



California Campus Compact

Annual Report

July 1, 2008 through June 30, 2009



California Campus Compact

For more than 20 years, California Campus Compact has inspired and empowered colleges and universities throughout California to push the boundaries of civic engagement and make a difference in people's lives and in the life of the community and the campus.

Through our innovative programs and initiatives, grant funding, training and technical assistance, professional development and influential 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 civic and community engagement activities that deeply impact people of all ages, backgrounds and walks of life.

2008-2009 was a year of transition for California Campus Compact. We completed, with much success, the final year of our three-year Building Partnerships for a Better California initiative, which included our Youth to College and Bridge-Building Leadership initiatives along with our Faculty Fellows: Service-Learning for Political Engagement Program. At the same time, we used the role of higher education in California to build the "big tent" under which diverse stakeholders – community partners, students, faculty, staff and administrators – gathered to discuss the most pressing unmet needs of our communities and develop a plan for how California higher education institutions could help address those needs. The result was a proposed Social Innovation Generation initiative, aimed at catalyzing California colleges and universities to aid in the state's recovery and renewal through service, service-learning and inventive solutions embedded in social entrepreneurship, microfinance and social investment.

We are pleased to note that 2009-2010 began for us with the very positive news that we had been awarded a \$1.3 million Learn and Serve America Higher Education grant from the Corporation for National and Community Service to fund our Social Innovation Generation initiative from September 2009 through June 2012. On the following pages, we provide more details about this exciting initiative and the reach and impact California Campus Compact had over the past year in addressing some of California's – and the nation's – most critical issues while advancing campus-based civic and community engagement.

Bridge-Building Leadership Collaborative



Our Bridge-Building Leadership Initiative evolved from discussions among the California Campus Compact team around two questions we found ourselves continually asking one another: “Why are there so few people of color leading the field of civic and community engagement?” and “What perspectives might be missing without the unique experiences, knowledge and ways of being that diverse leaders offer?”

Building Partnerships for a Better California: Bridge-Building Leadership Initiative

Our Bridge-Building Leadership Initiative (BBLI) is an ambitious, one-of-a-kind intensive leadership development experience for emerging and seasoned professionals of color in higher education who integrate community engagement agendas, such as social justice, equity and multiculturalism, with the interests of stakeholders in diverse communities.

We continued the 18-month BBLI program in 2008-2009 with our ten leader-participants, who hail from a diverse array of California's colleges and universities. Their BBLI experience culminated in May 2009, when they hosted and facilitated two regional workshops (one in Northern California and one in Southern California) in which they shared with their peers and colleagues in attendance compelling stories, effective practices and provocative insights about cultivating diverse leaders.

Through BBLI, the ten leader-participants took part in three intensive 2 1/2-day overnight retreats, multiple higher education conferences,

individualized coaching sessions, personal and professional development planning sessions, monthly conference calls and regional reflection sessions.

Throughout the 18 months, the leader-participants:

- Strengthened their skills for developing and adapting personal style and behavior to a wide range of constituents for more effective leadership;
- Learned about frameworks and approaches for bridging multiple cultures;
- Created a network – the first of its kind in the field of civic and community engagement – in which they exchanged models and tools for implementing and promoting effective civic and community engagement to further social justice;
- Experienced personal transformation through increased self-knowledge; and
- Created individual plans to integrate BBLI's key concepts through their work and life.

Bridge-Building Leadership Initiative Leader-Participants

Maria Alderete
Loyola Marymount University

Perla Barrientos
San Francisco State University

Minh Dang
University of California, Berkeley

Norris Dorsey
California State University, Northridge

Maribel Martinez
San José State University

Alexis Moreno
Independent Consultant

Pilar Pacheco
California State University, Channel Islands

Octavio Pescador
University of California, Los Angeles

Rowena Tomaneng
De Anza College

Larry Trujillo
University of California, Santa Cruz

"My experience as a participant in the Bridge-Building Leadership Initiative involves both personal and professional development. BBLI has given me a comprehensive historical perspective of service-learning/civic engagement as a field, specifically in regard to the need to cultivate emerging leaders of color. This concept of 'cultivation' is a unique feature of BBLI, in that cultivation for me has included methods of peer support, exploring identity and authentic self and opportunities for dialogue on topics, such as multicontextuality and epistemological diversity. The uniqueness of the BBLI model also lies in the strength of the facilitators and the various opportunities given for face-to-face meetings, community-building and deep dialogue and reflection. I have participated in other leadership trainings and developed leadership curriculum, but there was always something missing. BBLI has provided me with a model that identifies and works through the unique challenges that leaders of color face in their various institutions."

