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Habitat for Humanity Campus Chapter Effectiveness Study

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Habitat for Humanity Campus Chapter Effectiveness Study

A Capstone Project Submitted in Partial Fulfillment of the
Requirements of the Renée Crown University Honors
Program at Syracuse University

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Abstract

This study examines the different ways that Habitat for Humanity International (HFHI) campus chapters engage their officers and volunteers, collaborate with external publics and fundraise to help eliminate substandard housing. The information for the study was collected through a survey sent to 271 campus chapters and interviews with five campus chapters, as well as reviewing current literature on employee engagement, trends in youth volunteering and corporate social responsibility. The study aligns strengths of certain campus chapters with areas of improvement of others that campus chapters can utilize to help improve their effectiveness.

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Introduction

Youth Programs is a division of HFHI that creates programming for students ages 5-25 who want to advance HFHI's mission to provide simple, decent, affordable housing for all. Youth Programs provides advocacy toolkits for younger students and coordinates programs such as Youth United and Campus Chapters that empower students to raise money and partner with their local Habitat affiliate to sponsor a home. Youth United participant ages depend on the local Habitat affiliate's preference, but most groups include younger students or have programming for younger students, and some groups also include college students. Campus Chapters is geared toward high school and college students.

According to HFHI, a campus chapter is an unincorporated, student-run, student-led organization, on a high school or college campus that partners with a local affiliate to perform four main functions: building, fundraising, educating and advocating. A campus chapter is required to have an advisor, ideally a full-time, long-term faculty or staff member at the school. It must maintain a covenant, which defines the relationship between the campus chapter and the local Habitat affiliate and is signed by the affiliate executive director or board president. A campus chapter must also submit an annual report to HFHI. The annual report is first sent to the local affiliate for approval, which reviews the campus chapter's goals, achievements and finances for the previous year. Each campus chapter pays $100 annual dues to HFHI and makes an annual donation to its local Habitat affiliate.

Beyond the few requirements established by HFHI, more than 500 campus chapters across the nation are free to form their own executive boards, raise money and collaborate with their local Habitat affiliate and Youth Programs staff in ways that they deem most effective. While some campus chapters have more than 300 general members, others are composed of a small group of 10 students. Some campus chapters fully fund a house each year in partnership with their local affiliate and build twice a week, and other campus chapters drive far distances to have the opportunity to build on a home funded by a Habitat affiliate twice a semester.

Out of more than 500 campus chapters across the nation, only 48 campus chapters came together at the 2010 Habitat Youth Leadership Conference in Columbus, OH to learn and share best practices. Regional campus chapter gatherings in New York, Indiana and Wisconsin are the only campus chapter-initiated events of this kind that Youth Programs is aware of. Campus chapters across the country that are doing the same type of work and struggling with similar issues don't communicate and support one another enough in the fight for affordable housing.

The purpose of this study is to align areas of improvement for some campus chapters with best practices and "wins" from other campus chapters. Key research questions include:

RQ1: How do campus chapters strike a balance between having a successful

executive board and an engaged group of general volunteers?

RQ2: What are ways that campus chapters have gone above and beyond the

minimum relationship with external parties such as HFHI, their schools

and their affiliate?

RQ3: What are some best practices for executing effective fundraisers and

obtaining external funding?

The information contained within this study was obtained through a

survey submitted to 271 campus chapters and interviews conducted with five

leading campus chapters, as identified by Youth Programs staff. It is intended to

help all campus chapters learn from their peers and improve efficiency through its

focus on executive board structure, general membership engagement, grant

writing and corporate sponsorship best practices, HFHI relations, school relations,

affiliate relations, technology and fundraising. This study is intended to motivate

campus chapters to begin a dialogue with their peers, and identify ways that they

can learn from one another and collaborate to advance the fight for simple, decent

housing for all.

Literature Review

There is little literature available regarding campus chapters and no data available from a Youth Programs-wide survey. However, this study does explore topics such as youth volunteering trends, employee engagement and corporate social responsibility. There is abundant literature and case studies available regarding these topics that can be applied to the structure and success of a campus chapter.

Youth Volunteering Trends

According to a study released by the Corporation for National Community Service (CNCS), the number of college students volunteering grew more than 20 percent, from 2.7 million to 3.3 million, between 2002 and 2005 (NSCS, 2006). CNCS Chairman Steve Goldsmith calls this "probably the most remarkable increase since the 'Greatest Generation' of World War II" (Pope, 2006, para.3). As the amount of college student volunteering has increased, the nature of volunteering has also evolved. Traditionally college student volunteers have provided regular service to one or a few organizations, but now they are more likely to be episodic volunteers who serve fewer than two weeks per year with their main service organization (CNCS, 2006). Goldsmith thinks the increase in episodic volunteers may be due to the influx in students giving up their winter and spring breaks to go on alternative service trips (Pope, 2006). Nevertheless, this trend could pose problems for student organizations that rely on a steady stream of student volunteers.

The CNCS report concluded that one third of K-12 schools in the United States have minimum community service requirements, as well as many universities (2006). Some universities have community service requirements for all students, and other universities have certain colleges or classes that impose community service requirements on their students. For example, students in the Martin J. Whitman School of Management at Syracuse University must complete 35 hours of community service during one semester of their college career, and students in Syracuse University's Renee Crown University Honors Program must fulfill a 50-hour service requirement over three semesters. While mandated community service could play a role in the increase in college student volunteering as well as the episodic manner in which some students volunteer, post-university service programs such as AmeriCorps and Teach for America still have incredibly competitive acceptance rates of 25 percent and 12 percent, respectively (Americorps.gov, Teachforamerica.org). It is completely up to students whether or not they want to apply to these programs after graduation.

Employee Engagement

In the economic downturn over the past year, employee engagement has been a hot topic in the news. Amal Azaz, CEO of MGM Grand said, "Employee engagement in times of difficulties and severe economic climate is far more profoundly important now. Employees are willing to give their all when they are well-treated, appreciated. And the ability to unlock that potential is a competitive distinction…It's their decisions, their actions, their attitude that really make the difference" (*BusinessWeek*, 2009, para. 4). The New England Human Resource

Association (NHRA) defines employee engagement as a time "when many different levels of employees are feeling fully involved and enthusiastic about their jobs and their organizations" (2008, para.3), and Towers Perrin defines engagement as the "willingness and ability to contribute to a company's success and the extent to which employees put discretionary effort into their work, in the form of extra brainpower, time and energy" (2009, p. 1). In this study, the researcher will use the Towers Perrin definition to define engagement, trying to get officers and volunteers to put more than the minimum required amount of work into their Habitat campus chapter.

To be fully engaged, employees must have rational understanding of and emotional attachment to the organization's strategic goals, values and their fit within it and also the motivation to do more than the minimum effort in their role (Towers Perrin, 2009). According to a recent Gallup study on employee engagement, about 54 percent of employees in the United States are not engaged and 17 percent are disengaged (Van Allen, 2010). Only 29 percent of employees are actually engaged, and these highly engaged employees outperform their disengaged colleagues by 20 to 28 percent (Esty & Gewirtz, 2008). Having employees who contribute less than their potential over an extended period of time can cost an organization a lot of money.

The employee engagement model is a roadmap to help increase employee engagement within an organization. It includes a culture of engagement, which includes the practices, shared mindset and ethos of an organization, as well as five important drivers of a culture of engagement: two-way feedback, trust in

leadership, career development, employees understanding their role in success and shared decision-making (Esty & Gewirtz, 2008).

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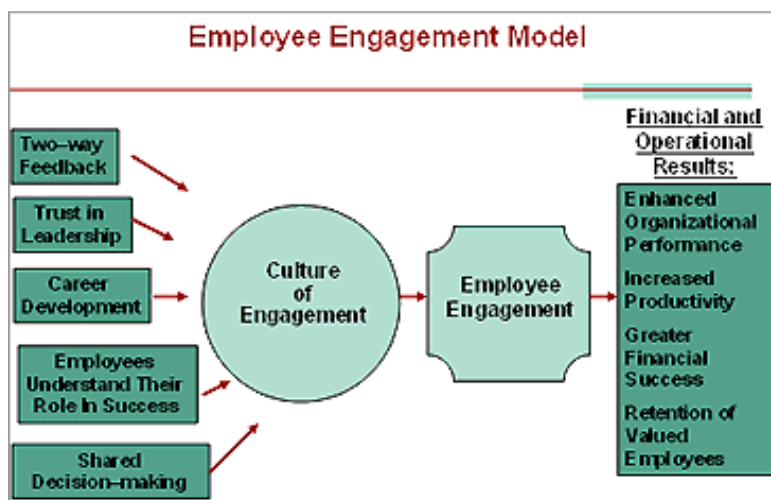
At the essence of many of these drivers is James Grunig's two-way symmetrical communications model. This model uses research "to build mutual understanding between both publics and organizations. Organizations are open to changing their internal policies and practices in this model based on what they learn from their publics" (Bowen, Rawlins & Martin, 2010, p. 9). A culture of engagement and the five drivers, fueled by two-way symmetrical communications, can result in an improvement in organizational performance, productivity, financial success and employee retention (Esty & Gewirtz, 2008).

