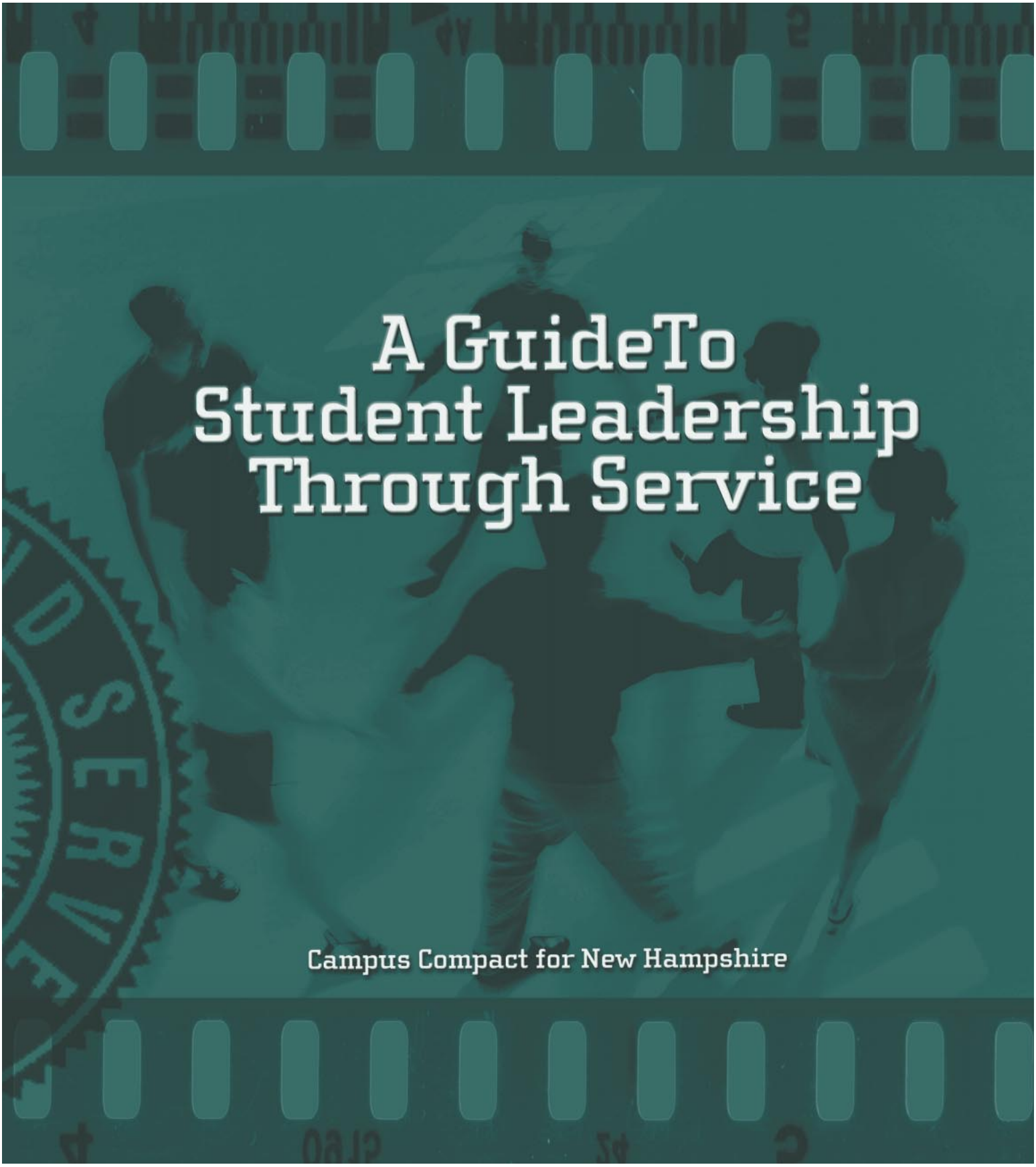


A GuideTo Student Leadership Through Service

Campus Compact for New Hampshire

A Guide To
Student Leadership Development
Through Service

Campus Compact for New Hampshire (CCNH) is a consortium of 24 New Hampshire college and university presidents and private sector partners who are united towards the integration of service, civic responsibility and community collaboration into all academic, civic and student facets of their institutions. CCNH presidents and partners believe that through sustained and creative involvement from students, faculty, and institutions in civic engagement and renewal, higher education will realize its most noble goals of educating citizens, preparing tomorrow's leaders, and contributing to the life of America's communities.

Campus Compact for New Hampshire would like to thank the Corporation for National Service for its support in making this publication possible. This material is based upon work supported by the Corporation for National Service under Learn and Serve America: Higher Education Grant 97LHSNHOO7. The dissemination of this material is supported by the Corporation for National Service under Learn and Serve America: Higher Education Grant 00LHENH007. Opinions or points of view expressed in this document are those of the authors and do not necessarily reflect the official position of the Corporation for National Service or the Learn and Serve America Program.

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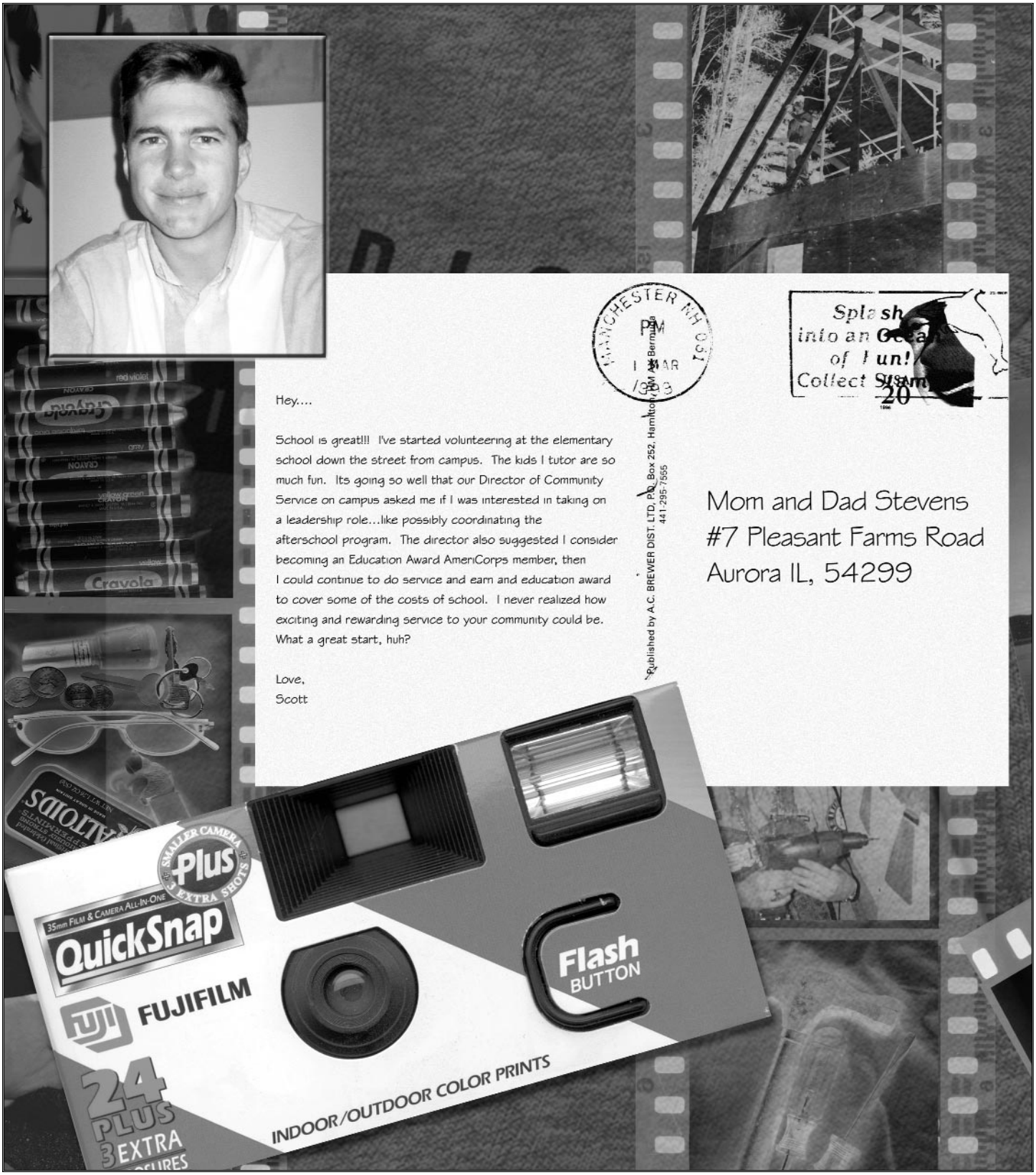


A Guide To Student Leadership Development Through Service

Acknowledgements

Dan Forbes, MSW, Saint Anselm College
Donny R. Guillemette, Saint Anselm College

Campus Compact
Corporation for National Service
Campus Compact for New Hampshire (CCNH)
CCNH - Student Leadership Advisory Council


MANCHESTER NH 031
PM
1 MAR
Splash
into an Ocean
of Fun!
Collect Stamps
20
Hey....
School is great!!! I've started volunteering at the elementary school down the street from campus. The kids I tutor are so much fun. Its going so well that our Director of Community Service on campus asked me if I was interested in taking on a leadership role...like possibly coordinating the afterschool program. The director also suggested I consider becoming an Education Award AmeriCorps member, then I could continue to do service and earn and education award to cover some of the costs of school. I never realized how exciting and rewarding service to your community could be. What a great start, huh?
Love,
Scott
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441-295-7555
Mom and Dad Stevens
#7 Pleasant Farms Road
Aurora IL, 54299
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Plus
5 EXTRA SHOTS
35mm FILM & CAMERA ALL-IN-ONE
QuickSnap
FUJIFILM
Flash
BUTTON
24
PLUS
3 EXTRA
INDOOR/OUTDOOR COLOR PRINTS

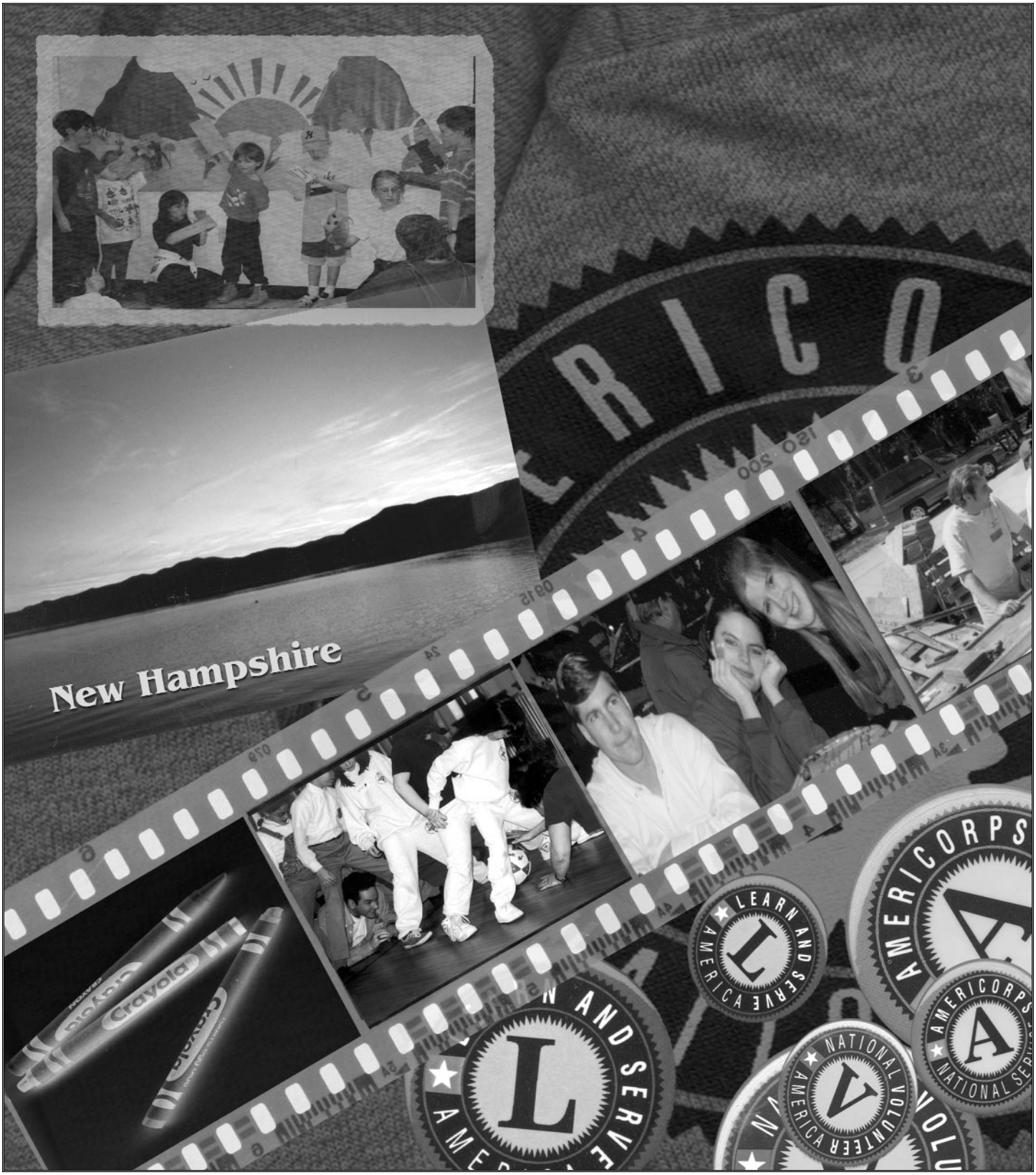

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The Basics....