Rowena Tomaneng, De Anza College

"California Campus Compact invested in and championed me through the amount of time their staff dedicated to the Bridge-Building Leadership Initiative. The intentional planning of each retreat and time that we spent together was visible and impactful. Each of the retreat weekends was thorough, intense and included activities that allowed me to reflect on my leadership as well as create concrete action steps. California Campus Compact staff were flexible and adaptable. They brought with them a complex understanding of leadership, forcing no one theory or model on to me. They brought their expertise as well as allowed me to share mine. They championed me by introducing me to other leaders in the field and providing opportunities to network and share my skills."

Minh Dang, University of California, Berkeley



“Students in my Sociology 123 course 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 to make transformative changes to policy and politics. 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.’ 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

Building Partnerships for a Better California: California Campus Compact-Carnegie Foundation Faculty Fellows: Service-Learning for Political Engagement Program

To address the challenge of political disengagement among young people and advance the field of service-learning by focusing on dilemmas inherent in teaching for political participation, we partnered with the Carnegie Foundation for the Advancement of Teaching to bring together 23 outstanding tenured and tenure-track California faculty members from academic disciplines as diverse as engineering, political science, English and agriculture as Faculty Fellows in our Service-Learning for Political Engagement Program. Through this two-year program, which began in July 2007 and concluded in June 2009, Fellows developed, implemented and evaluated courses that use service-learning to increase students' understanding of and skills and motivation for political participation.

During the course of the program, the Fellows developed:

- Collaborative relationships with more than 90 community organizations
- Service-learning opportunities focused on political engagement for more than 1,600 students
- Models of service-learning for political engagement in 13 academic disciplines

Fellows disseminated the results of their work and lessons learned to colleagues on their campuses and across the state and nation through publication in a variety of journals and presentations at conferences, including the Western Region Campus Compact Consortium Annual Continuums of Service Conference, the National Conference on Volunteering and Service, the Annual Conference of the Association of American Colleges and Universities, the Association for Asian American Studies Conference, the Annual California Asian Pacific Islander Policy Summit and the Annual Meeting of the Pacific Sociological Association.

Over the two-year period of the program, five of the 15 tenure-track Faculty Fellows received tenure, and two faculty members advanced to full professor status and credit their participation in the program as a key element to their advancement.

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, Civic 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

"I am one of two Faculty Fellows on my campus, and we both serve as role models for other faculty. There are some faculty who have never heard of service-learning, and for them, we serve as role models to show it is possible to implement service-learning in any course. For the faculty who already do service-learning, we expose them to a new way of thinking about service-learning in terms of breadth and scope."

Lynne Slivovsky, California Polytechnic State University, San Luis Obispo

"My service-learning course [European Thought and Culture] has garnered the attention of the university president, my college dean, the directors and staff of both the Cal Poly Honors Program and Student Community Services as well as other faculty and students — all of whom contributed to the course's success. I have used the lessons learned from this course to design new ones that make political engagement a centerpiece and to encourage my colleagues both inside and beyond the College of Liberal Arts to consider developing similar courses of their own. Only this past week, one of my colleagues in history indicated that she would like to develop a global service-learning project. My colleague Lynne Slivovsky and I scarcely knew one another before accepting this fellowship, but have now worked together on designing three separate, broadly interdisciplinary projects for which we are seeking outside funding. If any one of these projects comes to fruition, I will be involved in service-learning for political engagement during every quarter for the next two to three years."

Tom Trice, California Polytechnic State University, San Luis Obispo



“The number one goal of my mentee in Youth to College was to attend college at California State University, Fresno. On the day that she told me she got into Fresno State, I couldn’t help but be excited. We had our ups and downs, but we had fulfilled and accomplished our number one goal – Fresno State is coming her way! – and she plans to join Fresno State’s Youth to College Program to mentor a student from her high school!”

