



# Communicator

## FACULTY AND STUDENT AWARD OPPORTUNITIES

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### 2009 Thomas Ehrlich Civically Engaged Faculty Award

Campus Compact recognizes one faculty member each year for exemplary leadership in advancing students' civic learning and higher education's contributions to the public good, including teaching with engaged pedagogies, fostering reciprocal community partnerships, building institutional support for service-learning and civic-engagement, conducting community-based research, and other means of acting on individual and institutional civic commitments. The award — previously known as the Thomas Ehrlich Faculty Award for Service-Learning — is named in honor of Thomas Ehrlich, former chair of the Campus Compact board of directors and president emeritus of Indiana University.

One award of \$2,000 will be granted to a faculty member from a Campus Compact member institution. Up to ten finalists will also be selected and recognized. The award recipient will be notified in June 2009. **The deadline for application is March 20, 2009.**

**Eligibility:** Applicants should hold one or both of the following:

- A full-time faculty appointment, contract, tenured, or tenure-track
- A full- or part-time, permanent or temporary administrative position directing civic and community engagement activities as a primary appointment that has emerged out of and is still associated with a faculty appointment

For more information about the Ehrlich Award and a link to the online application form, see [www.compact.org/awards/ehrich](http://www.compact.org/awards/ehrich) or call (617) 357-1881.

### 2009 Frank Newman Leadership Award

Campus Compact annually makes the Frank Newman Leadership Award to provide financial support and mentorship to enable college students with demonstrated financial need and potential for leadership to receive financial assistance and mentoring, and to have a significant experience in civic leadership during their college years. This award honors the unique legacy of Frank Newman, co-founder of Campus Compact.

**Eligibility:** All students at Campus Compact member two-year schools and sophomores and juniors at member four-year schools, are eligible.

Two \$5,000 awards are available to undergraduates at Campus Compact member colleges and universities. **The deadline for applications is March 21, 2009.**

For more information regarding the award and a link to the online application form, please contact Campus Compact at [awards@compact.org](mailto:awards@compact.org) and include "Newman Award" in the subject line or call (617) 357-1881.

### Carter Academic Service Entrepreneur Awards

Join Oklahoma Campus Compact in congratulating the student recipients of the three 2009 Carter Academic Service Entrepreneur (CASE) awards. Sponsored by the Jimmy and Rosalynn Carter Partnership Foundation (JRCPF) to recognize excellence in academic service-learning, each of the student/students will receive \$1,000 to implement their proposal with their community partner of choice.

The students will receive a certificate of merit bearing the signatures of President Jimmy and Mrs. Rosalynn Carter, which will be presented at the February 12, 2009 Oklahoma State Regents for Higher Education meeting in Oklahoma City. Their projects will be published online at the JRCPF website ([www.jrcpf.org](http://www.jrcpf.org)), as well as at [www.servicebook.org](http://www.servicebook.org), an Internet community for academic service learning sponsored by the JRCPF.

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## FACULTY AND STUDENT AWARD OPPORTUNITIES, CONTINUED

### 2008 CASE Recipients

Sarah M. Smith, a sophomore in Nursing at Northeastern Oklahoma A&M College

Project: Vitals for Ottawa County

Faculty Sponsor: Ms. Alicia Weatherby, Nursing Department

Community Partner: Ottawa County Community Clinic

Mr. Cory D. Steward, a senior in Marketing and Leadership at Oklahoma State University

Project: Hunger No More

Faculty Sponsor: Ms. Joyce Montgomery, Service Learning Volunteer Center

Community Partner: Central Oklahoma Community Action Agency

Mr. Collins O. Uzuegbu and Ms. Meagan Decher, both seniors in Nursing at Southwestern Oklahoma State University

Project: Therapeutic Toy Drive for Pediatric Patients

Faculty Sponsor: Ms. Tamra Weimer, School of Nursing

Community Partner: Weatherford Regional Hospital

### New CASE Opportunity for Students

Watch the ServiceBook website (<http://www.servicebook.org>) for a new monthly \$500 scholarship opportunity for students. The Jimmy and Roselynn Carter Partnership Foundation plans to embark on a new program in January for students who post on ServiceBook the best example of a completed service learning project. Scholarships will be awarded monthly, and possibly more frequently. Application procedures and process will be posted online.

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## CAMERON UNIVERSITY AND SOUTHWESTERN OKLAHOMA STATE UNIVERSITY WIN MARTIN LUTHER KING CHALLENGE GRANTS

Congratulations to **Jennifer Holland, Dean of Student Services at Cameron University**, and **Cindy Dougherty, Dean of Students at Southwestern Oklahoma State University**, for their winning applications for the Martin Luther King, Jr. Day of Service Collegiate Challenge for their institutions. These funds were offered by the North Carolina Campus Compact through a Corporation for National and Community Service multistate subgrant to fund institutions of higher education to implement service projects on the 2009 MLK Day of Service. Each Oklahoma institution won \$1,000 for the quality of activities in its proposal.