Corporate social responsibility

Corporate social responsibility (CSR) is often used interchangeably with terms like corporate citizenship, sustainability and corporate governance that, while different, all point in the same direction (Porter & Kramer, 2006; Nelson, 2004). CSR is "a commitment to improve societal well-being through

discretionary business practices and contributions of corporate resources" (Du, Bhattacharya & Sen, 2010, p. 257; Bhattacharya, Korshun & Sen, 2008, p. 37). According to Jane Nelson at the Kennedy School of Government "CSR goes beyond philanthropy and compliance to address the manner in which companies manage their economic, social and environmental impacts and their stakeholder relationships in all of their key spheres of influence: the workplace, the marketplace, the supply chain, the community and the public policy realm" (2004, p. 4). The researcher recognizes the ever-expanding scope of corporate social responsibility but will focus primarily on CSR as a donation of money, products or employee volunteer time to assist a nonprofit organization. That's not to say that the internal implications of CSR aren't important, but rather that a company's external contributions to society will have the greatest implications on a HFHI campus chapter.

There is a debate about whether CSR represents an unjustified intrusion into corporate affairs and whether companies should invest money in their own CSR projects or return money to shareholders to invest as they see fit (*The Economist*, 2005). Nevertheless, CSR is becoming increasingly important to consumers. Roughly 60 percent of U.S. adults say "knowing a company is mindful of its impact on the environment and society makes me more likely to buy its products and services" (Maharaj, 2011, para. 3).

Companies can gain a sustainable competitive advantage by linking CSR to the strengths of the business (Goossen, 2009). "If corporations were to analyze their prospects for social responsibility using the same frameworks that guide

their core business choices, they would discover that CSR can be much more than a cost, a constraint, or a charitable deed—it can be a source of opportunity, innovation and competitive advantage" (Porter & Kramer, 2006, p.80).

Companies like State Farm Insurance and HSBC have focused their CSR efforts on homeownership and housing. HSBC has committed more than $25 million annually in the United States to "support programs that promote the preservation of affordable housing, as well as foreclosure avoidance and consumer rescue programs" (HSBC.com). The company provides relief loans and financial education classes that have helped 110 families in 17 states avoid foreclosure. Employees at some HSBC sites, including the Buffalo, NY office, fully fund and construct a Habitat house each year.

State Farm Insurance also focuses on making sure affordable housing is available and works with "responsible organizations who share our business-oriented objective of healthy neighborhoods" (Statefarm.com). It has partnered with HFHI for the past 12 years and contributes more than $2 million in time, labor and donations each year. It is also the official underwriter of HFHI's Youth Programs with a $1.1 million annual contribution. Through this sponsorship, State Farm has access to HFHI affiliates, high school and university officials, students and policy makers. The researcher interned with State Farm the summer after his junior year when the campus chapter received a State Farm Matching Grant and had the opportunity to build on a Habitat site with State Farm employees.

Abundant literature and case studies are available regarding youth volunteering trends, employee engagement and corporate social responsibility that can be applied to the structure and success of a campus chapter. This campus chapter effectiveness study provides information and data that reinforce much of what has already been written but also fill in some of the gaps that apply specifically to campus chapters.

Methodology

The researcher used a survey and focused interviews to gather information for this study. All survey questions (Appendix C) and interview questions (Appendix E) were reviewed by Jennifer Skudlarek, campus chapter associate, and Cody Logsdon, youth programs supervisor, and approval was obtained from the Institutional Review Board at Syracuse University before any contact was made with a campus chapter.

Survey participants were selected through the Youth Programs website at habitat.org/youthprograms. While more than 500 campus chapters are listed on the Youth Programs website, only 271 campus chapters had officer contact information available through the HFHI Youth Programs website or came up as a Google search result on a campus chapter website, university or high school website or a Facebook page. Every campus chapter with a readily accessible internet presence was contacted by e-mail with a link to the survey (Appendix A). The survey was accessible for a two-week period, and the researcher received 58 responses for a 21 percent response rate.

Five focused interview participants were selected based on a list provided by Youth Programs that was intended to give a well-rounded perspective of the campus chapter community. This list took into consideration well established campus chapters and newly-chartered campus chapters, as well as campus chapters at both universities and high schools. Campus chapter leaders were contacted by e-mail with a request to participate in an interview (Appendix B). All interviews began with an overview of interview protocol (Appendix D). The

interviews were based on a pre-determined set of questions (see Appendix E) geared around the "how" and "why" of the research questions and conducted via phone. Interview questions touched on executive board structure and engagement, volunteer engagement, grant writing and corporate sponsorship best practices, HFHI relations, school relations, affiliate relations, technology and fundraising.

Results

      This section will highlight the results of a campus chapter survey and series of focused interviews with campus chapter leaders. The survey was distributed via e-mail to 271 campus chapters listed on the Youth Programs website, and 58 campus chapters responded for a 21 percent response rate. Focused interviews were conducted via phone with leaders from five campus chapters recommended by Youth Programs staff. These interviews included campus chapters from high schools and large and small universities.

Survey Results

Executive Board
N=58
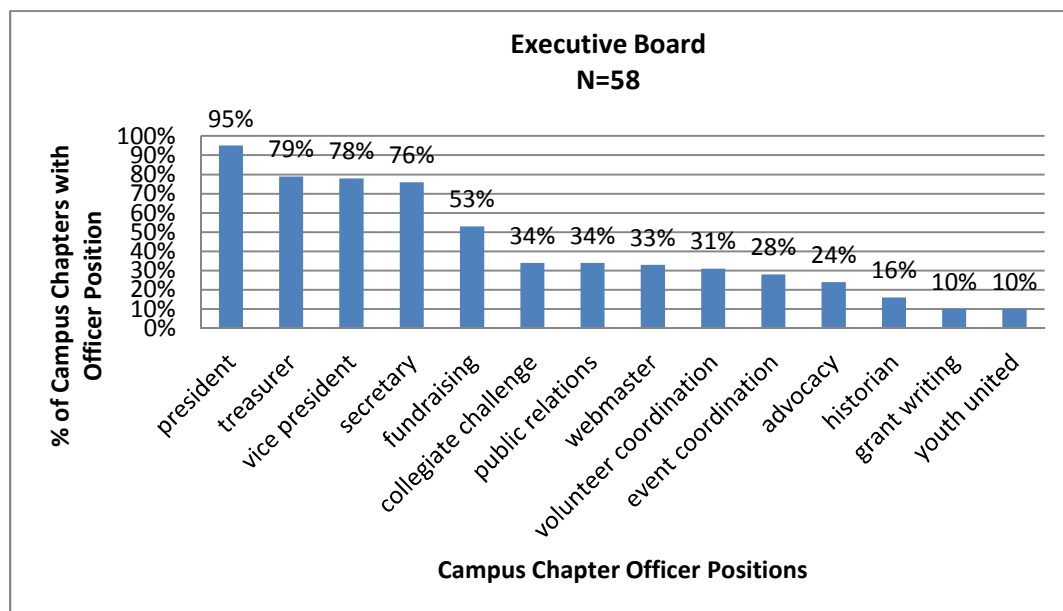
Board Structure

Campus chapter executive boards range in size from one officer to 15 officers. More than 75 percent of boards have a president, vice president, secretary and treasurer. Less than 25 percent of boards have officer positions dedicated to advocacy, maintaining the organization's history, grant writing or Youth United.   Other officer positions that aren't as prevalent include education and construction site management officers, as well as campus chapter representatives who serve on the affiliate board of directors.

Board Elections

Campus chapters utilize a variety of processes and timelines for electing new officers. Fifty-eight percent of chapters elect new officers through voting at a general member or executive board meeting. In most cases, an officer nominee also fills out an application or gives a 30-second campaign speech prior to voting.

Roughly one third of campus chapters elect officers through an application and interview process where the decision is ultimately made internally by the current executive board or an advisor. In 10 percent of campus chapters, current board members or an adviser directly nominates and appoints members to serve on the board.

Eighty-five percent of campus chapters have officer term cycles that mirror the school calendar from September to May, and elections are held at the very beginning or very end of the school year. Fifteen percent of campus chapters elect members in late December, and these officers serve a January through December term. "Electing members in the winter allows us to have a more effective leadership transition and a more productive summer to gear up for our fall events," wrote a survey respondent. As an alternate approach, 15 percent of campus chapters elect new officers in early spring to allow time for mentoring and leadership transition. "Deputy positions are filled in early spring so that new cabinet members can be trained and assume the full positions at the end of the semester," wrote a survey respondent. These campus chapters claim that allowing incoming board members to shadow their predecessors makes for smoother leadership transition.

