



California | Campus Compact

*California Campus Compact-
Carnegie Foundation Faculty Fellows:
Service Learning for
Political Engagement Program*

The California Campus Compact-Carnegie Foundation Faculty Fellows: Service Learning for Political Engagement Program brings together 23 outstanding tenured and tenure-track faculty members from public, private and faith-based colleges and universities throughout California to lead the effort to increase college students' political engagement and advance the field of service learning by focusing on dilemmas inherent in teaching for political participation. During the two-year program (2007-2009), Fellows develop, implement and evaluate courses that use service learning to increase students' understanding of and skills and motivation for political participation.



The California Campus Compact-Carnegie Foundation Faculty Fellows – from academic disciplines as diverse as engineering, political science, English and agriculture – were selected based upon their experience in connecting teaching and learning to service in the community and their commitment to developing models of service learning that prepare young people for political engagement.

Through funding received from the Corporation for National and Community Service (Learn and Serve America Higher Education), California Campus Compact provides each Fellow's home institution with a grant award to cover expenses in support of the Fellowship with each home institution matching the grant award 2:1. Through a partnership with The Carnegie Foundation for the Advancement of Teaching, California Campus Compact provides Fellows with the intellectual support, guidance and expertise of Tom Ehrlich and Anne Colby, senior scholars in Carnegie's Political Engagement Project and authors of *Educating for Democracy: Preparing Undergraduates for Responsible Political Engagement*.

Program Goals

Through the Service Learning for Political Engagement Program, Fellows:

- Explore how to define political engagement and what the definition means for teaching and assessing students' learning
- Develop models of how to educate young people for democracy
- Work to ensure sustainability and replication of program models and reinforce a culture of teaching for political engagement throughout higher education
- Participate in two three-day summer institutes at the Carnegie Foundation for the Advancement of Teaching along with regional meetings, conference calls and electronic discussions, focusing on the development and implementation of the new and revised courses, assessment of students' learning and the sharing of findings to promote education for political engagement
- Engage in reflective reading and writing and collection and analysis of data about their own teaching and students' learning in the courses being taught as part of the program

Program Activities

Fellows take part in the following activities:

- Develop and teach a new course that incorporates service learning for political engagement or revise an existing course to incorporate service learning for political engagement

Program Impact

Agriculture

"Thirteen of my 19 students in *Agriculture 482: Agricultural Systems and Issues* have joined the California Farm Bureau Federation's Farm Team, a grassroots effort to engage the masses on the most current political issues facing agriculture and the nation's food system, and are actively engaged in letter-writing campaigns regarding agricultural policy." – S. Patrick Doyle, California State University, Chico

Computer Science

"Through a collaboration with the City of San Francisco's Department of Technology, my students in *Computer Science 480: Computers and Society* developed a website and database for all technology centers in San Francisco, which includes hours, classes and other resources. This will be of value to not only potential patrons, but more importantly to the city as a tool for understanding what services are currently provided by San Francisco and what are lacking. This project proved to be an excellent example of the win-win aspect of service learning: my students learned about the digital divide, how it is being addressed and how policy is crafted and also got significant technology experience learning to develop a dynamic web-based application." – Chris Brooks, University of San Francisco

English

"One group of students in my *English 118T: Professional Writing* class worked with several community partners to explore the efficacy of a program for homeless alcoholics – the Serial Inebriate Program (SIP). These students not only researched the effectiveness of the program from many points of view – by interviewing a wide array of stakeholders, ranging from public officials to business owners to law enforcement – but they also decided to add a 'human element' to their report by including appendices of transcripts of interviews with homeless alcoholics using SIP. When the students did their final presentation, six community partners associated with SIP showed up in our classroom; as the presentation ended, all six people stood up and talked about how much the report had helped their work and how impressed they were with the quality. The students, in turn, talked about how their eyes were opened to the myriad causes of homelessness and alcoholism among the homeless and to all of the local policy-making and policy-enforcing entities trying to solve the problems of homelessness. They spoke of their growing desire to explore careers in public service in which they could use their writing expertise to better their city and community. The Assistant City Manager in Sacramento has asked the students to forward her their resumes, and I am in the process of writing letters of recommendation for these students who may carry forth the fruits of their learning about the intersection of writing, service and political engagement." – Catherine Gabor, California State University, Sacramento

• Disseminate the results of their work and lessons learned from the program to colleagues on their campuses and across the state and nation through publication and presentations

Community Organizations, Students and Academic Disciplines Reached during 2007-2008

During 2007-2008, Fellows developed:

• Collaborative relationships with 91 community organizations

• Service-learning opportunities focused on political engagement for 845 students

• Models of service learning for political engagement in 13 academic disciplines, including:

- Agriculture
- Architecture
- Communications
- Computer Science
- Education
- Engineering
- English
- Modern Languages and Literature

- History
- Political Science
- Psychology
- Sociology
- Spanish

For more information, please contact:

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About California Campus Compact

Since its founding in 1988, California Campus Compact has worked to build the collective commitment and capacity of colleges, universities and communities throughout California to advance civic and community engagement for a healthy, just and democratic society. Through innovative programs and initiatives, grant funding, training and technical assistance, professional development and powerful research studies and publications, California Campus Compact each year invests in and champions more than 500,000 students, faculty members, administrators and community members involved in diverse and ground-breaking activities that support and expand civic and community engagement throughout California. For more information, please visit www.cacampuscompact.org.