**Tell us your stories...**

Do you have a service-learning or student service project success story? Has a particular civic engagement methodology worked well on your campus? Send your stories to [gwekke@osrhe.edu](mailto:gwekke@osrhe.edu) and we will highlight them in upcoming newsletters!

## \$\$ FUNDRAISING GUIDANCE \$\$

### Tips from the Funders Forum

In December Debbie Terlip, Assistant Director of Oklahoma Campus Compact, attended the Funders Forum offered by the Oklahoma Center for Nonprofits. Her notes from the Forum are included below as information for all colleges and universities involved in community engagement to share with local nonprofit entities that are seeking funds.

### Panel Discussion

Participants: Bob Spinks, President/CEO of United Way of Central Oklahoma; Tony N. Shinn of Bank of America; Teresa Rose of Chesapeake Energy; Susie Graves of Communities Foundation of Oklahoma; Wendi Schuur of Devon Energy; Paulette Black of Kirkpatrick Foundation; and Lynda Mobley of ONEOK/Oklahoma Natural Gas.

1. It is absolutely necessary for the funding requester to be able to show results/impact of the funds sought. Requests should include definite outcomes measurement, not nebulous results, like 'everyone was happy'. Quantify. Funders also love follow up.
2. Avoid scandals.
3. Give credit to the funder for the project.
4. Don't give funders small gifts – they are inundated with plaques, coffee cups, etc.
5. What funders DO want are personal notes from people impacted by the project.
6. It is acceptable to call and ask for the reasons why a request was not funded. Funders are happy to provide information, but they ask that frustrated requesters not argue with them.
7. Requests for capital projects (e.g. brick and mortar) are acceptable. Requests for land acquisition are not acceptable.
8. Requests for multi-year funding needs can be acceptable.
9. Requesters should sell their request in terms of the impact on community. It really helps if no one else is fulfilling the need the project addresses, and it helps to give testimonials. Focus on the mission, with no mission creep.

### Participating Corporation/Foundation Information

*Bank of America* – Fosters local neighborhood preservation/excellence, specifically through foreclosure prevention and affordable housing. Also supports K-12 Financial Literacy and After School Programs, and Health and Human Services. Grants of around \$5,000 to \$10,000 awarded twice a year, with deadlines January 31<sup>st</sup> and August 31<sup>st</sup>. Submit grant applications to [www.bankofamerica.com/foundation](http://www.bankofamerica.com/foundation), and follow the link to Local Grants. Bank of America Charitable Foundation Help Line: 1 (800) 218-9946 or Jennifer Edwards at [Jennifer.g.edwards@ustrust.com](mailto:Jennifer.g.edwards@ustrust.com) or (405) 230-1730.

*Chesapeake Energy* – Awards corporate support to organizations in states where Chesapeake operates. Strong presence in western Oklahoma. Funding is focused in five areas: Community Development, Environment, Health, Education (literacy), and Social Services. Priority is for organizations that are effectively impacting communities. The contributions committee meets on a monthly basis to consider applications, with awards made monthly. Chesapeake can also provide volunteers, and refurbished computers and trucks. Submit proposals to [contributions@chk.com](mailto:contributions@chk.com).

*Communities Foundation of Oklahoma* - Its Field of Interest Funds allows donors to target gifts to causes important to them through gifts in a specific interest area. Provides 50% match for new projects and 30% match for growth. Applications are taken from January through April. It helps to demonstrate a self-funding and uniqueness of project. Contact [www.cfok.org](http://www.cfok.org), toll free phone 1 (877) 689-7726, or (405) 488-1450.

## \$\$ FUNDRAISING GUIDANCE \$\$, CONTINUED

*Devon* – Invests in the communities where the company has operations/strong business presence. Corporate Giving Program supports: Health, Family and Community Welfare, Education and Youth (especially when tied to Devon's Adopted School), Arts and Culture, and Environmental Preservation. Requests are reviewed monthly, with the biggest cycle decisions made in August and September. Contact [www.devonenergy.com](http://www.devonenergy.com) and complete the online Corporate Donation Request form. Direct questions to Wendi Schuur at [wendi.schuur@dvn.com](mailto:wendi.schuur@dvn.com).

*Kirkpatrick Foundation, Inc.* – Primary fields of interest are: Arts and Culture, Education, Natural and Built Environments, Animal Research, and Conservation, mostly in the Oklahoma City area. Small grants of less than \$5,000 available throughout the year. Large grant requests must begin with a Letter of Inquiry (LOI) before a formal proposal may be considered, with LOIs due by June 1 or December 1 each year. Formal proposals are due July 15<sup>th</sup> or January 15<sup>th</sup>. Proposals will be reviewed critically for impact, self-funding effort, evaluation strategy, and partnerships. All applications must be submitted electronically through the Foundation e-grant system to [www.kirkfoundation.com](http://www.kirkfoundation.com).

