

# Compact Current

VOLUME 14, ISSUE 2

SUMMER 2000

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## Brevard Community College Student Organizes "Political Action Day"

**T**oni Elkhouri just finished her associate's degree in general studies at **Brevard Community College**. But she isn't leaving just yet. An organizer of the group Civic Rock, Elkhouri conceived of and took the lead in orchestrating a "Political Action Day" at Brevard earlier this spring. Now, she's temporarily delaying plans to complete her bachelor's degree in government and sticking around long enough to help plan "Political Action Day 2," which will be held in early October. She expects the next event will be even bigger than the first.

As a volunteer for **Bill Bradley's** presidential campaign, Elkhouri discovered that one of the things that kept her and the other volunteers energized and motivated was having real contact with the candidates. She believed that the same principle might hold true for voters: that contact with the candidates would result in more interest and enthusiasm for the issues and the campaign.

"Political Action Day" was organized from start to finish in just three weeks and attracted

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## Vanishing Voters?

### Higher education's responsibility for helping students connect service, civic responsibility and politics

**R**ecently, many observers of higher education have noted that American college students are a remarkably civic-minded and public-spirited group. A January study by California's **Panetta Institute**, for example, found that nearly 70 percent of college students have participated in community service or service-learning activities in the past two years and 80 percent believe that finding a job that will make a difference in people's lives is "very important." Yet, while young people have become increasingly committed to addressing community problems, fewer and fewer seem interested in bringing about change through the political process.

According to **Harvard University's Vanishing Voter project**, the largest decline in voter turnout in the past 25 years has been among 18-24 year olds. Only 32 percent voted in the last presidential election and many have shown signs that they will not go to the polls in November. In December of 1999, 90 percent of adults under 30 were paying no attention or only a little bit of attention to the presidential campaign. Based on the attitudes and behaviors of the younger generation, the United States seems to be in danger of becoming a nation of non-voters. The fact that college stu-

dents are not going to the polls raises questions about their interest in political and civic issues and about whether this rising generation will be able to assume leadership on important issues facing the country in the near future.

This apparent disengagement seems inconsistent when juxtaposed with the growth of community service and service-learning on college and university campuses. Institutions of higher education are beginning to realize that they must accept significant responsibility for helping their students to see the connections between service, civic responsibility, and political participation. While revealing the interconnectedness of these issues is a broad and long-range project, there are many things campuses can do immediately to encourage students to get involved in the political process. In order to reverse declining voting rates among their students, campuses can plan events and initiatives—curricular or extra-curricular—to register voters, educate students about issues and candidates, and get student voters to the polls on election day.

Some campuses have already initiated programs to encourage voter registration. In fact, the 1998 Higher Education Act requires that

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„ Above: Brevard Community College Students pose challenging questions to representatives from a range of political parties at "Political Action Day" on March 13th, 2000 at BCC's Melbourne campus.

Elizabeth L. Hollander

## Is there a place for us?

The song "A Place for Us" from *West Side Story* has always captured for me both the struggle of young people to find their place in the world, and the particular struggle of marginalized Americans to find their place in communities.

I was reminded of this by Christopher Nye's thoughtful commentary in this edition of the newsletter (page 3) about the young people he works with who have so little sense of the place in which they live, and how their lives matter in that place. So much of our work is around helping students and community members know how they can make a difference in their world, and the place in which they live.

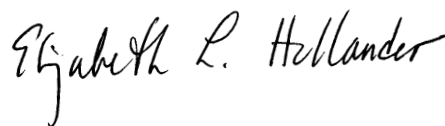
Our best work with students on campus helps them both to find their place on the campus, and the way to make a difference in a community. This is no easy task. A foundation program officer challenged me recently by asking, "Can we expect college students to have real ownership in the communities around their campuses, as well as on their campuses? Shouldn't we focus on high school students who live where they go to school?" I replied that over and over again we have enriched the college experience and improved local communities by having students learn from, and contribute to, both the campus and the community. (It is, of course, also true that many college students are also residents of the community in which their campus is located.)

The Howard R. Swearer Student Humanitarian Award recipients profiled in this issue (pages 4-5) make it clear that students can find a very powerful place both on their campus and in their community. Lauren Rymer, for example, created a service-learning course on the

University of North Florida campus in which students serve as "cultural guides" and English tutors for local refugee families and children. By creating the course, Lauren created a "place" that is both on the campus and in the community; and through the course, she helps refugees find a place in a new country, a new culture, a new community.

