

Compact Current

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SPRING 2003

INDICATORS OF ENGAGEMENT PROJECT

New initiative to deepen civic engagement on campus

In May 2002 Campus Compact received a three-year grant from the Carnegie Corporation of New York to combine documentation and dissemination of best practices of the engaged campus with an organizing effort to help campuses achieve broader institutionalization of civic engagement.

Using the 13 “Indicators of Engagement” developed by Liz Hollander, Ed Zlotkowski, and John Saltmarsh, Campus Compact is researching practices that highlight each of the indicators at different types of institutions. The grant focuses on community colleges in year one (May 2002–May 2003), minority-serving institutions in year two, and comprehensive universities in year three. Major project activities include surveying schools to uncover exemplary practices of civic engagement, conducting site visits at selected colleges to identify, document, and disseminate best practices of civic engagement, and publishing a monograph of models of engagement for community colleges, minority serving institutions, and comprehensive universities. Campus Compact’s Jennifer Meeropol is the Project Coordinator for the IOEP overseeing the daily management of project activities. Robert Franco of Kapiolani Community College (HI) and Donna Killian Duffy of Middlesex Community College (MA), both experts in engagement at community colleges, serve as consultants for the first year of the project.

Dr. Duffy is Professor of Psychology at Middlesex Community College and the coeditor of *With Service in Mind*, an AAHE

monograph on service-learning in psychology, published in 1998.

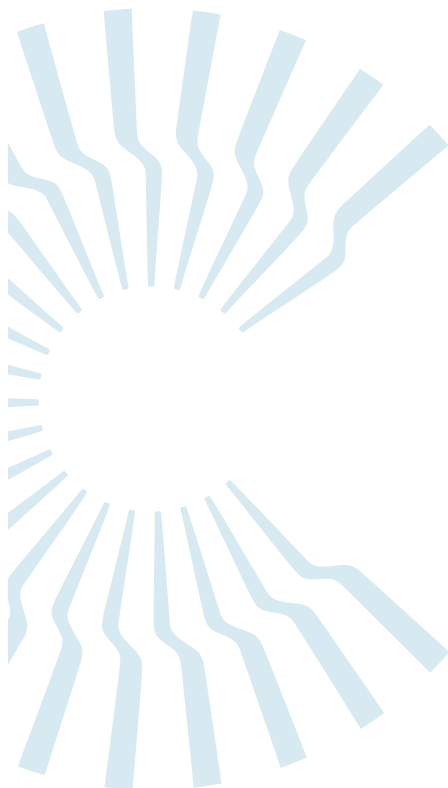
Dr. Franco is Director of Grants and Resources and Professor of Anthropology at Kapi’olani Community College. He has visited more than 100 community colleges, often as a consulting expert on how best to initiate and institutionalize service-learning and civic engagement programs, and has presented and written extensively on the topic.

Campus Compact recently asked Dr. Duffy and Dr. Franco to reflect on their work with the project. Excerpts follow.

Jennifer Meeropol: *What do you believe is the significance of the Indicators of Engagement Project?*

Donna Duffy: Many community colleges refer to themselves as the “community’s college,” yet they do not always demonstrate this claim in measurable ways. The Indicators of Engagement Project provides concrete schemes for operationalizing engagement with the community and creates a systematic approach for reviewing different forms of engagement within one college.

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Campus Compact is a national coalition of college and university presidents committed to the civic purposes of higher education. To support this civic mission, Campus Compact promotes community service that develops students' citizenship skills and values, encourages collaborative partnerships between campuses and communities, and assists faculty who seek to integrate public and community engagement into their teaching and research.

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FROM THE EXECUTIVE DIRECTOR

Engaged Campuses at a tough time

We send this newsletter in full recognition that many of your campuses are reeling from state budget cuts or drops in their endowment portfolios. Many are worried about what this will mean for service and community outreach efforts on your campus. We argue that this is a time when the civic purposes of higher education are **MOST** important.



In our meetings with legislators and in the testimony of senate and house hearings on issues of national and community service it is continually clear that at the most grassroots level we as service-learning practitioners have not educated our elected officials enough. We have each seen the dramatic impact of higher education's civic mission on communities, but we have not helped others to see that impact. As this newsletter makes clear, there is phenomenal work being undertaken in all sectors of higher education in all regions of the country. We have only detailed a few programs here, which mean there are an incredible amount of stories going untold. In these difficult times when education is too often being seen as a private benefit rather than a public good, when community programs are struggling more than ever for funding, it has never been more urgent that we assert the civic mission of higher education.