*Oklahoma Natural Gas* – Focuses on Health and Human Services, Community Improvement, Arts and Culture, and Activism and Sustained Partnership. Best time to apply is in the first half of the year. Donations can be requested by sending a letter to the Oklahoma City office in care of the Community Investment Coordinator. Contact Lynda Mobley, Coordinator of Community Investments, at (405) 551-6774 or [Lynda.Mobley@oneok.com](mailto:Lynda.Mobley@oneok.com).

*ONEOK, Inc. and ONEOK Foundation* – Focuses on Health and Human Services, Education **with a priority for higher education and career tech education**, Arts and Culture, and Community Improvement. There is also a unique program for support of local education foundations. The ONEOK Foundation Board meets quarterly to review requests for grants that exceed \$5,000. Grants of \$5,000 and under can be approved by the Foundation's Executive Director. Grants for capital campaigns must include 100% participation by the charity's board of directors. Contact [www.oneok.com](http://www.oneok.com), and go to About ONEOK and look for the section on Community Investments. Contact Lynda Mobley, Coordinator of Community Investments, at (405) 551-6774 or [Lynda.Mobley@oneok.com](mailto:Lynda.Mobley@oneok.com). Volunteer support also available.

**Funding requesters must almost always be:** 501(c)(3) qualified charitable or educational organization or accredited school, and will need tax ID numbers. **Check at websites for individual variations.**

### **All of these corporations and foundations exclude the following entities from eligibility:**

Organizations that deny service to a potential client or beneficiary on the basis of race, religion, color, etc.

Individuals and families, including for scholarships

Political, labor, fraternal organizations or civic clubs

Religious organizations, activities

Individual schools pre-K-12 schools, public or private, especially events, fundraisers, bands, etc. Individual collegiate Greek organizations.

Sports, athletic events or athletic programs

Travel-related events, including student trips or tours

Development or production of books, films, videos, or television programs

Memorial campaigns

Some entities individually also mentioned trade groups, lobbyists, advertising, tax-supported organizations, and medical or disease-related organizations. Check at websites for individual variations on excluded entities.

**Coming in the next OkCC newsletter: Part 2 – Fundraising in Tough Economic Times.**

## THE TEN COMMANDMENTS OF CITIZENSHIP

From the desk of Lee Hamilton, Director, The Center on Congress at Indiana University

### Comments on Congress

#### The Ten Commandments of Citizenship

This presidential election, if you believe the polls and the rhetoric, is about change in Washington. Both candidates promise it, while voters clamor for it. It is the cause of the moment.

Yet I have news for you: Change in Washington won't happen, and certainly can't be sustained, without change in the country at large. For the point is not to overthrow the system, it's to make it function properly. Government does not fix itself. Only a citizenry that is engaged in our democracy to an extent far greater than in recent decades can help to heal our system. To get change in Washington, in other words, it has to begin with you.

Since being a responsible citizen takes commitment, here are some precepts to follow if you want to be effective — what I call the “**Ten Commandments of Citizenship**”:

**Vote.** This is the most basic step democracy asks of us. Don't buy the argument that it doesn't matter. Every election offers real choices about the direction we want our towns, states and country to take. By voting, you not only select the officials who will run the government, you suggest the direction government policy should take and reaffirm your support for a representative democracy.

**Be informed.** To be a knowledgeable voter, you need to know what candidates actually stand for, not just what their ads or their opponents' ads say. Read about the issues that confront your community and our nation as a whole. Our government simply does not work well if its citizens are ill-informed.

**Communicate with your representatives.** Representative democracy is a dialogue between elected officials and citizens — that dialogue lies at the heart of our system. Legislators and executives can't do their job well if they don't understand their constituents' concerns, and we can't understand them if we don't know their views and why they hold them.

**Participate in groups that share your views and can advance your interests.** This one's simple: In a democracy, people tend to be more effective when they work together rather than acting as individuals. You can be sure that almost every issue you care about has one or more organizations devoted to it. By joining and working with the ones you think best reflect your views, you amplify your beliefs and strengthen the dialogue of democracy.

**Get involved locally to improve your community.** You know more about your community's strengths and weaknesses than anyone living outside it. Identify its problems and work to correct them. Involvement is the best antidote I know to cynicism.

**Educate your family, and make sure that local schools are educating students, about their responsibilities as citizens.** As a society, we're not as good as we should be at encouraging young people to get involved in political life. Too many young people — and even many adults — do not understand how our government and political system work and why it is important for them to be contributing citizens.

**Understand that we must work to build consensus in a huge, diverse country.** In pretty much every way you can think of, ours is an astoundingly mixed nation of people, with wildly divergent views on most issues and a constantly growing population. This means we have to work through our differences not by hammering on the other side, but by bringing people together through the arts of dialogue, accommodation, compromise, and consensus-building.