Campus Compact's newest initiative, concerned with engaging students in the political process, particularly voting (page 1), urges a sense of a different kind of place—one that our students find much harder to understand. This different place is one's place as a stakeholder in the democracy. Students ask, "Should I vote in my home state, or in my campus state? How can I know the issues and the candidates?" On a deeper level, they ask, "What difference will voting make?" We need to teach students to understand how voting, candidates, campaigns, and policy making are connected to addressing the issues they so willingly spend their time on—issues such as homelessness, hunger, and illiteracy.

Many of our students have discovered the importance of helping others find their place; we must help them to know the importance of finding their own places in the world, in their communities, on campus, and as participating members of the democracy.



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Campus Compact has received financial support from: Corporation for National Service; Ford Foundation; General Electric Fund; KPMG; WorldCom; The Pew Charitable Trusts; Sallie Mae Foundation; John Templeton Foundation; and an anonymous donor.

# 20 sites to receive \$1.6 million to build civic engagement through technology

**C**ampus Compact has selected 20 partnership sites to receive an average of \$40,000 per year for the next two years, with an opportunity to renew those grants for an additional three years. The decisions to fund these projects were arrived at after a rigorous review and selection process that involved careful assessment of 164 proposals that resulted from disseminating 344 requests for proposals.

A press conference was held on May 16 at the **National Press Club** in Washington, DC marking the launch of the “Making a Civic Investment” program. This nationwide program represents a five-year, \$5 million effort funded by **WorldCom** (formerly MCI WorldCom) that links schools and community-based organizations with colleges and universities to implement educational technology projects for children in grades K-12. The aim of the program is to increase the use of technology for educational attainment and civic engagement by preparing children and parents in underserved communities for success in a technology-based world.

The 20 colleges/universities selected are:

- Alcorn State University (MS)
- Arizona State University (AZ)
- Beaver College (PA)
- Benedict College (SC)
- Brown University (RI)
- California State University Northridge (CA)
- Calvin College (MI)
- Gonzaga University (WA)
- Hampshire College (MA)
- Hampton University (VA)
- Miami-Dade Community College (FL)
- Montana State University Bozeman (MT)
- Montclair State University (NJ)
- Quinnipiac University (CT)
- Sonoma State University (CA)
- Southern Illinois University Edwardsville (IL)
- Southwest Missouri State University (MO)
- University of Dayton (OH)
- University of Denver (CO)
- University of Hawaii Manoa (HI)

## Hot off the Press

### Benchmarks for Campus/Community Partnerships



Outlines the essential features of successful campus/community partnerships as defined by campus and community representatives at a 1998 Wingspread conference. The publication describes partnerships in terms of three ongoing processes—designing partnerships, building relationships, and sustaining partnerships over time. 45 pages. **\$10.00.**

### Establishing and Sustaining an Office of Community Service

A comprehensive guide to assist community service directors in creating and sustaining a campus community service office. Student recruitment and training, liability and risk management, program assessment, and funding are some of the topics covered. Also contains an extensive appendix of forms for working with faculty, students, and community agencies. 198 pages. **\$40.00.**



For ordering information, visit our web site at [www.compact.org](http://www.compact.org) or call us at (401) 863-1119.

## Field Notes . . .

**C**hristopher Nye, community service director at **Berkshire Community College** in Pittsfield, MA, recently shared these thoughts with some of his colleagues. He inspires us to wonder if campuses can be members—good citizens, in fact—of their communities without forming their own sense of the place in which they reside. Knowing the history of a place, understanding and knowing the people who live there, and developing an attachment to the physical place and to the spirit of the place: It is hard to imagine any stronger stake in the future of a community than these.

“In the most recent *Orion Afield* there is an article about a group of writers who rejuvenate the dog-eared identity of Spartanburg, South Carolina. Like Pittsfield, it is a place with an interesting and important past—in the case of Spartanburg, as a railroad town—and a somewhat diminished present. In the article, the author describes how art creates its own sense of place:

...any art can certify a place—filming or painting or writing or photographing. The arts call up, into imagination, and imagination tells us the spot's worth feeling things about. The place has been summoned. It's heavy. It's made real in a new way.

