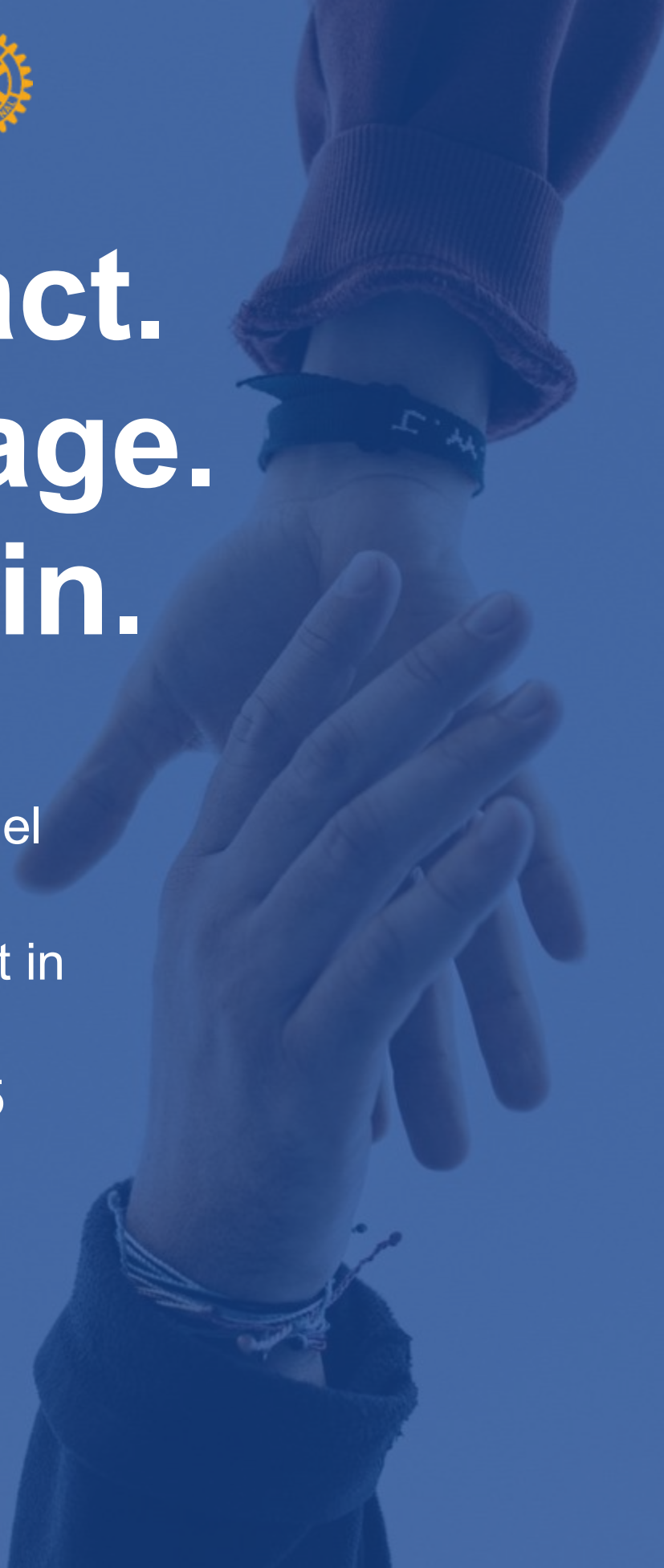


# Attract. Engage. Retain.

RotaNext:  
A University  
Society Model  
for Youth  
Engagement in  
Rotary  
District 9675



Maxime Benoit



Violeta Shopova



Jack Talty



Isabelle Kaluza



Faiyad Ahmed



Sage Katz

# ACKNOWLEDGEMENTS

**Word Count:** 3953

## **AI Statement:**

Generative AI tools were utilised in preparing this assessment. The tool used was ChatGPT 5.2 and Gemini 3 Flash. The purposes of AI use were language refinement and image generation.

## **Language Refinement**

ChatGPT was used to refine language, reviewing passages of text to improve clarity throughout the writing process. All outputs were assessed and implemented by individual group members in line with the assessment requirements.

Prompts used:

"Review this report section and provide suggestions to refine clarity and conciseness."

## **Image Generation**

Gemini 3 Flash was used to generate a mock-up graphic to visualise our report recommendations.

Prompts used:

"Create an image of a campus stall at University of Sydney with this logo"  
(NB: Original 'RotaNext' imagery was fed to the tool to create this graphic.)

Following our group charter, each group member reviewed, edited, and verified all AI-assisted content at their discretion. The final submission represents the original work of the group.

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# EXECUTIVE SUMMARY

## Context and Problem

Rotary International is confronted by a major demographic challenge. Only 5% of members globally are under the age of 40, which is mirrored in Rotary District 9675 (Rotary International, 2025). University students represent this critical bridge between structured, institution-led volunteering and self-initiated civic participation. Yet they remain underserved in the current Rotaract structure. This discrepancy is evident across three stages: limited university presence constrains discovery, rigid club models inhibit meaningful participation, and weak transition pathways erode long-term commitment (Rotary International, 2024).

Different stakeholders experience this challenge in distinct but interrelated ways. Rotary District 9675 faces urgent pressure to reverse demographic decline and rebuild a sustainable youth pipeline. Universities seek structured civic partnerships that enhance reputation while meeting student demand for meaningful engagement. Yet students prioritise skills-based opportunities that align with career development, creating a structural mismatch with the current Rotaract club model. Meanwhile, local communities require consistent volunteer support; however, service delivery suffers as membership ages and declines.

This report adopts a theory-informed practice approach, translating multidisciplinary theory into actionable design decisions. By integrating behavioural psychology (Gen Z motivation), organisational sociology (sustained community engagement), and communications theory (peer-driven legitimacy and trust), we identified the core drivers of youth volunteering and designed implementable recommendations aligned with Rotary's organisational realities.

## Recommendations

We recommend 'RotaNext', a university-integrated society model addressing each stage of the student volunteer journey through six evidence-based interventions:

### Attraction

Build Digital and Physical Presence through Student-Led Marketing

- Student-run Instagram content and peer ambassador networks leverage Gen Z's social discovery patterns, positioning Rotary where legitimacy forms (Social Proof Theory) and awareness grows (Uses and Gratifications Theory) (Pilat & Krastev, 2024; Vinney, 2024).

Host Micro-Commitment Impact Events

- Major-aligned, skill-focused events reduce perceived barriers while delivering tangible professional development (Expectancy-Value Theory), converting awareness into participation.