*Dolores Gonzalez-Flores, Liberal Studies Major
California State University, Fresno*

Building Partnerships for a Better California: Youth to College Initiative

We completed a very successful final year of our three-year Youth to College Initiative, which we designed to help raise the percentage of lower-income and underserved youth preparing for and succeeding in college in California. California State University, Fresno; Humboldt State University; University of California, Los Angeles; and University of San Diego served as the lead institutions in their region based on their deep commitment to youth and communities; their academic, civic engagement and service-learning leadership; their wide networks of community partners; and their ability to train and organize faculty, students and community volunteers. Each of the regions includes K-12 schools that serve high concentrations of students who are less likely to follow a college preparatory track.

Key activities across all four campuses included:

- Involving at least 3,000 students and youth per year for three years;
- Collaborating with on-campus and community programs that are targeting the same populations as Youth to College;
- Working with at least three other colleges in their region to provide service-learning and community partnerships training and technical assistance;
- Implementing a minimum of four new service-learning courses at their institution or on college partners' campuses;
- Planning or collaborating on activities that involve college students and/or youth for the Martin Luther King, Jr. Day of Service; and
- Educating state and federal government representatives about Youth to College activities.

California State University, Fresno's program addressed the need for services that advance the personal, social and academic competencies of underserved youth in the Central Valley. The program also fostered an increased desire to attend college and a commitment to community service. A combination of tutoring and mentoring, college literacy training, community service and higher education service-learning generation was used to promote the goals of the project and the success of the youth involved.

Humboldt State University's program provided tutoring and mentoring for youth as well as campus tours for students and parents. Through community and campus collaborations, Humboldt State held workshops on service-learning and community partnerships and involved college students and youth in Martin Luther King, Jr. Day of Service activities.

University of California, Los Angeles' program involved working with other campus partners to provide mentoring services, information on college applications, joint community service projects and Buddy Days for high school youth in Los Angeles and Pasadena. College and high school students also collaborated on special service projects related to the Martin Luther King, Jr. Day of Service. Regional partnerships were strengthened through service-learning leadership institutes for faculty from colleges and universities in the area.

University of San Diego's program was designed to work with youth from underrepresented groups who do not know that higher education is a

viable option for them. The program helped build interest in, and prepare students from underserved populations for, college through tutoring, mentoring and joint service-learning projects.

During 2008-2009, the four lead campuses:

- Worked with more than 80 community partners
- Developed a network of 25 college partners
- Involved 7,755 college students and 292 faculty members in service-learning projects with 8,548 young people in youth to college programs
- Created 33 new service-learning courses in 30 academic departments

Youth to College Initiative Results for 2006-2009

Over the three-year period of the Youth to College Initiative, 22,075 college students participated in service-learning projects involving 23,630 youth.

An external evaluation report on the initiative confirmed its "overwhelming project success," with nine out of ten college students reporting improved attitudes for academic learning, and nine out of ten at-risk youth participants reporting an increased likelihood of their now earning a college degree. The service-learning experience significantly increased plans for pursuing a college education by students and youth of color. In particular, nearly 80 percent of African American youth strongly agreed that after participating in service-learning they now are more likely to go to college.

"The grant awarded to the UCLA Center for Community Learning by California Campus Compact gave us the opportunity to build on previous relationships and to collaboratively engage with community partners. Within the past three years, we have had the opportunity to further develop relationships with community partners to address our shared goal of improving access to higher education. The mentoring, trainings, workshops and events that were implemented as part of the Youth to College Initiative have been pivotal in deepening UCLA's K-12 service-learning partnerships."

Kathy O'Byrne, Director, Center for Community Learning, University of California, Los Angeles



Students in Service
California State University, Fullerton

"I've put in 1,000 hours of volunteer work over the last two years through the Students in Service program. Volunteering as a Students in Service member has completely changed my life and how I see the world. Every project I take on, I learn something new about myself and about the community."

*Nicole Muth, Psychology and Women's Studies Double-Major
California State University, Fullerton*

Students in Service AmeriCorps Program

In 2008-2009, 500 students from 19 California campuses participated in our Students in Service AmeriCorps program, which encourages and supports college and university students to make a difference in their communities while earning an education scholarship. Through the program, we made available more than \$570,000 in scholarship awards for these students.

For many of our member colleges and universities, the Students in Service program is one of the initial methods used to inspire and encourage students to get involved and make a lifelong commitment to service – and also one of the key methods of instilling a culture of service on their campuses.

Throughout the Students in Service program in California, students are engaged in providing direct service to the community – and recruiting thousands of their peers to join them in volunteering. Many participating students volunteer at local schools and community centers, providing tutoring, after-school programming, college-campus visits, health fairs and art and music opportunities while other students, supported by faculty and campus advisors, develop their own programs that provide a service and educational opportunity in their community.