The kids we work with have practically no sense of place. Like many in this country, they might as well be living anywhere—with the same malls, the same TV shows, the same fast food establishments, etc. They're missing the uniqueness of their own streets with distinct oral histories, talented people, unique potentials. And in the case of Pittsfield, they're missing the fact that the natural setting of the Berkshires is in some respects unlike anywhere else on earth.

What will make [BCC's service program] stand out in contrast to hundreds of other service programs doing worthwhile things like sports and tutoring and study halls and special computer classes, is our attention to dimensions like this. A sense of place, a sense of purpose, a sense of who one is, of where to turn for nourishment when things are not going well—these are gifts that can go on working long after our program has ended.” z

# Five students receive the 2000 Howard R. Swearer Student Humanitarian Award



„ Above: The 2000 Swearer Award Recipients, from left to right: Lauren Rymer, Cecilia Shepard, Gregory Duff Morton, Kirsten Walter, and Duaré Valenzuela.

**F**ive students received the Howard R. Swearer Student Humanitarian Award at the **National Youth Leadership Council Conference** in Providence, RI on March 16, 2000. The awards, presented during the opening plenary session, were given by Elizabeth Hollander, Executive Director of Campus Compact and Edward Liston, President of the Community College of Rhode Island. The recipients were honored for their outstanding service to their communities. All five recipients participated in a panel discussion open to all conference attendees in which they discussed their work and answered questions from the audience. Campus Compact commends Gregory Duff Morton, Lauren Rymer, Cecilia Shepard, Duaré Valenzuela, and Kirsten Walter for all their efforts.

## Gregory Duff Morton, Yale University (CT)

During his four years at Yale University, Gregory Duff Morton has worked to understand and improve the lives of disadvantaged members of the New Haven community. As a freshman, Duff met residents of the local community through his role as a counselor with **LEAP**, an academic and social enrichment program for impoverished children in the area. Concerned for the well-being of impoverished and homeless individuals, Duff created a program called **Outreach** in the fall of 1998. Through Outreach, Duff helped train Yale students to serve the needs of the homeless population, connecting people with shelters, food, drug rehabilitation programs, and job programs. Recently Duff extended the work of Outreach into **Harmony Place**, a community center run jointly by Yale students and homeless people. Harmony Place works to meet people's basic needs; to raise awareness of homelessness as a political, economic, and social issue; and to advocate for structural change. Harmony Place, Duff writes, teaches him on a daily basis "what it means to re-form a community in the face of the shattering effects of modernity and post-industrial capitalism."

Duff's academic background in Latin American Studies, and his work with homeless children in Mexico City, has informed his vision for Harmony Place. Duff has been inspired to make Harmony Place a safe space where people relate to each other as equals, and a center committed to meeting the immediate needs of homeless individuals, as well as to addressing the structural and political causes of homelessness.

**Yale President Richard Levin** describes Duff as "both visionary and someone who rolls his sleeves up and goes to work." Duff, President Levin suggests, is someone who has inspired members of both the Yale and New Haven communities.

## Lauren Rymer, University of North Florida (FL)

From the time of her arrival at University of North Florida (UNF), Lauren Rymer, a senior honors student, has been an active service participant and advocate for service-learning on campus. Her experiences at homeless shelters, as well as her experience assisting a local refugee family, inspired Lauren to develop a service-learning course called Refugee Issues.

In partnership with other volunteers, local agencies, and local public schools, Lauren has created a multi-faceted service-learning program that has the course at its core. As facilitator of the Refugee Issues class, Lauren trains students for their roles as "cultural guides" and English tutors for local refugee families and their children. Lauren also guides students in reflection exercises and assists them with larger service projects like food drives and refugee issue-based web sites. Through this work, Lauren has helped raise awareness about the plight of refugees in the Jacksonville area and has distributed food to over 950 local families. She has also convinced the state to match every volunteer hour and dollar donated by the course participants.

Lauren's commitment to service-learning and refugee issues has also informed her work as an intern at the **Jacksonville Jaguars Foundation**, where she helped secure funding for a full-time liaison for children in the English as a Second Language school. As a **Campus Compact Templeton Fellow**, Lauren has shared information about the benefits of service-learning with the university president. After graduation, Lauren hopes to continue her involvement in service as an **AmeriCorps** or **PeaceCorps** volunteer, and hopes to pursue graduate work in a field related to international issues.

Below: Swearer Award Recipient Cecilia Shepard with Elizabeth Hollander, Executive Director of Campus Compact.