## Engagement

Implement a Pitch Project Model

- Allowing students to propose, vote on, and lead semester-based projects embeds autonomy within structure (Self-Determination Theory), with participation 12x higher when both structured and self-initiated opportunities are offered (Benevity, 2025).

Design Social-Centric Club Offerings

- Team-based project delivery and structured social calendars build community connection, critical to sustained engagement, with 85% of Gen Z citing friendships as a primary motivator (American Red Cross, 2024).

## Retention

Establish Clear Progression Pathways

- Visible advancement from team member to executive leadership roles strengthens identity formation and commitment (Communities of Practice Theory), addressing the 1-in-3 first-year dropout rate (Burger, 2018).

Launch Impact Week Immersion Programs

- Executive member experiences deepen value alignment and belonging, facilitating transition to full Rotary membership which currently only has a 5% consistent conversion rate (Swason, 2020).

## Implementation

We propose launching RotaNext through a phased two-year pilot at the University of Sydney beginning Semester 1, 2026, validating demand before district-wide expansion. Immediate priorities include recruiting 2-3 student ambassadors, securing USU approval (6-month lead time), establishing digital presence, and piloting micro-commitment events.

Key constraints include limited budgets, tensions between Rotary's traditional governance and student-led flexibility, competing student priorities, and dependence on ambassador quality for early momentum. Critical implementation risks such as ambassador burnout, event attendance, progression clarity, and Impact Week value are mitigated through staged pilots, faculty partnerships, and peer mentoring.

Success metrics for launch in Semester 1, 2027 include 42+ active members, 6+ project pitches/5+ social events per semester, and 70% retention. A key limitation is

potential misalignment between generalised theoretical models and District 9675's specific student culture. However, strategic evaluation points after each semester will enable the executive team to adapt through iterative refinement based on direct student feedback and operational data.

## AIMS AND RESEARCH DESIGN

### Project Purpose

This report addresses Rotary District 9675's critical youth engagement challenge by designing a sustainable university society model grounded in multi-disciplinary evidence. Drawing on behavioural psychology (motivational theories), organisational sociology (community and identity formation), communications theory (discovery and influence), and systems thinking (ecosystem integration), the primary purpose is to equip Rotary District 9675 with both evidence-based recommendations and practical implementation pathways for deploying university-integrated societies across the district's 9+ universities (Rotaract Australia, 2024).

As such, this project addresses the following key questions:



#### Question 1: What makes students discover and choose Rotary?

**Rationale:** Understanding how students find and decide to join volunteering organisations is critical to addressing Rotary's limited university presence. It ensures young people encounter opportunities at the right time and place.



#### Question 2: What keeps students actively involved and deepens their participation?

**Rationale:** Identifying what sustains meaningful engagement beyond initial curiosity is essential to designing club structures and offerings that maintain active participation rather than one-time involvement.



#### Question 3: What converts participants into committed long-term members?

**Rationale:** Understanding the transition from casual volunteer to dedicated advocate is vital to building pathways that transform temporary participation into lifelong Rotary membership.

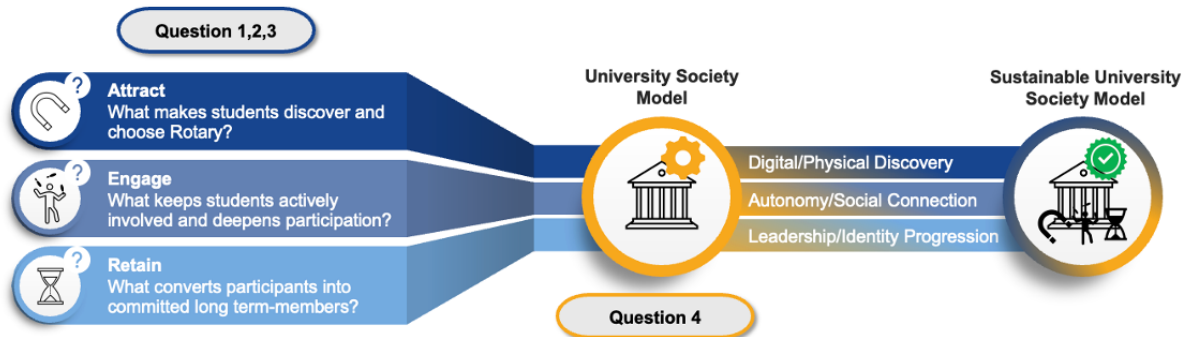


#### Question 4: How can these insights be translated into a sustainable university society model?

**Rationale:** Ensuring research insights translate into implementable solutions within Rotary's existing organisational structure requires examining both how successful organisations engage universities and how new models integrate with established Rotary frameworks.

Figure 1 illustrates the theory-informed practice framework: Questions 1-3 generate insights on attraction, engagement, and retention, which inform Question 4's university society model design, translating into three strategic recommendation pillars.