Representatives and Senators in U.S. Congress and local legislatures need to hear about the civic engagement efforts of colleges and universities in their districts and their states. As the Raise Your Voice article makes evident, students themselves can be mobilized to carry this message.

We urge you to use the resources of our web at www.compact.org/national and www.actionforchange.org to know who and how to contact your elected officials, and learn ways that students have expressed their own concerns for their civic education.

Together we can weather these difficult times and deepen the civic engagement of our students.

Elizabeth L. Hollander

Editorial Correspondence: Address all correspondence to Pamela Mutascio, Editor, *Compact Current*, Campus Compact, Box 1975, Providence, RI 02912, email pmutascio@compact.org. *Compact Current* is a publication of Campus Compact, a national nonprofit organization based at Brown University. *Compact Current* is distributed three times a year to all Campus Compact member institutions. Suggestions for articles for future issues and inquiries regarding submissions are welcome.

Campus Compact has received financial support from: The Atlantic Philanthropies; Carnegie Corporation; Corporation for National and Community Service; Department of Housing and Urban Development; Eugene Lang; Ewing Marion Kauffman Foundation; Ford Foundation; General Electric Fund; John Templeton Foundation; KPMG Foundation; The Pew Charitable Trusts; The Sallie Mae Fund; Spencer Foundation; Surdna Foundation, Inc.; TIAA-CREF; and WorldCom.

Campus Compact joins with AAC&U to develop Center for Liberal Education and Civic Engagement

Campus Compact and the Association of American Colleges and Universities (AAC&U) have established the Center for Liberal Education and Civic Engagement, designed to be a catalyst and incubator of new ideas, research, and collaborations.

The Center will support leadership and scholarship on the intellectual and educational connections between civic engagement and liberal learning. Initial funding for this effort was provided by the Charles Engelhard and Christian A. Johnson Endeavor Foundations.

Campus Compact and AAC&U believe that civic engagement is essential to liberal education and fundamental to responsible democratic citizenship. The Center these organizations have created will be a resource to strengthen and broaden understanding of civic engagement and to make civic engagement in a diverse and interconnected world more central to faculty work and student learning in higher education. The Center will also support research—including applied or “action” research related directly to community needs and will model and promote collaborations among educational institutions and external communities.

“Campus Compact and AAC&U have worked closely over the past year exploring ways to strengthen the liberal

arts by connecting academia and the community in ways that expand the boundaries of knowledge creation and acquisition, as well as directing the attention of liberal arts colleges to the civic mission of higher education,” notes John Saltmarsh, Campus Compact Project Director for Integrating Service with Academic Study. In June of 2002, the two organizations cosponsored a conference on the liberal arts and civic engagement at Oberlin College.

“Campus Compact and AAC&U—as two national organizations both committed to making civic engagement a high priority in the new academy—are pleased to join the strengths of our organizations together to advance an agenda increasingly recognized as essential to the future of higher education and the health of the nation’s democracy,” said Campus Compact executive director Elizabeth Hollander and AAC&U president Carol Geary Schneider in a joint statement. “We are also deeply grateful to Don Harward,

president emeritus of Bates College, who first saw the potential for such a Center and the collaboration between AAC&U and Campus Compact.” Harward has worked with both organizations to shape plans for the Center. As a newly appointed AAC&U senior fellow, Harward will also serve as a key consultant on the project.

The Center will promote its goals through projects and initiatives that include sponsored research, seminars for collaborating scholars, community and institutional conferences, workshops, and publications featuring models that illustrate the best practices now in place. Because of the scope of the Center’s agenda, a biennial theme will be used to help focus the Center’s projects. For the period 2003-2005, the Center’s theme will be “Journey Towards Democracy: Power, Voice, and the Public Good.”

For updated information on Center activities, see www.compact.org/faculty or www.aacu.org.

