2019

Millennial Generation College Students' Participation in Civil Rights Causes

Frances Vinell Jackson
Walden University

Walden University

College of Social and Behavioral Sciences

This is to certify that the doctoral dissertation by

Frances Vinell Jackson

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Mark Gordon, Committee Chairperson,
Public Policy and Administration Faculty

Dr. Christina Spoons, Committee Member,
Public Policy and Administration Faculty

Dr. Tanya Settles, University Reviewer,
Public Policy and Administration Faculty

Chief Academic Officer
Eric Riedel, Ph.D.

Walden University
2019

Abstract

Millennial Generation College Students' Participation in Civil Rights Causes

by

Frances Vinell Jackson

MA, Fayetteville State University, 2005

BS, North Carolina Agricultural and Technical State University, 1984

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Public Policy & Administration

Walden University

August 2019

Abstract

Similar to other generations, millennials are attracted to organizations whose causes align with their interests, yet millennial college students' participation in nonprofit voluntary organizations is declining in the United States. Little academic literature explores the causes for the declines in participation, particularly related to civil rights organizations on college campuses. As a result, grassroots civil rights organizations are viewed as dying. Using Howe-Straus' generational theory as a foundation, this case study was to gain the perspective of 20 millennial generation students born between 1980 and 2000 on three college campuses and three civil rights organizations in the southeastern United States. Data were collected from 20 millennial generation students in two phases. Participants completed Clary and Snyder's volunteer functions inventory prior to being interviewed with a focus on understanding the factors that motivate or serve as a disincentive for the millennial generation to volunteer in civil rights organizations on campus. Survey data were analyzed using descriptive statistics; interview data were transcribed, inductively coded, and subjected to a thematic analysis procedure. Findings indicate that participants perceive that civil right organizations overlooked opportunities to engage in effective outreach and recruitment of millennial students by focusing on causes that are perceived to be of value to this population. Furthermore, organizations underutilize millennial-friendly outreach, including use of social media campaigns. The positive social change implications stemming from this study include recommendations to engage in recruitment activities that are appealing to the millennial generation in order to garner the contributions of this population of students.

Millennial Generation College Students' Participation in Civil Rights Causes

by

Frances Vinell Jackson

MA, Fayetteville State University, 2005

BS, North Carolina Agricultural State University, 1984

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Public Policy & Administration

Walden University

August 2019

Dedication

I dedicate this dissertation in memory of my parents, Paul Arthur Jackson and Martha Rowe Jackson, and to my siblings, Angela, Paul (Valinda), Terry (Sonya, T.J., and Marvin), Von (Karen, Daniel), and extended family, Howard McCoy. I would also like to include my family members who were educators that inspired me to pursue higher education and not allow the lack thereof to keep me from aspiring in all my endeavors. I also dedicate this dissertation to David Bryant, a founder of State University, and George Williams, who served as the school president at State University. Finally, this dissertation is dedicated to my namesake and great-great aunts, Frances Williams Lee and Almetta Bryant Wright; my uncle Fred Jackson; my aunt Gertrude Jackson Ross; and my cousin Mederean McLean.

Acknowledgments

Thank you to my Committee Chair, Dr. Mark Gordon, as well as Committee Member Dr. Chris Spoons for their assistance in fulfilling program requirements. I could not have accomplished the study without the assistance of Academic Advisor, Cat Heck, and the Institutional Review Board (IRB) at each of the colleges and universities. The professors and staff at the state university, community college, and private Christian college were vital in ensuring I met the program requirements with institutional certification. I appreciate the assistance of Ron Crosby and Glenn B. Adams with IRB approval at the community college. Encouraging words from my former co-worker Magistrate Owen Spears who often asked me how things were going with my study and encouraged me to finish and move on. Many thanks to Dr. Kofi Johnson, who inspired and encouraged me to take my time and make it my best work. This study would not have been possible without the students at each college that participated. I learned so much about the Millennial generation from you, and I greatly appreciate your time and commitment.

Table of Contents

List of Tables

List of Figures

Chapter 1: Introduction to the Study

Introduction

Unlike previous generations, Millennial college students (MCS) are motivated to engage in local rather than national causes, such as causes regarding civil rights and racial discrimination (Millennial Impact Report, 2017). However, their interests and actions occur outside established civil rights organizations, such as the Civil Rights Organization 1 (CRO1), Civil Rights Organization 2 (CRO2), and Civil Rights Organization 3 (CRO3). Additional research was necessary to provide an unbiased overview of civil rights issues in America and better assist civic organizations in gathering a new generation of leaders from college campuses and encouraging volunteerism and participation.

Volunteering is an important expression of citizenship that is fundamental to democracy (Shah, Suandi, Hamzah, & Ismail, 2015). Volunteers are recognized as the life support of nonprofit organizations; therefore, they are an invaluable resource (Everding, 2016). Some MCS are uninterested in volunteering or engaging in civic activities (Ghosh, 2016). For the sake of the organizations' survival, it is imperative to study how to attract, recruit, and retain MCS (Schuermann, 2016).

The research findings in the social sciences indicate that voluntary associations have declined (O'Leary, 2014; Metzger, Erete, Barton, Desler, & Lewis, 2015; Moore, Warta, & Erichsen, 2014; Strawhun, Perry, & Lloyd, 2014), in part because they are ineffective and ill-equipped to address today's injustices (Earl, 2015). The current study evolved from my decision to join a local branch of the CRO1 in 2011. After 1 year of membership, I became curious about why MCS were not more engaged in their communities. I was the youngest member of the organization at the age of 50.

This study included two additional civil rights organizations (CRO2 and CRO3) to compare alongside the CRO1. The purpose of the study was to analyze why MCS were uninterested in volunteerism or new membership status within three volunteer organizations. I

explored various methods of engaging new members while explaining the deeper meaning of the organizations' visions and purposes.

Weber (2002) and Earl (2015) argued that the decline of civic organizations results from an ineffective approach to challenging social injustice and sustaining democratic society (Rawlings, 2012). Schuermann (2016) stated MCS are a popular and relevant demographic to consider regarding strategies that attract participation in these organizations. The decline in participation was particularly notable among churches, which spread to other volunteer associations and nonprofits. Schuermann (2016) suggested nonprofits would benefit from studying atmosphere and tactics in previous generations that encouraged college students to join their organizations.

According to Weber (2002), Americans have recently transitioned from solidarity within clubs and associations to solidarity in addressing social issues. Despite this new emphasis on addressing social issues, there is limited research available about MCS and volunteerism in organizations that challenge those issues (Schuermann, 2016). The MCS-volunteer relationship is relevant because nonprofit organizations in previous generations benefited from the positive attributes of Millennials. These positive attributes include enthusiasm, creativity, flexibility in time, and advanced education (Everding, 2016; Schuermann, 2016). Such a strong, positive influence of Millennials indicates the need for these individuals within nonprofit organizations and the significance of their roles in volunteering.

Several specific characteristics differentiate Millennials from other generations. Researchers have referred to Millennials as the "C" generation because they are continuously connected and communicating, fluid in innovative content, concerned with their community, and absorbed in computerization (Saratvosky & Feldmann, 2013). Researchers have also recognized Millennials as "Generation Me" and the most ethically and racially diverse group in the history of the United States (Cass, 2014; Holmes, 2014; Twenge, 2013). Millennials were the first generation to experience the Internet through social media platforms such as Facebook,

Google, Twitter, and YouTube. They have accepted gay marriages; they are the least religious generation and the first to experience technology in its totality (Saratvosky & Feldmann, 2013). Furthermore, Millennials are considered global citizens who are both flexible and creative by nature (Saratvosky & Feldman, 2013). Millennials have recognized the good intentions of current leaders; however, they have also expressed the current leaders' processes are antiquated and unsuccessful. MCS have had ideas to ignite social change, though these ideas are not necessarily shared (Saratvosky & Feldmann, 2013).

Saratvosky and Feldmann (2013) explained that Millennials were risk-takers, and are resilient, proactive, confident, ambitious, focused, and enjoy going against the norm. Regarding organizational volunteerism, MCS were the first generation required to engage in community service activities and complete a civics course prior to graduation (Kanter & Schneider, 2013; Levinson, 2009). Currently, high school leaders have mandated community service as a requirement for graduation (Gallant, Smale, & Arai, 2010). However, researchers have debated whether volunteerism tends to become episodic because the students were required to volunteer rather than granted a choice (Gallant et al., 2010).

The CRO1 is the largest and oldest grassroots civil rights organizations and was established to confront injustices related to civil rights, housing, employment, and education in the United States (CRO1, 2018). In recent years, the CRO1 has recognized the urgency in attracting Millennials to lead their organization. This urgency was prompted by executive boards concerned that organization membership and activity are continuously declining, and that the organization is in need of new, younger leadership (Watson, 2015). Although the CRO1 recognized the need to attract younger leaders, MCS prefer to join fraternities, sororities, and professional organizations, or they prefer to enact protests through new and emerging technologies, rather than join an established organization with rules and regulations.

Reaching Millennials has proven successful through technology, such as Facebook (e.g., Ha et al., 2016). The concern lies in whether MCS are interested in the traditional formation of

the organization, which is structured according to rules and regulations that are headed by an older generation of leaders. Young people may wish to vocalize their opinions louder and more frivolously than other generations have, which calls for collaboration and support from the older leaders in power (Guo & Saxton, 2014; Nah & Saxton, 2012).

The CRO2 is another nonprofit organization that advocates for transparency, effectiveness, and openness in local government. The organization was founded in 1894 by a collaboration of lobbyists, policy makers, journalists, and educators who desired to further the progression of nationwide change for just and fair laws. Previous participants included previous presidents and civic leaders among many others. The CRO2's website banner states "Inspiring | Supporting | Celebrating" (CRO2, n.d.). If the CRO2 slogan is true, then other organizations should follow suit, and all must carry this promise to the new members.

While both the CRO1 and CRO2 focus on racial inequality, the CRO2 addresses additional challenges, including developing green and sustainable solutions and immigrant integration strategies. The CRO1 (2018) strives to recruit MCS for their tenacity, work ethic, and innocence by encouraging them to enact change locally. The CRO2 is best known for its World Award, which is granted annually to 10 communities to recognize those that collaborate for change (CRO2, n.d.). Since the award's inception in 1949, it has been granted to more than 600 communities to fund community projects (CRO2, n.d.). The CRO1 (2018) has taken advantage of technology for advertising with its use of Facebook and Twitter accounts, as well as weekly YouTube updates to inspire the MCS. In most organization's YouTube videos, the focus is on students on college and university campuses.

The CRO3 is a nonprofit, nonpartisan organization based in southeastern United States, which offers tools and training to enact political change. The CRO3 (n.d.) pledge reads as follows: "I pledge to leave my community and country better than I found them by pursuing practical solutions instead of just pointing out problems and assigning blame" (para. 1). However, most of their participants have not been as active in recent years, perhaps due to

participant age, which is why leaders of CRO3 (n.d.) have increasingly sought to engage younger CRO3 populations on college campuses. They have utilized new and emerging technologies to interact with the younger CRO3 population, such as an official website explaining their cause, mantra, and activity roster. They use a Facebook account and advertise protests to generate interest from younger college students (CRO3, n.d.).

I utilized keywords such as *civic engagement, reformation, citizenship, socioeconomic status, new generation, younger generation,* and *Millennials* to investigate current research and identify important social issues regarding MCS. I focused on the Millennial generation, as this generation consists of newly educated employees entering the workforce, as well as individuals who are knowledgeable about technology. These individuals possesses the skill set and motivation to continue the missions of organizations, even after their older members have retired and passed.

Background

Civil rights have been a long-standing source of friction in America. A multitude of leaders have established groups and organizations to fight racism and slavery and to seek justice for underrepresented groups, such as women and those within the lesbian, gay, bisexual, and trans (LGBT) community. For example, the CRO1 was crucial in the combat against racism that remained following Abraham Lincoln's abolition of slavery (Siscoe, 2016). The CRO1 was established after the Civil War, triggered by the tension between the north and south. The CRO1 and other civil rights organizations like it have sparked significant change since their inception; if these groups never existed, the life of Americans would be dramatically different (Siscoe, 2016).

Between September 2014 and September 2015, about 62.6 million people volunteered through or for an organization at least once (Bureau of Labor Statistics [BLS] 2016, p. 1). Furthermore, BLS (2016) states volunteer rates were lowest among 20- to 24-year-olds (18.4%;). Teenagers (16- to 19-year-olds) continued to have a relatively high volunteer rate at

26.4%. In recent years, the volunteer rates for 35- to 44-year-olds and 55- to 64-year-olds declined. The declining numbers are relevant to ensuring democracy in our society.

The decline in participation and volunteerism within organizations that attempt to enact Political and societal change can affect the social structure of the economy. This particularly deflates the American Dream by allowing those elected into positions of power to have free reign without consequences. These organizations provide a way for people to affect change, fight unjust laws, and remind others that racism, bigotry, and rude mannerisms are not tolerated; however, these organizations are becoming understaffed and underused. America is the land of the free and contains a melting pot of diverse races and cultures. Americans should expand the founding fathers' idea of freedom and living in unity. In his Gettysburg Address, President Abraham Lincoln (1863/2017) stated "That we here highly resolve these dead shall not have died in vain; that the nation, shall have a new birth of freedom, and that government of the people by the people for the people, shall not perish from the earth" (para. 2). Lincoln (1863/2017) stated that the government was of the people, by the people, and for the people, which demanded the people's voices to be heard. Millennial participation in volunteer organizations could help maintain these democratic ideals.

In recent years, there were numerous instances where members of society united to address unjust laws through protests, such as the Occupy Wall Street and Black Lives Matter (BLM) movements. Protesting is embedded in American society, and government leaders have considered those protests as a vote of sorts (Siscoe, 2016). Although media has covered protests with young people in attendance, the younger population has not collaborated with major civil rights organizations, which could be a massive resource to young protestors. Additionally, these protests have generated negative feedback. Outreach and recruitment efforts that focus on MCS could develop new, educated members with leadership skills for these civil rights organizations. Organization membership has additional benefits, such as providing funding for protests, providing a platform for peaceful collaboration with major leaders, and establishing

volunteering opportunities to facilitate change. These benefits are not being realized because MCS are not being adequately recruited. Implementing new and emerging technologies into these organizations could capture the attention of MCS with a packed schedule of activities geared toward progress, which will assist the organization in achieving its missions.

Organizations with sufficient funding can broadcast messages to other countries and exchange solutions for social issues with the United States. For example, women's rights, LGBT rights, and racism are major concerns worldwide. In recent years, France, Germany, Australia, and Britain have advocated for women's rights and LGBT rights by legalizing gay marriage and allowing paid maternity leave for both parents (Siscoe, 2016). Despite the strong presence of Americans fighting for women's and LGBT rights, U.S. government leaders have failed to pass such laws. Although gay marriage is legal as of 2016, equal pay for women and paid maternity leave are lacking in most states in the United States (Livingston, 2013). Currently, only leaders in Rhode Island, California, and New Jersey require that employers provide paid maternity leave, while equal pay remains a nationwide concern.

BLM, known as this generation's civil rights movement (CRM; Siscoe, 2016), has established more than 30 local chapters in the national network since 2017. However, multiple BLM protests have ended in violence. These protests were not affiliated with major civil rights organizations or strong guidance from leaders, showcasing the need for organized efforts to ignite change.

The Tocqueville-Putnam theory, which states that democracy and volunteerism have declined, served as the basis of this study. According to Janoski (2010), theorists of the de Tocquevillian theory ignored social movements and studied communities and families instead. De Tocqueville (2003) focused on protecting the *little man* from *nobles* and *land speculators*. For this reason, Decker (2014) explained that today's associations strongly differed from those that Tocqueville referenced in 1835. Instead, Decker (2014) aligned association types with hospitals, buildings, schools, jails, and those associated with the government.

Foster (2015) explained that De Tocqueville's (2003) framework of democratic self-interest conferred that Black citizens did not have the freedom to exist as traditional citizens. This perspective is outdated, with roots in racism. However, both De Tocqueville (2003) and Putnam (2000) agreed that an important connection between constructive social change and connectedness was that if connectedness was lost, disruptive change would occur (Foster, 2015). Nonetheless, Stansfield (2012) explained that the CRO1 was the only organization capable of addressing today's injustices and inequalities, denouncing the abilities of the American Civil Liberties Union (ACLU) and all White organizations. The CRO1 is an organization that has fought and continues to fight for democracy. Despite CRO1's successes, there remains persistent concerns regarding the passing of leadership to newer members. According to Chou (2013), Generation Y is not an option, and MCS are uninterested in democracy, which possesses a further challenge for organization leaders seeking Millennial members.

As stated, De Tocqueville (2003) and Putnam (2000) did not include social movements or associations of African descent in their model (Chioneso & Brookins, 2015). MCS may be unfamiliar with the injustices experienced during the CRM or the sacrifices that prompted the creation of the CRO1. This lack of knowledge has created a division between the older generation, who has witnessed significantly inequality, and the MCS, who have not witnessed the organization's relevance in the modern era. Biggs and Andrews (2015) posited leaders of the CRO1 were interested in recruiting MCS. However, leaders of the CRO2 and CRO3 have fought against similar injustices and lost young college student participants. The reason for this loss requires further study.

The success of BLM was due in part to charismatic leaders and their unique approach to generating interest in the movement. BLM leaders had a centralized, common goal that was guided by strong female representation and women leaders admitting homosexual status (White, 2016). Women's roles as leaders in the BLM movement was a significant transition

from women's roles during the CRM as secretaries and cooks (Broadhurst, 2014). Leaders of the movement communicated with its members and organized local chapters through social media, including the development of a social media hashtag. Despite this success, there are clear advantages to achieving social change through an organization backed by funding and supported through volunteerism and planned protests.

Researchers have posited the CRO1 may attract MCS by employing social and mobile media, thereby allowing for both online and offline strategies to engage in participatory politics (Khane, Hodgin, & Eidman-Aadahl, 2016). Khane et al. (2016) explained that participatory politics allowed civic engagement to occur with ease; leaders could mobilize networks of volunteers, circulate petitions, access the Internet, and investigate issues. Research has indicated that opportunities and barriers to volunteering can vary among adults. For example, voluntary associations provide opportunities for people to interact with individuals outside of their primary social networks, such as MCS meeting face-to-face with community and university leaders, and the interaction with community and political leaders (Lott, 2013; Rawlings, 2012).

It is well-established that life experiences shape the worldviews of people (Bova & Kroth, 1999; Cates, 2014; Kunreuther, 2003). Leadership of the CRO1 has become complacent and unwilling to consider ideas of younger members (Cates, 2014; Kunreuther, 2003), despite the fact that varied experiences and skills could be a valuable asset to the organization. Furthermore, CRO1 has resisted opportunities to train and mentor young leaders for succession, indicating their overall resistance to leadership changes (Kunreuther, 2003). However, the CRO1's annual fundraising dinner does have a speaker and Mother's Day Contest to attract MCS (Cose, 2011).

Each generation has specific characteristics that differentiate it from another generation (Cates, 2014; Howard, 2016; Kunreuther, 2003). For example, the Veteran generation experienced the Great Depression and is loyal to organizations, is disciplined, has experienced injustices, and is obedient to authority. The baby boomers, born between 1944 and1964,

experienced the assassination of John F. Kennedy, the CRM, and traditionally include stay-at-home mothers and workaholics dedicated to organizations. Furthermore, Nichols (2013) explained that in a grassroots organization, volunteers were managed by other volunteers and lacked commitment to an organization and its mission.

Unlike the earlier generations, Cates (2014) explained that Generation X experienced technology, changes in the family structure, savings and loan scandals, and the oil crisis. Conversely, Generation Y (e.g., the Millennial generation), is recognized as the risk-takers. This generation will not put work before family, and families typically consist of two parents working outside of the household who are unwilling to pay dues (Cates, 2014; Howard, 2016; Kunreuther, 2003). This generation has also been subject to nationwide acts of violence, including Columbine High School shootings and the September 11th terrorist attacks (Cates, 2014; Howard, 2016; Kunreuther, 2003). Cose (2011) posited MCS did not see a reason to join an organization that challenged injustices as they were interested in a life abundant in material possessions. Additional researchers have indicated a decrease in volunteering among high school students compared to when Generation Y attended college, which indicates a lack of community attachment (Boulianne & Brailey, 2014). The decline is related to this generation's opinions toward community, institutions, and persisting problems (Boulianne & Brailey, 2014). It is imperative to identify the barriers to MCS volunteerism that are causing this decline.

Problem Statement

In the United States, volunteerism among MCS is in decline, but volunteerism is required for democracy to flourish (Moore, Warta & Erichsen, 2014). The decline among MCS volunteers has influenced major civil rights organizations, such as the CRO1, CRO2, and CRO3, which Watson (2015) defined as dying. These grassroots organizations are driven by leaders who challenge injustices and inequalities, but the continued existence of nonprofit organizations relies on attracting MCS as volunteers (Schuermann, 2016).

Although researchers have studied the Millennial generation, there are still gaps in knowledge of how Millennials' attitudes influence future behaviors (Sorenson, 2016). Because of this lack of understanding, nonprofits are not able to successfully recruit Millennials for volunteerism. Indeed, Millennials' attitudes toward volunteering has differed from earlier generations (Patusky, 2010; Lehmann, Brooks, Popeo, & Blazek, 2015). Civil rights leaders did not know whether Millennials would volunteer, which reduced leaders' abilities to tackle social issues and expend resources wisely (Sorenson, 2016).

Previous studies have shown that volunteer associations serve as schools of democracy where members can learn and augment skills that encourage civic and political participation (Siscoe, 2016). MCS transitioning to adulthood are different from their parents and grandparents (Flanagan, Levine, & Settersten, n.d.); major events such as leaving home, entering the workforce, and getting married now happen later in life than they did for previous generations (Flanagan et al., n.d). Voting and other forms of engagement were also being delayed (Flanagan et al., n.d.). The specific problem was that MCS were not affiliated with organizations, namely the CRO1, CRO2, and CRO3, for guidance in creating and organizing designated protests and activities. The organization leaders need Millennials as future and committed members.

Purpose Statement

The purpose of this study was to explore and understand the opportunities and barriers to MCS participation in established civil rights organizations. To date, researchers have studied attitudes and behaviors of MCS and determined they are agents of social change who have chosen not to volunteer in civil rights organizations established by their parents or other previous generations. The gap remained, as the most notable research was related to charitable and service delivery in nonprofit organizations. In addressing the problem, I determined what motivated MCS to volunteer, as well as any barriers to their participation.

According to Sorenson (2016), illuminating the attitudes of MCS is imperative to understanding what motivates this generation to volunteer. The findings of this study identified attitudes that civil rights organization leaders could use to encourage Millennial membership. Additionally, Sorensen (2016) found that as Millennials aged, their influence on social change, including nonprofit organizations, became more apparent to them. Sorenson (2016) also explained that the youngest Millennials are now in college and many are starting careers, providing both the financial and time resources needed to offer support for community causes.

Leaders of civil rights organizations can use findings from this study to engage MCS in organization memberships and to sustain the future of the organization through volunteering. With a better understanding of attitudes shared by Millennial volunteers, organization leaders can focus attention on shared attitudes predicting engagement (Sorenson, 2016). The ability of organization leaders to engage MCS should manifest in novel ways to recruit new members, in addition to the collection of more information to introduce citizens to other like-minded individuals (Sorenson, 2016).

Research Question

The primary research question that I addressed in this study was as follows: What are opportunities for reducing barriers to volunteerism and increasing recruitment of MCS from diverse colleges and universities for organizations like the CRO1, CRO2, and CRO3? By examining the attitudes of MCS about volunteerism, civil rights organization leaders might better understand the attitudes of Millennials about community service and participation in established civil rights organizations. The findings of the research could enable civil rights organization leaders to implement strategies aligned with interests of MCS (Sorenson, 2016).

Research Design

In this qualitative case study, I investigated why MCS at three colleges and universities had not joined or participated in civil rights organizations. The qualitative case study was an intrinsic, instrumental study. I focused on barriers and opportunities that affected MCS

decisions to participate. Participants in this study were students enrolled at three institutions of higher education located in southeastern United States.

I distributed letters of intent (LOI) to universities to request permission to conduct the research and collect data. The data and contact information were collected from the university's institutional research and effectiveness office after approval from the institutional review board (IRB). I then distributed flyers to recruit participants.

The pool consisted of 20 participants: 14 college students, three college faculty, and three organization leaders. I employed SurveyMonkey (2018) to solicit responses from students enrolled full-time in a university in southeastern United States. The initial surveys were followed by face-to-face interviews. I recorded the individual, face-to-face interviews for future reference. I served as the research instrument in conducting the interviews. The data collection occurred over 3 months.

Theoretical Framework

The role of theoretical frameworks is to test existing theories or to extend a theory (Imenda, 2014). De Tocqueville's (2003) democracy, Putnam's (2000) theory of declining associations, and Howe and Strauss's (1992) generational theory served as guiding frameworks explaining organization leaders' interests in attracting the Millennial generation. The origin of generational theories may be found among the works of Karl Mannheim's 1923 essay (as cited by Aboim & Vasconcelos, 2014). The central purpose of Howe and Strauss's (1992) generational theory is to provide a lens into the changing attitudes and behaviors of generations as society encounters change.

Howe and Strauss (1992) developed the generational theory to explain the role of generations in American society and recurring attitudes, beliefs, and expectations held by different generational archetypes. Howe and Strauss (1992) posited generations were significantly influenced by the social and economic framework with which they were raised. Based on the assumption that social factors changed approximately every 20 years, Howe and

Strauss (1992) developed four archetypes—prophet, nomad, hero, and artist—from which attitudes, beliefs, and actions could be determined. Howe and Strauss (1992) used the generational theory to describe each generation and the relevant world events that influenced attitudes and behaviors. The Millennial generation was referred to as the *hero archetype*, who was influenced by societal events. Millennials have shared attitudes based on self-reliance and are energetic optimists, with higher social motivations compared to other archetypes (Sorenson, 2016).

The challenge of recruiting younger leaders is a universal task for nonprofits, voluntary associations, and social movements. The lack of young leaders has a direct impact on voluntary association service delivery. When individuals volunteered in these organizations, they could strengthen democracy and enhance their skills as leaders in the democratic process (Rawlings, 2012).

Activities in organizations like the CRO1 (2018) are declining due to lack of membership, which includes a lack of college students and Millennial volunteers. The decline in volunteer organizations and nonprofits is of great concern because volunteers help nonprofit organizations to fulfill their mission statements. Benefits of volunteering in social institutions include leadership training and participating with government associations that can shape attitudes about civic engagement (Lott, 2013). Volunteering also prepares students to further these interests and voluntary protests after college.