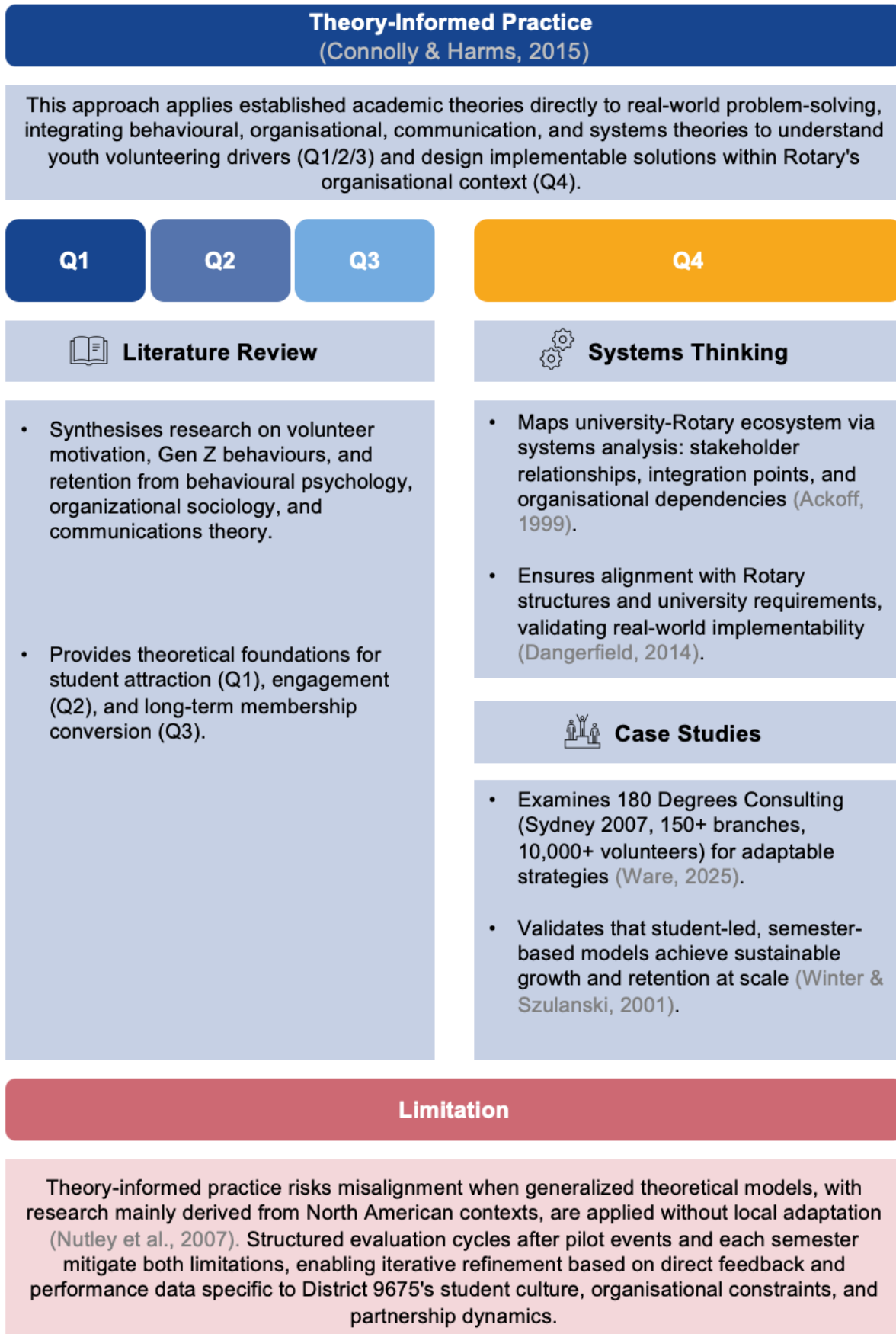
**Figure 1:** Theory-Informed Practice Approach for University Society Model Design



# Research Approach

To answer these questions, we have applied the following approach and supporting techniques.

**Figure 2:** Research Methodology Overview



# RECOMMENDATIONS AND EVIDENCE BASE

## Recommendations Overview

This section will outline key recommendations that exemplify our university-integrated society model. Critical insights into student attraction, engagement, and retention will form the basis of our six scalable recommendations. This section will further weigh implementation and resource requirements with possible risks and constraints for stakeholders.

Figure 3: Summary of Recommendations



## ATTRACT RECOMMENDATIONS

### Insights

Attraction represents a crucial barrier within Rotary District 9675's youth engagement pathway. Despite strong motivations amongst young people to contribute to various social causes, Rotary's current volunteer model is misaligned with how university students discover and choose volunteering opportunities. Research on Gen Z highlights key insights for students' discovery, socialisation and decision-making shaping their attraction to volunteering.

Gen Z discover causes digitally, with 91% using social media as their central channel for awareness (Corporate volunteering research, 2025). For university students, social media platforms act as a trusted source for learning about opportunities through peer and social networks, meaning that without a strong digital presence, Rotary remains effectively invisible.

Feasibility and perceived benefit play a crucial role in shaping students' volunteering perspectives. Research indicates that 72% of Gen Z prefer short-term volunteering commitments (Points of Light Survey, 2024), while 70% are motivated by opportunities to develop career-aligned skills (Faber, 2025). These findings demonstrate that students are more driven to volunteering opportunities that are manageable and achievable in conjunction with study and work, and that offer meaningful value.

Peer endorsement further shapes attraction and legitimacy. 63% of Gen Z trust friends most as their source for discovering new opportunities, highlighting that attraction to volunteering is influenced by peer actions and motivations (Francis & Hoefel, 2018). The Uses and Gratifications Theory explain the importance of visibility within students' social media discovery spaces (Vinney, 2024). Expectancy-Value Theory further proposes feasibility, and meaningful outcomes drive attraction (Leaper, 2011). Finally, Social Proof Theory indicates peer behaviours and norms influence decision-making under uncertainty (Pilat & Krastev, 2024).

## Recommendation 1: Build Campus Visibility through Student-Led Digital Marketing

To address District 9675's digital invisibility barrier, this project recommends establishing a visible, student-led digital marketing presence supported by a peer ambassador network and on-campus presence. This involves launching a dedicated Instagram student page, 'RotaNext' with a clear content strategy, recruitment of 2-3 peer ambassadors, and sustaining visibility at key campus events. Content will be delivered through Instagram reel-style videos reinforced by QR-coded posters across campus to further increase visibility and peer-led discovery.

The Instagram content strategy will follow three distinct pillars:

- Behind the Good: 30-second project showcases of student volunteering stories.
- Level Up: "day-in-the-life" content demonstrating skills gained through volunteering.
- Join the Crew: student takeovers and behind-the-scenes content shared across other university societies (Figure 4).

Figure 4: Instagram Content Strategy: Video Content Mock-ups



The 'Rotary Reps' peer ambassador program extends beyond digital visibility into human presence on campus through facilitating casual stall conversations and collaboration with other societies (Figure 5). This approach provides a scalable model of attraction that increases awareness of Rotary through content and strengthens legitimacy within students' everyday environments.

**Figure 5:** AI Realisation of Rotary Reps in Action (Gemini AI)



This recommendation operates at the intersection of Uses and Gratifications Theory and Social Proof Theory. Uses and Gratifications Theory explains that students actively select media to fulfil specific informational and social needs (Vinney, 2024), meaning visibility within a student's preferred discovery pathway is essential for initial awareness and relevance. This implies Rotary must position itself where students already look, rather than expecting them to seek unfamiliar channels. However, digital visibility alone is insufficient as Social Proof Theory further explains the importance of establishing a peer-ambassador network strategy, as students are more likely to perceive Rotary as a socially endorsed, credible choice when it is recommended by trusted peers (Pilat & Krastev, 2024). Ultimately, this evidence indicates that continued exposure across Instagram, campus settings, and casual peer conversations is the key to increasing District 9675's visibility and attractiveness among Gen Z.

## Recommendation 2: Micro-Commitment Events with Skill Outcomes

To lower the perceived commitment barrier identified in the insights, this project recommends introducing low-barrier, skill-aligned micro-commitment events that deliver tangible professional returns for prospective students. At the commencement of each semester, Rotary will host a one-off 'Action Day' offering professional networking, practical skills development, and community impact to students across universities. Event marketing will showcase specific skills students will gain from event participation (Figure 6).

