAINING

Another feature of the staff education program was the follow-up training and counseling that continued after the formal training. These informal sessions were conducted by Extension Specialists as a result of an immediate request or as part of regularly scheduled staff project meetings. As a result, staff were able to keep informed of what each was doing, share ideas, and resolve questions that emerged as the project progressed. This follow-up was found to be a very essential part of the staff development program.

In summary, the participants completed the training feeling quite positive about their experience. The program met the needs of the staff and with slight modification it could be duplicated for other staff.

It appears that of all the different content areas received by the participants, the helping skills areas had the greatest impact. This can be explained to some extent by the fact that nearly half of the training time was given to this area. Even with the emphasis on helping skills, the staff felt that more follow-up training was needed in all content areas. The participants believed for the most part that the in-service program prepared them for conducting an adult training program at the county level.

Evaluation of the training produced some concerns. Participants indicated the training presented "too much, too soon." It was suggested that the training be conducted in two shorter sessions rather than the one five-day session. The follow-up materials and sessions were helpful in reducing this concern. The group generally felt that there was a good mix of teaching methods utilized, but that more discussion time could be spent on problem solving, understanding youth, and programming with youth.

#### VOLUNTEER TRAINING

Participants in the staff training returned home to begin implementing their plans for adolescent programming. Their first task was to recruit volunteers and provide a training program for them.

The content of any volunteer training program will be determined to a large extent by the time available, the needs and interests of the volunteer, and the comfort level of the staff with the various content areas. The aim of their training was to have the volunteers become more skillful in.

- working in a flexible setting,
- listening,
- counseling,
- problem solving,
- gaining rapport with adolescents,
- carrying on meaningful conversations,
- involving youth in programming.

The majority of the volunteers can be expected to complete the training when there is a high interest level on the part of volunteers, built in

staff expectations for the volunteers, and good instruction.

Volunteers found four two-hour sessions to be optimum for the length of training. The content was found to be quite helpful to those working with youth. The training programs included interpersonal communication skills, program planning, and understanding adolescent youth.

The following is one of the training outlines:

#### Volunteer Training - Content Outline

- I. Introduction
  - A. Background and Purposes
- II. Developing a Helping Relationship With Youth
  - A. Conditions
  - B. Introduction of Skills
- III. Interpersonal Communication Skills (helping skills)
  - A. Attending Behavior
  - B. Body Language
  - C. Listening For Content
  - D. Labeling Feelings
  - E. Listening For Feelings
  - F. Putting Content and Feelings Together
  - G. Defining the "Thematic Area of Concern"
  - H. The Holding Pattern
  - I. Steps in Problem Solving
- IV. Understanding Youth
  - A. Youth As A Social Category
  - B. Development
- V. Program Development
  - A. Program Model
  - B. Planning and Organizing Activities

An important part of the volunteer training program appears to be follow-up. In some instances, there were small group follow-up sessions and in others, there were individual follow-up sessions. But in all cases the volunteers felt that the follow-up sessions were useful in discussing situations and sharing ideas. The volunteers who did not receive follow-up opportunities felt that the follow-up sessions would be most helpful in overcoming disappointments and creating new interest in working with adolescents.

In general, the volunteers felt that the training helped them with listening, non-verbal interpretation of behavior, one-to-one communication, and gave them a better understanding of what adolescents are really saying and feeling. The training helped the volunteers gain confidence in themselves, which resulted in their being more relaxed when working with youth. In general, the volunteers agreed that they had not been listening to what youth had been saying.

#### PROJECT EVALUATION

Throughout the project various evaluation methods were used with staff and volunteers. In addition, the effectiveness of a program such

as the one described here can be assessed by the youth participants.

More than 600 adolescent youth in the project counties participated in either a continuing group experience or short-term social recreation activities planned by a continuing group of youth. All of the continuing groups had adult advisors who had participated in the volunteer training described earlier. The youth found their group experiences to be quite positive and desired more of the same. The adult volunteers felt their training had been important in preparing them to work with the youth groups. Training in the helping skills and problem solving appears to have greatly enhanced the adult's "comfort level" in working with adolescent youth. In addition, those groups where the adult advisor was able to be patient and assist the youth in understanding and acquiring group process skills were more successful groups. Successful in that they functioned throughout the project period and produced satisfaction on the part of both youth and adult advisors.

Many of the youth who participated in the project groups can be described as "non-joiners." They were not members of youth organizations and their participation in school and non-school activities was quite limited. Also these youth had had little or no experience in interacting with adults in anything other than situations when adults have an authoritarian role such as home and school.

Therefore, while the youth were enthusiastic about being in a group where they could plan their own activities, they lacked the group process skills that would allow real consensus and planning to come about. In addition many of them were skeptical as to whether the adult advisors would in fact allow the youth to do their own planning.

Adult advisors of adolescent youth groups then must be prepared to build a trust relationship with the youth and at the same time assist them in developing group process skills so the groups can function.

#### SUMMARY

Adolescent youth constitute a challenge for those organizations and agencies who seek to provide informal educational opportunities for them. Staff and volunteers who cooperate in these programming efforts require training, follow-up training, support, and long-term commitment from all levels of the organization. The content of a development program for staff and volunteers coupled with the trainees' enthusiasm is critical for success. We believe the staff and volunteer training described here can serve as a model for other organizations.

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## PREPARING THOSE WHO MANAGE VOLUNTEERS

### A MODEL FOR EFFECTIVE OFFICE ORGANIZATION AND MANAGEMENT

Denise Gutman and Clifford Stern  
H.E.L.R. Volunteer and Community Services  
Hofstra University  
Hempstead, New York 11550

In this paper, we will present our model for effective and efficient office organization and management. We will show how the volunteer office can integrate the faculty, administration, and academic departments of the university into their volunteer programs. We will show how to provide the most service a volunteer can to the student body; we must serve the student's academic and social needs as well as provide them with referral services and direct services. We will also show the volunteer programs how to serve the community's social agencies needs and how to establish trust and credibility within the community. Here, the role of public relations and the volunteer office advertising plays a large role in establishing credibility with all three factions: administration, student body, and the community. For any volunteer office to be successful, creating the aura of trust is the first step in the journey of a thousand.

Our model for effective office organization and management has three facets to deal with. Our model therefore, will be set up showing how to integrate the volunteer office with each facet separately and then how to intergrate all three together in various combinations.

#### Facet I - Developmental Phase of Our Model How the Office is Structured Internally: Relationships and Duties

A volunteer program with a well structured, well defined staff is the first step in management of a volunteer program.

The Administrative Director is the full time supervisor of all volunteers, office staff, volunteer programs, budget and finances and volunteer placements. The Director is also responsible for developing new programs and office public relations.

The Head Program Coordinator's job is to act as a liaison between the agency, the Program Coordinator and the program objectives. His duties involve follow-up of the volunteers' placement; procedures for fast volunteer placement; organizing and problem solving for the Program Coordinators; trouble shooting with individual volunteers; and maintaining agency-volunteer rapport.

The Office Manager's job consists of managing and organizing all office operations and staff assignments; publicity, large mailings, printed posters, press releases, student newspapers, commercial ads, and dittoed handouts.

The Office Staff responsibilities are many: Visiting and reporting on different agencies; publicity initiation (ads); producing the monthly

newsletters; volunteer placements; answering all telephone and mail requests; conducting campus campaigns; speaking in various classes on campus about various volunteer opportunities.

The Program Coordinator's job is to check with the agency to make sure the volunteer is cooperating with the agency framework. He acts as a public relations rep to create good will and cooperation between school and agency and problem solver for any discord with the volunteer and the agency. The Program Coordinator works in conjunction with the Head Program Coordinator and the Program Evaluator. Every month, the Program Coordinator submits a report to the Head Program Coordinator telling of the progress of the volunteers, the program, and any problems that may have arisen (see addendum 1).

The Program Evaluator's job is to collate all the volunteer's impressions of the agency and the agency's impression of the volunteer. Working with the Program Coordinator, the Program Evaluator receives the agency's evaluation of each volunteer. This information is put into the volunteer's file. Each volunteer is given an evaluation form (see addendum 2) to rate the agency they worked at. This information is collated and put into the placement index as a rating from one to five.

Facet II - Fact Finding and Data Gathering  
How the Office Organization Meets the Community Needs  
Volunteer Job Development

Volunteer job development is a motivational necessity of volunteer programs. This concerns not only writing better volunteer job descriptions, but the process by which we can arrive at a meaningful volunteer job.

We assign staff members specific agencies that we would like to have checked out. There is much more to an agency than just a contact person and an address. By sending members of our staff out to various locations, we can have a better feel for volunteer placements. There are some agencies that look great on paper, but when we go to check it out, we realize that it falls short of our expectations. This little personalization in volunteer referrals makes our program quite unique. For example, we had a request from a Head Start Program in a very affluent area, which many students inquired about because of the location's convenience. From the information we had from the agency, it seemed like a good place for a volunteer to gain experience working with pre-school children. However, when our staff went to visit this agency, we found the building in a poor state of repair, the children unsupervised, and the agency staff skimpy and disorganized. If we had sent a volunteer to this program, they would have become very dissatisfied and stop going. It is senseless to lose a volunteer before we even have him.

Visiting agencies is also a good time to find new agencies and programs to initiate. Job development is essential to a successful program.

Attending conferences is an important method of developing a volunteer office and recruiting new ideas. Some of our most useful information we have attained was through national, regional, or local conferences.

### Volunteer Follow-Up

Volunteer follow-up is an important facet. It is done to ensure that the agency is pleased with the volunteer service that it is receiving from our student volunteers. A volunteer's commitment to work at an agency is very important. If the volunteer breaks that commitment, it is the job of the volunteer office to find out why and to let the agency know. If many volunteers broke their commitment and didn't come to do their volunteer work, the agency would become displeased and not want any more volunteers.

### The Placement Index

Being our sole unique and innovative idea, the placement index is the book which contains all our community requests. Listed under specific categories: emotionally disturbed, physically handicapped, hospitals, day care centers, high school tutoring, etc., we have vital information about each agency. This includes the capacity in which the volunteer would be used, how many volunteers are needed, as well as specific information and an overall rating.

### The Regional College Organization

This is where the college volunteer programs in an area have a central clearinghouse to channel volunteer requests from the community. (In our area, it is LIRACHE, Long Island Regional Advisory Council for Higher Education.) If a request cannot be filled by one school, another may be able to provide the services needed. A regional center for area volunteer programs also serves as a source to exchange and test new ideas. (See addendum 3).

It is through these organizational devices that our office can better meet the needs of the community.

### Facet III - Our Program in Implementation and Initiation How the Office Organization Meets the Student and University Needs

#### Recruitment

The recruitment campaign is a large public relations drive which on the university level, is very important. Brain storming for the school year's volunteer recruitment campaign theme must be well thought out. This year's campaign theme was Career Experience Through Volunteerism. We submit articles, advertisements, and weekly reminders in every publication on campus telling people of the relevance volunteerism can play in their career goals. Eye-catching posters are placed throughout the campus and brochures are printed showing the relevance between particular majors, certain career opportunities, and different volunteer jobs. Staff members will speak in many classes about volunteer opportunities that the people in class might be interested in. We also try to get to freshman lecture halls in the beginning of the semester before their work load gets too heavy and give them a broad view of all the different types of volunteer work available to them. (New freshman are usually eager to get involved in all campus activities.) (See addendums 4 and 5).

### Tutor Training Sessions

This year we invited Michael Jones, a researcher on tutor advice, to give us a two day lecture on tutoring tips. This not only benefits our volunteers and staff, but also benefits the university, for we make the session available to all faculty, administration, and interested campus groups.

### Direct Service Programs

Among volunteer jobs in the community, a volunteer office should supply on-campus volunteer work. Listed below are some of the volunteer services that the H.E.L.P. Program provides:

Peer Tutoring. A tutoring service for all Hofstra students having trouble in their courses; all tutoring is done by other Hofstra students who have taken that course and have a good understanding of the material.

The Outreach Hotline and Walk-In Center. Located in our student center, is where they offer advice, help, counseling, a friendly smile, and coffee and doughnuts in the early hours of the morning during finals week.

The Ambassador Program. Makes possible the chance for a high school student to see what college is like by being with a Hofstra student for a day.

The Talent Bank. Is made up of Hofstra students who provide musical or artistic talents for workshops or entertainment.

### Volunteer Orientation Program

Each agency we deal with has an orientation program to acquaint the volunteer with agency procedure. To supplement this, we hold a meeting every month in which we show a film, or have a guest lecturer talking about various problems the volunteer might come up against. Afterwards, the volunteers talk and get to know one another.

### College Credit for Volunteer Work

This is a big plus for both students and the university. Our office, in conjunction with the Off-Campus Education Center has developed a program where it is possible to receive up to twelve semester hours for doing volunteer work. This is an important step because it gives the students a chance to complement their course work as well as adding an extra incentive to be a volunteer. (See addendum 6).

### Workshops in Conjunction with Other University Departments and Clubs

When an organization is active, all the students and faculty immediately learns about what that organization does. Therefore, it is essential for a volunteer office to be sponsoring, or co-sponsoring with other clubs, various events and workshops. For example, this year our office co-sponsored a workshop on Rape With the Women's Center and the Sociology Department, co-sponsored a five day Alcohol Awareness Conference, as well as sponsoring a couple in a dnace marathon to raise money for cancer.