Researchers have used research from De Tocqueville (2003) and Putnam (2000) to identify reasons for declines among voluntary, nonprofit, and social movement organizations. Research has established the importance of volunteering in promoting democracy in a civil society (see Chapter 2); however, MCS may not volunteer if their altruistic views do not align with the values of the organization (Saratvosky & Feldmann, 2013). Furthermore, MCS are more interested in social causes than political causes because of their desire to help others and their lack of trust in the government structure (Mitchell, Gottfried, & Matsa, 2015). Research

has indicated that public concerns are more effectively expressed through groups than through individuals (Bevan, 2012; Swain & Mangum, 2012).

Nature of the Study

This study was driven by a qualitative paradigm, into which life experiences can be incorporated and analyzed (see Creswell, 2013; Vamstad & Gordon, 2017). Qualitative research focuses on exploring and understanding social conditions or problems faced by both individuals and groups (Patton, 2002). I served as the instrument, and I sought to explore the perceptions that MCS have about volunteering in nonprofit civil rights organizations and expand these ideas for future research (see Yin, 2013). The case study included at least two units of analysis at three colleges and universities. Within the qualitative paradigm, a case study design aligns with the primary research question asking *how* and *why* a particular phenomenon occurs (Yin, 2013). I analyzed the data using NVivo software to explore trends in Millennial attitudes regarding volunteerism and civil rights organizations.

Definitions

The following terms were used frequently throughout this study. For this reason, definitions of each term as they relate to this study are provided below.

Affiliation: Affiliation is a relationship of dependency; usually, the referent is an organization rather than an individual.

Baby boomer generation: The baby boomer generation are individuals born post World War II between 1946 and 1964 (Howe & Strauss, 1992).

Career: A career is the degree to which volunteering promotes clarity about vocational choices (Shatteman, 2014).

Causes: Causes are common action-oriented behaviors aimed at a service-based or philanthropic end, generally a person helping people and communities (Millennial Impact Report, 2017).

Civil rights movement (CRM): Refers to an era dedicated to activism for equal rights and treatment of Black citizens in the United States. During this period, people rallied for social, legal, political, and cultural changes to prohibit discrimination and end segregation (Roy, 2016).

Civic engagement: Civic engagement refers to a person's participation in politics, including protesting, voting, fundraising, campaigning, standing for political office, and talking politics with others.

Community service: Community service refers to voluntary work intended to help others. In this study, community service and volunteerism were used interchangeably (see Van Goethem, Van Hoof, Orobio de Castro, Van Aken, & Hart, 2014).

Culture: Culture refers to values, beliefs, and assumptions held by organizational members that are developed through socialization from several groups in a workplace (Denison, 1996).

Democracy: Democracy refers to government by the people, for the people, and the belief that the power to rule rests in the hands of the people (Campbell, 2008).

Enhancement: Enhancement refers to the degree to which volunteering promotes an individual's sense of personal growth and positive feelings (Shatteman, 2014).

Episodic volunteers: Episodic volunteers are those who participate in recurring or seasonal events (Everding, 2016).

Extrinsic motivations: Extrinsic motivations are activities done to attain some separable outcome (Schuermann, 2016).

Generational cohort: Generational cohort refers to the grouping of individuals born within the same generation (Howe & Strauss, 1992).

Help volunteering: Help volunteering refers to leading to altruism and helping others (Barthini & Vohra, 2016).

Historical Black college and university: Historical Black colleges and universities (HBCU) are sources of pride for the Black community. The principal mission of HBCU is the

education of Black citizens in the United States, which is accredited by a nationally recognized accrediting agency or association (U.S. Department of Education, n.d.).

Intrinsic motivation: Intrinsic motivations are activities that are done due to inherent enjoyment (Schuermann, 2016).

Involvement volunteering: Involvement volunteering refers to community involvement (Barthini & Vohra, 2016).

Millennial connection: Connection refers to how Millennials discover and communicate with a cause, ranging from the first time they sign up for more information to their actions on mobile communication and social media (Millennial Impact Report, 2017).

Millennial engagement: Engagement is how Millennials connect, involve, and give to causes about which they care (Millennial Impact Report, 2017).

Millennial generation: This refers to those born after 1980 and the first generation to come of age in the new millennium (Mitchell et al., 2015).

Millennial involvement: Involvement includes small actions, such as micro volunteering, and larger actions such as to board leadership (Millennial Impact Report, 2017).

Motivation: Motivation refers to a desire to engage in activities that produce results (Chan, 2017).

Civil Rights Organization: The mission of CRO (2018) is to ensure political, educational, social, and economic equality for all persons and to eliminate race-based discrimination.

Nonprofit organizations: Nonprofit organizations are those organizations receiving 501(c) 3 statuses from the Internal Revenue Service.

Internal Revenue Service (IRS): The IRS fulfills a need in the community and must invest any funds raised into carrying out the mission of the organization (Molk, 2012).

Organizational participation: This refers to an individual's desire to be fulfilled through volunteering, such as attendance at meetings and member communication (White, 2016).

Protective: Protective is the degree to which volunteering allows a person to avoid guilt and better cope with personal problems (Shatteman, 2014).

Regular volunteers: Regular volunteers are those who regularly donate their time as unpaid staff. These volunteers may be filling positions with written job descriptions and possess specific skill sets related to the task at hand (Everding, 2016).

Social: Social refers to the degree to which volunteering allows a person to be with friends and receive the recognition of others (Shatteman, 2014).

Social capital: Social capital broadly refers to resources accumulated through relationships among people (Ellison, Steinfield, & Lampe, 2007).

Social issues: Social issues influence a considerable number of individuals within a society (Millennial Impact Report, 2017).

Social movement: Social movement is the occurrence of individuals collaborating to protest for a common cause related to the well-being of people. The change includes freedoms that influence social change in political, religious, educational, health, corporate, government, and other institutional arenas (Lofland, 2017).

Spot volunteers: Spot volunteers are those who casually participate in a single event (Everding, 2016), as opposed to episodic or regular volunteers.

Understanding: Understanding is the degree to which volunteering provides opportunities for new learning experiences for a person to use or enhance their knowledge, skills, and abilities (Shatteman, 2014).

Values: Values are the degree to which the act of volunteering expresses altruistic and humanitarian concern for others (Shatteman, 2014).

Virtual volunteers: Virtual volunteers are those who donate their time from a distance, using the Internet or mobile technologies and social media (Everding, 2016).

Voluntary association: This refers to an association whose members join by choice for a common goal or goals other than profit (Anheier, 2013).

Volunteering: Volunteering includes any activity that is unpaid, undertaken freely, and benefits others or the environment. This broad definition includes both "formal" volunteering (through a group or organization) and informal volunteering (not through a group or organization; Shah et al., 2015; Young, 2004).

Volunteerism: This is a generally accepted term for service that is provided without pay (Sorenson, 2016).

Assumptions

Assumptions are elements of the design that may impact the study. These include factors that the researcher lacks the ability to control (Baron, 2008). The assumptions of the study were that leaders of the diverse colleges and universities would agree to allow students to participate, and students would agree to participate in the study. Once approval occurred, I assumed students would respond honestly and in a timely manner. I also assumed that MCS participants were a representative sample of a larger population. I assumed findings of the study would serve as academic literature for nonprofit and social movement agencies to attract MCS to volunteer.

Scope and Delimitations

The scope of the study was MCS of all ethnic backgrounds and socioeconomic statuses currently enrolled at a college or university in the United States. I included a review of MCS from lower economic classes, highlighting various cultures and races on a singular campus. I included MCS from middle economic classes by researching an HBCU to understand how limiting one singular race can affect the answers of the case study. Finally, I considered a private Christian college to include MCS from higher economic classes that have historically included many White students. The delimitations of the study were that most students who participated were on-campus only, which excluded online students. Despite including a mixture of diversity, this study was limited to that of a single community representing college students born between 1980 to 2000. The last limitation was that these colleges and universities were in

southeastern United States, so future researchers may need to study other states. The scope of this study also included researching a variety of voluntary, nonprofit, or social movement organizations. The basis for selecting MCS was their histories as social change agents in propelling the civil rights movement that secured democracy and equality in southeast North Carolina. The uniqueness of the vicinity of the CRO1 local branch office to the HBCU made for a practical delimitation in the study.

Limitations

Yin (2013) defined limitations as issues in experimental investigation of modern occurrence in profundity and within true environments, particularly when the borders between the causes and situations were blurred. The qualitative case study method is not completely understood, despite being widely used. Case studies also usually serve two purposes: illuminating trends within a single unit, as well as within a larger group of units. I did not delineate between the types of participation in voluntary associations as recent researchers have.

Chen (2017) explained the two types of membership in voluntary associations. Type I includes church, sports, clubs, and art associations; environmental organizations; and charities. Type II includes political parties, trade unions, and professional groups. I considered MCS membership in socioeconomic statuses; diversity of the school; how many opportunities they had; their ages, races, education levels, and genders; and what civil rights issues were relevant to them.

Another limitation was the willingness of participants to be forthright in expressing honest and open thoughts and feelings regarding the research topic. Participants might have felt that honesty regarding these topics would marginalize them within their classes, genders, or age groups. To address this, I used pseudonyms during interviews in private interview locations as needed. I empathized and understood the experiences of the target population. An additional limitation was that I did not investigate which voluntary associations students preferred or which types of voluntary associations most promoted democracy.

Perhaps the most substantial limitation was my own personal bias. At the time of this study, I was a political science graduate of one of the research sites (an HBCU), as well as a community advocate, political candidate, and former member and assistant finance secretary of the CRO1 (2018). I was a member with the CRO1; therefore, I might have built a stronger rapport with participants than a third-party interviewer may have. Regardless, I carefully monitored my responses, tone, and body language throughout the study.

I also reviewed the results with the participants to ensure the authenticity and accuracy of all final reporting. Other methods of addressing limitations included saturation (or rich data) to ensure that the details were clear to provide a full understanding of the phenomenon. I regulated data collection in a manner to not produce a mistaken conclusion or entertain any potential bias, and I used external auditors, such as the dissertation committee, who reviewed the project and provided an objective assessment. Reviewing the results with participants and utilizing rich data and external auditors can ensure authenticity and accuracy of results (Maxwell, 2012). Finally, through this research, I became more aware of potential bias and acknowledged the way it may negatively influence the study.

Significance

This study elucidated the motivating factors for Millennials to volunteer their time in civil rights nonprofit organizations, which was steadily declining. Results from this study can be used by nonprofit organizations to increase Millennial membership and contribute to understanding voluntary associations serving as grassroots civil rights organizations. Lott (2013) explained that volunteerism and civic engagement among MCS contributed to the nation's democratic society. Rawlings (2012) demonstrated that associations shaped future leaders by strengthening individual skill sets and improved democratic processes by developing communities and emCRO3wering citizens. Chioneso and Brookins (2015) explained that participation and membership in associations-built leadership skills and provided networking and career development that young MCS would not experience otherwise. My study highlighted

the importance of volunteerism, civic engagement, and civic values among MCS in various socioeconomic statuses. Furthermore, results from my study provided guidance on strategies to increase membership in nonprofit organizations.

Identifying barriers to MCS volunteerism could promote positive social change. If civil rights organizations are better able to target MCS, activity and membership within the organization will increase. Increased participation allows volunteers to better communicate with and mobilize the masses, while improving the organizations' role in society and achieving the organizations mission. This study investigated strategies to attract MCS by utilizing new and emerging technologies. Indirectly, the study might provide a lens for colleges and universities to proactively recruit MCS as opposed to waiting for their arrivals.

Summary

I explored the opportunities for and barriers to MCS membership in civil rights organizations. To date, researchers have studied attitudes and behaviors of MCS as agents of social change; many MCS have chosen not to volunteer in civil rights organizations that their parents created or joined. The gap remained, as the most notable research was related to charitable and service delivery in nonprofit organizations, rather than specifically addressing MCS volunteerism in civil rights organizations.

I presented how the research originated and explained the historical origins of the organizations in question. I was a member of the local CRO1 in 2011 and recognized many members were over the age of 70, with little to no participation from the Millennial generation. I provided the problem statement, identifying issues facing these civil rights, nonprofit, voluntary organizations, including gaps in existing research. I considered three organizations with similar missions that had all experienced a decline in younger generation membership.

Based on Putnam (2000), the decline in volunteerism among MCS is an ongoing concern. The purpose of the study was to explore opportunities and barriers to MCS volunteerism. I used theoretical frameworks regarding the relationship between generation and

volunteerism as the foundation of this study. In the following chapter, I will further discuss the literature review and outline the process for selecting literature for this study.

Chapter 2: Literature Review

Introduction

Lending time, money, or efforts to voluntary organizations is not new in the United States. Alexis De Tocqueville, a French political scientist, visited the United States in the early 19th century to study American democracy and observed that the basis of successful democracy was founded in volunteer associations (Anheier, 2013). In his findings, De Tocqueville (2003) explained that associations provided a platform for Americans to discuss concerns and vocalize their thoughts regarding key problems. However, De Tocqueville did not study grassroots civil rights organizations. For this reason, there was a gap in the availability of scholarly literature about the ability of civil rights organizations to attract and retain Millennial members (Janoski, 2010).

Declining membership in voluntary associations is of particular concern because voluntary involvement has been documented as imperative to ensuring societal democracy (De Tocqueville, 2003). Existing members in civil rights organizations have aged and begun to retire from their positions, but with the lack of new recruitments, many organizations could be forced to close. Potential successors in these organizations include Millennials, but the Millennial generation has been resistant to politics and refuses to partake in the current political structure. Despite Millennial's resistance, there exists among them a willingness to participate in a new, different structure through technological advancements void of rules and regulations common in traditional organizations. If not for the involvement of Millennials in civil rights activism, the success of protests and demonstrations would not have proved nearly as significant (Biggs & Andrew, 2015; Broadhurst, 2014).

The purpose of this qualitative case study was to explore and understand the opportunities and barriers to MCS membership in established civil rights organizations. In this chapter, I explore the De Tocquevillian-Putnam model that associations have declined, despite their pivotal roles as schools of democracy in the United States. The historical overview of

volunteering, nonprofits, the Millennial generation, and civil rights organizations can elucidate trends and themes surrounding MCS participation in civil rights organizations.

The literature review included a comprehensive search within Walden University Library research database, including ProQuest and EBSCOhost databases, Academic Search Complete, Google Scholar, Springer, Voluntary Sector Quarterly, SAGE Premier, Contemporary Readings in Law and Social Justice, New Media Society, and Journal of Nonprofit and Public Sector. The search also included the databases of NC-Live and JSTOR. Keywords searched in the review included: *democracy, democracy and education, education and volunteerism, voluntary association, volunteerism, nonprofit organization, civil rights organizations, civil engagement, diversity of organizations, Millennial college students and organizations, Millennial college students and volunteering, Millennial college students and civic engagement, membership status of Millennial college students, Occupy Wall Street, Black Lives Matter Movement,* and *college students.* For this theoretical qualitative study, the CRO1, CRO2, and CRO3 were considered associations, social movements, and nonprofit organizations performing civic engagement via volunteerism.

Civic Service and the Millennial Generation

Throughout the academic year, college students are presented with opportunities to volunteer. At the time of this study, most college student were part of the Millennial generation. Millennials have contributed to the missions of many nonprofits, such as the CRO1, CRO2, CRO3. Volunteerism is rooted in civic action, with historical references to volunteerism made through multiple war efforts and in situations where citizens can provide services in times of disaster (Sorenson, 2016). Volunteerism is a generally accepted term for service that is provided without compensation (Shah et al., 2015; Young, 2004).

Conversely, a voluntary association refers to an organization composed of members who join by choice for a common goal other than profit. Voluntary associations have a long history in the social sciences, political arenas, finance, and citizens' relationship to the

established government (Anheier, 2013). Voluntary associations are recognized as existing in a triadic relationship with business and government (Anheier, 2013). The common element shared by each definition is that voluntary associations are private, membership-based organizations where membership is a choice (Anheier, 2013).

De Tocqueville (2003) highlighted positive works of voluntary associations. Voluntary associations serve two functions: organizing people for action surrounding a common interest and providing a medium between the political power and the electorate, thereby allowing for minority input (Anheier, 2013). Guo, Abzug, Webb, and Peck (2013) explained that volunteers were social change agents who voiced their concerns through organized protests. As a social movement, these organizations function as communal causes if leadership focuses on wide-ranging matters extending beyond their own membership. Volunteerism has increasingly become more attractive to individuals seeking life skills, personal growth, and relevant work experiences (Sorenson, 2016).

Researchers have struggled to define the term "nonprofit organization" succinctly because the organizations are fluid in both structure and purpose. However, every nonprofit organization shares an essential element: voluntary action (Shkuro, 2011). Shkuro (2011) defined nonprofits as collective forms of individual voluntary action. In this sense, nonprofit organization leaders provide opportunities for individuals to collectively pursue goals that are voluntary by nature (Shkuro, 2011). Shkuro (2011) further defined nonprofit organization as broadly connoting a larger collective of official and unofficial unpaid involvements that were charitable and mutually beneficial based on altruistic measures that provided both tangible and nontangible services. Nonprofit organization leaders play a significant role in the provision of health and social services (Shkuro, 2011). Tangible services may include collecting clothing and food for the impoverished, while nontangible services may include offering recreational opportunities, counseling services, or support networks (Shkura, 2011).

History of Civil Rights Organizations

Social justice and equality in education, housing, and employment are common missions of the CRO1 (2018), CRO2 (n.d.), and CRO3 (n.d.). CRO1 is known as the oldest grassroots civil rights organization in the world and has challenged Jim Crow laws and other social injustices since its inception. Although the organization was established after the 1900's, it was not until 1935 that visionary Juanita Jackson, challenged the association to begin a national youth movement, thereby restructuring the organization to include youth chapters at colleges and universities (Sylvander, 1999).

The youth movement led to the creation of the Congress of Racial Equality (CORE) and the Student Nonviolent Coordinating Committee (SNCC), the latter of which was headed by Dr. Martin Luther King, Jr. After its establishment, the accomplishments of the youth movement were often overshadowed by the success of the Legal Defense Fund (LDF), initiated by the Civil Rights Organization (CRO1). The LDF's successes reigned from the 1930s to the 1940s and were spearheaded by Supreme Court Justice Thurgood Marshall who led the fight against legal segregation in the south. The LDF challenged equality in education with the decision of *Brown v. Board of Education* in 1954, which ruled that separate was unequal and overturned *Plessey v. Ferguson* (1896; Fay, 2012; Tuttle, 2012). The victory of *Brown vs. Board of Education* ignited the 1960s CRM in the United States.

The 1960s sit-ins began February 1, 1960, and swept through the southeast (Bynum, 2013). Numerous leaders of historical Black colleges and universities organized sit-ins, but two notable colleges propelled the CRM in the southeastern United States. Four of the students at university 1 were former members of the CRO1 youth council, and their leadership encouraged students to organize demonstrations in their communities, thereby securing equality and democracy (Biggs & Andrews, 2015).

In 1963, the Demonstration Committee, organized by Dr. Willis McLeod, former chancellor of University 2 and the Student Government Association president at University 2,

described the phone call he received about the activities in southeastern United States. The phone call was from University 1 Student Government Association President, Reverend Jesse Jackson. The CRO1 and students from University1 assisted the students in southeast United States with demonstrations that prompted sit-ins in five-and-dime stores (Bynum, 2013). According to Bynum (2013), professors from University 2 who were inspired by the movement joined in these demonstrations. Students were uninterested in waiting for the CRO1 to implement nonviolent strategies and organized among themselves to end discrimination practices within the workforce (Bynum, 2013). In the case of the CRM, college students collaborating and moving forward, as opposed to waiting on direction from CRO1, achieved measurable changes (Biggs & Andrews, 2015; Saratvosky & Feldmann, 2013).

Today, the CRO1's (2018) platform is "forward moving, not one step back" (para. 2). As the organization's work continues, MCS are generally absent during protest marches and demonstrations. In addition to the LDF court cases previously discussed, the CRO1's recent victories have included the abolishment of some of southeastern United States' suppressive laws, voter identification, and gerrymandering voting districts that were overturned by the Supreme Court in 2017. Although the CRO1 is one of the original voluntary nonprofit organizations geared toward civil rights, other organizations have affected substantial changes regarding equality and justice.

The Civil Rights Organization 2 Community Service Program

The CRO2 (n.d.), was established in 1894, well before the CRO1 (2018). The organization was formed during a time of extreme social, political, and economic turmoil. In the 1960s, the group focused on protesting injustices and began to recruit young college members who wished to improve their communities. Members of the CRO2 led a civic renewal movement that started during the 1990s and encouraged communities—particularly young people—to defend their views about social changes and revolutionize how those changes could occur.

In 2007, the members of CRO2 continued to work toward its mission of growing democracy, though most of its members were 45 years old and older. For this reason, leaders must recruit younger members from colleagues and universities to enact change in government. The new president of the organization expanded the group's mission to include environmental sustainability, racial equality, immigrant integration, transportation-oriented development, and fiscal sustainability; however, the purpose of the organization is still to encourage democratic groups of people to advocate for their causes (CRO2, n.d.).

The Civil Rights Organization 3

The CRO3 was founded in 1998 and is therefore relatively new compared to the other organizations in this study. This organization is composed of a community of individuals from various professions, including teachers, businessmen, civic leaders, parents, artists, students, and entrepreneurs, all of whom aim to encourage leadership and service (CRO3, n.d.). Their missions include equal rights, racial discrimination, immigration standards, and environmental sustainability, though their recent efforts are focused on inviting Millennials to become active participants. The organization works through a voluntary, nonprofit, bipartisan board of trustees who assists in recruiting new members, organizing rallies, and protesting civil rights issues.

Leaders within the CRO3 have achieved several accomplishments despite the organization's relative youth. These accomplishments include adoption of the State-Level Pay-to-Play Reform Law in Nation, the Political Party Democracy Act, and the State Board of Education (CRO3, n.d.). The organization leaders have also developed an educational system to host events and online courses to teach participants to become leaders at the local level (CRO3, n.d.). This system showcases the organization's dedication to educating people about how to enact social change in their communities.

Although members have included a vast diversity of ages, races, and genders, leaders in the CRO3 focused on recruiting MCS between 2001 and 2009. They wanted to thwart new educational reforms that did not meet the needs of all learning types. Organization leaders must

maintain the fight against social injustices in the United States, but with declining participation from younger members, they must make some changes as to how they advertise their organization and recruit members (CRO3, n.d.).

De Tocqueville (2003) and Putnam (2000) model outlined two critical issues for democracy: American community service has been in decline, and voluntary associations are a critical component of democracy (Audette & Weaver, 2016; Baggetta, Han, & Andrews, 2013; Choi & Dinitto, 2012; Earl, 2015; Rawlings 2012; Swain & Mangum, 2012; Weber, 2002). Research has shown opportunities and barriers preventing MCS from joining voluntary associations, despite the many benefits of membership (e.g., public speaking, critical thinking skills; Rawlings, 2012). Moreover, Baggetta et al. (2013) explained that barriers that students encountered might deflect them from participating in voluntary organizations, including the rising cost of education and required time spent in the workforce for an income.

According to De Tocqueville (2003) and Putnam (2000), voluntary associations serve as schools of democracy; however, previous studies did not specifically study civil rights or social organizations. Participation in these schools of democracy has declined in the United States, which has prompted continuous study (Baggetta et al., 2013; Cnaan & Curtis, 2013; Dahlgren, 2012; De Tocqueville, 2003; Janoski, 2010; Jeong, 2013; Lee, Alexander, & Kim, 2013; Levine, 2009; Lott, 2013; Lundasen, 2014; Miller, 2010; Nordlund, Djupe, & Owens, 2013; Putnam, 2000; Rawlings, 2012; Schuermann, 2016; Varela, 2013; Van Ingen & van de Meer, 2016). However, De Tocqueville's (2003) statement was related to the Parent Teacher Association (PTA), while Putnam (2000) related to bowling leagues and the Sierra Club. The link between Millennials and membership in civil rights organizations remains poorly studied.

Nonprofit Opportunities/Apolitical

Encouraging civic engagement and building self-efficacy among MCS is the overall goal for organizations that are seeking new members. However, opportunities to encourage participation have not met demands of the newest generation of MCS due to heightened

boredom when technology is not utilized, highlighting the importance of incorporating recent technologies into advertising. Some organizations have tried to utilize other methods to encourage Millennial participation. For example, Naish (2015) researched how community days could be advertised as fun events to boost volunteerism and civic engagement. These activities could also be utilized to encourage new members to participate in future activities with that organization.

According to the Center for Community College Student Engagement (2014), when people participate in a charitable initiative in a group setting, the experience builds patience, tolerance, and understanding. However, over 75% of student respondents to the Community College Survey of Student Engagement reported never participating in a community-based project as part of a regular course. Volunteering for a nonprofit may strengthen the community and maintain democracy, but the first step is MCS involvement.

Joining voluntary organizations and voting are not the only opportunities to maintain democracy that are afforded to college students. Prior research has indicated the decline of schools of democracy is related to the unwillingness of Americans to volunteer, but this decline is counterbalanced by an increase in the number of voluntary associations (Stern & Fullerton, 2009). Defining democracy as it pertains to MCS is difficult (Freelon, Wells, & Bennett, 2013; Smith & Nichols, 2015). In fact, MCS in one study proclaimed, “democracy is not for me,” though they were incapable of defining democracy itself (Chou, 2013). Instead, arts and culture may be serving as schools of democracy by teaching future leaders the skills required for participation in society (Da Silva, Clark & Cabaço, 2014; Swain & Magnum, 2012).

Da Silva et al. (2014) noted that most previous studies emphasized political party and class politics, as opposed to Internet, blogs, and new media/engagement strategies. The study used survey-based, cross-national data that summarized the impact of being a member of a cultural organization on democratic politics (e.g., voting, beliefs regarding citizenship). Da Silva et al. (2014) revealed that democracy occurred in art and culture, such as playing in a

band and creating digital arts, video, web, and interactive designs. This finding strengthened the argument that introducing new and emerging technologies to recruit MCS would be beneficial.

