



# Compact Current

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Educating Citizens  
Building Communities

SPRING 2007

*Compact Current* is the newsletter of Campus Compact, which provides leadership, resources, and advocacy to support civic education, community building, and campus engagement for more than 1,000 member campuses.

## Student Service Valued at \$7.1 Billion

**S**tudents at Campus Compact's 1,000+ member colleges and universities contributed an estimated \$7.1 billion in service to their communities during the 2005–2006 academic year,

according to the organization's latest member survey. Nearly a third of all students participated in volunteer and service-learning work coordinated by campuses, contributing a total of 377 million hours of service. The most common service programs focused on tutoring and mentoring, each offered by 91% of responding campuses. Other commonly addressed issues included poverty (82%), reading/writing (82%), housing/homelessness (81%), hunger (81%), the environment (78%), and health care (77%).

### Five-Year Trends

Even as the pool of Campus Compact member campuses increases, which might be expected to dilute the level of service seen per campus, the average level of activity in most areas continues to rise. The trend on campuses nationally is toward greater support for both campus-based service and service-learning.

### Widespread Commitment

Other highlights of the 2006 survey demonstrate a commitment to engagement across institutional types:

- Faith-based campuses reported the highest levels of student service, with 49% of students participating. Liberal arts schools had the next highest rate at 45%.
- While service rates among community college students were lower than overall rates—not surprising given work and family obligations among many of these students—those who served invested 6.5 hours a week, nearly an hour more than average.
- Among all members, 85% have at least one staff person and 80% have an office dedicated to coordinating engagement activities. Research universities were the most likely to have an office (88%), while minority-serving institutions were most likely to have a dedicated staff person (95%).
- One-third of member institutions reported having more than one office overseeing service, service-learning, and/or civic engagement activities; of those, 40% have more than two offices.

### KEY MEASURES OF CAMPUS ENGAGEMENT, 2001–2006

	2001	2006
Average proportion of students engaged in service	28%	32%
Percentage of campuses that reward faculty for service in tenure and review	16%	34%
Percentage of campuses that offer service-learning courses	87%	91%
Average number of service-learning courses offered per campus	27	35

For full results of the survey, including breakdowns of service by state, visit [www.compact.org/about/statistics/](http://www.compact.org/about/statistics/).



## Campus Compact

Campus Compact is a national coalition of more than 1,000 college and university presidents—representing some 6 million students—who are committed to fulfilling the civic purposes of higher education. As the only national association dedicated solely to this mission, Campus Compact is a leader in building civic engagement into campus and academic life. Through our national office and network of 31 state offices, members receive the training, resources, and advocacy they need to build strong surrounding communities and teach students the skills and values of democracy.

Campus Compact comprises a national office based in Providence, RI, and 31 state offices in CA, CO, CT, FL, HI, IA, IL, IN, KS, KY, LA, MA, ME, MI, MN, MO, MT, NC, NH, NY, OH, OK, OR, PA, RI, TX, UT, VT, WA, WI, and WV. For contact and other information, see [www.compact.org](http://www.compact.org).

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## Beyond the Break:

# Wentworth Ramps Up Alternative Sp

**W**hen Hurricane Katrina hit, Wentworth Institute of Technology (Boston, MA), like many other higher education institutions, sprang to help.

Wentworth already had a successful alternative spring break program that could be adapted to help with the recovery efforts in New Orleans.

When the full scope of the city's damage was assessed, however, it quickly became clear that more was needed. What resulted was a quintessential model of campus/community collaboration that expanded to include environmental remediation, urban design, and development to rebuild in one New Orleans neighborhood.

Early in the planning process, faculty member Lora Kim teamed up with Sean Bender, the director of Wentworth's Center for Community and Learning Partnerships (CCLP). Together, they visited New Orleans in early 2006 and began coordinating efforts with Tulane University and the local Ujamaa Community Development Corporation to revitalize an area known as Ujamaa Square. This trip crystalized the need to reshape the project from a traditional one-time spring break visit into a continuing enterprise.