Who: This publication is designed for anyone involved in student service activities on a college campus.

What: The primary focus of this guide is to bring students into leadership roles while they are performing service. Taking on a leadership role as an active student involved in service is a wonderful way to develop real life skills and knowledge while still being in college. Students who move beyond participating in community service projects into planning and coordinating these projects gain excellent skills in organization, project planning, team building and leadership.

When: The strategies in this guide can be utilized throughout the college calendar and with all levels of students

Where: On campuses around the country of all types: public, private, four-year and two-year.

Why: In order for campus service activities to ever reach their full potential, and to be sustained over time, students need to take on leadership roles. Fortunately on campuses around the nation, student leaders are proving that they have the skills, passion and commitment to effectively support their fellow students engaged in service in the community. **Our hope is that this guide will give you some ideas and strategies to move students beyond participation in service into the active coordination and development of service on your campus.**

How: This guide is designed to provide concrete activities which will develop and reinforce the leadership skills of students involved in community service.

Things To Consider….

To begin there are a few considerations regarding the reality of college life that should be highlighted if you plan to engage your students in any sort of training or team building activities:

1. Student schedules often restrict training to late evening or weekend times when student energy may need stimulating.

2. Students often respond better to training approaches that differ from their classes (i.e. activity based vs. lecture / discussion format.)

3. Activities that contribute to group formation and team building provide additional value to leadership development and program operation.

NOTE: In the Appendix I of this publication there are a variety of energizers and teambuilders which can be used to achieve these goals.

There are four primary elements of effective leadership development through service. These four components should guide your work with students involved in service on a campus at the leadership level. In addition, these should guide student leaders in their work with fellow students in service.

ATTENTION TO RELATIONSHIPS

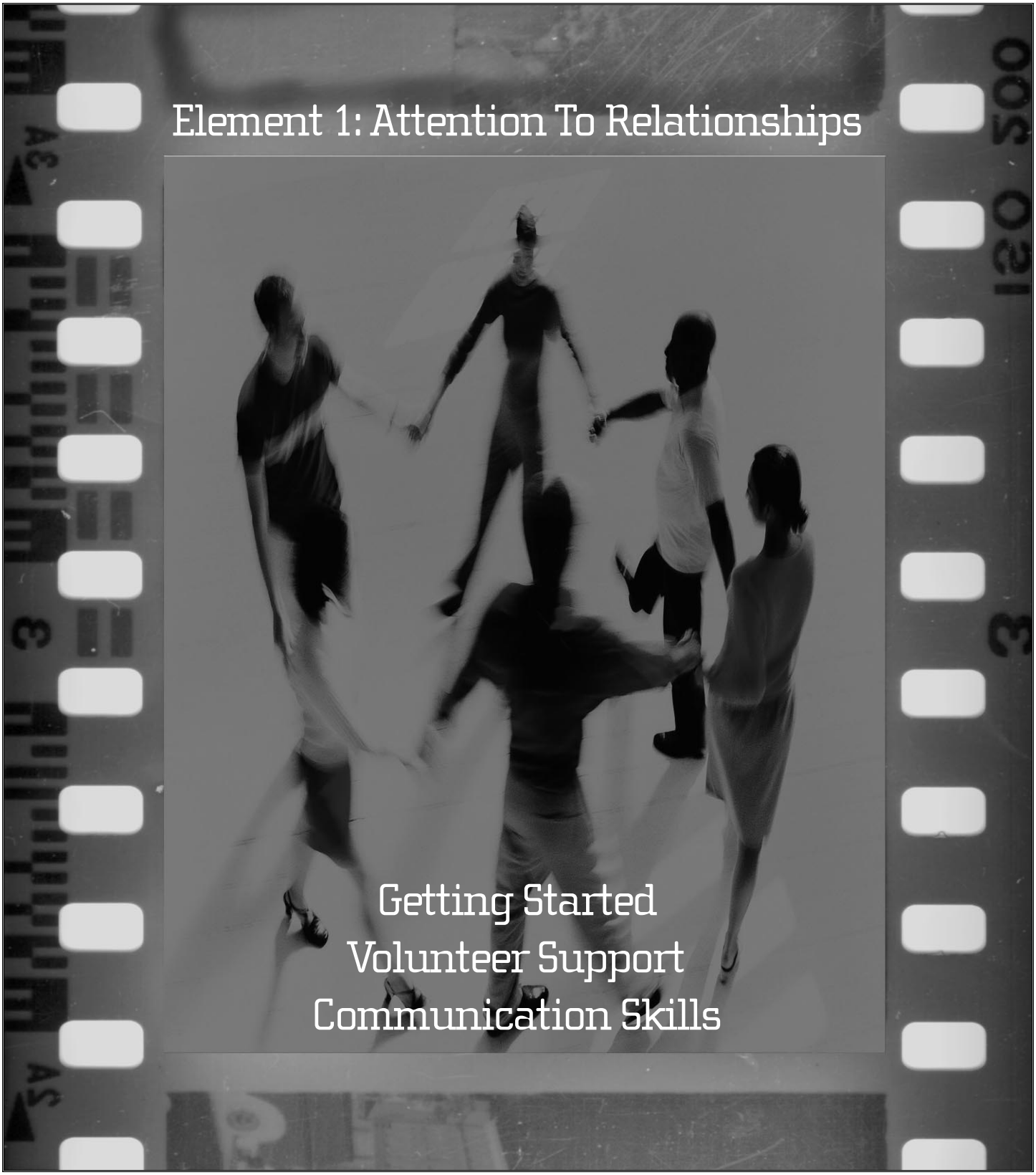
CREATIVE THINKING

APPLYING RESOURCES

ATTENTION TO PERSONAL GROWTH & DEVELOPMENT



Element 1: Attention To Relationships



Getting Started
Volunteer Support
Communication Skills

An Overview of Attention To Relationships

Getting Student Leaders Started...
There are a number of steps that can be taken to prepare students to take on leadership roles. Foremost, students need to have a chance to share their initial feelings and thoughts about service and leadership. They need to find their passion as it relates to that work, and they need to consider who can work with them to define a vision to take them forward. See the end of this section for some ideas of activities you can use with students to get them started and thinking about their motivation for service and their definitions of service.

Communication skills...
Effective service leadership relies on the capacity to relate well to others. This attention to relationships requires self confidence and conflict resolution skills that can be learned and practiced. See the end of this section for activities that develop student skills in these areas.

Volunteer Support...
Participating in a service activity is a fairly straight forward endeavor. There are some simple steps you can take to build relationships with students and encourage them to be involved in service:

These are:

1. Clearly define the volunteer opportunity
2. Make the invitation
3. Extend support

The activities at the end of this section are great ways to get student service leaders thinking about how they recruit and support volunteers.

Attention to Relationships



Activities

Getting Started Four Corners Activity

Purpose: This activity is designed to help get students talking about why they are involved in service and what motivates them to do service.

Directions:
Create posters for corners 1-4 as described below. Tape posters around the room, leaving plenty of space for people to gather near each poster. Participants in this activity move to the corner that best describe their thoughts and feelings. Announce the group task and then have each complete the task. After each group is finished have them report out on their results to the large group.

Activity I: Why are you here?

Corner #1 Who am I and why am I here?
Corner #2 You want me to do what?
Corner #3 Onward and upward!
Corner #4 If I can get this thing rolling others will follow, right?

Group task:
Come to consensus about why they chose that corner.

Activity II: Motivation for Service

Corner #1 "Never doubt that a small group of committed people can change the world; indeed it's the only thing that ever has" -M. Meade

Corner #2 "In every community there is work to be done. In every heart there is the power to do it." -M. Williamson

Corner #3 "When the fabric of society has become frayed, it is the role of the university to develop weavers." -E. Gordan Gee

Corner #4 Service is the rent that each of us pays for living…the very purpose of life, and not something you do in your spare time or after you have reached your personal goals." -Marian Wright Edelman

Group task:
Discuss why this quote appealed to them and what drew them to the corner.

What is your impact? Activity

Purpose: This activity is meant to give students the opportunity to think about the impacts they are making through their service: on themselves, on other students, on their campus and in the larger community.

Directions:
Break students into four groups Have them discuss the What Is Your Impact Handout record their ideas and report out to the group.

Group Task:
Discuss the What Is Your Impact handout, record your ideas and report out on the discussion.

What Is Your Impact? Handout

As a college service leader you are part of a movement in higher education that has resulted in more college students engaged in their communities than at any point in history. Brainstorm as a group all the ways you think campus service activity has impacted students, their campuses and the communities they serve.

Areas that groups might consider include:

Student Impacts	Campus Impacts	Community
● Personal Development ● Professional Development ● Skill Building ● Networking	● Recruitment ● Retention ● Public Relations ● Complements Academics ● Puts Mission Into Practice	● Serves Clients ● Program Development ● Added Resources

Extending Support Activity

Purpose: To have students consider the issues they should keep in mind when recruiting other students for service activities and while promoting service on campus.

Directions:
With the entire group assembled, brainstorm on the topics listed below. When conducting a brainstorm be sure to have paper and markers for recording the ideas. Post paper around the room with the topics listed below as headings. After completing the brainstorm facilitate a discussion around the ideas generated.

Brainstorm Topics:

Issues that might arise in the course of service that college students might need support around.

Strategies to join with other campus organization/departments to maximize support of students engaged in service.

Issues that might arise during the course of service that agency staff need support around.

Group Task:
Choose a recorder and then brainstorm on the topics posted around the room.

Making the Invitation Four Corners Activity

Purpose: To have students think about and discuss why others become involved in service activities.

Directions:
Create posters for corners 1-4 as described below. Tape posters around the room, leaving plenty of space for people to gather near each poster. Participants in this activity move to the corner that best describes their thoughts and feelings. Announce the group task and then have each corner complete the group task. After each group is finished have them report out on their results to the large group.

What is the greatest value of participating in service?

Corner #1 Service allows for deeper and more complete learning.

Corner #2 Service joins the community in the education process.

Corner #3 Service prepares students for future work and civic engagement.

Corner #4 Service helps students to better understand and meet critical human needs.

Group task:
Come to consensus about why they chose that corner and report out.



Quick Thinking Service Leadership Activity

Purpose: To help students to realize the different aspects of service leadership; including, interactions with other students and community agencies.

Directions:
Have students divide into small groups and then have them complete the tasks below. Have the groups remain the same for both tasks. Make sure they record their ideas. Only allow five to ten minutes for each task.

Brainstorm Topics:

How to get students interested in service?

Where do you reach them?

How do you reach them?

Group Task:
Record and share ideas with the entire group.

Brainstorm Scenario
"You are coordinating an after school program for minority youth at a local community center Monday through Thursday in the afternoon from 2:30 - 5:00 PM. Current activity includes tutoring, arts and crafts, computer lab, and physical games in the gym. The center is open to new ideas, if they don't interfere with existing programs and if they don't burden the staff. In addition, you need to recruit 10 volunteers."

Group Task:
Come up with a list of possible new activities and design at least one recruitment poster or flyer. Share these ideas with the entire group.

Volunteer Coordination Activity

Purpose: To illustrate to students the importance of creating service opportunities that fit the reality of student volunteers and community agency needs.

Directions:
Create posters for corners 1-4 as described below. Tape posters around the room, leaving plenty of space for people to gather near each poster. Participants in this activity move to the corner that best describes their thoughts and feelings. Announce the group task and then have each corner complete the task. After each group is finished have them report out on their results to the large group. Go around the group reporting out one idea at a time until all responses are written down. Ask the next question. Facilitate this report out question by question.

Which corner defines the volunteer opportunity that interests you the most?

Corner #1 A bi-monthly inter-generational animal visitation activity involving seniors, college students and elementary school kids.

Corner #2 A weekly ESL after-school program for newly arrived immigrant middle school children.

Corner #3 A weekend Habitat for Humanity project lasting several months.

Corner #4 A one-on-one mentoring activity targeting at-risk-teens involving a one-year commitment.

Group task:
Discuss the following questions. Record your responses and share them with the entire group.

What was it about this opportunity that interests you?

What corner was least appealing and why? Have each group report out. Discuss the idea of individual taste in volunteer activities.

What are some things you need to keep in mind when defining service opportunities for college students? Think about student interests and expectations, schedule, limitations, advantages, motivations, etc.
What are some things you need to keep in mind regarding the agency when defining service opportunities for college students? Think about agency staffing, time constraints, work load, sensitive issues, etc.

Team Survival



Activities

Team Survival Activity

Purpose: To allow each student to see his or her personal style of relating more clearly and provide insights into how other student leaders communicate and relate in a group.

Directions:
Read the Team Survival Scenario handout to the entire group then hand a copy of the scenario out to the group members, next assign them the group task described below. Once the group has completed the task, share with them the answers from the survival expert. To conclude the activity, facilitate a discussion using the follow up questions provided on page.

Group Task:
Rank all of the 15 items in order of importance to your survival. Place a 1 by the most important item, number 2 by the second most important etc....

Step #1	First, rank the items on an individual basis.
Step #2	Next, break into groups of 4-6. Discuss the situation and come up with a group ranking. All members of the group must come to a consensus.
Step #3	Discuss follow up questions #1-3 (On page 23)
Step #4	Share with the group the survival expert's ranking.
Step #5	Tabulate the individual score and a group score, according to the score sheet on page 22.
Step #6	Discuss follow up question #4-5.