Examples from California campuses included:

- At Azusa Pacific University, a Students in Service member ran Cougar Pals, a year-long, one-on-one mentoring program that pairs social work students with disadvantaged sixth and seventh graders, supporting them academically and providing encouragement for positive goals and achievement.
- At California State University, Fullerton, Students in Service members brought homeless children to campus for a College Day Experience. Students in Service members also tutored and mentored disadvantaged youth through their participation in America Reads and America Counts programs. On Cesar Chavez Day, Students in Service members participated in a field gleaning of fruits and vegetables with 100 school children while providing the school children with a history lesson about Cesar Chavez.
- At Humboldt State University, Students in Service members provided youth in Humboldt County Juvenile Hall with consistent, positive mentoring relationships through the campus's Juvenile Hall Recreation Program. Students in Service members listened and interacted with the youth while playing basketball, ping-pong and board games.

Students in Service Campuses in California

- Azusa Pacific University
- California State University, Channel Islands
- California State University, Dominguez Hills
- California State University, Fullerton
- California State University, Long Beach
- California State University, Los Angeles
- California State University, Northridge
- California State University, Sacramento
- Humboldt State University
- La Sierra University
- Loyola Marymount University
- San Francisco State University
- San José State University
- University of California, Berkeley
- University of California, Los Angeles
- University of California, San Diego
- University of California, Santa Barbara
- University of Redlands
- University of San Diego

"I think when a student is committed to serve hundreds of hours, that desire does not go away when the program ends for them. I have seen several students do more than one term and continue their service through non-profits after the program is completed."
Kathryn Wood, Associate Director of Community Service Learning, University of Redlands



Humboldt State University



San Francisco State University



California State University, Fullerton

Advocacy, Training and Research

Advocacy and Awareness Training and Technical Assistance

In 2008–2009, we continued our strong history of collaborative relationships with civic engagement stakeholders in California and worked to build upon those relationships to forge new contacts with legislators, media and civic organizations at the local, state and federal level, who can be allies and collaborators in building policy and programming support to promote, sustain and advance civic engagement in higher education and K-12.

Here are some highlights of our activities:

- We continued to collaborate with Governor Arnold Schwarzenegger's CaliforniaVolunteers Office by advising on statewide activities related to service and volunteerism through the California Service Alliance and serving on the Host Committee for the 2009 National Conference on Volunteering and Service.

- In conjunction with the national office of Campus Compact, we worked with members of our Executive Board, the California State University Chancellor's Office and faculty, staff and administrators on our member campuses to encourage U.S. Congress to support the passage of the Edward M. Kennedy Serve America Act.

- We were instrumental in sponsoring, organizing or presenting at several symposiums and institutes for faculty, community leaders and students to increase support for advancing civic engagement, including the Western Region Campus Compact Consortium Twelfth Annual Continuums of Service Conference, the Community College National Center for Community Engagement's Eighteenth Annual Conference and Engaging Community: Re-Imagining the Research University at University of California, Irvine, which focused on the role of research universities in helping to address critical issues, such as rising healthcare costs, declining educational achievement and global warming.

- At the request of former State Senator John Vasconcellos, we served on the planning committee for his Engaging Californians in Updating California's

Master Plan for Higher Education project and provided counsel as information was gathered from education stakeholders regarding the challenges students face in accessing and succeeding in higher education in California.

- We participated in the California Department of Education's CalServe Initiative/YouthService California Regional Service-Learning Leads Retreat to explore ways in which California Campus Compact can partner with the Regional Service-Learning Leads to build capacity for K-16 service-learning and youth service in California. For similar purposes, we participated in the annual retreat of the YouthService California Catalyst Team, a statewide network of high school leaders who promote youth service at the local, regional and state level.

- We partnered with Northern California non-profit agencies Bay Area Community Resources and Oakland Asian Students Educational Services to introduce our member campuses to these two agencies' plan to develop a network of Bay Area service institutions committed to improving the way volunteers and other resources are coordinated and expanded for K-8 after-school programs.

"California Campus Compact has been a wonderful resource for MiraCosta College. They have been instrumental in helping us develop our service-learning program and have been a constant source of support. We have greatly benefited from the funding opportunities, professional development offerings and the assortment of literature provided. The staff is composed of caring and knowledgeable individuals who are committed to helping member institutions be successful in their service-learning endeavors."