Community Colleges now
on the Campus Compact website at

[www.compact.org/
community-colleges](http://www.compact.org/community-colleges)

This new Community Colleges section includes information about:

- Campus Compact’s Indicators of Engagement Project (see feature article for more information)
- Retrospective of Campus Compact’s work with Community Colleges
- Campus Compact Resources for Community Colleges, including meetings, training and technical assistance, resources, and publications
- External Resources for Community Colleges, featuring organizations, journal, and other publications

For more information about Campus Compact’s work with community colleges, contact Steve Jones, ISAS Project Associate, at sjones@compact.org.

Initiative works to end hate

Partnerships forged between campuses and communities

Communication department faculty and students at 12 Campus Compact member campuses are taking part in a national service-learning project designed to foster respect and acceptance through multicultural education. Communicating Common Ground is a cooperative project initiated several years ago by the National Communication Association (NCA), the Southern Poverty Law Center, the American Association for Higher Education, and Campus Compact. Now in its third year, the project has spawned more than 50 partnerships across the nation. Each local partnership, under the direction of a faculty member, engages communication college students and faculty with K-12 teachers and students or youth from community groups in learning activities designed to advance multicultural education, appreciation of diversity, and the creation of communities in which hate, hate speech, and hate crimes do not exist.

The aim of this national initiative is to better educate youth to embrace the advantages of a diverse society, forward engaged relationships between higher education and elementary/secondary education, and promote service learning as an effective approach to enhancing student learning and civic responsibility.

Additional information about Communicating Common Ground is available on the NCA home page at: www.natcom.org/Instruction/CCG/ccg.htm

www.compact.org for jobs, resources, a calendar of events, news, Federal Work Study information, program models, service-learning syllabi, grant opportunities, publications, and more!

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Upcoming Events

Campus Compact National Center for Community Colleges 12th Annual Conference: "Reaching the Summit for Civic Commitment"

Wednesday, May 21 to Friday, May 23.
Doubletree La Posada Resort, Scottsdale, Arizona. Contact: Campus Compact National Center for Community Colleges, (480) 461-6280.

First National Community Service and Service-Learning Director Conference: "Voices, Values, and Vision: Critical Roles in Civic Engagement"

Wednesday, June 4 to Friday, June 6.
Columbia College, Chicago, IL. Contact: Amanda Schafer, Michigan Campus Compact, (517) 492-2424; email aschafer@micampuscompact.org

The Southeast Conference for Community Service and Service-Learning Directors

Sunday, June 22 to Tuesday, June 24.
Carolina Inn, Chapel Hill, North Carolina. Contact: John Barnhill, Executive Director, North Carolina Campus Compact, (336) 278-7278.

National Alternative Break Training Conference (Native American Issues)

Friday, June 27 to Friday, July 4. University of Kansas. Contact: The Alternative Break Connection, Inc., email breakaway@alternativebreaks.org.

Oklahoma, Texas, National Campus Compact, and TACUSPA Regional Conference

Wednesday, July 16 to Friday, July 18.
Dallas, Texas. Contact: Gina Wekke or Jamie Lindsey, (405) 225-9142 or (405) 225-9195; email gwekke@osrhe.edu.

Community Colleges and Latino Educational Opportunity

Wednesday, October 1.
Contact: Dr. Cathy Horn, (617) 384-8354; email chorn@law.harvard.edu.

Legislative Update

Reauthorization of the National and Community Service Trust Act of 1990

The National and Community Service Trust Act of 1990 and the 1993 amendments that created AmeriCorps and the Corporation for National and Community Service expired in 1996, but Congress has continued to appropriate funds for the service programs authorized by these bills. Every year since 1996, there has been an effort to reauthorize national service, but bills have failed to get through both the House and Senate for different reasons each time.

In May 2002, Congressmen Pet Hoekstra (R-MI) and Tim Roehmer (D-MN) introduced The Citizen Service Act of 2002, reauthorizing Learn and Serve, AmeriCorps, Senior Corps, and other service programs. Congressmen Dick Armey (R-TX) and Tom DeLay (R-TX) opposed the idea of “paid volunteerism” and prevented the bill from getting introduced on the House floor. Learn and Serve fared well in the bill, with language calling for increasing funding for Learn and Serve from the current \$43 million each year to \$55 million in 2003 and increasing to \$65 million for 2006. Higher education would continue to receive 25% of the total Learn and Serve funding. The bill also increased the AmeriCorps full-time education award from \$4,725 to \$5,250.