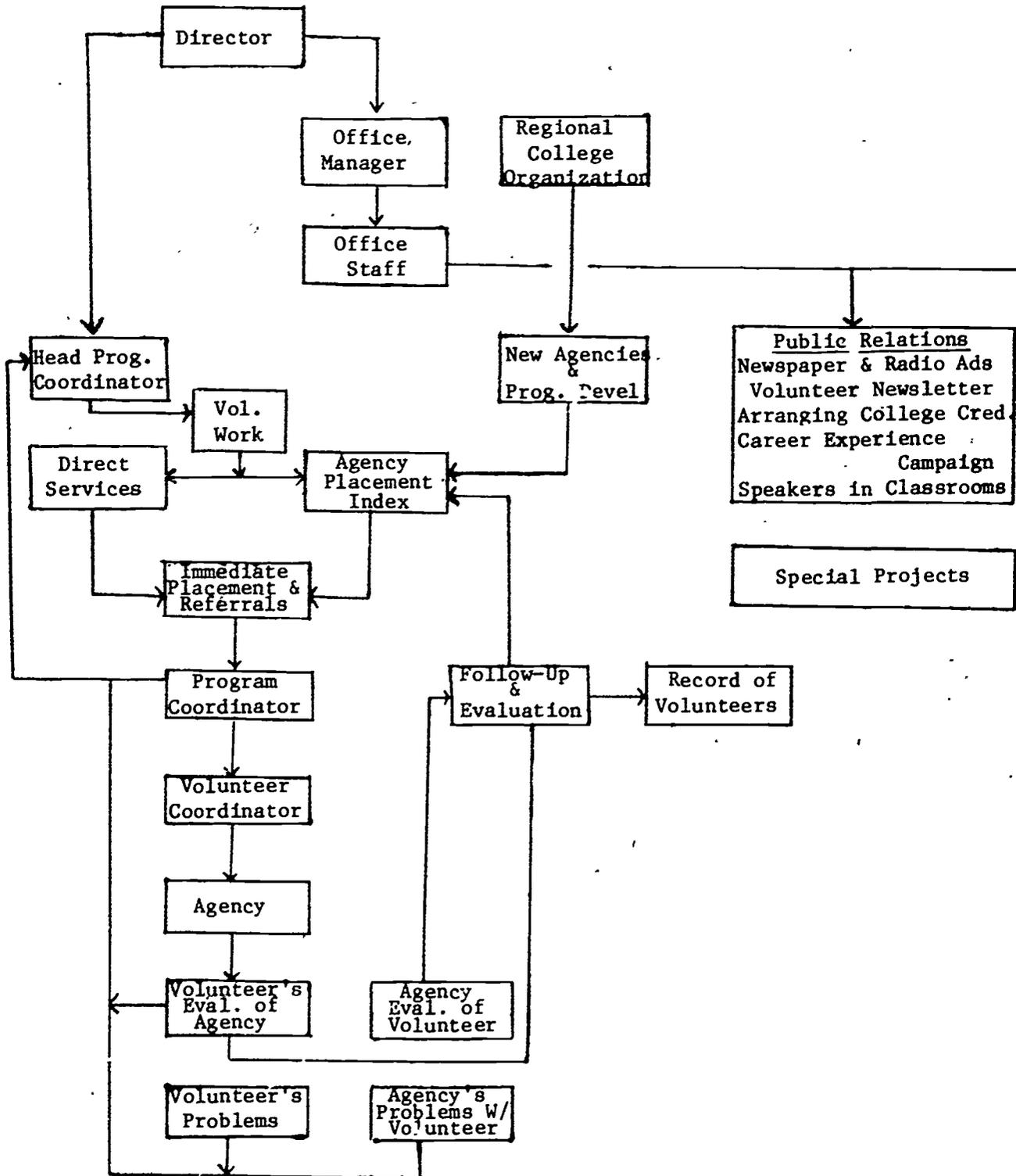
It is through these channels our volunteer program serves the students and the University's needs.

#### Summary

We can see how important it really is for those who manage volunteer offices to be well advised and organized. The efficiently managed college staff realizes the student needs, the community needs, and develops a pivotal relationship whereby each satisfies the others needs. An effective and respected volunteer office is not only as asset to the university, the students and its agencies, but also plays an intergral part in the community, for it ties in the world of academia to the professional world.

Of course, this paper is only a model for a college volunteer program. It is a program's responsibility to constantly strive for new ideas, better methods, experimentation and development.

Flow Chart for  
Office Structure and Effective  
Implementation



H.E.L.P Coordinator's  
Monthly Report FormDate: 10/26/76Name: Elyse DavidsonProgram: Peer Tutoring

General Program Progress Report- Fliers were hung on all of the floors in all of the towers. I spoke with a few professors asking for their help in obtaining volunteers. Letters are being sent out to the tutors letting them know that if they are not tutoring but want to be involved, they can come in and be placed in another program but their name will still remain in the peer tutors' file.

Specific Comments Pertaining To Volunteers- Professor Seldow from the Finance Department was particularly helpful. She gave me her phone number to give to one of my tutors so that she could help out. Howard Roth from the Accounting Society has also been helpful in obtaining tutors. H. Glaser, the chairman of the physics department, acknowledged my letter that I sent to all professors by sending me a tutor

Other: (Comments, Problems, Et Cetera)

There is a shortage of tutors in chemistry, physics, and quantitative methods.

Statistics

31 people requested tutors  $\left\{ \begin{array}{l} 19 \text{ have tutors} \\ 2 \text{ dropped the course} \\ 10 \text{ are not placed} \end{array} \right.$

HOPSTRA EDUCATIONAL LEAGUE FOR PROGRESS  
VOLUNTEER AND COMMUNITY SERVICES

VOLUNTEER AGENCY EVALUATION FORM

AGE: \_\_\_\_\_ SEX: \_\_\_\_\_ YEAR IN SCHOOL: \_\_\_\_\_ MAJOR: \_\_\_\_\_

PART I

WHAT TYPE(S) OF AGENCY ARE YOU CURRENTLY WORKING IN?  
(please place a check next to as many as apply)

Big Brother/Sister _____	Orphanage _____
Counseling center _____	Community Service _____
Physically Handicapped _____	Day Care Center _____
Tutoring: High school _____	Corrections _____
Jr. High _____	Youth Agency _____
Elementary _____	Geriatric _____
Drug Treatment _____	Mentally Retarded _____
Alcohol Treatment _____	Hospital: Medical _____
Emotionally Handicapped _____	Psychiatric _____
Recreation _____	Other: (please specify) _____

IF YOU HAVE HAD PREVIOUS VOLUNTEER EXPERIENCE WHILE IN COLLEGE, WHAT TYPE(S) OF AGENCY DID YOU WORK IN? (please place an X in the appropriate spaces above)

WHAT IS THE NAME OF THE AGENCY THAT YOU ARE CURRENTLY WORKING IN?

\_\_\_\_\_

HOW LONG HAVE YOU BEEN VOLUNTEERING AT YOUR PRESENT AGENCY?

Less than 1 semester _____	3-4 semesters _____
1-2 semesters _____	over 4 semesters _____
2-3 semesters _____	

VOLUNTEER AGENCY EVALUATION FORM

-2-

WHILE IN COLLEGE, HOW MANY YEARS HAVE YOU BEEN INVOLVED WITH VOLUNTEER WORK?

less than 1 year\_\_\_

3-4 years\_\_\_

1-2 years\_\_\_

over 4 years\_\_\_

2-3 years\_\_\_

DID YOU DO VOLUNTEER WORK WHILE IN HIGH SCHOOL?

YES\_\_\_

NO\_\_\_

IF SO, FOR HOW LONG? \_\_\_\_\_

WHAT TYPE(S) OF AGENCY DID YOU WORK FOR? \_\_\_\_\_

\_\_\_\_\_ (please use the list of agency types on the front page of this form for reference)

PLEASE CHECK OFF YOUR REASONS FOR DOING VOLUNTEER WORK:

Personal status\_\_\_

Personal satisfaction\_\_\_

To gain work experience\_\_\_

Testing out your career choice\_\_\_

Course requirement\_\_\_

Member of immediate family is handicapped\_\_\_

Friend is handicapped\_\_\_

Friend suggested it\_\_\_

Want to explore possible career areas\_\_\_

Looks good on resume\_\_\_

Other: (please specify)\_\_\_\_\_

PART II

On the following pages, you will find questions dealing with specific areas of your volunteer placement. Below each question there will be two words to describe YOUR experience in your agency, as well as how you perceive the agency's



VOLUNTEER AGENCY EVALUATION FORM

-4-

HOW DID THE AGENCY STAFF REACT TO YOU AS A VOLUNTEER?

Warm \_\_\_\_\_ Cold  
Open \_\_\_\_\_ Aloof  
Treated as member of the team \_\_\_\_\_ Treated as an outsider to the group

WERE YOU GIVEN ASSISTANCE BY THE AGENCY STAFF WHEN CONFRONTED WITH A PROBLEM?

A lot of assistance \_\_\_\_\_ No assistance  
Eagerly given \_\_\_\_\_ Resistent

WAS THIS ASSISTANCE:

Very Helpful \_\_\_\_\_ Not helpful  
Confusing \_\_\_\_\_ Clear

WHAT AGENCY RESOURCES ARE AVAILABLE TO YOU? (check as many as available)

Films and presentations \_\_\_\_\_  
Supervisor meetings \_\_\_\_\_  
Staff meetings \_\_\_\_\_  
Case presentations \_\_\_\_\_  
Special lectures \_\_\_\_\_  
Don't know \_\_\_\_\_  
Other: (please specify) \_\_\_\_\_

IF THESE RESOURCES ARE AVAILABLE, DO YOU :

Attend most of them \_\_\_\_\_ Cannot attend at all:

WHY: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

VOLUNTEER AGENCY EVALUATION FORM

-5-

HOW MUCH SUPERVISION DOES THE AGENCY PROVIDE?

Too much    \_    \_    \_    \_    \_    \_    \_    Too little

ARE THE HOURS EXPECTED FOR VOLUNTEERING AT YOUR AGENCY:

Convenient    \_    \_    \_    \_    \_    \_    Inconvenient  
Too many    \_    \_    \_    \_    \_    \_    Too few

IS THE PHYSICAL PLANT OF THE AGENCY:

Conducive to volunteer work    \_    \_    \_    \_    \_    \_    Inhibits the impulse to do volunteer work  
Is near to your home    \_    \_    \_    \_    \_    \_    Is far from your home  
Well kept    \_    \_    \_    \_    \_    \_    Not kept up  
Cheerful    \_    \_    \_    \_    \_    \_    Depressing

HAS YOUR H.E.L.P. COORDINATOR BEEN:

Helpful    \_    \_    \_    \_    \_    \_    Not helpful  
Available for questions    \_    \_    \_    \_    \_    \_    Not available at all  
Communicative of resources available    \_    \_    \_    \_    \_    \_    Non-communicative of resources available  
Considerate    \_    \_    \_    \_    \_    \_    Inconsiderate  
Reliable    \_    \_    \_    \_    \_    \_    Unreliable

ON THE WHOLE, THE CLIENTS THAT YOU HAVE BEEN WORKING WITH:

Appreciate your help    \_    \_    \_    \_    \_    \_    Do not appreciate your help  
Look forward to seeing you    \_    \_    \_    \_    \_    \_    Avoid seeing you  
warm    \_    \_    \_    \_    \_    \_    Cold  
Have made progress    \_    \_    \_    \_    \_    \_    Have made no progress



# COLLEGE VOLUNTEER PROGRAM NEWS

LIRACHE

LONG ISLAND REGIONAL ADVISORY COUNCIL ON HIGHER EDUCATION

Volume II, Number 1

Fall, 1976

## Community Eager To Involve Students

Getting the most out of college presents a challenge to every student. In recognition of the vast potential resource students are, community agencies have created literally thousands of positions throughout Long Island.

Youth programs, psychiatric and general care hospitals, schools (all grades), geriatric facilities, consumer protection agencies, museums, hotlines and day care centers are examples of agencies offering a wide range of positions for college students.

Last year more than 940 students made community services an important part of their college education. This program was sponsored by Adelphi University, C.W. Post College, Hofstra University, Molloy College, Nassau Community College, New York Institute of Technology, and SUNY College at Old Westbury.

A Volunteer & Community Service office operates on each campus matching student needs and interests with appropriate placements in the community. This gives the students the opportunity not only to provide much needed services, but also to test for themselves possible career alternatives. This enables students to get a "feel" for what a profession is all about BEFORE investing years of study prior to entering the field.

Trained and supervised by agency professionals, student volunteers (graduate and undergraduate) serve as counselors, teacher aides and tutors, research assistants, occupational and physical therapy aides, Big Brothers and Sisters, interpreters for Spanish speaking residents, youth workers, and so on.

As Ms. Nancy Belowich, present Director of the H.E.L.P. Program at Hofstra said, "Volunteering provides people with the chance to learn helping skills. We must begin to incorporate the university into the community at large rather than isolate ourselves for four years and then try to join the community."



Representatives from seven Nassau County colleges discuss plans for the upcoming year.

## Cooperative Effort Expands to Suffolk; Considered National Model

Initiation of a cooperative College Volunteer and Community Service Program in Suffolk County, similar to the seven college effort in Nassau County, has been made possible by a \$47,000 grant from a local private foundation.

At least five Suffolk County colleges will be launching new programs or expanding those already underway: Friends World College, Southampton College, S.U.A.C. Farmingdale, S.U.N.Y. Stony Brook, and St. Joseph's College.

The program, considered a model for the nation, utilizes a centralized clearinghouse which assists in increasing efficiency of operation while reducing duplication of effort.

Program development is facilitated via monthly meetings of representatives from each campus program at which time joint projects and publications are developed and possible solutions to common problems are discussed.

Although presently there are 107

consortia composed of more than 1,100 colleges and universities in the United States, the Long Island Regional Advisory Council on Higher Education (LIRACHE) is among the first to attempt such a cooperative arrangement for the benefit of the university community and the community at large.

Ms. Jeanne Carney, Director of the National Student Volunteer Program (NSVP), which is one part of ACTION, the federal volunteer agency, believes that "the development of LIRACHE's College Volunteer and Community Service Program is indicative of a growing commitment towards service-learning opportunities for students. The consortium approach is most helpful in heightening academic awareness of the direct relation between active community involvement and one's education."