'Action Day' will be targeted toward specific interest areas and majors, immediately increasing relevance and leveraging pre-established university communication channels. For example, a one-day 'Disease Prevention Action Day' will offer health students a low-commitment role aligned with Rotary's disease prevention initiatives. Students would apply discipline-specific skills in an industry-led workshop and network with peers from other allied-health departments, providing practical reinforcement aligned with their career aspirations. This skill-matched model serves as a conversion funnel, familiarising students with club offerings before requesting commitment.

**Figure 6:** 'Action Day' Example Poster



Events will be hosted at accessible on-campus venues to minimise barriers for current students and utilise existing digital infrastructure to livestream or record the event for students who are drawn to engage digitally. A digital certificate of participation will be a tangible asset students can add to their portfolios or resumes.

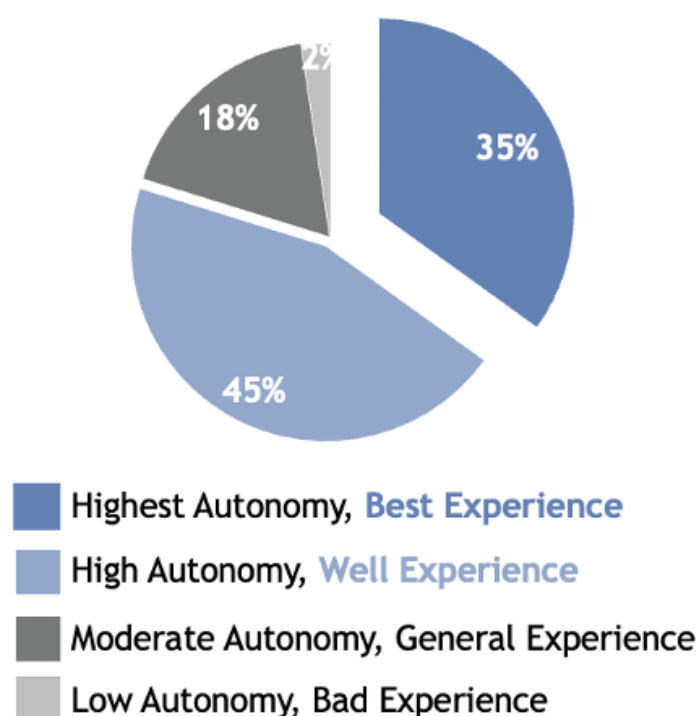
Expectancy-Value Theory explains that volunteering becomes more attractive and feasible when students view opportunities as achievable and worthwhile alongside their study and work demands (Leaper, 2011). The current Rotaract model appears as a high commitment with unclear benefits or skills outcome, reducing attractiveness to students. By reframing Rotary's entry point as a low-commitment, skill-aligned micro-engagement, initial student attraction increases, creating a funnel for future RotaNext and Rotary members.

## ENGAGE RECOMMENDATIONS

### Insights

While motivation initially hooks volunteers, effective engagement is a key contributor to continued participation. This engagement deficiency is reflected in Rotary's struggle to maintain volunteer interest and is a pattern identified across numerous studies. As identified by Self-Determination Theory (SDT), there are three essential cornerstones of individuality: competence, relatedness to others, and autonomy which are integral to the nourishment of intrinsic motivation whilst contributing to volunteer participation (Abdullah Alamer & Sultan, 2022). In a study of volunteer motivation during the COVID-19 pandemic, approximately 80% of volunteers, driven by autonomous motivation, indicated experiencing increased meaningfulness and happiness (N. Qu et al., 2023). Hence, this illustrates a positive correlation between satisfied autonomy and prolonged volunteering. This can be supported by offering structured and self-initiated volunteer opportunities, which are shown to increase volunteer participation by a factor of 12 (Benevity, 2025).

**Figure 7:** High autonomy sustained positive experiences for 80% of volunteers (Qu et al., 2023)



Furthermore, the formation of a meaningful social connection significantly impacts motivation amongst 85% of Gen Z volunteers (American Red Cross, 2024). However, while this is a benefit of volunteering in shared interests, its accidental-catalytic nature can be improved to vitalise volunteer commitment. Through this social connection, a sense of belonging is evoked, which is imperative to maintaining engagement (Nichol et al., 2023). Also, with a developed volunteer persona, an individual is more likely to maintain a strong participation rate. As suggested by Role Identity Theory, the more time spent within a certain role, the more that identity becomes ingrained into one's sense of self (van Ingen & Wilson, 2016). Therefore, when an individual finds social connection and, with it, an affirmed sense of belonging and personal identity, engagement within that community increases.

### Recommendation 3: Pitch Project Model

To address District 9675's need for a scalable engagement model that sustains student participation beyond initial curiosity, we recommend directing club volunteering efforts through a semester-based Pitch Project Model. At the start of the semester, autonomous student groups will develop a pitch for a volunteer project, focusing on one of three key impact areas that align with Rotary's focuses: education outreach, health outreach, and environmental impact (Figure 8). In week three, members will vote for the pitch they consider most specific, feasible, and rigorous. By gamifying the selection process, a sense of competition will heighten the innovation of these pitches (OECD, 2023). Then, the winning student-led pitch will become RotaNext's semesterly project, executed over the next 10 weeks of the semester.

Figure 8: Semester Schedule - Pitch Project Model



This model emphasises student autonomy, building 'freedom within a framework'. By aligning these projects to key impact areas and a 10-week timeframe, this model offers student's agency through cause selection, project design, and leadership roles in a structured method. Furthermore, by pitching projects they care about, students become invested stakeholders rather than passive participants. Student ownership will span the entire project from ideation to execution, developing transferable skills, capabilities, and personal satisfaction. The end of each project will be marked by a

wrap-up presentation with local Rotary clubs, to share project outcomes, interrogate impact, and appraise student success.

Overall, the pitching model will generate diverse community projects without a top-down planning burden, create student ownership that improves execution quality, and build future Rotary leaders whose commitment is sustained by intrinsic rather than extrinsic motivation.

## Recommendation 4: Social-Centric Club Design

Our second recommendation to sustain positive student engagement is to integrate structured social opportunities into all club offerings. Social events will contribute to a vibrant student life among members and initiate bonds between the university clubs and local Rotary clubs. This recommendation draws on the Rotary club’s foundational commitment to social connection as a key driver of positive volunteering actions (Rotary International, 2019), treating social connection as central, rather than secondary. Students who develop friendships and feel socially integrated will demonstrate significantly higher retention. Social offerings will include project kick-offs, social outings to community events, attendance at key events held by local Rotary clubs, and end-of-semester celebrations.