Millennials have been involved in civil rights movements such as Occupy Wall Street and BLM, but they tended not to utilize established organizations as support in these movements. The purpose of the current study was to introduce new strategies for these organizations to attract and recruit MCS for new membership status. Da Silva et al. (2014) conducted a quantitative study that showed societal changes that have occurred since Putnam (2000) and De Tocqueville's (2003) studies in the last 30 years. De Tocqueville grouped churches, unions, and political parties together and excluded social movements related to demonstrations and protest because of the perceived views of violence. Putnam (2000) overlooked changes in society related to generational values, interests, and socioeconomics. Additional research related to the arts in music involved studying the strength of church choirs and skill sets acquired when participating in church auxiliaries. Opportunities of engaging in church auxiliaries provide interpersonal skills and shared experiences to facilitate memberships in civil rights and other local grassroots organizations (Swain & Mangum, 2012).

Lichterman and Eliasoph (2014) argued against the De Tocqueville-Putnam model. They found that voluntary associations were groups that served as opportunities for conflict, racism, and social hate. Lichterman and Eliasoph (2014) emphasized the sentiments of Miller (2010) that biases were likely to strengthen and solidify when participating in a group consisting of like-minded individuals, regardless of whether these were positive or negative in nature. Often, these biases were associated Americans of privilege.

The Millennial Generation

If De Tocqueville (2003) could experience America today, he might have been astonished with how society progressed. Women currently work alongside men outside of the home, with some maintaining the status of *breadwinner*, while raising families independently. Moreover, some states have accepted same-sex marriage and transgender individuals in the

military. These changes were instigated by the second wave of the Millennial generation, those born between 1980 and 2000. Zapatka (2009) explained that the first wave of Millennials was born between 1982 and 1995, with the second between 1995 and 2003. This generation was particularly important because they were and will continue to be the predominant group being targeted for recruitment by volunteer organizations. Volunteers offer a way for nonprofit organizations to execute their initiatives; Millennials, particularly college students, are perceived as the cohort that can sustain the organizations (Sorenson, 2016), and are vital to the organization's success (Schuermann, 2016).

Millennials are also recognized as "Generation Me" and described as an individualistic generation (Twenge, 2013). Young (2015) defined Millennials as "Generation Me" because they are arguably the most pampered, coddled, and cared for generation. Researchers have also labeled Millennials "narcissists" because they desire attention/recognition and carry a level of entitlement, traits that align with civic engagement (Credo, Lanier, Matherne, & Cox, 2016; Khoury, 2016). Indeed, Millennials are more likely to express their own interests and opinions and act on these unique perspectives than many other generations. For this reason, among others, they have been deemed valuable to involvement in nonprofit organizations.

Millennials are also the most diverse generation compared to older generations. The demographic breakdown of Millennials in the United States is 61% Caucasian, 19% Hispanic, 14% African American, and 5% Asian (Trezzo, 2013). Many Millennials are strongly in favor of the LGBT community, as well as immigration rights, environmental protection, and regulations on money and politics (Young, 2015). The Millennial Impact Report (2017) emphasized Millennials' interest in ensuring civil rights and combating discrimination. This finding is not surprising, as Millennials were raised on beliefs of civic duty of volunteering since childhood (Young, 2015). They believe they can change the world (O'Dell, Smith, & Born, 2016).

In general, Millennials favor extrinsic values, such as money, image, and fame, as opposed to more intrinsic values such as community service and affiliation (Twenge, 2013). Sorenson (2016) further explained that understanding attitudes and behaviors of MCS, such as their emphasis on extrinsic values, was vital attracting them to civil rights organizations. Researchers have identified differences among volunteers and non-volunteers, but it is unclear how this applies directly to MCS. This information could equip nonprofit organizations with methods to sustain the organization through MCS recruitment (Schuermann, 2016).

Several studies have revealed the attitudes, perceptions, motives, and causes that attracted MCS to volunteer with nonprofit civil rights organizations. The decline in voluntary association membership among Millennials was partially due to their disinterest (Horton & Fagan, 2015). Current members are aging and dying, while new members are not joining, causing a decline (Horton & Fagan, 2015).

Millennials are disinterested in joining associations founded by their parents and grandparents, perhaps due in part to the lack of technology incorporated into the association (Horton & Fagan, 2015). For past generations, these organizations represented a social experience. However, Millennials are socializing and connecting through social media, an experience not available to earlier generations (Horton & Fagan, 2015). Understanding what engages, motivates, and retains these individuals is important for volunteer resource managers in nonprofit organizations, where volunteers represent a significant portion of the organization's manpower (Howard, 2016).

Sorenson (2016) conducted a quantitative study that demonstrated how volunteer nonprofit organizations could improve by better understanding the attitudes and perceptions of MCS. Sorenson (2016) utilized the Community Service Attitude Scale (CSAS), a survey tool designed to collect responses, and based the research design on the theories of reasoned action and planned behavior. Reasoned action is a theory that explains a person's intention based on their attitude; planned behavior is related to reasoned action, but intent is the fundamental

influencer when considering whether a specific action will take place (Sorenson, 2016). By better understanding MCS and the outlooks of the Millennial generation overall, these prospective volunteers could be better matched to appropriate positions (Shkuro, 2011).

Sorensen (2016) outlined four variables that determined whether an individual was likely to volunteer: awareness, ability, empathy, and seriousness. Likelihood of volunteering varied among volunteers and nonvolunteers, and volunteer attitudes varied across employment and gender. The study further indicated that being employed increased the likelihood to volunteer and that Millennial men were more likely to volunteer than Millennial women (Burns, Reid, Toncar, Anderson, & Wells, 2008). Nonprofit organization leaders stressed the value of their organizations and the importance of their mission to recruit Millennials (Sorenson, 2016). However, Sorenson (2016) emphasized Millennial relationships to charitable giving, as opposed to voluntary organizations rooted in civil rights and social movements.

Volunteer Motives of the Millennial Generation

Schuermann (2016) studied the driving factors that motivated MCS to volunteer, explaining that MCS would influence the survival of nonprofit organization. Therefore, these organizations must increase MCS recruitment. Guo et al. (2013) concurred that the effectiveness of advocacy associations was founded in these affiliations' ability to inspire volunteers to surrender their time and skills.

According to Schuermann (2016), the challenge may be retaining Millennial volunteers rather than attracting new volunteers from their cohort. Schuermann (2016) conducted 11 interviews with MCS to assess their attitudes toward volunteerism. Per the Millennial Impact Project (2013), MCS were uncommitted to organizations and instead were committed specific causes. Schuermann (2016) employed the self-determination theory, as opposed to volunteer functions inventory (VFI) to measure the desire of MCS to volunteer, and identified resume building, global connections, and microvolunteering as potential strategies for associations.

The results identified opportunities to reduce obstacles and barriers to volunteerism (Schuermann, 2016). Millennial college students are attracted to organizations that clearly define expectations, allow enjoyment during learning experiences, may result in acknowledgement or rewards, and express gratitude for their current lifestyle situations (Schuermann, 2016). MCS perceived lack of time and lack of clear expectations as barriers to volunteerism (Schuermann 2016). However, the opportunities and barriers to MCS specifically volunteering in civil rights organizations as opposed to other voluntary organizations have yet to be identified.

Schuermann (2016) identified several other strategies for reducing barriers to volunteerism among MCS. These strategies included tailoring recruitment strategies to appeal to MCS, clearly articulating the expectations of the volunteer and what the volunteer could expect from the organization, developing a website that outlined the results of the volunteer's labor, preferably on social media, focusing on changing perceptions about commitment by allowing volunteers to establish their own schedules. Each of these strategies have the potential to attract MCS to civil rights organizations.

Millennials desire to be involved in the volunteer efforts of their local communities, but this desire is often met by organizations failing to listen to Millennials' needs or suggestions (Fine, 2008). Many organization leaders fail to meet the needs of Millennials or listen to their suggestions; they may ignore this generations inherent knowledge and skills, particularly as it pertains to technology (Fine, 2008). Unlike their older cohorts, Millennials are generally experts in technology, such as developing blogs, websites, and email. These could be valuable resources for an organization (Fine, 2008). Millennials are passionate about volunteering, though they are often discouraged from further involvement due to lack of appreciation (Fine, 2008). In this context, nonprofit organizations must find ways to connect with Millennials and apply their unique skills to better the state of organizations, causes, or communities.

Technology and Millennial College Students

The *information superhighway* was a term used in the workplace in the late 1980s and the early 1990s to describe the Internet. The Internet has and continues to connect people from around the world. Recent studies of online social and mobile media used among MCS have indicated the Internet has changed the way citizens interact and has revolutionized the meaning of citizenship and community (Nelson, Lewis, & Lei, 2017). When community members from previous generations sought social activities, they joined associations and movements, becoming an influential force against all levels of government. Conversely, social media brings together individuals with shared goals and visions, and these individuals are no longer required to be in the same physical space. Ha, Joa, Gabay, and Kim (2016) explained that Facebook was the only social media positively geared toward college student involvement. Among MCS, social and mobile media are the two most used media, with the motivating factor for engagement being a fear of missing out. Ha et al. (2016) explained that Facebook groups were associated with civic participation and political participation both online and offline.

Nelson et al. (2017) explained that digital civic engagement exceeded expectations of De Tocqueville (2003) in the 19th century, who stated that citizens must gather together to solve issues. Today, MCS have created communities and narrated events differently from mainstream media (Nelson et al., 2017). For example, social media has highlighted oppressive activities, such as the shooting of Michael Brown by police (Nelson et al., 2017). People have used social media to encourage civic engagement; 40% of Millennial college students between the ages of 18 to 24 engage in political activity via Facebook and Twitter (Nelson et al., 2017). The appeal of social media enabled users to visualize success (Nelson et al., 2017).

Social network sites (SNS) currently play a pivotal role in increasing the participation in social movements (Borrero, Yousafzai, Javed, and Page, 2014). SNS have created an opportunity for MCS to participate in social movements that have previously only been available to traditional activists. SNS consists of technology network systems that allow for the

creation of new communities. An appeal of SNS is the ability of the user to create a profile space, upload pictures, and connect with friends, family, and people from various professions.

The popularity of social media as a form of MCS engagement in social and political movements is not restricted to the United States. Jin (2016) conducted a mixed methods study and found that MCS in Korea engaged in mobile and social technologies, allowing for communities to simultaneously exist anywhere. Jin (2016) revealed that the smartphone positively encouraged civic and political participation among casual and formal groups, with MCS visiting SNS for political engagement. Metzger et al. (2015) also found that preferred smartphones for their ease of use. Eighty-eight percent of Americans owned their own cell phones and used these to browse the web.

MCS attitudes and values have changed compared to previous generations. For instance, MCS are uninterested in joining political parties, humanitarian organizations, or subscriptions to the daily newspaper but are willing to participate in protest movements, project initiatives, and online campaigns through social media (Mainsah, Brandtzaeg, & Følstad, 2016). Hence, the generation gap of the CRO1 and other nonprofits could be resolved by a commitment to transitioning to a network culture embedded in technology (Mainsah et al., 2016). Organizations must utilize different methods to recruit Millennials.

Millennials use technology to become involved in organizations without being physically present, such as with Internet-mediated volunteering, where potential volunteers can search a virtual database for volunteer positions at a given organization (Cravens, 2014). According to Cravens (2014), there are more than 20 websites in Europe designed to help nonprofit organizations recruit volunteers. Organizations that do not utilize these websites to recruit volunteers use initiatives via organizational websites and social media or e-blasts and newsletters (Cravens, 2014). Many methods of volunteering through the Internet include virtual taskforces, crowd sourcing, and e-mentoring (Cravens, 2014). Tasks have included translating content, conducting research, designing websites or social media platforms, providing editorial

or marketing services, leading online discussion boards, tagging photos, editing video, creating graphics, or even searching for other volunteers (Cravens, 2014). Virtual roles are more appealing to Millennials because they are concerned about flexibility in their schedules.

Mainsah et al. (2016) revealed several strategies needed to successfully recruit MCS, including connecting to foster youths, providing informal and engaging websites, supporting self-expression, and encouraging contribution from MCS (Mainsah et al., 2016). Researchers have suggested that when creating opportunities for MCS engagement, leaders should consider various Internet-based activities, such as writing blog posts, writing for causes, and liking these organizations' pages on Facebook (Mainsah et al., 2016).

According to McMahon, Seaman, and Lemley (2015), websites have a critical impact on how a nonprofit organization influences society. Websites can broaden an organizations' audience to attract volunteers (McMahon et al., 2015). This is not only critical to attracting MCS, but also in engaging and meeting the needs of society. According to Nahai (n.d.), nonprofit organization leaders can utilize three strategies to attract Millennial volunteers: using virtual campaigns, conducted primarily through social media platforms; creating a feel-good appeal built on satisfaction and achievement, rather than obligation; and persuading Millennials to work within the organization. Of these three suggestions, the most impactful is to utilize the presence of social media to communicate an organization's mission to Millennials (Nahai, n.d.).

Older organizations must rise to the occasion by advertising via social media with new slogans and perks. To reach MCS, the CRO2 (n.d.) has created a blog to discuss popular issues that college students face, including Pell Grants and scholarships, racism on college campuses, sexism and prevention tactics, and environmental sustainability. These topics are discussed at colleges and universities where volunteers advertise the nonprofit organization and the importance of membership status in combating civic issues.

The most recent City Award winner, who is a college student, currently holds this position. This award was created in 1949 by the CRO2 to recognize civic innovators

(Corporation for National Community Service, 2017). Although the award was historically given to communities, a college student in the West Coast, deemed that she was the reason behind her community's latest win. When recipient shared her experiences with fellow college students, it inspired several students to join initiatives to fight injustices. Social media is lacking from most volunteer nonprofit organizations, which indicates that other avenues of research must be considered (Corporation for National Community Service, 2017).

The Civil Rights Organization 3 (n.d.) has also recognized the need for social media use in volunteer organizations. However, neither the Civil Rights Organization 3 nor the CRO1 have mastered the technique. The CRO1 and CRO3 have both created Facebook and Twitter pages, but the CRO1's profile has significantly more followers than the CRO3's page (580,000 on Facebook versus nearly 4,000 for Civil Rights Organization 3). This is likely due to the CRO1's long history and early adoption of social media use relative to the CRO3. Despite the difference in numbers, both organizations drastically need to improve their social media efforts, which may only be done by obtaining younger MCS to spearhead the social media pages.

Public Policy and Higher Education

American colleges and universities are incubators of civic engagement and democratic citizenship (Yanus, Kifer, Namaste, Elder, & Blosser, 2015); one of the primary roles of higher education is to prepare students to become actively engaged citizens (Hoffman, 2015). However, Chan (2017) explained that universities are failing to teach students the importance of civic engagement. To do so, leaders of these institutions must teach students how to become leaders in their communities (Chan, 2017).

Democracy must be renewed with every generation, and education was at the heart of this renewal (Hollander & Longo, 2008). Similarly, Kindred and Petrescu (2015) stated that the colleges and universities, might provide a platform to encourage students to better the lives of less fortunate individuals and communities. There is a civic engagement movement bringing together higher education, faculty, and students (Yob et al., 2016).

Education is a positive determinant of volunteering that propels civic action (Barnhardt, 2015; Gimenez-Nadal & Molina, 2015; Walton et al., 2017). Flamm (2013) found that universities in the United States were criticized for not contributing enough to the social wellbeing of the communities within which they operated. The reason for the decline was related to a change in priorities from instructional to experimental education, as opposed to focusing on the public good. The university also became more focused on fundraising, individual interests, and grants for individual gain (Christian, 2016).

Regarding public policy, governments have acknowledged student volunteering as essential to civil society and democracy (Cnaan et al., 2010). Strategies to attract MCS have included emphasizing the nonprofit's mission statement and targeting MCS with social media. Yob et al. (2016) found that higher education mission statements can be a powerful tool to encourage and promote volunteerism when it existed within a curriculum. The study site, Walden University, is an online for-profit institution. Walden University strategized efforts to revitalize the mission of graduating socially conscious students as agents of social change. The study resulted in a task force that created a guidebook for social change and reviewed all departments and curriculum reviewing alignment with its mission statement (Yob et al., 2016).

Millennials have historically been attracted to socially responsible and ethically nonprofit organizations (Everding, 2016). Studies have shown that MCS approach organizations about volunteering more often than non-college students who are invited by a peer or family member (Everding, 2016). Thus, strategies and techniques used by nonprofit organization managers were not attracting MCS because they were ineffective (Everding, 2016). However, the study also indicated that MCS were volunteering more than their parents and grandparents (Everding, 2016).

Everding (2016) found that MCS wished to participate with a small-scale operation before committing to the organization itself. A potential recruitment strategy for nonprofits could be allowing Millennials to test volunteering before they fully commit to organizational

membership (Everding, 2016). According to Everding (2016), volunteerism among high schoolers and MCS becomes a lifelong practice with education. To this end, policy-level initiatives are challenging policymakers to create flexible opportunities for younger adults and MCS to volunteer. Universities and colleges that implement incentives for Millennials to enter public service and civic engagement fields will encourage student volunteerism in civic-minded opportunities (Everding, 2016). For instance, a University in Midwestern United States promoted contributions to society through public service as their mission statement, which was embedded in all aspects of the university (Everding, 2016).

Barnhardt, Sheets, and Pasquesi (2015) noted comparable findings, stating that the overall campus ethos or climate encouraged student civic ideas and social change aspiration. Essentially, university efforts to incorporate its values and missions into the student curriculum shaped student volunteerism. Hoffman (2015) suggested developing on-campus centers designed to promote volunteerism and civic engagement. Partnerships between colleges, universities, and outside nonprofit organizations could further encourage MCS to volunteer.

Kindred and Petrescu (2015) studied how university and nonprofit resources could coexist on college campuses. They found that partnerships between universities and nonprofit organizations were an effective way for students to volunteer within their communities. The uniqueness of this study was the extensive research regarding nonprofit government and nonprofit business collaborations; there has been little focus on the university-nonprofit partnership.

Organizational Settings Preferred by Millennials

Organizational settings are important MCS recruitment to nonprofits. Using the Volunteer Functional Inventory (VFI) scale, Moore et al. (2014) found that MCS were most likely volunteer for organizations that encouraged health and wellbeing, helped and educated children, and worked to reduce poverty. Values (altruistic) and understanding (a new learning experience) were the most likely reasons for MCS to volunteer, and students who resided on

campus were more likely to volunteer, particularly as members of Greek organizations (Moore et al. 2014). This likelihood increased for MCS who studied business, social sciences, education, and biology, as opposed to MCS that studied arts and humanities (Moore et al., 2014). These findings supported Sorenson's (2016) attitude perception study that identified which Millennials were most likely to volunteer. Moore et al. (2014) found that students were more likely to volunteer if they had access to volunteering location, could work with their friends, and had already participated in one or more other volunteer organizations.

The Millennial Impact Report (2017) summarized the attitudes, perceptions, motives, and organizational settings studied by Sorenson (2016), Schuermann (2016), and Moore et al. (2014). Prior scholarship has elicited extensive research about MCS due to declining organization membership and generational differences. Researchers are specifically interested in how Millennials choose to donate (time versus money), the causes that matter to them, the methods of volunteering, and how information is circulated among this generation (Millennial Impact Report, 2017).

The Millennial Impact Report (2017) revealed several key factors that engage Millennials. Millennial college students want to improve the quality of life for others and explore social issues affecting minorities and the underprivileged through protests, demonstrations, petitions, and communication with representatives. These methods differed from those of earlier generations (Millennial Impact Report, 2017). The study also revealed that Millennials were most interested in civil rights and racial discrimination, employment, and health care reform (Millennial Impact Report, 2017). However, prioritization of social issues differed across races and ethnicities. For example, White Millennials were most supportive of health care and employment, Spanish and Latino Millennials were most concerned about immigration and civil rights, Black Millennials were concerned with civil rights and employment, and Asian American Millennials focused on climate change and employment

(Millennial Impact Report, 2017). Because of MCS interest in civil rights, a guide for nonprofit civil rights organization managers to reach the Millennial generation may be helpful.

Generation-Based Best Practices for Volunteers

To better understand how to recruit volunteers, volunteer organizations must understand their targeted audience, regardless of generation (Howard, 2016). Nonprofit organization leaders should consider developing effective and efficient volunteer management practices based on the *three R's*: recruitment, recognition, and retention of all ages, especially capitalizing on the five current living generations (i.e., the Silent Generation, Baby Boomers, Generation X, Generation Y, and Generation Z). Howard (2016) helped volunteer resource managers engage and retain volunteers who were members of different generations, while remaining collectively committed to fulfilling the organization's mission. Howard (2016) stated Generation Y/Millennials were wiser than their age, well grounded, self-confident, and results-driven. In this qualitative study, the characteristics of the last five generations were explored and presented. For the purposes of this study, Howard (2016) referred to Millennials as Generation Y.

Howard (2016) presented the characteristics/lifestyles/values of Generation Y as:

- Currently, there are 100 million individuals in Generation Y.
- They are collaborative team players.
- They require quick feedback.
- They are socially responsible and environmentally conscious.
- They do not believe in bosses.
- They are high performers, high maintenance, and question everything.
- They are more ethnically diverse than any other generation. (p. 66)

Howard (2016) revealed that Generation Y's characteristics and lifestyles influenced their motivations to volunteer. I addressed the concerns of future research expressed by Howard

(2016), which was that younger generations were attracted to sectors or volunteer roles rather than membership in organizations.

Previous researchers have emphasized that in order to continue operating, organizations must attract younger generations of volunteers, find alternate methods to engage Millennials, and explore new methods of recruitment. An example of this innovative form of engagement is *Give as You Live*, a virtual platform that enables prospective volunteers to register with any of the 222,000 registered charities in the United Kingdom (Nahai, n.d.). This platform provides supporters with the option to donate funds every time they make a purchase online from major retailers, including Amazon, Expedia, and iTunes to retailers, dating sites, travel services, and grocery stores (Nahai, n.d.).

Organizations must also create volunteer positions and tasks that will provide Millennials with opportunities that align with their interests while building their social clientele and acquiring skills for the future. MCS are risk takers who create change outside of established processes (Saratvosky & Feldmann, 2013). Although MCS are interested in resolving problems, they have historically lacked trust in government solutions, and their technological connections and platforms have allowed them to achieve change through other methods.

Barrier-Passive Versus Active Membership

A major barrier to MCS membership in civil rights organizations is lack of interest and unwillingness to surrender their free time (Painter & Paxton, 2015). MCS volunteer their time, for community causes or community service rather than for political purposes (Ingen & Meer, 2016; Millennial Impact Report, 2017; Schuermann, 2016; Stroup, Bunting, Dodson, Horne, & Portilla 2013). A major reason that voluntary associations are declining and failing to recruit Millennials is that Millennials tend to not trust their government. According to Painter and Paxton (2014), membership in other organizations such as churches and labor unions is also declining. Despite more than a decade of research regarding declines in social capital, the

causes of membership declines are not fully understood (Audette & Weaver, 2016; Painter & Paxton, 2014).

Putnam (2000) suggested the reason for voluntary association declines was related to money. Americans are becoming passive members by writing checks and maintaining their names on roles as opposed to attending meetings face-to-face. The checkbook theory is consistent with observations of various organization meetings (Painter and Paxton, 2014). On the other hand, active members attend meetings of voluntary associations often, may be members of committees, and/or may hold office in the association. The distinction between checkbook and active membership is important, as the interest is to ensure democracy. This study stressed that for democracy to exist, members must be connected, active, and involved in activities of local and state chapters. Despite the importance of active members, passive members are equally relevant to the continued existence of voluntary associations by providing and contributing to the resource and finances by paying dues (Wollebaek & Selle, 2002).

Wollebaek and Selle (2002) highlighted the benefits of membership in more than one voluntary association. Membership in several organizations allowed face-to-face interactions with citizens from various backgrounds and cultures, creating trust and enhancing civic engagement. Additionally, passive members were more competent and politically aware than the active members. They were also less trusting in their political organizations than nonpolitical associations (Wollebaek & Selle, 2002).

Based on Painter and Paxton (2014), a threat to democracy is the tertiary voluntary organizations that allow membership without face-to-face interactions or commitments. Other threats to membership in voluntary associations included commute or travel time, women entering the workforce, differences in generation, lifecycle, and education. Painter and Paxton (2014) examined the decline in membership in voluntary associations in the United States from 1994 to 2004 (Rural Development Initiative, 2004) using fixed effects regression. The survey contained detailed individual-level information on small-town life in 99 noncontiguous

communities with populations of 5,000 to 10,000. Mail surveys were distributed to 150 households within or near each town. The surveys asked respondents several questions about voluntary organizations and memberships, including the intensity of members' participation. Results of the study revealed several voluntary associations existed in these communities, including church groups, Kiwanis, fraternal groups, political and civic groups, PTA, and local development organizations.

Intensity of membership was classified as active participation or checkbook membership. Checkbook memberships included those who paid dues and/or additional money beyond their dues, but never attended meetings. As with other voluntary associations (e.g., Putnam, 2000), Midwestern membership and participation was declining. Although the results indicated passive and active membership contributed equally to organizational goals, the data used in the study did not recognize charitable, civil rights, or environmental organizations.

An additional barrier to MCS affiliating with volunteer organizations is the free-rider problem, first introduced by Olson in 1965 (Weismuller, 2012). The free-rider problem refers to those who choose not to participate or volunteer in organizations, but still reap the benefits of those who do. Previous generations of the CRO1 marched during the CRM, while MCS continue to reap the benefits of fair housing, equal employment opportunities, opportunities to vote, and equal education. Despite this, MCS choose not to affiliate with the CRO1.

Weismuller (2012) found that the emergence of the free-rider problem could be due to "do gooders" who financed social movements. The research indicated that social movements emerged from a call for change as opposed to the availability of resources. The study also indicated benefits of associations such as successfully protesting authorities during the Bolivian Water War. This quantitative study indicated that Olson's (1965) free-rider problem was nonexistent in groups committed to the cause or purpose for forming the social movement.

Identified Opportunities and Reduced Barriers

My study of the literature yielded several studies that provided insight about opportunities to reduce barriers that dissuade MCS from volunteering with nonprofit organizations. The emerging themes suggested activities designed to reduce barriers. The efforts of nonprofit organizations to understand the attitudes and perceptions of MCS, their volunteer motives, and the type of organization that attracts their attention provided input as to the best practices to attract, retain, and recruit MCS to participate in volunteer organizations.

One of the key themes that nonprofit organization leaders have stressed is the value of their organization, as well as overall mission awareness (Schuermann, 2016). Millennials are specifically interested in these two factors, and motives significantly influence a Millennial's decision to volunteer (Schuermann, 2016). Schuermann (2016) revealed several strategies to increase volunteer opportunities and reduce barriers. These strategies included the following:

1. Developing recruitment materials that are specifically designed to attract MCS;
2. Outlining a comprehensible list of expectations for each volunteer, as well as what each volunteer could expect from their experience;
3. Using communication tools, methods, and diction that distinctly articulated the mission of the organization without room for confusion, including examples of organization-led activities and the amount of time these activities required;
4. Providing potential volunteers with an understanding of how their efforts contributed to the organization's mission;
5. Creating web content – particularly social media – that demonstrated results of volunteers' hard work; and
6. Developing programs that enabled busy volunteers to create their own schedules with organizations.

