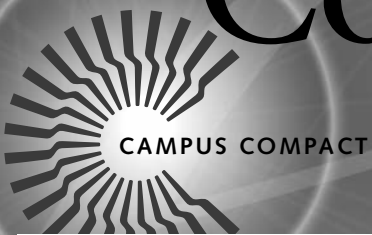


Compact Current



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Educating Citizens
Building Communities

SUMMER 2009

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 1,100 member campuses.



Campus Compact has received generous support from KPMG for the *Compact Current*.

SOSU, KSU Students Garner Civic Leadership Award

Campus Compact has selected two students to receive the 2009 Frank Newman Leadership Award, which honors outstanding civic leadership: Leticia Burkhalter of Southeastern Oklahoma State University and Molly Hamm of Kansas State University.

Both students have taken leadership roles in serving their communities while excelling academically.

Leticia Burkhalter is a working mother of five and a full-time student at Southeastern Oklahoma State University. Majoring in special education, she says that her calling is to provide educational opportunities and to be an advocate for low-income families.

Burkhalter has founded three sustainable community-based organizations. More than 200 volunteers serve at *Families Feeding Families*, a community kitchen that has

provided some 275,000 hot meals to those in need. The *Back Pack* program provides elementary school children with nutritional, kid-friendly food that doesn't require refrigeration or preparation. *Mommy and Me* provides guidance to new mothers on interacting appropriately with their young children to facilitate their development and refers families to any necessary community services.

Molly Hamm, a junior at Kansas State University, has spent the better part of her undergraduate experience involved in civic engagement. As the director of community and internal relations for the Kansas State Greek Community, Hamm won grant support to co-found Greeks Going Green (www.greeksgoinggreen.com), a nonprofit that educates fraternities and sororities on minimizing their environmental impact. Since its inception in 2008, Greeks Going Green has enlisted 14 chapters nationally. Hamm also serves as a regional coordinator for the UN Environment Programme's Kick the Carbon Habit Education Campaign, as a campus recruiter liaison for Teach for America, and as the service chair for the Mortar Board Senior Honor Society, among other civic roles. CC



Recipients of the 2009 Frank Newman Leadership Award, which honors outstanding civic leadership: Molly Hamm of Kansas State University (left) and Leticia Burkhalter of Southeastern Oklahoma State University.



Campus Compact

Campus Compact is a national coalition of more than 1,100 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 35 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 state offices in CA, CO, CT, FL, HI, IA, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, NH, NY, OH, OK, OR, PA, RI, SC, TN, TX, UT, VT, WA, WI, and WV. For contact and other information, see www.compact.org.

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Proyecto Comunidad: A University

Frank Graziano

I'm watching their faces, rearranged in succession by compassion, repulsion inward before resurfacing to take in more. Another masks giddiness with a talk face to face with a murderer. We were visiting the Corrigan-Radgowski "Proyecto Comunidad," a service-learning course at Connecticut College.

Initially Proyecto meetings were based, like most courses, on lecture and discussion, but eventually the disconnect between classroom academics and out-of-class service inspired a change of format. If the pedagogical principle behind the course is to provide a real-world complement to academic study, then why not extend that principle to class time? The idea, precisely, is to get the students out of the classroom and into the world.

Thus, in a caravan of cars behind mine, Proyecto students leave campus for a range of sites: a community center, an obstetrics clinic, an emergency room, dual-language and ESL classrooms, the superior court building, the police station, and the offices of an immigration attorney and the superintendent of schools. The course is taught in Spanish, and students use Spanish during the site visits as well.

Credit and Context for Service

I began Proyecto Comunidad in 2000 as a means to provide academic credit and context for student service in the Hispanic community. The academic core of the course consists of readings, documentaries, lectures and discussion sessions, debriefings, and a paper that requires research in texts and in the field. The placements are intended to be mutually beneficial, providing the community with Spanish-speaking

volunteers and providing the students with real-world experiences that enhance their bilingual and bicultural skills. Proyecto students typically volunteer six hours weekly at carefully selected sites.

I arrange field trips to various sites during late summer and build the syllabus around them. The success of these trips hinges on access to pertinent host sites and on the quality of the experience. To facilitate both, I request a question-and-answer format rather than a formal presentation from the host. I prepare the students for the outings both generally, with clear expectations, and specifically, with advanced readings targeted to each site.

The hosts are often surprised by hands raised all over the room as soon as the session opens. I have seen students actively engaged for an hour and a half with a police officer, a guidance counselor, a nurse, an elementary school principal, and many others in exchanges that maintain their momentum because participants

Service-learning is not just an academically rigorous exercise, but done well, it is for rigorous, essential learning. It compounds knowledge with personal, social, and cultural skills.