The Citizen Service Act added a new requirement that any higher education institution applying for funding would have to demonstrate compliance with the federal law that 7% of its Federal Work-Study dollars would go to students in community service positions. For more information on the Citizen Service Act of 2002, see <http://www.compact.org/national/hr4854.html>.

Last fall, the Senate Health, Education, Labor and Pensions (HELP) Committee began crafting its own version of the Citizen Service Act, but conflicting opinions over whether to include a charitable choice provision (omitted in the House bill), combined with the upcoming election, prevented the HELP Committee from completing its work.

In his January 2003 State of the Union Address, President Bush again called on Congress to complete its work on the Citizen Service Act this year. Currently, the House and Senate are drafting versions of the bill for their respective committees. In the Senate, representatives from Senator Edward Kennedy (D-MA), John McCain (R-AZ), and Evan Bayh (D-IN) have been working together on a bill. The Senate bill reportedly includes language boosting funding for Learn and Serve to \$100 million, more than a 100% increase. It also would give preferential status to any higher education institution that exceeds the 7% federal mandate for Federal Work-Study funds in community service jobs.

A possible sticking point in moving the bill forward is a provision that prohibits groups receiving federal funds from discriminating on the basis of religion in their hiring practices. Congressman DeLay reportedly wants this provision removed, but others oppose the removal.

What You Can Do: Educate Elected Officials about the Impact of Service-Learning

Members of Congress need to hear from supporters of service-learning to understand how their communities and states benefit from federal funding for service. Most legislators have heard of AmeriCorps, but many do not know that the Corporation for National and Community Service also oversees Learn and Serve programs across the country. Even if your campus or community does not directly benefit from federal Learn and Serve funds, please let your legislative delegation know about the impact of service-learning in your community and on your campus. For a sample letter, see <http://www.compact.org/national/letter.html>.

Students can be effective communicators of the benefits of service. Students on campuses across the country participated in Raise Your Voice—A Week of Action in February, 2003. Many students met with legislators to talk about the importance of service and civic engagement. For summaries of activities, see <http://www.actionforchange.org/week/>.

Several campuses and state Compacts have worked with their state legislatures to support service-learning and civic engagement. The Indiana legislature issued a statement of support for service-learning, and the Oklahoma legislature declared a National Civic Engagement Week—A Week of Action for Oklahoma in February 2003. For an example, please see <http://www.actionforchange.org/week/oklahoma.html>.

For contact information for your Members of Congress, see <http://thomas.lov.gov>. The key committees with oversight of national service are the House Committee on Education and the Workforce and the Senate Health Education, Labor and Pensions Committee. For a list of these committee members, see <http://www.compact.org/national/housesenate2.html> and <http://www.compact.org/national/housesenate1.html>.

Reauthorization of the Higher Education Act of 1965

The House and Senate Committees with jurisdiction over education have hearings on reauthorizing programs under the Higher Education Act. As with national service, the key committees are the House Committee on Education and the Workforce and the Senate Health, Education, Labor and Pensions Committee. The U.S. Department of Education will oversee the programs under the Act. The Committees project that the Act will be reauthorized by spring/summer of 2004.

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Indicators of Engagement

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The process of interviewing administrators, faculty, students, and community partners regarding similar topics is like looking at a college through different lenses. It is fascinating to observe how the meaning of a topic is translated from each perspective; the subtle and sometimes not-so-subtle differences in responses create a multifaceted view regarding what is actually happening. I think that one of the most significant outcomes of this project will be in creating a common vocabulary for dialogue about issues of engagement.

Robert Franco: I agree with Donna about the importance of multiple perspectives on civic engagement. Service-learning and civic engagement involve multiple constituents and contexts, and this multiplicity has inspired imagination in educational reform, campus-community partnerships, and internal-external funding strategies.

The IEOP has created a research methodology that lets us investigate particular indicators of engagement at 13 different community colleges. This research will lead to a publication that captures all of this “engagement.” Campuses will be able to use the publication to explore leading “indicator innovations” to determine which indicator they need or want to develop next.

JM: *What has been the most innovative or unexpected thing you encountered on a site visit?*

DD: I have been impressed by campuses that are taking a strong role in providing service opportunities for all members of the college community. These opportunities have varied from inviting staff to attend an informational session led by a community agency on campus to days of service where everyone at a college partici-



ABOVE: *Donna Killian Duffy of Middlesex Community College (MA) and Robert Franco of Kapiolani Community College (HI), both experts in engagement at community colleges, serve as consultants for the first year of the Indicators of Civic Engagement Project. Its goal is to help campuses achieve broader institutionalization of civic engagement.*

pates in a service project at local community sites to opportunities for staff to volunteer at an agency on a weekly basis.