According to Moore et al. (2014), MCS particularly preferred volunteering for organizations that were related to health and wellness, children and education, and reducing

poverty. The Millennial Impact Report (2017) found several opportunities for nonprofits to capitalize on MCS volunteer efforts. For instance, Millennials were more likely to support causes than established organizations. They were more drawn to opportunities to support an issue, improve the state of other peoples' lives, and become involved in their communities, whether interpersonally or digitally. This finding indicated that Millennials' experiences were results-based, as opposed to previous generations that have contributed to a particular organization in a non-specific way. For this reason, the organization leaders must demonstrate to Millennials how their support can make a lasting impact.

Rather than immediately become involved in a cause, Millennials preferred to volunteer for smaller projects. This provides them with an understanding of how the organization works before they decided whether or not to fully commit to the organization. As stated, understanding the results of their efforts is significant to Millennials' participation. Before becoming committed, therefore, Millennials first prefer to understand the gravity of their efforts, after which they are more likely to develop a dedicated approach to these organizations by offering their services. Millennials have also preferred to use social media to better understand the impact of a nonprofit organization, as well as their potential role within the organization. Due to their tech-savvy capabilities, Millennials have also fulfilled the position of unofficial marketers; by sharing their experiences via social media, they have simultaneously promoted their involvement and the cause of the organization.

Due to the prominence of MCS, a generational best-practices manual was suggested by Howard (2016) to attract these volunteers. Howard (2016) suggested organizations utilize the following strategies: (a) ultra-specific information and guidelines, (b) technology integration, (c) flexible scheduling, working environments, and consistent feedback, (d) a reward system for productivity, and (e) mentorship in understanding acceptable workplace behaviors and performance metrics. These best practices must include specific marketing tactics that were designed to target Millennials. Attracting MCS to participate in a cause begins with information

communication (Horton & Fagan, 2016). Although social media has been the preferred communication platform for MCS, it has not adequately attracted MCS, as there must be a communicative benefit to their voluntary work (Horton & Fagan, 2016). Shkuro (2011) explained that branding nonprofits as products is another way to attract MCS.

Institution leaders must use their services to educate students. One of the primary roles of educational institutions is to prepare students to become actively engaged citizens (Hoffman, 2015). Therefore, the mission statement of colleges and universities can be utilized to build an environment that encourages volunteerism and civic engagement (Barnhardt, 2015; Sheets & Pasquesi, 2015). Barnhardt et al. (2015) explained that university-based social identities facilitated member engagement and volunteerism. Yob et al. (2016) also explained that the curriculum must align with the mission of the university purpose for social change. Kindred and Petrescu (2015) found that partnerships among nonprofits and universities served the needs of the universities, students, faculties, and communities.

Summary

In this chapter I provided an in-depth literature review about MCS volunteerism within nonprofit organizations. I included attitudes of the Millennial generation, their perceptions and values, their motivations to volunteer, and the causes most interesting to them. A theme of the research included the need for a generation-based, volunteer guidebook that highlights the needs of a nonprofit and requirements of those considering volunteerism.

The nonprofits in my study included the CRO1 (2018), the CRO2 (n.d.), and the CRO3 (n.d.), which have been recruiting MCS to join their efforts. Themes related to the CRO1 (2018) were the arts as an attraction for MCS to participate, checkbook writing as a substitute for physical volunteering, technology, and higher education public policy changes. The nonprofits within this study were founded on democracy, and researchers have assumed that nonprofits must be affiliated with a political organization as a volunteer. The De Tocqueville-Putnam

model has shown that voluntary associations are in decline because MCS are uninterested in participating in democratic society.

The lifeline to changing the attitudes of MCS volunteerism behaviors is in apolitical activities. Research has indicated apolitical activities of the arts and culture equally contribute to democracy. Two barriers to MCS membership in organizations are dues and time. In this chapter I also explored whether changes in the curriculum of higher education could provide opportunities for MCS to volunteer and foster an environment of civic engagement. The outcome of the research involved social change in society's perception of voluntary associations.

Chapter 3: Research Method

Introduction

The purpose of this study was to explore and understand the opportunities and barriers surrounding MCS membership in civil rights organizations. Some of the oldest grassroots civil rights organizations in the United States have challenged injustices for over 100 years but have recently experienced a rapid decline in new members. Nonprofit, voluntary, and social movement organizations have all experienced challenges in college student and younger member recruitment. The previous chapter included extensive literature-based research about histories of these organizations. In this chapter, I describe the research design and methodology for this qualitative study.

In this study I explored MCS volunteerism through a qualitative case study design. In this chapter, I describe my role as the researcher as an instrument in the study. I present the methodology, including case sites, participants, procedures, recruitment, data collection, instrumentation, size, and data analysis plan. Data collection consisted of surveys via SurveyMonkey and follow-up interviews. I analyzed data with NVivo to explore themes. I also describe strategies that established and maintained research credibility, protected human subjects, and minimized potential ethical issues.

Research Design and Approach

I used a collective case study design. In case study designs, data are generated inductively in natural settings, with the researcher serving as an interactive, subjective actor seeking to give meaning to phenomena (Creswell, 2013). In qualitative inquiry, the researcher employs a case study design to contribute to the knowledge of an individual, group, organizational, social, political, and related phenomenon (Yin, 2013). Qualitative researchers explore and understand social conditions or problems faced by both individuals and groups in the modern day (Patton, 2002).

Qualitative study relies on direct experiences of participants as the foundation of research (Janesick, 1999; Patton, 2002). Trochim and Donnelly (2007) noted that this tradition included information that was meaningful to people. Data from multiple sources can elucidate the meaning and understanding of the phenomenon. Other qualitative traditions were possible, but I used a case study approach to develop a full understanding of the perceptions and attitudes of MCS in relation to nonprofits and other volunteer organizations.

There is a vast spectrum of possibilities to which qualitative research applies. The quest for research starts with a problem meriting a conclusion (Creswell, 2013). Most importantly, case study allows for real-life events to be understood. Using a case study design follows a philosophical underpinning of constructivism, emphasizing the importance of social human interaction and perception (Baxter & Jack, 2008).

I provided support for the selected paradigm and design with the primary research question. First, the central question aligned with qualitative inquiry by seeking to answer the questions of how and why (see Baxter & Jack, 2008). Second, the survey research questions were semistructured, open-ended questionnaires and surveys, which were inductive-oriented and nondirectional, a method that can assist in qualitative studies (Creswell, 2013). Third, the exploratory nature of the primary research question did not align with rigorous quantitative methods often hallmarked by statistical analyses of relationships, variable isolation, objectivism, predictions, and cause-effect dynamics (see Golafshani, 2003; Laws & McLeod, 2004).

In addition to using a qualitative approach, the central inquiry focused on multiple units within the case study design. Further, the central phenomenon under investigation was a contemporary, real-life issue. The issue was problems facing nonprofit, voluntary, and social organizations in recruiting younger members, as defined with parameters of the theoretical framework that I illustrated in Chapter 2.

There are multiple designs for qualitative case studies. The focus of this research was to understand fully a theory within voluntary, nonprofit organizations that were already established as the unit of analysis. Yin (2013) explained that the case study method was used when it was an empirical inquiry that investigated a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context were blurred.

The HBCU campus, a private Christian campus, and a local community college in southeastern United States were sites of the research, participants, and offices of participants. The unit of analysis was at the organizational level with specifically embedded units (e.g., the student government association and on-campus clubs). Secondly, the goal of the study was to understand issues. Stakes (1995) explained that the research was instrumental when the study was to understand a theory or phenomenon.

I also identified newer civil rights organizations that were not studied within this case study but still exemplified how Millennials combined efforts to create new organizations instead of joining old ones. For example, Indivisible was an organization with the sole purpose of disrupting President Trump's agenda, such as the Health Care Bill. I questioned why MCS created a new organization instead of joining an established one. Tomkovick, Lester, Flunker, and Wells (2008) explained how nonprofit leaders enticed volunteers to participate in the organizations to carry out crucial programs. In this context, Tomkovick et al. (2008) posited old organizations were composed primarily of older generations that seemed to advocate for more streamlined issues instead of one facet. The leaders have failed to reach new members by avoiding innovative technologies that are popular with this generation, such as social media platforms (Tomkovick et al., 2008). Leaders must revitalize old organizations and use their resources, but they can only gain new membership by reaching MCS through emerging technologies and understanding of Millennials' needs and viewpoints.

Research Question

Yin (2013) argued that the central research question was the first condition in selecting a specific research design. The overarching question in my research was: What are the opportunities and barriers for recruiting MCS from diverse colleges and universities to become active members in organizations such as the CRO1, CRO2, and CRO3?

Role of the Researcher

I immersed myself in the data collection process. The subjective nature of my interaction also introduced the possibility of bias. Controlling bias was critical for maintaining data integrity. Specifically, I noted potential conflicts of interest and took steps to maintain research quality and minimize bias.

The case study design followed the qualitative paradigm and presented opportunities to be an active participant in the research. I conducted much of the data collection on site. One of the benefits of on-site work was the ability to meet and interact with participants face-to-face. I aimed to establish a collegial partnership between myself as the observer and the participants. I assumed an observer role because behavioral interactions were a part of this study.

The design of this research was driven by my experience as a member and assistant finance officer of the CRO1 local branch. While attending meetings, I noticed I was the youngest member at 50 years old. I inquired about MCS participation because the university was across the street from our meeting location. I also talked to other members who were listed as members because they paid annual dues but were not in attendance. Through my interaction with colleagues, I learned declining membership was an issue across different nonprofit, volunteer, sorority, and fraternal organizations.

Site access is often a challenge in case study research. I built rapport through my community involvement and relationships with university gatekeepers as a graduate earning a master's degree in political science in 2005 and as a former adjunct lecturer in 2006. I gained access to the HBCU, a private Christian college, and the local community college in my area.

Furthermore, I communicated with the CRO1 local branch as a member since 2011. Networking in the community and serving as a lecturer at the community college was instrumental in developing this study, and I did not let my professional relationships compromise the study.

I used specific tactics to minimize bias in this study. I clearly communicated (verbally and written) my role as a doctoral student completing a dissertation, ensured that all participants were confidential, labeled all notations to and about individuals "private," and maintained a researcher journal throughout the study. The outcome of the research explored recruitment of MCS and younger members to voluntary, nonprofit organizations geared toward civic engagement. I used the research journal to make journal notes about the interviews, including my own thoughts. I specifically probed whether participants' responses confirmed my expectations.

Methodology

According to Creswell (2013), a qualitative case study method is used when researching more than one individual or an entire population to assess causal factors, as well as to hear opinions that may otherwise be silenced. Qualitative design allows for the exploration of a problem without predetermined information from previous research or the sole reliance on results of other studies (Creswell, 2013). Qualitative research is grounded in philosophical theory and uses that theory to develop themes within social issues (Creswell, 2013).

I examined the purpose, goals, and research question to select the best qualitative method for this study (see Patton, 2002; Trochim & Donnelly, 2007; Yin, 2013). A case study can be used to explore specific social phenomena (Patton, 2002). A summary of other qualitative methods included ethnography that evolved from anthropology in the context of the culture of a social group (Patton, 2002; Trochim & Donnelly, 2007). Ethnography did not fit this study because it was better suited for anthropology research. Grounded theory is a collection of ideas (field notes, additional information) that expand the original concept. If this

occurred, it would contribute new knowledge, but it might cause difficulty in maintaining a database. Further, Patton (2002) suggested that grounded theory is complex and is ultimately learned through practice rather than prescription.

A narrative is a collection of stories that recognized the life and culture of one person (Patton, 2002). A narrative study relies on one data source. There might be stories from these organizations, but they were not sufficient data for study as a whole. The role of phenomenology is to describe how individuals perceive the world (Trochim & Donnelly, 2007). According to Patton (2002), meaning, essence, structure, and lived experiences comprise phenomenology. I focused on perceptions of MCS, so phenomenology was not suitable because their lived experiences did not produce data about volunteerism. I collected data from multiple sources regarding barriers for MCS joining civil rights organizations (see Trochim & Donnelly, 2007; Yin, 2013).

Qualitative research data are typically collected by interviewing individuals, reviewing documents, and conducting observations to understand or theorize about the social issue of interest (Creswell, 2013). The case study approach is used to explore and understand an in-depth problem using real-life, contemporary settings (Creswell, 2013). The case may be an individual, small group, organization, partnership, community, or relationship (Creswell, 2013).

Qualitative researchers focus on exploring and understanding social conditions or problems faced by both individuals and groups (Patton, 2002). There is a vast spectrum of possibilities to which qualitative research applies. The quest for research starts with a problem that calls for a conclusion (Creswell, 2013). I used intrinsic case study to understand fully why MCS were not joining voluntary, nonprofit organizations geared toward civic engagement. The membership among MCS and young adults for these organizations were in decline, and the organizations' board of directors viewed the organizations as dying (see Watson, 2015).

Through purposeful sampling, an HBCU, a private Christian college, and a local community college in the southern region of the United States served as the study's unit of

analysis. I selected the specific unit of analysis based on the role that MCS played in launching the 1960s civil rights movement, cost of research, and time.

Furthermore, participants answered questions, and question types varied. I asked students to answer open-ended question and survey questionnaires. I structured the questions based on the VFI, and the results which provided insight about reasons people volunteered. I served as the data collection instrument. Site visits consisted of multiple sources of data, deriving a rich, thick data description. I used NVivo to analyze the collected data by coding, organizing the survey results, assessing responses, and drawing conclusions. This software categorized themes in participant responses.

Participants and Sampling

I considered several factors for justifying and selecting a specific qualitative sampling strategy. Case sites, size, and goals can affect sampling strategy (Creswell, 2013; Maxwell, 2012). In addition, Curtis, Gesler, Smith, and Washburn (2000) suggested that a sampling strategy should be ethical, feasible, relevant, and information-rich, while enhancing analytical generalizability and providing believable explanations. I used a purposeful sampling technique to collect data through in depth, semistructured interviews with 16 college students. I used purposeful sampling, also known as judgment sampling (Marshall, 1996), to select participants for this case study. In addition to MCS, I interviewed the local branch president, vice president, second vice president, finance secretary, assistant finance secretary, and organization members on each selected campus. I also interviewed the vice chancellor for institutional research and political science faculty professors.

Patton (2002) noted that sampling procedures fundamentally differed between qualitative and quantitative research. Whereas quantitative research is random and consists of large samples, purposeful sampling yields rich information from as few as a single unit (see Higginbottom, 2004; Koerber & McMichael, 2008; Patton, 2002). The expected outcome of the descriptive case study was an in depth understanding of member declines in nonprofit,

volunteer, and social movement organizations. Following purposeful sampling, I used a criterion strategy to guide the selection of case participants. Criterion sampling set boundaries and parameters that all cases must meet for inclusion in the study (see Patton, 2002). In addition, criteria employed for this study aligned with the theoretical framework I outlined in the previous chapter.

The MCS had to be enrolled on campus as full-time students; I did not select any online students. The higher education site was an HBCU with internal volunteer activity through the nonmarket environment. The purposefully selected colleges also had curriculums with volunteer components. This final parameter was for practicality purposes, so I could maintain a reasonable level of research expenditures in traveling to case sites.

A purposeful sampling approach requires a sample size from each unit of analysis. When considering sample size, Natasi (n.d.) argued there was no specific rule; sample sizes might be as small as a single unit. Sample sizes should be sufficient to reach saturation and redundancy. The sample size for this study was intended for 16 participants total, which consisted of college students born between 1980–2000. I conducted interviews with three civil rights organization leaders and three campus instructors who had campus club or organization oversight.

The ability to obtain access to a case site(s) might be a challenge to conducting qualitative case study research. Access to participants and potentially sensitive information might be a barrier to achieving an ideal case site sample. However, I avoided access difficulties by using conference rooms in the student union or local government facilities that were reserved by the public, such as recreation centers and fire stations.

Gaining access to research sites is a fundamental design decision (see Maxwell, 2012). To achieve this, I used a three-step process. First, I initiated a dialogue regarding the formal request to perform my research with a letter of introduction to each individual college. I included core aspects of the study in the letter, such as overview, mission, goals, purpose,

questions, and outcomes. For this communication, initial contact served as the starting point with the IRB at the to commence the organizational approval process.

As outlined in Walden University's IRB application, I emphasized the need for transparency, participant and data protection, and the importance of communicating any concerns to me with the letter of intent (LOI) and consent forms. Participants who completed the study participated in debriefing sessions to revise and correct interview transcripts. There were no community partners in this study, and I received IRB approval at each site. I began data collection after written IRB approval from Walden University. I attended campus club and organizational meetings to distribute flyers notifying the students of the research and the need for participants.

I respected wishes and requests of all participants. Any participants were freely able to deny answering questions at any time if they felt uncomfortable. I collected data exactly as described in the IRB application. Participants initially agreed to confidentiality but were also informed some material might not remain confidential when published in the summary (see Patton, 2002). Participants had an assigned number or pseudonym, and all names remained anonymous, ensuring anonymity and confidentiality. I arranged and scheduled interviews prior to site visits.

The recording and storage of data was critical to data collection and analysis. I requested permission from participants to record follow-up, in-person interviews, which provided easy playback for electronic storage. I also provided Letters of Consent for participants to sign prior to the interview process. In this letter I described the role of audio recording for accurately transcribing an interview. If interviewees refused recording, these data were transcribed as best as possible through note taking. To produce a clean document for analysis and member checking, I condensed interview data by eliminating redundant words and phrases (see Carlson, 2010). I conducted follow-up interviews as needed. Interviewees took notes during the process to guide further questioning and provide a supplementary source of data.

Protecting the confidentiality of data research involved security and integrity. Throughout the data collection process, I used a password-protected, electronic file storage medium. I used a password-protected computer hard drive, backed up by an external, portable storage media, known as a flash drive. I secured, scanned, and saved paper documents and other sources of hard data in a similar manner. I kept hard copies of original data in a designated, locked storage cabinet.

I followed specific procedures for exiting participants. First, I expressed gratitude for each participant's time. I informed participants additional follow-up might be necessary to minimize any response confusion or discrepancies. Second, I departed the case site entirely. Third, I gave participants the opportunity to review their data. Finally, I informed each participant of the finished research product and supplied them with a summary of research findings. I made electronic copies of the entire dissertation available upon request.

Instrumentation and Sources of Data

In qualitative studies, the researcher assumes the role as the instrument in data collection and interpretation (Poggenpoel & Myburgh, 2003). As the source of data collection, the researcher often develops a series of study-specific, open-ended questions aimed at inductively probing the topic (Chenail, 2011). Data collection in qualitative case studies is usually derived from multiple sources by a variety of tactics developed by the researcher (Creswell, 2013; Yin, 2013). Sources of data for this study included interviews, documents, observations, and archival/public records (Yin, 2013).

Interviewing

The primary source of data for this case study was an online survey that I distributed via SurveyMonkey, followed by face-to-face interviews. Interviewing is considered the most important data source in case study protocol, allowing for direct focus on the research question through the perspectives of participants (Yin, 2013). There are several different techniques available to administer interviews (Patton, 2002). Generally, an interview protocol or guide is

used to outline the interview process, which ensures topics are sufficiently addressed, and interviews are structured and standardized (Creswell, 2013; Patton, 2002).

For this study, I used a general interview guide approach and semistructured interview protocol (see Patton, 2002). The interview protocol was similar to the VFI created in 1998 by Gil Clary and Mark Snyder. I received approval from Dr. Clary and Dr. Snyder to use the protocol. The protocol was used most recently by Moore et al. (2014) to determine college student's motivation to volunteer. In the current study I addressed volunteerism among MCS in civil rights organizations. I used the interview guide to explore issues and topics compiled from the research question and theoretical framework. I focused on the interactions of MCS in voluntary organizations. Given the differences in the perspectives of MCS and current organization members, I used two different interview protocols for MCS and noncollegiate participants.

Documentation

I obtained documentation, such as organizational structure charts, email communications, strategy discussion, decision-making, and policy/data analyses, as case study evidence to support the research questions. Additional documents consisted of historical data, meeting minutes, agendas, programs, and the university speaker's series. In addition, I used interview notes and journaling to aid the researcher-generated data and provide additional insights into the interviews and general case study experiences. Documentation provided stability for reviewing, broadness, and level of specificity.

Archival Records

I first used archival records for supportive data. Much like documentation, archival records are stable, specific, and broadly applicable resources (Yin, 2013). For this study, I requested archived documents from the local and state branches of each organization and the colleges surveyed. This supportive evidence provided a link between the MCS from the previous generation and the current generation. This consisted of photographs of protest and

demonstrations. However, due to the lack of confidentiality, I did not incorporate the pictures into the study. I also retrieved documentations from online scholarly resources to support data and to outline viable solutions to the issue. Finally, I used scholarly resources, which were an integral tool utilized to support further research theories outlined in this study.

Data Collection Procedures

Qualitative data analysis can be ambiguous and often produces significant amounts of worded text (Maxwell, 2012; Patton, 2002). There were no specific procedures or formula for data analysis in this study, but general guidelines can provide direction (see Patton, 2002). In conducting qualitative case studies, Miles, Huberman, and Saldaña (2014) and Yin (2013) suggested that researchers should conduct data collection and data analysis concurrently to think about the data and create strategies to collect new data. This technique allows for data analysis to be ongoing, along with the creation of mini-reports. The principal data analysis method I used in this case study was to observe, think, test, and revise (OTTR). I collected he data from MCS on college campuses several times a week on each campus for a duration of 3 months. The participant's schedule and availability dictated the data collection events. The duration of each interview varied from 1 to 2 hours. I recorded data with a digital recorder or with handwritten notes. Most students and staff preferred not to be recorded.

I implemented specific procedures for participants exiting the study. First, I acknowledged participants with gratitude for their time and participation in the research. I also informed them a follow-up might be necessary to minimize any response confusion or discrepancies. Next, I departed the case study site entirely. Third, I provided participants an opportunity to review their data; at this time, we could address any disagreements transcript edits. Finally, I informed each participant of the availability of the finished research product and supplied them with a summary of research findings. I made electronic copies of the entire dissertation available upon request.

I categorized and coded the data. Codes are labels that assign symbolic meaning to descriptive or inferential information compiled during the study (Miles et al., 2014). Miles et al. (2014) recommended three-cycle code readings. I employed NVivo software to allow for short phrases from the participants' own language to be utilized as codes. At the start of the analysis, codes were descriptive and topical and gradually transcended to interpretive, requiring me to see beyond the data (see Miles et al., 2014).

I used the next level of coding to see patterns from the data collection. Additionally, I used field notes to be informal, as it was considered a core feature of case study databases (see Yin, 2013). I noted descriptive codes and themes that were repeated. I transposed handwritten field notes to an electronic document after the interview or following the day spent on site.

Yin (2013) suggested that field notes should be organized in a method that makes them readily accessible. My field notes were categorized using the same method as transcripts. I concluded each day of a case site visit by crafting a journal entry to provide additional data. Journaling is a way for a researcher to self-reflect and is critical in cases where the research assumes the role as the research instrument (Janesick, 1999). Creswell (2013) argued that self-reflection can be considered a form of validation, and journaling could elucidate insights during the research process (Corbin & Strauss, 2015; Janesick, 1999). Janesick (1999) also suggested keeping and submitting a journal as a data artifact to better understand participant responses, aid in establishing and maintaining quality assurance, and facilitate data triangulation.

I maintained a written journal to collect and organize my thoughts on the study, which provided additional insight beyond the analysis of raw data. I used the notes to provide data collection perspectives and allow technique improvement. The written journal also assisted me in compiling field notes, concepts, and other thoughts during data analysis to establish patterns and themes. As with collecting other forms of data, organizing and keeping the field notes served as aides in data management and analysis (see Miles et al., 2014).

Data Analysis Plan

Particularly for novices, qualitative data analysis is ambiguous and produces significant amounts of text (Maxwell, 2012; Patton, 2002). There is no specific procedure or formula constituting proper data analysis, but general guidelines do exist (Patton, 2002). In this section I describe how I executed data analysis. In conducting qualitative case studies, Yin (2013) suggested that researchers should start with a general analytical strategy. In this study, experiential knowledge assisted me in developing the research problem and questions.

I used an exploratory-analytical framework to describe and organize the data (see Patton, 2002). The inductive approach allowed for the emergence of themes and grouping. I considered points of focus in analyzing the text data. The data analysis plan consisted of several steps: organize the data, identify the framework, follow inductive process, sort data in the framework, use the framework for descriptive analysis, and conduct a second order of analysis. I present results of these analyses in Chapter 4. For this case study, a framework analysis served as the underlying strategy. I used framework analysis to familiarize myself with these data as transcribing continued. I identified themes based on prior and emerging data. I used coding, charting, and mapping interpretations to display my findings.

After concluding each day of a case site visit, I wrote a journal entry, which provided an additional, supplemental segment of data. Creswell (2013) argued that self-reflection aided as a form of validation, and journaling expressed insight with meaning and feeling when conducting qualitative research (Corbin & Strauss, 2015; Janesick, 1999). Janesick (1999) also suggested that keeping and submitting a journal as a data artifact helped to understand better participant responses, aided in establishing and maintaining quality assurance, and helped with data triangulation. Therefore, I maintained a written journal to collect and organize my thoughts on the study. Much of my journaling provided data collection perspectives and technique improvement.

Computer-Assisted Qualitative Data Analysis Software (CAQDAS) are tools available to assist the researcher in organizing, categorizing, and storing qualitative data (Maxwell, 2012; Miles et al., 2014). For this study, I used NVivo software to analyze the data due to its ease of use for data interaction, categorization of data, coding of data, and reporting generation capabilities of data. As Miles et al. (2014) noted, CAQDAS does not supplant the importance of the researcher in conducting analyses but provides a useful platform for managing large volumes of data and aides in cross-case analysis in the collective study.

Quality Assurance and Ethical Procedures

In this section I will outline quality assurance and ethical procedures I utilized in this study. First, I describe steps I took to address qualitative counterparts for validity and reliability. Qualitative equivalents for ensuring quality included measures to establish credibility, transferability, dependability, and confirmability (Vamstad & Gordon, 2017). In addition, I explain the procedures I followed while conducting research with human participants. Finally, I note steps I took to gain institutional permission, IRB processes, data collection, and data storage.

