

On your  
mark, **GO!**  
**GO!** get set.

from campus ideals to community involvement

by  
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and  
Julia Scatliff

illustrations by  
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Stevenson

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First Edition

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# foreword

How many "how to" manuals do you have on your book shelf? There are "how to" books on every subject imaginable: from how to keep your plants alive to how to shoot a better hook shot.

We realize resource books or "how to" guides have their limitations. But, they do have their place. In a sense, we present a road map with directions on one way to get there. It is not the only way. It is one tested way to get a community service organization up and running. These instructions are not orders for you to follow. Instead, they are a strategy to ignite a community service initiative, particularly relevant for those people with a lot of energy and vision and with little money.

Students want to get involved but are often alienated and isolated. At moments, they lack confidence and are often overwhelmed. Local communities are in immediate need of human resources. Community service can provide students a sense of purpose and an outlet for energies and ideal-

ism. An influx of young people, properly channeled, can have a positive impact on a local community. Each has an immediate need that we cannot let stagnate for months or years. Instead, we must address these needs immediately with as much energy and conviction as we can muster.

We move at a quick pace. We call for quick action deliberately. There are needs to be met both in the community and on the campus. You cannot chip away slowly at perceptions of student apathy. Students come and go, quickly. A new generation of students comes in every four years. So, you don't have much time. But, you do have enough. There must be no less than an explosion of activity and imagination to capture people's attention and to challenge and change the negative stereotypes that people have about students.

Critics of this strategy will say we are not careful or thoughtful enough. Not true. Note the title. The title is not "GO, Go, Go!" but instead begins with "On Your Mark" which means,

get ready. This phase requires thoughtful discussion, creative design, attention to individual needs and coalition building.

There will be times when things seem out of control and you feel too much is going on. Welcome to the roller coaster ride. As long as you are sensitive and thoughtful to the people that you work with and do what you promise, you will be o.k.

We believe that anyone can use this book as a way to make something happen. It can be used by a group of students, an existing community service organization, a leadership class, a chaplain's group or by one individual who wants to make something happen and needs a way to get started.

Good luck, and remember, we are only a phone call away at (612) 624-3018.

*St. Paul, Minnesota  
November, 1988*

# introduction

## the times

Students are not dramatically different today than they were in 'more altruistic times.' Rather, there are few structures that tap and channel the idealism, leadership and intellect of students into effective community work. COOL defines this situation as 'structural apathy.' In other words, the football player with no coach or athletic department or the scientist with no laboratory will eventually lose interest. In effect, that is what students with previous experience in community service do when they enter as freshmen on most campuses today.

## initiators

There are students today who dream boldly and act tangibly. They identify the needs of their peers and of people in the surrounding community and begin to unite the two often divided worlds through service programs. These students are not 'leaders of tomorrow' but they are soon immersed in days filled with great responsibility and purpose, endless creativity, occasional frustration and indomitable hope.

The programs initiators match community needs with student idealism and talents. Twenty students tutor each week at a junior high school two

blocks away. Fourteen students work in pairs to cover each night at a nearby shelter. Soon, a faculty member decides to create a course. The residence hall directors want to match each hall with a neighborhood in the community. The president mentions this flurry of activity in speeches. It only took a couple of people to turn the campus upside down. Now, everyone wants a part of the action.

## the movement

The transformation of campus and community is happening throughout the country. This growing student community service movement is one which has no single affiliation; it thrives on a diversity of opinions, religious or political beliefs, temperaments and ethnic or racial backgrounds. We all share a common belief: that individual actions can make a difference. We get up at five to serve breakfast at a shelter. We work with people with AIDS. We hang out with eight year old kids. We harbor no pretense that our actions alone will fix the world's problems but we do know that campuses and communities become slightly more humane and challenging places to live.

## the organization

In order to challenge every individual on campus and in the community to

become involved, you must create a visible hub. It is simple. You can begin by naming the organization, listing a phone number and borrowing a mail box. You will find, though, that when this idea gets out, it will be like a landslide. Most people are afraid to be the first to begin but you will find that once you create a place where ideas can take off, you will be overwhelmed. Your job soon will become not how much you can do alone in a day but how much you can enable others to take on.

## this book

Everyone has needs. Everyone is in need of food and shelter, a broadened perspective, friendship or solace. You can create a structure that will encourage the best to come out in your friends, professors, fellow community members and in people you don't even know yet. No one will grant you permission or anoint you before you begin. You just have to swallow hard, quell butterflies and take the first steps.

In the enclosed pages, we encourage you to take on this 'method' and 'madness.' We offer a bold charge but we also know it can be done.

# ten facts about community service



## **a**s you begin to set up a strong community service

organization, you may well have some doubts, fears and questions about the task ahead of you. Most questions will answer themselves as you proceed. However, there are some facts about student community service of which you should be aware.