Social outings will be summarised in a complete social calendar to proactively engage students across local venues (Figure 9). Considering Role Identity Theory, catering to existing student’s social environment will embed a deep feeling of campus belonging (van Ingen & Wilson, 2016). Therefore, reinforcing the identity of RotaNext members through social engagement creates belonging, confidence, and strong advocates who resist disengagement and strive to grow the community.

Figure 9: RotaNext Social Calendar



Aligning RotaNext’s volunteering goals with local cultural advocacy through events like independent markets and arts festivals will attract a broad range of student interests and introduce members to local Rotary initiatives. Building social familiarity between RotaNext members and Rotarians is a highly effective means of driving long-term progression, as will be discussed in the Retention strategy below. Creating intentional social touchpoints will transform incidental relationships into genuine community bonds, improve engagement at low cost, and create self-sustaining recruitment through peer networks, simultaneously addressing District 9675's visibility and retention challenges.

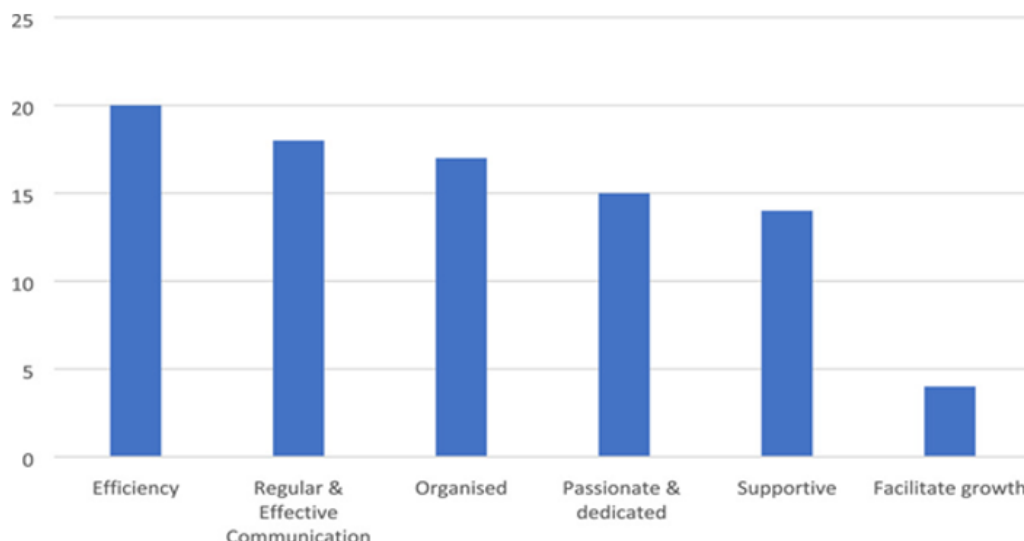
## RETAIN RECOMMENDATIONS

### Insights

To retain students in youth volunteering, clear progression pathways and efficient leadership are essential. Nationally, the average volunteer retention rate is only 65%, meaning nearly 1 in 3 volunteers leave within their first year of involvement (Corporation for National & Community Service; Urban Institute). The Communities of Practices Theory suggests that long-term commitment is driven by legitimate peripheral participation (Wenger, 1998; Lave & Wenger, 1991). This theory suggests that individuals who participate in communities of practitioners enhance their knowledge and skills and resultantly move towards greater participation (Wenger, 1998). By attaining a stronger sense of identity within their community, students become more motivated and engaged, and hence retention rates rise.

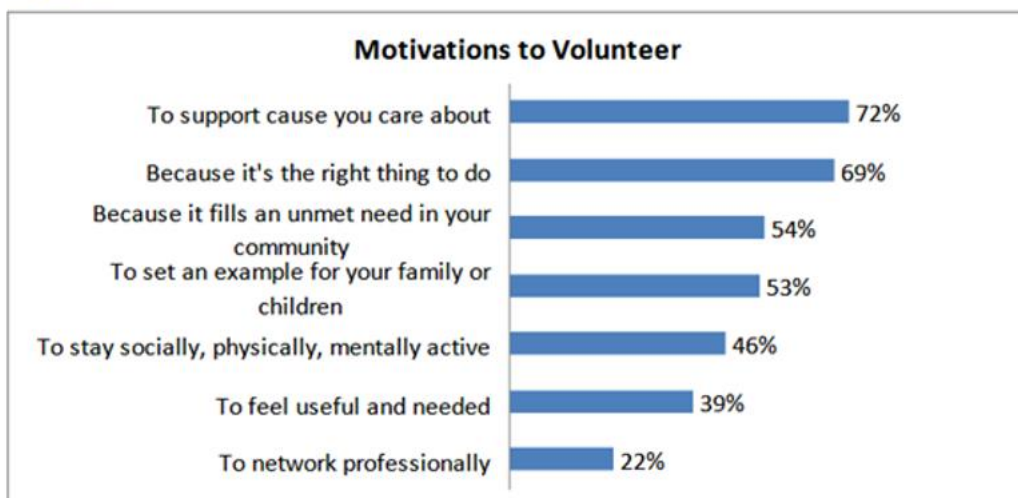
Effective volunteer leadership requires efficient management to ensure member retention (Joseph & Carolissen, 2022) (Figure 10). According to the Functional Motivational Theory (Clary et al, 1998) six motivating factors induce people to volunteer: value, career, social, esteem, understanding, and protective functions. By considering these motivators, efficient leadership can be actualised through strong recruitment strategies which will drive motivation from the start as it instils an innate sense of value in the participants.

**Figure 10:** Efficiency is the top contributing factor for good volunteer leadership (Joseph & Carolissen, 2022)



Supporting a cause that volunteers care about is a significant factor in retention. In a study by Fidelity Charitable Gift Fund, 72% of volunteers are motivated to volunteer to support a cause they care about (Figure 11). The Two-Factor Motivational Theory (Herzberg, 1966) addresses the tensions between motivating and demotivating individuals from volunteering, suggesting that meaningful environments drive inspiration and inflict on the participants' interests by meeting their personal values. Ultimately, clear progression pathways and efficient leadership create value-driven communities, and resultantly feasible recommendations can be suggested.