Quality Assurance

Several perspectives and guidelines on standards and criteria for assessing quality in qualitative research exist (Creswell, 2013; Golafshani, 2003; Mays & Pope, 2000). Rigor is critical to establishing quality and trustworthiness, often synonymous for validity and reliability (Creswell, 2013; Golafshani, 2003). Applying the research of Krefting (1991) and Miles et al. (2014), the I addressed the following categories of research quality assurance in this study:

- *Credibility:* Adequate submersion into the data.
- *Transferability:* Larger importance in relation to other contexts.
- *Confirmability:* Researcher neutrality and reflexivity.
- *Dependability:* Consistency of findings.

- *Application:* Practical use of research findings to practitioners.

To deliver quality assurance strategies, I followed specific strategies, including triangulation, thick description, member checking, journaling, case study database/audit trail, coding protocol, and the case study report. After this section, I provide a summary of the quality assurance strategies, brief descriptions, and categories related to the study. A standard quality assurance technique to enhance credibility in qualitative research is triangulation (Vamstad & Gordon, 2017).

Triangulation refers to collecting and analyzing data from multiple sources, methods, sites, or participants to strengthen qualitative findings (Carlson, 2010; Creswell, 2013; Golafshani, 2003; Maxwell, 2012; Mays & Pope, 2000; Patton, 2002; Vamstad & Gordon, 2017). Triangulation is a key a strategy for unveiling themes in qualitative research while ensuring credibility, dependability, and confirmability (Vamstad & Gordon, 2017). Thus, I used three specific triangulation strategies for this study: (a) multiple data sources, (b) multiple case sites, and (c) variety of participants.

An essential principle in conducting case study research is using multiple sources (Yin, 2013). I included interviews, documentation, observation, and archival/public records as my data sources. The combination of sources allowed me to crosscheck findings within each case site (see Patton, 2002). Collecting data at multiple sites, and from multiple participants and sources, aided in generating a rich, thick description of the case. Qualitative research cannot be statistically analyzed, but rather provided a rich, thick description of the case for readers to assess transferability to other settings (Miles et al., 2014). In addition, respondent validation supported credibility (see Maxwell, 2012; Mays & Pope, 2000). Respondent validation increased the accuracy of data collected by allowing respondents to review their responses and provide feedback (see Maxwell, 2012; Miles et al., 2014).

Before the interview commenced, I provided each participant with details regarding the review process and how their data were used in the study overall. As suggested by Carlson

(2010), I also provided participants multiple options for respondent validation, such as providing optional documentation for members as a full or partially condensed transcript, analytical document, or both. Given the nature of participants in a professional setting, respondent validation was communicated via email between myself and participants. I provided participants 2–3 weeks to review and respond to the condensed transcripts, and I accommodated individual requests as necessary.

Journaling provided a tool to transparently document self-reflection. Researchers can use journaling to document the personal interaction and bias of researchers and identify their own influence on the study (Carlson, 2010). I maintained and submitted a journal as case study evidence, helping to enhance the credibility and confirmability of research findings (Carlson, 2010; Janesick, 1999; Miles et al., 2014). I documented thoughts of what went well and what modifications might be required (see Carlson, 2010).

Yin (2013) highlighted the need for maintaining a database and producing a case study report. The case study database and report interacted together; I stored detailed information and data in the databases, and the report provided analytical integration with specific citations to the raw and coded information housed in the database (Yin, 2013). I defined my coding procedures which provided additional dependability. The provision of quality assurance addresses the use of findings in practice.

Ethical Procedures

Using Creswell (2013) as a formatting guide, I organized this section chronologically, starting with ethical issues and procedures prior to, during, and after the study. Here I build on the earlier portion of the chapter where I described ethical issues with the role of the researcher as the data collection instrument.

Approval from the IRB was required prior to data collection. The steps included preliminary site approval from the Walden University IRB and the institutional IRB (or similar procedure) at the case sites. I submitted a separate IRB to the colleges in this study to ensure

that the study met requirements of research as perceived by these institutions. Since three different institutions were partaking in this study, and each required prior approval, I took all necessary steps to prevent any obstacles in the research process.

To obtain initial approval to conduct on-site research, I sent a letter of introduction to each IRB to introduce the general research topic. Because of my relationship with one institution where I was a former adjunct lecturer, I held an informal conversation with the IRB. The desired outcome was a mutual understanding of the research topic and benefits from conducting the study. Once the potential case site designee obtained preliminary approval, I began the formalized process.

The next step involved obtaining Walden University IRB approval, which was instrumental in obtaining on-site approval. I did not collect any data until Walden University IRB approved the research application. After Walden University granted IRB approval, I obtained a study approval number, and institutional (case site) approval followed. Although I collected data in a protected environment, I did not propose at any time to gather data from vulnerable populations unaffiliated with the institution, children, or individuals with disabilities.

I collected data from professionals employed with the organization, absent use of protected class information. I expressed appreciation and distributed $10 gift cards for participation in the study. Finally, as I was a high school teacher and adjunct lecturer at two of the institutions of higher learning, I was required to complete annual confidentiality training to maintain employment. Thus, I possessed institutional knowledge about the guidelines governing the protection of information in institutions of higher learning.

Once I obtained approval from the Walden University IRB and the institutional site, I began recruitment of participants. The approval number for the study is 02–18–0370890. Working with the organizational gatekeeper or designee, I identified potential participants through purposeful sampling, emailed invitations to participate, and scheduled the site visit. I did not include or specifically seek out vulnerable individuals in this study. Understanding the

possibility of intrusion as a researcher, I made three attempts (by email and/or phone and texting) to schedule interviews, after which I ceased communication to request an interview.

Obtaining consent was critical to ethical research. I followed the protocol below obtain proper consent:

1. Prior to on-site data collection, all participants signed a consent form, either electronically or as a hard copy.
2. I informed participants in the consent form and throughout the interview that they could withdraw at any time for any reason without judgment.
3. I thoroughly explained procedures for respondent validation and how data were used.

Before the interview commenced, I presented the interview outline and provided an opportunity for participants to ask questions. I documented participants who wished to withdraw, and I deleted their data from the case study database, unless this was not possible. If withdrawal occurred at a late stage of the research process, I contacted the Walden University IRB to provide additional guidance as necessary. I ceased primary data collection when I departed the case site and participants formally exited the study following the timeline established for respondent validation procedures.

During data collection and analysis at case sites, I kept participant information and identity strictly confidential. I ensured that no one was singled out or indirectly identified by their participation through privacy procedures. Although I did not intend to collect or analyze information protected by law or subjected to vulnerable populations, I did occasionally receive sensitive institutional information from participants. To ensure the privacy of information, I only used general information in the case study report (i.e., College Student A, Organization B, etc.). Although the intention was to communicate with participants individually (e.g., scheduling interview, respondent validation communications), when a mass email was practical

(such as a thank you email or summary of findings), I placed each participant email address on the blind copy (Bcc) line to ensure confidentiality.

Throughout the study I maintained and stored a significant volume of data. With technological advances and availability, I stored most of the data electronically. To ensure backup, I saved all data in two separate media storage units: a password-protected computer and a portable storage unit (flash drive). If data were misplaced or stolen, I first attempted to retrieve the data. If I could not locate the data, I informed research participants of a potential compromise of data and immediately contacted the Walden IRB. I stored raw data (paper documents and electronic media) in a filing cabinet at my residence, which I will maintain for five years before destroying it. If the dissertation committee requests data, I will mask the data prior to delivery to ensure confidentiality. During the study, I saved contact information for each participant. Keeping contact information allowed me to deliver a finished product and thank participants for their assistance.

Overview Analytics

Christian University is a private university. Although there were attendees from all nationalities, White students were proportionally the most abundant students at Christian University, followed by Black students, in every year from 2012 to 2016. This school was in Southeast United States, where significant commercial and residential growth occurred in the last 10 years. Growth was so rapid that the new Interstate was completed last year. The university area was adjacent to where Black professional families reside (i.e., doctors, lawyers, and judges). The annual tuition in the 2015 to 2016 academic year was approximately $31,684. Christian University did not consist of tuition rates that differentiated from in-state and out-of-state tuitions (Figure 1).

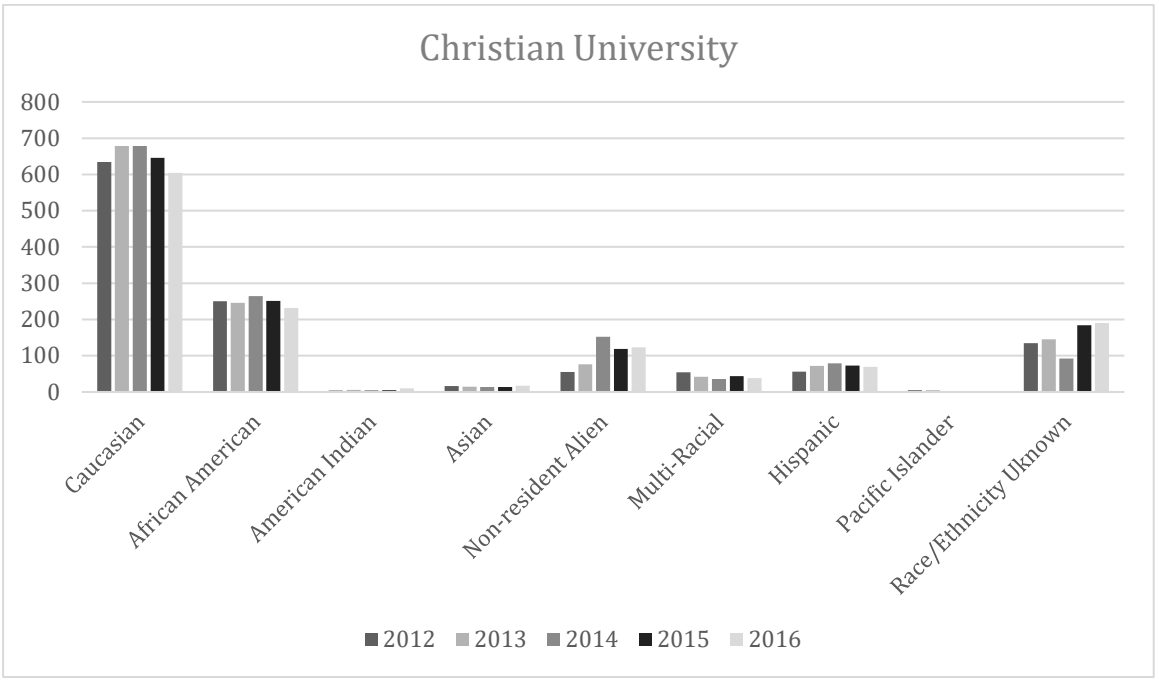

Figure 1. Demographic information for three colleges/universities from 2012–2016.

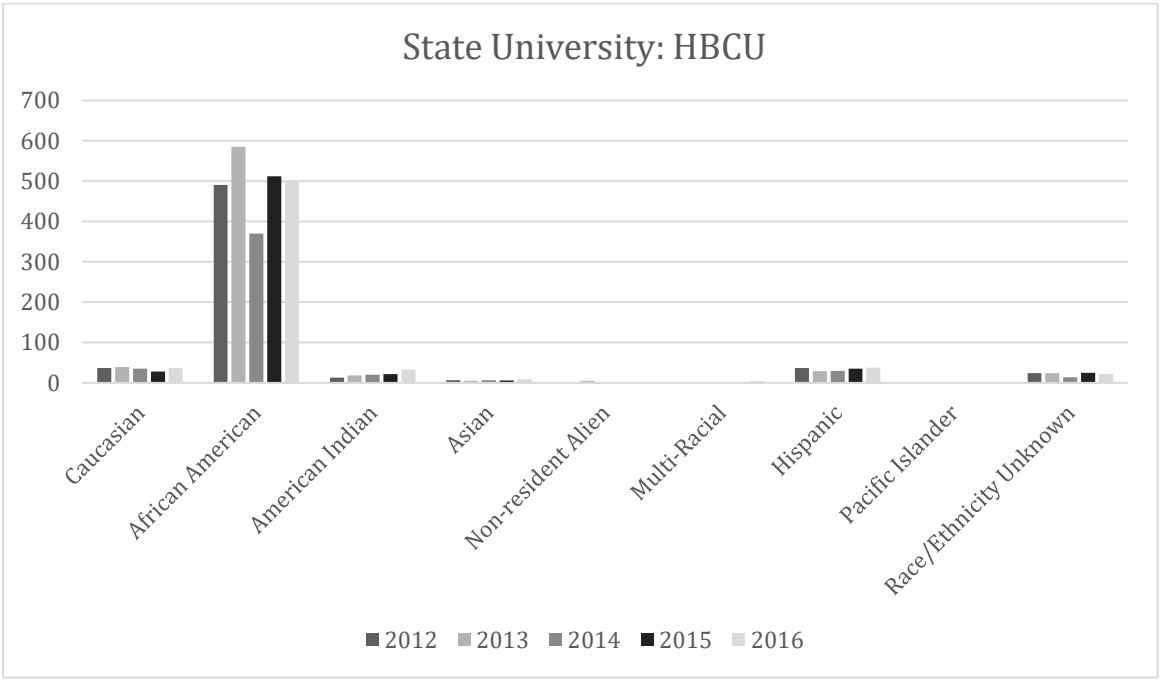

Figure 2. State University demographic data from 2012–2016.

State University (SU) is an HBCU. Black students were the majority in every year from 2012 to 2016 (Figure 2). The Military Road Corridor was the gateway into the city that connected Solider City and downtown. The Military Road Corridor was home to several businesses owned by Black businessmen. However, businesses declined due to second

generation disinterest in remaining in the area. Military Road was the location for SU and several churches and civic institutions. SU was a member of the University School System at the time of the study. As a public institution, SU's membership in the University School system the tuition was approximately $7,500.

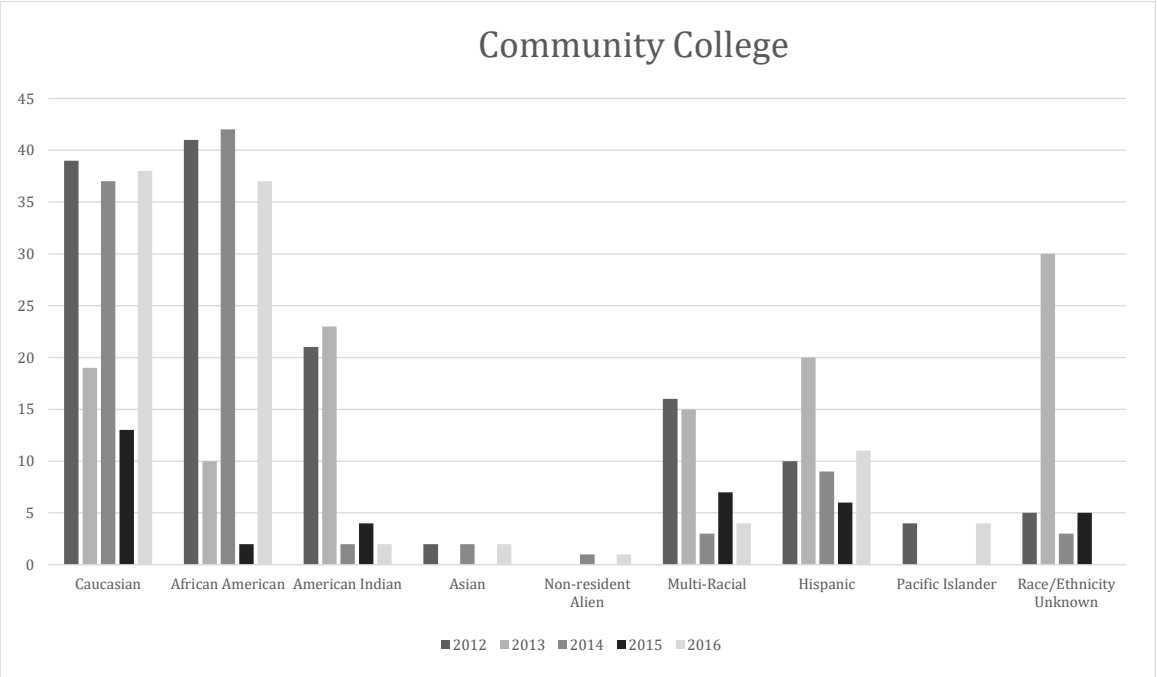

Figure 3. Community College demographic data from 2012–2016.

The local community college contained a multitude of races and cultures (Figure 3). The tuition fees were significantly lower than the universities and might be the reason why many students attended. Even though the location was determined as a factor in the previous two colleges, community colleges were typically widely known throughout communities as a cheap and quick alternative to a 4-year university. Even though there was a lower population of Asian and nonresident aliens, this might be a result of the lower national average of those two races. Of course, nonresident aliens were also not all recorded. There have been significant spikes and declines in all the races from year-to-year. This could be due to the economy or standard flux rates.

Summary

In Chapter 3 I provided the qualitative research design, as supported by research questions to a qualitative paradigm. I illustrated my role as the data collection instrument using interviews and supported with documentation, observations, and archival records as additional data sources. I conducted the analysis using an exploratory approach, featuring coding to unveil themes from multiple sites. In addition, I utilized specific strategies to establish and maintain research quality assurance. I outlined tactics illustrating the execution of credibility, transferability, confirmability, dependability, and application. I described participant confidentiality procedures that I employed to prevent or minimize potential ethical issues with on-site data collection. In Chapter 4 I outline the research design and methods.

Chapter 4: Results

Introduction

In this study I sought to explore and understand the opportunities and barriers that prevented MCS from joining established civil rights organizations. I specifically investigated MCS volunteerism in relation to organizations like the CRO1, CRO2, and CRO3. In this chapter I include the following sections: a description of the setting of data collection, a description of participant demographics, a description of the data collection and data analysis procedures used in this study, a discussion of the evidence of the trustworthiness of the study's results, a presentation of the results, and a summary.

Setting

I conducted interviews at participants' schools or offices, in a place where privacy was available. In this way I could ensure privacy and thereby encourage participant honesty by protecting confidentiality. Participants chose the date and time of their interviews. I used this procedure for participants to allow for full and rich responses to interview questions without feeling pressured to attend to other obligations.

Demographics

The participants in this study were 16 MCS, three college faculty members, and three leaders in established civil rights organizations. Of the 16 MCS, five were from a state university, six were from a community college, and five were from a Christian college/university. To protect confidentiality, I assigned MCS participants pseudonyms that indicated which case site they attended. I referred to participants from the state university as "SU Student 1" through "SU Student 5," participants from the community college as "CC Student 1" through "CC Student 6," and participants from the Christian university as "CU Student 1" through "CU Student 5." I also included one faculty member from each case site in the study to facilitate data triangulation. I referred to faculty as SU Faculty, CC Faculty, and CU Faculty, respectively. Of the three civil rights organization leaders, one participant each was

from civil rights organizations, and I referred to them as CRO1 Leader, CRO2 Leader, CRO3 Leader, respectively.

Case Profiles

I include descriptions of the three case colleges in the following sections. I used interviews with college faculty to describe each college. I included direct quotes from faculty interviews where appropriate. The information in these subsections is intended to supplement the case information I provided in Chapter 3.

State University

SU Faculty stated that the college has a student government, and that the organization conducted recruitment through annual interest meetings and through advertising campaigns on Twitter, Facebook, Instagram, and the college's internal system. Of student government's participation in civil rights activism, SU Faculty said,

> The organization regularly participates with the local CRO1 branch in southeastern United States. Also, the students participated in rallies and protests related to voter identification and attended rallies in Washington D.C. related to the school shootings in Parkland, Florida.

These activities resulted in an increase in voter turnout among students at the college, and the Chancellor's reinstatement of the college's CRO1 chapter. The college includes civic engagement in its mission and encourages students to participate in activism related to their coursework. Table 1 displays the relevant demographic characteristics of the five State University MCS who participated.

Table 1

State University Student Demographics

Participant	Gender	Race	Major	Organizational membership
SU Student 1	Male	Black	Pre-Law	CRO1, Democratic Club, Pre-Law Club
SU Student 2	Male	Black	Healthcare	CRO1
SU Student 3	Female	Black	Professional	History Club, Black History Club
SU Student 4	Female	Black	Sociology	CRO1, Black Feminist Scholars
SU Student 5	Female	Black	Sociology	CRO1, African Students Association

Community College

The community college has a student government, and recruitment was conducted through monthly meetings. Of the organization's activism, CC Faculty stated, "The organization went to the march in Haynesville for gun control at the Haynesville Community College. Students and faculty were speakers. It was a really good turnout. Since the march, those students have graduated." This activism resulted in student and faculty voices being heard. The college is supportive of student activism but tends to be strict regarding use of the college's name associated with activism. Table 2 displays the relevant demographic characteristics of the five community college MCS who participated in this study.

Table 2

Community College Student Demographics

Participant	Gender	Race	Major	Organizational membership
CC Student 1	Female	Black	Cosmetology	Cosmetology Club
CC Student 2	Female	Black	Business	None
CC Student 3	Female	Asian	Cosmetology	None
CC Student 4	Male	White	Political Science	None
CC Student 5	Female	Black	Cosmetology	None
CC Student 6	Female	Black	General science	National Society of Leadership and Success

Christian University

The university had a black student government organization at the time of this study, which held bi-weekly parties to generate interest. The organization's activism consisted of weekly voter registration drives, which were successful in engaging students and registering voters. The university encourages students to volunteer for charities on campus and in the community. Table 3 displays the relevant demographic characteristics of the five Christian University MCS who participated in this study.

Table 3

Christian University Student Demographics

Participant	Gender	Race	Major	Organizational membership
CU Student 1	Male	Black	Sports Management	Chorale, Choir
CU Student 2	Female	Black	Biology, Chemistry	Student Activities Committee, Student Government, Black Student Union
CU Student 3	Male	Black	Cybersecurity	None
CU Student 4	Female	Black	Kinesiology	Residence Hall Association, Student Government Association, Black Student Union
CU Student 5	Female	Black	Mass Communications	Gospel Choir, Black Student Union, Chorale

Civil Rights Organization Profiles

I describe the three civil rights organizations included in the study in following subsections. I based the descriptions on interviews with the organizations' representatives. I included direct quotes from interviews where appropriate. The information in these subsections is intended to supplement the information I provided in earlier chapters.

The Civil Rights Organization 1

CRO1 Leader reported that local CRO1 chapters do not engage in recruitment efforts, but the organization contributes to college students' membership fees to increase engagement and sends mailings to members and nonmembers. The local chapter has participated in protests against requiring voter identification and has engaged in monthly protests meetings for the last 2 years. CRO1 Leader reported that recruiting college students was not a high priority, because the organization was seeking people who would become lifetime members, and students tended not to remain in the community after graduation. CRO1 Leader stated that the barrier to recruiting new younger members was a lack of interest in and appreciation for the importance of civil rights. He said, "They do not have an interest. They do not follow or show an interest until events affect them, until they are hurt. If their parents endure the hardship, they do not show an interest."

The Civil Rights Organization 2

CRO 2 Leader reported that the organization conducts an annual City Program to recruit new members. Of the organization's participation in protests, CRO2 Leader stated, "CRO2 is a nonpartisan organization and they do not protest or demonstrate or make statements." CRO2 Leader said of the future of civil rights organizations, "They will exist but not be relevant." To recruit MCS, CRO2 attempts to make its meetings accessible, and to make a demonstrable difference in students' communities through youth participation on boards.

The Civil Rights Organization 3

CRO3 Leader said of their recruitment efforts, “We use social media online and word of mouth through civic trustees. We explain the importance of getting involved and it energizes the civic trustees. Passion shares the power.” Meetings are conducted monthly. As a result of the CRO3’s activism, the citizens have advanced over 300 laws in the state and the organization has existed for 20 years. The laws have been implemented through local officials and the Freedom of Information Act, and the local records law have gone national based on their success.

The organization does not conduct protests. However, to recruit MCS, CRO3 has administered surveys to find out what issues are important to young people. Of the need to recruit Millennials to ensure the organization’s future, CRO3 Leader stated, “Millennials are also important because they are the largest workforce, meaning taxpayers, and have much to say about how our country should function.” However, CRO3 Leader also stated that “the key players are in their 60s and 70s... The retirees bring experience and the persistence needed to implement solutions.” CRO3 Leader said the primary barrier to recruiting new younger members was individualism resulting in a lack of civic engagement, or the “paradigms in each person where they think their home or career is more important than the whole of society.”

Data Collection

I collected students’ demographic data through SurveyMonkey. I collected interview data through one-on-one, face-to-face interviews in a place of the participant’s choosing where privacy was available. The average duration of the interviews was approximately 1 hour, and I audio-recorded the interviews to ensure accurate reporting. I did not encounter any unexpected circumstances during data collection, and I did not deviate from the procedure described in Chapter 3.

Data Analysis

I descriptively analyzed demographic data. Recorded interviews were transcribed verbatim, and the transcripts were uploaded into NVivo 12 software for analysis. Data were analyzed inductively and thematically, such that I was guided in developing themes by the data. First, I read and reread the data to identify points of potential analytical interest. Next, I grouped similar data units (phrases or groups of phrases expressing a single idea) into codes. I then grouped similar codes into themes (Table 4). In the final phase of the analysis, I performed a review and refinement of the themes to ensure that the themes were relevant to the research question and that the data were grouped according to thematic similarity and relevance. I describe themes and codes in the presentation of results.

Table 4

Frequency of Emergent Themes

Theme	*N* of data units included in theme	% of data units included in theme (*n* = 300)
Theme 1: The opportunity to increase awareness	66	22%
Theme 2: The time barrier	73	24%
Theme 3: The opportunity to demonstrate relevance	95	32%
Theme 4: The opportunity to empower Millennials	66	22%

Evidence of Trustworthiness

The trustworthiness of qualitative results is enhanced through specific procedures (Lincoln & Guba, 1985). The four elements of trustworthiness are credibility, transferability, dependability, and confirmability. I discuss how these elements of trustworthiness were enhanced in this study in the following subsections.

Credibility

The findings in a study are credible to the extent that they accurately represent the reality they are intended to describe (Lincoln & Guba, 1985). To enhance the credibility of this

study, I used an online survey through SurveyMonkey to screen potential MCS participants according to the inclusion and exclusion criteria for the study. Additionally, I enhanced credibility by using triangulation of three data sources, including interviews with MCS, faculty, and civil rights organization representatives. I assured participants that their identities would remain confidential to encourage participant honesty. Lastly, I conducted member-checking of interview transcripts by emailing the transcribed data and preliminary interpretations to each participant with a request that he or she review these and suggest corrections to improve accuracy. Participants recommended no changes.