## THEN TEN COMMANDMENTS OF CITIZENSHIP, CONTINUED

**Understand that our representative democracy works slowly.** There's a reason for this: it is so that all sides can be heard, and so that we avoid the costly mistakes produced by haste. Our Founders understood this 220 years ago, and it's even more vital now, when issues are vastly more complex and the entire world is closely connected.

**Understand that our system is not perfect, but has served the nation well.** Democracy is a process designed to give people a voice in how they are governed. It's not perfect — far too many people feel voiceless, and polls in recent years suggest that unsettling numbers believe the system is broken. And our system offers no guarantee that you'll get what you want. Yet it is also true that it provides every individual an opportunity to be heard and to work to achieve his or her objectives, and it has served our nation well for over two centuries.

**Understand that our system is not self-perpetuating; it demands our involvement to survive.** Just because it has worked in the past does not mean we will have a free and successful country in the future. Lincoln's challenge is still urgent: whether this nation so conceived can long endure. Being a good citizen isn't something one does just for the heck of it; it's critical to the success of our nation.

Lee Hamilton is Director of the Center on Congress at Indiana University. He was a member of the United States House of Representatives for 34 years.

For a photo of Hamilton, see: [http://www.centeroncongress.org/about/lhh\\_bio.htm](http://www.centeroncongress.org/about/lhh_bio.htm)

The Center on Congress  
1315 East Tenth Street, Suite 320, Bloomington, Indiana 47405  
Phone: (812) 856-4706 | Fax: (812) 856-4703 | Website: <http://www.centeroncongress.org>



INDIANA UNIVERSITY

OFFICE OF THE VICE PROVOST FOR RESEARCH  
Bloomington

## COMMUNITY COLLEGE PARTNERSHIP AWARDS

The Community College National Center for Community Engagement wishes to celebrate outstanding campus-based service-learning and civic engagement programs that have developed partnerships outside their institutions. The Center seeks nominations for the following awards:

- Collaborations with Social Agencies
- Collaborations with Business and Industry
- Collaborations with K-12 Schools
- Collaborations with Universities
- International Service Learning

Eligibility: This award is open to all two-year colleges who collaborate through service-learning and civic engagement with social agencies, business and industry, K-12, universities, or internationally. Please note that:

- Is an institutional award and not for an individual.
- Winners need to attend the CCNCCCE Conference to accept their award and to present on their program.

- Colleges that have won within the past five years in any category are ineligible to apply.
- All costs associated with this award are the responsibility of the college.

Nomination: A Nomination Form <http://www.mc.maricopa.edu/other/engagement/CollaborationAwards/application> must be completed, along with a Nomination (see Nomination Form for details) and letters of support from the campus president and collaborating partners. Only one nomination per college will be accepted. Nomination must be in only one category. The Nomination Form, Nomination, and letters must be received by February 20, 2009 in the Center's office.

**Nominations are due: February 20, 2009**

**For More Information Contact:** Lyvier Conss at [lyvier.conss@mcmail.maricopa.edu](mailto:lyvier.conss@mcmail.maricopa.edu)

## PROFESSIONAL DEVELOPMENT OPPORTUNITIES

### Michigan Campus Compact 13<sup>th</sup> Annual Institute on Service-Learning and Civic Engagement

Join faculty, staff, and administrators from higher education and K-12 institutions as well as Community-based organizations across the Midwest for a practical, interactive, and stimulating Institute on Service-Learning and Civic Engagement. This Institute provides opportunities to examine service-learning models of success, network with service-learning professionals and explore campus-community partnerships.

The Institute will feature as speakers James L. Applegate and Nicole Webster, and attendees will have the opportunity to participate in a number of workshops, including discussions about the latest developments in rural service-learning and how to take civic engagement on your campus to the next level.

#### For More Information:

Date: Thursday, February 12<sup>th</sup>, 9 a.m. to Friday, February 13, 2009, 2 p.m.

#### The registration deadline is February 4, 2009

Crowne Plaza Hotel, 5700 28<sup>th</sup> Street S.E., Grand Rapids, Michigan 49546

Fees: For non-members of Michigan Campus Compact: \$150/Students, \$100/Presenters, \$200/Higher Education Non-Member

Contact: Ryan Fewins, at [asquires@mnaonline.org](mailto:asquires@mnaonline.org), (517) 492-2424

### Oklahoma Community Institute's 10<sup>th</sup> Annual Conversations on Community Renewal Conference

The Oklahoma Community Institute (OCI) works to help communities prepare for the future. OCI's three fundamental community development programs are: Community-wide Strategic Planning, the Oklahoma Citizens Academy, and the Conference on Community Renewal. The conference will take place Tuesday and Wednesday, March 24-25, 2009 at the Reed Center in Midwest City, Oklahoma.