Staff members at college campuses play a critical role in how the college is perceived by the community and by outside visitors, but staff members often have a more limited participation in general college activities. Having staff participate in community agencies along with faculty, students, and administrators creates new connections and a stronger sense of engagement. Faculty, administrators, and staff at colleges remarked that events such as college-wide service days allowed them to interact in ways that were never possible before. They had a chance to build individual relationships with new people and to learn more about the college’s unique role in the community. Although planning for such events is logistically challenging, the remarks from participants suggest that the value from the joint work in the community is long lasting. The new understandings have often set the stage for different types of collabora-

tions, more innovations, and a greater commitment for everyone involved.

RF: At Kirtland, a rural community college, I was impressed with their explicit strategies to engage a geographically dispersed population through radio and newspaper coverage. At Portland Community College, efforts at training faculty and students in the techniques of deliberative democracy were most impressive. At Yakima Valley Community College, efforts to disperse multiple learning centers across southeastern Washington blew me away. At Malcolm X College in Chicago, administrative leadership, along with faculty and staff commitment, created a “family” and “public policy” environment in the heart of west Chicago. At Albuquerque Technical and Vocational Institute, a Center for Experiential Learning frames a service-learning and civic engagement “enabling mechanism” that has much to share with all of higher education. At all these campuses, I have been struck by how many students who have come from disad-

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Indicators of Engagement

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vantaged backgrounds are reducing the severity of present disadvantage in their original communities through their work as engaged college students. These students are both transformed and transforming. This is my most powerful impression! Hopefully, their voices will be heard and felt in the IOEP publication.

JM: *Are there any common themes or issues that have appeared at multiple colleges?*

DD: I think a common theme has been the recognition that work in the community requires a certain commitment of resources in order to be successful. Although colleges have varied in the longevity and funding of service-learning programs, all provide some type of support for staff and faculty in this endeavor. Many administrators have noted that finding support is a challenge in these difficult economic times, but they have been creative in figuring out ways to connect with other programs at the college.

Integrating service-learning work with other initiatives is another theme that has emerged across multiple colleges. Institutions have done this in a variety of ways, such as linking service-learning courses to general education requirements, mission statements, or diversity programs. The commonality has been the importance of integrating service-learning work into the broader culture at the institution so that it will not be seen as a marginal approach used by a limited number of faculty.

RF: At all of these campuses, civic engagement was part of the original “DNA” of the institution. A new environment, with more diversity and less funding, requires careful attention to partnership development if the promise of equal opportunity in higher education is to be kept. Service-learning is a

“new kid on the block” in the long history of partnerships between community colleges and the wider communities that support them. Most of these earlier partnerships involved the workforce development mission of these colleges, while service-learning and civic engagement also involves the liberal arts transfer mission.

JM: *What are some of the key findings about civic engagement at community colleges?*

DD: In this time of changing demographics when the “typical” college student is no longer the young white student living on the same campus for four years, community colleges can serve an important role as bridges and cultural brokers for higher education. At present 43% of undergraduates attend community colleges and nearly half (48%) of all minority undergraduates are enrolled in a community college. Many students attend multiple colleges before attaining a degree and often take courses at community colleges and four-year institutions at the same time. Because community colleges are closely connected to local communities, they are in a unique position to help students understand their role as future citizens.

Although many community colleges emphasize the importance of civic engagement, they do not always show the valuable role they have in the higher educational system. I think a key finding is that community colleges are collaborating with communities in innovative ways that are making important differences in both students and community partners. They have significant insights about building bridges and navigating a wide range of cultures so that everyone benefits. The work of the IOEP provides a critical beginning to generate productive dialogue across all sectors of higher education. Developing civic engagement is an ongoing process that may begin in a classroom but must continue for a lifetime.