Team Survival Scenario Handout

It is the middle of November. You and a group of friends decide to go up Maine near the Canadian border to camp and explore what nature has to offer. After a fabulous weekend, you set out on your long trek home. You search through the channels and find a great radio station to make the time go by faster. The station reports several times that a major blizzard is moving in the area and is expected to last into tomorrow with temperatures dropping to 10 degrees with winds as high as 35 miles an hour. You are not worried as you have a 4x4. It is nearly dusk and the view on the desolate road is spectacular. You see several moose and deer. Suddenly one of the deer makes a mad dash in front of your new Jeep Cherokee. You swerve to avoid the collision and find yourself in a ravine on the side of the road. The Jeep's headlights were smashed and it appears that the radiator is punctured. It is impossible to get the vehicle back in working order.

You really do not know where you are. Your best estimate puts you about 35 miles from the nearest paved secondary road.

Your group has compiled a list of the following 15 items that they have that may be of some use: one pound of beef jerky, a few army blankets, a lighter, a first aid kit, gasoline, hoses, hubcaps, a pocket knife, a magnetic compass, a map of the immediate area, a shotgun, a shovel, a spare tire, sunglasses for each member party, and a mirror.

It is 4p.m. and your families expect you back around 10p.m. Keep in mind that whatever your group decides to do, they are determined to stay together. Each member has a wool jacket and hiking boots.

Score Sheet

Item	Individual Ranking 1	Team Ranking 2	Expert's Ranking 3	Difference between 1 & 3	Difference between 2 & 3
BEEF JERKY					
BLANKETS					
LIGHTER					
FIRST AID KIT					
GASOLINE					
HOSES					
HUBCAPS					
KNIFE					
COMPASS					
MAP					
SHOTGUN					
SPARE TIRE					
SUN GLASSES					
MIRROR					

Note: Tablulate scores after processing questions #1-3 in your groups.

YOUR SCORE _____

TEAM SCORE _____

Team Survival Scenario Answers

Answers from survival expert:
In this situation there are 3 life threatening issues:

*Death from exposure to the elements
*Death from dehydration
*Death from starvation can occur in 1-3 weeks

1.) Knife- can be used to cut out seating padding for insulation. In addition, the knife has multiple uses.
2.) Blankets- can be used to make makeshift hats and gloves. 50% of body heat can be lost through the uncovered head.
3.) Mirror- can be used to signal using the sun once the blizzard has stopped.
4.) Lighter- use to light fire for warmth and signal.
5.) Gasoline- for fuel for fire.
6.) Hoses- useful for siphoning gas .
Hubcaps- used for melting snow for re-hydration.
8.) Spare tire- smoke from igniting the deflated tire will be a good signaling agent.
9.) Sunglasses- prevents against snow blindness.
10.) Shotgun- used as signaling agent in the night. 3 blasts are the international signal for distress.
11.) Beef Jerky- for obvious reasons.
12.) Shovel- used to create a snow cave after the blizzard and to dig a place for fire.
13.) First aid kit- creams, sunburn ointment, gauze and bandages provide protection against sun.
14.) Maps- relatively useless because the best thing is to stay put.
15.) Compass- relatively useless because the best thing is to stay put.

Team Survival Scenario Follow Up Questions

Group Follow Up Questions

1.) Describe what happened in your group.

Was there a leader(s)?
Describe his/her leadership style?
Were your ideas heard? If not, what did you do and how did you feel?
Did you feel that some people in the group did not share as much as other?
What could you, your group or the leader have done to help them share?

2.) Was there any tension in your group?

How was it dealt with?
What added to the tension?
What helped reduce the tension?
How could your group have worked more efficiently?

3.) What helped to make communication effective in your group?

4.) Accept for the time being, the rational of the survival experts response. The lower the score, the more in agreement that person is with the expert.

Whose individual score was lower than the group score?

What does this tell you about your participation?
What were you trying to accomplish in the group?

Whose individual score was higher than the group's score?

What does this tell you about your participation?
What were you trying to accomplish in the group?

5.) What do you think of this activity and how it relates to working with groups of people on a common task?

Communication Brainstorming Activity

Purpose: To help new service leaders who have not considered the numerous communication tasks and challenges inherent in campus service leadership. Therefore, it can help to: give leaders a "heads up" regarding the common obstacles to campus/community communication generate new and creative ideas to overcome these challenges.

Directions:
With the entire group assembled, brainstorm on the topics listed below. Be sure to have markers available for recording the ideas generated. Post paper around the room with the topics listed below as headings. After completing the brainstorm facilitate a discussion around the ideas generated. Then complete the communication Brainstorm Handout on page 26.

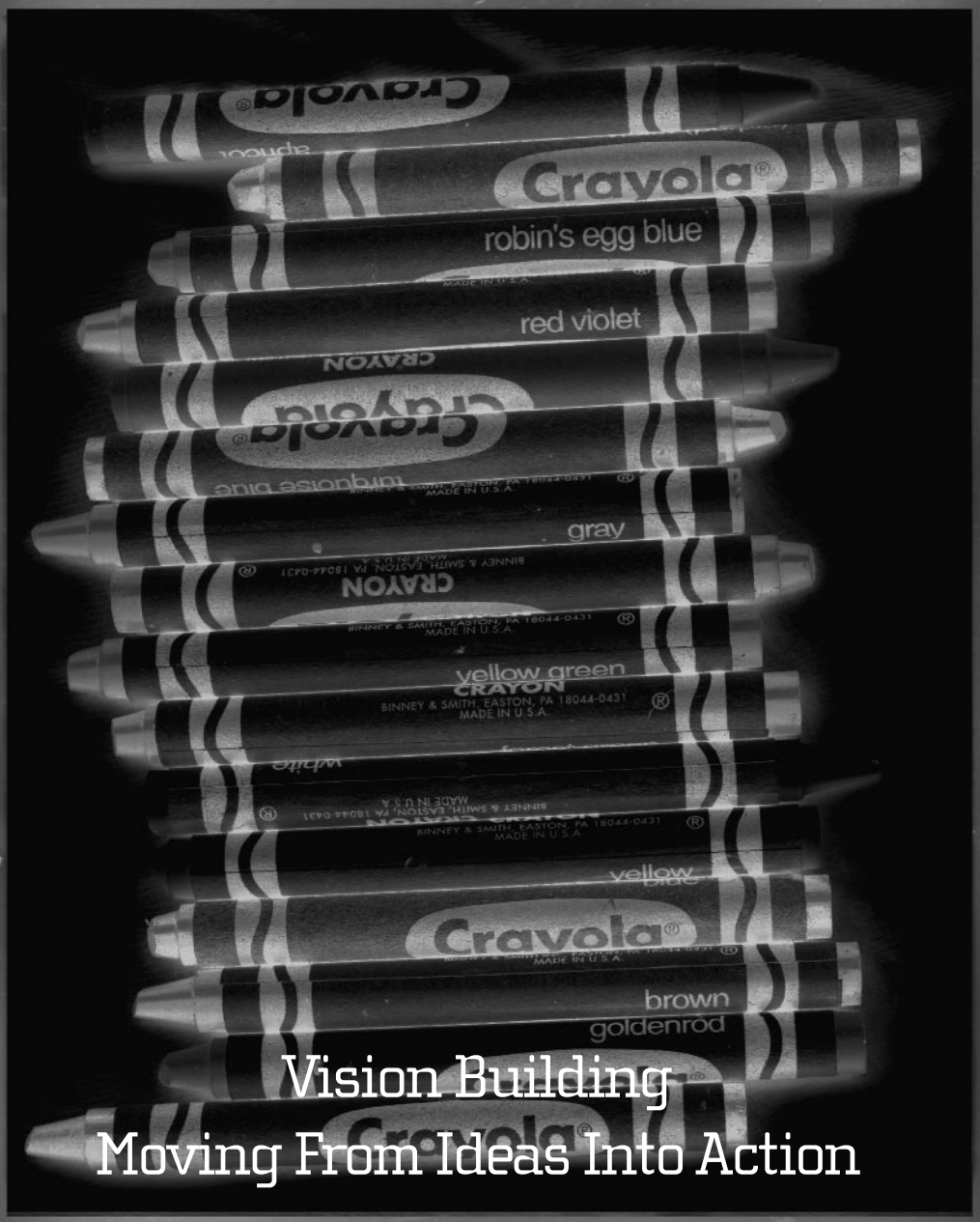
Brainstorm Topics:
Areas of Communication
Communication Needs
Potential Obstacles
Ideas to Overcome Obstacles

Group task:
Choose a recorder and then brainstorm on the topics posted around the room.

Communication Brainstorm Handout

Areas Inclued	Examples of Communication Needs
Communication with Volunteers	• Effective recruitment • Orientation/Paperwork – complete with monitoring and evaluation procedures • Immediate post placement contact • On-going monitoring • On-going reflection • Evaluation • Acknowledge/Recognition
Communication with Agency	• Clear understanding of policies and limits of volunteer • Clear definition of volunteer opportunity • Clear understanding of placement and referral process • Clear understanding of orientation process • Clear understanding of supervision
Communication with other Service Leaders	
Communication with Service Director	
Communication with College Faculty/ Administrators	

Element 2: Creative Thinking



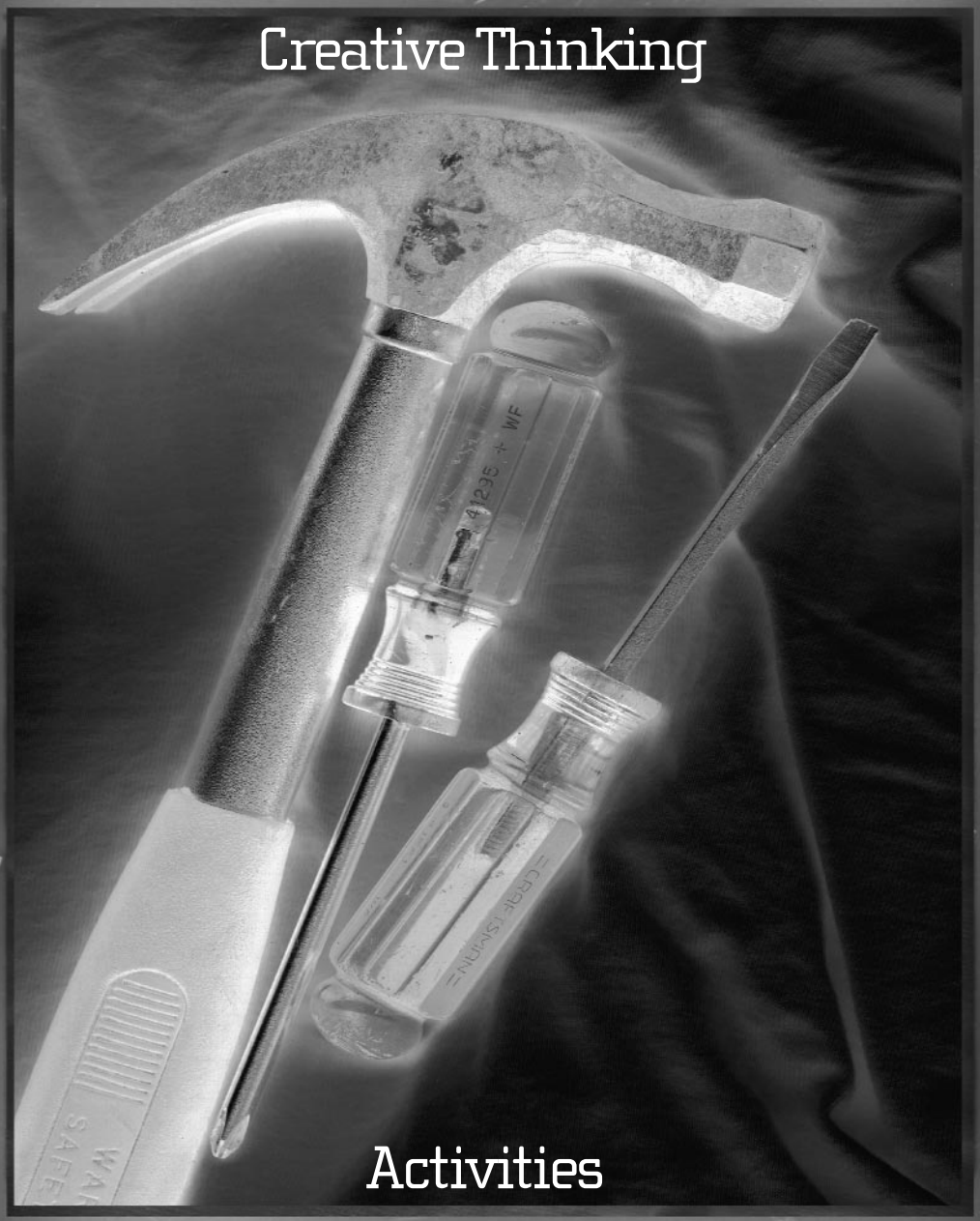
Vision Building
Moving From Ideas Into Action

An Overview of Creative Thinking

Vision Building...
Another great way to engage new leaders in service is to have them create a vision for service on their campus both as individuals and as a group. In addition to having a campus vision of service, students should be thinking about a vision including their community partners. Service leadership is most effective when the service leaders join with their community or campus partners in defining a vision to focus and fuel efforts. However, one can not assume that the community partner has developed a clear vision for their collaboration with a campus. Additionally one cannot assume that partners or student leaders are familiar with the process of defining a vision. See page 30 for some sample activities around vision building.

Moving Ideas Into Action….
For vision building and development to be effective there needs to be a smooth transition from planning into action. Often students will have strong visions but no sense of how to make their vision a reality. The information in the creative thinking activites section of this guide provide some strategies for assisting students to move from ideas to action.

Creative Thinking



Activities

Creating A Vision For Your Project Activity

Purpose: To have students realize whether their leadership role involves direct service in the community, organizing the direct efforts of other students or some combination of the two, an important step to taking on leadership is to define a vision for your effort. The important idea is that leaders are looking at the present and trying to imagine an improved future. They must define a personal role in that process of moving forward.