Carol Wilkinson, Service-Learning Coordinator, MiraCosta College

Trends in the Field: Research and Publications

To continue to advance the field of service-learning and civic engagement, we partnered with six other western region Campus Compact offices to conduct a Faculty Engagement Survey to explore how faculty throughout the region are involved in service-learning and/or community-based research. The findings were published in *Faculty Engagement in Service-Learning & Community-Based Research Summary Report*. We also sponsored five regional dialogues across California focusing on trends in the service-learning and civic engagement field. The findings were published in *Service-Learning and Civic Engagement: Thriving in Uncertain Times Summary Report of Five Regional Dialogues in California*.

Faculty Engagement in Service-Learning & Community-Based Research Summary Report

From February through April 2009, the Western Region Campus Compact Consortium, which includes the California, Colorado, Hawaii and the Pacific Islands, Montana, Oregon, Utah and Washington Campus Compact offices, conducted a Faculty Engagement Survey of more than 2,500 faculty members at close to 50 campuses throughout the region to explore how higher education faculty bring involvement in their local communities to their work as educators and how this involvement affects them.

The survey collected data on a variety of dimensions, including:

- how faculty are involved in service-learning and/or community-based research;
- the nature of service-learning and community-based research practices, such as teaching and reflection strategies;
- the specific elements that faculty members identify as challenging to and supportive of their use of service-learning and/or community-based research;
- student learning and development outcomes that faculty expect; and
- the personal and professional impacts faculty experience due to their use of service-learning and/or community-based research.

All participating campuses received customized reports of faculty responses from their own institution as well as *Faculty Engagement in Service-Learning & Community-Based Research Summary Report*, which includes combined findings from all participating institutions in the region. This summary report is being made available to all interested individuals through our website.

California Campus Compact thanks and acknowledges the following campuses from California for their participation in the Faculty Engagement Survey:

- California State University, Channel Islands
- California State University, Dominguez Hills
- California State University, Monterey Bay
- California State Polytechnic University, Pomona

- California State University, Sacramento
- Dominican University of California
- Loyola Marymount University
- Saint Mary's College of California

Service-Learning and Civic Engagement: Thriving in Uncertain Times Summary Report of Five Regional Dialogues in California

In spring 2009, we sponsored five regional dialogues across California focusing on the past, current and future involvement of California higher education institutions in the service-learning and civic engagement field. More than 85 students, community partners, service-learning directors, faculty and senior administrators from non-profit organizations and colleges and universities throughout California participated in these conversations.

During the dialogues, which were facilitated by California Campus Compact senior staff members, participants identified trends in the field as well as many of the challenges they face in doing this work. Participants also devoted time during each dialogue to discussing strategies to address these challenges. At the conclusion of the dialogues, California Campus Compact published *Service-Learning and Civic Engagement: Thriving in Uncertain Times Summary Report of Five Regional Dialogues in California*, which is being made available to all interested individuals through California Campus Compact's website.

"California Campus Compact provides a wide array of resources to its member campuses: grants, awards, publications and technical assistance. But its greatest contribution is in providing an entire map of professional development opportunities that meet diverse needs and bring folks together from different campuses. Newcomers can quickly learn the main routes while seasoned veterans are able to explore uncharted territory. In this way, California Campus Compact lives the notion of a 'compact' — it builds relationships between campuses and individuals who are interested in ensuring that our institutions are contributing to the development of a healthy, just and democratic society."

*Thomas Schnaubelt, Executive Director/Assistant Vice Provost for Student Affairs,
Haas Center for Public Service, Stanford University*



"It has been a privilege and an honor for me to receive the 2009 Richard E. Cone Award. The award serves as a recognition of UCSF's dedication to the core principles and values behind service-learning in the health professions and our efforts to build inclusive, participatory partnerships with communities."

Kevin Grumbach, M.D.

Recipient, 2009 Richard E. Cone Award

"It is a great honor to receive the Ehrlich Award. Our residents learn by doing and in the process of learning and doing they are also giving back to and becoming an integral part of their community."

Richard Pan, M.D.