Transferability

The findings from a study are transferable to the extent that they will hold true in a different research context (Lincoln & Guba, 1985). To allow future researchers to assess transferability, I provided detailed descriptions of the sample, so readers might assess whether the results were likely to hold true for other samples or populations. I provided detailed descriptions of the data collection methods that I employed.

Dependability

The findings in a study are dependable to the extent that they would be reproduced by other researchers in the same research context (Lincoln & Guba, 1985). I enhanced the dependability of the study's results by providing detailed descriptions of the data collection and data analysis procedures I employed. The dependability of this study's results was also enhanced by member-checking.

Confirmability

Confirmability is the extent to which a study's results are determined by the ideas and experiences of the participants, rather than by any bias of the researcher (Lincoln & Guba, 1985). To enhance the confirmability of this study's results, I conducted triangulation of data. Additionally, I provided in depth methodological descriptions to allow the integrity of the procedures to be assessed.

Results

The research question I used to guide this study was: What are identified opportunities and reducing barriers for recruiting MCS from diverse colleges and universities in becoming active members in the CRO1, CRO2, and CRO3? Themes emerged during data analysis to answer the research question. This presentation of the results is organized by theme.

Theme 1: The Opportunity to Increase Awareness

The first significant theme that emerged during data analysis indicated that MCS participants believed in the importance of civil rights and of the necessity of established civil rights organizations (CROs) in gaining and protecting those rights. However, MCS lacked awareness of specific CROs already in existence. Among the SU MCS, all were aware of the CRO1, while none of the MCS had heard of CRO2 or CRO3 rights organization.

Table 5

Millennial College Students' Perceptions of the Necessity of Civil Rights Organizations

	Are civil rights organizations needed?		
Case school	Yes	Maybe	No
State University (*n* = 5)	100%	0%	0%
Community College (*n* = 6)	67%	33%	0%
Christian University (*n* = 5)	60%	40%	0%

State university students and the value of civil rights organizations. All SU students expressed the perception that 'civil rights' meant equal rights for all, and that CROs were needed for defending those rights. SU Student 3 defined civil rights as, "The rights we hold and should not be denied as human beings and be equal to each other". SU Student 4 gave a historical perspective on the importance of the ongoing struggle for civil rights and said "[In the] Civil Rights Movement Blacks fought for social, economic, and political power for Black men and women. Now it means African Americans continue to fight for housing, socio-economics, the legal system and the incarceration of Black and brown people."

In expressing the perception that CROs were still needed, SU Student 1 said, “they are needed. By eliminating the CRO1, we would be erasing another part of history. The CRO1 should refocus on education and re-educate new Millennial members.” SU Student 5 provided support for the theme that CROs can recruit Millennials by increasing awareness in stating, “We need the CRO1. They need to visit the schools, so students will know about the organization.”

Community college students and the value of civil rights organizations. Like SU students, CC students perceived ‘civil rights’ as referring to equal rights for all citizens. CC Student 2 related equal rights specifically to voting, saying that civil rights meant, “Everyone has a right to vote. No one is restricted.” For CC Student 3, civil rights meant, “Rights all citizens deserve.” CC Student 5 defined civil rights as, “Equal rights for all people, equal opportunities and being free.”

Four out of six CC students believed CROs were still needed. For example, CC Students 3 and 5 both said of CROs, “They will be needed.” Two out of six CC student participants indicated that CROs might be needed in the future under certain conditions, as when CC Student 4 said of the future necessity of CROs, “It depends on the fight. Anything you want to keep you must fight for it to keep it. For example, African Americans and affirmative action. We still need it, but eventually we won’t need it.”

Christian University students and the value of civil rights organizations. Like students from the other two case institutions, CU students believed civil rights were important because they signified equal rights for all. CU Student 1 defined civil rights as “[r]ights for all people, not just one race.” CU Student 3 described the importance of civil rights in these terms: “We are all justified to have the right same treatment. When everyone is equal, and we all get the same things.” CU Student 5 defined civil rights as, “Rights the government should facilitate to everybody.” CU Student 2 said of civil rights, “It’s an uphill battle we are still fighting.”

Three out of five CU students described CROs as still needed, and the remaining two CU students described CROs as still needed under certain conditions. CU Student 3 gave a historical perspective on why specifically the contributions of MCS to CROs were needed: "If it were not for college students, we may be still using separate bathrooms everything separate. Based on the Constitution we should be created equal. The Civil Rights Movement is what caused the change to take place."

CU Student 5 stated that CROs would be needed on condition that those organizations remained abreast of emerging civil rights causes that were important to MCS because "[e]ach generation has their own issues. Racism is subtler, and women's rights are needed everywhere. We need to point out the issues and deal with it."

CU Student 1 agreed that CROs might still be needed, but only if they remained relevant. She suggested that organizations needed to "get the right people to lead the organization. Make it relevant, so [people] will know why they should join the organization." CU Student 1 added, in a manner that supported Theme 1, "If you do not know about the organization you will not make the time."

Triangulation of faculty interviews. Data from faculty interviews indicated that faculty from all three case schools did not know that lack of awareness might be a barrier to MCS participation in CROs, or that more informational outreach about CROs might be beneficial. None of the three faculty members interviewed described lack of awareness of CROs and their activities as a barrier to recruiting MCS. Only SU Faculty reported any engagement in awareness-raising outreach efforts with a broad reach, saying that the most effective recruitment strategies were social media campaigns on Twitter, Facebook, and Instagram. CC and CU faculty reported that their only awareness-raising activities were monthly or biweekly meetings. These findings suggested that college faculty were not effectively addressing MCS lack of awareness of social organizations.

Triangulation of organization leader interviews. As with faculty members, data from organization leader interviews indicated that leaders from all three organizations were unaware that lack of awareness might be a barrier to MCS participation in CROs, or that more informational outreach about CROs might be beneficial. Only one of the organizations (CRO3) used social media for outreach, while the CRO1 relied on meetings and mailings, and the CRO2 relied solely on meetings. These findings suggested that CRO leaders were not effectively addressing MCS lack of awareness of their organizations.

Theme 2: The Time Commitment

The second significant theme that emerged during data analysis indicated that time pressures from competing obligations were a significant barrier to MCS full participation in CROs. This barrier was particularly significant because 15 out of 16 MCS participants indicated that participation in organizations was not their highest priority when they planned their schedules. Instead, and with only one exception (CU Student 5), MCS reported that participation in organizations and volunteer work was scheduled around several other obligations that were perceived as more pressing. Results associated with Theme 1 indicated that MCS viewed CROs as needed, and most obligations were prioritized over CRO participation (e.g. jobs and family); these incongruous results suggested that CRO participation was seen as a valuable use of time, but that other activities were prioritized in their own schedules. Students who were able to participate in organizations reported that planning ahead allowed them to do so. The general time constraints that MCS experienced varied and included family, job, and school responsibilities. The SU MCS indicates that part-time jobs, their homework, and their children's lives took precedence.

CC students had very little time to commit to volunteering. Responsibilities of family, school, and work occupied most of their schedules. For example, most MCS participants were cosmetologists that needed to perform clinical hours (practical application) for 6 hours 2 days per week.

The CU MCS participated on campus for clubs and volunteered in times of disaster such as during Hurricane Florence when they helped the homeless families. All the CU MCS participated in several on campus clubs. This research did not explore what community means to the MCS, but it could have applications for MCS volunteerism.

State university students and the time commitment. SU students perceived time-related barriers such as family and work obligations as constraints on potential participation in CROs. SU Student 3 spoke of the time barrier to increased CRO participation as, "A lack of flexibility because [students] must attend class and study/" SU Student 1 referred to, "family, work, and jobs" as significant barriers, while SU Student 4 spoke of, "Working while in school."

However, four out of five SU students were participating in their school's chapter of the CRO1, and the remaining participant was a member of two academic clubs. Thus, SU students had found ways to overcome the time barrier to CRO participation. These participants reported that they made time for participation in organizations by planning ahead and fitting their participation into free time. SU Student 2 stated, "I am a full-time student, so I schedule around studies." SU Student 4 planned all of her activities 30 days in advance and cited her military background as the source of her organizational ability. When asked how she made time for volunteering, SU Student 5 said, "Schedule in advance."

Community college students and the time commitment. Five out of six CC students cited general time constraints as barriers to participation in CROs, with two referring specifically to family obligations and two referring to job obligations as particularly urgent constraints. CC Student 1 said the greatest barrier to her participation in CROs was, "Time, I am a full-time student and single mother." CC Student 4 said the greatest barrier was, "working two jobs to pay off school loans. It hinders you from donating the time you would like to."

Four out of six CC student participants reported that they did not participate in any social or civil rights organizations, and all four of these students cited time constraints as the

prohibitive barrier, with CC Students 2, 3, and 5, answering the question of why they did not volunteer by saying, “No time.” CU Student 4 said that an important constraint for her was, “Raising my daughter”, and added that another constraint was work.

CC Student 1, who participated in an academic club, said she made time for that organization by, “Planning ahead.” CC Student 6 was a member of a leadership society, and she likewise reported that she made time by, “Scheduling ahead based on other responsibilities.”

Christian University students and the time commitment. CU Student 3 said of MCS time constraints that, “Some students work, go to school or they play a sport.” CU Student 5 said the primary barrier in her case was, “Finding the time to volunteer with all the organizations I’m already involved in.”

Four out of five CU student participants were members of at least one organization. The only CU student who reported no organizational memberships cited “Finding the time” as the prohibitive barrier. The four CU students who reported organizational memberships indicated that they made time by planning ahead. CU Student 4, for example, said, “I utilize multiple planners [for] school, personal, and I transcribe small calendars to one large calendar.” CU Student 5 reported, “I set my schedule using my phone calendar. I prepare my schedule months in advance. I make civic engagement a priority.”

Triangulation of faculty interviews. Data from faculty interviews indicated that only one faculty member was aware that time was a significant barrier to MCS volunteering for CROs. CC Faculty reported perceptions that aligned with those of students in saying, “The students have to go to jobs. Few students have the luxury of being only a student. They have families to care for.” CU Faculty and SU Faculty did not report the perception that time was a barrier for students. These findings suggested that not all college faculty are aware of the scheduling constraints facing MCS, and that they are not taking steps to assist MCS in accommodating those constraints.

Triangulation of organization leader interviews. Data from organization leader interviews indicated that leaders from all three organizations were unaware that time was a barrier to MCS volunteering for CROs. CC Leader indicated an awareness that other obligations were taking precedence over civic engagement but expressed this perception in a manner that suggested disapproval of MCS priorities by saying "they think their home or career is more important than the whole of society." These findings suggested that CRO leaders are not aware of the time barrier to MCS volunteering and are not taking steps to assist or find ways to accommodate Millennials' scheduling needs.

Theme 3: The Opportunity to Demonstrate Relevance

The third theme to emerge during data analysis indicated that MCS are most interested in CROs that have demonstrated their relevance valued civil rights struggles. Data related to this theme emerged from MCS opinions of the BLM movement, as well as from data indicating which civil rights causes seemed most urgent and relevant to MCS.

State university students and the relevance of Black Lives Matter. SU students described the civil rights issues of equal rights, education, housing, employment opportunity, and nutrition as the civil rights causes that they were most interested in. SU Student 1 said the cause of greatest interest was, "Basic human rights." SU Student 4 listed several causes, including, "Black equality, African Americans being able to obtain economic, political, and social power; women's rights [including] social, economic, political influence to obtain jobs, education, housing." SU Student 2 said the cause of greatest interest was, "Education," and SU Student 5 agreed, stating, "Education is the root of all issues."

Table 6

State University Students' Perceptions of Black Lives Matter (BLM)

	% from case school reporting answer	
Perception or experience	Yes	No
BLM challenges inequalities	20%	80%
BLM is the new civil rights organization	40%	60%
Have participated in a BLM protest	20%	80%

Note. $N = 5$.

MCS perceptions of BLM varied (Table 6). In discussing whether BLM challenge inequalities, SU Student 1 stated, "No, they have faded from the events of 2016. You cannot prevail against police and be legitimate." SU Student 5 did not believe BLM was relevant because it was not perceived as addressing a variety of issues for a diverse range of citizens:

> [BLM is] not like the Freedom Riders and not as organized. Freedom Riders worked together with all races. You only hear from BLM when someone Black, male/female is dropped. We need to be in the schools and teaching the young people...BLM is not as organized as current organizations such as the CRO1. Sometimes they lose touch with what is important. We cannot just riot and make noise when something happens. We must reach people...We must be proactive.

Thus, BLM was described as out-of-touch and insufficiently proactive. SU Student 4 expressed the perception that BLM was not sufficiently organized to challenge inequalities effectively, stating, "I had the opportunity to meet and engage with one of the founders of BLM. I did not feel they are organized with a mission statement." SU Student 2, who disagreed with other SU students in seeing BLM as the CRO for the Millennial generation, expressed the opinion that BLM should fold into the CRO1: "I heard of the CRO1 growing up and think they should merge [with BLM]." Only one SU student out of five had attended a protest with the organization; this low level of participation in BLM was consistent with their perceptions that BLM was insufficiently organized, insufficiently proactive, and insufficiently diverse in its

message and appeal. SU students implied that for a CRO to be relevant to their generation, it should be organized around a mission that embraces other civil rights causes that are important to them and be inclusive of a more diverse constituency.

Community college students and the relevance of Black Lives Matter. CC students described the civil rights issues of equal rights for all, education, housing, and employment opportunity as the civil rights causes that they were most interested in. In discussing equal opportunity employment, CC Student 5 said, "As an employee at Walmart for the last two years, [the civil rights cause I am most interested in is] equal pay." CC Student 2 said the most important issue was, "high paying jobs" and also mentioned housing and education, while CC Student 3 referred specifically to, "The cost of education." Only one student participated in a BLM march and she resided in Boston at the time.

In discussing whether BLM effectively challenged inequalities, two CC students (3 and 5) independently used the same words, saying, "No, they need to change their approach. All lives matter", indicating that BLM's message was perceived as insufficiently inclusive. CC Student 2 stated, "As a single mother and daughter of an eight-year-old working at McDonalds, I think [BLM] will come out but will fade away." CC Student 6 echoed some of the SU students in stating, "[BLM] will not last very long because they are not proactive." CC Student 1 disagreed, calling BLM, "an extension of the works of Martin Luther King and the Black Panthers." In describing ways in which BLM was successful (despite her perception that the movement was a transient phenomenon), CC Student 2 referred to the effectiveness of their outreach and word-of-mouth campaigns: "they are more in tune to the people. Social media is making them well known. Even gangs are trying to become members." Reported perceptions that BLM was insufficiently diverse in its message, insufficiently proactive in its methods, and of limited durability were consistent with the low level of CC students' participation in BLM protests. As with SU students, CC students' responses to BLM questions indicated they believe a CRO should be relevant to them. These characteristics included a message with broad,

inclusive appeal, proactive methods, effective use of social media, and organizational durability.

Christian University students and the relevance of Black Lives Matter. CU students described the civil rights issues of equal rights, education, housing, and employment opportunity as the civil rights causes that they were most interested in. In describing equal rights as the issue of greatest interest, CU Student 1 stated, "racial equality as a whole" (Mass, 2019). CU Student 1 also referred to "employment," while CU Student 2 said the issue of greatest interest was, "Equal opportunities." CU Student 5 said the most important issue was equal rights for immigrants, an interest she attributed to her best friend being Palestinian. CU Student 5 also referred to equal rights for women as an important cause.

Table 7

Christian University Students' Perceptions of Black Lives Matter (BLM)

	% from case school reporting answer	
Perception or experience	Yes	No
BLM challenges inequalities	0%	100%
BLM is the new civil rights organization	40%	60%
Have participated in a BLM protest	0%	100%

Note. $N = 5$.

CU student perceptions of the BLM were similar to the other institutions (Table 7). In expressing the perception that BLM was not a relevant challenger of inequalities, CU Student 1 criticized the organization's perceived reactivity and lack of outreach: "We do not hear anything about them. They are not relevant until something happens." CU Student 4 did not think BLM challenged inequalities effectively because, "All lives matter. We should consider both sides." SU Student 2 agreed that BLM was not effectively challenging inequalities but expressed the perception that they would do so in the future when, "they will join forces with the CRO1." CU Student 2 elaborated on this opinion, stating that the CRO1 and BLM could both benefit from a merger because they had different but complementary strengths: "[BLM is]

younger and more connected. They would join the CRO1 because they paved the way." CU Student 5 compared BLM unfavorably to the CRO1, citing the latter organization's longevity: "I do not know much about the organization [BLM]. The CRO1 have a foundation. I like that the CRO1 has stood the test of time." CU Student 4 directly expressed skepticism about the durability of BLM, saying, "Not sure they will last." Negative or skeptical perceptions of BLM among CU students were consistent with their lack of participation in BLM protests. CU students' criticisms of BLM were consistent with those of CC and SU students in indicating that, to be relevant to them, a CRO should have an inclusive message, be proactive, and demonstrate its durability or its potential for durability. It may be particularly significant that two CU students compared the CRO1 favorably to BLM, suggesting that they might be more amenable to participating in established CROs if these demonstrated their relevance to causes of interest.

Triangulation of faculty interviews. Data from faculty interviews indicated that faculty did not perceive relevance to valued civil rights causes as a reason for students to join organizations. SU Faculty was alone among faculty participants in expressing the perception that MCS would join a CRO if it was, "relevant to their era of events." However, SU Faculty believed that BLM met this criterion, a perception that was inconsistent with that of a majority of SU student participants. SU Faculty also expressed the opinion that MCS would participate in CROs "as a resume builder," a perception that was not reflected in any student responses. CC and CU Faculty believed MCS might join CROs and other social organizations to enhance their leadership skills. While most students believed their leadership, skills were enhanced by participation in organizations, no students cited the enhancement of their leadership skills among their reasons for joining any organization. Thus, triangulation of student and faculty data indicated that faculty were unaware of the characteristics that made or might make organizations attractive to MCS.

Triangulation of organization leader interviews. As with faculty interviews, data from organization leader interviews indicated that these leaders were unaware of the characteristics that might make an organization attractive to MCS. This was consistent with the reports of all three leaders that recruiting Millennials was not a priority for their organizations. CRO3 Leader was the only leader who reported that the organization had made efforts to find out which issues mattered most to Millennials, saying they "research information on the issues [Millennials] want to solve in their city. We gather information by way of surveys, neighborhood walks, and phone applications."

Leaders from the CRO1 and CRO2 did not report any efforts to find out how they might demonstrate the relevance of their organizations to MCS. This suggested that established CROs may be missing opportunities to show Millennials that their organizations not only possess the inclusive messages, proactivity, and durability MCS value, but that their organizations are fighting for the causes in which Millennials are most interested.

Theme 4: The Opportunity to Empower Millennials

The fourth significant theme that emerged during data analysis indicated that MCS appreciate and participate in organizations that empower them, either by acting on their input or giving them opportunities to develop leadership skills. Table 8 describes how MCS had contributed to organizations.

Table 8

Millennial College Student Contributions Embraced by Organizations

Contribution adopted	% from case school reporting		
	State University (n = 5)	Community College (n = 6)	Christian University (n = 5)
Program implementation	40%	0%	40%
Recruitment and training suggestions	20%	0%	0%
Policy suggestions	0%	0%	40%
Suggestions related to social media	20%	0%	0%
No contributions embraced	20%	33%	0%

Note. Four out of six CC students and one out of five CU students reported no organizational memberships. Therefore, they could not report whether an organization of which they were a member had embraced the contributions of Millennials, and their data were omitted from this table.

Table 9 indicates the leadership skills MCS participants reported they had gained from their participation in organizations.

Table 9

Leadership Skills Gained Through Organization Participation

Leadership skill gained	% from case school reporting		
	State University (n = 5)	Community College (n = 6)	Christian University (n = 5)
Communication skills	80%	33%	80%
Organizational ability	60%	0%	0%

Note. Four out of six CC students and one out of five CU students reported no organizational memberships. They were therefore unable to report that an organization of which they were a member had or had not enhanced their leadership skills, and their data were omitted from this table.

Empowerment of state university students. Four out of five SU students indicated that organizations of which they were members had embraced one or more contributions of MCS. SU Student 1 said his organization had embraced the MCS idea of, “a paralegal program that addressed the school to prison pipeline problem.” SU Student 5 named a number of MCS ideas her organization had embraced, such as “Voter registration drives and Community Day.

Resource centers and healthy lunches for the kids. An event in January, a discussion panel to speak against police brutality."

SU Student 4 also provided the following ideas that her organizations had embraced: "training and recruiting, developing and mentoring students in civic engagement;" the purpose of these ideas was to increase the engagement of MCS with the organizations.

Five out of five SU students reported that their organizations had empowered them enough that they had been able to develop leadership skills, which they applied to their jobs and expected to apply in their future careers. SU Student 1, a pre-law student, said he uses his communication skills as an employee at Red Lobster, and that communication skills are needed in law. SU Student 5 said her participation had enhanced the following communication skills: "Networking, professional etiquette, and improving public speaking and writing skills." SU Student 3 had learned "to organize, understanding the organizational hierarchy and institutional structures," while SU Student 4 had learned, "Organizing and communication skills to other group members. Research, calendar research, administrative and planning skills." These findings indicated that MCS contributions are generally valued by their organizations, and that MCS in turn develop leadership skills they consider to be valuable through their participation in organizations.

Empowerment of community college students. Two out of two CC students who reported organizational memberships (CC Students 1 and 6) indicated that they had not offered suggestions, and that they were not aware of any MCS contributions that had been embraced by their organizations. However, both CC students who reported organizational memberships stated that their participation had enhanced their leadership skills, and specifically their communication skills. CC Student 6 said she was, "Slowly starting to network...Still working on communication skills. Learning how to talk to people and listen to people." CC Student 1 also reported that she had, "learned to network with others" as a professional communication skill; she added that in her chosen field of cosmetology, "you must be able to communicate."

These findings suggested that organizations of which CC students are members have an opportunity to encourage those students to offer more input and to develop MCS leadership and professional skills.

Empowerment of Christian University students. Four out of five CU students indicated that organizations of which they were members had embraced one or more contributions of MCS. CU Student 1 reported that organizations had acted on the following MCS suggestions: "sponsoring fundraising such as bake sales on campus for the Yuletide Feast, annual Christmas program, and during Valentines." CU Student 5 had recommended programs that had been implemented: "As a residential assistant I suggested the duty schedule and health and safety monitoring." CU Student 2 said that at the Black Student Union, "we [MCS] created an attendance policy."

All four CU student participants who reported organizational memberships also reported that their communication skills had been enhanced by their participation. CU Student 1 said he had become, "More voiceful and outspoken, communication skills have enhanced." CU Student 5 said she had learned the communication skill of "knowing how to read the room." CU Student 4 said of his organizational participation, "it helps in improving my communication skills and my confidence in knowing I make a difference." As with findings related to SU students, these findings indicated that MCS contributions are generally valued by their organizations, and that MCS in turn develop leadership skills they consider to be valuable through their participation in organizations.

Triangulation of faculty interviews. Data from faculty interviews indicated that these respondents were aware of the potential for organizational participation to enhance leadership skills. SU Faculty said of MCS who participated in organizations, "their ability to lead and speak before groups are impacts that are most noticeable." CC Faculty cited an example of a student who had succeeded in a leadership role, saying "One student was a member of the

organization and she spoke at the March on gun control. At this event a state congressman asked her to speak at a rally. It helped her lead another rally."

CU Faculty reported that he mentors young men in the areas of leadership as it relates to chairing meetings, finances, relationships, and careers. Overall, triangulation of faculty data with student data indicated that faculty were aware that MCS could develop leadership skills in organizations, but that they did not take advantage of the opportunity to advertise this potential, and only CU Faculty took advantage of the opportunity to deliberately empower Millennials to increase their organizational involvement.

Triangulation of organization leader interviews. Organization leader interviews indicated that two out of three of these organizations recognized the value of empowering MCS and were actively doing so. CRO3 Leader described the following program for motivating and engaging MCS:

> The Civil Rights Organization 3 has created a civics curriculum component, in partnership with a University, which has been implemented in the School of Public Affairs, and at State University. Students participating in the course have a final project of hosting their own community forum and sharing civic power with other college students.

CRO2 Leader described the following program for empowering and engaging MCS:

> Through the communities' youth award, youth return and say how the community has changed and voice the changes that could improve the community. The Award Conference influenced the decision-making input that reflected in the youth teams...The Millennial students' confidence increases as they were able to do this, allowing them to lead.

CRO1 Leader did not report any programs or measures designed to empower and engage MCS. Overall, results from organization leaders indicated that established CROs were

taking some steps to engage and empower MCS, but that opportunities may exist for additional advertisement of current measures and implementation of new measures.

Summary

I sought to explore and understand the opportunities and barriers that prevented MCS from joining established CROs. To achieve this, I conducted semistructured interviews with 16 students from three historically Black colleges or universities, one faculty member from each of the three institutions, and one leader each from CRO1, CRO2, and CRO3. Findings indicated that CROs may be missing opportunities to make MCS aware of their organizations and the work they are doing. Results also suggested organizations would benefit from assisting MCS in overcoming time constraints that prevent or limit their volunteering and should also demonstrate the relevance of their organizations to civil rights causes MCS value. Finally, results suggested organizations can actively empower MCS by embracing their contributions and teaching them leadership skills. In Chapter 5 I discuss and interpret the implications of these results.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

CROs, are experiencing a decline in membership as older members retire and pass away. To compound this issue, MCS are not joining established CROs (Horton & Fagan, 2015). Because these organizations are critical to preserving democratic ideals and practices (Anheier, 2013), the failure to recruit MCS to these organizations could undermine societal democracy and civil rights. The specific barriers to MCS membership in these organizations has previously been unclear.

The purpose of this qualitative case study was to elucidate the opportunities and barriers that influence or inhibit MCS from joining volunteer, nonprofit CROs. Results of this study suggested four main findings. First, all MCS participants valued civil rights, and most believed that civil rights organizations are necessary to promote and ensure these rights. However, the majority of MCS interviewees expressed a lack of awareness that specific CRO existed. Second, time constraints were one of the main factors inhibiting MCS participation in civil rights organizations. Third, students were most interested in organizations that demonstrated their relevance to the students' most valued causes. Lastly, the findings indicated that MCS value organizations that empowered them by considering their input and facilitating the development of their leadership skills. These findings expanded on existing literature that explored MCS involvement in organizations and factors that motivated or discouraged their voluntary participation.