Directions:
Distribute the vision handouts: The Visioning Process, Steps To Building A Vision, and Definition Of Vision; found at the end of this section to participants. Break out into small groups and have the groups complete the vision building activity found in the handouts: Steps To Building A Vision.

Group Task:
Agree on a service activity (such as an after school-program, feeding the hungry or tutoring children) they would like to develop a vision around. Complete the tasks listed on the Steps To Building A Vision handout. Use the additional handouts as resources. At the end of a specified time period bring the groups back together and have them share their results.

NOTE: This activity could be used with student leaders and their community partners together. It could serve as the basis for a partnership vision.

Definition Of Vision Handout

VISION — Dreams in action: positive and focused energy which defines the possibilities and stimulates goal directed behavior and optimism among those who share the vision.

Elements of a Vision:

- Vision comes with positive energy, which stimulates and fuels hopefulness: otherwise it's just a plan for action or some new initiative. Feed your dreams with passion so that others are fueled by it too!!
- Vision defines the possibilities: it presupposes that you know what is "in the box" and what is "outside of the box". It must flow from current reality and then connect present with future.
- Vision is created with others. It is communicated to enlist the additional energy and shared commitment necessary to ensure sustained action.
- Vision is a process: dream outcomes require time and nurturing

VISION

The Visioning Process Handout

"The best way to predict the future is to invent it"
Allan Kay, scientist, inventor

Visioning is a process of clarifying values, focusing a mission and stretching the horizon with a vision. Vision is a series of stages that can be accomplished over time. Visioning evokes creative solutions to challenges and sparks continual evolution and learning in an organization.

Five Step Visioning Sequence

1

Clarify Values
Define essential values of the organization(s) you are working with.

2

Scan the Current Situation
Examine the current environment both internally and externally.

3

Define the Mission
Clarify the basic purpose of the organization or program and your role.

4

Create a Vision
Generate a clear image of what you hope the future will look like for this organization or program.

5

Implement the Vision
Create a strategic plan to implement the values, vision and mission.

Steps To Building A Vision Activity Handout

Step 1: Pooling your energy and passion

Consider and discuss the following:

What is the importance of your direct or indirect service activity?
Why should others care?
If your effort is successful, what will be different?
If your effort disappeared, what would be lost?
What words or images capture the energy and passion for this work?

Group Task: Create an image and/or slogan which will capture the positive energy you hope to generate.

Step 2: Where are you now? Where can you go?

Consider and discuss the following:

Who needs this service the most?
What skills do the volunteers / program leaders need?
Who will prepare them and how?
What are the options for delivering this service?
Which option provides the best fit?
How can you measure the impact of these volunteer efforts?
Who is involved?
What steps / structures will ensure feedback and creative refinements of your service effort?
How can this effort be sustained?

Group Task: Create a one year time-line, and a three year time-line for your service effort. This will connect the present to the future.

Step 3: Plan to complete vision work

Consider and discuss the following:

Who needs to be involved in completing your plan?
What action needs to take place to secure their involvement?

Group Task: Develop an action plan that describes the necessary steps to complete or sustain your service effort.

Implementing Your Goals Activity



Purpose: To help students find and develop a plan to move their vision from a plan into meaningful action.

Directions:
Distribute the Implementing Your Goals Tip Sheet and Form to student service leaders and have them fill out the form with their service supervisor (campus or service site supervisor). Have students report out their results at your next meeting together.

Group Task:
Meet individually with service supervisor, use the Implementing Your Goals Tipsheet to complete the Goal form and then report back the results of this meeting at next group meeting.

Implementing Your Goals Tip Sheet

Students, together with their supervisor, should use the following form as tool for developing an action plan.

- Along with your community contact (if applicable) define the major goals related to your role.
- Determine which is the highest priority.
- Take that goal and use the attached sheet to move your thinking from the broad view to very specific actions.
- Review the action, steps and available assets with your supervisor and other stake holders and refine them as needed.

Definitions:

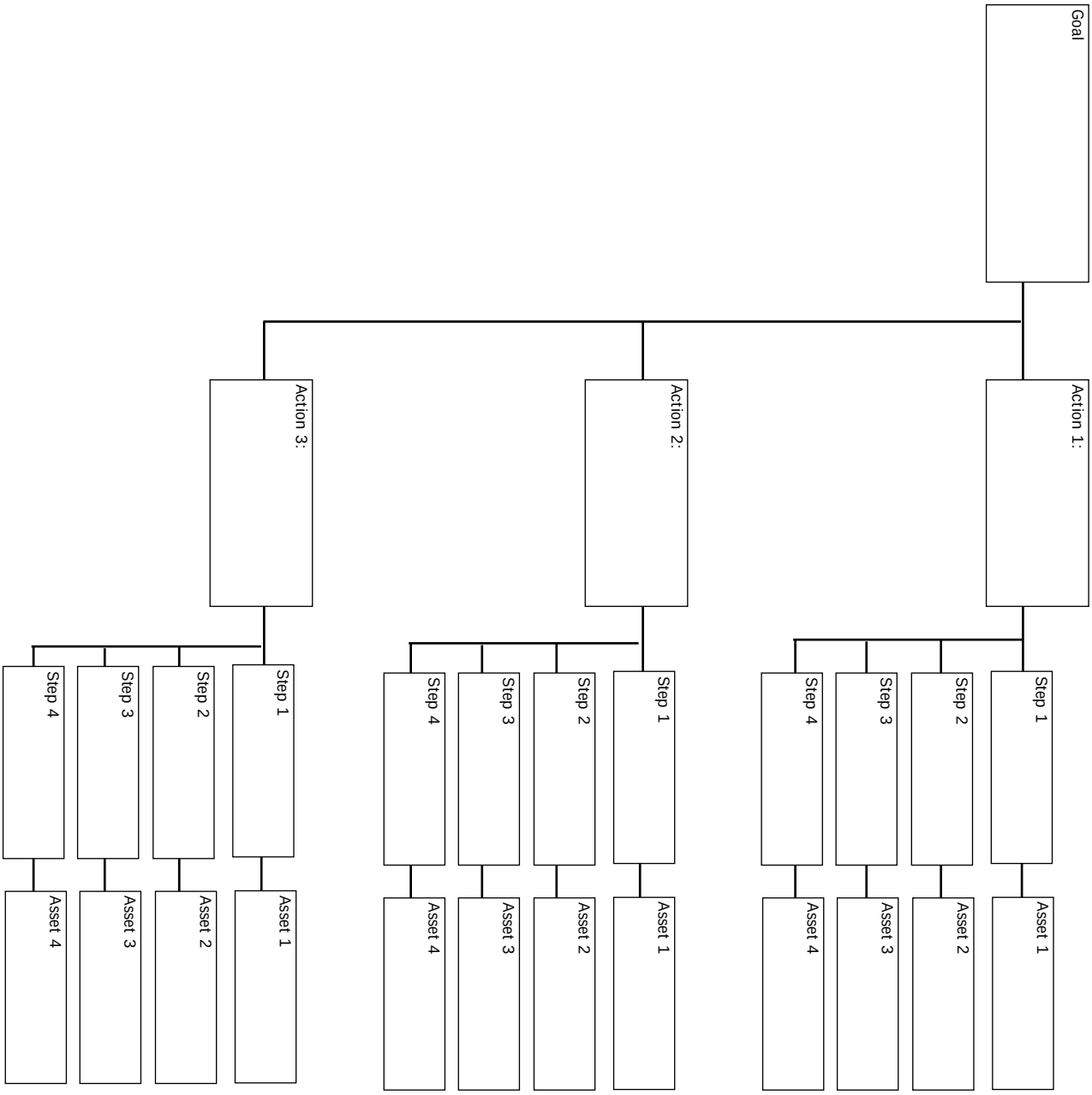
Goals: **They are the major task that you hope and aim to accomplish.**
"Provide occasional fun events for the children in your after school program"

Actions: **They are the big steps that you need to accomplish in order reach your goals.**
"To take children on campus for a play"

Step: **They are tasks that are identified in order for your action to be completed.**
"Obtain tickets and find transportation, get permission slips, determine process for selecting kids, etc."

Asset: **They are the people, offices or resources that will help you attain the step.**
"You know the Director of the Drama Department. You also know that the Dean of Students and the Athletic Department both have vans that may be available. Dining services may also provide snacks before the show."

Implementing Your Goals Form



Element 3: Applying Resources



Campus Assessment
Community Assessment

An Overview of Applying Resources

Campus Assessment….
Student leaders in service need to have a working knowledge of their campus and its culture. They should understand the overall campus mission along with the mission of the campus service agency they are working with. In order to be effective students must also have an understanding of how to get things done on campus. The best way to gain this knowledge is through experience. The activities at the end of this section are useful for assisting students in gaining this knowledge.

Community Assessment….
For student service leaders to make a sustained, meaningful impact on their community they must have an understanding of their communities needs and assets. Community assessment and community asset mapping are valuable activities for gaining this information. In the resource section of this guide, you will find contact information for COOL (Campus Outreach Opportunity League,) a national organization that has developed a tool for students to assess their community.

Applying Resources



Activities

Campus Assessment

Purpose: To assess different assets and resources that may be available on a college campus. The goal of this assessment is to identify resources while also sharing information about service activities to different departments and offices around a campus.

A Campus Assessment

Directions:
Distribute the Campus Assessment Tip sheet and Campus Assessment form to student service leaders. Ask them to each choose one office / department on campus to assess. The next time the group is together have them report out on their findings.

Group Task:
Decide as a group which departments you would like to assess, then divide them up among the group. Prior to the next meeting, visit your assigned office. At next group meeting, report out on your findings.

Campus Assessment Tip Sheet Handout

The attached form is a guide for student leaders to use as they visit offices and departments around campus to determine what the office / department does and any assets they may have, share information about their own service program and look for opportunities for collaboration. We suggest using an "interview" format to gather the information.

Areas to discuss:

- Find out the key functions of various campus offices and any potential assets they may hold
- Share with the person interviewed a detailed report of service on campus
- Share an outline of the key functions and assets of your service program
- Indicate any areas of your service program that the person interviewed may way to learn more about
- Discuss opportunities for collaboration
- Discuss the assets you've discovered

Possible Departments / Offices to Visit:

Athletics
Financial Aid
Print Shop
Student Life
Bookstore
Health Services
Media Services
Clubs / Organizations
Development Office
Academic Departments
Alumni Office
Public Relations
Business Office
Campus Activity Board
Maintenance Department

Campus Assessment

Campus Office/Department:_____

Person Interviewed: _____

Interviewer: _____

Date: _____

☐ Shared annual service report

1. Major functions and assets of office

☐

☐

☐

☐

2. Interest in our key functions/assets

☐

☐

☐

☐

3. Opportunities for collaboration

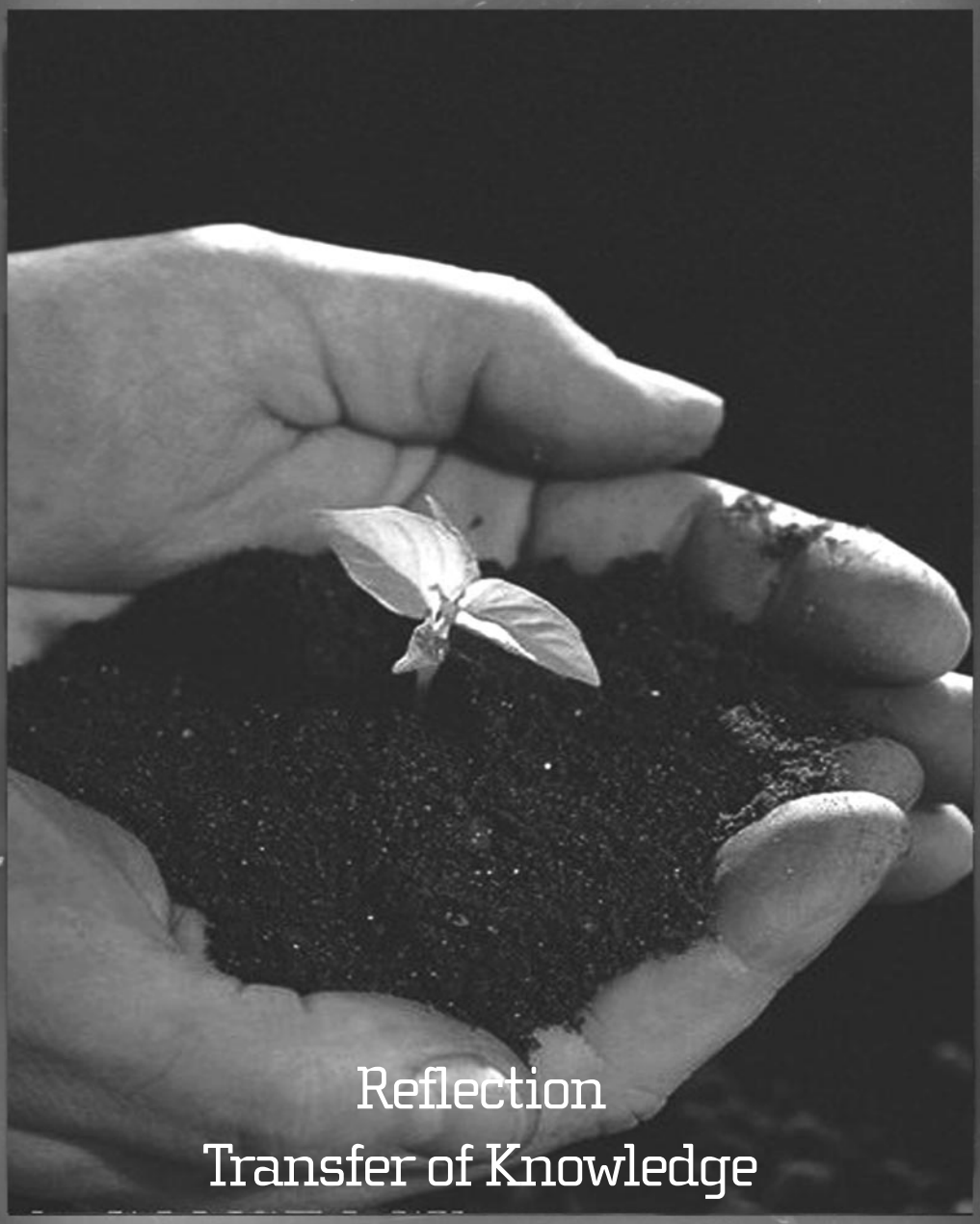
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Element 4: Attention To Personal Growth and Development



