

Compact Current

CAMPUS COMPACT

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Educating Citizens
Building Communities

SPRING 2008

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 Survey:

Member Students Contribute \$7 Billion through Service and Service-Learning

Campus Compact's latest annual member survey reveals strong institutional commitment to service and civic engagement. Nearly one-third of students on member campuses partici-

pated in campus-organized service and service-learning projects during the

2006–2007 academic year, contributing \$7 billion in services to their communities.

In addition to providing an average of 5 hours a week of service, students are increasingly involved in decision-making and administrative processes guiding civic engagement efforts. Among other work, students serve on service or civic engagement committees (75%), work in community service/service-learning offices (68%), and act as liaisons to community agencies (67%). These results speak to how campuses are giving students responsibility for their own civic engagement activity, preparing them to be active members of our democracy.

Overall, the survey results show that service, service-learning, and civic engagement have not only become

standard facets of the higher education experience but are continuing to advance. Nearly all member campuses offer support mechanisms for community engagement, including on-campus service (offered by 89% of responding schools), opportunities for staff and faculty to serve alongside students (85%), one-day student service projects (85%), student service awards (71%), and alternative breaks (67%).

Other highlights include:

- 90% of member campuses include service or civic engagement in their mission statement; 83% include one or both in their strategic plan.
- Member campuses offer an average of 36 service-learning courses each.
- 85% reward community-based research or service-learning in faculty review, tenure, and/or promotions.
- On average, campuses have 77 community partnerships each, involving a range of nonprofit/community-based organizations, K-12 schools, faith-based organizations, and government agencies.



L to R: Campus Compact President Maureen F. Curley joins Melvin N. Johnson, President of Tennessee State University, and Richard Rhoda, Executive Director of the Tennessee Higher Education Commission, at the signing ceremony officially establishing Tennessee Campus Compact (TNCC) as the 33rd state Campus Compact office.

Higher education, government, business, and community leaders from across the state gathered in Nashville on March 13 to sign TNCC's founding charter at a special Presidents' Roundtable during the Gulf-South Summit on Service-Learning and Civic Engagement through Higher Education. Dr. Johnson, TNCC's founding president, will serve as Executive Board Chair. More information is available at www.compact.org/news/press/release/national.

WEBlink 

Full survey results by year are available at www.compact.org/about/statistics/.



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 33 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, ME, MI, MN, MO, 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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Student Service-Learning Coalition S Create 100,000 Civic Works Jobs in

by Scott Myers-Lipton, Ph.D.

There is a student movement afoot. Once again, students are traveling gr rights. Once again, students are going door to door—or in this case—tr first-hand the stories of social suffering.

And once again, students are demanding that the federal government respond to the needs of our people.

This new student movement is in support of the Gulf Coast Civic Works Act (House Resolution 4048), which is a federal bill that would create 100,000 civic work jobs for Gulf Coast residents and evacuees to rebuild their public infrastructure, establish a federal authority to coordinate recovery projects, revitalize the region's workforce, and require accountability. The idea for this legislation began at San Jose State University (SJSU) and has now

spread to more than 40 college campuses and engaged a range of regional and national community partners.

It all started with a service-learning class thousands of miles from the Gulf Coast region. In November 2006, a group of 40 SJSU students and faculty—most of whom were involved in the course Sociology 164: Social Action—held a campus sleep-out in solidarity with the more than 7,000 homeless people in Silicon Valley, one of the wealthiest communities in the world. Sociology 164 is a solutions-based service-learning course on community activism



Students and faculty at San Jose State University march in support of the Gulf Coast Civic Works Project, which calls on the federal government to pass legislation creating 100,000 jobs to rebuild the schools, hospitals, fire and police stations, and parks that were damaged in Hurricanes Katrina and Rita.

Compact Current, the national newsletter of Campus Compact, is distributed three times a year to all Campus Compact member institutions.

Editorial Correspondence: Address all correspondence to Karen Partridge, Editor, *Compact Current*, Campus Compact, Box 1975, Providence, RI 02912, email kpartridge@compact.org.

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Spurs Legislation to the Gulf Coast

great distances to fight for human trailer to trailer—to record

that focuses on student action. Instead of just reading about how others have changed social policy, students work to implement a social policy of their choosing.

As part of the sleep-out, students gathered in the center of campus to watch Spike Lee's movie *When the Levees Broke: A Four Act Requiem*. After each act, the students talked about the social suffering they witnessed in the wake of Hurricane Katrina. Conversations about the racial and social class dimensions of the hurricane's effects continued late into the night.

Coincidentally, the following morning I taught a class on the New Deal and public work as part of my Wealth, Poverty, and Privilege course. After discussing how 4 million public works jobs were created in two months, and how 2,500 hospitals and 6,000 schools were built or repaired during the New Deal, students and faculty decided to launch the Gulf Coast Civic Works Project (GCCWP), calling on the federal government to pass legislation creating 100,000 jobs to rebuild the schools, hospitals, fire and police stations, and parks that were damaged or destroyed during Hurricanes Katrina and Rita.

Over the past 15 months, students from 25 colleges have participated in GCCWP events in the Gulf Coast region. In addition, students and faculty organized a National Post-Katrina Summit on 43 college campuses and sleep-outs on 5 campuses. The culmination of these activities was the introduction of the student-con-



ceived legislation into Congress in November 2007 by Representative Zoe Lofgren (D-CA), with original co-sponsorship from Representatives Charlie Melancon (D-LA) and Gene Taylor (D-MS).

Campus groups are now contacting and meeting with their Congress members and asking them to co-sponsor the legislation, HR 4048. They are also active in the Bring the Gulf to the Debates Campaign, which is working to get a question about HR 4048 into the presidential candidates' debates. As part of this campaign, the students and their coalition partners participated in a major Internet poll during the California debates this past January; incredibly, these efforts made HR 4048 the number 1 question on the Democratic side and the number 3 question on the Republican side.

Campuses are beginning to plan for the 2nd Annual National Post-Katrina Summit, which will be held simultaneously on colleges across the country at the end of April.

Scott Myers-Lipton is Associate Professor, Sociology Department, Community Change Concentration, at San José State University.

Campus Engagement Award Announced



Campus Compact

A new Leadership Award from Campus Compact highlights the critical role of the community engagement professional in higher education. The application process begins August 1, 2008. See www.compact.org/awards/

New Website Helps Students Vote Smart

Campus Compact has launched its 2008 Campus Vote Initiative with a new voting website aimed at helping students and others on campus take part in the democratic process.

The new, nonpartisan website offers a host of information on voter registration and education, along with activities, tools, and models for engagement.

The website is designed to help students get involved by learning about the election process, studying campaign issues, organizing voter registration drives, holding civic dialogues, and connecting service with civic knowledge and action.

The site also offers design templates for flyers, stickers, buttons, and door hangers. See www.compact.org/vote.

WEBlink

To host a summit, or for more information about how to join this human rights movement, go to www.SolvingPoverty.com, or call (510) 508-5382.



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Register at www.compact.org/initiatives/csd_institute

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Brown University / Box 1975
Providence, RI 02912-1975
401 / 867-3950
401 / 867-3925 fax
campus@compact.org
www.compact.org

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