„ Above: Lauren Rymer receives her award and congratulations from President Edward Liston of the Community College of Rhode Island.

## 2000 Howard R. Swearer Student Humanitarian Award Finalists

The Campus Compact Howard R. Swearer Student Humanitarian Award Selection Committee would like to recognize the following finalists.

### Finalist

Kyle Bissell  
 Stephanie Blank  
 Rahman Culver  
 Sally Ann Eck  
 Kameron Kerger  
 Clifton Martin  
 Laura McSpedon  
 Philip Roessler  
 Antonio Sosa  
 Richard Vidal  
 Sarah Wells

### College or University

Green Mountain College (VT)  
 Providence College (RI)  
 University of Maryland-College Park (MD)  
 Portland State University (WA)  
 Arizona State University (AZ)  
 Morgan State University (MD)  
 Georgetown University (DC)  
 Indiana University (IN)  
 Skagit Valley College (WA)  
 Florida State University (FL)  
 Brown University (RI)

### Cecilia Shepard, San Francisco State University (CA)

Cecilia Shepard, a student at San Francisco State University (SFSU), two-term president of the **Hayes Valley Public Housing Complex**, and a 38-year-old mother of five, has served her community throughout her 11-year residency. As a scholarship recruiter, Cecilia obtained six full 13-year scholarships for Hayes Valley children to attend the **French American International School**. She has worked with community members to raise money to remodel a local park. As president of the **Hayes Valley Resident Management Corporation** (HVRMC), Cecilia helped turn Hayes Valley from a decaying community into a thriving residential complex currently designated as a **“Campus of Learners”** by HUD. Cecilia co-authored the “Campus of Learners” proposal, which brought computers and Internet access to every apartment in the complex. With the help of SFSU faculty and staff, Cecilia has also brought a computer learning center, a teleconferencing center, and a childhood development center to the housing complex.

Believing that education should take place not only on campus, but also in the home and the community, Cecilia has worked to bring academic opportunities to residents of the Hayes Valley community. Under her leadership, the HVRMC has formed a partnership with SFSU to offer courses at Hayes Valley, open to residents and traditional SFSU students alike. These courses, Shepard notes, allow “residents to attend classes in their neighborhood while becoming familiar with re-entering the college atmosphere.” Service-learning courses offered at Hayes Valley provide residents with opportunities to serve and educate others as well.

In the coming years, Cecilia plans to bring more academic courses to the community and to encourage other residents to become involved in service-learning. This innovative approach and dedication to improving the community has made Cecilia a national spokesperson for “Campus of Learners” projects.

### Duaré Valenzuela, University of Pennsylvania (PA)

Concerned about the “enormous disparities in health and access to health care of many West Philadelphia residents,” Duaré Valenzuela set her mind and energy to improving the health of local community members. A junior at the University of Pennsylvania (Penn), Duaré co-created the **“Masters of Health”** club, a peer health education training program for local middle school students that connects local residents with Penn’s health resources. This program, which grew directly out of Duaré’s experiences in service-learning courses, educates young people about the health issues affecting their lives and the lives of their peers, trains them to educate other young people about these issues, and introduces them to various health care professions and careers.

Duaré’s project is a collaborative effort that brings the talents of Penn undergraduates, medical students, and faculty together with local schools and community-based health centers. Excited about the potential educational, experiential, and communal benefits of service-learning, and interested in pursuing innovative ways to address community problems, Duaré has proposed creating an urban health minor. The minor would offer Penn students an opportunity to do field work in the West Philadelphia community while learning about health-related issues, and would provide longevity and an institutional base for the “Masters of Health” program.

Duaré’s holistic approach to improving health care among West Philadelphia residents is made possible by what **University of Pennsylvania President Judith Rodin** describes as her “extraordinary ability to work well with both Penn students and faculty, as well as community members and children.” Duaré, she continues, “has been a strong force in promoting student, faculty, community, and school collaboration.” Duaré hopes to continue working on community health issues as she pursues a career in medicine.

### Kirsten Walter, Bates College (ME)

Community gardens, writes Kirsten Walter of Bates College, are “conscious attempts to deal with core, structural problems that communities and individuals face.” Kirsten believes that gardens help bring individuals together and strengthen community bonds while providing a source of nutritious food. For these reasons Kirsten has spent the past several years helping to create and sustain the **Hilltop Community Garden** in Lewiston, Maine.