Ms. Carney goes on to say that, "In an area with a great number of colleges or high schools, one is better able to handle overlap and coordinate activities. You do not have 1,000

(Continued on back page)

**Do You Have A Job Lined Up After Graduation  
or Are You Going To Be**

# **AN EDUCATED BUM?**

**Let CAREER EXPERIENCE through  
volunteering work for you!**

- Test your career possibilities*
- Get solid experience in your field*
- Gain work experience for future positions*
- Meet the people in your field*
- Apply classroom knowledge to practical  
learning situations*

**Psych-Sociology-Education-**

**Pre-Law**

**Pre-Med**

**We specialize in volunteer placements  
for you:**

- Special Education   Day Care Centers   Group Homes**
- Hempstead Law Office   Peer-Tutor   Counseling Therapy**
- Psychiatric Hospitals   Schools-all levels   Talent Bank**
- Outreach Hotline and Walk-in   Big Brother-Sister**
- General Hospitals   Tutoring Elem.and High SCH.**
- One:To:One   Out-patient Clinics**

**The H.E.L.P. Office-Rm. 216 Stu. Center**

**x-3230   9am.-5pm. Mon-Fri**

OUTLINE FOR SPEAKING IN CLASSES

Basic Information:

1. The H.E.L.P. Volunteer Program, the first and largest of its kind on the island, was founded 1968 by a group of students who wanted to do something in the community after the death of Martin Luther King Jr.
2. H.E.L.P. provides two kinds of services
  - (a) Direct Services, usually on campus - Peer tutoring, Outreach, Disabled Students Organization
  - (b) Referrals, usually off campus - agencies in the community.
3. Reasons for volunteering have changed. It used to be pure altruism. Now it's mostly need for experience.
4. No transportation? We have an automatic van which can be lent to any full-time Hofstra student with a driver's license.

II Why volunteer?

1. Gives you a chance to put theoretical work to test in an applied setting.
2. Provides you with practical work experience for future job resumes or grad schools.
3. Gives you an opportunity to test out various careers.
4. Lets you decide before graduation what fields you are or are not interested in.
5. Keeps you in touch with the outside world.
6. Viable and constructive social outlet - chance to meet other active, involved people.
7. Sometimes it could lead to a job.
8. Academic Credit with Off Campus Education office for any undergrad who wants an internship.
9. Gives you a chance to keep in touch with people of all different ages and backgrounds.
10. Gives you a chance to help others - personal satisfaction
11. It's a learning experience for you and for others.

III What to stress:

1. **COMMITMENT** - think of your volunteer experience as a regular job - People are relying and depending on you. **BE RESPONSIBLE.** Don't overcommit yourself.
2. Civil Service counts volunteer work as regular job experience
3. Letters of recommendations.

Center for Off-Campus Education  
206 Weed Hall  
516 560-3462

H.E.L.P.  
Volunteer & Community Services  
216 Student Center  
516 560-3230

GUIDELINES FOR CONVERTING HELP INTERNSHIPS  
INTO OFF-CAMPUS EDUCATION PROJECTS

1. Determine the specific nature of, and your role in, your present internship. What is it you do there? What is the goal or aim of your work?
2. What academic area or discipline best incorporates your internship? Is this different from the academic area or areas which best define the goals and operations of the firm or organization of which your internship is a part?
3. Are you clearly exposed to work situations involving a knowledge or study in the above discipline or disciplines? If not, is it possible to alter your present internship to encompass or touch upon this academic discipline or areas?
4. Now you must focus in. Define your internship through a specific aspect or subdivision of its discipline. Your internship may be interdisciplinary -- falling in two different academic areas. If so, narrow it down to subdivisions in both areas.
5. Decide if you want to approach your internship from one or more disciplines, if it is clearly interdisciplinary. You may want to focus in on only one aspect rather than two or more.
6. Make sure that you have some background in the field of your approach.
7. Discuss the above findings with the HELP office. Are your findings consistent with the Director's understanding of your internship and the OCE program? If not, you may have to re-define the nature and function of your internship. If you have defined for yourself an academic interest but your present internship does not touch upon this area, you may want to find another internship and/or site capable of fulfilling it.
8. You must now speak with your academic advisor, explaining your tentative OCE project. If he or she believes your idea is feasible, academically viable, and consistent with your overall undergraduate program, he or she should agree to your pursuing OCE credit. Please note that you cannot formally propose an OCE project without your advisor's approval and signature.

9. Visit the OCE office. OCE staff will explain the procedure of the program and will provide you with the necessary documents. He or she will also explain the details and emphasis of the OCE committee, including how to write your proposal to present your ideas in a clear, concise manner. Remember, the OCE committee examines proposals for academic viability so this component of your proposal must be covered thoroughly.

Please note that OCE projects are a combination of academic learning and practical experience. The OCE committee will not approve any proposal which does not effectively integrate the two -- the acquisition of practical skills does not constitute academic learning.

10. You must now go and find a full time Hofstra faculty member to become your Faculty Correspondent, the person who will work with you on the academic component of your project. He or she must be conversant in the academic area of your project.
11. Find someone at the site of your internship willing to act as your On-Site Supervisor: He or she must be willing to write monthly reports of your progress and a final evaluation to your faculty correspondent, as well as provide on-going supervision and weekly conferences. For providing this service, the OCE office reimburses the O-SS from your tuition. The O-SS should understand from the onset that you are there to learn and work; you should not be utilized as a gopher or secretary assigned to menial tasks.

Please note that all OCE students must keep a daily log of their experiences, submit monthly reports of their progress to their faculty correspondent, and must submit at the conclusion of their project a learning summary. The faculty correspondent may require additional products as mentioned.

12. Together you and your faculty correspondent should formalize your ideas into a typewritten proposal. Once written, he or she should read it carefully, making sure your ideas are conveyed clearly, the language is correct, and both the practical and academic components of the proposal are specified. Most important is defining precisely products for evaluation. Books and articles to be used should be listed. The topic or topics of the paper or papers should be stated. Please note that the topic or topics must be consistent with the academic aspect of your internship; it should not be tangential but should be an integration of your readings and experiences. The topic or topics of your products should reflect a specific education objective, or objectives, -- the subject(s) of your investigation, or what you hope to learn -- in this OCE project.

13. Before submitting your proposal for review by the OCE committee procure the signatures of your advisor and faculty correspondent. Then, submit your proposal and On-Site Supervisor's statement to the OCE office.
14. The OCE committee will review your proposal, accepting it as a contract, disapprove it, or make suggestions or amendments. If the latter, these suggestions and/or amendments will be communicated to you.
15. If the committee made recommendations and suggested changes, you must then write a Contract, or the document which incorporates these suggestions of the committee with the ideas of your proposal. This document, which must also be signed by your advisor and faculty correspondent, is then re-submitted to the committee for final approval.

VOLUNTEER STAFF DEVELOPMENT: A DEMONSTRATION STUDY OF  
THE DEVELOPMENT, ADOPTION AND DIFFUSION OF AN INNOVATION

by

Violet Marie Malone  
Leadership and Staff Development, 4-H  
University of Illinois at Urbana-Champaign

and

C. Wayne Hoelscher  
Region V, Cooperative Extension Service  
University of Illinois at Urbana-Champaign

Introduction

The 4-H program in Illinois is strongly based on the use of a voluntary staff supported by a paid staff. Adults and teens serve in the volunteer leadership role at the county level. Because the turnover of leaders each year is about 50% to 60% and the rate of volunteering has stabilized or in some places declined, there is a need to utilize these individuals in a variety of roles as well as a need to identify and recruit new volunteers.

Given the present staffing plan for paid staff and the availability of other resources, there is a need to more clearly define the roles and functions of volunteers and paid staff who are involved in the expansion and maintenance of the youth program and to develop procedures for implementing the process at the local level.

Background

Based on summaries of County Program Reviews and an intensive statewide 4-H Program Review certain premises relative to 4-H and volunteerism emerged. They were:

- 1) Any youth involved in an Extension Education Program is a 4-H participant.
- 2) Volunteer adults and youth are essential to enhance the learning of each 4-H participant.
- 3) Large numbers of adults and youth are available and capable of serving as volunteer leaders of youth in various geographical areas.
- 4) Youth and adults will participate in Extension education programs to the extent that they find the programs to be important and personally satisfying to them.
- 5) Various community-based organizations are anxious to and will assist with 4-H program development if asked.
- 6) The Extension staff does help people develop learning systems and

linkage systems that will make it possible for groups to learn from one another.

- 7) Volunteers and paid staff can work effectively in 4-H programs if roles are clearly defined.
- 8) One Extension staff person can administer to unlimited numbers of 4-H participants if the framework is developed which capitalizes on available resources within the assigned administrative unit and the people are involved in delineating the structure and the delivery system appropriate for individual participant learning.
- 9) One Extension staff task is that of preparing volunteers for their teaching/learning roles.
- 10) Leadership development is an important learning goal for all 4-H participants (adults and youth).

In the publication "Education for Change," it was suggested that for 4-H program growth to take place there must be a redefining and specializing of leadership roles for volunteer leaders. "As the 4-H program has grown in both size and complexity, so has the role of the volunteer leader. Volunteer leaders are vital to the success of all aspects of the 4-H program, but a single person does not have to provide all the leadership functions."

#### Purpose

The purpose of this demonstration project was to provide professional staff with an opportunity to broaden their knowledge base and acquire additional skills needed to adopt and diffuse a stratified leadership concept in which roles for volunteers are redefined and specialized. Particular emphasis was placed on work of local staff with:

- 1) Youth Councils - County Policy/Program Decision Group
- 2) Club Leaders - Organization Leaders Who Have Face-Face Contact with Youth
- 3) County Management Leaders - Maintenance and Service Staff in a Program Support Role
- 4) Teen Leaders - Youth, 13-19 Years of Age, Who Have a Teaching Role with Other Youth

Goals to be achieved as an end result of the demonstration project were:

In two years, to:

---increase the number of professional staff who utilize sound management principles to maintain and expand volunteer staff

---increase by 20% the number of counties using volunteers in stratified roles

---increase by 30% the number of volunteers participating in the 4-H program

### Procedure

The procedures used to bring change in the present situation to a more desirable one were based on the development of a) a rationale which included an analysis of the current literature; objectives of the Illinois Cooperative Extension Service and the Program of Work statement at the county level; and the experiences of the professional staff at county, state and national levels and b) a plan of action which included the utilization of a statewide developmental committee of advisers, paraprofessionals, teen and adult leaders, and administrators to investigate, summarize and make recommendations for action on selected issues related to the program purpose. Utilizing the committee's findings, state staff would develop and implement concurrently, a program of learning experiences for professional staff to test out the data.

With a youth program existing in all 102 counties in Illinois, it was determined that the most appropriate way to introduce the concept of stratified leadership to the advisers was through the Inservice Education Program. The state Inservice Education Committee includes administrators, specialists, area staff as well as advisers from each program area.

In December, 1974, a request was made to the committee to:

- 1) Hold a statewide conference on volunteerism in March, 1976
- 2) Hold regional workshops on "Developing and Managing a Volunteer Staff Program," 1976
- 3) Have a course during Annual Conference in October, 1976

The request was approved by the Committee and the Administrative Council for implementation with supporting funds from the Smith-Lever budget and the State 4-H office budget.

Invitations to participate in the March workshop were sent to the County Staff Leaders in all 102 counties with a limit of 50 applicants being accepted on a first come-first serve basis. Sixty-five applied and all were permitted to attend. Prior to each workshop or conference, participants were asked to review their current long-range program of work as well as their short-range plan of work to determine how the activity could benefit them.

They were also asked to discuss their plans with the other members of the County Staff and with the members of the Local 4-H Council. This was done to insure acceptance and support for the implementation of the innovation.

As support for the Inservice Education was being acquired, the State 4-H Advisory Committee, which includes administrators, advisers, volunteers, and members, encouraged the State Staff to move on with the Leadership Development thrust. The establishment of a Volunteer Leadership Development Committee was approved and funded from the State 4-H budget and contributors from the Illinois 4-H Foundation.

Working with the Administrative Directors in each of the 10 regions, the State 4-H Staff person submitted a list of names to the Assistant Director, 4-H who sent a formal letter of invitation to the individuals asking them to serve on this committee. All invited persons accepted the invitation. The committee was to function in the following ways:

LEADERSHIP DEVELOPMENT COMMITTEE  
1976-1977

COMMITTEE

The Leadership Development Committee is an officially appointed Cooperative Extension Service group of paid staff (professional and paraprofessional) and volunteer staff (4-H leaders and council members). This committee is a temporary one lasting no longer than 18 months; it was developed in response to the 4-H Program Review in which leadership development was identified as a statewide program thrust.

TASKS

The 16 members of this committee are charged with the following tasks:

- 1) Develop written recommendations for action which relate to the concept of leadership development.
- 2) Review materials available to use in the identification, recruitment, selection, training, supervision and recognition of volunteers and the 4-H paraprofessional.
- 3) Assess the 4-H leadership project materials and activities as well as events for youth (especially teens) and adults.
- 4) Work with State Staff and 4-H Advisory Committee to prepare a series of statements to use in writing a long range plan for leadership development for paid and volunteer staff.

TIME FRAME

This is a one time task force operating in the following ways:

- 1) Late May-early June 1976--one 2-Day meeting on campus. Meet with State 4-H Staff to identify some additional needs; work in groups to outline tasks to be worked on during summer and fall.
- 2) Mid-September--one 2-day meeting on campus to pool resources, discuss recommendations for actions, write tentative report.
- 3) January-February 1977--one 1-day meeting with State 4-H Staff and 4-H Advisory Committee to receive and react to written recommendations.
- 4) Several telenet sessions will be scheduled after the first meeting for clarification and feedback.

EXPENSES

Expenses incurred by members in the work of the Leadership Committee will be reimbursed from funds of the State 4-H office. Vouchers for paid staff will be prepared in local office. Vouchers for volunteers will be distributed at each meeting. Expenses will include lodging, meals, mileage.