## **the future is now**

When the YMCA established a presence on campuses over one hundred years ago, they bought buildings. Today, those buildings remain a center for community service activities on campus. They had the foresight to know that committed and available office space encourages sustained activity.

Institutionalization is a long and frightening word. It describes a process, however slow, that you will now begin, so freshmen in 2046 will benefit from your hard work. Leave a legacy: an organization which thrives in both opportune and adverse times.

## **brief is always better**

Long meetings, speeches or conversations can be the death of any organization. At meetings, set time limits and stick to them. Encourage people to stay afterward for more informal conversation.

Bring a typed agenda to distribute. Decide how long each topic will take to discuss and make any necessary adjustments. Keep discussions relevant. Stay away from long arguments about what kind of bread you should have with your sandwiches. Meetings should be a time to share information and stories, to trouble-shoot, to discuss

and to shape policy. Use the tried and true 'free food technique': offer pizza and soda, or try to organize a meeting at meal time in a dining hall.

When you have the 'floor' or an audience with someone, speak in short, direct sentences. Get to the point. People will be thankful for your brevity.

## **money isn't everything**

Community service efforts do not have to be expensive. Recruit by word of mouth and utilize inexpensive photocopy stores. Get people involved in projects that are nearby so transportation is not a problem.

Once you receive funding, you can design programs that are further away. In the beginning, go to an administrator such as the dean of stu-

dents, director of student activities, the chaplain or even the president and ask them for one hundred dollars as 'start up' money. Look for people and organizations from whom you can get in-kind support such as free telephone use or photocopies.

In the future, you can establish a large office, hire a full-time coordinator, get a van, create an endowment, and hold large fundraisers. Once your organization is off and running, it will be easier to raise money. But always keep in mind that you can do a lot with a little.

### **uniformity is boring**

Expect a lot of discussions, sometimes disagreements, over issues. You want to work with people who have differing opinions, temperaments and personalities. As long as people show respect for each other, lively debate is a good thing.

### **students run organizations**

People often underestimate the talents, skills and leadership that students can provide. An organization will flourish with strong and capable student leadership. One person cannot manage and run an organization that has four to five hundred volunteers.

Students make an organization work. It never runs like clockwork. However, if there are training sessions, leadership retreats and careful monitoring of the leadership, an organization will thrive.

### **diversity is essential**

Often, people get frustrated when they cannot get individuals or existing student organizations to work together. While it may be difficult, your organization must reflect and represent the diversity of the campus.

Rather than approach people with ideas about what you can do for them, let them know what they can do

for you. Make it clear that you must work together to bring the challenge of community service to everyone on campus.

Your organization must work with people of all races, ethnic backgrounds, religions, political beliefs and interests. Never be accused of 'benign neglect': invite the active involvement of everyone.

Diversity does not mean conglomeration. Do not ask the Black Student Union or the Quaker Student Organization to merge with you. Respect the unique identity of all individuals and organizations on campus. Instead, listen and design joint projects of mutual benefit.

### **stereotypes are deadly**

People often assume that service is for the 'good students' who should be responsible enough to know that service is a good thing. Never assume that any academic discipline or type of person holds the market on caring. Service is for everyone, straight A's and straight C's alike. Reach out to all students.

### **communication is key**

Stay in touch with people one by one. Life will become so busy with tasks that you may neglect to keep up with interested individuals. Each day, call a few people to discuss possible involvement. Eat a meal with someone who signed an interest sheet but who failed to come to a meeting. Just take the time to talk.

### **people come first**

Some leaders of large organizations cannot greet anyone by name. If you are 'bad with names', compensate by carrying a card around in your pocket or by making up silly rhymes to jog your memory. Take notes during discussions. If you plan to establish a program for the homeless, talk to shelter staff, students and homeless people first. Never let creative personal dreams escape individual

needs. Listen to people and respond accordingly.

### **perfection is impossible**

No campus is above improvement. Unless a school has more than half of its students involved in community service on a weekly basis and another quarter involved in some kind of service throughout the term, and unless these are all quality placements that are good for the students and the community, then a school can and should work to improve itself.

Community service is something you make a priority. Just as a college demands excellence in English and Physics or on the football field, so too must it demand excellence in community involvement. Put money into a campus-based initiative, complete with leadership and program funds, and encourage all kinds of students to get involved in some form of mutually beneficial service opportunities.

If you set your goals high, you will always strive to improve. Campuses with ten thousand students enrolled and an organization of only one to two hundred participants can set a new standard level for student involvement.

Community and campus profiles change too dramatically each year to 'rest on laurels' too long. Each fall or at the end of the academic year, the organization's leadership should question the need and the effectiveness of every program offered. Are community needs being met? Are students excited about the opportunities offered? Delusions of perfection only invite stagnation. Don't beat yourself over the head. Take the time to recognize creative and successful actions. Then, move on.

There is no perfect organization in the country and there never will be. Therefore, you must invite constructive criticism and innovation.