**Figure 11: Motivations Volunteer** (Fidelity Charitable Gift Fund, 2009)

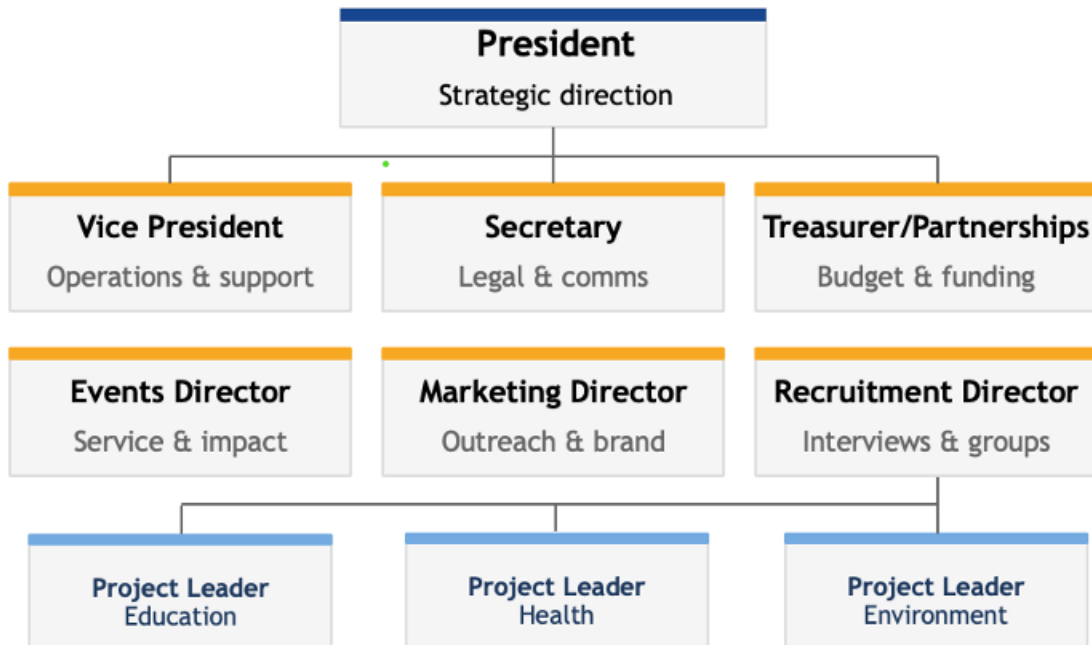


## Recommendation 5: Establish a Clear Executive Structure and Tiered Progression Pathway

This recommendation establishes a formal executive team organisational structure paired with a tiered progression pathway. It synthesises CoP framework's emphasis on identity formation through progressive participation (Wenger, 1998), FMT's emphasis on aligning organisational roles with volunteers' career and enhancement motivations (Clary et al., 1998) and District 9675's priority of bridging university volunteering with long-term Rotary membership.

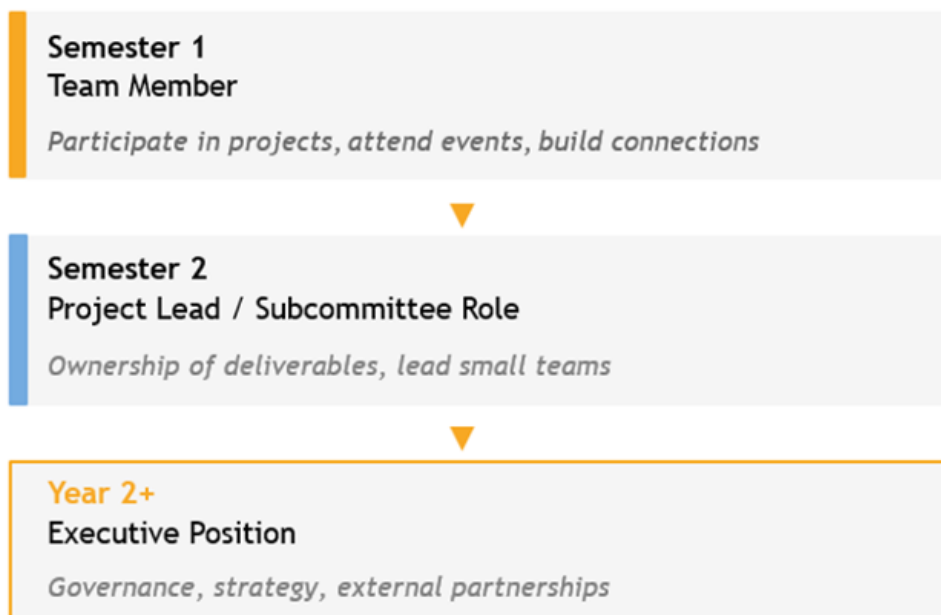
**Executive Committee Structure:** The proposed governance model comprises three tiers: senior executive and project leaders, each leading a group of team members (Figure 12). Each role carries clearly defined responsibilities, minimising the role ambiguity that Joseph and Carolissen (2022) identify as detrimental to volunteer persistence. The differentiation between tiers creates what Wenger (1998) terms a "landscape of practice", a visible hierarchy, signalling to newcomers that deeper involvement is both possible and valued.

**Figure 12:** Executive Committee Structure



Tiered Progression Pathway: Complementing the committee structure, the progression pathway maps member development across the three stages, each with defined responsibilities and visible markers of advancement (Figure 13). This trajectory mirrors the Legitimate Peripheral Participation model (Lave and Wenger, 1991), where each stage represents deeper integration into the community's practice while progressively building the Self-Determination Theory (SDT) dimensions of autonomy, competence, and relatedness (Deci and Ryan, 1985).