RF: At each community college I visited, there was both clarity and coherence in the perspectives and language of all constituents. That is, what the administrators espoused was largely understood and practiced by faculty, staff, students, and community partners. Because community colleges are themselves “community-based organizations,” they do not exhibit the oft-encountered discourse disconnects that are evident at other types of higher education institutions. We are optimistic that community colleges can use civic engagement as a force to cohere liberal arts and 21st century career programs. By doing so, community colleges may be able to both reduce the gap and raise the bar in higher educational and career success.

Donna Duffy will present on the findings from the first year of the IOEP at the National Institute for Staff and Organizational Development (NISOD) conference on May 25–28, 2003. Bob Franco, Jenn Meeropol, and Edward Zlotkowski will present on project findings at the Campus Compact National Center for Community Colleges Conference on May 21–23, 2003, in Phoenix, Arizona.

An executive summary of year one findings will be available in May 2003. More information on upcoming presentations and publications are available online at <http://www.compact.org/community-colleges/indicators/>.

For information about year two of the project, which focuses on civic engagement at minority-serving institutions, please contact Jenn Meeropol at 401-867-3921 or jmeeropol@compact.org.

More information on Campus Compact's Indicators of Engagement Project (IOEP) is available online at <http://www.compact.org/community-colleges/indicators/>.

250 campuses, 7 days, and lots of action

Events on more than 250 college and university campuses helped launch the Raise Your Voice campaign, a multi-year national effort of Campus Compact to increase student involvement in public life. The campaign is a student-led initiative to encourage students to take action and create change.

A series of events, coordinated by students with faculty, presidents, community service directors, and community partners, were organized on college and university campuses as part of Raise Your Voice—A Week of Action, February 16–22. This week gave students the opportunity to discuss critical public issues, such as the war in Iraq, hunger and homelessness, the state of the U.S. economy - and to make their opinion heard by leaders at all levels.

Aside from leading campus and community events, students also visited legislators in 5 state capitols and Washington D.C., and met with Governor Henry (D-OK) and Governor Benson (R-NH), and 4 lieutenant governors (Massachusetts, Missouri, Wisconsin, and Texas). In addition, resolutions were offered in support of student civic engagement in 3 states (Oklahoma, Massachusetts, and Texas).



Summer Stowe, student from Oklahoma State University, speaking at a Raise Your Voice student training for Oklahoma student leaders at Oklahoma City Community College.

STATEWIDE ACTIVITIES INCLUDED:

Oklahoma First Annual VOICE Luncheon at the Capitol with Gov. Henry
To kick off A Week of Action, students from around the state of Oklahoma came together with the governor, state legislators, and college presidents in order to present a public issue statement concerning their commitment to civic engagement. Governor Henry met with the students and issued a declaration proclaiming it National Student Civic Engagement Week—A Week of Action in Oklahoma.

New Hampshire Kick-Off with Governor Benson at Saint Anselm College
Raise Your Voice campaign was kicked off at the New Hampshire Institute of Politics with Governor Craig Benson on February 15, 2003. After a talk by the governor, students participated in dialogues on issues such as the potential war in Iraq, affirmative action, the environment, and child welfare issues.

Texas Students Help Introduce Resolutions Supporting Civic Engagement in Higher Education in the Texas Legislature
Campus Compact coordinated a training of student leaders and staff coordinators from 13 colleges and universities in Texas. Each of these teams planned a series of civic events for their campuses which were held during the Week of Action and led to a day at the Texas Statehouse on February 24, 2003 where students met with the Lieutenant Governor, the Speaker of the House, and



their legislators and also introduced a concurrent resolution supporting student civic engagement in the state House and Senate.

Student-Legislator Dialogue at the Missouri State Capitol

On February 20, 2003 Raise Your Voice sponsored a student-led dialogue at the Missouri state capitol with hundreds of college students along with their legislators and the Lieutenant Governor. The dialogues focused on the questions: “What civic issues are important to students?” And “What are students doing to address these concerns?” Students reported out on their dialogues on the floor of the state house.

Alternative Break Trip to DC Combines Service and Politics

Students from seven Maine colleges that were on break during A Week of Action

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250 campuses, 7 days, and lots of action

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LEFT AND ABOVE: *University of California-San Diego students advocate for their causes as part of the Advocacy / Protest Parade where hundreds of students raised awareness about the multitude of important public issues students on the campus care about.*

took part in an alternative break trip to Washington, DC, to work on issues of hunger and homelessness. Since A Week of Action was intended to highlight all forms of student civic engagement, their activities in DC included direct service, policy change efforts, legislative visits and a dialogue with Washington, DC students. Upon their return to Maine, students are organizing events on their campuses in connection with their trip to DC and will also meet with state legislators to discuss the issues of hunger and homelessness in Maine.