#### For More Information

Date: Tuesday and Wednesday, March 24-25, 2009

Reed Center, Midwest City, Oklahoma

Fee: \$115 early bird by February 27th, \$135 after February 27th, \$115 for OCI members, \$100 per person for a group of 4 or more

Contact: Stephanie Ronck at [sronck@ocionline.org](mailto:sronck@ocionline.org), (405) 208-8883.

[www.ocionline.org](http://www.ocionline.org)

### 2009 Oklahoma Higher Education Teaching and Learning Conference

Sponsored by Northeastern State University's Center for Teaching and Learning, the 6<sup>th</sup> Annual Oklahoma Higher Education Teaching and Learning Conference will take place on April 2-3, 2009 on the college's Broken Arrow campus. The conference theme is *Embrace Connections, Enhance Teaching, and Envision Learning*. This theme opens the field of topics from Service Learning to Distance Learning to the Scholarship of Teaching and Learning, and will give a place for people in higher education to present their research. The conference also provides opportunities to share and get feedback from peers, the foundations of scholarship.

The keynote is George Siemens, a well-known theorist on the changing nature of learning in a digitally-based society. Author of the widely cited article *Connectivism: A Learning Theory for the Digital Age* and the book *Knowing Knowledge* – an exploration of the impact of the changed context and characteristics of knowledge, George Siemens speaks on subjects dealing with using technologies to improve teaching and learning effectiveness, and is currently the Associate Director in the Learning Technologies Centre at the University of Manitoba. Faculty who have contributed in highly creative ways to their institutions are being honored in a luncheon as Oklahoma Innovative Faculty.

#### For More Information:

April 2-3, 2009 at Northeastern State University, Broken Arrow Campus

Cost: \$100 early registration

Contact: James "Jym" Brittain, the Center for Teaching and Learning, Northeastern State University, at [brittaj@nsuok.edu](mailto:brittaj@nsuok.edu), (918) 456-5855

[www.teachingconference.org](http://www.teachingconference.org)

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## OKLAHOMA INCREASES ITS REPRESENTATION ON THE PRESIDENT'S HIGHER EDUCATION COMMUNITY SERVICE HONOR ROLL

Congratulations to the nine Oklahoma Campus Compact institutions which have achieved recognition on the *2008 President's Higher Education Community Service Honor Roll*. This is a gain of two colleges over Oklahoma's 2007 performance. The Honor Roll institutions for 2008:

East Central University  
Oklahoma State University  
Oklahoma State University-Oklahoma City  
Redlands Community College  
Rose State College  
Southeastern Oklahoma State University  
Tulsa Community College  
University of Central Oklahoma  
University of Tulsa

Launched in 2006, the President's Higher Education Community Service Honor Roll recognizes colleges and universities nationwide that support innovative and effective community service and service-learning programs. The Honor Roll's Presidential Award, given each year to only a handful of institutions, is the highest federal recognition a college or university can receive for its commitment to volunteering, service-learning, and civic engagement. The Honor Roll is a program of the Corporation for National and Community Service, and is sponsored by the President's Council on Service and Civic Participation, the United States Departments of Education and Housing and Urban Development. Go to the website at: [http://www.learnandserve.gov/about/programs/higher\\_ed\\_honorroll.asp](http://www.learnandserve.gov/about/programs/higher_ed_honorroll.asp) to view the Honor Roll Selection Factors, Benefits, and A Profile of the Average College Student Volunteer Fact Sheet.

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## AMERICORPS\*VISTA NEWS

The Oklahoma Campus Compact (OkCC) AmeriCorps\*VISTA program continues to progress in its second year of operation, with project sites beginning to transition through the end of service with their first VISTA members. The first three VISTA members recruited by project sites in 2008 each are choosing different paths for the future:

**Courtney Austin** at Tulsa Community College will serve an additional year. VISTA members are eligible for the same end-of-service awards in their second year of service.

**Jessica Anthony** at the University of Science and Arts of Oklahoma will enter fulltime employment.

**Khalid Ali** at the University of Oklahoma K2O Center plans to return to his home for fulltime employment, but will extend his year of service for two months to accommodate his plans.

Two new VISTA Members will attend Pre-Service Orientation February 10-13, 2009, which has moved (again) from Denver, Colorado back to Albuquerque, New Mexico. The training there will occur in a different hotel and location than previously experienced.

**Twyla Henderson** will serve at Tulsa Community College with Robert Butler as her supervisor.

**Misty Westfall** will serve at University of Science and Arts of Oklahoma with Robert Edmondson as her supervisor.

OkCC hosted a VISTA Site Supervisor meeting in December, which two site supervisors were also able to attend by video conference. In the meeting the supervisors shared first year experiences and participated in planning for the next year. Supervisors expressed a strong

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## AMERICORPS\*VISTA NEWS, CONTINUED

interest in networking more in order to benefit from others' experiences, and acknowledged the value of networking for VISTA members. A summary of the meeting was distributed electronically to all site supervisors, and can be obtained from Risa Johnson, State Coordinator. Project Site Descriptions posted on the OkCC website at <http://www.okhighered.org/campus-com/> are in the process of being updated.