Recipient, 2008 Thomas Ehrlich Faculty Award

Awards and Honors

In 2008-2009, we were pleased to continue the tradition of honoring individuals from our member campuses who have made significant contributions to the field of service-learning and civic engagement and the development of partnerships between communities and institutions of higher education. California Campus Compact's Richard E. Cone Award for Excellence & Leadership in Cultivating Community Partnerships in Higher Education is bestowed annually upon an individual who has made significant contributions to the development of partnerships between communities and institutions of higher education – partnerships through which student learning and the quality of life in communities are simultaneously improved. The Thomas Ehrlich Faculty Award for Service-Learning is awarded yearly by the national office of Campus Compact to recognize a faculty member for exemplary leadership in advancing the civic learning of students, including public scholarship, building campus commitment to service-learning and civic engagement and fostering community partnerships.

2009 Richard E. Cone Award for Excellence & Leadership in Cultivating Community Partnerships in Higher Education

Kevin Grumbach, M.D., Professor and Chair of the University of California, San Francisco Department of Family and Community Medicine and Chief of Family and Community Medicine at San Francisco General Hospital, was selected as the recipient of California Campus Compact's 2009 Richard E. Cone Award for Excellence & Leadership in Cultivating Community Partnerships in Higher Education. Dr. Grumbach was presented with the award in May 2009 at UCSF's Family and Community Medicine Colloquium.

Dr. Grumbach has been instrumental in the planning and/or leading of the Community Partnership Research Center in UCSF's Department of Family and Community Medicine, the University Task Force

on Community Partnerships and the University-Community Partnership Council. He also led the development of a new Community Engagement Program for UCSF's Clinical Translational Science Program and now co-directs the program. In addition, he has devoted considerable effort to the UCSF Program in Medical Education for the Urban Underserved (PRIME-US) and its service-learning curriculum.

2008 Thomas Ehrlich Faculty Award for Service-Learning

Richard Pan, M.D., Associate Professor of Clinical Pediatrics at the University of California, Davis, was selected as the recipient of the 2008 Thomas Ehrlich Faculty Award for Service-Learning. Dr. Pan was presented with the award in January 2009 at the annual meeting of the Association of American Colleges and Universities, where he led a featured session.

Dr. Pan is founder and director of Communities and Physicians Together (CPT), a partnership between the University of California-Davis Health System and ten Sacramento-area community organizations. The group's mission is to "give all individuals a healthy present and future by teaching physicians, both in training and in practice, how to make a difference through active community partnerships." CPT pairs physicians-in-training with a specific community during their residency education to learn about the community and its health needs. Medical residents work over a three-year period to implement projects that promote health in the community. Since its founding in 1999, CPT has trained more than 100 future physicians using this asset-based community development approach.

Social Innovation Generation
Lead Collaborators



“Being a part of Social Innovation Generation is providing our community service learning office with the opportunity to partner with the School of Business and incorporate service-learning into disciplines, such as economics and finance, in which service-learning is not widely used. With funding from California Campus Compact, we are developing a service-learning model that focuses on microfinance as a tool for poverty alleviation. It is a model that makes sense for the business disciplines, provides very tangible results in real time for our community partners and connects with other programs and disciplines on our campus and other campuses in the region to grow the civic engagement field.”

*Chris Nayve, Associate Director, Center for Community Service Learning,
University of San Diego*

New 2009-2012 Initiative: **Social Innovation Generation**

In July 2009, we were awarded a \$1.3 million Learn and Serve America Higher Education grant from the Corporation for National and Community Service. The grant will fund Social Innovation Generation, our new three-year initiative that will catalyze California colleges and universities to aid in the state's recovery and renewal through service, service-learning and inventive solutions embedded in social entrepreneurship, microfinance and social investment. California Campus Compact was the only applicant from California to be awarded a Learn and Serve America grant.

Our Social Innovation Generation initiative will focus on four key areas:

- Revitalizing communities through green-collar job training;
- Creating a culture of inner-city entrepreneurs through microfinance;
- Investing in communities and the non-profit and social service sectors through social entrepreneurship; and
- Harnessing the energy and spirit of California students as change-making leaders to develop and implement student-initiated, student-led service and service-learning projects that will have a lasting impact on economic and social outcomes in California.

During the three years that the project is funded, we have committed to working with more than 85 campuses, 20,000 undergraduate and graduate students, 500 faculty, staff and administrators and 300 non-profit organizations.

Prior to being awarded the grant, we pre-selected, through a rigorous application process, nine California campuses as initial lead collaborators on Social Innovation Generation.