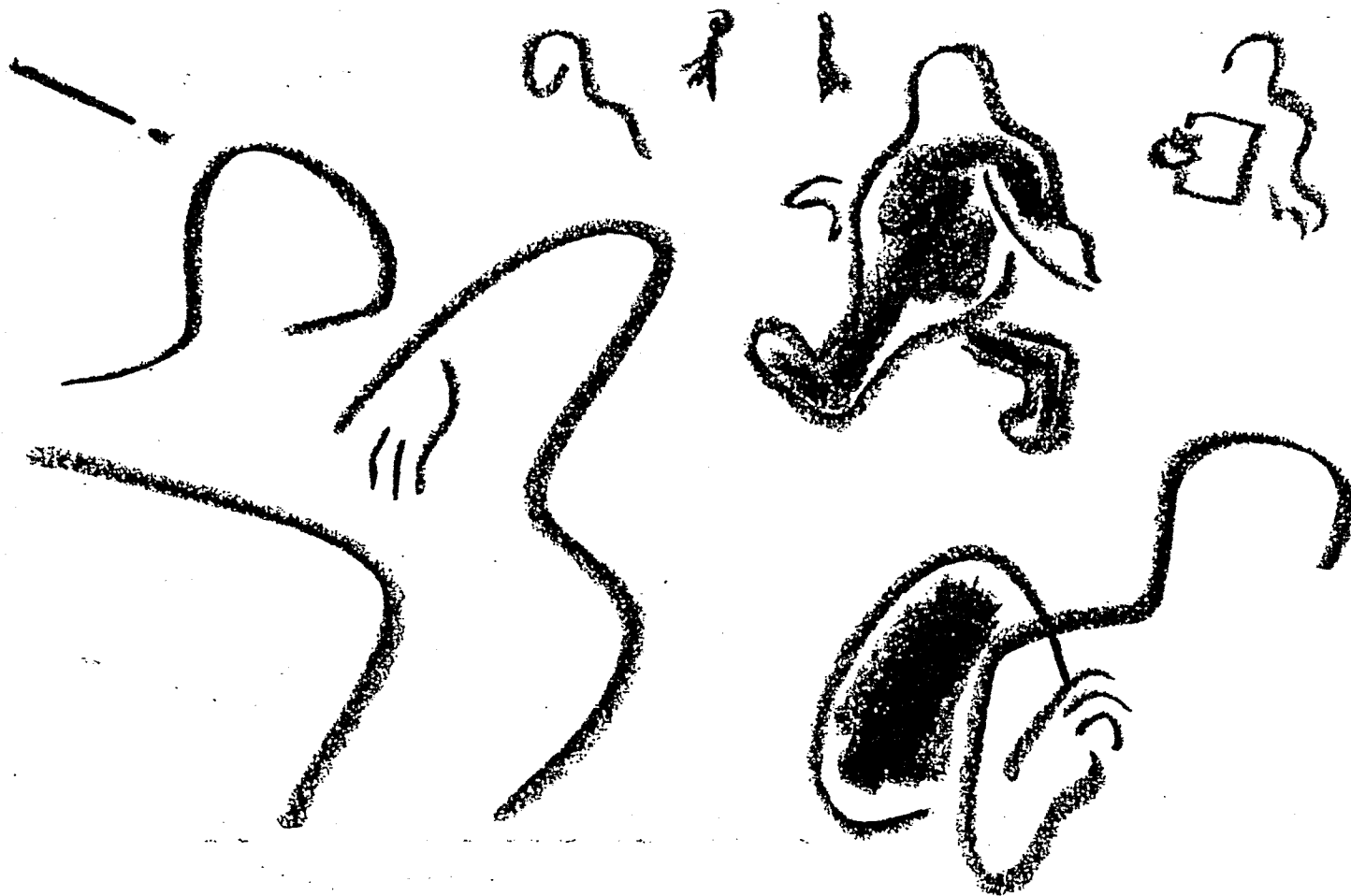
there are one  
hundred excuses  
not to do some-  
thing and dozens  
of road blocks, but  
there is always a  
way to get it done.

it only takes one  
person to alter the  
face of a campus  
and a community.  
you are about to  
become an inventor  
and a headhunter,  
convincing the best  
people around to  
join you in your  
dream.

on  
your  
mark



# the players



**O**nce you begin work on campus, you join a national movement of people committed to community service. It takes many different types of people and roles to establish a community service organization. The best organizations are those in which each of the 'players' recognizes how he or she can best become involved.

If you are one of these people, this book is written for you. If you are not, give it to someone who is.

## the initiator

In most cases, one or two people are responsible for the inception and continued success of a campus organization. People throughout the country who initiate successful community service organizations succeed because they are diligent, innovative and bold while remaining modest. They do not worry about titles and fame. They are innovators and dreamers who provide a vision for a better campus and community which they share and work with others to bring to life.