Reflection

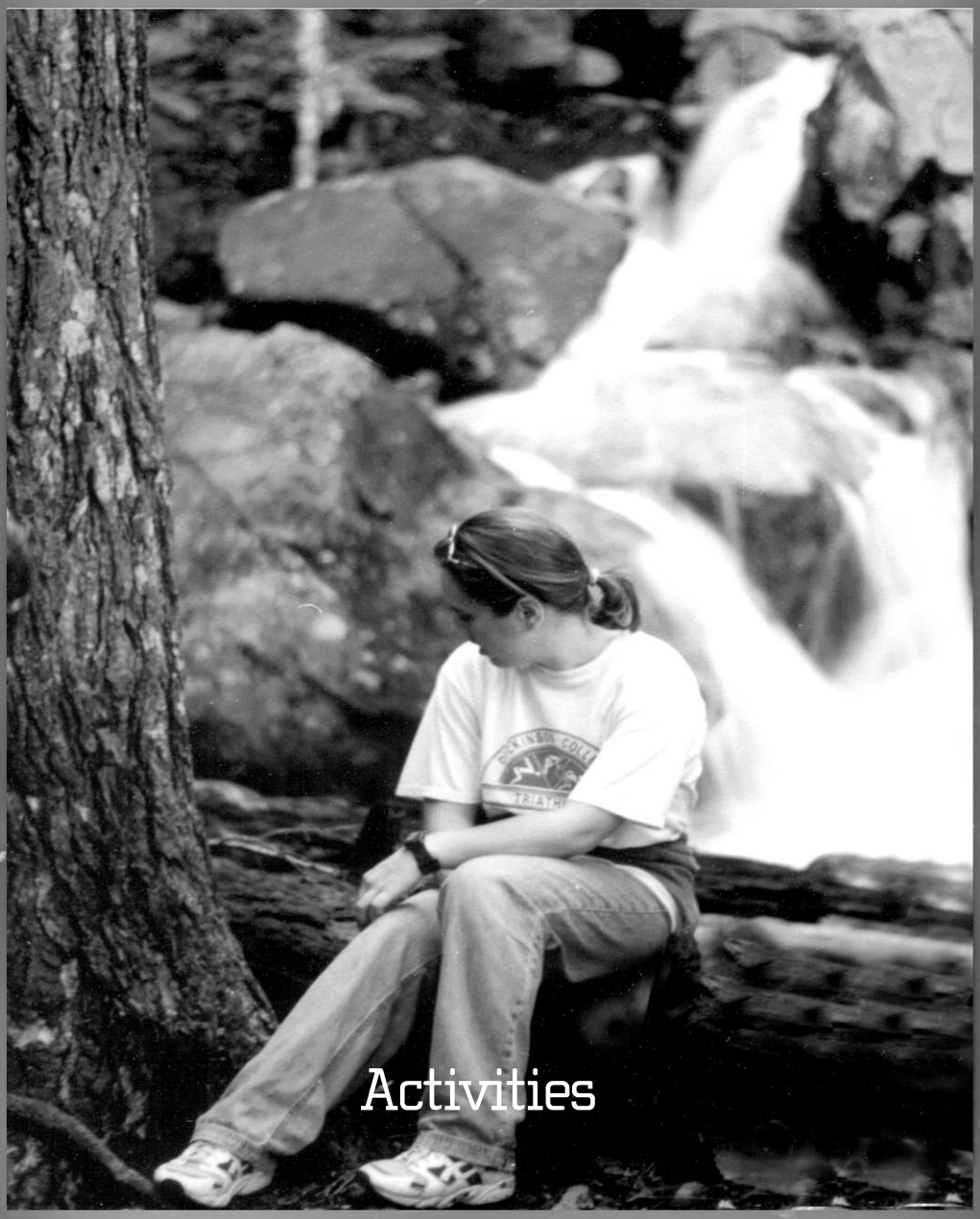
Transfer of Knowledge

An Overview of Attention to Personal Growth and Development

Reflection…
Student service leadership is a valuable way to help students gain new knowledge about themselves, their campus and their communities. For the experiences of students in service to be of value they must be able to transfer their experiences into new knowledge (See Experiential Education Cycle at the end of this section). To make this transfer of knowledge occur, student service leaders need to participate in reflection activities. Reflection activities allow students to pause and extract the lessons of an experience and examine these lessons for new knowledge. See the end of this section for a list of possible reflection activities.

Transfer of Knowledge…
Many of the skills and much of the knowledge developed by student service leaders can be transferred beyond their college career. It is extremely important for student service leaders to review their experiences and transfer their new found knowledge and skills into their life after graduation. The activities at the end of this section will help students review their service experience and look for knowledge and skills they can transfer beyond college as they prepare for life after graduation.

Attention To Personal Growth and Development

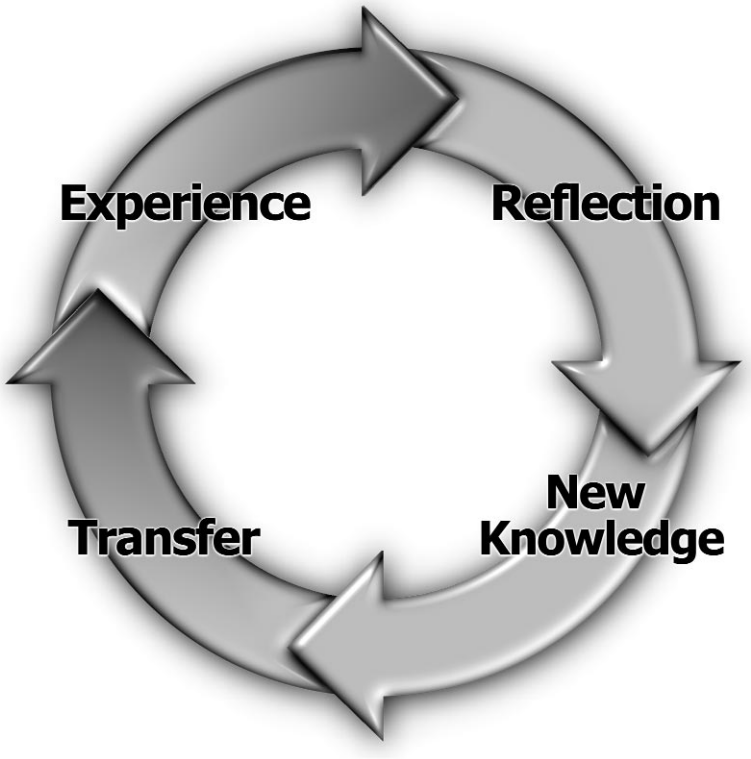


Activities

Sample Reflection Activities

Journal Writing
Painting
Collage Making
Drawing
Writing or Performing Music
Photography
Compiling a Portfolio
Group Discussion
Readings
Role Playing
Presentations
Dance
Creating A Video
Writing Reflective Essays

Experiential Education Cycle Handout



Experience	Leads to learning, can be the raw material of learning.
Reflection	Extract the lessons of experience in their purest form by reviewing the concrete steps taken in an activity and examining them for the knowledge they offer us.
Transfer	Involves looking at situations in the participant's environment in which the lessons learned can be used and applied to other areas.
New Knowledge	Apply lessons learned.

Appendix I: Energizing Activities



Can't We Count To Ten

The Alphabet Search

Dance Class

Creative Contraptions

What I Like!

Can You Draw It

Look Out Michelangelo!

CAN'T WE COUNT TO TEN? an energizing activity

DESCRIPTION: Group challenge to count up to ten, with everyone's eyes closed.

GOAL: Energize group and build group cohesion.

TIME: 5 minutes

MATERIALS NEEDED: None

DIRECTIONS:

1. Ask everyone to close their eyes. Tell them to keep them closed, even if the group succeeds in the challenge initially.
   Note: Getting the group into a circle might make this less challenging.
2. Explain that the challenge is to count to ten as a group, but they must obey the rules:
   a. Everyone must keep his or her eyes shut.
   b. No two people may speak at the same time. If this happens the group must start over at one.
   c. No person may say two numbers in a row, or more than three numbers in total.
3. Begin the game for five minutes. Call out the time by the minute.
4. If the five minutes expires before the group gets to ten, determine if you have the time or interest for an extension.

Note: If the group solves the challenge quickly, then challenge them to do it only with clapping (ie. eyes closed and no talking). Possibly add the rule that no one can follow the person to his or her immediate left or right.

FEEDBACK AND DISCUSSION:

What made you feel hopeful that the group would succeed?
What made you get discouraged?
What helped with your communication?
What hindered communication?
What could make the group more effective in its communication?

NOTES: *1. One way to solve the challenge quickly is to fall into a pattern. For instance a person could begin and then move to his or her immediate right 2. If the group really gets bogged down with this activity and it no longer seems like they are having fun, then you might stop the clock, and while they keep their eyes closed, you might talk about what makes it hard to communicate. Ask them if it might help if they developed a pattern. If they feel ready, start the clock again.*

SKILLS: Group communication and problem solving.

THE ALPHABET SEARCH an energizing activity

DIRECTIONS: A small group activity in which participants search what they are wearing for items that begin with A-Z.

GOAL: Energize the group; contribute to group cohesion

TIME: 5 minutes

MATERIALS NEEDED: Sheet of paper for each group, Pen

DIRECTIONS:

1. Divide the group into groups of no more than 5

2. Ask the groups to identify one person to be the recorder. Ask the group to search their persons for objects ranging from A-Z, and write each item down. (Includes what they are wearing and in their pockets).

Note: An alternative way to do this is to divide the alphabet into sections and ask each group to find as many things as they can for their section of the alphabet (e.g. one group finds items for A-I, another for J-R, S-Z)

3. See how many items the groups can get in the agreed upon time (5 min.)

4. Have groups report out the number of items identified, and what specific items they came up with.

FEEDBACK AND DISCUSSIONS:

1. Keep it simple and fun! Shine light on the good things you see.

SKILLS: Group communication and participation.

DANCE CLASS an energizing activity

DESCRIPTION: Group members create a dance by copying each other's moves and then adding their own motions.

GOAL: To energize the group and to share ideas.

TIME: 10 minutes

MATERIALS NEEDED: None

DIRECTIONS:

1. Group members should form a circle with each person standing an arm's length from the person next to him/her. Explain that the group will be collectively creating and practicing a new dance.

2. Choose someone to start the dance by creating one simple move for everyone else to see.

3. The next person in the circle repeats the first move and then adds one of his/her own.

4. Continue through the circle, each person repeating all of the moves done before him/her and then adding a new move.

5. After everyone has had a chance to add something go through the entire dance, start to finish, as a group.

FEEDBACK AND DISCUSSION:

1. Did everyone contribute equally to the creation of this new dance?

2. What factors did you consider before introducing your new move?

3. What kind of music should you perform this dance to? Why?

NOTES: *1. You may need to encourage the group to create moves that will be easily performed by all members of the group.*

SKILLS: Imagination, creativity, self-expression.

Creative Contraptions an energizing activity

DESCRIPTION: An activity in which group members work together to act out machines while other group members try to guess the machines' identities.

GOAL: To reinforce teamwork and group creativity.

TIME: Approximately 20-25 minutes

MATERIALS NEEDED: List of machines (suggestions attached) written on individual note cards

DIRECTIONS:

1. Divide the group into two or more subgroups of at least three people. Choose a group to go first.
2. Fan out the machine cards for the first group and have them choose one card and look at it. Allow them a few minutes to talk amongst themselves about how to act out the machine.
3. The first group then stands in front of the others and acts out their selected machine using their bodies. Participants are allowed to make sound effects, but they can not talk. While the first group acts out the machine the other groups should try to guess what machine they are imitating.

Note: In certain situations group leaders may need to restrict group members from using physical contact during this exercise.

4. Have each group take several turns acting out different machines.

FEEDBACK AND DISCUSSION:

1. Discuss how the group members felt while acting out the machines.
2. What were some of the challenges group members encountered?
3. What could have made the task easier?
4. What was the important part of trying to make others understand what they were describing?

NOTES: *1. Initially it may be necessary to offer suggestions to the group as to how to physically form the selected machines.*

SKILLS: Cooperation, patience, creative problem solving.

Machines List

1. Toaster
2. Gasoline pump
3. Blender
4. Snowplow
5. Vending machine
6. Dryer
7. Blow dryer

WHAT I LIKE! an energizing activity

DESCRIPTION: Individuals pair up in a game in which participants try to guess what their partner answered for likes and dislikes.