**Figure 13:** Society Progression Pathway

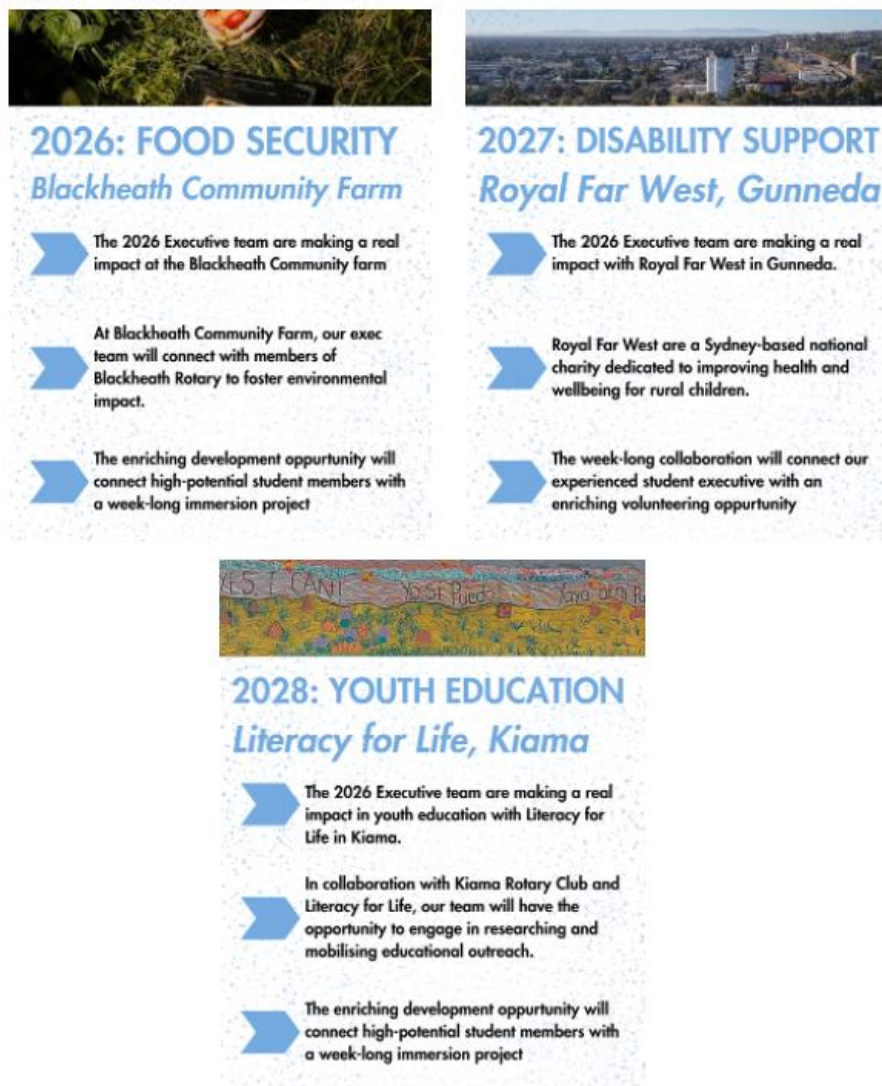


Progression is reinforced through tangible recognition, including digital certificates and LinkedIn endorsements from Rotary leaders. This synthesises CoP identity formation with Clary et al.'s (1998) career and enhancement functions, ensuring each tier deepens belonging while delivering personal development outcomes that students value. The model mirrors the 180 Degrees Consulting pathway, Consultant to Project Team Leader to Executive, a structure scaled across 36 countries (180 Degrees Consulting, 2024), demonstrating feasibility within a student-run organisation. Critically, this structure addresses District 9675's 5% consistent transition rate (Swason, 2020) by cultivating relational ties and leadership identity that make Rotary a natural extension of the student experience.

## Recommendation 6: Executive Immersion Program

To further strengthen retention, we recommend launching 'Impact Week', an end-of-semester immersion program reserved for executive committee members. This intensive week-long experience pairs executives directly with a local Rotary club and community partner on a focused project aligned with one of Rotary's core focus areas. For instance, at the end of Semester 1, 2027, executives could partner with Blackheath Rotary Club to support food security initiatives at the Blackheath Community Farm (Figure 14). Each iteration connects members with a different cause and community.

Figure 14: Impact Week Examples



Impact Week serves three interconnected retention functions.

First, the immersive nature of the program addresses CoP theory's identity formation mechanism (Wenger, 1998) by moving executives from organisational participants to active practitioners within Rotary's broader service community, building deep belonging that extends beyond the university society.

Second, the program's exclusivity acts as a recognition-based motivator under Herzberg's (1966) framework, elevating executive membership into an aspirational position that incentivises progression through the tiered leadership pathway.

Third, for long-term sustainability, Impact Week builds social familiarity between students and established Rotarians through shared service, directly addressing District 9675's intergenerational bridge challenge.

Students who personally connect with Rotarians are significantly more likely to continue involvement beyond university (Lanero et al., 2017), improving the 5% Rotaract-to-Rotary consistent transition rate (Swason, 2020). In summary, Impact Week transforms retention into active identity deepening, ensuring executive members transition from university volunteers into committed Rotary practitioners.

## IMPLEMENTATION AND RISKS

### Timeline and Milestones

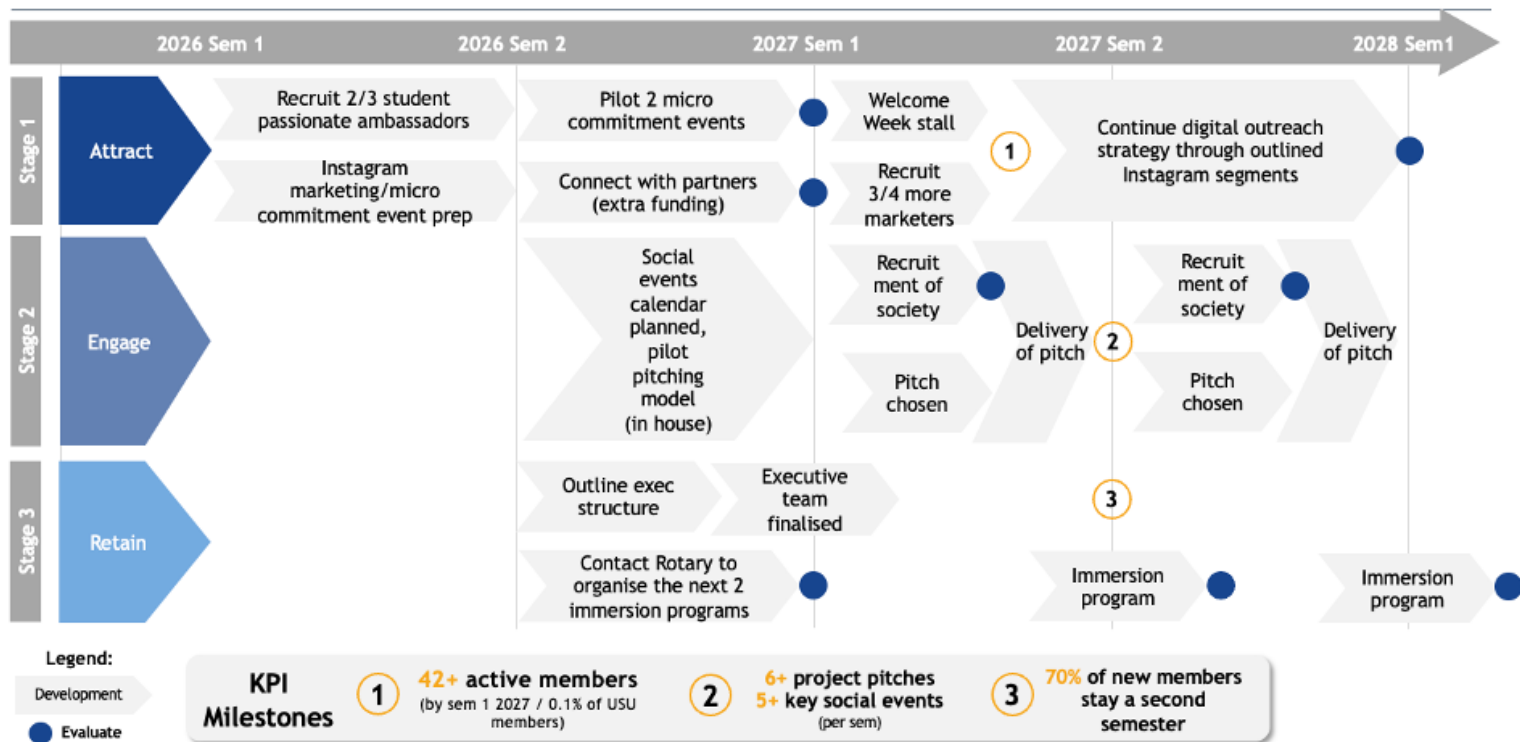
The recommendations above exemplify a scalable playbook to extend Rotary's reach to university students. Our implementation strategy follows a three-stage, two-year rollout (Figure 15).