## students

Students help to establish the organization and run individual projects. They recruit students, make community placements and work with campus educators and community leaders. Students work as volunteers to help meet community needs, gain practical experience and perspective on life in the surrounding community. They lead and champion campus efforts. They provide the energy and the creative force to fuel a vibrant campus community service movement.

## the green dean

The green dean is typically a recent college graduate, hired for one year as a full-time employee of the college or university to coordinate the community service organization. The green dean works with students, community leaders, faculty and campus administrators to bring forward the daily challenge of community service.

## the director

The community service director oversees a center or office on campus devoted to community involvement.

While the green dean works directly with the student leadership to make weekly placements, the community service director is able to work more closely with other campus administrators and faculty to initiate new programs within the center. He or she spends a significant amount of time raising money, speaking with people interested in the center from other campuses and unlike the green dean, holds more than a one-year appointment.

## administrators

Administrators are enablers and advocates. They see a need for more community service opportunities, realizing that such activity is beneficial to individual students, campus life, and the school's relationship with the community. Administrators realize they will be too busy to effectively run an organization on a daily basis. Instead, they help to identify and support student leadership. They help to locate financial support, office space, transportation and other resources.

## faculty

Faculty members develop courses on community service that include reading, discussions, guest lecturers and community service placements. This person may serve as staff for a scholarship, experiential education, honors or leadership program, with concern for how to develop an exciting community service component to an existing course. This faculty member may be an advisor to a student community service organization, someone who is interested in supporting student initiatives or actively involved in volunteer work of his or her own. Some may have been involved in community work when they were students and want to see a surge of involvement again. This person is not necessarily in the psychology or sociology field; they may be an economist, an historian or a chemist.

## community leaders

Community leaders recognize the potential of young people and want to increase the amount and quality of student involvement in their agency, organization or public school system. Instead of setting up a table in the student union or posting flyers once a year, they strive to develop institutional and enduring partnerships between campus and community.

They may need input on how to develop job descriptions that invite student interest, how to be better supervisors for young people and how to work with the academic calendar. These leaders are literacy providers, homeless shelter supervisors, public school and hospital officials, government employees and national staff for non-profit organizations.

## peer consultants

Peer consultants are trained to work with people on other campuses to develop a community service organization. Peer consultants represent the COOL network and are willing to offer advice and support either through a phone conversation or a campus visit.

## road warriors

Road warriors are COOL staff members who spend much of their time on college and university campuses helping individuals build or improve their community service organizations and programs. The road warrior spends time on a campus writing campus reports, attending meetings, speaking to campus groups, going to parties and athletic events--all to help you initiate a campus service organization.

# know your campus



- Student Organizations
- Academic societies or clubs
- Student Government
- Interfraternity Council
- Ethnic or cultural groups
- Panhellenic Council
- Alpha Phi Omega (a service fraternity)
- Gamma Sigma Sigma (a service sorority)
- Circle K (affiliated with the Kiwanis International)
- Religious Organizations:
  - Newman Center, Baptist
  - Student Union, Hillel...
  - Campus YMCA/YWCA
- Hunger Clean-Up (project of National Student Campaign Against Hunger)
- Volunteers For Youth
- Overseas Development Network
- Public Interest Research Group (PIRG)
- Students Against Multiple Sclerosis (SAMS)
- Interact (campus Rotary club)
- Upward Bound...

**t**here are a lot of good people and organizations on

campus that would jump at the chance to get involved with you.

You need to find them.

Survey the different community outreach activities that exist on campus. Ask people a lot of questions and keep a notebook to record what you learn from each interview. Emphasize that you want to build on existing efforts, that you need many energetic, creative, and skilled people working together to be successful.

You may be surprised by the level of community involvement that already

exists. For various reasons, the current efforts have probably not been able to capture the imagination and the spirit of students at a campus-wide level. Remember why you began. If there is not a strong focus, you need to forge ahead to create this campus-wide commitment.

You need friends in high places who can help shape the direction of your organization. On a regular basis, talk to the faculty and administration who are most supportive of your efforts. Attend agency or public school meetings to meet community leaders. In the future, these people will make more educated, committed board members or advocates. For now, you do not have an organization, so do not worry about establishing a board. That will come later.

## interview strategy

**DISCUSS YOUR HOPES FOR** building a stronger, more focused, challenge for community service on campus.

**ASK FOR SUGGESTIONS** about what you have described.

**ASK IF THE COORDINATION OF** resources, administrative support, strong recruitment drives, office space, training and supervision, and transportation would assist their efforts.

# recruit the core group



**O**nce you have met with interested people on campus,

ask ten to fifteen students to work closely with you. This core group will help to establish and run the organization. Ideally, your core group will be composed of friends, existing campus organization members and involved individual volunteers who emerge from your campus inventory. This group should be ethnically and culturally diverse; remember to include athletes and artists, shy and bold people alike. The common denominator is a commitment to bring this organization to life. Do not worry if the group is smaller than ten to fifteen people, but aim high.