General Members

Campus chapters' general membership ranges from 10 to 400 members, and the average general membership size is 175 members. Many campus chapters acknowledge that they have extremely large member list serves but relatively small member participation. "We currently have 1,834 registered users on our

website, but only a small fraction of these are active," wrote one survey respondent.
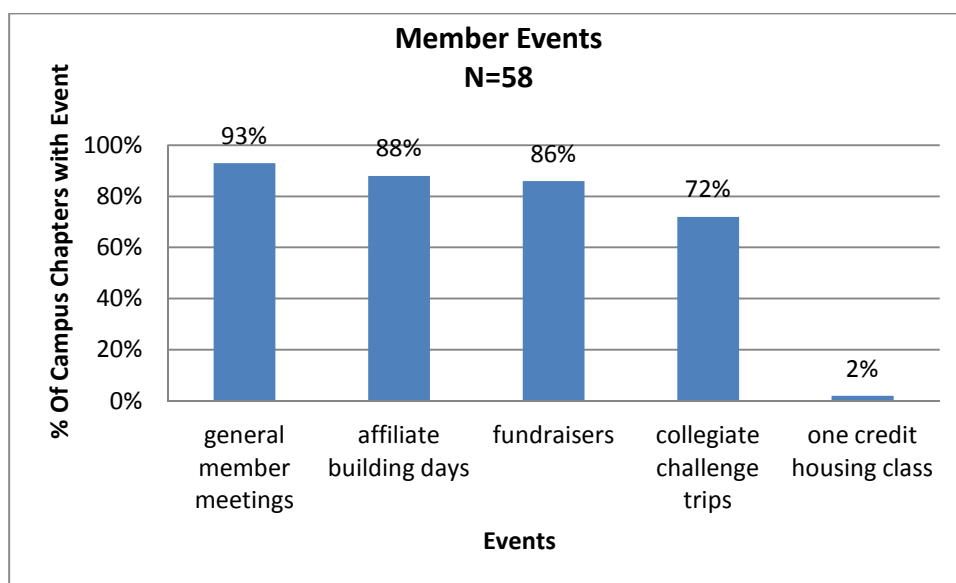
Membership Dues

Forty-one percent of campus chapters charge annual dues to help control growing membership numbers and create an additional revenue stream for their organization. Campus chapter dues range from $5 to $30, and the average annual dues are $11. Twenty percent of campus chapters give members a club t-shirt in exchange for membership dues. Many campus chapters also grant priority build opportunities and Collegiate Challenge registration to paid members. A few campus chapters have stopped charging member dues with the recent economy. "We aren't enforcing dues this year unless members are going on a Collegiate Challenge trip because this year we have had very limited building opportunities," wrote a survey respondent. As an alternative, 8 percent of campus chapters that don't charge member dues are selling $10 t-shirts to students as an additional revenue stream.

RQ1: How do campus chapters strike a balance between having a successful executive board and an engaged group of general volunteers?

Many campus chapters described their strength as "continued interest in the chapter, which is recent," "an incredible volunteer base of more than 700 e-mails" and "the amount of interest from students on campus." These campus chapters attributed this surge in student interest to "strong student leaders that we have and their willingness to take ownership of the group." However, nearly half of campus chapters said that once members are onboard, membership engagement

and retention is one of their biggest areas for improvement. Nearly 75 percent of campus chapters hold regular member meetings, build days and fundraisers and also participate in Collegiate Challenge. Most of these same campus chapters see a need to improve member interaction, event planning and coordination with their affiliate regarding events.

Member meetings draw a large crowd of students for many campus chapters, but "we need to focus on interacting with members at meetings and getting them move involved so it's a club and not just a random meeting every month," wrote a survey respondent. Most campus chapters don't have any

Member Events
N=58

Events	% Of Campus Chapters with Event
general member meetings	93%
affiliate building days	88%
fundraisers	86%
collegiate challenge trips	72%
one credit housing class	2%

problem getting members to sign up for events, but members become discouraged when events or build days fall through and won't consistently sign up for future opportunities. "We need to get things concrete and set earlier so we don't procrastinate," wrote a survey respondent. "We need to improve our relationship with our affiliate, since there is a lack of communication, and they cancel builds

last minute," wrote a survey respondent, stressing a common campus chapter issue.

More than 10 percent of campus chapters have encouraged their members to become involved with the event planning process through forming member committees and promoting volunteer opportunities at the ReStore or other community organizations on the member's own schedule. Some campus chapters said committees, such as fundraising or event coordination, keep members involved with campus chapter operations and allow officers to watch potential executive board members in action. Encouraging students to volunteer on their own helps campus chapters keep members engaged when the campus chapter can only execute a limited number of formal member events that a limited number of students can participate in.

Member Communication
n=54

Facebook 89% | website 59% | Twitter 11% | blog 7%

% of Campus Chapters with Communication Tool

Communication Tools
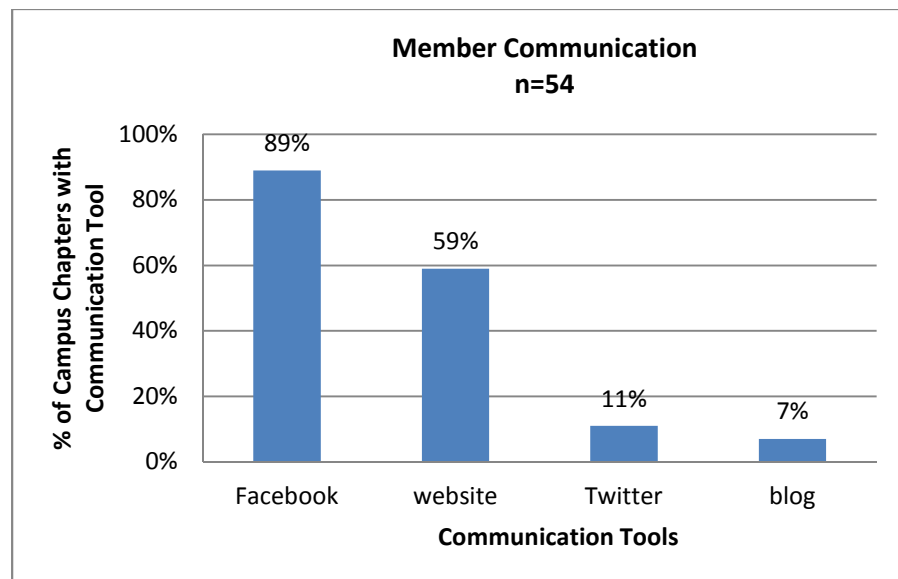
Member communication is a priority for many campus chapters, especially with the rise in internet and social media usage. "We need to do more advertising around campus and our community because our chapter is not very well known,"

wrote a survey respondent. Campus chapters have embraced Facebook, more than any other Web-based tool, to communicate with members outside of membership meetings regarding upcoming events. Nearly 60 percent of campus chapters have an organization website, and 30 percent have a webmaster on the board to make sure that website content is relevant and updated. "Our website is our best tool and very interactive," wrote a survey respondent. Campus chapters are also experimenting with blogs, Twitter and OrgSync, an online community and organization management software employed by a growing number of universities.

RQ2: What are ways that campus chapters have gone above and beyond the minimum relationship with external parties such as HFHI, their schools and their affiliate?

Thirty-eight percent of campus chapters apply for an average of $3,000 in funding each year from their high school or university. This money is distributed primarily through student governments or student activities offices and can be used for Collegiate Challenge or implementing on-campus fundraisers, depending on the school. Many campus chapters are recognized student organizations at their schools and can take advantage of office space and leadership development training from school staff. A few campus chapters have taken steps to reach out not only to students, but also to administrators and offices around campus, and the results have paid dividends. "Our administration is extremely supportive of the chapter and provides assistance in whatever form we need," wrote one survey respondent. Collaboration with other organizations is critical for a campus

chapter that benefits from "the support we receive from all aspects of the university including the School of Architecture, Student Development and Career Services."