STAFF  
RESPONSIBILITIES

Dr. Violet M. Malene has been asked to provide leadership to this Committee. She will be responsible for convening and conducting meetings of the Committee. A recorder for each meeting will be appointed; temporary chairpersons will be utilized to facilitate the work of the group. State 4-H Staff will be invited to participate in all meetings of the Committee on campus.

LEADERSHIP DEVELOPMENT COMMITTEE  
1976-1977

Six Advisers: Kay England - Whiteside  
Margaret Haydoes - Clinton  
Gary Heu - Cook II (Chicago)  
Bob Long, Jr. - Southern Camp  
Teresa McAllister - McDonough  
Jim Schmidt - Pulaski-Alexander

Three Paraprofessionals: Peffley - LaSalle  
Russell - Cook, South  
Oshia Washington - Sangamon

Six Volunteers: 3 Adults: Ted Volkert - Lake  
Natalie Riecks - Champaign  
Cecil Thilker - Effingham

3 Teens: Carlton Gabel - Cooperative Extension Club  
Fran Livingston - Kane  
Tony Williams - Cook II (Chicago)

All 10 Regions are represented.

Wayne Hoelscher, Administrative Director, Region 5, has been asked to serve as an administrative liaison person. Dr. Melton Boyce, Extension Service Staff, will act as a consultant to the group.

The committee completed the task when they summarized their results and made recommendations for action to the State 4-H Staff in March, 1977. Their recommendations were sent to the State 4-H Advisory Committee pending action at their next meeting in September. State Staff has agreed to spend part of their Spring Retreat planning for implementation of the recommendations.

Copies of all letters and materials were sent to the State 4-H Staff and Regional Directors. State Staff members participated in the design and implementation of all conferences and workshops. They were also invited to sit in on the discussions of the State Leadership Committee. The Assistant Director, 4-H either attended or was represented at all of the activities related to the leadership thrust.

The participants in the Annual Conference course used materials developed by the Leadership Development Committee. Further, the course was designed so Advisers would have input into the committee's work. The concepts and ideas were introduced in this manner to help the committee determine a level of acceptance.

The Inservice Education committee has been requested to approve for the spring of 1978 workshops on: 1) professional staff working with volunteers; 2) professional staff working with para-professionals.

The request also asks for pre and post sessions over the statewide teleNet System.

Finally, an important link in the entire process included the involvement of Extension Service staff as consultants in the process for the point of examining current literature and practice to the design of the workshops. The Extension Service staff presented concepts of leadership at the Conference and workshops and visited via conference call with the developmental committee.

### Principal Findings

- 1) County staff do accept the concept of stratified leadership if an "easy way to move into the system can be found." Three months after the March workshop 16 of the 65 participants said they were making strong efforts to move in this direction by writing it into their plan of work and working with their local council to initiate the county assessment of leadership. Appendix A
- 2) County staff have little or no management tools to help them make the change. Appendix A
- 3) Few, if any, volunteers other than leaders are listed as being involved in 4-H. Appendix A
- 4) State, Administrative Staff and Lay Leaders did support the effort to achieve the goals established by the committee when they were involved in the decision making process.
- 5) The paraprofessional is an undefined link in the leadership and change process. More statewide support for this group is needed in terms of materials to support advisers in the orientation, utilization and supervision of this staff group. Appendix C
- 6) No one management tool or leadership aid can be developed for use (as it is presented) in all county situations. A group of tools and aids can be developed and geared to a cluster of counties based on their staffing patterns and size.
- 7) Confusion exists between leadership as a process/activity or event and leadership as subject matter (project/Program). Both the process and subject matter can be made available in series of supportive events coordinated on County, Regional and State levels. Appendix C
- 8) Identification of the primary audience of staff is important. The primary audience of advisers are leaders; the primary audience of leaders are members.
- 9) The increase in volunteers cannot be noted until the state enrollment summary is tallied in June, 1977.
- 10) Support by Administration for research in leadership has increased.

### Summary

In this study the aspect of the problem which included staff acceptance of the innovation (stratified leader was realized on a much broader level than was the adoption of the practice and the diffusion of it into the overall program). However, some factors in the process are important if adoption and diffusion is to occur.

- 1) There is considerable merit in having a developmental committee that is broad based and has time to study issues.
- 2) The committee must have status, be supported financially, and have a system for reporting to decision makers at each step of the process.
- 3) The selection of committee member must guarantee balance as to experience, position, responsibilities, and willingness to function.
- 4) The committee must be allowed to develop its own list of tasks within given parameters of objectives and time.
- 5) The chairman needs to assume a facilitator role in the sub-committee structure.
- 6) Inservice education programs should be conducted in a sequence that allows staff opportunity to be aware that the desired change is possible--conducting session that begin at the awareness level and proceed to those at the knowledge and skill levels if adoption is to take place.
- 7) Inservice education programs should include the opportunity for staff to develop knowledge and skills while they are being supported by local Councils and others as well as regional and state staff.
- 8) Evaluation of the adoption of the concepts presented cannot be meaningful until a period of time passes.
- 9) Inservice education committees must build in opportunities for unplanned or emergency program to meet needs of learners.
- 10) Inservice education program on leadership can better serve the learners if they are broad based in subject matter and process. Therefore, the utilization of research and resource persons in anthropology, urban planning, as well as education, sociology and psychology is important.

In the two year period, the project leaders can begin to see an emerging group of "early adapters along with the innovators." To keep this momentum building, support materials and resources must become available to this group by September, 1977 with visits by program leaders to these individuals during October-December period. Recognition of these individuals should be planned into the on going job satisfaction program.

## APPENDICES

- A. Followup Evaluation - March 1976 Conference
- B. Evaluation - September, 1976 Workshop
- C. Recommendation of Leadership Development Committee.

### Suggested Resources

- Beal, George M., and Bohlen, Joe M. "Principles Relating to Getting a Program Off the Ground-Social Action", Iowa State College, Ames, Iowa, 1975.
- Boyce, Milton, "Topless Role Models", 1974; "Leadership Development National 4-H Curriculum ES-USDA, 1975
- Caldwell, W. E., "Volunteerism and Volunteer Staff Management Seminar Proceedings," National 4-H Center, Washington D.C.
- Havens, James E.. "An Approach to Volunteer 4-H Staff Job Description, Placement, Training" CES, Washington State University, Pullman, November, 1976.
- Kiesow, John, "Role Model for the Paraprofessional Youth Worker in the Extension Service", ES-USDA 4-H, 1973.
- Kentucky and Texas leadership Development Materials used on a Statewide basis, State 4-H office.
- Malone, Violet M., "A Year of Awareness," 1973, "Recruiting and Training Individuals for Leadership Roles with Youth Report," 1973
- "Readings and Resources in Leadership," 1976

B. EFFECT OF STUDENT VOLUNTEER EXPERIENCE

## SOME PROBLEMS ASSOCIATED WITH SERVICE/LEARNING OR EXPERIENTIAL EDUCATION

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### INTRODUCTION

It is likely that participants in a conference dealing with the roles of colleges and universities in volunteerism are themselves committed to and enthusiastic about those roles. We come together expecting to find audiences which share our values and aspirations. To the extent that we do form a community, we should not only take pride in each other's accomplishments, but reveal and analyze our individual problems. I assume that all of us could easily point to superficial and profound problems in our work. I predict that from such sharing we will find, as C. Wright Mills (1959) said, that a "private trouble" is really a "public issue," in other words, the individual case points to a generic problem. If these troubles are indeed shared and made public, then this forum can create the opportunity for useful action in the form of considering solutions and strategizing plans of action. This paper, therefore, outlines and analyzes several problems within my own program which are generic rather than specific in the hopes of creating a better understanding of experiential education and service/learning.

The program with which I have been most intimately connected for half of its ten-year existence is Project Outreach, one of the introductory courses in psychology at the University of Michigan. Students can earn two ungraded credits per semester for approximately six hours of involvement per week working in small groups in one of 40 different community settings in the areas of education, child care, community organizing, mental health, geriatrics, criminal justice, mental retardation, etc. The small groups are supervised and led by students who have previously participated as Outreach students in that setting. Groups are clustered within projects which are administered by student project coordinators. All of the 40 projects are collectively supervised and administered by paid student staff. I serve as the psychology faculty head of the program, but internal program decisions are made on a collective basis in which I participate. Approximately 1,000 students per semester or 2,500 students per year enroll in this program.

### SOME INITIAL PROBLEMS

A typical day or a typical semester generates enormous service to the agencies in which the students are placed. This service is easily documented in terms of hours of work, amount of client contracts, kinds of tasks, etc. Less easily evaluated and measured is the quality and quantity of learning acquired by participants, leaders and coordinators. Experiential indices could be devised to demonstrate that students gain

competence in providing service, understanding settings, and handling problems. Countless anecdotes could be collected to illustrate the nature of personal growth that accrues to participants in these projects. ~~These~~ accomplishments on the level of action, self-actualization and cognition are distinctive products of experiential education.

That same typical day and typical semester also generate what sometimes seems like an unending stream of problems. Some of these problems are inherent in any large organization - efficiency, communication, resource allocation, decision making, etc. Others, however, go to the heart of experiential education and provide points for crucial decisions. In the following pages I address three of these issues: the problem of definition, the function of the teacher, and the conflict between social service and social change. I selected these three topics - in brief, the course, the agency, the teacher - to allow a broad range of observations on service/learning, and because other topics have already received much attention in the literature<sup>1</sup> or have been resolved within our own program.

One such example is the issue of student motivation for participation. Anyone connected with service/learning programs immediately recognizes that students are variously motivated by a desire to learn, to get involved in an unusual setting, to earn "easy" credits, to test a career, etc. Although I might consider certain motivations "nobler" than others, I have never noticed any consistently appreciable difference in student performance which I could attribute to their pre-enrollment motivation. Many motivations seem to lead to Rome, or in this case, Project Outreach. The specific motivation to join is not important, but the nature of the commitment after joining us is. I consider "motivation" a false problem. At most it is an issue for those who are concerned with increasing their recruitment.

If motivation is a false problem, anyone who is connected with service/learning programs knows that the problem of creative project ideas is nonexistent. Wherever there is an opportunity for new experience, there is a great likelihood that creative ideas will emerge, and they do. In addition, there are some problems which seem to be a reflection of the historical moment, and therefore larger than one can hope to influence. For instance, I am troubled by the fact that the black student involvement in our program barely reflects the percentage of black students on campus, whereas the percentage of blacks among the clients we serve is much greater. Although we are making some inroads in increasing minority participation, we are still predominantly a white organization serving agencies, many of which have black residents, inmates, patients, or neighborhood kids.

There are also problems about which little or nothing can be done, such as the termination of relationships at the end of semesters or the general detrimental effect of a high rate of personnel turnover on an organization. Students graduate just when they have achieved the skill to make the greatest contribution to their setting or to the

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<sup>1</sup>See issues of Synergist.

other students they supervise. The perpetual turnover generated by the division of time into semesters and the limitation of a student's residence on campus to a few years leads to difficulty in creating continuity. Surprisingly, Project Outreach and the agencies with which it collaborates have been able in most cases to establish solid, continuous relations even with the high turnover rate. What is lost in terms of having to retrain new groups every several months is perhaps gained in the form of fresh energy. Some settings can tolerate disrupted relations and the high turnover rate easier than others.

For a program head, turnover of personnel implies a great deal of repetition in administration which can be tedious and unchallenging. The problem of turnover can be alleviated by limiting the program's size, but we have found it difficult to restrain our growth. Demand for service, both on the part of student interest in participation and agency desire for student involvement, grows at a faster rate than do resources. The imposition of limits on growth is perceived by many as unfair and ungenerous, rather than rational and necessary. In our American culture shaped by limitless geographic horizons and boundless wealth, it will take a major reorientation to replace "bigger is better" with "small is beautiful." In our program a perennial dilemma is achieving an appropriate balance between quantity and quality.

After this cursory glance at some problematic features, we can examine more critically three components of service/learning programs - the issue of definition, the function of the teacher, and the relation to social change.

#### PROGRAM DEFINITION

The problem of definition refers to the ambiguous identity of the courses or programs to which we are attached. Self-definitions emerge in several ways. They are established at the initiation of a program or course, frequently in elaborate proposals presented to a sanctioning body. Since this definition is posited before the launching of the course, it is likely that additional or altered dimensions will emerge when the program is in progress. In this sense, a preliminary definition is a prediction which is not always fulfilled. Change is an expectable, unpreventable process, because once students begin to participate, their actions and experiences will entitle them to contribute both deliberately and inadvertently to the definition of the course or program.

Definitions of organizations change when the program is tested and when new members participate. With each generation of membership the definition receives input, is stretched. A third factor is external feedback, from agencies, from other university components, etc. And since these sources of feedback are themselves undergoing change, the feedback is not constant either. Finally, it is misleading to think of these sources of definitional input as homogeneous and consistent. Within any group factions are likely to develop around issues

as they emerge. If you scratch the surface of these factions, you will find that each has a different perception of what the course or program is. They have these different perceptions because of their personal needs or their vested interests.

Definitions are also very much influenced by the terminology used in relation to a program, especially the name of the program itself. The label we apply should be both descriptive of its contents and attractive to those to whom we are trying to sell our wares. In other words titles are both reflective and political. In my educational setting, the university defines its mission in terms of creating and transmitting new knowledge. Rewards are accorded to individuals primarily on the basis of their adherence to those values. Within that normative environment, therefore, excellence in teaching is secondary, and service to the university or the community is nice but not necessary.