When developing your core group, consider the different levels and types of commitment within an organization. Student volunteers generally fall into three categories: the core leadership, the weekly volunteer and the occasional volunteer. Each person is important and there can be fluidity among groups from semester to semester. Though you and the core group have committed a large amount of time and energy to this initiative, be careful not to become elitist or exclusive. Each level of activity must be respected and acknowledged. (See appendix).

When you initiate the organization, you must concentrate on the core level of leadership. Do not ask someone to participate in the core group if they only want to work a few hours a week. Be certain that this individual is not

too busy and has the commitment necessary for the long haul.

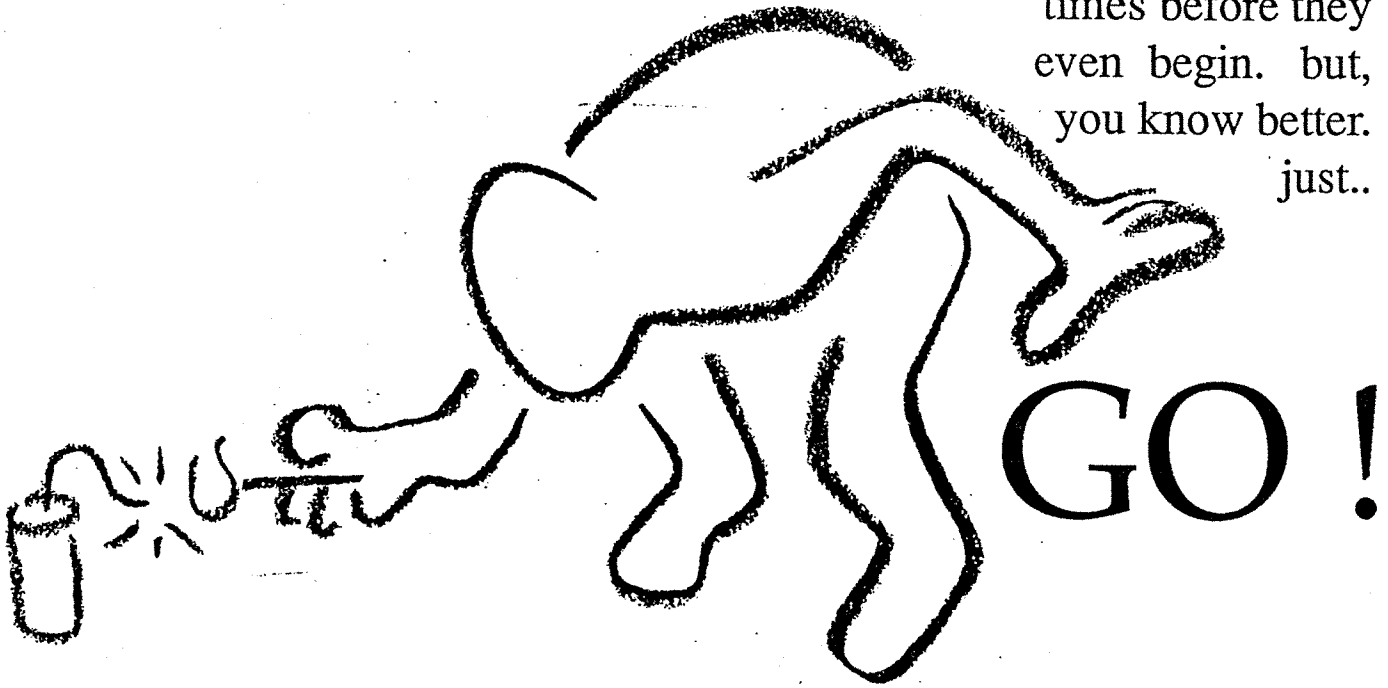
On the majority of campuses today, you have to join a club first to work in the community. You join a fraternity, a sorority or a service club. Community service is an activity that binds a defined group of people together.

Create an organization that has no membership nor defined social scene. A diverse core group will allow you to break down the stereotypes that people place on any one club on campus.

The 'partier,' the 'academic,' 'the jock,' 'the poet,' and the 'politician' are labels that separate people on campus. You must work to build a core group which includes all of these 'types.'

there is no time for  
second guessing.

too many people  
suffer from 'analysis  
paralysis': a disease  
that strikes the best  
of humans when  
they believe they  
must research com-  
munity needs and  
survey student opin-  
ions forty-nine  
times before they  
even begin. but,  
you know better.  
just..



# the first core group meeting

**H**old a meeting of the core group.

Reserve a room with

a round table. With no head of the table, everyone can feel equally powerful. Ideally, as people become part of the group, the problem and joys of all are shared. Be careful not to get bogged down immediately by such structural issues as formal job descriptions or procedures. If you follow the process below, these questions will answer themselves.