Current placement stands at ten of the fifteen allotted VISTA members either on site or coming on board. Many sites are engaged in active recruitment. In the near future OkCC hopes to announce the participation of its first private institution in the program.

### VISTA Site Spotlight – Khalid Ali, VISTA Member, University of Oklahoma – K20 Center

Khalid Ali was the third VISTA member to join the Oklahoma Campus Compact AmeriCorps\*VISTA program. Khalid is serving at the University of Oklahoma K20 Center with Dr. Jean Gate, the K20 Center Associate Director, as his supervisor.

With the help of Khalid's research of service-learning data bases, the University of Oklahoma's Community Engagement Task Force has purchased the Service-Learning Pro software program. This program will be used at all three University of Oklahoma campus and their communities to keep the community, students, faculty, and staff engaged. The program has been named *OU Engage*.

Khalid also tracks community needs by conducting GIS surveys for rural and urban communities in order to graphically represent causes of poverty and to determine how the resources for the educational community may affect poverty levels. This includes conducting research in many high poverty counties in the state.

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## KATRINA'S LEGACY AND HIGHER EDUCATION

Tulane is the only Carnegie-classified high research activity university to have implemented a public service graduation requirement. Students must complete a service-learning course in the 100-300 level before they finish their second year of studies and must complete one other academic public service activity prior to graduation. The second-tier options in the 300-600 level include another service-learning course, a public service internship or capstone course, participation in a community-based research independent study, or participation in a public service international program (currently operating in India, Australia, Mexico, Malaysia, and Brazil).

To oversee the graduation requirement, the university created the Center for Public Service. The center serves as Tulane's gateway to the community and coordinates the efforts of faculty, community partners, and students. In addition to service-learning, the center coordinates international programs, public service internships and fellowships, and a five-week summer

program that meshes an intensive service internship experience in New Orleans with an interdisciplinary academic course.

These changes have been so popular that Tulane's president, Scott Cowen, attributes the steep rise in student applications (from 17,000 in 2004 to 34,000 in 2008) to the university's commitment to engagement. In the hope that other institutions will implement their own public service graduation requirements, President Cowen has pledged that Tulane's Center for Public Service will disseminate its model to interested universities through conference presentations and information sharing, with a focus on the lessons learned to date. Tulane has also pledged to host a conference on service-learning and civic engagement for three years, starting with last October's International Research Conference on Service Learning and Civic Engagement.

For more information on Tulane University's Center for Public Service see <http://tulane.edu/cps/>.

## HIGHER EDUCATION OPPORTUNITY ACT (HEOA)

Several programs in the HEOA have the potential of affecting colleges' community engagement efforts. While the HEOA authorizes numerous new programs, only the following three are funded at this time: (1) Promoting Postbaccalaureate Opportunities for Hispanic Americans; (2) Master's Degree Programs at Historically Black Colleges and Universities; and (3) Master's Degree Programs at Predominantly Black Institutions.

The other new programs cannot be implemented until funding is provided. Other provisions, possibly including some of those listed below, will be dependent on rulemaking for implementation. Below are listed some provisions which may be of interest:

### Section 443. Grants for Federal Work-Study Programs

- Allows funds to be used to compensate students employed in projects that: (A) teach civics in schools; (B) raise awareness of government functions or resources; or (C) increase civic participation (this includes compensation for training and travel directly related to civic education and participation activities).
- Directs institutions to give priority to the employment of students participating in projects that educate or train the public about evacuation, emergency response, and injury prevention strategies relating to natural disasters, acts of terrorism, and other emergency situations; and ensure that any student compensated receives appropriate training to carry out the educational services required.
- Allows the Federal share of work-study student compensation under this subsection to exceed 75 percent.

### Section 446. Additional Funds for Off-Campus Community Service

- Authorizes "such sums as may be necessary" for 2009-2014 to be appropriated to establish a new Off-Campus Community Service Grant program that allows the Secretary to award grants to institutions to recruit and compensate students for off-campus community service employment with priority given to early childhood education projects and activities in preparation for emergencies or natural disasters.

### Section 465. Cancellation for Public Service

- Provides Perkins Loan cancellation for a full-time teacher's service during an academic year at an educational service agency.
- Expands existing Perkins Loan cancellations to include service in a pre-kindergarten or child care program licensed or regulated by the State, as a full-time fire fighter, as a full-time faculty member at a Tribal College or University,

as a librarian with a master's degree in library science at a low-income school, or in a public library serving low-income schools, and for full-time speech language pathologist with a master's degree working exclusively at low-income schools.