As a student at Bates College, Kirsten has designed, coordinated, planned, and tended to the community garden located at a nearby public housing complex. In collaboration with local families, and particularly with local children, Kirsten has created a garden that produces a harvest enjoyed by family gardeners. Kirsten has also used the garden as a focal point around which she designed an educational curriculum on children’s self-esteem and individual expression.

Kirsten has incorporated her interest in community gardens into her academic work through her thesis on gardening as a method of developing and sustaining communal health and economic prosperity. According to Kirsten, gardens provide the sense of connection and pride in place that is crucial to a thriving community. Gardens, she explains, have a “healing power” that can address community decay, help to develop a sense of community, and transform individuals’ sense of self.

Kirsten’s work has been recognized for providing beauty in the local community and for developing trust and an economic base for local residents. As **Bates President Donald Harward** writes, “Kirsten’s passion for social justice and love of the earth helped to create a community which nurtured its members and strengthened their ability to give back to the community. Her communal gardens provide an elegantly simple, yet powerful, model for releasing human potential and building community.” z

The 2000 Howard R. Swearer Award was made possible through a generous contribution from the Sallie Mae Corporation.



„ Above: Representatives from the Democratic Party register new voters at Brevard Community College’s “Political Action Day.”

## Campus Compact Youth Vote Initiative

Campus Compact has launched its new civic engagement web page at [www.compact.org/vote](http://www.compact.org/vote). This page provides information on educating and registering voters, model programs, and links to key web-based resources. If your institution has developed an innovative political engagement project, especially one that is administered through the campus’s community service or service-learning office, please consider submitting a description of the project to Campus Compact. Descriptions can be sent to Karen Zivi at [kzivi@compact.org](mailto:kzivi@compact.org).

For more about youth vote initiatives, check out the following sites:

**Project Vote Smart** ([www.vote-smart.org](http://www.vote-smart.org)): Project Vote Smart provides citizens with information about voter registration, political systems, issues, candidates and elected officials. Check out their Youth Inclusion Project for information geared specifically to young people.

**SERVEnet** ([www.servenet.org/news](http://www.servenet.org/news)): SERVENet, a program of Youth Service America ([www.ysa.org](http://www.ysa.org)) is a large and comprehensive Web site on service and volunteering. Its politics news page provides links to relevant articles on youth vote and election issues.

**Youth Vote 2000** ([www.youthvote2000.org](http://www.youthvote2000.org)): Youth Vote 2000 is the largest non-partisan coalition committed to encouraging civic participation among our nation’s young people. Check out their contact list for contact information on leading youth vote organizations, including Rock the Vote, League of Women Voters, and La Raza.

## Voters CONTINUED FROM PAGE 1

all colleges and universities make a good-faith effort to distribute voter registration forms to students before the registration cut-off date for every federal and gubernatorial election. Noting that universities have been content to assign the task of registering voters to undergraduate groups such as the College Democrats or College Republicans, **Brown University Interim President Sheila Blumstein** recently announced the development of a university initiative on participatory citizenship in the electoral arena. President Blumstein will write to all incoming and returning students about their civic responsibilities as voters, and the university will offer information about how to register in all 50 states (so that students can register in their home state) on their web site. Beginning in the 2000–01 academic year, the Dean of the College will supply all students with both Rhode Island and national voter registration forms.

While Brown’s proposed program focuses mainly on encouraging registration, other initiatives are working to educate the student voters they’ve registered. A student group at Brevard Community College in Florida, for instance, hosted a “Political Action Day” which brought together representatives from political parties and organizations, as well as 70 local political candidates, to help students learn about the issues at stake in upcoming elections. Held on March 13th, the day before the Florida primaries, the event’s goal was to help students make informed voting decisions, and also to show them that the issues at stake in the election influence their daily lives. Coordinated and planned by the student group Civic Rock, the event was organized with the support of BCC’s Center for Service Learning. **BCC President Mike Kaliszeski** and **Dean Jim Heck** encouraged staff and faculty to offer technical and logistical support.

In addition to individual institutional initiatives, some higher education organizations are crafting national voter registration and education drives aimed at the college student population. The **National Association of Independent Colleges and Universities** (NAICU) has launched a voter registration campaign that will reach 1 million students at 3,000 campuses. NAICU is providing many higher education institutions with information about how to both register voters on campus and educate students about political issues and candidates. *Your Voice, Your Vote*, NAICU’s handbook for organizing campus voter registration projects, has been sent to all Campus Compact member schools.