History

"A chance encounter with a young woman who recently completed my course, *History 307: European Thought and Culture*, affirmed that the class had achieved its primary goal in the life of at least one student. When I told her that as an extracurricular activity I was preparing to take a group of students to Sacramento to talk with state legislators about the proposed budget cuts to higher education, she replied that before *History 307*, she would not have had the confidence to do something like that, but now she felt confident enough to engage other people on political issues. To be sure, one individual's experience does not establish a trend, but it was exciting to hear even one student articulate so succinctly what I had hoped each of her peers would come to realize during or after the quarter in which they took the class: a sense of personal efficacy and civic duty." – *Tom Trice, California Polytechnic State University, San Luis Obispo*

Honors Program

"I incorporated service learning for political engagement into *Honors 100: Introduction to the University Honors Program*, a course that has traditionally focused on civic leadership. I expanded this to civic leadership and service learning for political engagement by redesigning the entire course and introducing a service-learning component. Students wrote brief papers on a community issue of importance to them; we held a free-speech class in which students could present their issue; we held a caucus to form teams around issues students felt were most important (or around those who 'campaigned' most

successfully); students researched policies, laws and bills that had influence on their issues; they performed direct service at their community organization; and are writing a reflection paper on their experience." – *Lynne Slivovsky, California Polytechnic State University, San Luis Obispo*

Sociology

"Students in *Sociology 123: Sex and Gender* worked with the League of Women Voters to interview board members to start an oral history of political engagement for the local chapter of the League. Through participating in this project, students were transformed from skeptics to believers in the power of an individual agency and collective action to make transformative changes to policy and politics. Students reported learning much more about members, the organization, political engagement and collective responsibility than they initially thought possible. As one student noted, 'I was amazed at learning how much I did not know. ... We noticed that all of the women we interviewed were very involved citizens and have been engaged in multiple organizations, both political and non-political, in every city they have lived in. These amazing women truly believe in the ability of one person to make a difference, and we found their passion very inspiring.' League members saw this experience as a productive exercise in self-reflection and a productive way to connect with students." – *Marcia Hernandez, University of the Pacific*



**2007-2009 California Campus Compact-
Carnegie Foundation Faculty Fellows**

Lynne Bercaw
Associate Professor, Education
California State University, Chico

Chris Brooks
Assistant Professor, Computer Science
University of San Francisco

David Colnic
Assistant Professor, Politics and
Public Administration
California State University, Stanislaus

Corey Cook
Assistant Professor, Politics
University of San Francisco

S. Patrick Doyle
Assistant Professor, Agriculture
California State University, Chico

Catherine Gabor
Assistant Professor, English
California State University, Sacramento

Katja Guenther
Assistant Professor, Sociology
California State University, Fullerton

Caroline Heldman
Assistant Professor, Politics
Occidental College

Marcia Hernandez
Assistant Professor, Sociology
University of the Pacific

Jennifer A. Jay
Assistant Professor, Civil and
Environmental Engineering
University of California, Los Angeles

Greg Kim-Ju
Assistant Professor, Psychology
California State University, Sacramento

Judith Liu
Professor, Sociology
University of San Diego

Laura Nichols
Associate Professor, Sociology
Santa Clara University

Alicia Partnoy
Associate Professor, Modern Languages
and Literature
Loyola Marymount University

Nina Maria Reich
Assistant Professor,
Communication Studies
Loyola Marymount University

Sandra Sgoutas-Emch
Professor, Psychology
University of San Diego

Lynne Slivovsky
Associate Professor,
Electrical Engineering
California Polytechnic State University,
San Luis Obispo

Nancy Jean Smith
Professor, Teacher Education
California State University, Stanislaus

Don Stannard-Friel
Professor, Psychology/Sociology
Notre Dame de Namur University

Dari Sylvester
Assistant Professor, Political Science
University of the Pacific

Tom Trice
Associate Professor, History
California Polytechnic State University,
San Luis Obispo

Gretchen Wehrle
Associate Professor,
Psychology/Sociology
Notre Dame de Namur University

Kathleen Yep
Assistant Professor, Asian American
Studies and Sociology
Pitzer College

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 THE CARNEGIE FOUNDATION
for the ADVANCEMENT of TEACHING



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