While 58 percent of campus chapters feel underappreciated by their affiliate, others have taken strides to "improve our relationship with our affiliate and work toward a mutually beneficial relationship."   Some campus chapters discussed "not receiving an answer to our e-mails or calls for weeks or ever" from their affiliate. Nearly 50 percent of campus chapters invite affiliate representatives to attend campus chapter meetings or send campus chapter representatives to affiliate board meetings to help bridge the communication gap.
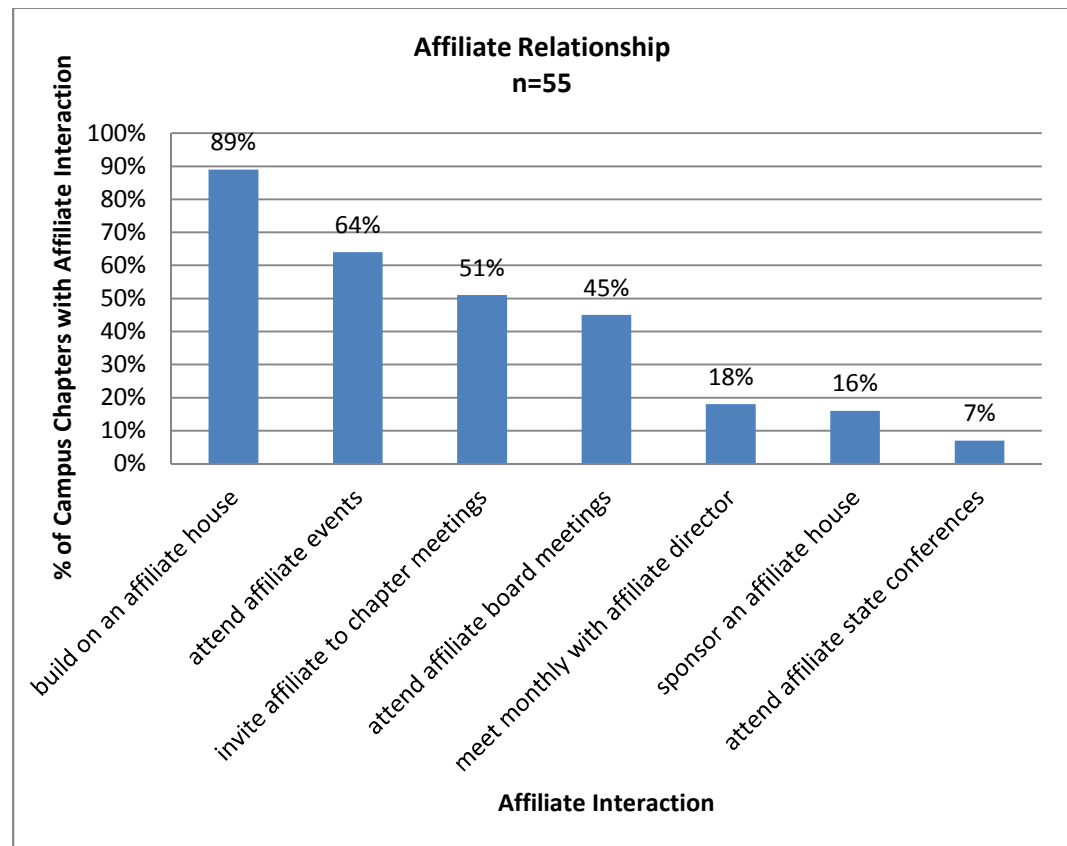

Some campus chapters go a step further and designate permanent liaisons to attend affiliate functions and meetings, and other campus chapters have a

campus chapter officer serve as a permanent member of the affiliate board of directors. "We specifically created the liaison last semester as an executive board position to fix this [disconnect] problem, and while she has been helpful, we still don't have the relationship we'd like with the affiliate," wrote a survey respondent. Eighteen percent of campus chapters meet monthly with the affiliate executive director, and 16 percent of campus chapters completely sponsor an affiliate home, which they said leads to more credibility with the affiliate.

Besides the core campus chapter requirements of building, advocacy, education and fundraising, campus chapters find ways to go above and beyond in their relationship with HFHI. Eighty-two percent of campus chapters send students to another U.S. affiliate through Collegiate Challenge to volunteer during a school vacation, and many campus chapters said these trips are an important tool for executive board recruitment. Twenty percent of campus chapters attend the annual Youth Leadership Conference where they have the opportunity to interact with HFHI staff, affiliates and other campus chapters. In addition,
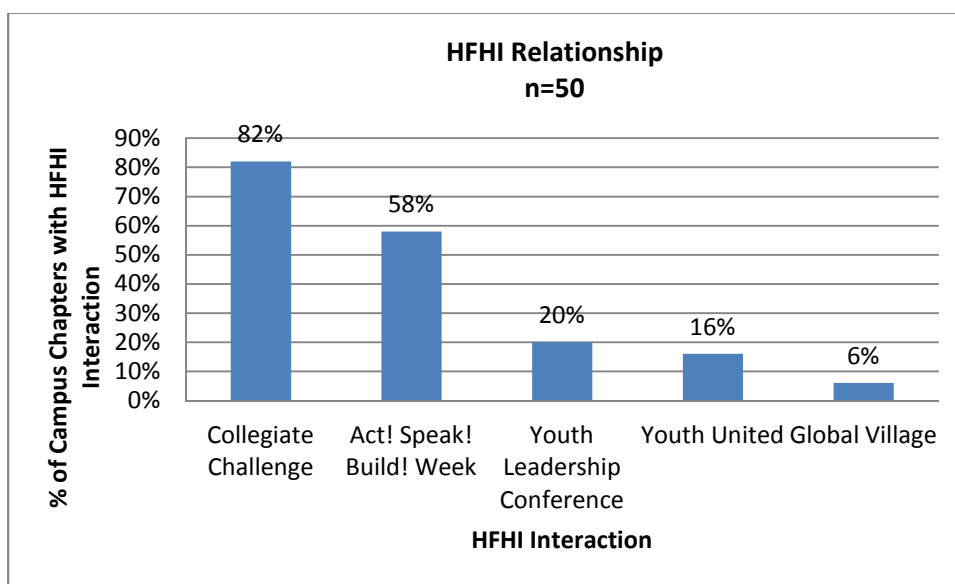
campus chapters in Indiana and New York have organized regional campus chapter conferences where campus chapters within those states come together to network and share best practices. Twenty-eight percent of campus chapters felt underappreciated by Youth Programs staff, and a few weren't aware that a Youth Programs department existed at HFHI.

RQ3: What are some best practices for executing effective fundraisers and obtaining external funding?

Fifty-three percent of campus chapters have an officer position dedicated to organizing fundraising events on campus and in the community. In some campus chapters, a subcommittee on the executive board or in the general membership is designated for fundraising, as some fundraisers require extensive planning and volunteer manpower. Eighty-six percent of campus chapters said fundraising is a way that general members can become involved with the organization. Campus chapters depend on fundraisers to not only bring in funding but also to mobilize and engage volunteers. See Appendix C for a complete list of campus chapter fundraisers.

An increasingly popular fundraiser is an event called Shack-A-Thon or Shantytown where students construct wooden or cardboard houses and sleep in them on the school quad coupled with advocacy events. Individual students or student organizations pay to participate in the event, and campus chapters fundraise between $3,000 and $12,000 each year.

During the warmer months, campus chapters organize sports-themed events such as Row for Humanity, Home Run for Habitat, or a badminton or

volleyball tournament. In some events, participants pay a flat fee to participate.

Other events require participants to ask for pledges based on the number of laps

they run or the distance they row. An overwhelming number of campus chapters

also coordinate 5K races which raise between $1,000 and $6,000. Many campus

chapters also stated that 5Ks can be logistically challenging to implement, and the

success of the event is highly dependent on good weather.

During the fall, numerous campus chapters hold a Trick-or-Treat for

Change event when students go door-to-door on Halloween passing out advocacy

material and asking for spare change donations. Campus chapters raise between

$1,000 to $5,000 with this fundraiser. Other campus chapters coordinate leaf

raking days when campus chapters' members rake local residents' leaves in

exchange for a donation and raise up to $8,000.

Some campus chapters depend on "bake sales, which don't bring in a large

return" as their major fundraising endeavors. Others collect spare change outside

sporting events or sell campus chapter t-shirts as a quick, easy-to-implement

fundraising tactic.

Ten percent of campus chapters have a grant writing officer and 19

percent of campus chapters have an executive board position responsible for

obtaining grants and other external sources of funding such as sponsorships,

university contributions or major individual gifts. Many campus chapters receive

event sponsorships, usually in the form of gift cards, from local businesses.

Larger sponsorships include funding from builders exchanges, teachers unions,

Whirlpool, Lowes and companies where officers' parents are employed. One

campus chapter has been able to secure $20,000 in annual funding from its school

administration, and another campus chapter has a long-standing agreement for

$20,000 in annual funding from a national foundation.

External Funding
n=34

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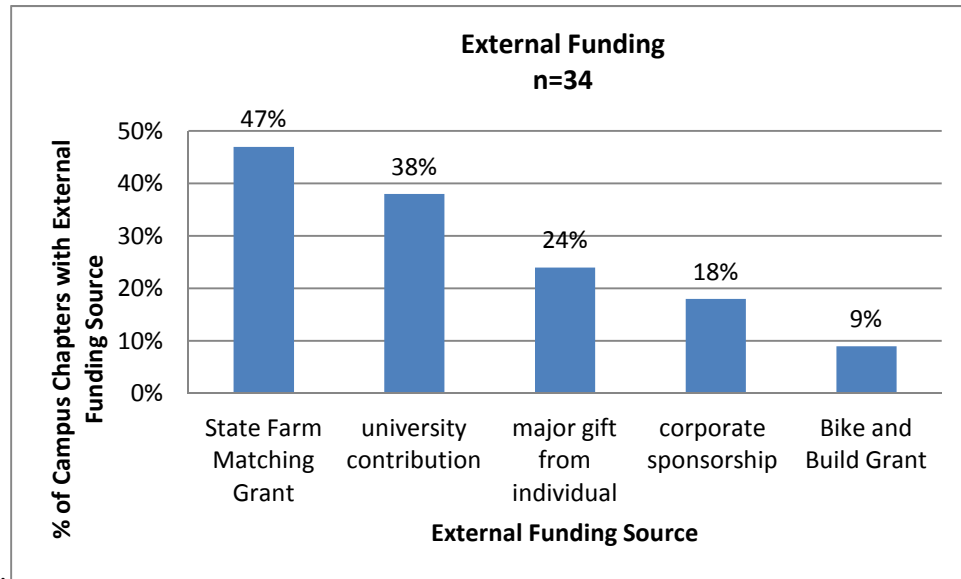
Interview Results

RQ1: How do campus chapters strike a balance between having a successful executive board and an engaged group of general volunteers?