Describe the work that you have done so far. The core group will need a better understanding of what you have accomplished. Tell them about the meetings you have had with other individual students, campus service groups, faculty and administrators. You do not need to be long-winded, just help each individual become an informed core group member. Briefly describe your vision for what your campus' community service organization can be. If you know of an example on another campus, state it.

At some point, you will develop a final statement of purpose. You do not need to write one immediately. You need a general sense of what you are doing, why you are doing it and what you hope to accomplish.

Divide up into teams according to project area (i.e. literacy, youth, etc.) Each

team's function is to work with the community and the campus in order to find community placements and recruit appropriate students. Since getting students placed into weekly opportunities is the end product of the 'go' stage, what happens in the team will be the most important aspect of the first meeting.

As a team, you want to make friends in the community to share the ideas you have about the organization and to get people excited and active on your behalf. These people include firefighters, police officers, faculty members' spouses, city councilors, the mayor, the school superintendent and principals. When these people are on your side, you will gain access to some of the best people in the community.

Each team will plan and launch the programs in its project area and will be responsible for reaching out to the community, student organizations and getting the administration's support. These teams will also have the responsibility of reporting back to the core group as part of the general effort to get the organization off the ground.

For now, do not worry about the team leadership. Later, the best people can surface as leaders. Responsibility should belong to those people who are most committed, that work the hardest, and are most imaginative and creative. Remember, you do not want to

leave this meeting with a formal structure; you want to involve all individuals through concrete assignments and group commitment.

All team members should agree to take on assignments before they leave the team meeting. The initiators of the core group should give each team member a copy of 'places to interview' and 'project area ideas.' Each team should talk about possible local community agencies and groups in its project area. For instance, if you are working in the youth team, contact the public schools and their school volunteer program.

Delegate the possible agencies and schools to interested individual team members as they are discussed. Each team must maintain the level of enthusiasm and momentum through action. Often, an organization fails when people do not know what to do with their interests. Every person needs direction, definition and tasks to accomplish.

By working in teams, you will be able to make contact with a number of community organizations. Act quickly and keep your efforts focused and organized within the team. Each person should set up individual community interviews. Be careful not to suffer from 'analysis paralysis'; make your appointments and get out there.

# the community interview



## Once individuals on each team have done some initial

research, each person should approach a community agency or school. Match a team member with one or two agencies or schools in the project area. If people seem hesitant to go alone, divide up into pairs.

In each meeting, describe the community service organization and your individual project area to the agency staff. You do not have any volunteers to offer them now but tell them about some of the ideas you have and ask for suggestions about ways students can get involved. Tell the agency staff that you will be in touch soon to let them know if you can send students to their site.

In the beginning, work with the agencies with which you have the best relationship established. Some people will give you a hard time or doubt your motives or commitment. For now, work with people who are supportive of you and who want you to succeed. After your first success, even the naysayers will be at your front door step.

Ask the agency staff person to describe the volunteer opportunities available. Ask him or her what sort of work the agency could accomplish if they had able student volunteers. You want a variety of placements that match student interests with community needs. Do not be shy about recommending new types of placements. Creativity on your part will expand the number of placements designed. You should write up a short job description for each type of opportunity discussed.

Sometimes, you have to encourage an agency staff person to dream again.

GO!

Questions like: What if we set up a recreational program for the children in the homeless shelter? What if I get some of my engineering friends to build a playground? What if some pre-med students worked the 2 am-8am shift in the community health clinic? Too often, people become accustomed to the status quo or have been 'burned one too many times' by an unreliable student. For these people, their faith in young people must be restored slowly through promises met and hard work. Very few people can turn away an optimistic and reliable face twice.

### skills

Find out what type of skills and experience are required in each volunteer placement. Again, try to locate a variety of positions that utilize different talents.

### day and time

What is the time commitment? Ask specific questions about when they need people (6-8 pm Thursday, 9-11 am Saturday). Request a variety of hours so that people with different schedules and varying amounts of time to give can get involved.

### transportation

Whenever possible, choose volunteer sites that are convenient to campus. You will be able to expand later. Never get caught up in the myth that you have to drive an hour to make the experience worthwhile. Ask the agency staff person if the site is accessible by public transportation. If not, ask him or her to help you find a solution.

### training

Before students get involved in an individual placement, they should be given some training and exposure to the project. Find out what kind of orientation each agency offers its volunteers.

Training sessions can last anywhere from two to eighteen hours. It will be a while yet before you hold these sessions but begin to plan now.

Emphasize that you would like to be involved in the planning and presentation of the training session. With your involvement, the session will be fashioned most appropriately for students. You may want to arrange a site visit or the opportunity to shadow a current volunteer. Your training should move quickly and remain interesting. Begin to think about what you want in writing and what you want to discuss with each student. Some questions to be raised are: Who are the leaders and staff? What is the history and the purpose of the program? What are the people like who frequent the agency or school?