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y of the Street

sion, empathy, and awe. One face goes blank when a student pursues an idea
a serious expression, on the edge of a giggle, because it's so impossibly cool to
ski prison on one of the class's weekly outings. The students are enrolled in

fuel one another. During the recent visit to the prison, students questioned the officer who hosted our visit for some 40 minutes beyond our scheduled departure. Such enthusiasm makes the experience positive for the hosts as well as the students, and the hosts are thus always willing, even eager, to meet with Proyecto the following year.

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Flexibility and improvisation, too, are critical to the success of site visits. On one occasion, the director of a community health center was unexpectedly called away from our group. When I went to check on the situation and found that the director would not be available any time soon, I asked a patient who had stepped outside the waiting room if he would mind talking with the students. He said he didn't speak English; I told him that was per-

fect. After he talked with us for some 20 minutes he called his brother in to join us too. Students ended up with a more personal perspective on uninsured health care than they would have received from an administrator.

Fostering Intercultural Contact

Service-learning is often dismissed as an academically lame, feel-good exercise, but done well it provides for rigorous experiential learning that compounds knowledge

acquisition with personal, social, and intercultural skills. Students leave the homogenized routine of lectures, readings, and dorms to enter worlds they have never imagined. Their perspective becomes textured. They discover among society's conspicuous imperfections that their education combines naturally with their empathy, idealism, and activism. Proyecto takes advantages of these opportunities, fostering intercultural social contact through both ethnographic interviews and informal interaction.

I watch the students' faces now, bemused and tilted, as though listening to music, beaming in admiration for the lawyer who lives what she believes. The faces say: Role model; I want to be like that. At the host sites and on field trips the students see kindness, dedication, incompetence, burnout, chaos, struggle, and indifference. Inmates offer one version and guards another, and the social worker is somewhere in the middle. Contrast, juxtaposition, contradiction: students sort through and make sense of it all. "I stared at his hands," one student told me outside the prison, trying to imagine how hands that gentle could have done something so horrible. CC

Frank Graziano is the John D. MacArthur professor and chair of the department of Hispanic Studies at Connecticut College. His most recent book is Cultures of Devotion, from Oxford University Press.

Miami University's Dutton Receives Top Award for Civic Engagement

Thomas Dutton of Miami University of Ohio is named recipient of the 2009 Campus Compact Thomas Ehrlich Civically Engaged Faculty Award. This national award is presented to one faculty member each year for enhancing higher education's contributions to the public good through scholarship that advances students' civic learning while meeting community needs.

Dutton is the founder and director of Miami University's Center for Community Engagement, which is located in Over-the-Rhine, one of Cincinnati's poorest neighborhoods. Through the center's flagship Residency Program, university students, faculty members, and staff collaborate with community organizations and leaders to revitalize the neighborhood through a range of initiatives.

"The Center for Community Engagement has played a remarkable role both in the city of Cincinnati and on our campus," notes Miami University President David C. Hodge. "The Over-the-Rhine Residency Program in particular has changed our understanding of 'community engagement' from charity towards deeper forms of engagement."

In addition to Dutton, Campus Compact honors six award finalists: **Buzz Alexander of the University of Michigan, Peter Brown of Mercer University (GA), Doug Brugge of Tufts University (MA), Andrew Furco of the University of Minnesota, Joy Hammel of the University of Illinois at Chicago, and Carol Reese of Tulane University (LA).** CC

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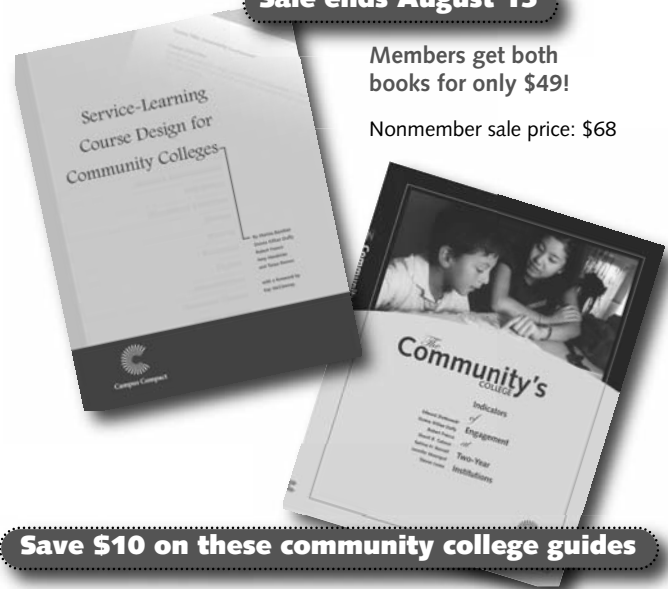
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