### Section 487(a). Voter Registration

- Allows institutions to comply with voter registration requirements by transmitting voter registration information electronically to students, provided that the electronic message include only voter registration information.

### Section 707. Fund for the Improvement of Postsecondary Education

- Adds several uses of funds to provide opportunities for all students, including nontraditional students, and creation of institutions, programs, and joint efforts involving paths to career and professional training including:
  - efforts that provide academic credit for programs and combinations of academic and experiential learning
  - based on communications technology including those efforts that utilize distance education and technological advancements to educate and train postsecondary students (including health professionals serving medically underserved populations).
- Creation of consortia that join diverse institutions of higher education to design and offer curricular and co-curricular interdisciplinary programs at the undergraduate and graduate levels sustained for not less than a 5 year period that focuses on poverty and human capability; and include a service-learning component and the delivery of educational services through informational resource centers, summer institutes, midyear seminars, and other educational activities that stress the effects of poverty and how poverty can be alleviated through different career paths.

### Section 801. Green Campuses - University Sustainability Programs

- Creates an initiative to award competitive grants to institutions of higher education and partnerships to design and implement sustainability practices on campus. Requires the Secretary to convene a summit of higher education experts that work in the area of sustainable operations to develop and refine sustainability practices and innovation. The period of the grant extend over a period of not more than four fiscal years. There are specific purposes the funds can be used for and a report is required. The Secretary may not make grants to any eligible entity in a total amount that is less than \$250,000 or more than \$2,000,000.

## COMMUNITY ENGAGEMENT SPOTLIGHT

### Southwestern Oklahoma State University (SWOSU) Students' Initiative for Small Group Communication Course

In the fall semester of 2008, students were asked to start brain-storming some ideas for an upcoming Service Learning assignment in their Small Group Communication course. After the elementary school pen pals and the non-perishable can collectors were established, one lone group remained, unsure as to what they might contribute to the assignment and the community as a whole. They bounced around ideas of reading programs and community beautification projects. After some discussion, several members of the group realized they shared commonality in their love for music.

"Let's host a benefit concert," suggested one member of the group.

"...And the proceeds will go to a deserving family right here in Weatherford," added another. "The money can help pay for their Christmas." Soon, the ball was rolling.

Two students volunteered to play their guitars and sing. Another offered her fiddle to the mix. The other members of the group gladly agreed to spearhead the administrative duties. They decided to call the project A Steaming Cup of Love.

On the night of the concert, students piled into the small coffee house on Main Street. Flyers and facebook groups had been circulating for two weeks and had obviously been effective in getting the word out. As the band played, members of the audience were invited to put money in the basket placed in the center of the room. Two hours passed as they laughed and sang together. The concert was a blast and far exceeded everyone's expectations.

As the night came to a close, the performers made one last plea for pocket change. The dollar bills seemed to multiply as the group members counted the money. No one could believe that almost three hundred dollars were raised!

Over the next few days, the group members visited local businesses telling them of the concert's success and their worthy cause. Many were eager to contribute. They collected gift certificates for hair cuts, groceries, restaurants, and toys.

The gift basket was assembled and taken to the elementary school where arrangements for pick-up had been made. As planned, the designated group member left the basket at the desk while the school secretary dialed the unidentified recipient.

"There's a package here for you ma'am," she smiled. "I didn't see who dropped it off."

When the single mother arrived at the school to pick up her three little boys and mysterious package, she found over \$500 in money and gift certificates. There was no note or return address; just an anonymous Christmas gift. To this day, the group members love to wonder about her reaction to the basket and to that of the boys on Christmas morning. Though they will probably never know each other, both were changed with A Steaming Cup of Love.

"When I was given this assignment, I had no idea it would affect me or my classmates so deeply. To this day, I am humbled and moved by the generosity of my peers and community as well as the overwhelming success of A Steaming Cup of Love.

I believe that universities everywhere should more actively pursue the inclusion of Service Learning within their curriculum. Not only does it provide opportunities to better individuals and their communities, it is a practical way for students to take the lessons they are learning within the classroom and apply them to the world they will soon lead."

-Jonna May, Jr.  
Southwestern Oklahoma State University  
A Steaming Cup of Love, Group Member



**SWOSU Students participating in a Service Learning Project called "A Steaming Cup of Love:"**



## Important Dates

Civic Engagement at the Crossroads: Rethinking Stakeholder Roles and Responsibilities

March 25-27, 2009

Host: Louisiana State University, Baton Rouge, Louisiana

For more information contact Louisiana State University at [summit09@lsu.edu](mailto:summit09@lsu.edu) or (225) 578-3704

## PUBLISHING OPPORTUNITIES

Please note the two publishing opportunities for faculty who use service-learning to teach issues of sustainability or in other areas.