The pre-identified collaborators include public, independent and faith-based campuses, ranging in location from the southern Pacific Coast to the greater Los Angeles basin through the Central Valley and the San Francisco Bay Area to the rural far north along California's Redwood Coast. They are:

California Polytechnic State University, San Luis Obispo, which is partnering with local non-profit organizations and colleges and universities in the region to address the surrounding community's economic needs through a unique social and technological mix of sustainability, organic farming, computing and civic engagement.

California State University, Chico, which will have students create and implement the Chico Homeless Advocates program. The program will serve as a catalyst to recruit, screen and train student volunteers to staff local non-profit organizations serving the homeless.

California State University, Fresno, which is designing and implementing a team-centered, case-management, civic engagement approach to enhancing the capacity and sustainability of Central Valley non-profit organizations while providing students with experience in nonprofit management consulting. The approach involves alumni and local consultants and includes workshops, assessments and customized implementation plans to provide nonprofits with the capacity to fully meet the needs of the community.

Dominican University of California, which is adding a "green collar" training track and a service-learning component to its Sustainable Practices Certificate while partnering with a wide array of community and educational organizations dedicated to sustainability. The goal is to forge an important, much-needed network in the region to address a projected lack of "green collar" workers and pave the way for equitable employment in the green industry.

Humboldt State University, which is involving multiple disciplines in a food security/community development and outreach program as well as green initiatives.

San Francisco State University, which is working with coalitions of neighborhood groups to build localized capacity to create safe, green and economically viable communities.

University of California, Berkeley, which is supporting low-income communities in the region by placing students as volunteer managers at local non-profit organizations, training students to provide tax assistance to underserved individuals and offering professional development and networking opportunities for local non-profit staff.

University of San Diego, which is creating the San Diego Microenterprise Project (SDMP) in partnership with five non-profit organizations and two other higher education institutions in the region. SDMP is working with 20-plus inner-city social entrepreneurs to form lending groups and provide assistance from student "social enterprise advisors" in conjunction with experienced micro-business consultants to develop business plans, marketing plans and finance systems.

University of Southern California, which will have student leaders develop a new initiative that ties into USC's well-established alternative spring break program. The new initiative will focus on intense immersion experiences planned by students in collaboration with community leaders after engaging in community mapping and dialogues to assess how local non-profit organizations have been impacted by the economic downturn. Students and community partners will plan alternative spring break activities that will support these non-profit organizations and fill the gap left by budget cuts.

"Being a part of Social Innovation Generation is giving us the opportunity to invest university resources to help create and maintain thriving, sustainable communities in the central San Joaquin Valley. Through this program, we are cultivating deeper relationships with nonprofit community-benefit organizations to enhance their capacity – despite the current economic challenges."

Matthew Jendian, Chair, Department of Sociology, California State University, Fresno

California Campus Compact by the Numbers 2008-2009

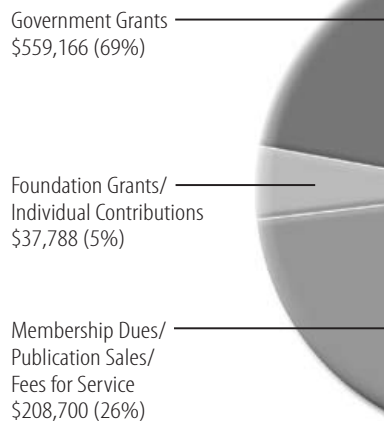
Students Serving California

- Students from California Campus Compact member campuses contributed more than 29 million hours of service in their communities.
- On average, students from California Campus Compact member campuses contributed 4.9 hours per week in their communities.
- The value of these students' volunteer time totals more than \$595 million (based on Independent Sector's 2008 value of volunteer time of \$20.25 per hour).