It makes greater sense to define my program as experiential education rather than service/learning or voluntarism. Although we might take pride in providing service to the neighboring community through our work in agencies, our legitimacy in the university derives from our ability to educate students. With the choice of the label "experiential education" we make ourselves potentially comprehensible to other members of the university community. We then have the responsibility, however, to fulfill our own self-definition, to be truly educational in an experiential way. Establishing and maintaining this credibility with the university powers can lead to a schizophrenic existence if one is unable to be consistent when presenting oneself (Goffman, 1959) to the community or students.

These pressures to be a different thing to different constituents is aggravated when one has little power and is dependent on the various audiences for money, legitimacy, or placements. Perhaps the multiple pressures to create various disparate selves for various disparate audiences is one of the causes for the burn-out phenomenon among personnel of alternative settings. In other situations rather than a key figure becoming lodged in a social configuration of multiple conflicting demands and therefore experiencing internal conflict, the conflict can be expressed on the group level. Factions develop, each of which represents a different "face" of the program, since it faces different publics and experiences different pressures. In my own program this factionalism is aggravated by the fact that as director I perform most of the liaison work with the university so as to leave other program personnel free to work with community setting members and with fellow students. The number of times they negotiate with university faculty and administrators diminishes, and they begin to see our program more in terms of its place within the community. Because of these experiences I begin to define our program increasingly as experiential education, while other program personnel see it increasingly as a human service organization. We can function smoothly despite these disparate definitions until a collective decision has to be made and it becomes obvious that our ability to achieve consensus on issues as related to our ability to achieve consensus regarding our identity. From the wide variety of descriptive labels -

service/learning, experiential education, internship, fieldwork, practicum, field study, independent study, etc. - a program should select one and use it continuously and consistently, educating the university and community about its meaning and purpose.

### THE TEACHER IN EXPERIENTIAL EDUCATION

A second cluster of problems hinge on the function of the teacher within experiential education. In 1938 John Dewey stressed that experiential education focuses on the learner him/herself in contrast to the traditional triangle: teacher, subject matter, and student. One of the ways in which experiential education is defined today is precisely in these exclusive terms, i.e. education that takes place outside the teacher's traditional domain - the classroom - and without the teacher's traditional tools - the lecture and the textbook. In experiential education we find a substitute for the classroom in different settings which we refer to variously as "the real world," "the community" placement, field site, etc. and we replace lectures and texts by participation, planning, and the assumption of responsibility for action.

Because experiential education is grounded in the student's interaction in a natural environment not specifically designed for educational purposes, there is no limitation on where experiential education can occur. This non-exclusive quality creates anxiety in traditional educators whose concept of education is linked to the specific settings of the classroom, laboratory, library or studio. This alternative is a challenge to traditional education. One behavioral feature of these traditional educational settings is that they encourage passivity and competition among students, and domination among teachers. Outside the classroom the student's behavior is active and more likely to be cooperative and the role of the teacher is poorly defined if not superfluous.

The teacher's role in experiential education is altered to the same degree that the student's educational process is changed. The teacher must enter into close, personal contact with the student, must attempt to understand the student's experience and then help her/him explicate it. The teacher should help create bridges between the student's experiences and the academic discipline. But no one can ever know another person's experience (Laing, 1967) and the use of one's own experience as a source of understanding (so-called subjective knowledge) is generally disparaged as unscientific (Reinharz, 1977). Creating an educational program based on experience, therefore, is problematic. If the teacher does attempt to work with the student on the level of experience, then s/he is entering the realm of affective education (that form of education which deals with the emotional life), or moral education (concern with values). The place of these concerns is questioned in today's institutions of higher learning.

Ironically, it is possible for a teacher interested in experiential education to opt either for such close, interpersonal involvement

with a student or its opposite - almost no contact at all. In the latter case, the teacher merely arranges for the student to participate in settings in which educational demands will be exerted. Such a teacher creates the opportunity for experiential education but considers it the student's responsibility to transform the experience into learning, i.e., to extract meaning from experience. Since the direct form of experiential teaching requires much contact between teacher and student, the ratio of students per teacher must be kept small. As soon as the teacher tries to accommodate more students, a hierarchy develops in which teachers supervise and train students to serve as teachers to other students, etc. This arrangement requires the development not only of skills in the area of experiential teaching, but also in training and supervision. In other words the hierarchy leads to an elaboration of types of activities, all of which need funding, evaluation, a system of reporting, etc. As the teacher moves away from the direct experience of the student, s/he becomes an administrator of a program.<sup>2</sup> This phenomenon of movement away from direct participation in the activity for which an organization exists, to administering that activity is characteristic of our bureaucratic society. Success in accomplishing goals leads to promotion which leads to an increase in administrative responsibilities. But the satisfactions one derives from administration are different from those of teaching or the explication of experience.

In addition, if students are competing for opportunities to teach other students, a dilemma arises when making choices. Should the slot go to the student-teacher who needs experience because s/he is weak, or to the student-teacher who has already proven her/himself?

Since the role of the teacher in an experiential education program is ambiguous, it is likely that the person filling that role will question her/his identity and peer group. What is the reference group of the teacher within an experiential education program? The answer hinges on the context in which the program is housed, and there are many different options within universities. People who are responsible for such a course or program will be more satisfied in their work if they are morally supported by others with whom they identify. These reference groups give support in exchange for investment in the group. In my own case, we created a consortium of persons responsible for experiential courses or programs on campus. This group called P.L.A.N. (Placement Learning Apprenticeship Network) meets regularly to strategize, share resources, and get feedback on concerns.

But since one's identity at a university stems from one's relation to academic units, the issue of the reference group remains. And here we run into the problem that experiential education is not

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<sup>2</sup>Seldman and Rappaport (1974) describe a structurally similar program at the University of Illinois in which clinical psychologists are able to combine the administration of a large bureaucracy of service delivery with research and training.

not connected with any particular discipline. It is not inherently tied to psychology, social work, law, etc., rather it is a way of learning. From this point of view a university could be divided into departments of classrooms, libraries, experiential education, etc. But universities are primarily organized according to substance (what we teach) rather than method (how we teach). Experiential education is deviant in a society which values specialization. My fantasy to see every academic department on campus develop an experiential component will remain a fantasy, although there are some signs of change as faculty tire of conventional teaching formats. At the University of Michigan we have the New England Literature Program in which students examine that literature by canoeing up and down the streams of New England, attending town meetings, etc., and we have political science courses which build on student participation in elections, etc. But most academic departments disparage experiential education because the traditional model of the teacher transmitting knowledge is replaced by alternative roles for the teacher, untestable knowledge acquisition on the part of the student, and a breakdown of distinction between professionals and non-professionals.

#### SOCIAL SERVICE AND SOCIAL CHANGE

Once a student is involved in a field setting and the newness of his/her activities has worn off, s/he begins to question their implications. A student working in a mental hospital or a prison might doubt whether a particular patient or inmate should be forced to remain in that setting. That student questions the fit between the agency and a particular client. In other cases students question whether the agency should exist at all or if it should be changed. In some cases students observe agency staff behavior which is improper or inadequate. What perspective should the teacher take on the conclusions which the student draws? Should the student merely observe, discuss, and analyze these situations, or should they act on their conclusions? Does a student have the obligation to abide by the rules of a setting which has raised these problems, or can the student work to change it? And what role does the teacher have in this - encouragement, warning, partnership?

Does a setting which accepts students for educational purposes have the right to expect the student not to disrupt it? But what about the need for change that the student uncovers? These issues should surface every semester, never to be truly resolved. The dilemma of these questions for experiential education is heightened because the teacher is responsible to the agency for the student's action even when there is conflict between the student's and teacher's attitudes as to the appropriate action. In my own program we have struck a compromise on this conflict between the desire to provide social service and the perception of a need for social change. We ask those students who would like to be involved in social change to select change-oriented settings, and those who select traditional settings to not disrupt the status quo. This resolution is only mildly satisfactory. Like all conflicts, this one has led to factionalism within the program - there are "the politicals" who advocate

social change and "the conservatives" who wish to retain our entree into the community.

Other students see additional problems stemming from their participation in work settings, i.e., they fear that their student work contributes to unemployment. But even those students who believe we should terminate our involvement in conservative settings or those in which we might be contributing to unemployment are disturbed and therefore torn by the realization that we would be denying service to those who need it. The choice then must be made between short-range service or long-range change. The question of which settings we should work in is further complicated by the criterion of its potential contribution to the student's education. Not only should it have a worthwhile objective, be serving the appropriate clients, not be generating unemployment, etc., but it must have a clearly defined function and need for students, provide personnel for supervision, and have an opportunity for learning issues of substance. Agencies or settings which are strong on certain criteria are weak on others, e.g., those agencies which could truly use student help are frequently sufficiently understaffed so that they cannot provide students with adequate supervision.

In this discussion of three problematic features of experiential education - program definition, the role of the teacher, and the conflict between social service and social change - we can see areas of strain. Although this strain has its personal costs it also provides the arena for growth within the programs, as individuals struggle with the issues and attempt to forge workable, satisfying solutions.

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ACADEMIC CREDIT AND VOLUNTEERISM: AN APPROACH IN THE LIBERAL ARTS  
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One promising approach to awarding academic credit for volunteerism involves interdisciplinary team evaluation of individualized degree programs. This is the procedure which has been developed by the University Studies program in the College of Arts and Sciences at the University of Nebraska-Lincoln. University Studies began five years ago with a three-year grant from the Ford Foundation Venture Fund. The program was designed to provide highly motivated (but not necessarily honor) students with an alternate route to the baccalaureate degree. It rapidly drew students who saw their volunteer work to be an important part of their college learning and who wished to apply this experience toward their degree requirements. Consequently, the interdisciplinary team of faculty members administering University Studies evolved methods for evaluating volunteer work for credit which they consider to be compatible with a liberal arts philosophy.

This paper describes the procedures for awarding credit, the significance of motives and purposes for volunteer work, problems encountered, and current directions. Nine student cases are analyzed for illustrative purposes.

#### ADMINISTRATION AND NATURE OF UNIVERSITY STUDIES

University Studies is administered by an eight-member liberal arts faculty team known as Fellows. They represent all areas of the college and currently include Fellows from English, chemistry, geography, history, political science, psychology, and physics. They work closely with other faculty members in and outside of the college. The Fellows are authorized by the faculty of the College of Arts and Sciences to establish a unique set of degree requirements for each student admitted to the program. The requirements normally specified for baccalaureate degrees, including distribution requirements, do not necessarily have to be met by a student in University Studies. In practice, most students meet the requirements and indeed have more than the total number of hours normally required for degrees. There are currently about one hundred students in University Studies including a number of returning adults.

#### RELATIONSHIP OF VOLUNTEERISM TO DEGREE PROGRAMS

The initial evaluation of volunteer work usually occurs when a student seeks admission to the University Studies program. Students seeking admission to the program present proposals which include biographical information, their academic record to date, a description of educational and career objectives, if known, and a proposed list of courses and projects including out-of-classroom work such as volunteer service. Volunteerism, for purposes of this paper, is defined as any nonclassroom activity designed to be of service to a larger community--from serving agencies within the university community to serving institutions and programs in the city, state and region. The entire faculty

discusses and evaluates each proposal collectively in one of the weekly staff meetings.

This is the first stage of evaluating volunteer work for credit. It may arise as a result of a student request or it may be suggested by the faculty. Often a student will refer to previous volunteer work, propose a specific future project, or allude to hopes for incorporating some type of volunteer activity in his/her degree program. At times a member of the interdisciplinary faculty team will propose volunteer work, particularly if it serves to integrate components of the student's degree program. On occasion, the faculty will secure a specific volunteer position for the student, and at other times the student will find work on his own or else seek help from the Community Involvement Service at the University of Nebraska-Lincoln which places several hundred student volunteers yearly.

Once the decision has been reached to include voluntary work on a degree program, the student has two options: He or she may sign up for a specified number and level of credit hours under the heading, University Studies, or he or she may sign up for Independent Study in the department of the faculty supervisor of the project.

#### EVALUATION PROCESS

Since the relationship of the volunteer work to the degree program has already been established and agreed upon by a faculty team whose various perspectives have been meshed, the evaluation process from this point onward becomes relatively simple. The number of volunteer hours required of the student per credit hour is negotiable, depending upon several variables, including the amount of academic work which accompanies it. As a guideline, however, the faculty has found to be useful the formula proposed by CAEL, The Cooperative Assessment of Experiential Learning project, which suggests three hours of study in a week (in and out of class) over a semester to one hour of credit for that semester. [Nesbitt, 1975]. The faculty also reviewed similar formulas used by liberal arts colleges in evaluating for credit programs such as overseas studies and other nonaccredited academic programs in this country. Normally, students work much more than the CAEL formula proposes, but this serves as a minimum standard and a guideline for students.

The types of learning to be evaluated are classified into two general categories, general and subject area. The subject area (political science, English, history, etc.) is generally evaluated by a faculty member from that area, and the general learning is usually evaluated by the specific advisor assigned to the student from the interdisciplinary team administering University Studies. In cases where the student has additional advisors outside of the faculty of University Studies or other faculty supervisors for specific volunteer work, the initial evaluation will be done by them. At times, the written documentation of volunteer work, as indicated in Table I, is circulated among the entire faculty of University Studies and to graduate students for reactions. In this way, the responsibility for assessing the learning

experience rests with the faculty from several disciplines. This team approach also helps the student identify areas needing strengthening so that adjustments can be made in his/her degree program. The specific types of evidence required for evaluation are described below.

One of the most difficult problems in evaluation arises in situations where the student acquires competencies that do not match the content of a specific college course. This presents problems for both students and faculty. For the student, it is often a question of not knowing what sort of learning he/she is actually acquiring; for the faculty of University Studies, it is a question of deciding what type of learning constitutes the general education every liberal arts student ought to be getting irrespective of the major emphasis of the degree program. The initial approach of the faculty of University Studies was to find a way to provide guidelines to students about what sort of learning they were acquiring. For this, the faculty reviewed and excerpted materials produced by CAEL [Forrest, 1975 and Nesbitt, 1975]. One-page descriptions containing guidelines for students and guidelines for faculty were prepared.