SELECTED CAMPUS-BASED ACTIVITIES INCLUDED:

Oklahoma State University (OK) sponsored a week of events, including a forum with nine veterans of foreign wars, including a former Governor Henry Bellmon who served in World War II. Over two hundred students participated in nine breakout sessions with the veterans on “Veterans Voice- Patriotism and Civic Duty.”

North Shore Community College (MA) had a breakfast forum with Lt. Gov. Kerry Healey where Cycle of Service Awards were given to students, faculty, and community partners for their political and volunteer efforts.

Madonna University (MI) Office of Multicultural Affairs hosted a one-night activity promoting intercultural dialogue among students, staff and faculty during Black History Month. There was a cultural/artistic performance highlighting the contributions of different communities in the African

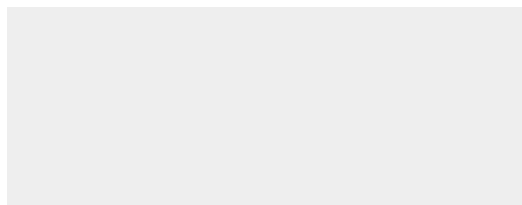
Diaspora and their impact on U.S. society followed by a discussion forum entitled Current Diversity Issues in Metro Detroit: Is it Only a Black/White Thing? Students then explored how the current growth in diversity forces society to look at issues of race and ethnicity in non-traditional ways.

Indiana University-East (IN) students had the opportunity to have lunch with Richmond, IN Mayor Shelly Miller and County Councilman Ken Paust. Students and the local officials discussed public service, the state of politics and the importance of student involvement.

University of Maine at Augusta (ME) Civic Scholar invited students from various backgrounds to a forum discussing Racial and Ethnic Tensions. Participants addressed issues such as the concept of “Americanism,” the role diversity plays in the concept, and questions of how students can really make a difference with a silent majority.

Indiana University-East (IN) students, faculty and staff took part in a one-person performance addressing the question of multiculturalism in today’s society. The group discussed issues in the play, which presented eight characters all based on true stories and each representing a different cultural aspect of American society.

University of San Diego (CA) students held a Civic Engagement Fair to highlight ways for students to get involved locally, highlight their work, and provide information on current issues. Community partners and students represented organizations such as Students for Life, International Rescue Committee, Center for Policy Initiatives, National Lawyers Guild, the Islamic Leader Society, and the Republican Law Society.



for more information and to learn about events near you.

UCLA: sharing technology and knowledge with its neighbors

Every work day, the websites of UCLA's Neighborhood Knowledge Los Angeles (NKLA) and Living Independently in Los Angeles (LILA) receive more than 9,000 hits as people either retrieve or record data to enhance understanding of their communities. They access information on community assets, property tax delinquency, building code complaints, census data and other public records, or, if they are disabled, they navigate the city and county and add useful disability access and policy-related information.

These University-Community Information Initiatives of UCLA represent an unprecedented use of public university resources—technology and knowledge—for the improvement of neighborhoods, particularly for some of the most impoverished neighborhoods in the city as well as to serve the city's most disconnected residents, the disabled and the elderly. Typically, university-community partnerships involve local collaborations that focus on physical improvements and expanding local services in one or more neighborhoods adjacent to the campus. UCLA has demonstrated a new approach to community partnerships that involves the use of web-based systems for both data collection and data delivery to a wide variety of local participants over large distances. Specifically, the creative elements include: 1) a university in an innovative role as an honest broker of government and community information and data, and 2) an original and creative "Internet G.I.S." system that enables users to interactively map and display properties at risk of deterioration as well as upload neighborhood assets on which revitalization efforts build.

NKLA (<http://nkla.ucla.edu>) is beginning to gain recognition as a model that employs Internet technology to address residential disinvestment, a problem common to cities throughout the United States. City housing inspectors use the NKLA site daily to decide

which buildings to inspect; community-based organizations use the site for grant writing and strategic information; and hundreds of high school, community college and university students conduct research to find comprehensive, accurate and up-to-date data on Los Angeles—from the view of the entire county, down to any single street in any single neighborhood.