Executive Board Meetings

Campus chapters said structure and planning are important for effective executive board meetings. "Meetings are planned out ahead of time with an agenda," said a campus chapter. "We always go around the room for committee updates, and then there are usually three or four new items such as an officer, new event or organizational issue to discuss." Officers are held responsible for attending meetings, providing updates on their work and actively participating in campus chapter events, and some campus chapters clearly lay this out in their constitution. "We're adjusting our constitution to make sure board member expectations are clearer," said a campus chapter.

General Membership Meetings

In addition to executive board meetings, all campus chapters hold weekly or biweekly general membership meetings to allow the executive board and wider membership to interact. These meetings generally include an executive board overview followed by a themed discussion or activity such as a homeowner speech, announcement of Collegiate Challenge trip locations, presentation on a country where Habitat works or a home building competition out of random materials. Nearly 600 students attend the first general membership meeting at some campus chapters, but these numbers drastically drop to around 10-150 member attendees at most meetings.

Campus chapters use these meetings as an opportunity for members to get to know one another and form a common bond. "I always hold an icebreaker at the beginning of each meeting," said a campus chapter.. "If you come to a meeting and meet someone new, you'll be 10 times more likely to come back again, and you may reach out to a friend you met at a meeting and ask them if they are coming to the next meeting." General meetings also provide the opportunity for officers to interact with members and show appreciation for their contributions. "I encourage our board to make members feel important," said a campus chapter. "At meetings or whenever we have events, it is really important that we remember peoples' names and something about them for the next time that we see them."

General Membership Committees

To engage members who want to be more consistently involved, four campus chapters have committees made up of general members who plan Act! Speak! Build! Week and Shack-A-Thon or coordinate intramurals, marketing or food. Some campus chapters see committees as a great recruiting tool. "Committee chairs are general members who report to a board member," said a campus chapter. "This gives them a chance to have leadership experience, and if we see that they do good work, they could have great potential as a future board member." Other campus chapters struggle with commitment and accountability within their membership and committees. "The students that show up for meetings are excited to be there, but they're not into taking over things and joining the board," said a campus chapter. "We have problems making sure

people stay involved." One of the campus chapters that just implemented committees said it's too soon to tell how effective they will ultimately be. "This new structure is more bureaucratic, and officers have very little direct contact with the committee chairs," said a campus chapter. "During the first semester, we spent a lot of time defining our new organizational structure and working that out."

Office Hours

All campus chapters have a central location at their school, whether cubicle space in the student activities office or a high school homeroom, where members can come to ask questions. Three campus chapters have mandatory office hours of two or three hours a week for officers to work on their individual projects and assist members. Another chapter relies on campus ministry staff to assist members. "They don't provide office space for us, but there is a graduate assistant who is there to answer questions and direct people to us," said a campus chapter.

Technology

Websites and social media are effective tools for keeping members informed and engaged. Consistent with the campus chapter survey results, Facebook is a primary method for coordinating campus chapter events. All of the campus chapter-maintained websites provide officer information, information on upcoming events, an events calendar and a section for downloading necessary forms.

RQ2: What are ways that campus chapters have gone above and beyond the minimum relationship with external parties such as HFHI, their schools and their affiliate?

HFHI

All campus chapters have partnered with HFHI to send students across the country on Collegiate Challenge trips. Most campus chapters send between 10 and 25 students on alternative spring break trips. However, one campus chapter sends 45 students on its alternative winter break trip, twice its spring participation. "Having a themed general member meeting definitely helps with recruitment," said a campus chapter. In addition to Collegiate Challenge, two campus chapters have received consulting sessions with a campus chapter associate as part of receiving a State Farm Matching Grant, and three campus chapters have attended a Habitat Youth Leadership Conference. "We went to the conference in Chicago, and it's amazing how much the organization does," said a campus chapter. "It was a great opportunity to see beyond the boundaries of our campus chapter," said a campus chapter.

School

Three university campus chapters are housed under a student activities office, and one campus chapter is supported by a campus ministry office. Another campus chapter is based in a high school. Most of these campus offices provide cubicle space for the campus chapters and staff members to assist with leadership development. "We have a leadership center with workshops that our officers take advantage of," said a campus chapter. "It was especially helpful for

us to develop our five-year strategic plan." The high school campus chapter doesn't have a specific club office, but it receives a lot of support from the school and its administrators. "Our school has a heavy emphasis on service, so Habitat for Humanity is good PR for the school," said a campus chapter. "The administrators love it."

All campus chapters receive some sort of funding from their school. The high school campus chapter receives $500 from its school for a donation to the affiliate and support for the advisor to attend the Habitat Youth Leadership Conference. University campus chapters receive funding to cover Collegiate Challenge expenses, conference fees and fundraising costs.

Affiliate

The president of the high school campus chapter interns in the local affiliate office, and attends steering committee meetings for the local 8-10 campus chapter Youth United network. The multiple campus chapters within the Youth United network work together to sponsor their own Habitat house at a nearby affiliate. Two university campus chapters have officers who sit on the affiliate board of directors, and another campus chapter's president meets monthly with its contact at the affiliate. Two campus chapters co-sponsor a Habitat house each year and one sponsors a house every other year, two with their affiliate and the other with a local church.

However, there is a sense of frustration among many of the campus chapters that were interviewed. "Our president is a full-time member of the affiliate board, but we don't fall under any of the affiliate goals," said a campus chapter. "This

means that they don't keep us in mind with their strategic planning." Another campus chapter thinks that both the campus chapter and affiliate could benefit from more collaboration. "I don't think they fully appreciate how much we do and how many people we have exposure to," said a campus chapter. "I realize that we are just using them as a volunteer organization and not collaborating, and I think we could both improve on this relationship both ways." One campus chapter expressed frustration with the affiliate executive director. "She's only available when a camera is present," said a campus chapter. "The lines of communications aren't there and neither of us is using the other organization to the best of our ability."

RQ3: What are some best practices for executing effective fundraisers and obtaining external funding?

Grant writing is an area of development for all campus chapters with huge future implications. One campus chapter receives a $20,000 annual contribution from a national foundation, and two campus chapters have received State Farm Matching Grants. Otherwise, campus chapters struggle to get corporate support for their organizations. "We've never had much luck with grants," said a campus chapter. "We reach out to donors through alumni appeals but never bring in too much money." The high school campus chapter is working to establish a grant team that can secure more sustainable funding sources. "With all of the focus on fundraising, other things don't get done," said a campus chapter. "Fundraising only brings in so much because they have limited return, and you can't rely only on them." Only two campus chapters have board positions dedicated to applying

for grants and corporate sponsorships. In the other campus chapters, grant applications are handled by the treasurer or fundraising officer.

Four campus chapters have an officer exclusively devoted to fundraising and all five campus chapters have fundraising committees. Campus chapters have subcommittees dedicated to executing large fundraising events such as Shack-A-Thon, Shantytown and 5K. The Shack-A-Thon and Shantytown fundraisers involve reserving outdoor Quad space, booking guest speakers, recruiting members, securing food and publicizing the event, and these events bring in $1,000 to $4,000. The campus chapters that coordinate 5K races expressed frustration with the amount of work required to make them happen and how quickly the event can go downhill with bad weather. Two of the campus chapters said they are very fundraising-heavy in the fall because of Collegiate Challenge in the spring, but they are making an effort to spread out the fundraising events further. "I think the key is not overdoing too many things at the same time," said a campus chapter. "We try to work with the school calendar."

Campus chapter websites play a large role in fundraising. Three of the campus chapters include fundraising events on their websites. Two campus chapters provide website visitors with the opportunity to donate to the campus chapter online through PayPal. Unfortunately, neither campus chapter has received an online donation.

This section highlighted the results of a campus chapter survey and series of focused interviews with five campus chapter leaders. In general, campus chapters are beginning to hold regular general membership meetings and establish

committees to engage their members, assign liaisons to communicate between the campus chapter and affiliate and focus on obtaining grants and more sustainable funding sources. A strong partnership with members and the affiliate is especially critical for fundraisers that can be very time and labor intensive.