As more students engaged in all types of experiential learning through University Studies programs, the faculty had to face the issue of describing the expectations of the liberal arts graduate in terms of general education, that is, outcome. Recently, the University of Nebraska-Lincoln through the University Studies faculty became a participating institution in the long-term project called COMP, the College Outcome Measures Project, organized by the American College Testing program (ACT). This project is attempting to develop measurement devices and procedures to assess general education knowledge and skills. An initial step was the definition and agreement by the ten participating educational institutions and systems and ACT on the outcomes expected of a liberal arts graduate. The faculty of University Studies reviewed and contributed to the list of six outcomes which include the areas of communication, solving problems, clarifying values, functioning within social institutions, using science and technology, and using art. (A full list of subheadings for each outcome is provided in Appendix A). These outcomes can now be used by the faculty of University Studies in reviewing and evaluating the volunteer work of the students. An opportunity has also been provided students in University Studies to participate in the spring, 1977, field testing of assessment tests covering these areas. The results of these will be used to help the faculty of University Studies determine their usefulness in future evaluation of the general learning components of students' volunteer work.

With the agreement by the faculty team on general outcomes and with a potential method for assessing these outcomes, it is possible the faculty will be in a position to respond to a new and growing category of student requests, namely that of acquiring credit for volunteer work prior to becoming a student in the program. This pertains especially to returning adults. To date, previous volunteer work has generally been viewed as an asset to a student's educational program but academic credit has not been awarded. The faculty has acknowledged that the volunteer work may have provided either general or subject area competencies and at times has not required specific course work which presumably would duplicate this learning.

## ANALYSIS OF CASES

The nine cases selected for analysis represent the wide variety of volunteer work on student programs. Several involve children; and the others include work with the handicapped, foster parents, Indians, a labor union, a free university, a rural affairs center, and an historical society. Table I outlines the activities of the students' work, lists the general and subject areas in which learning was acquired, and the nature of evidence presented for evaluation purposes. The cases as a whole provide illustrations of all of the procedures of evaluation and evidence used so far by the faculty of University Studies.

Table I about here

The amount of credit awarded for the volunteer work listed in Table I ranges from three to six semester hours in most cases to a maximum of thirty in case number 8 (Working with Handicapped). Although the faculty has not established a rigid upper limit on the amount of credit from volunteer work which a student may apply on his/her degree program, the general guideline approved in the fall of 1976 for all experiential education was that the amount should not exceed the equivalent of one year's work, that is thirty hours. Exceptions will be made, and have been, in order to maintain consistency with the general philosophy of University Studies, that is, individualized degree programs. In the instance cited in the table, nearly all of the volunteer work was combined with a traditional research effort resulting in a lengthy research paper read and graded as other research papers would be.

The methods of evaluation in all instances include a conference with a faculty advisor(s). If the faculty advisor(s) are not members of the faculty of University Studies, usually a conference is held between the immediate supervisor and a representative of the University Studies faculty. In instances where the volunteer work has produced published material or agency reports (the student working with the Native American Rights Fund, free university, the Center for World Affairs, for example), it was read by the advisor and the faculty of University Studies. The grade is assigned by the immediate supervisor and often it is on a Pass/Fail basis, as some faculty members prefer.

Although on-site visitation is listed in only one case, free university, this is becoming more frequent for students who are working part time in "human service" agencies. Although some studies stress the importance of this type of evaluation, in general the faculty of University Studies has not found this to be essential, nor indeed especially helpful. The personal conferences with the students and written materials have, in fact, been the most useful evaluation procedures.

There is one case in Table I (number 4--Children's Work) which did not result in academic credit. It is included in this analysis along with an identification of the potential general and subject areas of learning as an illustration of the type of volunteer work which is used

by the faculty team in planning the degree program. In this case, the student simply wanted to learn to interact with children. The volunteer work would be evaluated by the faculty from the standpoint of identifying specific courses in child development which would be helpful to the student, or indeed to indicate ones which the student should bypass. In the future, students who engage in volunteer work without requesting credit for their degree programs may nevertheless wish to take the assessment tests in order to identify strong and weak points in their learning process.

At times there may be some variation in the evaluation process stemming from the motives the student has for engaging in volunteer work. For example, if the student is trying to identify career interests (number 5--Children's Recreation) or simply trying to broaden his/her general education, such as studying aspects of the community (number 4--Children's Work--Recreation and Probation), a self evaluation and general report of the activities along with the conference may be sufficient to determine whether the expected learning has been acquired. If, on the other hand, the volunteer work is in preparation for graduate work or a career in a specific area, then the evaluation without exception requires detailed records (journals) and/or research papers and/or close supervision, including perhaps on-site visits as well as conferences. It should be noted that the cases described in Table I include both on and off campus volunteer work and there is no variation in the evaluation process.

#### GENERAL OBSERVATIONS

The success of a program which has been offered for five years only is hard to measure, and to sort out the value of volunteer work is even more challenging. However, there is some favorable evidence. In 1975 when the program of University Studies was evaluated by the entire faculty of the College of Arts and Sciences before permanently incorporating it into the curriculum, a survey showed that all graduates to date were employed or in graduate or professional schools of their choice. Some of these had engaged in volunteer work prior to graduation. A number of students who have worked in volunteer agencies have been asked to stay on for further volunteer work, been offered salaried jobs, or else were sought out by other agencies who have become aware of them. This includes five of the cases analyzed in Table I. Students themselves have encouraged other students to incorporate volunteer work on their degree programs. The most useful indicator of success of volunteer work, however, is to be found in the evaluation process itself, the students' own self evaluation and in particular the student-advisor conferences. Just as faculty members can discern the merit of student work as they hold conferences while supervising undergraduate or graduate theses, so can they discern value in all experiential education evaluation, including volunteerism. This is what sustains the endorsement of the faculty of the University Studies of volunteerism, and this is what dispelled initial doubts about the worth of awarding academic credit for this type of activity. Nevertheless, the faculty, hoping to reinforce their impressionistic evidence, is now planning to contact students five years after graduation to solicit their impressions of the value of their volunteer work.

Whatever success this program has encountered with respect to volunteer work for credit, the faculty stresses the following two characteristics: Interdisciplinary team advising and individualized degree programs. The face-to-face contact by the faculty to engage in a frank exchange of views on each student's program and projects has time and again produced specific modifications designed to strengthen the program. Indeed, at times a program prepared by a student in close consultation with one faculty member has proved to be unsatisfactory until changes reflecting the perspectives of different disciplines were incorporated. Indeed, it appears to be the interdisciplinary team advising aspect which assures students of cohesive, integrated programs which are defensible before an entire faculty of liberal arts. Interestingly enough, these features considered by the faculty of University Studies to be so crucial do not receive attention in the reports of tentative findings by researchers who are attempting to identify the characteristics of successful programs [Experiential Education, 1977]. It may also be worth noting that the faculty of University Studies, in dealing with credit for volunteerism and other types of experiential education, initially began before the era of declining enrollments. They did not act under pressure from or in response to declining enrollments, as some reports suggest [Anderson, 1976]. This enabled them to move slowly, experimenting and revising as experience suggested.

Some general needs with respect to volunteerism and academic credit have been identified by the faculty of University Studies; these are not yet met satisfactorily. For some students there is inadequate preparation for their volunteer role. This preparation might conceivably be met in an academic classroom, but it is possible that it might be more appropriately met by professional volunteer administrators or by non-academic services on campuses. This is an area worth exploring; self evaluations of student volunteers suggest that more preparation would be helpful in their work. Also, as the number of student volunteers increases, the problem of coordination on campus and between the campus and community may become serious. It is worth overcoming however, from two perspectives at least. In the first place, the awarding of credit for volunteer work increases the "outward forms" of recognition of the value of volunteerism, an objective sought by some professional volunteer administrators [Katz, 1976]. But more importantly, no problem of this type should be permitted to reduce the opportunities for students to incorporate volunteer work on their degree programs since it clearly enhances many areas of students' competencies.

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TABLE I

Activities, Learning, Evidence in Selected Cases

Learning:

General & Subject Area	Volunteer Activities	Evidence
1. Native American Rights Fund		
General:	a. development, funding, implementation of all-Indian correctional	1. Preparation of dossier on all NARF activities with narrative, memos, letters
*COMP	- helping prepare legal case for inmates	2. Court Order
I.A-D	- helping prepare feasibility study on tribally controlled community corrections center	3. Conference with faculty advisors
II	- talks at community meetings	
II.A-D,F,G	- analysis of meetings; preparation of resulting questions and tentative answers	
III	b. helping prison inmates reach out-of-court settlement on issues including right to:	
III.A-F	- wear long hair	
IV	- bring in traditional Indian spiritual leaders	
IV.A,C,E	- develop Indian studies program	
Subjects:		
Indian Studies		
Criminal Justice		
Sociology		
Speech Communication		
History		
Political Science		
English		

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2. Coordinator, Free University

General:

COMP	-recruiting volunteer students, faculty	1. Submission of dossier with narrative, journal, samples of materials published, memos, letters, office instructions
I	-assessing local problems	
I.A-D	-searching experience of other schools for solutions to problems	
II	-national conference	
II.A-D,F	-public talks with slide presentation	2. Conference with faculty advisors
IV		
IV.C		
VI		

\* For descriptions of general learning areas as identified in COMP project, see Appendix A

Learning:

General & Subject Area	Volunteer Activities	Evidence
Subjects: Journalism English Speech Communications	-organizing administrative procedures and directing personnel, office -constructing and administering evaluation instrument -preparation of publications including course description booklet	3. On site visit by faculty advisor

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3. State Historical Society

General: COMP I I.C-F II III III.C IV	-processing manuscripts -researching paper of various individuals -searching public records of churches and soil and water conservation agencies -searching obituaries for constructing family histories	1. Report from supervisor 2. Conference with faculty supervisor 3. Review by faculty advisor of sampling of work
Subject: History		

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4. Children's Work

General: COMP I I.B II II.A,B III III.C IV IV.C	a. recreational aid for City Park and Recreation Department -after school and summer recreation activities for 7-13 year olds -staff meetings to plan organized activities in bowling, swimming contests, field days, parties b. VIP--Volunteers in Probation, City Juvenile Department -tutoring -attending seminars to learn to handle situations such as runaway children	1. Self evaluation report 2. Conference with faculty advisor
Subjects: Psychology Criminal Justice Educational Psychology Education		

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Learning: ✓

General & Subject Area	Volunteer Activities	Evidence
5. Children's Recreation		
General: COMP IV IV.A	-talking, playing with 3 children during 1 semester, 3-4 times weekly	1. Report on activities 2. Conference with faculty advisor
Subjects: Psychology Recreation		

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6. Liaison Between County Welfare Department and Chapter of Foster and Adoptive Parents

General: COMP I I.A-D II II.A-C III IV IV.A-C,E	-speaking to prospective foster parents -securing help from Junior League to support a foster parent education program -dissemination of information on other programs -national conference -lobbying, Nebraska Legislature	1. Report on activities 2. Conference with faculty advisor 3. Text of speeches
Subjects: English Speech Communications Sociology Political Science		

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7. Center for Rural Affairs

General: COMP I I.A-F	-research on land tenure study -helping prepare report, "Large Farm Units, Corporate Farms and Farm Management in Northeast Nebraska: An Inventory"	1. Report on activities 2. Submission of land tenure study 3. Conference with faculty advisor 4. Supervisor's letter
Subjects: English Economics Agricultural Economics		

Learning:

General & Subject Area	Volunteer Activities	Evidence
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8. Working with Handicapped

General:

- COMP
- I
- I.A-F
- II
- III
- IV

Subjects:

- English
- Physical
- Education
- Recreation
- Educational
- Psychology
- Special
- Education
- Speech
- Communications

- a. 6-weeks swimming instruction
  - teaching volunteers
  - counseling volunteers
- b. reviving and chairing Lincoln Youth Association for Retarded
  - supervising 20 volunteers
  - promotional talks
- c. supervised apartment leader, on semester
  - living with 3 retarded adults
  - developing and running effective life skills program for adults
- d. 11-week program of coaching mentally retarded athletes in grade school
- e. staff assistant in city recreation programs for exceptional children
  - constructed and conducted 12-week evaluation project
- f. 10-day camp for mentally and physically handicapped
  - planning camp
  - supervising camp
  - conducting 3-day training session for volunteers
- g. assistant director; 6-week day camp for mentally and physically handicapped children
  - directing 2-day orientation for volunteers
  - supervising volunteers
  - conducting behavior counts on counselor-camper interactions in program evaluation

- 1. Formal research papers for each project
- 2. Conference with faculty
- 3. Reports from supervisors as appropriate

Learning:

General & Subject Area	Volunteer Activities	Evidence
9. Labor Union		
General:	a. serving as store steward	1. Supervisor's
COMP	-explaining contracts	letter
I	-resolving problems in	"
I.A-D	contract requirements	2 Report and
II	b. participating in contract	evaluation
II.A-F,G	negotiations	of activi-
III	-assisting in initial nego-	ties
	tiations'	
Subjects:	-helping present contract to	3. Conference
Speech	workers	with faculty
Communications		supervisor
Political		
Science		
History		
Management		

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## Appendix A

### General Education Outcomes Identified by COMP

The following six outcomes have been identified by participants in COMP, the College Outcome Measures Project to be certain results to be expected from the general education components of a liberal arts degree.\* COMP is organized by the American College Testing program (ACT) and includes 10 participating educational institutions and systems including the University of Nebraska-Lincoln.