Realizing that most institutions are in need of information and ideas about how to develop their own political participation initiatives, **Campus Compact**, with the generous support of the **Carnegie Foundation**, has recently launched a new Student Civic Engagement project designed to increase civic and political activities at member schools. Campus Compact will work with member schools and youth vote organizations to promote voter participation and education efforts. The project seeks to help students understand that service is not an alternative to political activity, but that the two are instead vitally connected. <sup>z</sup>

## Brevard Student CONTINUED FROM PAGE 1

70 local political candidates, representatives from six political parties, and approximately 60 organizations. The day provided an opportunity for approximately 3,000 people (Brevard students, community members, and approximately 500 high school students) to listen to speeches, attend open forums, ask questions about political parties and organizations, and meet and converse with candidates. Attendees were also encouraged to register to vote. Approximately 300 new voters were registered at the event.

Elkhouri reports that Civic Rock collected contact information from newly registered voters and asked their permission to contact them prior to elections to remind them to get out to vote. She believes this kind of follow-up is a key step in getting young people who register to take the next step and actually show up at the polls to vote. For “Political Action Day 2,” Civic Rock will add another facet to their goals: they will provide information for people who are already registered but who don’t know what district they’re registered in or where their polling place is located.

In an article in *Florida Today* (March 14, 2000), **Brevard County Sheriff Phil Williams** described the day as the best-attended, most energetic political event he has been to all year. Elkhouri believes that one of the reasons the day was so successful is that it was organized by students and therefore seemed relevant to other students.

In response to the oft-cited charge that college students are not interested in politics, Elkhouri says, “It’s not that they don’t care or are apathetic; it’s just that they don’t always understand [the issues or the process] and are responsible enough not to vote on something they don’t understand.” Students aren’t going to contact the candidates to say “I don’t understand, please explain.” So this event provides a forum to facilitate understanding and encourage them to get interested and involved in the political process, at least as informed voters. <sup>z</sup>

# Since you asked . . .

**A**t Campus Compact, we are often asked to help colleagues from our member institutions find information on a variety of topics related to service and citizenship. We encourage you to think of us as a resource for this kind of assistance and information. In this column, we share answers to frequently asked questions (or those that are particularly timely or interesting). If you are looking for help finding information on a particular topic or have a question we might help you answer, please contact Barbara Caron, Resource Coordinator, at the national office: (401) 863-1119 or bcaron@compact.org.

## How many Campus Compact member institutions have alumni service programs?

In our 1999 member survey, 29 percent of respondents identified alumni projects as a type of service program offered by their campus. And 7 percent reported that their alumni relations department has "significant involvement" in supporting community service on their campus.

## Why involve alumni in service projects?

Inviting alumni and administrators to serve on projects and attend planning sessions and special events can help institutionalize the program, since their involvement calls attention to the importance of community service in the institutional mission. Some alumni and administrators are naturally motivated to participate in community service programs for several important reasons. First, they have a desire to interact with students in a casual environment; and second, they are themselves interested in being involved with campus activities and like the idea of becoming part of a new campus initiative.\*

## How have campuses involved alumni in doing service projects?

One of the most high profile alumni service initiatives is **Princeton's Project 55**. Project 55 was spearheaded by **Ralph Nader**, a member of the Class of 1955. At a mini-reunion in 1989, he proposed to the class that they develop an organization to "expose Princeton undergraduates to the concept of civic responsibility by placing them with public-interest programs (*Princeton Alumni Weekly*, October 20, 1999)." Project 55 has placed more than 700 students in public service positions and cultivated approximately \$6 million for salaries and stipends for these positions. Project 55 is independent from the university and from the Class of 1955. They are funded through donations and foundation grants and share office space in Princeton, New Jersey with two similar alumni-affiliated, independent organizations, ReachOut 56 and the Class of 1969 Community Service Fund.

Through a program called **The Alumni Network**, Project 55 fosters the establishment of similar organizations at other colleges and universities. For more information about

Project 55 and its projects, including The Alumni Network, visit their web site at [www.project55.org](http://www.project55.org).