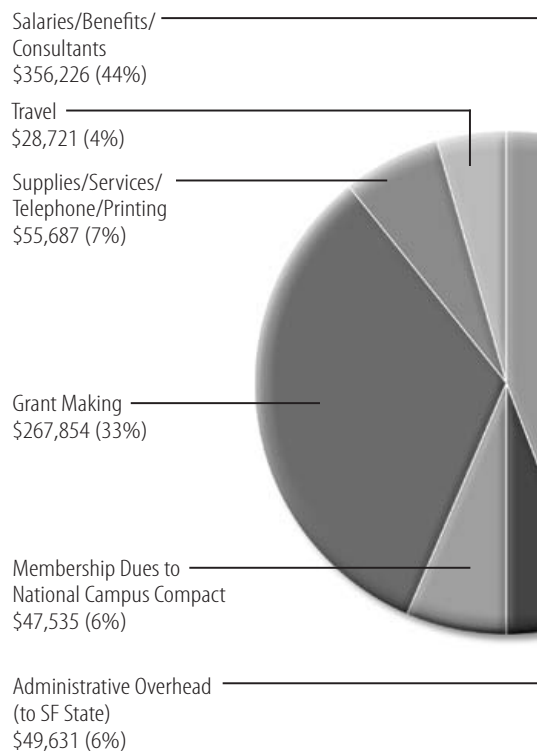
Membership Return on Investment

- The average cash value received from California Campus Compact per member campus during 2008- 2009 was \$16,069.

Operating Revenue Total \$805,654



Operating Expenses Total \$805,654



What the Presidents Say:

“California Campus Compact is an extraordinary force for inspiring higher education institutions across California to make civic engagement an integral part of campus life. California Campus Compact’s support and network of resources has played a key role in our ability to enrich the breadth and scope of the civic and community engagement opportunities we offer students in their educational programs and experiences.”

*Richard R. Rush, President
California State University, Channel Islands
Chair, California Campus Compact Executive Board*

“There is no more important organization in California than California Campus Compact when it comes to inspiring, encouraging and supporting higher education’s public service role in California. California Campus Compact has played a key role in helping the University of San Francisco expand and highlight our service-learning and civic engagement work.”

*Stephen A. Privett, S.J., President
University of San Francisco*

“A key focus at De Anza College is the preparation of students to be active, involved citizens committed to transforming their communities. California Campus Compact has been instrumental in helping us achieve our vision to implement civic engagement in our curriculum and empower students to be agents of change in the social, economic and political realities of their lives, their communities and beyond.”

*Brian Murphy, President
De Anza College*

“Since its founding more than 20 years ago, California Campus Compact has been a remarkable catalyst and resource in helping build engaged campuses throughout California. California Campus Compact’s support of Cal Poly, Pomona’s service-learning and civic engagement initiatives has been extremely valuable to us.”

*J. Michael Ortiz, President
California State Polytechnic University, Pomona*

“California Campus Compact has provided invaluable support for service-learning and civic engagement at the University of San Diego and has played a crucial role in helping us build an engaged campus. We are deeply grateful for the extraordinary job that California Campus Compact continues to do in sustaining the momentum for civic engagement within higher education throughout California.”

*Mary E. Lyons, President
University of San Diego*

California Campus Compact Member Campuses 2008-2009

Antioch University Los Angeles
 Azusa Pacific University
 California Maritime Academy
 California Polytechnic State University,
 San Luis Obispo
 California State Polytechnic University, Pomona
 California State University, Bakersfield
 California State University, Channel Islands
 California State University, Chico
 California State University, Dominguez Hills
 California State University, Fresno
 California State University, Fullerton
 California State University, Long Beach
 California State University, Los Angeles
 California State University, Monterey Bay
 California State University, Northridge
 California State University, Sacramento
 California State University, San Bernardino
 California State University, San Marcos
 California State University, Stanislaus
 Chapman University
 Concordia University
 Cypress College
 De Anza College
 Dominican University of California
 Gavilan College
 Holy Names University
 Humboldt State University
 Laney College

La Sierra University
 Loyola Marymount University
 Mills College
 MiraCosta College
 Mount St. Mary's College
 Notre Dame de Namur University
 Occidental College
 Pitzer College
 Point Loma Nazarene University
 Saint Mary's College of California
 San Diego State University
 San Francisco State University
 San José State University
 Santa Clara University
 Sonoma State University
 Stanford University
 University of California, Berkeley,
 University of California, Davis
 University of California, Irvine
 University of California, Los Angeles
 University of California, San Diego
 University of California, San Francisco
 University of California, Santa Barbara
 University of California, Santa Cruz
 University of Redlands
 University of San Diego
 University of San Francisco
 University of Southern California
 University of the Pacific
 Westmont College
 Whittier College

2008-2009 Executive Board

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Thank You

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Corporation for National and
 Community Service



The Carnegie Foundation for the
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The National Service-Learning Partnership at
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 and the National Youth Leadership Council



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