GOAL: Energize group; some personal sharing

TIME: 10 minutes

MATERIALS NEEDED: Small slips of paper to write responses on, pens/pencils

DIRECTIONS:

1. Pair each participant up with someone he or she doesn't know well.

2. Pass out three slips of paper to each participant for each round of the activity.

3. Indicate to the participants that you will be asking them questions about what they like. For each question they will write one response onto each slip of paper, in the order of their preferences (Most to least)
For example: Facilitator question; "What foods do you like?"
Participant writes response:
Slip 1: Steak (like most of the three)
Slip 2: Potatoes (like 2nd of the three)
Slip 3: Lima Beans (like least of the three)

4. Have participants shuffle the slips of paper so that they are no longer in order and hand them to their partner.

5. Tell the participants that the challenge is to imagine the order that their partner intended the slips of paper to be in. They should place down on the table closest to their partner the thing that they assume their partner "liked the most ", in the middle that which their partner "liked second', and closest to themselves the thing their partner "liked 3rd among the choices.

6. Once all of the cards are placed onto the table, partners should rearrange the response cards into the correct order.
Note: Ask participants to briefly tell their partner why they put them into the order they did. What was their thinking?

7. Run through the activity a number of times.

8. You might take a good question (i.e. one that allows some personal sharing) and after the pair has completed sorting them into order have one of the pair take his or her own responses, shuffle them again, and bring them to the person to his or her left to allow a new partner to try to guess the right order.

Note: You could take one of the questions and allow it to travel around to three or four pairs; his could help to build the energy within the activity.

Sample Questions: What do you like for...

Rock Bands	Recent Movies	Type of Car
Winter Activities	Summer Activities	School Related Activities
Brands of Sneakers	After-School Activities	Quality in a Friend
Candy Bars	School Subject	Sports
Place to Visit		Job you'd like to have in 5 years
Someone you'd like to meet		Places you have been

FEEDBACK AND DISCUSSION:

1. Shine light on the positive things and the humorous things.

2. In what ways did it get easier in the activity to predict your partner's answers?

3. What about the activity was difficult or uncomfortable?

4. Give the partnership teams 30 seconds to come up with one word to describe their thoughts, feelings, or reactions to the activity. Teams go around and share their word.

NOTES: The purpose of the activity was to create some positive energy in preparation for the activity to follow. Remain conscious of time. Make this fun.

SKILLS: personal sharing, working in pairs

Can you draw it? an energizing activity

DESCRIPTION: An exercise where participants attempt to draw a picture following the instructions given by a volunteer.

GOAL: Build awareness of elements of effective communication. Energize the group. Practice communication skills.

MATERIALS NEEDED: Pictures to be described by volunteer (Draw additional pictures to increase options. Create a range from easy to difficult,) blank paper for participants pen/pencils

TIME: 10 minutes or more, depending on group engagement

DIRECTIONS:

1. Pass out a sheet of paper to each participant. Instruct participants to draw what each volunteer is describing to them. They can not ask questions or instruct the drawer in any way.

2. Ask for a volunteer from the group. Position the volunteer with their back to the group and instruct him/her to describe the first picture to the other participants, using only verbal instructions (ie. no hand gestures, etc.) Participant must avoid letting the other participants see the picture.

3. After the volunteer has finished describing the picture, have participants compare their drawing to the original.

Note: At this point briefly discuss with the group what made drawing the picture easy or difficult; ask the volunteer the same questions.

4. Ask for another volunteer, only this time allow him/her to face the group.

Notes:
1. After group draws the picture, ask how this was different for group and the volunteer.

2. If the group likes this activity you may allow a third volunteer to describe another picture only this time they can use hand gestures in addition to words. Bring in a discussion of the importance of body language in communication.

3. Facilitators should watch pairs and observe differences or similarities that some may have which can be added to the discussions later on.

FEEDBACK AND DISCUSSION:

1. Discuss how the volunteers felt doing the describing.
2. How was it to draw while receiving only verbal instructions?
3. How was it different to do the drawing with verbal and visual instructions?
4. How did volunteer communication styles differ?
5. How might communication affect both danger and opportunity within a conflict?

NOTES: 1. Keep reflection simple. Keep activity moving and fun.
2. If time allows, and the activity is going well you may want to divide the group into pairs. Have them take turns describing and drawing the pictures. You might have the participants sit back-to-back to challenge them further.

SKILLS: Group participation, communication skills, listening skills, personal sharing.

LOOK OUT MICHELANGELO! an energizing activity

DESCRIPTION: The group members pose as statues while the other members try to guess what they are a sculpture of.

GOAL: An exercise in communication through body language and silence.

TIME: 10- 15 minutes

MATERIALS NEEDED: Statue list (attached) written onto individual note cards

DIRECTIONS:

1. Explain to the group members that they will each have a chance to form a statue with their bodies while the other members try to guess what they are representing.

2. Ask for a volunteer to go first and fan out the statue cards. Have him/her choose one card and look at it.

3. Give the volunteer a few minutes to think about how to form this statue, offering suggestions if he/she is stumped. When the volunteer becomes the statue, allow everyone else to start guessing what the statue is. The volunteer may not speak to the rest of the group at all.

4. Proceed through the rest of the group members, each acting out a different sculpture.

FEEDBACK AND DISCUSSION:

1. Was it hard to stand perfectly still and be perfectly quiet?
2. What was the hardest part of this exercise?
3. Would it have been easier if the statue could move or give verbal clues?
4. What do you think this activity says about our body language?

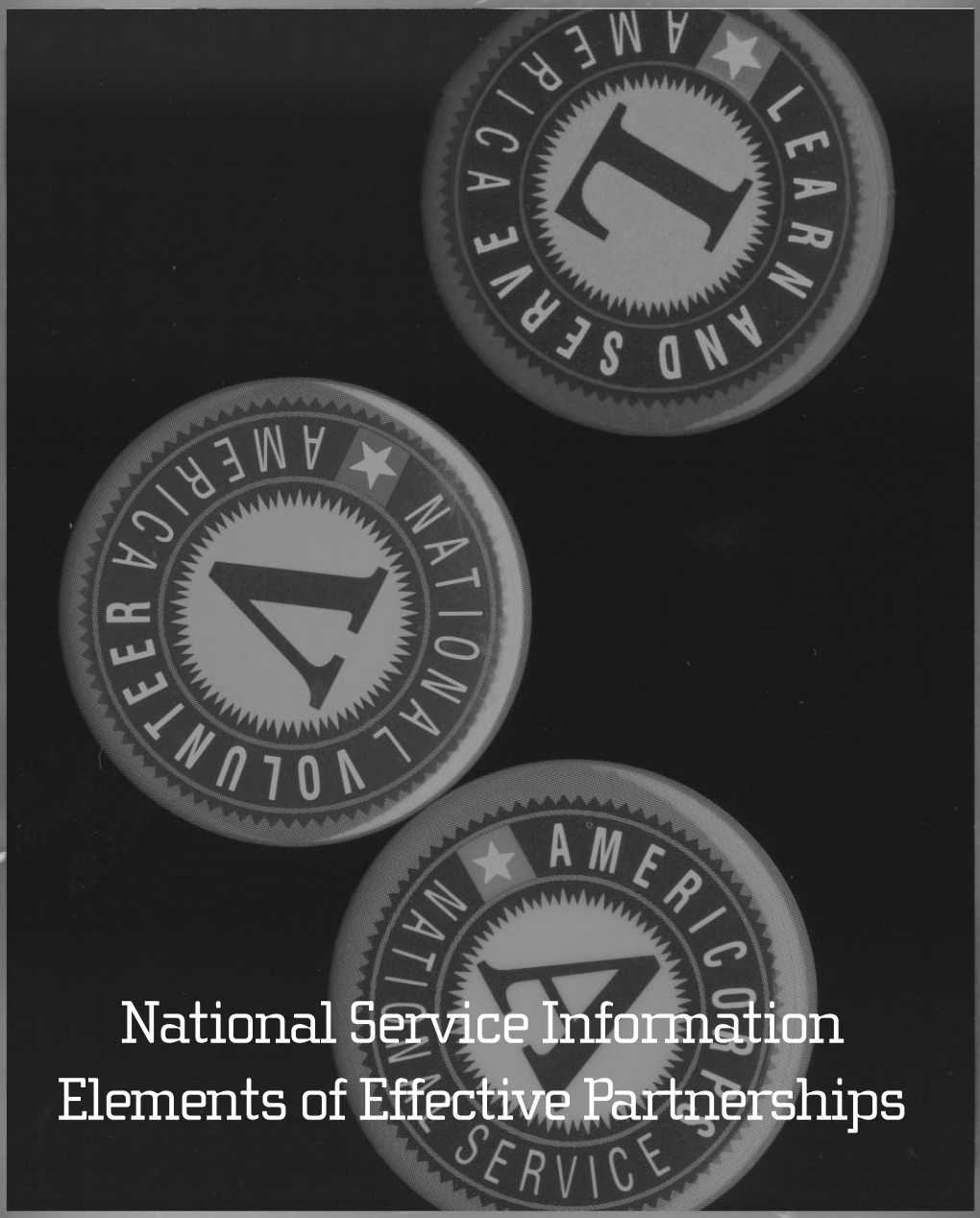
NOTES: 1. If the group members who are guessing are having trouble figuring out the statue, it may help to let the statue change to a new position. You may also allow the group to ask you, not the statue, some simple questions as a way of providing clues.

SKILLS: Communication through body language, interpretation of body language

STATUE LIST

1. Victorious Athlete
2. The Dancer
3. A Hot Summer Day
4. Runner at a Starting Line
5. Gazing at the Stars
6. Blowing out the Candles
7. Going to Bed
8. The Teacher's Pet

Appendix II: Additional Resources



National Service Information
Elements of Effective Partnerships

National Service Information

Numbers….
Corporation For National Service Offices
AmeriCorps General Information
Education Award Information

Websites….
Corporation For National Service
http://www.nationalservice.org
National Service Resource Center
http://www.etr-associates.org/NSRC
America Reads Challenge
http://www.ed.gov/inits/americareads/
National Service Learning Clearinghouse
http://www.nicsl.coled.umn.edu/
MOSAICA
http://www.mosaica.org/natl.htm

Listservs….
To subscribe to any listserv, you send a command via email to a specific address. Your command (in the body of the email) will automatically subscribe you.

AmeriCorps List

subscribe aclist

America Reads List

subscribe americareads

Service Learning List

sub service-learning Firstname Lastname

Useful Publications….
Who Cares Magazine "The tool kit for social change"
Call
NSRC Library Catalog of Resources Available (for circulation to CNS funded programs)
Call

10 Elements of Effective Partnerships

1. Honesty and Trust
A climate and culture of honesty and trust must be established.

2. Broad Stakeholder Representation
Partnerships must include stakeholders from as many sectors of the community as possible. Anyone who may have an interest in the partnership or be affected by it should be incited to participate.

3. Reciprocity
The relationship should be symbiotic, benefiting all partners.

4. Roles and Responsibilities: A division of Labor
Leadership, decision making, responsibility, and use of resources must be shared.

5. Needs/Challenges/ Resources/Assets
Partnerships need to perform a needs/challenges/resources/assets assessment to help them establish the direction of the partnership and help it to form its mission.

6. Vision and Mission
Partnerships must establish a common vision and mission which is free to change or adjust as the partnership progresses.

7. Goals, Objectives, Actions Plan
The partnership needs to collectively agree on its goals, develop objectives to address these goals, and create an action plan to meet the goals and objectives they have identified.

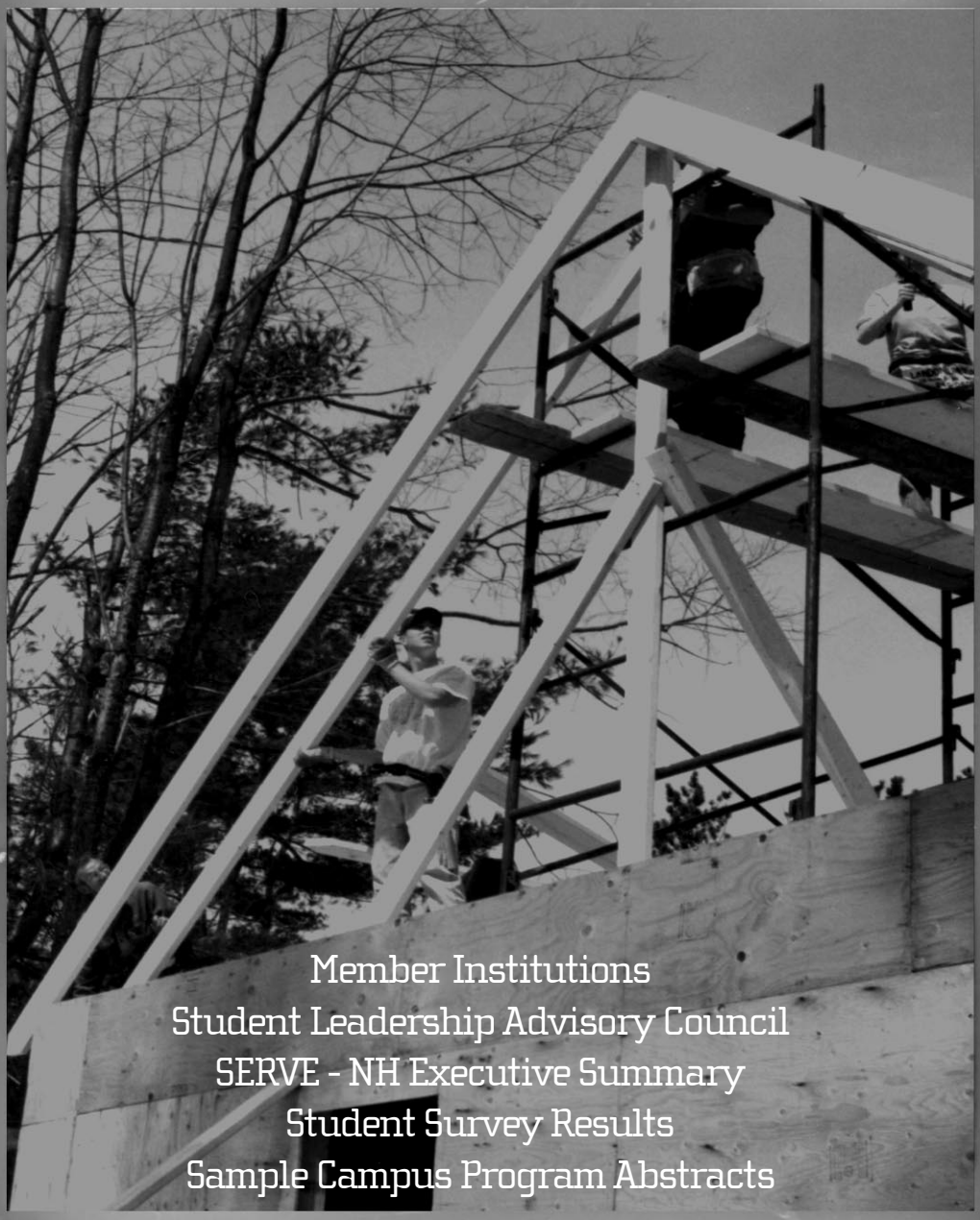
8. Communication
Regular and effective communication must be planned for and maintained.