Recommendations

Research shows that many campus chapters struggle with issues such as member retention and engagement, obtaining sustainable funding sources and collaborating with their affiliate and school on initiatives. However, feedback obtained from the 58 campus chapters that participated in this study provide many best practices that other campus chapters can adopt to run a more effective organization.

RQ1: How do campus chapters strike a balance between having a successful executive board and an engaged group of general volunteers?

The results of this study show that a successful executive board and general membership relationship stems from having a well trained executive board, consistent interaction between officers and members and members who feel appreciated with a purpose in the organization.

Board structure

While most campus chapters had similar executive board structures, noticeable gaps appear with grant writing, webmaster and volunteer coordinator board member positions. Only 10 percent of campus chapters had a grant writing position and 30 percent of campus chapters had a webmaster and/or volunteer coordinator. The researcher found this surprising when many of the same campus chapters expressed interest in obtaining more sustainable sources of funding, gaining more publicity for their organization and making sure that members stay involved with the organization. Depending on the fundraising and events calendar, campus chapters may want to consider forming committees of members

that report up to an officer and do a lot of the logistical leg work. This is a good way to combat episodic volunteering, students who serve fewer than two weeks per year with their main service organization (CNCS, 2006). It is important for campus chapters to ensure that their board structure is aligned with their organizations' goals and focus areas.

Elections

While 85 percent of campus chapters elect new members at the end or beginning of the school year, many of these same campus chapters expressed frustration with their leadership transition process. Campus chapters that struggle with a smooth transition from executive board to executive board may want to consider adopting a January to December officer term cycle, as 15 percent of campus chapters surveyed currently do. If graduating executive board members elect their successors in January and end their own terms at that time, then the new executive board members have an entire semester to adjust to their new roles and ask their predecessors questions while they are still on campus. This smoother transition will be felt within the organization's membership, and the new board will have an entire semester of working together under their belts throughout the spring and into summer vacation to plan for fall events.

Membership engagement

Campus chapters throughout this study had great success keeping members engaged with membership meetings, board member office hours and membership dues. Campus chapters should hold biweekly or monthly membership meetings to ensure consistent officer and member interaction. They

should also assign each meeting a specific topic such as a homeowner guest speaker or presentation on a country where Habitat operates. At meetings, it's important to make sure members feel as though they're well-treated and appreciated (BusinessWeek, 2009, para. 4). When members feel engaged, they'll put discretionary effort into their work, in the form of extra brainpower, time and energy" (Towers Perrin, 2009, p. 1). Many campus chapters have also been able to control their membership numbers and generate income through charging membership dues in exchange for a t-shirt and also priority build and Collegiate Challenge registration. For example, the researcher's campus narrowed its member e-mail list from 1,000 members down to 300 reliable, dues-paying members and generated $3,000 by charging $10 per member.

Campus chapters that have cubicle space at their disposal may want to consider having each board member hold set office hours each week to provide a time when members can ask questions and hand in forms or money. Campus chapter websites can also be interactive sources of information for members that provide an events calendar, volunteer event sign-up, form and waiver download and officer contact information.

RQ2: What are ways that campus chapters have gone above and beyond the minimum relationship with external parties such as HFHI, their schools and their affiliate?

Affiliate

Nearly 60 percent of campus chapters feel underappreciated by their affiliate, and many groups aren't proactive about improving the situation.

However, some campus chapters have been able to create a strong bond with their affiliate through meeting monthly with the affiliate executive director, placing a campus chapter board member on the affiliate board and fully or partially sponsoring an affiliate house. Proactively visiting the affiliate, participating on its board and inviting affiliate representatives to campus chapter meetings is a good example of Grunig's two-way symmetrical communications model "to build mutual understanding between both publics and organizations" (Bowen, Rawlins & Martin, 2010, p. 9). Campus chapters and affiliates will be more likely to understand rather than assume what one another is thinking and form a tighter partnership through consistent dialogue.

Campus chapters can also establish a vested interest in the affiliate through a full or partial home sponsorship. More than $60,000 is a large price tag to ask many campus chapters to fundraise yearly or biyearly, but even a half or quarter Habitat house sponsorship with a local church or another school can help a campus chapter strengthen its bond with the affiliate. A home sponsorship helps the campus chapter fit into the affiliate's strategic plan and gives the campus chapter more leverage to request exclusive building days on their home or to participate in the family selection process.

School

Many campus chapters are housed within a student activities office at their school and apply for student government funding, but they don't have much additional connection to their school. There are huge opportunities for campus chapters to partner with different departments and offices around campus for

various programming. One campus chapter appreciates the partnership it has established with the architecture school, student development office and career services center. At the researcher's school, the campus chapter has set up a partnership with the construction management department to allow two construction management students each semester the opportunity to intern on the campus chapter-sponsored house for course credit. In addition, public relations and advertising clubs provide publicity support for campus chapter events, and students in a grant writing class complete grants on behalf of the campus chapter for class assignments.

HFHI

Campus chapters generally don't have much of a connection to HFHI and Youth Programs beyond Collegiate Challenge, which 82 percent of campus chapters participate in, and Act! Speak! Build! Week, which nearly 60 percent of campus chapters are involved with. A number of campus chapters weren't sure what Youth Programs was, and some had never spoken to their campus chapter associate. Nevertheless, campus chapters can expand their HFHI relationship through applying for State Farm Matching Grants, connecting with a Youth United group or attending the annual Habitat Youth Leadership Conference.

Campus chapters apply for State Farm Matching Grants ranging from $2,000 to $10,000 online at the Youth Programs website. They must work to raise that amount of money and donate it to their affiliate within one calendar year, and the matching funds are then deposited into the affiliate account. Some campus chapters receive campus chapter associate consulting sessions as part of

the grant, where a HFHI representative visits the school to give a presentation on fundraising strategy and financial management.

Some university campus chapters have officers who work in partnership with a Youth United chapter of high school students to advocate and raise money to help construct a Habitat home. Some high school campus chapters are part of a Youth United chapter. A high school campus chapter included in this study sits on the Youth United steering committee and works together with other high school campus chapters to fully fund a Habitat house at a local affiliate. Youth United groups can also apply for State Farm Matching Grants specific to Youth United.

Each year Youth Programs hosts the Habitat Youth Leadership Conference where campus chapters come together to network and listen to presentations from HFHI staff and fellow campus chapters. The 20 percent of campus chapters that have attended one or more conferences highly recommend that other chapters attend to get a better feeling of the scope of HFHI and what can be accomplished beyond their individual campus chapter.

RQ3: What are some best practices for executing effective fundraisers and obtaining external funding?

Grants

State Farm Matching Grants should only be the starting point for campus chapters' external fundraising strategy. Companies can gain a sustainable competitive advantage by linking CSR to the strengths of the business (Goossen, 2009). Campus chapters should take advantage of the fact that, through surveys,

roughly 60 percent of US adults say "knowing a company is mindful of its impact on the environment and society makes me more likely to buy its products and services" (Maharaj, 2011, para. 3). Most campus chapters don't currently have a grant officer, but they should capitalize on this opportunity and establish one. This person can approach businesses and market a campus chapter sponsorship as an opportunity to support youth, education and affordable housing through a single gift. It's important to collaborate with the local affiliate and the school's development office to make sure there is no cross-solicitation, but some campus chapters have approached HFHI corporate sponsors such as Home Depot and Whirlpool and had success. At the researcher's school, the executive board actively recruits public policy students enrolled in a grant writing course to complete grant applications on behalf of the campus chapter for class assignments.

Fundraisers

The most popular and lucrative fundraisers across all campus chapters included a Shack-A-Thon or Shantytown event where students raise money and sleep outside on the quad, sporting events such as a 5K, volleyball tournament or rowing competition, as well as change collection events such as a canning at a football game or Trick-or-Treating for change door-to-door on Halloween. These events all have three things in common. First, most campus chapters have an officer who oversees the vision and strategy for the event and a membership committee who handles most of the logistics, recruitment and publicity for the event. Second, most of these events attract large numbers of students from

different clubs that participate and help raise money. Finally, most of these events have a reputation as an annual fundraiser on their respective campuses and have been tweaked and refined over the years. These campus chapters have a good idea of how much money they will make and can include this revenue into their yearly budget. Please see Appendix C for more information on campus chapter fundraisers.

In summary, many campus chapters struggle with issues such as member retention and engagement, obtaining sustainable funding sources and collaborating with their affiliate and school on initiatives. However, other campus chapters have developed successful methods in these areas and shared some of these best practices through this study. Campus chapters have been able to keep members engaged by holding frequent general member meetings, forming committees composed of general members and charging membership dues. Some campus chapters have been able to successfully obtain sustainable funding sources through having a grant writing officer on the executive board, planning fundraisers that involve collaboration of students throughout the school and holding executive board elections in December to maintain momentum through the leadership transition. Campus chapters that have successfully collaborated with their affiliate and school often have an executive board representative on the affiliate's board, partially fund a Habitat house and proactively identify offices and organizations at their school that could contribute to the campus chapter mission. It's the researcher's wish that this study will be become a document that continues to evolve as campus chapters improve their overall efficiency and

success, and that a greater dialogue will develop among the campus chapter

community.