1. Communicating--Can send and receive information in a variety of modes (written, graphic, oral, numeric, and symbolic), within a variety of settings (one-to-one, in small and large groups), and for a variety of purposes (for example, to inform, to understand, to persuade, and to analyze).
  - A. Can receive information from oral presentations, media presentations, and nonverbal cues.
  - B. Can send information via speech, media, and nonverbal presentations.
  - C. Can receive information from written materials.
  - D. Can send information using written materials.
  - E. Can receive information from numeric and graphic representations.
  - F. Can send information using numeric and graphic representations.
- II. Solving Problems--Can analyze a variety of problems (for example, scientific, social, personal); select or create solutions to problems; and implement solutions.
  - A. Can identify and define problems (objectives and constraining factors).
  - B. Can select approaches to solve problems.
  - C. Can generate possible solutions, hypotheses, or testable propositions.
  - D. Can collect various forms of information ("data") regarding proposed solutions with respect to a problem and its constraints.
  - E. Can determine the logical consistency among the information obtained, the problem as defined, and the hypotheses or solutions proposed.
  - F. Can determine the solution to be implemented.

\*Excerpts from the March, 1977 Progress Report of the College Outcome Measures Project (COMP) prepared by Aubrey Forrest, Director.

- G. Can propose or select procedures to evaluate ("confirm" the appropriateness of) the solution chosen for implementation.
  - H. Can evaluate the process by which a problem was "solved."
- III. Clarifying Values--Can identify one's personal values and the personal values of other individuals, understand how personal values develop, and analyze the implications of decisions made on the basis of personally held values.
- A. Can identify the major values, and issues usually faced, in daily adult life in one's own and other cultures.
  - B. Can assess a set of values for internal consistency.
  - C. Can identify the major influences in the development of values in individuals.
  - D. Can analyze rationales for value choices.
  - E. Can infer personal values from behavior.
  - F. Can analyze the implications of decisions made on the basis of values.
- IV. Functioning within Social Institutions--Can identify those activities and institutions which constitute the social aspects of a culture (for example, governmental and economic systems, religion, marital and familial institutions, employment, and civic volunteer and recreational organizations); understand the impact that social institutions have on individuals in a culture; analyze one's own and others' personal functioning within social institutions.
- A. Can identify those activities and institutions which constitute the social aspects of a culture.
  - B. Can describe the structures and functions that underlie social institutions.
  - C. Can explain the reciprocal relationship between social institutions and individuals.
  - D. Can explain the principles of the development and change of social institutions.
  - E. Can explain the implicit and explicit restraints and freedoms within the social institutions, and can predict how degree of involvement places one in a conflicting or compatible state.
- V. Using Science and Technology--Can identify those activities and products which constitute the scientific/technological aspects of a culture (for example, transportation, housing, energy, processed food, clothing, health maintenance, entertainment and recreation,

mood-altering, national defense, communication, and data processing); understand the impact of such activities and products on the individuals and the physical environment in a culture; analyze the uses of technological products in a culture and one's personal use of such products.

- A. Can identify those activities and products which constitute the scientific/technological aspects of a culture.
- B. Can describe scientific concepts, laws or principles that underlie scientific/technological activities and products.
- C. Can explain the impact of technology on the natural (physical and biological) environment in which it occurs.
- D. Can explain the impact of technology on the individual and her/his culture.
- E. Can predict the consequences of the introduction of technology into a culture, including considerations of the scientific principles involved and of the environmental and cultural impacts of the technique.

VI. Using Art--Can identify those activities and products which constitute the artistic aspects of a culture (for example, graphic art, music, drama, literature, dance, sculpture, film, architecture); understand the impact that art, in its various forms, has on individuals in a culture; analyze uses of works of art within a culture and one's personal use of art.

- A. Can identify those activities and products which constitute the artistic/humanistic aspects of a culture.
- B. Can describe the elements (e.g., sensory, compositional, expressive, and substantive) that constitute artistic/humanistic activities and products.
- C. Can explain the impact of artistic/humanistic expressions on individuals.
- D. Can explain the development of aesthetic awareness and theory from a number of perspectives.
- E. Given the characteristics of a culture, can judge which of several artistic/humanistic expressions would be most congruent with those characteristics.

## THE IMPORTANCE OF COLLEGE VOLUNTEER PROGRAMS

Bob McDonnell, Madison House

For years now, at least since the early sixties, educators and administrators around the country have struggled to understand and provide acceptable rationale for college volunteer programs. In arguments against such programs, faculty have sometimes claimed that volunteer activities are "not academic enough"; frequently faculty have been stingy with credit. Administrators have complained about the expense of volunteer programs and the university's lack of resources. What resources are available, administrators have claimed, must be directed toward the classroom, the real business of the university.

To counter the resistance of faculty and administration, as well as to answer the criticisms of other observers, promoters of student volunteer programs have conjured up a variety of justifications. One of the earliest was that volunteer programs represent a necessary diversion. Students are idealistic, altruistic, they need a program to answer their dreams and burn out their passions before they get down to the real business of that grand old cliché of "working through the system."

The argument that volunteerism is a diversion proved limited, especially, in light of the various successes that student programs achieved around the country in the early and mid-sixties. Student volunteers made progress in the fields of civil rights, politics, and poverty. They also mounted serious challenges to the character and structure of the university itself. Relevance became the watchword on campuses around the country. University officials were besieged by complaints that too many courses were required and that too many courses were useless in the "real" world.

By the close of the sixties, institutions lucky enough to possess functioning volunteer programs found themselves bragging to alumni (and anyone else who would listen) that their students were "constructive and not destructive." Struggling programs now found themselves the recipients of much more university cooperation. Publicity and funding were easier to obtain as administrators began to show interest in community activities. Academic credit became available. Institutions without volunteer service programs found themselves scrambling to establish them.

Lately we find ourselves more than half-way through the more somber seventies. Gone are the great moral crusades and, in some cases, even the students; enrollment is falling at many schools. Students are "serious" and career-oriented once again. Relevance, strangely enough, has transformed itself to mean professional relevance: how will this course or this activity make me more marketable to a professional school or a profession?

College volunteer programs are now widely rationalized as a means of refining the student's resume, as a chance to gain valuable pre-professional training or job experience.

All of these arguments for the worthiness of the college volunteer program possess merit. College volunteerism is a diversion, a break from the academic routine; it does deliver needed social services in some communities and make possible some real, if limited, social change; and it does provide its volunteers with valuable job experience. Unfortunately, all of these justifications, while possessing merit, are too limited. Frankly, it is my belief that the involvement of an educational institution with a volunteer program does not need to be justified or rationalized. Thoughtful examination of the role of a university and the role of a volunteer program will reveal that the two blend homogeneously with each other and with the essence of Education and Learning.

It is the misfortune of many American schools that they have muddled their high ideals and lost sight of the real function they can serve in society---that of truly educating, and not merely training, the society's individuals. As early as 1968, T.R. McConnell, writing in Educational Record, complained that "many institutions that called themselves liberal arts colleges had lost a distinctive character, and, in fact, had ceased to be liberal arts colleges by making all sorts of concessions to vocationalism." More recently, University of Virginia professor Roger Shattuck, writing in a weekly student publication, addressed the problem directly. Shattuck noted that the typical undergraduate university education is either over-organized or completely unorganized. Students are unaware of the real meaning and potential of a true education, and this is the fault of the educator as much as anyone.

The most valuable elements of a college education take place far from the classroom, in private discussions and meditations, on long hikes and bike rides, in writing poetry and reading a book no one assigned. Ideally a university should continue to serve its purpose effectively even if courses are suspended for weeks, for the essential activities are still going on. There is no advice I know of to give students in order to create that essential intellectual subculture. But let us all try to remember its importance.

It is my argument that a well-organized, purposeful college volunteer program can be the crucible wherein the individual student's "essential intellectual subculture" is formed or partly formed.

Madison House, organized in 1969 at the University of Virginia, is a conglomeration of 14 volunteer community service programs. All of Madison House's programs are student staffed and directed. Each year, for the past seven years, more than 1000 volunteers, nearly all of them university students, have donated their time to community service through

one or another of these programs. Few of these student volunteers have ever received academic credit for their efforts. They have, however, learned a lot. A look at a few of the Madison House programs will provide a response to the question "How is volunteer service an educational experience?"

One program at Madison House, the Charlottesville Housing Improvement Program (CHIP), concerns itself with the repair or complete renovation of substandard housing that is owned and occupied by poverty-level or near poverty-level families. This program had its start as an emergency clean-up project in the wake of disastrous Hurricane Camille in 1969. "Emergency Clean-up", however, proved to be too narrow and short-term a goal for the students who had organized this effort. Soon the program was cleaning and painting numerous area homes which had not been touched by the storm, but were in need of repair. Volunteers began making their first fruitful experiments with roof repair, porch repair and winterization. By 1974, these extensive, but largely "cosmetic" efforts had proven too narrow; CHIP had developed to the point where it was prepared to become an incorporated, non-profit contracting firm.

Since 1974, CHIP has been exclusively engaged in the renovation of substandard and condemned housing. Last year 65 area homes were totally renovated (total renovation) usually including a new roof, extensive interior repair, new plumbing and electrical systems, etc.). Relying on a labor force composed largely of volunteers, CHIP accomplished the work for one-half the commercial price.

But what has all this to do with education? A lot. The thing to remember is that CHIP was begun and developed by student volunteers. Several of those students, long since graduated, now administer CHIP on a full-time basis. CHIP's current director earned his B.A. in Sociology and M.A. in City Planning while serving as a volunteer; a one-time volunteer job has become a career. Even more important is the fact that student volunteers still pass through the ranks of CHIP and still, on a daily or weekly or monthly basis, confront the characteristics of the CHIP world. Along the way they confront their own personal qualities, their yearnings and fears, as they interact with that world.

View practically or vocationally, the CHIP volunteer reaps several benefits from his or her experience. Architecture students can shore up the theory they have received from lectures with some "get your hands dirty" in the field experience; sociology students experience the real meaning of the bureaucratic jargon "poverty level"; psychology students come to know first hand the effects of racism and poverty on an individual's life; commerce students gain some insight into the complications of supplying, coordinating and financing a small construction firm; literature students, because of CHIP's southern, small town, rural setting may realize a profound understanding of the work of Faulkner, Wolfe, or O'Connor.

But there is much more than a practical or vocational viewpoint

to consider when one examines the volunteer's experience in CHIP. An afternoon spent with CHIP is a confrontation with one's individual values and with the values of society. In every CHIP project, the family which owns the house undergoing renovation participates in the rebuilding. Work with CHIP is more than a confrontation with rotten lumber, hammer and nails, bruised hands and sore muscles. While working on a CHIP house, the sons and daughters of the middle class who form CHIP's volunteer corps come to know a family totally unlike their own. They learn how these families cope with low income, lack of education, and a society which often discriminates against them socially, racially, educationally, economically, and culturally. Even worse, society may just ignore them.

Volunteers with CHIP come in contact with a world that has little to do with their own background and values. Consequently, a season in the field with CHIP can easily lead to a reassessment of one's own values and background. CHIP may not change what one thinks or believes, it may not change the style in which one lives, but it certainly makes a volunteer think about these things. It makes one realize that there are many, many lives in this world that are lived quite differently from one's own. To acquire a perception of that sort is to acquire an education.

A second Madison House program, which has a history much like CHIP's, is the Consumer Information Service (CIS). CIS began in the early seventies as the project of a handful of law students. At its beginning the program consisted of one telephone over which volunteers received calls from consumers and offered assistance. Today the program has grown to a group of seventy volunteers who are organized into three divisions: the "Action Line" receives consumer complaints and requests for information; the "TroubleShooter" Staff researches, writes and publishes a local consumer newsletter; and an Information Division maintains a library and carries out in-depth research projects such as the Fall 1975 "Area Banking Survey."

The Consumer world is vastly different from the world of CHIP. But here too volunteers must confront a myriad of problems. Through several years of volunteer experience, the student directors of CIS have learned the meaning of leadership and management; they have shown the initiative necessary to take the program in new directions, and they have executed decisions in order to make those new directions a reality. Volunteers have dealt with a wide variety of people--- bank presidents, small merchants, suburban housewives, welfare recipients, school children, large chain-store merchants, mail order firms, chamber of commerce officials, attorneys, and in one case a cattle rustler. These volunteers' most pressing challenge has been that of professionalism. The daily business of a consumer agency takes it right to the heart of the marketplace: the transfer of money in return for goods and services. Each program activity, whether it be an individual complaint, a request for information on a product or firm, a small-scale price survey, or an in-depth research report, has a dollar and cents effect on a number

of individuals in the community. The program demands disciplined performance in research, writing, and oral communication. The volunteers are not working in a laboratory situation. Assignments cannot be rewritten. Mistakes cause confusion, anger, and distrust. Success contributes to an improved atmosphere throughout the community. The volunteer, whether a commerce, psychology, journalism, or pre-law major, will find numerous connections between his community service work and his academic pursuits.

One of the more traditional Madison House programs, traditional in the sense that most people take it for granted that student volunteers can to some degree perform the function, is tutoring. At Madison House the tutoring program began in the same manner that many grassroots volunteer movements, especially student movements, began, as a response to a visible local need.

Tutoring at Madison House has gone through several phases. One year the volunteers conducted a survey and discovered that the average tutee raised his or her grade one level after a year of assistance from a tutoring volunteer. In other years, the volunteers because of poor coordination or an ebb in interest have failed to demonstrate the effectiveness of their program. Nevertheless, they have been out in the local schools tutoring. Today the program involves about 150 volunteers who tutor in ten local schools. Volunteers participate in special enrichment programs, assist teachers in the classroom, and deal one-to-one with many young students. Co-directors of this year's program, both third year university students, have instituted a number of policies which will provide a detailed view of the program by year's end. Each volunteer is required to maintain a journal that details the tutoring experience. Each tutor is asked to record in as much detail as possible what skill each session covers, what problems the student is experiencing, examples of the tutee's work and a plan of each upcoming lesson.