Interpretation of the Findings

Previous literature suggests that MCS have been disinterested in civil rights causes and volunteer opportunities (Horton & Fagan, 2015). However, the findings of this study indicated it is not a lack of interest that keeps MCS from joining, but a lack of awareness of civil rights organizations, as well as time constraints. In fact, all MCS interviewees valued civil rights causes, and the majority believed that civil rights organizations are necessary to ensuring equal

rights for all citizens. Although most MCS participants were familiar with the CRO1, none of the students interviewed had heard of the CRO3. MCS lack of awareness of such organizations is severely detrimental to nonprofit associations and their missions, as students cannot volunteer to participate in associations that they do not know exist. When considering variables that influence one's likelihood to volunteer, Sorenson (2016) identified four principle determinants: awareness, ability, empathy, and seriousness. Those who lack awareness of civil rights organizations are, obviously, unlikely to volunteer for them.

The MCS at SU all agreed that civil rights organizations are needed for their organization to continue to exist. Four of the five MCS attending the SU were former military. The fifth student was a transfer from the SU's early college program. MCS were among the first wave of Millennials who were born between 1982 to 1995 who entered college (Zapatka, 2009). SU MCS life experiences were perhaps more advanced; however, the findings did not indicate that military experience necessarily influenced participation. SU MCS experiences aligned with previous research that demonstrated that life experiences shape world views (Bova & Kroth, 1999; Cates, 2014; Kunreuther, 2003). According to SU Student 1, participating in political organizations ignites change. All but one of the five SU MCS were members of the campus CRO1 and participated in protests related to voter suppression and voter registration. As a result of participating in these activities, the SU MCS's experienced the opportunity of meeting face-to-face interaction with community, university, community and political leaders, as noted in other studies (Lott, 2013; Rawlings, 2012).

MCS SU student 2 stated during his interview that he participated in the protest and demonstrations of the campus club, and he volunteered on a successful city government mayoral campaign. During the interview I heard excitement in his voice when he spoke of helping the new mayor. The friendship he cultivated with the new mayor was a highlight of his experience. SU student 2 proudly referred to the new mayor as a personal friend and someone

he would interact with on future projects, alluding to previous studies that have revealed the importance of MCS contribution to organizations (e.g., Mainsah et al., 2016).

Community College MCS lacked awareness of several civil rights organizations. In fact, SU student 1 showed disinterest in joining any organizations unrelated to her profession, cosmetology. Lack of awareness and interest in joining organizations was obvious among the CC MCS. CC Student 6 was the only student participating in an academic organization as a member of the National Society of Leaders of Success. The lack of interest in joining civil rights organizations among the CC aligned the free-rider problem described by Olson (1965). The free-rider problem refers to when those who choose not to participate or volunteer in organizations reap the benefits of those who do. Although the lack of interest and awareness existed among the CC MCS, CC student 4 stated that organizations would not need the assistance of MCS if they changed their approach to social change.

Not only did MCS participants express a lack of awareness, but they discussed limited ability to volunteer, another important variable identified by Sorenson (2016). MCS participants expressed logistical difficulty participating in such organizations, as they had trouble setting aside sufficient time for civic engagement due to prioritization of other commitments, such as work and family obligations. This finding supports other studies that have demonstrated lack of time is the primary barrier to MCS involvement in volunteer, nonprofit organizations (e.g., Baggetta et al., 2013; Schuermanns, 2016). When discussing Millennials' perceived time constraints, the CRO3 representative expressed disapproval that Millennial students were prioritizing their home lives and careers over the prosperity of society as a whole. This participant's views align with existing literature that labels Millennials as individualistic, narcissistic, and self-serving, rather than community-oriented (Credo et al., 2016; Khoury, 2016; Twenge, 2013). However, the findings of this study, in concordance with extant research (Millennial Impact Report, 2017), indicated that MCS do, in fact, value social justice causes.

The Millennial Impact Report (2017) demonstrated that Millennials tend to prioritize social causes such as civil rights, racial discrimination, employment, and health care reform. The MCS participants in this study reported holding similar values, indicating particularly strong interests in civil rights and social equality. The findings of this study suggest that MCS express the most interest in organizations that demonstrate their relevance to the civil rights causes they value most. Though Horton and Fagan (2015) suggested that Millennials are disinterested in civil rights causes, the results of my study demonstrated that some students do value such causes, especially social equality, followed by education, housing, equal employment opportunities, and nutrition. This data supports the findings outlined in the Millennial Impact Report (2017), which identified civil rights, race-based discrimination, and employment opportunities as main causes supported by Millennials. Furthermore, college students tend to be more supportive of general causes rather than specific organizations and political endeavors, especially when the causes concern social equality and community service (Millennial Impact Report, 2017; Schuermann, 2016). This study's findings align with these conclusions discussed in the Millennial Impact Report (2017), as the MCS participants acknowledged the importance of social justice and civil rights but were not investing their time in formal organizations that supported these causes. Though Millennials value civil rights and social movements, they tend to support causes through protests, demonstrations, and petitions, rather than operate within the rules and regulations of formal organizations (Millennial Impact Report, 2017).

Though MCS tend to support causes over specific organizations, the MCS interviewees in this study were strongly motivated to volunteer by feelings of empowerment. Organizations generated such feelings by implementing the students' ideas and suggestions and providing MCS with opportunities to exercise leadership skills. Existing research suggests that promoting students' feelings of competency and empowerment are crucial to their involvement in civil rights organizations. According to Fine (2008), Millennials have the desire to volunteer with

organizations, but they feel as though their ideas and suggestions are dismissed and underappreciated. By providing students with positive feedback to their contributions, organizations can promote students' leadership skills and confidence, facilitating feelings of empowerment (Mainsah et al., 2016). This reinforces the conclusion that Millennials, or "Generation Y," operate best with consistent feedback (Howard, 2016). These results also confirmed that joining associations can help develop members' leadership, public speaking, and critical thinking skills (Rawlings, 2012).

Previous literature has suggested that technology plays a large role in attracting college students to join organizations, especially using social media platforms to communicate an organization's mission to Millennials (Nahai, n.d.). Research also indicated that the lack of technology incorporated into civil rights organizations contributes to MCS disinterest in participating (Horton & Fagan, 2015). However, this study did not identify technology and social media activity as a major contributing factor to either motivating or dissuading students from volunteering their time to civil rights organizations. Furthermore, the MCS at the CC stated that they were private and preferred not exposing their private matters or activities on social media. Though the CRO3 representative and the state university's faculty participant reported using social media for outreach, the MCS participants were still not aware of the CRO3 and were not actively engaged in civil rights organizations in general. Therefore, social media platforms did not prove to be an effective recruitment strategy for this study's MCS participants.

The VFI identifies motivator factors that encourage MCS to volunteer. The one motive that was unanimous across all MCS in this study was the values function demonstrating humanitarianism. Though previous qualitative research has explored the phenomenon of the disengaged Millennial and MCS attitudes regarding volunteering and civic engagement, in this study I addressed their attitudes surrounding civil rights organizations, specifically. With this

research I also intended to close the gap in literature on Millennials' attitudes and the impact of these attitudes on their future behaviors and participation in voluntary associations.

Limitations of the Study

According to Lincoln and Guba (1985), the four elements of a trustworthiness in qualitative research are credibility, transferability, dependability, and confirmability. Researchers often employ triangulation to uphold credibility, dependability, and confirmability, as it crosschecks data and findings (Vamstad & Gordon, 2017).

Confirmability requires researchers to be neutral and reflexive during data collection and analysis. In Chapter 1, I discussed potential sources of bias, which is perhaps the most significant limitation to this study. I was previously a member and assistant finance secretary of the CRO1, one of the three civil rights organizations examined in this study. I also graduated from the HBCU that served as one of my study sites. These affiliations could contribute to a positive rapport with participants affiliated with the CRO1 and the HBCU, and thus facilitate honest, open conversations and accurate data collection. However, my affiliations could serve as a source of bias that influenced my interactions with the participants affiliated with the CRO1 and the HBCU and potentially shape how I represented these organizations and their members in my research.

Due to the detailed and intricate research design and methodology I employed, this study demonstrated strong internal validity. However, the small sample size and geographical limitation to institutions within the southeastern United States limited the study's generalizability and external validity. Therefore, the findings should be interpreted and analyzed within the restrictions of the sample. The experiences, perspectives, and opinions presented by MCS participants should not be assumed to apply to the experiences of all Millennials in college. I provided detailed descriptions of participating students, leaders, and organizations, and readers can use these descriptions to determine whether these findings apply to other samples or populations.

Lastly, civic engagement, volunteerism, social justice, and civil rights issues can be sensitive topics to discuss. Despite efforts to ensure a private and confidential interview environment, participants may have felt pressured to respond to interview questions in a way they deem socially desirable. For example, participants may have felt uncomfortable admitting disinterest in social or political causes, or may have been hesitant to report perspectives, opinions, or behaviors that they believed might marginalize them within their gender, class, or age groups.

Recommendations

Though this study has limited external validity and generalizability, the findings serve as an important starting point for future research on the barriers that impede Millennial students' participation in civil rights organizations. Further research would benefit from larger sample sizes as well as from organizations from different regions in the United States. Additional MCS should be interviewed from higher education institutions throughout the United States to gain a broader perspective of Millennials' experiences and attitudes surrounding volunteerism and civil rights organizations. An increased sample size would generate a better understanding of the barriers and opportunities MCS face as they consider their involvement to civil rights organizations. This will provide civil rights organizations with ideas on how to recruit Millennials at universities throughout the United States and retain their membership.

Furthermore, additional civil rights organizations should be studied, including emerging or lesser-known civil rights organizations, as well as organizations with higher Millennial membership rates. Civil rights organizations would benefit from additional qualitative research on the experiences of college students who are currently active members of formal civil rights organizations. Exploring the experiences and perspectives of these Millennial volunteers could provide methods for other Millennial students to overcome the barriers to civil rights organizations presented in this study.

When compared to older generations, Millennials are more likely to support causes by engaging in demonstrations and protests and operate less within the confines and regulations of established volunteer organizations (Millennial Impact Report, 2017). De Tocqueville (2003) maintained that voluntary associations were crucial in ensuring societal democracy. However, it could be argued that similar democratic ideals upheld by formal civil rights organizations are also promoted in less formal civic engagement opportunities that Millennials participate in today, such as protests, petitions, online discussions, and demonstrations. Scholars should conduct additional research on how specific aspects of societal democracy and democratic principles are upheld by MCS participation in formal organizations and informal or short-term civic engagement activities. This will allow researchers to incorporate findings on the relationship between Millennials and volunteerism within the larger De Tocqueville-Putnam model. By studying different types and methods of civil rights volunteerism, scholars will develop a stronger understanding of the threat to democracy proposed by this model.

Positive Social Change Implications

Despite the limitations of this study, nonprofit organizations should take note of these findings and utilize the results to reduce barriers to MCS involvement, perhaps by generating new recruitment techniques. University faculty's lack of awareness of the barriers to and motivating factors behind students' participation in civil rights organizations impedes institutions from facilitating students' involvement in such organizations. To combat this issue, the faculty hiring process should familiarize themselves with research-validated information regarding methods to educate students about existing organizations and the characteristics of organizations that appeal to MCS students.

Higher education institutions should promote students' awareness of civil rights organizations through university-sponsored events, mailings, social media posts, or on-campus advertising and recruitment. A college's mission statement can also encourage civic engagement among students by incorporating volunteerism into course curriculum (Yob et al.,

2016). The circulation of information surrounding civil rights organizations and volunteer opportunities could resolve the lack of awareness reported by MCS participants about organizations and opportunities.

Additionally, organizations must express understanding and flexibility regarding students' time commitments. For example, Howard (2016) suggested that organizations offer flexible scheduling practices and working environments to mitigate concerns of time allocation and help students set aside time for civic engagement. Howard (2016) also suggested implementing a reward system for productivity and providing MCS volunteers with consistent feedback. This appeals to Generation Y's need for consistent feedback and provides MCS volunteers with feelings of empowerment, self-efficacy, and leadership (Howard, 2016; Mainsah et al., 2016; Nahai, n.d.). If CROs incorporate some of these techniques into their recruitment and day-to-day processes, they may be more successful in recruiting and maintaining membership of MCS.

Organizations should also be more deliberate about demonstrating that their organizations prioritize the causes valued most by MCS. The most important cause to MCS participants was equal rights for all, followed by education, housing, equal employment opportunity, and nutrition. By explicitly communicating the prioritization of these causes, civil rights organizations will appear more attractive to MCS and perhaps experience an increase in membership.

Lastly, organizations should continue to engage MCS in making decisions and implementing change. By validating their contributions, organizations encourage Millennial volunteers' leadership skills and facilitate feelings of empowerment.

This study, in conjunction with extant literature, suggested that participation in civil rights organizations can enhance MCS leadership skills, communication skills, civic engagement attitudes, and sense of empowerment (Lott, 2013). Thus, by establishing positive change at the organizational level, student volunteers will also reap individual benefits and

contribute to their positive self-image. The feedback received by Millennial volunteers will encourage their continued participation in the organization, furthering the organization's mission. Ultimately, civil rights organizations aim to promote equality and democracy. Therefore, by considering the results of the study and its potential implications, civil rights organizations have the power to implement positive social change on the individual, organizational, and societal level.

Conclusion

MCS are critical to the success of an organizations' endeavors (Schuermann, 2016; Sorenson, 2016). By examining the relationship between MCS and community service, organizations can adjust their practices and strategize methods that better attract Millennial volunteers, thereby increasing membership. By recruiting younger volunteers, civil rights organizations can benefit from Millennials' technological skills, enthusiasm, creativity, and education (Everding, 2016; Schuermann, 2016). The methods and strategies currently employed by nonprofit organizations to attract MCS to organizations have been unsuccessful and ineffective (Everding, 2016). If nonprofit organizations do not adjust their strategies for recruiting and retaining younger volunteers, organizations will die out, and, according to the De Tocqueville-Putnam model, democracy could be compromised. This qualitative case study explored factors that inhibit and motivate MCS to volunteer in civil rights organizations.

Previous literature has provided conflicting data regarding Millennials' interests in civil rights issues and community service opportunities, but some have defined Millennials as self-serving and individualistic by nature (Twenge, 2013). The MCS participants in this study expressed that lack of involvement in civil rights organizations stems from the lack of awareness of such organizations, not their lack of interest. MCS expressed concerns regarding the time commitment required of membership in such an organization, especially in consideration of other obligations such as family and work. MCS participants in this study

expressed the importance of positive feedback and implementation of student volunteers' suggestions.

The results from this study indicated that organizations have been missing opportunities to make MCS aware of their organizations and to explicitly demonstrate their dedication to the causes most valued by MCS. This study's findings can help civil rights organizations identify barriers that they may be unintentionally imposing, thereby impeding MCS participation in the organization and depriving organizations of Millennials' valuable contributions. Ultimately, understanding Millennials' interests, motivations, and attitudes is crucial to the implementation of successful recruitment strategies (Sorenson, 2016). By considering and validating the nuanced perspectives of MCS, organizations can adjust their practices to accommodate the values and needs of this generation. As a result, MCS can contribute valuable knowledge and skills to the mission of promoting democracy and equality for all citizens.

References

Aboim, S., & Vasconcelos, P. (2014). From political to social generations: A critical reappraisal of Mannheim's classical approach. *European Journal of Social Theory, 17*(2), 165-183. doi:10.1177/1368431013509681

Anheier, H. (2013). *Civil society: Measurement, evaluation, Policy*. New York, NY: Routledge.

Audette, A., & Weaver, C. (2016). Filling pews and voting booths: The role of politicization and congregational growth. *Political Research Quarterly, 69*(2), 245-257. doi:10.1177/1065912916634896

Baggetta, M., Han, H., & Andrews, K. T. (2013). Leading associations: How individual characteristics and team dynamics generate committed leaders. *American Sociological Review, 78*, 554-573. doi:10.1177/0003122413489877

Barnhardt, C. L. (2015). Campus educational contexts and civic participation: Organizational links to collective action to collective action. *The Journal of Higher Education, 86*(1), 38-70. doi:10.1080/00221546.2015.11777356

Barnhardt, C. L., Sheets, J. E., & Pasquesi, K. (2015). You expect what? Students' perceptions as resources in acquiring commitments and capacities for civic engagement. *Research in Higher Education*, *56*(6), 622-644. doi:10.1007/s11162-014-9361-8

Baron, M. A. (2008). *Guidelines for writing research proposals and dissertations.* Retrieved from https://www.regent.edu/acad/schedu/pdfs/residency/su09/dissertation_guidelines.pdf

Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report, 13*(4), 544-559. Retrieved from https://nsuworks.nova.edu/tqr/

Bevan, S. (2012). Continuing the collective action dilemma: The survival of voluntary associations in the United States. *Political Research Quarterly, 66*(3), 545-558. doi:10.1177/1065912912456096

Biggs, M., & Andrews, K. T. (2015). Protest campaigns and movement success: Desegregating the US south in the early 1960s. *American Sociological Review, 80*(2), 416-443. doi:10.1177/0003122415574328

Borrero, J. Y., Yousafzai, S., Javed, U., & Page, K. (2014). Perceived value of social networking sites (SNS) in students' expressive participation in social movements. *Journal of Research in Interactive Marketing, 8*(1), 56-78. doi:10.1108/JRIM-03-2013-0015

Boulianne, S., & Brailey, M. (2014). Attachment to community and civic and political engagement: A case study of students. *Canadian Sociological Association, 51*, 375-388. doi:10.1111/cars.12052

Bova, B., & Kroth, M. (1999). Closing the gap: The mentoring of Generation X. *Journal of Adult Education, 27*, 7-17. Retrieved from https://www.questia.com/library/p436763/journal-of-adult-education

Broadhurst, C. J. (2014). Campus activism in the 21st century: A historical framing. *New Directions for Higher Education, 2014*(167), 3-15. doi:10.1002/he.20101

Burns, D., Reid, J., Toncar, M., Anderson, C., & Wells, C. (2008). The effect of gender on the motivation of members of generation Y MCSs to volunteer. *Journal of Nonprofit & Public-Sector Marketing, 19*(1), 99-118. doi:10.1300/J054v19n01-05

Bynum, T. (2013). If not now, when? Securing our freedom. In *NAACP Youth and the fight for Black freedom, 1936-1965* (pp. 119-146). Knoxville, TN: University of Tennessee Press.

Campbell, D. F. J. (2008). *The basic concept for the democracy ranking of the quality of democracy* (Working paper). Retrieved from https://www.ssoar.info/ssoar/handle/document/29063

Carlson, J. A. (2010). Avoiding traps in member checking. *The Qualitative Report, 15*(5), 1102-1113. Retrieved from http://www.nova.edu/

Cass, C. (2014). Millennials are volunteering more than past generations and haven't even peaked yet. *Huffington Post*. Retrieved from http://www.huffington Post.com/2014/12/29/millennial volunteering_ 6390446.html

Cates, S. V. (2014). The young and the restless: Why don't MCSs join unions? *International Journal of Business and Public Administration, 11*(2), 107-119. Retrieved from http://www.iabpad.com/journals/international-journal-of-business-and-public-administration-2/

Center for Community College Student Engagement. (2014). A matter of degrees practices to pathways. Retrieved from https://www.ccsse.org/docs/matter_of_degrees_3.pdf

Chan, M. (2017). *Understanding undergraduate student engagement: Motivations and experiences* (Doctoral dissertation). Retrieved from https://dspace.library.uvic.ca:8443/handle/1828/8517

Chen, H. (2017). *Explaining patterns in participation in voluntary organizations in later life: A cross-national perspective* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global. (1867573849)

Chenail, R. J. (2011). Interviewing the investigator: Strategies for addressing instrumentation and researcher bias concerns in qualitative research. *The Qualitative Report, 16*(1), 255-262. Retrieved from https://nsuworks.nova.edu/tqr/

Chioneso, N. A., & Brookins, C. (2015). Coming to get and needing to keep: Participation within a membership association for Black scholars. *Journal of Black Psychology, 41*(1), 49-74. doi:10.1177/0095798413506224

Choi, N., & Dinitto, D. M. (2012). Predictors of time volunteering, religious giving, and secular giving: Implications for nonprofit organizations. *Journal of Sociology and Social Welfare, 39*, 93-120. Retrieved from https://scholarworks.wmich.edu/jssw/

Chou, M. (2013). Democracy is not for me: The Lowry Institute Polls on Generation Y and democracy. *Australian Journal of Political Science, 48*(4), 485-494. doi:10.1080/10361146.2013.841844

Christian, E. (2016). *Developing college student civic engagement* (Doctoral dissertation). Retrieved from https://repository.library.northeastern.edu/files/neu:cj82pn131/fulltext.pdf

The Citizens Campaign. (n.d.). *Citizens campaign: Citizens strong, country strong.* Retrieved from http://www.thecitizenscampaign.org/about/

Cnaan, R. A., & Curtis, D. W. (2013). Religious congregations as voluntary associations: An overview. *Nonprofit and Voluntary Sector Quarterly*, *42*(1), 7-33. doi:10.1177/0899764012460730

Cnaan, R. A., Smith, K. A., Holmes, K., Haski-Leventhal, D., Handy, F., & Brudney, J. L. (2010). Motivations and benefits of student volunteering: Comparing regular, occasional, and non-volunteers in five countries. *Canadian Journal of Nonprofit and Social Economy Research, 1*(1) 65-81. Retrieved from https://repository.upenn.edu/cgi/viewcontent.cgi?article=1165&context=spp_papers

Corbin, J., & Strauss, A. (2015). *Basics of qualitative research. Techniques and procedures for developing grounded theory* (4th ed.). Thousand Oaks, CA: Sage.

CorCRO3ration for National Community Service. (2017). *Benefits of volunteering: AmeriCorps.* Retrieved from https://www.nationalservice.gov/serve-your-community/benefits-volunteering

Cose, E. (2011). The Black generation gaps. *The Root.* Retrieved from https://www.theroot.com/the-black-generation-gap-1790864171

Cravens, J. (2014). Internet-mediated volunteering in the EU: Its history, prevalence, and approaches and how it relates to employability and social inclusion. doi:10.2791/7933

Credo, K. R., Lanier, P. A., Matherne, C. F., & Cox, S. S. (2016). Narcissism and entitlement in Millennials: The mediating influence of community service self-efficacy on engagement. *Personality and Individual Differences, 101*, 192-195. doi:10.1016/j.paid.2016.05.370

Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, CA: Sage.

Curtis, S., Gesler, W., Smith, G., & Washburn, S. (2000). Approaches to sampling and case selection in qualitative research: Examples in the geography of health. *Social Science & Medicine, 50*(7-8), 1001-1014. doi:10.1016/S0277-9536(99)00350-0

Dahlgren, P. (2012). Reinventing participation: Civic agency and the web environment. *Geopolitics, History, and International Relations, 4*(2), 27-45. Retrieved from https://www.addletonacademicpublishers.com/geopolitics-history-and-international-relations

Da Silva, F. C., Clark, T. N., & Cabaço, S. (2014). Culture on the rise: How and why cultural membership promotes democratic Politics. *International Journal of Politics, Culture, and Society*, *27*(3), 343-366. doi:10.1007/s10767-013-9170-7

Dekker, P. (2014). Tocqueville did not write about soccer clubs: Participation in voluntary associations and Political involvement. In *Modernizing Democracy* (pp. 45-57). New York, NY: Springer.

Denison, D. R. (1996). What is the difference between organizational culture and organizational climate? A native's Point of view on a decade of paradigm wars. *Academy of Management Review*, *21*(3), 619-654. doi:10.5465/amr.1996.9702100310

De Tocqueville, A. (2003). *Democracy in America* (Vol. 10). Washington, DC: Regnery. (Original work published 1835).

Earl, J. (2015). The future of social organizations: The waning dominance of some online. *American Behavioral Scientist, 59*(1), 35-52. doi:10.1177/0002764214540507

Ellison, N. B., Steinfield, C., & Lampe, C. (2007). The benefits of Facebook "friends:" Social capital and college students' use of online social network sites. *Journal of Computer-Mediated Communication, 12*(4), 1143-1168. doi:10.1111/j.1083-6101.2007.00367.x

Everding, D. N. (2016). *Education: An unexplored variable on Millennial volunteer attitudes* [PDF]. Retrieved from https://scholarworks.uni.edu/hpt/238/

Fay, R. (2012). Legal defense and educational fund. *Oxford African American Studies Center*. Retrieved from http://www.oxfordfordss.com

Fine, A. (2008). It's time to focus on a new generation. *Chronicle of Philanthropy, 20,* 22. Retrieved from https://www.philanthropy.com/article/Its-Time-to-Focus-on-a-New/166451

Flamm, R. (2013). A mission of civic engagement: Undergraduate students were working with nonprofit organizations and public-sector agencies to enhance societal well-being. *Voluntas; International Journal of Voluntary & Nonprofit Organization, 24*(1), 1-31. doi:10.1007/s11266-012-9289-6

Flanagan, C., Levine, P., & Settersten, R. (n.d.). Civic engagement and the changing transition to adulthood. In *CIRCLE (Center for Information & Research on Civic Learning & Engagement*, pp. 1-15). Retrieved from https://civicyouth.org/civic-engagement-and-the-changing-transition-to-adulthood/

Freelon, D., Wells, C., & Bennett, W. L. (2013). Participation in the youth civic web: Assessing user activity levels in web sites are presenting two civic styles. *Journal of Information Technology and Politics*, *10*, 293-309. doi:10.1080/19331681

Foster, G. (2015). Tocquevillian associations and democracy: A critique. *Aporia*, *25*(1-2015), 21-32. Retrieved from http://aPoria.byu.edu/pdfs/foster-tocquevillian_associations.pdf

Gallant, K., Smale, B., & Arai, S. (2010). Civic engagement through mandatory community service: Implications of serious leisure. *Journal of Leisure Research*, *42*(2), 181-201. doi:10.1080/00222216.2010.11950201

Ghosh, K. (2016). Moving toward a better business model for the Millennial generation. *Global Studies Journal*, *9*(3), 21-30.