Limitations

There are a number of qualifications that limit the value of this effectiveness study. First, the researcher is part of the Campus Chapter community. He serves as former president of the campus chapter at Syracuse University/ State University of New York College of Environmental Science and Forestry, which received Campus Chapter of the Year Honorable mention in 2008 and 2010 and the Build Louder Award for advocacy in 2010. Second, the researcher was unable to contact all 500 campus chapters to take the survey, and only 58 out of 271 campus chapters that were contacted responded to the survey. Third, the researcher was only able to complete five interviews due to time constraints, and some campus chapters who were contacted to participate in an interview didn't respond.

Further Research

Additional examination that would further the understanding of campus chapter effectiveness could touch upon a few areas of study:

- Development of a list of corporations that would/currently support campus chapters and tips for completing the grant application.

- Exploration of why most campus chapters don't connect with their affiliate, university or campus chapter associate to seek additional support, and a compilation of ways that some campus chapters have developed these partnerships.

- A compilation of step-by-step instructions for executing some popular campus chapter fundraisers.

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Appendix A

Initial Survey Contact

The researcher sent the following e-mail message to 271 campus chapters with a link to the survey.

Dear Campus Chapter Leader,

Are you interested in improving your group's membership engagement, increasing its fundraising capability or strengthening its affiliate or school relations? Please take a moment to complete a short survey regarding your campus chapter to help me with my Campus Chapter Effectiveness Study senior thesis.

https://whitman.qualtrics.com/SE/?SID=SV_bjRWuOM8xHGJni4

 This project isn't endorsed by Habitat International, but I will make copies of the study available to all campus chapters and Youth Programs staff. Thanks for your participation.

Regards,
Paul Stanley

Appendix B

Initial Interview Contact

Before each interview, the researcher sent the following e-mail message to five campus chapters randomly selected by HFHI.

Dear Campus Chapter Leader,

I am creating a Campus Chapter Effectiveness Study for my senior thesis and would really appreciate your help. This project isn't endorsed by Habitat for Humanity International, but Youth Programs staff recommended your campus chapter as an effective one.

Would you be willing to speak with me for about 30 minutes about your campus chapter's membership, fundraising, school relations, etc.? If so, please send me some available time slots during the week of February 7 and a phone number where you can be reached. I'll identify best practices through my research and compile them into a document that can be shared with all campus chapters and Youth Programs staff.

Participation is completely voluntary. I am only permitted to interview campus chapter board members 18 years of age or older, so I ask that you please have a board member of the proper age contact me. I look forward to speaking with you.

Regards,
Paul Stanley

Appendix C

Survey Questions

Please take five minutes to complete the following survey. The results will be compiled into an effectiveness study to be shared with all campus chapters. Please include your contact information at the end if you would like a copy of this report.

1) **What positions exist on your campus chapter's executive board? (select all that apply)**
   - President
   - Vice President
   - Treasurer
   - Secretary
   - Fundraising
   - Grant Writing
   - Collegiate Challenge
   - Public Relations
   - Youth United
   - Advocacy
   - Events Coordination
   - Volunteer Coordination
   - Webmaster
   - Historian
   - Other, please list

   _____

2) **How and when does your campus chapter elect new officers?**
   _____

3) **How many general members does your campus chapter have?**
   _____

4) **Does your campus chapter charge membership dues? If so, how much?**
   _____

5) **How can members who are not officers become involved with your campus chapter? (select all that apply)**
   - Member build days with affiliate
   - Regular general membership meetings
   - One credit affordable housing class
   - Collegiate Challenge trips
   - Regular fundraisers
   - Other, please specify_____

6) Does your campus chapter have a position dedicated to obtaining external sources of funding (ie. grants, sponsorships, university or personal gifts)?
- Yes   -No

7) In the past two years, has your campus chapter received? (select all that apply)
- State Farm Campus Chapter Matching Grant
- Bike and Build Grant
- Grant from local corporation
- Sponsorship from local corporation
- University contribution
- Major gift from individual
- Other, please list_____

8) What are your campus chapter's largest external sources of funding? How much money?
_____
_____

9) In partnership with your local Habitat affiliate, does your campus chapter? (select all that apply)
- Attend affiliate board meetings
- Attend affiliate fundraisers and events
- Attend affiliate state support organization conferences
- Meet more than once a month with the affiliate executive director
- Invite affiliate representatives to campus chapter board meetings
- Build on an affiliate house
- Completely sponsor an affiliate house
- Other, please specify _____

10) What Youth Programs activities does your campus chapter participate in? (select all that apply)
- Collegiate Challenge
- Youth United
- Act Speak Build Week
- Global Village
- Youth Leadership Conference

11) Please describe your campus chapter's most effective and lucrative fundraiser?
_____
_____

12) Does your campus chapter utilize the following technology? (select all that apply)
- Website
- Facebook
- Twitter
- Blog
- Other, please specify_____

13) What is your campus chapter's greatest strength and area of improvement?

_____
_____

14) Does your campus chapter feel underappreciated by any of the following groups and would like additional support? (select all that apply)
- Habitat Youth programs staff
- Partner affiliate
- Community
- University administration
- Other, please specify

15) Please specify what additional support your campus chapter would like?

_____
_____

16) Is there any support or resources that you would like from Youth Programs but feel they aren't currently providing?

_____
_____

17) Is there anything else you would like to share about your campus chapter?

_____
_____

Appendix D

Interview Protocol

The following script was used prior to beginning the interview for all five focused interviews.

Thank you for taking time to participate in an interview for my Campus Chapter Effectiveness Study senior thesis. I am only permitted to interview campus chapter board members 18 years of age or older. Will you please confirm that you are 18 years of age or older at this time?

The purpose of this study is to share best practices among campus chapters and help connect "wins" at some campus chapters with areas of improvement at other campus chapters. This project is not endorsed by Habitat for Humanity International, and I am conducting this research on my own because I believe it has great benefit for campus chapters.

During our conversation I will ask you a series of open-ended questions about executive board structure, volunteer and general membership engagement, grant writing and corporate sponsorship, HFHI relations, school relations, affiliate relations, technology and fundraising.

Some of your responses may be used as part of an effectiveness study that will be distributed to campus chapters and Youth Programs staff. You are free to elaborate or pass on any question. Participation is completely voluntary, and you are free to withdraw from the study at any time without penalty. You're welcome to contact me at 518-322-8134 or pastanle@syr.edu with any follow-up questions or comments.

_____

The following script was used after the interview for all five focused interviews.

That concludes all of the prepared questions that I have. Is there anything else that you would like to share about your campus chapter? Do you have any more questions about my project?

Thank you again for taking the time to participate in an interview as part of my Campus Chapter Effectiveness Study senior thesis. I will compile the information I have received from my interviews as well as the survey and craft them into a document that I will distribute to all campus chapters around April.

Please don't hesitate to contact me at 518-322-8134 or pastanle@syr.edu with any follow-up questions or comments. I hope you have a great day!

Appendix E

Interview Questions

Executive board structure and engagement
- What positions exist on your campus chapter's executive board?
- How does your campus chapter's election process work?
- How often does your campus chapter hold meetings and how are they run?
- What general expectations are set for an officer when he or she joins the organization?

Volunteers and general membership engagement
- How many general members does your campus chapter have?
- Does your campus chapter charge membership dues? If so, how much?
- How can non-officers become involved with your campus chapter?
- What are some ways that you keep your members involved late into the school year?

Grant writing and corporate sponsorship best practices
- Name any grants or corporate sponsorships that your campus chapter has received in the past two years.
- Is there a dedicated officer for grant writing and sponsorships?
- How did your campus chapter solicit donations and what was the "pitch"?
- How did the donor benefit from the donation? Was there follow up?

HFHI Relations
- Does your campus chapter participate in Collegiate Challenge or Youth United?
- Do you feel like you have a good feel of the Youth Programs structure?
- When did you last speak with a campus chapter associate? About what?
- Has your campus chapter ever had a visit from a campus chapter associate?
- Has your campus chapter participated in a Youth Leadership Conference?

School Relations
- What office/department does your campus chapter fall within at your school?
- What kind of support does this office/department provide to your campus chapter?
- What kind of support does the overall school provide to your campus chapter?
- What are some ways that your campus chapter markets itself on campus?
- Does your campus chapter get money from your school? How much? For what?

Affiliate Relations

- What services does your campus chapter/affiliate provide to one another?
- Does a member of your campus chapter/affiliate attend the other's board meetings?
- Do you sponsor a house at your affiliate? Have build days? If so, how many?
- Does your campus chapter partner with your affiliate for Youth United?
- What are the strengths and weaknesses of the affiliate/cc relationship?