Speaker choice. Length. Agenda. Location. All issues to consider before you hold the session. Find the most dynamic speakers: Speakers who can explain the social, economic, ethnic and racial background of the community in an engaging, perceptive manner. The speakers should be close to the people whom volunteers will meet so they can paint, through anecdotes and facts, a realistic and exciting picture. The training sessions should prepare volunteers to meet the initial challenges of their new position. However, beware of overkill and its evil twin, boredom.

### supervision

Decide which staff person will work with the volunteers and the project head. Try to set up a system in which support of campus administrators and faculty while the rest of the core group students are encouraged to ask questions. What you must look for is commitment on the part of the community agency to make the experience rewarding and challenging both for the student and the community.



# what to create

## youth

COACHING (baseball, basketball, football, track, soccer, street hockey).

INSTRUCTION (tennis, gymnastics, clinics, swimming).

SUPERVISION (clubs, organizations, day camps, after-school programs).

### CULTURAL ACTIVITIES

THEATER (instruction, productions, children's theater).

DANCE (tap, jazz, square, modern, ballet).

ART (painting, ceramics, origami, drawing, knitting).

COMPANION PROGRAMS (special outings)

BIG SIBLING (weekly commitment)

GROUP WORK (working with a small number of youth, scouting, latch key).

## senior citizens

COMPANION PROGRAMS (make a friend, adopt-a-grandparent).

VISIT NURSING HOMES

SERVICES TO SENIORS ('meals on wheels,' household help, escorts).

INTERGENERATIONAL ACTIVITIES (bring youth and seniors together).

## education

TUTORING (in/out of school).

TEACHER'S AID (work on a regular basis in a particular classroom).

MINI COURSES (geology, New York City, skateboarding, fishing).

SPECIAL PROJECTS (work with gifted/talented kids, reading clubs).

SCHOOL PRESENTATIONS

## health

HEALTH CLINIC (assist in labs, patient intakes).

DRUG/ALCOHOL ABUSE PROGRAMS (drug prevention/education, school visits).

TEEN PREGNANCY (peer counseling/education).

HOSPITAL (emergency room, ward work)

AIDS (prevention, education, companion programs, hot meals)

## literacy

TUTOR (adult literacy, high school equivalency, computer assisted literacy tutor or programmer).

LITERACY HOTLINE

For more ideas, see *COOL's Literacy Action: A Resource Book for Colleges and Universities*.

## relief work

FOOD (soup kitchens, food salvage, food drives).

SHELTER (homeless shelters, battered women/men, runaway youth).

WORK PROJECTS (weatherization, construction).

CLOTHING ASSISTANCE (clothing drives, clothing banks).

## disabled

COMPANION PROGRAMS

TUTORING

RECREATION (sports, crafts, music, trips to museums).

## environment

STREAM WATCH (stream water quality monitoring).

RECYCLING (newspaper, glass)

TOXIC WASTE (toxic waste management/awareness).

SOIL CONSERVATION/EROSION (on- and off-campus erosion prevention).

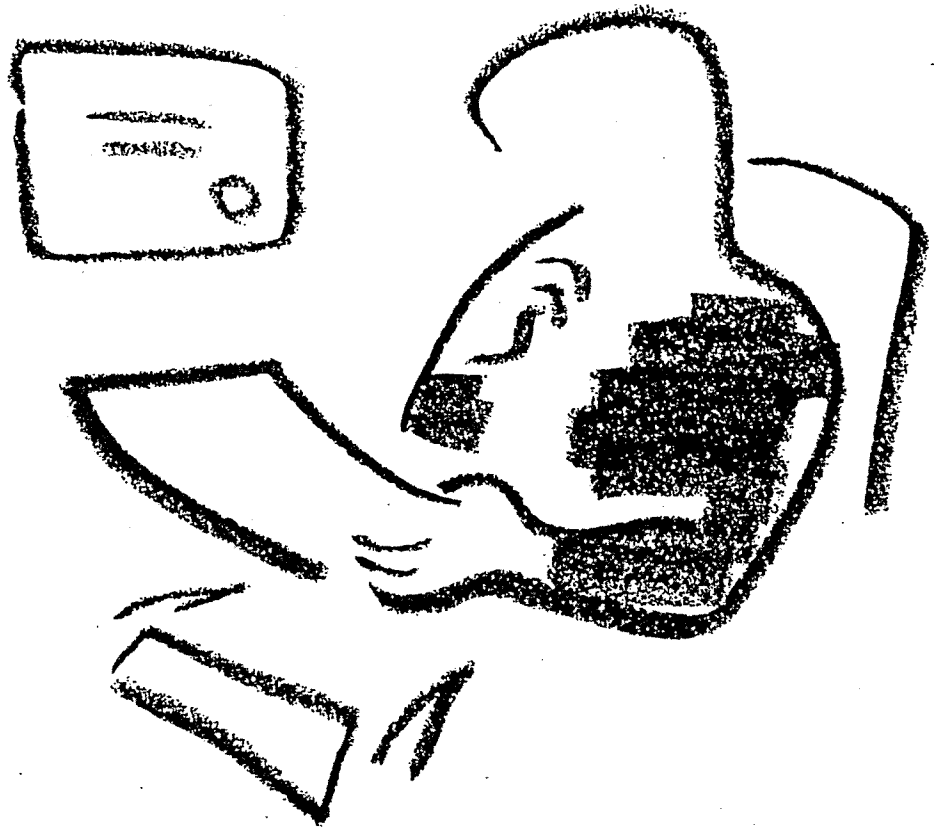
PARK/ TRAIL MAINTENANCE (trail construction and upkeep).