The journal accomplishes many tasks for the individual volunteer and the entire program. By encouraging each volunteer to articulate and write down the tutee's learning problem, the program is able to set goals and guide the tutorial sessions in a specific direction. The process also encourages volunteers to think ahead; volunteers don't ad lib a lesson. Copies of the journal are left with the school and the program office. This way the tutor knows what progress has been made, and Madison House and the school know what services have been provided. Communications are increased so that any volunteer with a problem can be lent advice and assistance. The journals also represent a growing resource file of successful lesson plans and tutorial techniques that future volunteers can learn from and use.

The benefits that a volunteer can receive from his own service as a tutor are substantial. The volunteer expresses his own thoughts and implements them in a real-life situation as opposed to a laboratory or an exercise book. As one Madison House tutor remarked: "The most

important thing for me was the process of re-examining subject matter that I had learned long ago and attempting to communicate that knowledge to another person." This volunteer learned a lot about learning---and thinking---and knowledge itself.

Watching and being able to work with programs like CHIP, CIS, and Tutoring is the most satisfying experience for a volunteer administrator. The small full-time staff at Madison House has constantly been amazed by the talent and ability of its student volunteer directors. To be fair, however, there is another side to Madison House and to any other student volunteer program that I have ever come across---the failure side. To be an effective, useful experience to both the people served and the volunteer, the student volunteer program must not only be well intentioned, it must be well-organized, attentively supervised, and securely financed. Unfortunately, the ingredients for success---solid organization, well developed goals, and consistent execution have not always been present at Madison House or in many other programs. As Norman Manasa pointed out in an article on student volunteers "the typical college volunteer program is like a bright red apple with a rotten core (you don't know something is wrong until you bite into it.)" When the rot sets in, student volunteer programs become open to charges of ripping off the community---the students are learning, although not delivering any service. In effect the students are using the people in the community as guinea pigs.

More than one Madison House program has gone through a period of such uselessness. For various reasons, at different times, some of the volunteer directors have become lackadaisical and irresponsible. Volunteers have been placed in community service positions with little screening and almost no supervision or feedback. The staff has allowed these conditions on occasion to persist too long. To correct the problem it has sometimes become necessary to gently remove a volunteer program director or ask an individual volunteer to leave the program. A unknown but too great a number of volunteers have faded away from their commitment because of poor organization and lack of contact with sound direction. Others have done a bad job.

Volunteer administrators and educators who are associated with or contemplating association with a volunteer program should keep in mind the following: rather than have a bad volunteer, it is better to have no volunteer; rather than have a bad volunteer program it is better to have no volunteer program. Often a volunteer is as highly dedicated and motivated as a professional worker; sometimes he is even as well trained. However, when problems occur, when program management or individual motivation break down, it is the paid worker who has the inspiration of a paycheck to fall back upon. The volunteer does not. He may have guilt feelings, but often they are easily overcome. And it is easy to rationalize the volunteer experience away in terms of inconvenience and other commitments; the volunteer experience will wait until tomorrow. To be effective and to enjoy his

experience, the volunteer must be committed. The volunteer must also receive consistent support that is always available. He needs clear tasks and well-defined goals. He needs to be able to know that his freely given time is beneficial to someone other than himself.

The volunteer, to be a good volunteer, must be prepared for the task he is about to assume. This is not to say that the untrained, or unoriented volunteer is not going to learn a lot. On the contrary, his volunteer service will be packed with education. Unfortunately, he will be so busy learning that he won't have the time or the composure to provide any service. We find ourselves hearing again the assertions of "rip-off" and "guinea pig." The volunteer in this situation, usually not because of any fault of his own, is a "one way volunteer." He is delivering nothing while taking from the community. The good volunteer, the effective volunteer, is the "two way volunteer": he gives as he learns and he learns as he gives. As Manasa noted in his essay

...he must be willing to admit to himself his own ignorance. He must, in some way, believe that the person whom he has chosen to help has something to teach him which he does not already know, and this something, whether it be about life or himself or another person, is vital to his own existence and which he therefore must learn. Somebody, from a university working in the community, for example, must acknowledge that he is there not only to give, but to receive as well; to learn as well as to teach.

College volunteerism can be an effective learning tool. But it does not take place in the thin air of the ivory tower or the aniseptic confines of the laboratory. Volunteer experience takes place in the teeming, muddy waters of the community pond. Every rock thrown makes waves. Real ones.

At Madison House we are a long way from perfect, especially in the area of effectively training our volunteers. But we do insist that every program provide some sort of orientation: Big Brothers and Sisters are interviewed and given the chance to seek professional counseling as well as peer group rap sessions. Head Start tutors are accompanied on their first visit to a family's home by one of the program directors; monthly meetings provide a chance for feedback. Consumer volunteers listen to tapes of hypothetical cases and requests for information before actually working on the telephone; past cases, a volunteer handbook, and a consumer library are available for study. Training, feedback and evaluation are critical to the success of any program. At Madison House we consider improvement in this category one of our highest priorities.

The staff at Madison House provides support and advice to the various student program directors, and through them to the individual volunteers. Financial matters, publicity, recruitment, recordkeeping, and clerical work are centralized by a small paid staff that over the years has fluctuated

from three to five. Centralization of these chores allows for maximum use of limited resources, cuts down on duplication, improves communications, and most importantly allows the volunteers to concentrate on the most interesting and educational part of their work--the human side.

Today we live in an academic world polluted by careerism. If a student is not pre-med, then he's pre-law. The college years are not life for many students, they are pre-life. The college degree is a steppingstone to professional or graduate school or a good job, whatever that may be. Students do not learn, they invest their time and talents in return for credits and credentials. Writing recently in The Chronicle of Higher Education, Myron Bloy, Jr. attacked this trend:

Today's challenge to higher education is that so many young men and women arrive on the educational scene already possessed by such 'hardness of soul' and 'sclerosis of imagination' that it almost amounts to invincible ignorance. They are possessed by a hardnosed, yet quaveringly anxious, careerism, bereft of any real capacity for either moral passion or aesthetic delight...They are, on the contrary, locked in a grim and anxious and lonely struggle for security and status.

Bloy argues that today's students need a Romantic Movement, a course of education that will let them

understand that any intellectual endeavor worthy of the name inevitably enmeshes one deeper and deeper in the common human condition, in the joy and pain of finding oneself to be a neighbor, especially to the oppressed, and in the absolute necessity, therefore, of exercising moral discernment and decision and action.

Critics will probably call Bloy a Romantic Fool. Though it may be an unpopular position, I should like to apply the same high standard to college volunteer programs. I do not want to see volunteer service by college students written off as a diversion, or pigeon-holed as a pre-professional learning experience. I want to see college volunteer programs recognized as an important feature in the life of the university.

Volunteerism is a mixed bag. But so is life. And what is Education if not the study of life, the study of how to live? College students should volunteer. Volunteer community service can be a confrontation with one's values, with others' values, and with society's values. The volunteer must contemplate and evaluate. He cannot sit back, listen, take notes, and record like a tape. He cannot just absorb. The volunteer must be active. He must perform tasks and make decisions. He must learn from mistakes and failures. Volunteer service places the student in an environment where he must synthesize his own thoughts and experiences; he must pull together the insights that both non-academic and academic learning have provided.

Universities should feel comfortable with the sponsorship of volunteer programs for the same reason that they feel comfortable when they encourage their students to read War and Peace, examine the Heisenberg Uncertainty Principle, analyze a dream, study the anatomy of a frog, or explore the ecology of a tidepool. Volunteer service, like each of these activities, makes one think. Participating in volunteer service is synonymous with thinking.

One cannot be a good student without constant, active thought; without receptivity to new ideas and ways of doing things. So too, one cannot be a good volunteer without much of the same mental energy. The volunteer, like the student, must constantly evaluate and re-evaluate. The student who participates in the well-run, worthwhile volunteer program finds himself re-evaluating numerous phases of his life: his style and standard of living, his manner of giving and receiving, his choice of the way he will spend his time. One's values are either reinforced or restructured by participation in volunteer service. They do not remain stagnant. They grow and develop. This is the gift of volunteer service. It is also the essence of Education. Viewed in this light, Education and Volunteer Service are one.

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FACULTY VALUES AND STUDENT COMMUNITY SERVICE PROGRAMS  
Thomas C. Little, Virginia Internship Program

There has been much talk during the last five years of significant changes in student values. Quantitative efforts to measure changes in values indicate that little, if any, change has actually occurred (Boyer and Dutton, 1976). These studies actually have little significance. It is what the popular media says is true that is important. We hear the media message, find support for it from individual instances, and accept it as generally true. This process is particularly important in youth culture. The young have not adopted a value system; their values fluctuate almost daily. This is what we mean by youth. In this situation the popular images are powerful. The young hear what they are supposed to be and embody it. The myth becomes the reality.

Think back to the late 1960's. In 1970 Thomas Reich, in the Greening of America, described the coming of a new era in our national life. An American revolution was underway. The millenium was in view. The Age of Aquarius was here. Peace was at hand. Everybody was to love one another. Sharing was the order of the day. The economic order was to be non-competitive. College students were bringing in the Kingdom; those of us who were older, holders of corrupt values, and cynical were to be converted by the young. In such a climate student volunteerism was the thing to do and it was done.

The image of the young is different for our day. The media portrait is very different. The young are described as a hard-nosed lot, concerned with what they can grab for themselves even at the expense of another. Grades are everything. They are the ticket to the good life by means of law school, medical school, the good graduate schools. There are stories in the press of pre-med students sabotaging other students' laboratory experiments. The declining job market for graduates is the lead story in the news weeklies. The word is out that rewards are few and for those who can successfully compete. Altruism, concern for the other, is a luxury. Student volunteerism cannot help but be a casualty of this image, stereotypical though it may be.

This is a conference on volunteerism in higher education. It hardly seems appropriate to make it a platform for announcing an obituary, and this is not my purpose. I am convinced, with others, that those things we valued in student volunteerism can be, and to a greater degree, in a new movement in higher education. This new movement is experiential education. If we are to have students in any number involved in community service it will be in an educational context and not through volunteerism as we have known it.

Experiential education is not a generally specific term. It is a catch-all term for a number of educational efforts which have the common

characteristic of learning by doing. For our purposes it can be defined as a program to facilitate learning through the experience of work in the community where the learning objectives are specified prior to the experience (Sexton and Ungerer, 1975). This definition does not describe a new phenomena in higher education. It simply provides a conceptual base for some old realities, such as work-study programs, internships, practicums, field experience programs, etc.

Experiential education programs are very much in accord with the student values of today. Students today are concerned that their education has relevance for their entrance into the world of work. Students are concerned about future employability. Work experience in experiential education programs can provide many benefits to students with these concerns. In their work they can clarify their own values, identify the work-related skills they have and develop new skills, explore vocational interests, observe professionals at work in particular vocations, and develop contacts for use in securing future employment. These are very tangible and desired benefits. If a feeling of altruism was the basis for community service in the late 1960's, today it is the student's concern that his educational experience have career relevance.

Experiential education, particularly learning through work experience in the community, has been identified and supported as a desired goal for our nation's system of higher education since 1970. I offer two bits of evidence for this contention. In the late 1960's and early 1970's the most massive study ever made of one nation's system of higher education was made in this country. This was the famous, some would say notorious, study by the Carnegie Commission on Higher Education. Millions of dollars were spent, almost a hundred studies and reports were made. As the Commission ended its work it identified fourteen areas deserving of special attention. One of these recommendations was for the "Extension and improvement of a series of educational channels for young people to enter adult life and work and service and not through college attendance alone" (Priorities for Action: Final Report of the Carnegie Commission on Higher Education, 1973, p. 92). This recommendation came from the earlier report of the Commission. One theme from that study is capsulated in this statement and recommendation:

Society would gain if work and study were mixed throughout a lifetime, thus reducing the sense of sharply compartmentalized roles of isolated students v. workers and of youth v. isolated age. The sense of isolation would be reduced if more students were also workers and if more workers could also be students; if the ages mixed on the job and in the classroom in a more normally structured type of community; if all members of the community valued both study and work and had a better chance to understand the flow of life from youth to age. Society would be more integrated across the lines that now separate students and workers, youth and age. (Less Time, More Options: Education Beyond the High School, 1971, p. 2)

These recommendations have not fallen on deaf ears. The Fund for the Improvement of Postsecondary Education was established as a funding agency in the Department of Health, Education, and Welfare to stimulate those innovations suggested by the Commission. Work experience as a legitimate and needed educational innovation is identified as a priority in the current guidelines for this Federal funding agency,

In the 1960s following Sputnik there was an almost unquestioning belief in the value of postsecondary education. It was a period of expanding support and growing enrollments. Education, it was commonly believed, would solve a wide range of problems confronting society. In the 1970s, however, belief is giving way to skepticism about the effectiveness of education at all levels and particularly beyond high school. This loss of confidence in education is in part a valid response to shortcomings in the traditional content and pedagogy of our colleges and universities.

There is some question whether the combination of knowledge and skills needed to function effectively in today's society is supported by the disciplines which dominate most colleges and universities. Learners want more than knowledge; they want to develop abilities that will permit them to perform effectively in work as well as in their civic and social life. Many are concerned with their continuing personal development and the use of concentrated educational activity as a basis for that lifelong learning. The traditional organization of knowledge may too often frustrate these needs.

Moreover, the established methods of instruction may never have served more than a small minority adequately. For instance, one study of the lecture mode showed that students tested immediately after a lecture, with access to their notes and to a prepared summary, retained no more than 42 percent of the lecture's content. Tested one week later without their notes, the students could recall only 17 percent of the lecture's content.

These combined circumstances lead to central concerns for postsecondary education. Can we move beyond an interest in mere survival in this difficult period? How can we develop educational programs which integrate organized knowledge and traditional insights with the useful skills and personal awareness needed in today's society? How can we develop instructional modes adapted to today's students and to the goals of new programs? How can educational personnel learn new skills, new roles, and new approaches to adapt to changed circumstances? (The Fund for the Improvement of Postsecondary Education Program Information and Application Procedures, 1976, pp. 10-12)