**Attract** (starting in Semester 1, 2026): Recruit 2-3 student ambassadors to lead early club actions. Develop social media content with templates and branding for Instagram. Pilot two micro-commitment events pre-semester and establish Welcome Week presence. Key milestone: Foundation membership of 42+ students (0.1% of USU) by Semester 1, 2027.

**Engage** (starting in Semester 2, 2026): Launch the pitch project model with in-house pitches, supported by 2-4 student marketers for ongoing content. Implement social events calendar. Key milestone: 6+ project pitches/5+ key social events per semester. Draft Year 2 executive structure following semester evaluation.

**Retain** (starting in Semester 1, 2027): Formalise executive team with defined roles and constitutional policy. President liaises with local Rotary clubs and volunteer-sector partners for funding. Launch first 'Impact Week' immersion program. Key milestones: 70% second-semester retention rate and strong, diverse executive candidature demonstrating sustainable leadership pipeline.

**Figure 15: Implementation Timeline**



## Resource Requirements and Constraints

Success requires funding from USU society grants, Rotary District 9675 partnerships, and exec-led RotaNext sponsorships. Human resources include 2-3 founding student ambassadors, a faculty advisor, and a Rotary District liaison. Constraints include limited budgets necessitating low-cost marketing, competing student priorities requiring low-commitment design, and a 6-month USU approval process for society formation.

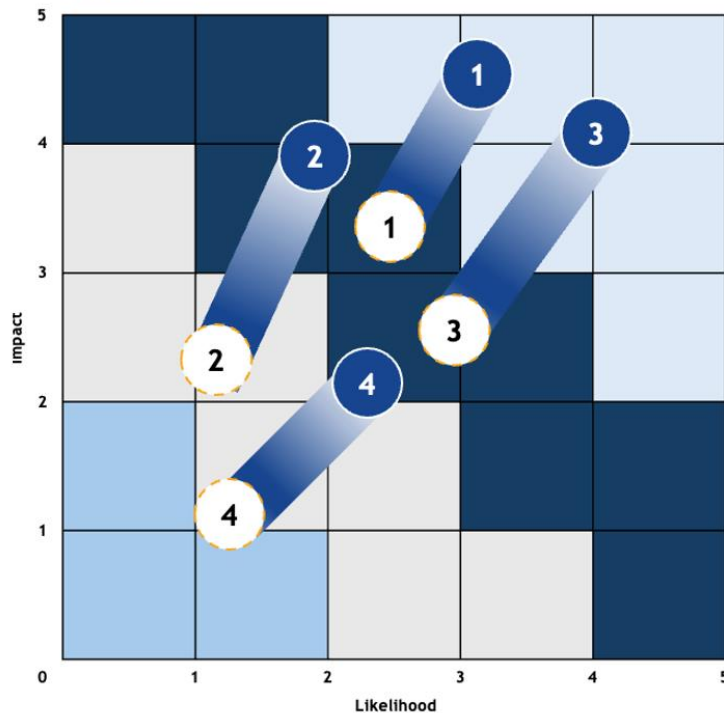
## Risk Mitigation

Integrating the phased timeline and acknowledged constraints, our risk analysis in Figure 16 identifies four key risks with corresponding mitigations, while Figure 17 ranks them in terms of impact and likelihood.

**Figure 16: Risks and Mitigation**

	Risk	Mitigation
1	<b>Student ambassador burnout</b>	Start with 2-3 passionate ambassadors, provide clear expectations/training, offer incentives (recognition, resume credentials, small stipends if funding allows)
2	<b>Micro-commitment events fail to attract students</b>	Pilot events before society formation, partner with academic faculties for in-lecture promotion, offer digital accreditation
3	<b>Student progression pathway to executive team is confused or ineffective</b>	Assign peer mentors from executive team, create visual pathway diagrams, communicate expectations at onboarding
4	<b>'Impact Week' activity lacks meaningful results</b>	Co-design project with community partners to target genuine areas of impact and seek ongoing feedback.

Figure 17: Risk Matrix



## CONCLUSION

Our research demonstrates that youth disengagement from Rotary stems not from a lack of interest in service, but from a structural misalignment between Rotary’s current model and today’s student volunteering preferences. Our findings through the Attract-Engage-Retain framework reveal that young people are drawn to low-barrier, flexible entry points, skill-development opportunities, and visible leadership pathways, elements largely absent from the Rotaract program.

The proposed university society model addresses this gap directly, offering Rotary a scalable approach to expand volunteer recruitment, cultivate emerging leaders, and enhance organisational relevance in an evolving volunteering landscape. For students, this model delivers flexible, meaningful engagement that builds employability, fosters belonging, and sustains long-term civic participation. For partners and communities, it positions Rotary as a modern, youth-engaged organisation capable of delivering tangible and sustained impact.

Next steps involve piloting this model across universities in District 9675, supported by co-designed governance structures, transparent leadership progression pathways, and robust evaluation measures. Ongoing trials of the model and feedback will support refinement prior to scaling. Successful implementation will bridge the generational divide by increasing youth volunteering and strengthening community impact as participation patterns continue to evolve.

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