9. Assessment
There needs to be a formative and summative assessment of process and outcomes.

10. Celebration of Efforts
The partnership must plan for and celebrate its efforts and recognize the partners for their hard work.

For a copy of the K-H Partnership Tool Kit where these Elements are elaborated upon, please contact Campus Compact for New Hampshire.

Appendix III:
Campus Compact for New Hampshire



Member Institutions
Student Leadership Advisory Council
SERVE - NH Executive Summary
Student Survey Results
Sample Campus Program Abstracts

Campus Compact for New Hampshire
Member Institutions and Corporate Members

Member Institutions

Antioch New England Graduate Institute
Colby-Sawyer College
College for Lifelong Learning
Daniel Webster College
Dartmouth College
Franklin Pierce College
Franklin Pierce Law Center
Hesser College
Keene State College
Magdalen College
McIntosh College
New England College
New Hampshire College
New Hampshire Community Technical College - Berlin
New Hampshire Community Technical College - Claremont
New Hampshire Community Technical College - Laconia
New Hampshire Community Technical College - Manchester
New Hamsphire Community Technical College - Nashua
New Hampshire Community Technical College - Stratham
New Hampshire Technical Institute
New Hampshire Institute of Art
Notre Dame College
Plymouth State College
Rivier College
Saint Anselm College
University of New Hampshire
University of New Hampshire at Manchester
White Pines College

Corporate Members

Bank of New Hampshire
Citizens Bank
New Hampshire Higher Education Assistance Foundation
Public Service of New Hampshire
Sanders, A Lockheed Martin Company
Verizon Communication

Student Leadership Advisory Council

Campus Compact for New Hampshire encourages creative, energetic students who are actively involved in community service on their campus to become members of the Student Leadership Advisory Council, (SLAC.) The purpose of this advisory council is to assist CCNH in supporting student leadership in service throughout the state. This council will address statewide leadership development strategies and also assist in developing statewide networking opportunities for student service leaders. Specific tasks include:

- Plan semesterly student network opportunities.
- Identify student leadership needs.
- Assist in developing statewide leadership development plan.
- Develop and implement survey of individual campuses to identify leadership training resources.
- Help identify and implement strategies to enhance campus infrastructure for student service leadership development.

CCNH asks for a minimum of two students from each of its member campuses to serve on the advisory council. Criteria for students seeking membership on this council include a demonstrated commitment to community service and leadership development. Advisory council members must be willing to attend monthly meetings and serve on planning committees.

SERVE - NH

(Students Engaged in Redefining a Vision for Education) - NH
EXECUTIVE SUMMARY

History and Need

SERVE (Students Engaged in Redefining a Vision for Education) - NH is Campus Compact for New Hampshire's newest program supporting student service on campus around the state. SERVE - NH is an Education Award AmeriCorps Program. The AmeriCorps Education Award Program is an initiative from the Corporation for National Service, created to effectively utilize a surplus of unused Education Awards from the AmeriCorps Program. The Education Award Only Program provides educational vouchers to AmeriCorps members in exchange for service to their communities. The Education Award Program differs from standard AmeriCorps Program in that members do not receive a living stipend or health insurance. The initiative is best supported by organizations which have the infrastructure to support such volunteers.

For the past six years, Campus Compact for New Hampshire has sponsored the Learn & Serve Higher Education Service Learning Corps, which has placed full-time AmeriCorps members on college and university campuses to build partnerships between institutions of higher education and K-12 schools and to infuse the concept of service learning into postsecondary education. The Education Award Only AmeriCorps Program has become a promising vehicle for sustaining the projects and partnerships which have developed over the past six years.

The availability of the Education Award Only AmeriCorps Program has both increased the size and scope and enhanced the quality of the service and service learning programs on the campus. As a result of the proliferation of service and service learning projects and activities initiated through the Learn & Serve grant, campus community service offices have exceeded their capacity to meet the needs of the community and those of college students to volunteer. SERVE - NH seeks to provide support to these offices by increasing the quality of program coordination. The goal is to increase the capacity of institutions of higher education to create and sustain effective and meaningful higher education/K-12/community partnerships that directly benefit children and youth across New Hampshire.

Objectives of SERVE - NH are:

1) AmeriCorps members from 15 campus sites across New Hampshire will develop, support, and sustain partnerships with schools and agencies that work with K-12 students in their communities on an on going basis.

2) A minimum of 55 AmeriCorps members from campuses around New Hampshire will develop and/or support out of school time activities for youth on an on going basis. Activities will include: literacy tutoring, technology support, mentoring and homework help.

3) AmeriCorps members will develop leadership skills through their experiences as AmeriCorps members in SERVE - NH. Members will participate in a minimum of three trainings throughout the year focusing on service and leadership.

4) 110+ AmeriCorps members around the state will develop a network of student service leaders who will work together to build stronger connections among all college campuses in New Hampshire and their communities. This will occur through bi-monthly networking meetings and service events to be hosted by campuses around the state. In addition, student service leaders will be in constant contact through the SERVE listserv and the Campus Compact for New Hampshire website.

Training and Supervision

Campus Compact for New Hampshire will support member leadership development through one or more of the following: leadership retreats, statewide SERVE - NH networking mixers, on-campus training, inter-state student leadership conferences. Additionally this year prior to enrollment members will be required to attend an orientation to the program hosted by Campus Compact for New Hampshire. These orientations will be held regionally throughout the fall.

Student Survey Results June 23, 2000*

3. Year (e.g. sophomore):

Year	Frequency	%
First-Year	38	32.48%
Sophomore	31	26.50%
Junior	21	17.95%
Senior	19	16.23%
Other	4	3.42%
Did not answer	4	3.42%

Gender	Frequency	%
Male	38	32.48%
Female	78	66.67%
Did not answer	1	0.85%

Age	**Frequency**	**%**
18	8	6.84%
19	28	23.93%
20	35	29.91%
21	15	12.82%
22	17	14.55%
24	4	3.42%
26	2	1.71%
29	1	0.85%
38	1	0.85%
42	1	0.85%
Did not answer	5	4.27%

Please check all boxes that are true for you regarding your volunteerism during the last 12 months.

18.80%	I am/was an Education award AmeriCorps member.
41.88%	I am/was a campus student leader.
25.64%	I conduct(ed) community service under the Federal Work Study program.
35.04%	I volunteer(ed) as part of an academic class.

In the last 12 months, approximately how many hours have you volunteered?

Volunteer Hours	
Mean	
Mode	
Range	
Minimum	2
Maximum	
Sum	14508
Count	

Response	**Frequency**	**%**
2 to 20	19	18.81%
25 to	42	41.58%
to	24	23.76%
to	11	10.89%
to	5	4.95%

What do you like most about volunteering?

1) Helping others and making them feel good about themselves.(36)
2) Children.(15)
3) Meeting new people.(12)
4) I receive a positive feeling.(11)
5) Knowing that I was able to make a small difference.(11)
6) Working with others.(8)
7) Fun.(5)
8) Giving back to the community.(3)
9) Gives me something interesting and worthwhile to do.(2)
10) Keeps me goal-oriented.(2)
11) Making other people aware.
12) Learning from my experiences.
13) Introducing others to service.
14) All of it.
15) Fully experiencing my humanity.
16) Getting off-campus.

What would you change?

I would…

1) Change nothing.(25)
2) Involve more volunteers.(8)
3) Have more time to volunteer.(8)
4) Volunteer more often.(4)
5) Be more open.(2)
6) Have more service trips.(2)
7) Change Federal Work Study allocation.(2)
8) Have more routine service projects.(2)
9) Have others use my volunteer time more efficiently.(2)
10) Have more funding.(2)
11) Change school systems.
12) Offer school credit for volunteering.
13) Make it a requirement for graduation.
14) Incorporate service-learning into all classrooms.
15) Have more organization in meetings.
16) Work more with others.
17) Have more celebrations!
18) Have better communication between site and volunteer.
19) Have more dependability among volunteers.
20) Have more publicity for big events.

Has your volunteer experience during the past 12 months helped you…

	Not at all	Somewhat	Significantly	Very Significantly
a) develop skills in working with others? (n =	--	9.91	32.43	57.66
b) commit to serving the community in the future? (n =	--	9.65	32.46	57.89
c) work productively with people different from you? (n =	1.80	10.82	34.23	53.15
d) understand people from different backgrounds? (n =	4.42	10.62	28.32	56.64
e) find relevancy in your academic work? (n= 99)	6.42	27.52	28.44	37.62
f) feel more connected to the community? (n =	--	18.42	30.70	50.88
g) communicate more effectively? (n =	0.89	16.96	39.29	42.86
h) provided you with an alternative to alcohol? (n = 76)	34.21	27.63	11.84	26.32
j) become more aware of career opportunities? (n =	8.33	27.78	24.07	39.82
k) clarify your career goals? (n =	10.48	33.33	20.95	35.24

** Data gathered from students attending Campus Compact for New Hampshire member institutions.*

Sample Campus Program Abstracts

Notre Dame College

Center for Community Service & Service-Learning
Assunta House 2321 Elm Street Manchester, NH 03104 phone fax
Coordinator Leslie B. Paul email:
website: http://www.notredame.edu/student development/community service
Program: funded through college division of Student Development and supports a full-time staff position, office, supplies, technology community partnerships, school collaboratives and community affiliations with service agencies. Student Leadership Opportunities include FWS, AmeriCorps Ed Award, interships, campus chapter leadership for national and international service organizations alternative break programs for winter and spring break, Faculty Development Support: curriculum development, community contacts, training professional library campus compact member, Master plan implemented 1998 for specific action toward campus cultural development towards "engaged campus" vision of cc/ccnh, ongoing initiative with division of education for all pre-service teacher ed. field placements to be service-based; progress increasing including addition of new faculty to support reading /emerging literacy focus beginning fall 2000.

NH Technical Institute

Program/Department: Office of Student Affairs
11 Institute Drive Concord, NH 03242 phone fax
Carmen Prandini, Coordinator Campus Activities and Community Service Programs
Program funded by Student Affairs and Federal Work Study Funds
Highlights of Program: National Award Recipient: Campus Compact National Ctr. For Community Colleges Service-Learning 2000 Collaboration Award Student Leadership opportunities/stories: 26 FWS students and volunteers, 3 interns, Phi Theta Kappa, & 2 SLACers ran a 2 hr America Reads and American Counts tutoring program M-F at the Concord Boys & Girls Club. We used community partners, faculty and staff to run many one time service projects. In all over 2,500 hrs of tutoring and 2000hrs of service. Structure of Organization: Run by a VISTA and Students. Best Practices/Lessons Learned: Find the quality within the volunteers and match the service opportunity to these characteristics.

University of New Hampshire

Program/Department: Partnership for Social Action
5 Hitchcock Hall Durham, NH 03824 phone fax
Marianne Fortescue
Funding: University Funding Highlights: Active partnerships with faculty, staff and students and local schools and agencies have resulted in a contribution of over 56,000 hours of service to the community during the 1999-2000 academic year. Students participated in activities ranging from reading tutors to coastal cleanups, nutrition education and e-mail mentoring. Annual events include a Hunger Banquet, Do Something Volunteer Resource Fair and the Spring Fling Day of Service. Student service organizations include Alpha Phi Omega, ABC (Alternative Break Challenge), Best Buddies, Circle K, Great Bay Kids Ecology Club, ServCorps and Winners on Wheels. Student Leadership Opportunities: Civic Intern program (pilot year) provides students with opportunities to learn, lead and serve through a variety of internships within the Office of Student Life. Students engage in activities and programs that will build upon skills and interest while developing an awareness of civic issues, supporting student involvement in the community. Students may participate as SERVE-NH members or for academic credit, attend weekly seminars/reflective sessions and maintain a portfolio. Structure of Organization: A department of the Office of Student Life, within the Division of Student Affairs, the Partnership for Social Action is staffed by a full time coordinator and full-time Program Assistant and reports to the Assistant Vice-President for Student Affairs/Director of Student Life. Best Practices/Lessons Learned: The Seacoast Reads program, under the direction of Dr. Grant Cioffi, UNH Department of Education, has grown from four sites and 25 participants to 13 area schools and over UNH Student reading tutors. Coordinator by an AmeriCorps*VISTA member, students in several high schools have been trained to replicate the program in school located outside the local area.