Technology

- Does your campus chapter have a website? Main benefits?
- Any unique features that you suggest others incorporate into their website?
- Does your campus chapter utilize Facebook, Twitter, blog, etc? How?
- How does your campus chapter drive traffic to these pages?
- Does your campus chapter have an officer devoted to maintaining these pages?

Fundraising

- Who on your executive board manages fundraising planning?
- Does your campus chapter have a fundraising committee?
- Briefly describe your campus chapter's 2010-2011 fundraising calendar.
- Which of your campus chapter fundraisers are you most proud of? Why? How much $?
- Does your university place restrictions on fundraisers? How do you compensate?
- Do any of your fundraisers also have a significant advocacy component?

Appendix F

Fundraising Ideas

- **Arts Fest**: Sell donated and decorated birdhouses and a corporate sponsored t-shirt. In addition, artists pay money for a table to display their art, and attendees may participate in a silent auction. Raises $5,000.
- **Rummage Sale**: Collect donated items from students when they move-out from school. Then sell them back to students and community members in the fall during move-in. Raises $3,000.
- **Letter writing campaigns**: Write letters to family, friends and local businesses asking for donations. Raises $2,000.
- **A Day in the Community**: Provide manpower for people to get odd jobs done at their house. Tasks may vary from simple yard work to digging out someone's basement and putting in new pipes. Raises nearly $8,000.
- **Shack-A-Thon/Shantytown/Habitat on the Quad/Sleep out in the Pine Grove**: Students construct a wooden or cardboard "shack" in the school quad and sleep in the structure. Most events have themed nights and advocacy events such as guest speakers or movie nights that coincide. In some cases, teachers raise money and the highest fundraiser sleeps outside with the students. Raises between $1,000 and $10,000.
- **Row for Humanity**: In collaboration with the crew team, members ask family and friends to sponsor them rowing for one hour.
- **Home Run for Habitat**: Ask local businesses for donations in the form of gift cards or prizes. The day of the fundraiser, paid participants run around the track for an hour. Participants get a certain number of raffle tickets depending on the number of laps that they run, and prizes are raffled off.
- **T-shirt sale**: Sell t-shirts for $20, and make a profit of $8 off each shirt. Raised $2,000.
- **Phone-A-Thon**: For each member that works a university Phone-A-Thon shift during the month of February, $25 is donated to the club.
- **Gift Wrap Across Georgia**: Gift wrap at Borders, Barnes & Noble, Best Buy and 20 locations six days before Christmas. Members wrap presents for free and accept donations, a percentage of which is given to the affiliate.
- **Poker Tournament**: Charge $10 per participant to play and sell raffle tickets for $1. The grand prize and raffle prizes are donated.
- **Scratch Cards**: Order scratch cards from www.scratchcard.com. Ask participants to scratch off two or more spots on the card and donate what they reveal. Each card costs the club $20 but has the potential to raise $100. All participants receive $50 in national brand name sponsor coupons.

- **Habitat Hotel**: Partner with local residents to voluntarily house parents and families during university parent weekend in exchange for contributions to the campus chapter. Charge Habitat Hotel participants $125 per night, per room, which corresponds to the average going rate at local hotels. Raised $6,395 last year.
- **Sports Event Canning**: Raised more than $1,000 in an hour with 12 people canning outside of the university arena.
- **5K**: Raised $1,000 to $3,000 last year.
- **Rake-A-Thon**: Rake leaves for community members. Raised more than $6,000 last year.

Capstone Summary

Project Description

More than 500 Habitat for Humanity International (HFHI) campus chapters, unincorporated, student-led organizations on high school or college campuses, partner with local Habitat affiliates across the country to build, fundraise, educate and advocate. Campus chapters are required to have a faculty advisor, submit an annual report and dues to HFHI and make a donation to their local affiliate. Beyond these requirements, campus chapters are free to form their own executive boards, raise money and collaborate with their local Habitat affiliate and HFHI in ways that they deem most effective.

While some campus chapters have more than 300 general members, other campus chapters are composed of a small group of 10 students. Some campus chapters fully fund a house each year in partnership with their local affiliate and build twice a week, and other campus chapters drive far distances a few times a semester to build on a home funded by a Habitat affiliate. Only 48 campus chapters came together at the 2010 Habitat Youth Leadership Conference in Columbus, OH. Campus chapters across the country that are doing the same type of work and struggling with similar issues don't communicate and support one another enough in the fight for affordable housing.

This study examines the different ways that campus chapters engage their officers and volunteers, collaborate with external publics and fundraise to help eliminate substandard housing. The information for the study was collected through a survey sent to 271 campus chapters, interviews with five campus

chapters and a review of current literature on employee engagement, trends in youth volunteering and corporate social responsibility. The study aligns strengths of certain campus chapters with areas of improvement of others that campus chapters can utilize to help improve their effectiveness.

Methods Used

This study involved a thorough review of literature in the areas of youth volunteering trends, employee engagement and corporate social responsibility. This helped identify trends such as an increase in episodic volunteering among college-age youth, the negative effect that disengaged employees can have on a company's success in an unstable economy and the added value that stakeholders see in a company that makes monetary or service contributions to the environment and society.

The researcher was able to obtain e-mail addresses for 271 of the 500 campus chapters using the Youth Programs website and internet searches. The campus chapters were contacted via e-mail with a link to the survey, and 58 campus chapters completed the survey for a 21 percent response rate. Youth Programs supplied the researcher with a list of campus chapters to interview. Campus chapters were invited to participate in an interview via e-mail and then five campus chapters were interviewed over the telephone.

Project Significance

This campus chapter effectiveness study is the first best practices compilation of its kind. The full report provides an in-depth analysis of published literature, survey and interview results and recommendations that will help

campus chapters become more effective organizations. This summary provides some key highlights from the report that a campus chapter may consider implementing in regards to: 1) officer and volunteer engagement, 2) school, affiliate and HFHI collaboration and 3) fundraising and grants. The full report should be consulted for more detail and context.

Officer and Volunteer Engagement

Have a webmaster, grant writer and volunteer coordinator on board. Campus chapters said they focus on raising more money, improving publicity and engaging members, but only one third of campus chapters have a webmaster or volunteer coordinator, and only 10 percent have a grant writer on their board.

Establish a January – December election cycle. While most campus chapters hold elections at the end of the school year, campus chapters with January elections give new officers an entire spring semester to consult outgoing executive board members before they graduate or pursue other opportunities.

Hold monthly membership meetings and office hours. Structured and themed meetings give board members the opportunity to keep members informed and thank them for their service. Office hours, usually three each week per officer, provide a consistent place where members can come with questions.

Charge membership dues. Campus chapters have been able to streamline a 1,000+ member e-mail list through charging members annual $10-20 membership dues in exchange for a club t-shirt and establishing a paid member e-mail list.

Form member committees for functional roles or fundraisers. Member committees allow members to feel engaged with the organization, take some

tedious logistical work out of the hands of officers and allow the executive board to observe potential board members in action.

School, Affiliate and HFHI Collaboration

Tap into school funding sources. Nearly 83 percent of campus chapters receive funding from their student government or student organization office to cover Collegiate Challenge fees, conference travel or fundraising expenses.

Collaborate with other organizations and offices at school. Some campus chapters collaborate with schools of architecture, development offices and career services centers. The researcher's campus chapter recruits construction management majors and students enrolled in grant writing classes to assist.

Nominate a campus chapter board member as an affiliate liaison. Campus chapters that have an officer who sits on the affiliate board of directors or regularly attends affiliate events generally experience a stronger relationship.

Partially sponsor a Habitat house at affiliate. Co-sponsoring an affiliate Habitat house, whether a full, half or partial sponsorship, ensures that the campus chapter is part of the affiliate's strategic planning.

Attend the Habitat Youth Leadership Conference. Organized by Youth programs once a year, this conference allows campus chapters to network with HFHI staff and peers, attend workshops and explore the vast scope of HFHI.

Fundraising and Grants

Collaborate with other organizations for an annual fundraiser. Some campus chapters hold annual advocacy fundraisers such as Shack-A-Thon or

sporting events such as a 5K. These events incorporate numerous participants and allow for collaboration with other student organizations and offices.

Create grant writing executive board position. While most campus chapters would like to raise a consistent stream of funding, only 10 percent of campus chapters currently have grant writers. The researcher's campus chapter enlists grant writing class students to write grants for the campus chapter.

Form a member fundraising committee. A fundraising committee allows members to feel part of the event planning process and contribute their individual skills. Committees can quickly form for letter writing or canning events and are critical to the success of logistically challenging fundraisers.

Apply for State Farm Matching Grants. State Farm, the official underwriter of Youth Programs, awards seven $2,000, seven $5,000 and seven $10,000 matching grants to campus chapters each year. First-time grant recipients may also receive a consulting session with a campus chapter associate.