**Wesleyan University's** Boston Alumni Club has developed a component called **WEServe**. This group of interested and committed alumni are involved in a wide range of service projects, including mentoring with local area schools, doing intergenerational projects with senior citizens in the Boston area, and working in community soup kitchens and food banks. In the fall of 1999, WEServe participated in the **City Year One-Day Community Serv-A-Thon Challenge** in Boston. The Challenge brought together more than 20 alumni and undergraduates to spruce up a high school in Jamaica Plains by mulching trees, raking the grounds, and trimming shrubberies and other plantings. WEServe enjoyed much success, and interest in the initiative has grown. A WEServe chapter has been formed in San Francisco, and other regional alumni groups are excited about the possibility of forming chapters.

## How does involvement in service during the undergraduate years affect and influence alumni?

A recent study from **UCLA's Higher Education Research Institute** (HERI) reveals that participating in volunteer service work during college has a number of positive effects on students' post-college development, including:

- Donating money to the undergraduate college
- Enrolling in post-graduate study
- Hours spent as a volunteer after college
- Finishing college (retention)
- Socializing across racial/ethnic lines

## How can alumni be encouraged to earmark donations specifically to service projects?

Alumni continued to be the largest source of gifts to colleges and universities in 1998, giving 30 percent of the total gifts to colleges and universities.\* However, in our 1999 member survey, only 3 percent of member campuses reported that their community service office receives some funding through alumni support.

A good strategy for campus-based service programs is to target alumni who were active in service when they were students, or who

have demonstrated an active commitment to social justice through their careers, and invite them to participate in a unique service project with a reputation of high quality. Key here is appointing effective spokespeople who will sell the program and who will encourage people to get involved.\*

Money follows when alumni and others feel an investment in a unique and provocative program. Whenever possible, involve alumni in discussions about the meaning of the work, and provide opportunities for input.

Leveraging influence with the president and other key administrators is easier when alumni have become invested with the service initiative.\*

Designated gifts are one primary way to target alumni donors. An innovative way to capitalize on this form of giving is to set up a fund through the development office that attracts primarily recent graduates who may want to give to the college or university through an innovative fund. An example of this is **The Action Fund**: the community service action fund for student initiatives at **Macalester College**, an endowed fund created by alumni who felt they benefited from their campus community service experience and wanted to make a meaningful gift to the College.\*

## Where can I get more information about alumni service programs?

Here are a few leads:

- Feudo, John A., ed. *Alumni Relations: A Newcomer's Guide to Success* (The Newcomer Series). Washington, D.C.: Council for Advancement and Support of Education, 1999.
- Kobara, John. "Helping Others, Helping Ourselves." *Currents*. March 1994. 20.3: 50-51.
- Sanner, Jennifer Jackson. "At Your Service: Alumni Groups Across the Country Are Making a Difference in Their Communities." *Currents*. July/August 1990. 16.7: 10-14.

\* These sections are excerpted from the Campus Compact publication, *Establishing and Maintaining an Office of Community Service*, 2000.



## Campus Compact

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### Welcome new members

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### Good Read

## Civic Responsibility and Higher Education

By Thomas Ehrlich

2000, American Council on Education and Oryx Press

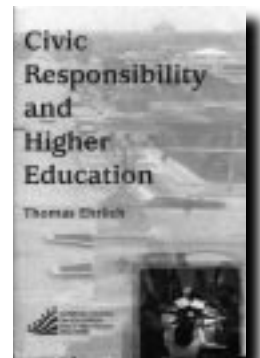
448 pages

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More than a century ago, John Dewey challenged the education community to look to civic involvement for the betterment of both community and campus. Today, the challenge remains. In this landmark book, editor Thomas Ehrlich has collected essays from national leaders who have focused on civic responsibility and higher education. This book imparts both philosophy and working examples to provide the inspiration for innovative new programs in this essential area of learning.

The essays in this volume will be of significant interest to everyone troubled about American democracy and its future, as well as about the future of higher education in this country.

**Thomas Ehrlich is distinguished university scholar at San Francisco State University and a senior scholar at the Carnegie Foundation for the Advancement of Teaching.**



### What's new on-line?

Participants in this year's Presidents' Leadership Colloquium (June 26-27, Philadelphia) submitted examples of how their campuses have put into practice the principles of the *Presidents' Fourth of July Declaration on the Civic Responsibility of Higher Education*. These examples also demonstrate the ways in which campuses have interpreted the "Campus Assessment of Civic Responsibility," illustrating some of the ways higher education is carrying out its intrinsic democratic and civic responsibilities. These models are on-line at:

[www.compact.org/resources/resources-html](http://www.compact.org/resources/resources-html)

### More model programs.