Colby-Sawyer College

Harrington Center for Career Development & Community Service
Main Street New London, NH 03257 phone fax
Christine Staub
Program Funding: We fall under the Academic Development Umbrella along with Career Development. We have the equivalent of two part time staff members. The only funding is through salaries and a small Community Service Club budget. Program Highlights: Last year (99-00) we logged over 6,000 hours of service. We are only a campus of students, but service learning accounts for a huge portion of these hours. We went on two alternative spring break trips last year. This year we are hosting our first Community Service Opportunities Fair, a sort of 'Volunteer' fair to help local non-profits recruit students. We hope this event will also assist students looking for service learning projects. Student Leadership Opportunities/Stories: We currently have 5 Ed Award Students (Serve NH) who run key community service programs. The After School Buddy Program, A strong Mentor Program, A Homework Club as well as America Reads-All student run. We hope to add five more Ed Awards this year. Best Practices/Lessons Learned: We have developed a catalog of community service opportunities so that we can just hand students volunteer project descriptions along with contact information.

Keene State College

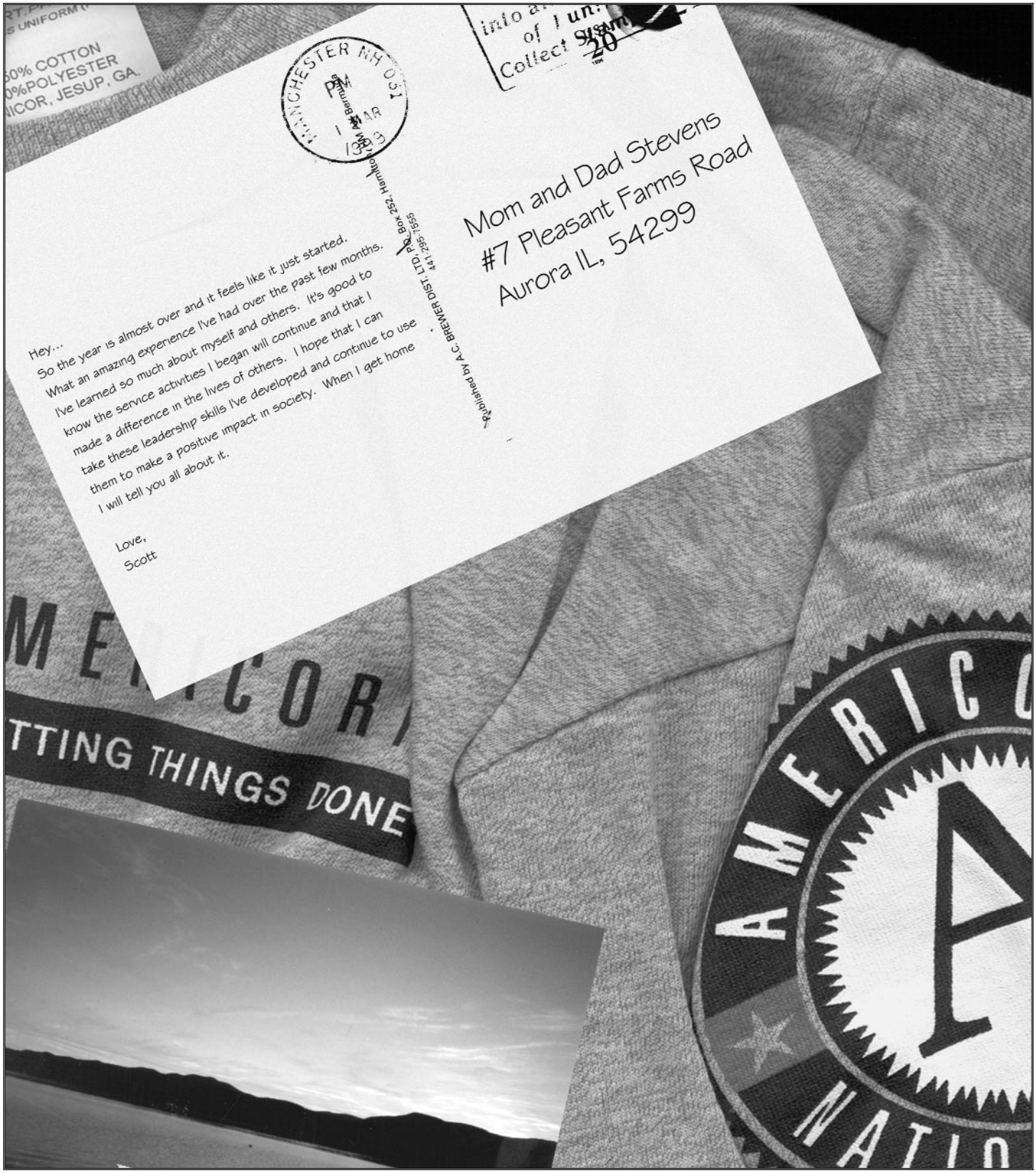
Program/Department: Office of Community Service
Keene State College Keene, NH 03435-3003 phone fax
Don Hayes
Funding: Student Fees Highlights: Office established 1992 Sponsors Volunteer Coordinators, Student Volunteers Organization, Campus Chapter, Habitat for Humanity, America Reads/Counts and providing service to 30 service organizations and schools. Over 1200 students performed 10,000 hours of volunteer service 1999-2000 academic year. Structure of Org. Coordinator full-time staff member and administrative asst (1/2 time) 6-8 student volunteer coordinators Best Practices: Training of student leaders essential to expansion and quality of programming. Connection with service learning classes provides for expansion of student volunteers

New England College

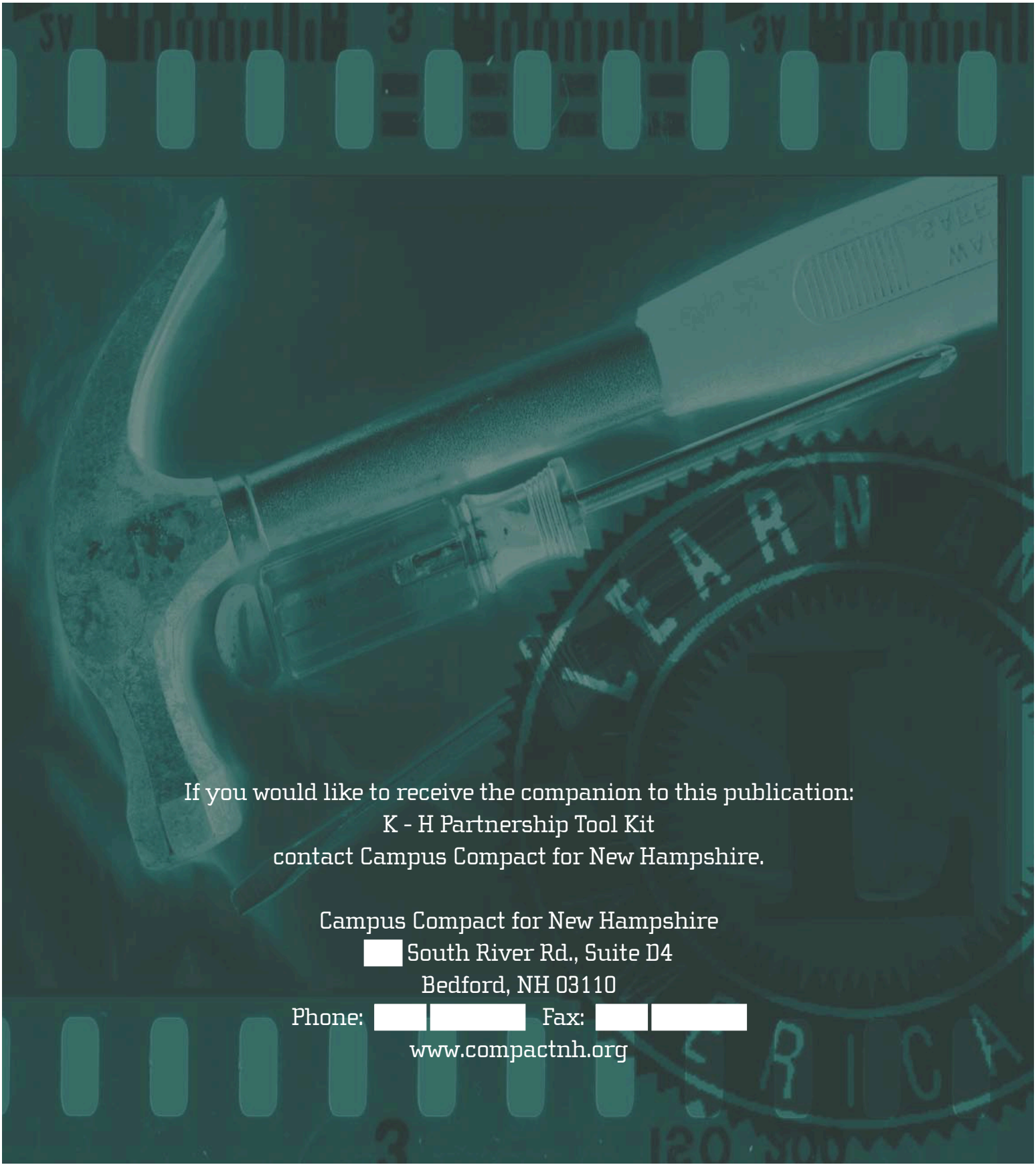
Program/Department: Outdoor Leadership and Community Service
24 Bridge Street, Box 1009 Henniker, NH 03248 phone fax
Julie Clemons/Kari Hunt
Funding: The college budget, lots of grassroots fundraising and some grantwriting. Highlights of the Program: Student Leadership Well developed partnership with local SAU and other community partners Alternative Breaks Student Leadership Opportunities/stories: AmeriCorps Ed Award - 6 positions, Student - Faculty Service Learning Liason, Student co-leadership of Alternative Breaks Structure of Organization: Director of O.L and C.S., Community Service Coordinator Ed Awards, Volunteers and Work -Study Students

Saint Anselm College

Program/ Department: Center for Volunteers
Prof. Dan Forbes, M.S.W.
Saint Anselm Drive, Manchester, N.H. 03101-1310 phone fax
How is program funded: The Center receives funding from a number of sources: Director salary (½ time) is funded through Student Services, Center's small annual budget for phones, gas, supplies and postage is funded through Student Services, The Center has a community partner which provides an annual gift to support service activities and leadership development. The Center raises funds by serving various campus events such as Reunion Weekend, Home Coming weekend, etc. Highlights of Program: The Center places approximately volunteers into the community each week during the school year. In addition, we run 11 occasional events each year which involve another 500+ volunteers in one-day service events. In all, over students commit 10,000 plus service hours each academic year. The Center also coordinates service-learning on campus, wherein 6 academic departments are assisted in providing a community learning option in 20 separate courses. Student Leadership Opportunities/ Stories: The Center for Volunteers employs nearly 40 students who serve as Volunteer Coordinators. They serve the community at selected sites, and work to recruit, place and support volunteers at those sites. Other coordinators work in the office as Transportation Coordinator, Office Manager, Occasional Events Coordinator, Web Master, Mentoring Coordinator, and Office Assistants. Students frequently move through the ranks to take on more responsibility as they progress through their college years. They develop ownership of their sites and work to create their own vision for service involvement. For example, through their dedication and persistence, past coordinators opened up opportunities at a secure facility for delinquent youth and created a mentoring program which last year served 30+ at-risk youth. Fifteen of the core student leaders are AmeriCorps Education Award members, and nearly all are work-study. Structure of Program: There are 3 avenues for student involvement at the Center for Volunteers; Weekly Volunteers: This commitment is for 2-3 hours per week for the semester at one of over 50 community sites. This would include volunteers (no course link) and service-learners (course link).Academic Year Commitment: Several service opportunities require a year long commitment. This includes mentoring and agencies that require extensive training prior to service, such as hospice and women's crisis services. Occasional Volunteers: Each year the Center sponsors on campus events or connects with existing one-day service events in the community. These are generally targeted at the families and agencies that we serve with weekly volunteers. We divide the agencies we serve into 2 categories: Community Partnerships: The Center serves over 50 agencies in the community. Fifteen of these are considered Community Partnerships, which means that a Student Coordinator works at the site and coordinates other volunteers from on-site. Agency Affiliates: The other 35+ agencies are considered Agency Affiliates and are coordinated by our Affiliates Coordinator. We work with these agencies to recruit volunteers to meet their needs, but we do not place a coordinator on-site. In several instances, Affiliates later became Partners given their effective use of volunteers and student interest.Best Practices/ Lessons Learned 1. Trust that students can assume leadership roles. Prepare them and support them, but give them responsibility. 2. Use work study to bolster your student staff. See if the financial aide officer can increase allotments for key coordinators. Adding part-time AmeriCorps is another way to add incentives for increased responsibility. 3. Partner with community agencies to share the training and supervision load. (We partner with Big Brother/ Big Sister in 2 site-based mentoring programs, at a daycare center and at a secure facility for delinquent youth.) 4. We created an activities based conflict resolution curriculum that we deliver to the facility for delinquents which has been generally well received by the staff and residents. 5. Having the coordinators work at the sites while coordinating the placement of others seems to increase enthusiasm and ownership for volunteer service at the site. 6. Partner with other colleges to share the load and make best use of skills and talents. (We partner with a local law school in a mediation program using our collective students as volunteer mediators and faculty as trainers.)


Mom and Dad Stevens
#7 Pleasant Farms Road
Aurora IL, 54299
Hey...
So the year is almost over and it feels like it just started.
What an amazing experience I've had over the past few months.
I've learned so much about myself and others. It's good to
know the service activities I began will continue and that I
made a difference in the lives of others. I hope that I can
take these leadership skills I've developed and continue to use
them to make a positive impact in society. When I get home
I will tell you all about it.
Love,
Scott
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If you would like to receive the companion to this publication:
K - H Partnership Tool Kit
contact Campus Compact for New Hampshire.

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