### Call for Paper Abstracts

#### **Service Learning: Integrating Teaching, Research, and Service Through Community Engagement and Partnership**

A Special Issue of the *Journal of Community Practice*

The Editors of the *Journal of Community Practice* request empirical-based research, rigorous case studies, and conceptual papers based on theory or models of practice. Abstracts for this special issue should build on the literature and address one or more areas related to the service learning theme:

Service Learning that enhances community engagement and partnerships

Service Learning that incorporates community-based participatory research

Service Learning that advances cross-cultural experiences through both local and international/global engagement

Authors should send an extended abstract (2 to 3 pages: 750-1000 words) and bibliography that describes their proposed contribution. Send

## PUBLISHING OPPORTUNITIES, CONTINUED

abstracts in electronic format by February 28, 2009 to Ana Santiago, JCP Managing Editor at [jcp@acosa.org](mailto:jcp@acosa.org). Authors of selected abstracts will be notified to submit full manuscripts for anonymous peer review by May 2009. All works must be original and previously unpublished. Questions should be directed to Senior Editor of this special issue, Tracy Soska, at [tsssw@pitt.edu](mailto:tsssw@pitt.edu).

The Journal of Community Practice is an interdisciplinary journal designed to provide a forum for the development of knowledge related to numerous disciplines, including social work and the social sciences, urban planning, social and economic development, community organizing, policy analysis, urban and rural sociology, public administration, and nonprofit management. The Journal of Community Practice is sponsored by the Association for Community Organization and Social Administration (ACOSA), and published by Taylor & Francis.

### Call for Chapter Proposals

#### **Social Responsibility and Sustainability: Multidisciplinary Perspectives Through Service Learning**

The monograph on Sustainability is to become the fifth volume of a series published by Stylus Publishing, LLC, <http://www.styluspub.com/books/Books.aspx?type=topic&ID=334>. The first three volumes, I. Gender, Equity and Violence, II. Race, Poverty, and Social Justice, and III. Research, Advocacy, and Political Engagement are already in print and the fourth, IV. Promoting Health and Wellness in Underserved Communities, is currently in copy edit to be released this Spring. Each volume is a collection of exemplary practice in service learning courses in multiple disciplines that teach civic engagement concepts around the volume theme. The Sustainability volume is well underway, but we seek 3-4 additional contributors.

Please follow the guidelines below for submitting a 2-3 page prospectus. Please keep in mind the following information concerning your chapter:

**Purpose:** The purpose of this volume is to serve as a source book for faculty who teach a variety of courses that have curricular content related to Sustainability and Socially Responsible practices. The goal is to give examples and guidance for faculty seeking to integrate service learning into courses. Each chapter should approach the general theme from the disciplinary perspective of the author thus forming a collection of multiple perspectives on this theme. Chapters written by interdisciplinary teams are especially welcome. Each chapter should demonstrate the power of service learning to help students explore course content and attain learning objectives through their participation in community-based work.

**Theme:** In developing the theme for this monograph we are focusing on the multiple dimensions to the practice of social responsibility by for-profit and not-for-profit entities. Chapters on social entrepreneurship, land use, alternative energy, and environmental stewardship are welcome.

**Audience:** The target audience for the series is the growing legion of faculty in higher education who are exploring the power of the service learning pedagogy for teaching civic engagement. The series will be suitable for faculty across all types of institutions and should be a useful resource for course development in all undergraduate years.

**Guidelines:** The prospectus should contain the following elements:

1. Your name
2. Your discipline
3. Contact information (department, campus, address, email, phone)
4. Brief Abstract (100-200 words)
5. Learning objectives and outcomes - What will the chapter attempt to address, what are the multiple discrete objectives for social responsibility, and what are the outcomes long and short term? What are the big ideas you are trying to convey to students?

## PUBLISHING OPPORTUNITIES, CONTINUED

6. Assessment - How do you measure qualitative changes through the process? How do you know if you have made a difference for anyone involved in the work? What measures did you use to assess process and evaluate at the end? Reflections on assessment for emergency preparedness work.

7. Methods / process - How will the proposed chapter approach the learning objective (ex: foundational knowledge, experiential approaches, theoretical knowledge, creative activities, reflections, other). Include a full explanation of how the methodology and/or process reached the objectives and outcomes (or not!)

8. Future directions - (Ex: questions to ponder, resources to explore, activities to pursue, suggestions for others who are involved in teaching social responsibility)

9. References - A brief bibliography

Please send the prospectus to:

Tracy McDonald, Ph.D.

Professor of Management

California State University, Chico

moonchuckle@sbcglobal.net

### Timetable

March 1, 2009 Proposals due

March 15, 2009 Selection of contributors

June 15, 2009 Chapter draft due

July 15, 2009 Feedback on chapter drafts to authors.

September 15, 2009 Final chapter manuscripts due.

Please direct questions about these publishing opportunities to:

Julie L. Plaut, Ph.D.

Director of Academic Initiatives

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If you have any questions about items in this newsletter or need assistance, please contact:  
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