Gimenez-Nadal, J. I., & Molina, J. A. (2015). Health status and the allocation of time: Cross-country evidence from Europe. *Economic Modelling*, *46*, 188-203. doi:10.1016/j.econmod.2014.12.034

Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The Qualitative Report, 8*(4), 597-607. Retrieved from https://nsuworks.nova.edu/tqr/vol8/iss4/6/?&sa=U&ei=ysMjVIynMZHd7Qay44H4DQ&ved=0CEEQFjAI&usg=AFQjCNFpuZ6PjJRw2DDeLP5vBVIRU5O79A/

Guo, C., & Suxton, G. (2014). Tweeting social change: How social media are changing nonprofit advocacy. *Nonprofit and Voluntary Sector Quarterly*, *43*(1) 57-79. doi:10.1177/0899764012471585

Guo, C., Webb, N., Abzug, R., & Peck, R. A. (2013). Religious affiliation, religious attendance, and participation in social change organizations. *Nonprofit and Voluntary Sector Quarterly. Journal of College and Character, 5*(4), 34-58. doi:10.1177/0899764012473385

Ha, L., Joa, C. Y., Gabay, I., & Kim, K. (2016, April). *Does US college students' social media use affect school e-mail avoidance and campus involvement?* Annual Information and Telecommunications Education and Research Association conference, Louisville, KY.

Higginbottom, G. M. (2004). Sampling issues in qualitative research. *Nurse Researcher*, *12*(1), 9-32. doi:10.7748/nr2004.07.12.1.7.c5927

Hoffman, A. H. (2015) Institutionalizing political and civic engagement on campus. *Journal of Political Science Education*, *11*(3), 264-278. doi:10.1080/15512169.2015.1047101

Hollander, E., & Longo, N. V. (2008). Student political engagement and the renewal of democracy. *Journal of College and Character*, *10*(1), 1-9. doi:10.2202/1940-1639.1057

Holmes, K. (2014). “It fitted in with our lifestyle”: An investigation into episodic volunteering in the tourism sector. *Annals of Leisure Research, 17*(4), 443-459. doi:10.1080/11745398.2014.965183

Horton, M. D., & Fagan, J. M. (2015). Why “community good” initiatives of the past struggle to appeal to the Millennial volunteers of the present [PDF]. Retrieved from https://rucore.libraries.rutgers.edu/rutgers-lib/47903/PDF/1/play/

Howard, T. R. (2016). *Developing generation-based volunteer management practices* (Dissertation). Retrieved from https://scholarworks.waldenu.edu/dissertations/1970/

Howe, N., & Strauss, W. (1992). *Generations: The history of America’s future, 1584-2069.* New York, NY: William Morrow and Company.

Hura, G. S. (1998). The Internet: Global information superhighway for the future. *Computer Communications, 20*(16), 1412-1430. doi:10.1016/S0140-3664(97)00150-3

Imenda, S. (2014). Is there a conceptual difference between theoretical and conceptual frameworks? *Journal of Social Sciences, 38*(2), 185-195. doi:10.1080/09718923.2014.11893249

Janesick, V. J. (1999). A journal about journal writing as a qualitative research technique: History, issues, and reflections. *Qualitative Inquiry, 5*(4), 505-524. doi:10.1177/107780049900500404

Janoski, T. (2010). The dynamic processes of volunteering in civil society: A group and multi-level approach. *Journal of Civil Society, 6*(2), 99-118. doi:10.1080/17448689.2010.506367

Jeong, H. O. (2013). From civic participation to political participation. *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations, 24*(4), 1138-1158. doi:10.1007/s11266-012-9316-7

Jin, D. Y. (2016). Understanding civic engagement in the smartphone era: Corporate sphere vs. public sphere. *Development and Society, 45*(2), 353-378. Retrieved from http://isdpr.org/en/introduction/histroy

Kahne, J., Hodgin, E., & Eidman-Aadahl, E. (2016). Redesigning civic education for the digital age: Participatory politics and the pursuit of democratic engagement. *Theory & Research in Social Education, 44*(1), 1-35. doi:10.1080/00933104.2015.1132646

Kanter, M., & Schneider, C. G. (2013). Civic learning and engagement. *Change, 45*(1), 6-14. doi:10.1080/00091383.2013.748606

Khoury, D. (2016). *Experiences of MCSs as emerging adults*. Retrieved from ProQuest Dissertations & Theses Global. (UMI No. 1854133649)

Kindred, J., & Petrescu, C. (2015). Expectations versus reality in a university-community partnership: A case study. *Voluntas, 26*(3), 823-845. doi:10.1007/s11266-014-9471-0

Koerber, A., & McMichael, L. (2008). Qualitative sampling methods: A primer for technical communicators. *Journal of Business and Technical Communication, 22*(4), 454-473. doi:10.1177/1050651908320362

Krefting, L. (1991). Rigor in qualitative research: The assessment of trustworthiness. *American Journal of Occupational Therapy, 45*(3), 214-222.

Kunreuther, F. (2003). The changing of the guard: What generational differences tell us about social change organizations? *Nonprofit and Voluntary Sector Quarterly, 32*(3), 450-457. doi:10.1177/0899764003254975

Laws, K., & McLeod, R. (2004). Case study and grounded theory: Sharing some alternative qualitative research methodologies with systems professionals. *Proceedings of the 22nd International Conference of the Systems Dynamic Society*. Oxford, England

Lee, K., Alexander, A. C., & Kim, D. (2013). Motivational factors affecting volunteer intention in local events in the United States. *Journal of Convention & Event Tourism, 14*(4), 271-292. doi:10.1080/15470148.2013.816646

Lehmann, S. W., Brooks, W. B., CRO3peo, D. M., & Blazek, M. (2015). Connecting Millennial medical students and geriatric patients: How do we bridge the gap? *The American Journal of Geriatric Psychiatry*, *23*(3), S8-S9. doi:10.1016/j.jagp.2014.12.013

Levine, P. (2009). The civic opportunity gap: Half the youth population is left out of civic life. Schools must help change this situation. *Teaching and Social Responsibility*, *66*(8), 20-25. doi:10.1.1.516.3299

Levinson, M. (2009). The civic empowerment gap: Defining the problem and locating the solution. In C. Flanagan & J. Torney-Purta (Eds.), *Handbook of research on civic engagement in youth* (pp. 331-361). New York, NY: Wiley.

Lichterman, P., & Eliasoph, N. (2014). Civic action. *American Journal of Sociology*, *120*(3), 798-863. doi:10.1086/679189

Lincoln, A. (2017). *The Gettysburg address* [Transcript]. Originally published 1863. Retrieved from http://www.nationalarchives.gov/abraham-lincoln

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry* (Vol. 75). Thousand Oaks, CA: Sage.

Livingston, G. (2013) The link between parental leave and the gender pay gap. *Pew Research Center*. Retrieved from http://www.pewresearch.org/fact-tank/2013/12/20/the-link-between-parental-leave-and-the-gender-pay-gap/

Lofland, J. (2017). *Social movement organizations: Guide to research on insurgent realities*. New York, NY: Routledge.

Lott, J. L., II. (2013). Black students in college and civic values: Curricular and cocurricular influences. *College Student Affairs Journal*, *31*(2), 111-123. Retrieved from https://search.proquest.com/openview/8e80eeec4b5f41efec06de8931422f10/1?cbl=47847&pq-origsite=gscholar

Lundasen, S. W. (2014). Democratic values and civic engagement of local voluntary associations. *Nonprofit Management and Leadership*, *24*(3), 263-283. doi:10.1002/mnl

Mainsah, H., Brandtzæg, P. B., & Følstad, A. (2016). Bridging the generational culture gap in youth civic engagement through social media: Lessons learnt from young designers in three civic organisations. *The Journal of Media Innovations, 3*(1), 23-40. doi:10.5617/jmi.v3i1.2724

Marshall, M. N. (1996). Sampling for qualitative research. *Family Practice, 13*(6), 522-526. doi:10.1093/fampra/13.6.522

Maxwell, J. A. (2012). *Qualitative research design: An interactive approach* (Vol. 41). Thousand Oaks, CA: Sage.

Mays, N., & CRO3pe, C. (2000). Assessing quality in qualitative research. *The BMJ, 320*, 50-52. doi:10.1136/bmj.320.7226.50

McMahon, D., Seaman, S., & Lemley, D. A. (2015). The adoption of websites by nonprofits and the impact on society. *Technology in Society, 42*, 1-8. doi:10.1016/j.techsoc.2015.01.001

Metzger, M. W., Erete, S. L., Barton, D. L., Desler, M. K., & Lewis, D. A. (2015). The new political voice of young Americans: Online engagement and civic development among first-year college students. *Education, Citizenship and Social Justice, 10*(1), 55-66. doi:10.1177/1746197914558398

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis a methods sourcebook* (3rd ed.). Thousand Oaks, CA: Sage.

The Millennial Impact Project. (2013). *The 2013 Millennial impact report*. Retrieved from http://www.themillennialimpact.com

Millennial Impact Report. (2017). *Why do Millennials choose to engage in cause movements?* Retrieved from http://www.themillennialimpact.com

Miller, M. K. (2010). Membership has its privileges: How voluntary groups exacerbate the participatory bias. *Political Research Quarterly, 63*(2), 356-372. doi:10.1177/1065912908328782

Mitchell, A., Gottfried, J., & Matsa, K. E. (2015). Political interest and awareness lower among Millennials. *Pew Research Center Journalism & Media.* Retrieved from https://www.journalism.org/2015/06/01/Political-interest-and-awareness-lower-among-Millennials/

Molk, P. (2012). Reforming nonprofit exemption requirements. *Fordham Journal of Corporate and Financial Law, 17,* 475. Retrieved from https://heinonline.org/HOL/Page?handle=hein.journals/fjcf17&div=17&g_sent=1&casa_token=&collection=journals&t=1557404864

Moore, E., Warta, S., & Erichsen, K. (2014). College students' volunteering: Factors related to current volunteering, volunteer settings, and motives for volunteering. *College Student Journal, 48*(3), 386-396. Retrieved from https://www.projectinnovation.com/college-student-journal.html

Nah, S., & Saxton, G. D. (2012). Modeling the adoption and use of social media by nonprofit organizations. *New Media & Society, 15*(2), 294-313. doi:10.1177/1461444812452411

Nahai, N. (n.d.). *Generation Y & their charity giving habits. Give as you live* [PDF]. Retrieved from https://www.giveasyoulive.com/pdf/futurology.pdf

Naish, P. D. (2015). “To see how far I can go”: Benefits of “fun” in encouraging civic engagement and building self-efficacy among New York community college students. *Journal of Public Scholarship in Higher Education, 5,* 111-125. Retrieved from https://academicworks.cuny.edu/cgi/viewcontent.cgi?referer=https://scholar.google.com/&httpsredir=1&article=1044&context=nc_pubs

National Association for the Advancement of Colored People. (2018). *#LogoutFacebook.* Retrieved from https://www.AAABC.org/

National Civic League. (n.d.). *Inspiring* | *Supporting* | *Celebrating*. Retrieved from http://www.nationalcivicleague.org/history-of-the-national-civic-league/

Nelson, J. L., Lewis, D. A., & Lei, R. (2017). Digital democracy in America: A look at civic engagement in an Internet age. *Journalism & Mass Communication Quarterly, 94*(1), 318-334. doi:10.1177/1077699016681969

Nichols, G. (2013). The psychological contract of volunteers: A new research agenda. *Voluntas: International Journal of Voluntary & Nonprofit Organizations, 24*(4), 986-1005. doi:10.1007/s11266-012-9294-9

Nordlund, C. M., Djupe, P. A., & Owens, M. L. (2013). Variation within? Exploring intra-congregational differences in a Black Political church. *The American Journal of Political Science, 41,* 65-93. Retrieved from https://onlinelibrary.wiley.com/journal/15405907

O'Dell, I., Smith, M. R., & Born, J. E. (2016). The effect of pre-college involvement on leadership efficacy, citizenship and social change behaviors among college students. *College Student Journal, 50*(91), 71-85. Retrieved from https://www.projectinnovation.com/college-student-journal.html

O'Leary, L. (2014). Civic engagement in college students: Connections between involvement and attitudes. *New Directions for Institutional Research, 1*(162), 55-65. doi:10.1002/ir.20077

Olson, M. (1965). *The logic of collective action; public goods and the theory of groups*. Cambridge, MA: Harvard University Press

Painter, I. M., & Paxton, P. (2014). Checkbooks in the heartland: Change over time in voluntary association membership. *Sociological Forum, 29*(2), 408-428. doi:10.1111/socf.12090

Patton, M. Q. (2002). *Qualitative research and evaluation methods*. Thousand Oaks, CA: Sage.

Patusky, T. B. (2010). *Millennial generation volunteerism* (Doctoral dissertation). Retrieved from https://repository.library.georgetown.edu/handle/10822/553863

Phillips, L. A. (2013). Association for continuing higher education. *The Journal of Continuing Higher Education, 61,* 68-73. doi:10.1080/07377363.2013.796239

Poggenpoel, M., & Myburgh, C. (2003). The researcher as research instrument in educational research: A possible threat to trustworthiness? *Education, 124*(2), 418-421. Retrieved from https://www.projectinnovation.com/education.html

Putnam, R. D. (2000). *Bowling alone.* New York, NY: Simon & Schuster.

Rawlings, C. K. (2012). Attending Tocqueville's school: Examining the intrapersonal, political and civic effects of nonprofit-board participation. *Administrative Theory & Praxis, 34*(3), 320-356. doi:10.2753/ATP1084-1806340301

Roy, A. (2016). Divesting from whiteness: The university in the age of Trumpism. *Society and Space*, *28*. Retrieved from http://societyandspace.org/2016/11/28/divesting-from-whiteness-the-university-in-the-age-of-trumpism/

Rural Development Initiative. (2004). *Title*. Retrieved from

Saratvosky, K. D., & Feldmann, D. (2013). The importance of the next generation and why they matter to you. In *Cause for change: The why and how of nonprofit Millennial engagement* (pp. 1-18). Hoboken, NJ: John Wiley & Sons.

Schatteman, A. M. (2014). Academics meets action: Community engagement motivations, benefits, and constraints. *Journal of Community Engagement and Higher Education*, *6*(1), 17-30. Retrieved from https://discovery.indstate.edu/jcehe/index.php/joce

Schmidt, C. W. (2018). *The sit-ins: Protest and legal change in the civil rights era*. Chicago, IL: University of Chicago Press.

Schuermann, D. (2016). *MCSs and volunteering: their motivations and perceived obstacles* (Doctoral dissertation). Retrieved from https://mospace.umsystem.edu/xmlui/handle/10355/60466

Shah, J. A., Suandi, T., Hamzah, S. R. A., & Ismail, I. A. (2015). Why youths choose to become volunteers: From the perspective of belief. *Athens Journal of Social Science*, *2*(1), 51-64. doi:10.30958/ajss.2-1-4

Shkuro, Y. (2011). *Attraction and motivation of Millennial generation volunteers by nonprofit organizations* (Thesis). Retrieved from https://cornerstone.lib.mnsu.edu/cgi/viewcontent.cgi?article=1047&context=etds

Siscoe, T. (2016). *Black lives matter: This generation's civil rights movement* (Bachelor's thesis). Retrieved from https://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=1327&context=honorstheses

Smith, T., & Nichols, T. (2015). Understanding the Millennial generation. *Journal of Business Diversity*, *15*, 39-47. Retrieved from http://na-businesspress.homestead.com/JBD/NicholsT_Web15_1_.pdf

Stansfield, J. H. (2012). Taking care of unfinished business and the business of the 21st century: What are interest for advanced study in civil rights, preferably in the academic deep south should be examined. *American Behavioral Scientist, 56*(10) 1434-1454. doi:10.1177/0002764212454426

Stern, M. J., & Fullerton, A. S. (2009). The network structure of local and extra-local voluntary participation: The role of core social networks. *Social Science Quarterly*, *90*(3), 553-575. doi:10.1111/j.1540-6237.2009.00631.x

Strawhun, A. L., Perry, J. L., & Lloyd, C. A. (2014). Civic engagement among university students. *Journal of Youth Ministry*, *12*(2), 26-31.

Stroup, J. T., Bunting, H., Dodson, K., Horne, M., & CRO3rtilla, J. (2013). Promoting a deliberative and active citizenry: Developing a first-year college student political engagement. *College Teaching*, *61*(61), 116-126. doi:10.1080/87567555

Swain, R. D., & Mangum, M. (2012). Truth believers and true believers: Two conditional effects of voluntary associations on political participation of Black Americans. *American Review of Politics, 33*, 189-210. doi:10.15763/issn.2374-7781.2012.33.0.189-210

Sylvander, C. W. (1999). *Inheritors of the spirit: Mary White Ovington and the founding of the AAABC.* New York, NY: Wiley.

Thomas, N., & Benenson, J. (2016). The evolving role of higher education in U.S. Democracy. *eJournal of Public Affairs, 5*(2), 1-9.

Tomkovick, C., Lester, S. W., Flunker, L., & Wells, T. A. (2008). Linking collegiate service-learning to future volunteerism: Implications for nonprofit organizations. *Nonprofit Management and Leadership, 19*(1), 3-26. doi:10.1002/nml.202/epdf?r3

Trezzo, H. (2013). *Targeting Millennials: Engaging and attracting the next generation of arts patrons* (Undergraduate thesis). Retrieved from https://spea.indiana.edu/doc/undergraduate/ugrd_thesis2013_bsam_trezzo.pdf

Trochim, W. M. K., & Donnelly, J. P. (2007). *The research methods knowledge base* (3rd ed.). Mason, OH: Thomson Custom.

Tuttle, K. (2012). *Oxford African American Studies Center*. Retrieved from http://www.oxfordascc.com

Twenge, J. M. (2013). The evidence for generation me and against generation we. *Emerging Adulthood, 1*(1), 11-16. doi:10.1177/2167696812466548

U.S. Department of Education. (n.d.). *Title*. Retrieved from

U.S.Bureau of Labor Statistics (2015). *Volunteering in the United States*. Retrieved from https://www.bls.gov/news.release/volun.htm?

Vamstad, B. S., & Gordon, M. (2017). Integrating public affairs information strategy with organizational practices in healthcare delivery organizations. *Journal of Public Affairs, 18*(4), e1828. doi:10.1002/pa.1828

Van Goethem, A., Van Hoof, A., Orobio de Castro, B., Van Aken, M., & Hart, D. (2014). The role of reflection in the effects of community service on adolescent development: A meta-analysis. *Child Development, 85*(6), 2114-2130. doi:10.1111/cdev.12274

Van Ingen, E. V., & van der Meer, T. V. (2016). Schools or pools of democracy: A longitudinal test of the relation between civic participation and political socialization. *Political Behavior*, *38*, 83-103. doi:10.1007/s11109-015-9307-7

Varela, L. L. (2013). Volunteer fellowship in nonprofit organizations. *Academic Research International*, *4*, 267-274. Retrieved from http://www.journals.savap.org.pk/

Walton, M., Clerkin, R. M., Christensen, R. K., Paarlberg, L., Nesbit, R., & Tschirhart, M. (2017). Means, motive and opportunity: Exploring board volunteering. *Personnel Review*, *46*(1), 115-135. doi:10.1108/PR-01-2015-0012

Watson, J. E. (2015). A new AAABC. *Journal of Southern History*, *4*. Retrieved from https://thesha.org/jsh

Weber, T. A. (2002). *The design, implementation, and assessment of the initial change and growth in local voluntary organizations and its members* (Doctoral dissertation). Retrieved from https://digitalcommons.andrews.edu/dissertations/1532/

Weismuller, J. P. (2012). Social movements and free riders: Examining resource mobilization theory through the Bolivian Water War. *The Macalester Review*, *2*(2), 1-10. Retrieved from https://digitalcommons.macalester.edu/cgi/viewcontent.cgi?article=1030&context=macreview

White, K. (2016). Black lives on campuses matter: Reflecting on the rise of the new Black student movement. *Soundings*, *63*(63), 86-97. doi:10.3898/136266216819377002

Wollebaek, D., & Selle, P. (2002). Does participation in voluntary associations contribute to social capital? The impact of intensity, scope and type. *Nonprofit and Voluntary Sector Quarterly, 31*, 32-61. doi:10.1177/0899764002311002

Yanus, A. B., Kifer, M. J., Namaste, P., Elder, S. L., & Blosser, J. (2015). Turning civic education into engagement: Evaluating the efficacy of the democracy USA project. *Journal of Political Science Education*, *11*(3), 279-300. doi:10.1080/15512169.2015.1047105

Yin, R. K. (2013). *Case study research: Design and methods*. Thousand Oaks, CA: Sage.

Yob, I. M., Danver, S. L., Kristensen, S., Schulz, W., Simmons, K., Brashen, H. M., . . . Penland, D. R. (2016). Curriculum alignment with a mission of social change in higher education. *Innovative Higher Education*, *41*(3), 203-219. doi:10.1007/s10755-015-9344-5

Young, B. J. (2015). *Millennials: Redefining engagement in Politics* (Thesis). Retrieved from https://digital.library.txstate.edu/handle/10877/5949

Young, R. D. (2004). *Volunteerism: Benefits, incidence, organizational models, and participation in the public sector*. Retrieved from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.545.8713&rep=rep1&type=pdf

Zapatka, J. A. (2009). *Understanding second-wave Millennial college students through a generational lens* (Doctoral dissertation). Retrieved from ProQuest Dissertations. (UMI No. 1464032)

Appendix A: Recruitment Email to Participants

Date:
Dear: name of student
Email Address:
State University
1200 Military Boulevard
XXXX

Re: Why MCSs are not joining voluntary, non-profit organizations, such as the Civil Rights Organizaiton1, (CRO1), Civil Rights Organization2, (CRO2), and Civil Rights Organization3 (CRO3)?

Civil Rights Organizations are perceived to be organizations capable of ensuring equality through membership status and active participation from members involving civic engagement. This reputation was not earned without the contributions of you, college students. As these organization members come to age, new younger members are needed. Your confidence, self-esteem, assertiveness and desire to help organizations succeed are all the elements that models future leaders for these established and well accomplished organizations.

My name is Frances Jackson and I am currently a doctoral student at Walden University. I am investigating why MCS share not joining voluntary, non-profit organizations geared towards civic engagement in the Southern region of the United States. I would greatly appreciate your participation.

This would involve completing a survey monkey questionnaire, which will take about 15 minutes and participate in an interview which would take about 45 minutes in a private meeting room at the private room on campus at State University. Interviews will be conducted at a time that is convenient for you. Also, after the study, you would verify the accuracy on your interview transcript that would be emailed to you later after the interview has been completed and the interview has been transcribed.

The information from the questionnaire and interviews will be kept strictly confidential and no one who participates will be identified in any of the study's report that I prepare.

If you have any questions about the study, please feel free to email me at {**insert email address**] or give me a call at [**insert phone number**]. If you are interested in participating in the study and/or would like to recommend another member of the Student Government association or members of any civil rights organization enrolled, please advise me.

Thank you in advance for your consideration and assistance with my research project.

Sincerely,

Frances Jackson

Appendix B: Interview Guide for Civil Rights Organizations Executive Boards Participants

Date:

Time:

Place:

Interviewee:

Position of interviewee:

Topics and Questions:

- Discuss how new member recruitment is structured in the organization?
- Process description
- Extent of nonpublic affairs knowledge and usefulness
- Reviewer/decision-maker role
- What are the perceived opportunities/barriers for recruiting new younger members?
- What are the perceived internal/external barriers to attracting MCS stop joining the organization as future leaders?
- What future role does this organization see playing in maintaining democracy in the future?
- Structural-oriented
- Process-related
- Cultural/organizational
- Knowledge or information factors
- What strategies are in place to address the “free-rider” problem experienced by nonprofit and voluntary organizations?
- Who would be a good nonpublic affairs individual for me to interview that you interact with on public policy issues?
- What are the strategies for motivating current members on college and university campuses?

- Is there anything else you would like to add before we close the interview?

Appendix C: Interview Questions

Demographic Information

1. What year were you born?
2. What is your gender?
3. What is your ethnicity or race?
4. Are you a member of a Fraternity/Sorority?
5. If you answered yes to the question above, what activities is the fraternity/sorority involved?
6. What is your major?
7. What is your current education level?
8. What on-campus organizations are you involved?
9. Which of the following organizations are you knowledgeable?
10. What does civil rights mean to you?
11. Do you think it is important to volunteer and/or donate to a non-profit organization?
12. Why do you volunteer to a non-profit organization?
13. What makes you interested in a specific non-profit organization?
14. Do you volunteer in your community?
15. If yes, to the previous question, how often do you volunteer?

Appendix D: Follow-Up Interviews

1. Which organization(s) do you volunteer with?
2. How did you get involved with the current organization?
3. Why did you choose organization X?
4. Does the organization embrace current ideas from its volunteers?
5. Why do you volunteer?
6. Why do you feel the need to help others?
7. Do you prefer a set time schedule (fixed) or to volunteer when you want? flexible?
8. Have you participated in protest/demonstrations led by Black Lives Matter?
9. Do you see the Black Lives Matter as the Millennial generation's organization that challenges inequalities?
10. Have you ever taken part in a civil rights protest, demonstration?
11. How do you feel about them?
12. What was the purpose of the protest/demonstration?
13. What skills have you been able to develop through volunteering?
14. Are you an advocate for social causes via social media?
15. How do you feel your efforts are making a difference?
16. Why do you (people) post about causes on social media? What is the expected outcome?
17. What do you think is the biggest obstacle for college students to volunteer?
18. What can organizations do to reduce the obstacles/barriers?

19. What type of nonprofit organizations do you prefer to volunteer?

20. Which causes related to civil rights are you most interested?

21. Do you think the CRO1, CRO2 and CRO3 are no longer needed to maintain equality?

Appendix E: Recruitment Flyer for Students

Volunteers needed for research about:

Millennial Generation College Students' Participation in Civil Right Causes

Frances Jackson, a doctoral student at Walden University, is investigating why MCS share in not joining voluntary, non-profit organizations geared towards civil rights in Southeastern United States. Your participation is appreciated!

You may participate if you are:

(a) A student at Christian University, Community College or State University

(b) Born from 1980-2000;

(c) Adult, at least 18 years old

(d) Speak English

What you will be asked to do:

Complete a survey monkey questionnaire, which will take about 15 minutes and participate in an interview which would take about 45 minutes in a private meeting room or at the **coffee** shop/library/ Building in Southeastern United States. Also, after the study, you would verify the accuracy on your interview transcript member checking that would be emailed to you later after the interview has been completed and transcribed. You will receive a $10 gift card for your participation. The information from the questionnaire and interviews will be kept strictly confidential and no one who participates will be identified in any of the study's report that I prepare.

Questions? Interested?

Email me at **XXXXXX@waldenu.edu** or give me a call at **XXX.XXX.XXX**.

If you are interested in participating in the study and/or would like to recommend another student, please give them my contact information.

For your own privacy – please use your personal email address to protect your privacy.

Looking forward to hearing from you!