In the spring of 2006, a team of students, faculty, and staff volunteers arrived in New Orleans to begin work. The team gutted a house, conducted a community design session, documented the urban site and surroundings, and met with environmental activists. Back at Wentworth, students

worked in architecture studios over the rest of the spring and summer to prepare master plans for redeveloping the square and began a collaboration with the People's Environmental Center (PEC), a New Orleans-based environmental agency.

During a second trip in January 2007, students renovated a building to be the PEC's new home and designed a remediation demonstration garden to allow PEC scientists to show neighbors ways to remediate environmental damage to their yards. A third team returned in March 2007 to design and build a porch for community events, complete the garden, and finish work on various renovation projects. The PEC collaboration is ongoing and Wentworth students hope to return again next year.

The project has "made an indelible mark in Ujamaa Square," says Dr. Lovell Agwarambo of Dillard University, interim director of the PEC. Community and city officials are using the site, and research into remediation is in progress, with more to come. According to Dr. Agwarambo, "Students from Montana, Virginia, and New York are calling to come and engage in remediation research."

The project's success has resulted from several key factors. The Wentworth team worked with community organizations and

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# Spring Break to Rebuild in New Orleans



What started as an alternative spring break program morphed into a lasting and multi-faceted partnership.

**ABOVE:** Wentworth students prepare the site for a remediation garden.  
**RIGHT:** The completed garden, designed to demonstrate remediation techniques for community members.



leaders to look beyond immediate needs toward future possibilities. Classroom integration added to the learning experience while ensuring continuing progress: following the original spring break trip, more than 170 design students worked on the project in class, exploring concepts and generating ideas that were implemented during subsequent trips.

Collaboration was essential. The project involved students not only in architecture and interior design but also in construction management, business management, and civil engineering. Faculty from landscape architecture and environmental engineering also provided support. As the project continued, the team expanded to include PEC scientists and students from Dillard University, among others.

Faculty, staff, and students have all played leadership roles. For example, with the guidance of faculty and staff, students raised over \$40,000 to cover travel costs for the trips. (Faculty raised an

additional \$25,000 for materials.) The project's on-site process was similar, with faculty and a volunteer contractor providing a structure within which students made design and other decisions.

Vision, creative thinking, and multidisciplinary collaboration helped the Wentworth team adapt the alternative spring break model to create a long-term service-learning initiative that has helped transform a community. We believe that the lessons of this approach are applicable to community partnerships in many contexts. For more information about this initiative, see the CCLP's website at [www.wit.edu/clp](http://www.wit.edu/clp).

*This article was prepared by staff at Wentworth's Center for Community and Learning Partnerships in collaboration with faculty from the Architecture department.*

## POLICY UPDATE

### Learn & Serve and More on Compact Policy Agenda

In its policy work, Campus Compact strives both to affect legislation that relates to civic engagement in higher education and to support more informed participation by those on our member campuses. As part of this effort, we have remodeled our website to include a host of new advocacy and policy resources. Please see [www.compact.org/policy](http://www.compact.org/policy) for the latest updates and tools.

Recent policy activity includes a campaign to restore funding for Learn and Serve America (LSA), a federal program that supports service-learning. The President's proposed FY 2008 budget cuts funding for LSA, endangering many valuable programs.

In March, Campus Compact hand-delivered a letter with signatures from more than 240 member presidents to House and Senate appropriators outlining the case for restored funding. National and state Campus Compact representatives joined coalition partners Service-Learning United and Voices for National Service in presenting legislators with key information to guide budget deliberations.

For details, including the letter and its signatories, see [www.compact.org/policy](http://www.compact.org/policy).

# Register now for Campus Compact's 4th annual

Professional Development Institute for

## Community Service & Service-Learning Professionals

*"An excellent, excellent event."*

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Campus Compact Members: \$895; Non-members: \$1,150

**Register early** to ensure a place at this sell-out event. To register online and view past years' agendas, see [www.compact.org/initiatives/csd\\_institute](http://www.compact.org/initiatives/csd_institute).

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