Using a similar platform, LILA (<http://lila.ucla.edu>), an initiative co-directed by the Westside Center for Independent Living, is a community-directed online information resource site, created in large part by local residents with disabilities using their personal expert knowledge to identify and map resources. Launched in March 2001, LILA contains an interactive, independent living asset map—created by disability community members—interconnected government and quasi-government data sets, an online discussion forum, an events bulletin board, advocacy alerts, links to disability and

senior-specific websites, as well as electronic systems for user feedback.

Both NKLA and LILA demonstrate that the university can pioneer online systems that help coordinate public and private action over large distances in ways that serve the needs of many participants. These information initiatives are models for the campus, now shaping a full range of new university-community technology projects under the Chancellor's "UCLA in LA." program. Moreover, these Los-Angeles based projects have provided the foundation for a new statewide information initiative, Neighborhood Knowledge California (NKCA), the nation's first community information system that has been built to serve users throughout an entire state.

For more information on this award-winning program, visit <http://mkla.ucla.edu/>.

Share Exemplary Programs

Do you have a service or civic engagement program on your campus? Our searchable Program Models database of service-related programs across the country contains more than 700 examples and is constantly being updated; more than 300 models were added in 2002 alone.

If you have a program that you would like to share, use the online entry form to submit your program. Search the database and submit your program at www.compact.org/programmodels.

For an up-to-the-minute listing of Campus Compact's newest and upcoming publications, as well as great bargains on sale items, go to

WWW.
**compact.org/
publications**

Our website,
www.compact.org,
offers thousands
of pages of
information on
activities, programs, and resources.

Legislative update

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Campus Compact supports changes to the community service provisions of the Federal Work-Study program and has recommended adding a new program to fund campus-based civic engagement programs.

In May and June 2002, Campus Compact held a series of focus groups of community service and financial aid administrators. Out of the focus groups came a set of Principles of Best Practice for Federal Work-Study community service programs (see <http://www.compact.org/national/workstudy-index.html>).

Based on feedback from the participants and on previous recommendations from member campuses, Campus Compact crafted a set of policy recommendations to improve community service Federal Work-Study. These recommendations are available on the Federal Work-Study portion of the Campus Compact website. Also on the website is a detailed draft of Campus Compact's proposal for a new civic engagement and service-learning program in which campuses or consortia of campuses can apply for funds to create or expand civic engagement or service-learning efforts.

What You Can Do to Support Service and Civic Engagement in Higher Education

The community service provisions of Federal Work-Study are almost certain to be addressed during the reauthorization process. In his January 2002 State of the Union Address, President Bush called on colleges and universities to increase their

percentage of students engaged in community service through Federal Work-Study from the current 7% to 50%. There were no details other than indicating that the increase would happen over several years and that there would be incentives.

When Senators John McCain (R-AZ) and Evan Bayh (D-IN) introduced their Call to Service Act of 2001, they called upon campuses to increase their percentage of FWS funds devoted to community service to 25%. Les Lenkowsky, CEO of the Corporation for National and Community Service, has also mentioned the need to increase the percentage of in his remarks.

Almost all of the higher education associations oppose an increase in the mandated percentage, many arguing that Federal Work-Study is first and foremost a financial aid program, not a community service program. For a history of the FWS program, please see <http://www.compact.org/national/fwshistory.html>.

Legislative staff working on Higher Ed reauthorization want to hear from constituents about how the FWS program works on local campuses and how it can be improved. Support for a new civic engagement and service-learning program would help bring additional funds to a growing movement. Please contact your Members of Congress to express your support. For contact information for Members of Congress, see <http://thomas.loc.gov>. For members of key House and Senate education committees, see <http://www.compact.org/national/house-senate2.html> and <http://www.compact.org/national/house-senate1.html>.

GOOD READ

The Service and Service-Learning Center **Guide to Endowed Funding**

An essential resource for service and service-learning centers that want to create sustainable funding for their programs by establishing an endowment. The guide summarizes endowment trends and practices, outlines processes for creating and maintaining an endowment, and offers a comprehensive resource list. Because each endowment is unique to its environment, the guide includes profiles of endowed service centers from a broad range of institutions across the country. The guide also includes advice on endowment drives and tips for success from experts in service centers, development offices, and service organizations.

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