WEATHERIZATION AND ENERGY CONSERVATION

# where to look

Adult Basic Education programs	Hospitals
Big Brothers/Big Sisters of America	Housing Authority
Boys and Girls Clubs	Girl Scouts
Boy Scouts	Group Homes
Chamber of Commerce	Junior League
Churches	Literacy Organizations
Clean Water Action Project	Mayor's Office
Civic Organizations (Altrusa, Kiwanis, Lions, Rotary etc.)	Meals on Wheels
Conservation Corps (state or local)	Mosques
County Government	Municipal Gov't
Department of Human Services	NAACP
Department of Recreation	Public Libraries
Department of Youth Services	Public Schools
Environmental Protection Agency (EPA) Office	Red Cross
4-H Clubs	Religious Organizations
Friends of the Earth	Salvation Army
Habitat for Humanity	School Volunteer Programs
Half-way Houses	Sheltered Workshops
Health Clinics	Sierra Club
Hospices	Special Olympics
	State Institutions
	Synagogues
	United Way Office
	Urban League
	Voluntary Action Center
	YMCA
	YWCA
	Now, you add more...

# faculty and administrators interview



**a** few individuals should develop a strategy to gain the

support of campus administrators and faculty while the rest of the core group meets in project areas. At the second core group meeting, these individuals can join the project area of their choice. One of the initiators who brought the core group together should be a part of this team. Present each administrator you meet with something in writing about your goals, objectives, budgetary needs and a copy of the core group's work plan.

Find out if there is anyone in the administration who has community service written into his or her job description. Try such offices as student activities, residential life, the chaplain or Greek life.

## president

The president shapes the vision of an institution and community service is a part of almost every school's mission. Any president will realize that if he or she supports you, your work will become a source of pride for the school. The president can foster a spirit and enthusiasm among the students and the administration alike.

Give examples of other campuses that have successfully taken on the challenge of community service. Presidents work to obtain national recognition for the school, and the fact that there is a growing movement of student community service will bend their ear. Ask for general support and assistance in speaking with other administrators. If the president makes community service an issue, the rest of the 'big wigs' on campus will follow in support.

## community affairs/ public relations

This office is always looking for concrete ways to improve 'town-gown' relations and can give you information about community and campus resources.

Community service is part of campus life and should be presented as such. This office may give you support in the beginning and provide you with office space and in-kind contributions.

## career planning

Ask the staff to gather information about opportunities in the public sector for students interested in summer work, semester abroad activities and work after graduation. Request that they assign a staff person to collect information and be knowledgeable about non-

profit career opportunities. Career planning can also refer students to you who seek specific career-related experience. You could ask the office to sponsor a forum featuring graduates who have entered the not-for-profit sector.

### **internships experiential education**

Work with the internship and experiential education staff to tie together some of the existing internship positions that students have in the public and non-profit sector. You may be able to establish some solid leadership for your organization through credit opportunities.

### **admissions office**

Ask the admissions office to keep track of and reward prospective students' community service experience by requesting such information on the application. Over the summer, someone from the core group can gather this information from the admissions office and plan personalized recruitment strategies for each student. This type of work will encourage students to continue the community service work they began in high school once they arrive on campus.

### **campus ministry**

Chaplains are typically some of the most supportive people on campus. Regardless of your faith or upbringing, most chaplains will work with you on any number of service projects. Often, they have access to community churches. Many chaplains report directly to the president.

### **residential life**

Encourage the residential life staff to view service opportunities as a way to develop hall spirit and positive activities that residence halls can do together. Ask them to inform their student staff of the service opportunities through your organization and encourage them to take on different service projects, particularly ones where students can get involved in both one-time events and weekly placements.

### **food services**

Food service staff can offer your organization any number of resources: free meals or snacks for 'little siblings' when they are on campus with their partners, food salvage programs or food items for group events. Their catering staff can help you provide a Halloween party for kids or an ice cream social for nursing home residents. Food service staff can often provide equipment and utensils needed for any event: salad bowls, air voids and ice chests.

### **faculty**

There are any number of ways that the faculty can assist you. They can teach a course or a seminar, oversee an independent study project, give partial credit for an existing community placement, require or encourage community involvement or be a champion of your cause both on campus and in the community. They can serve as advisors and sources of inspiration to the organization.

Do not meet only with sociology, psychology and education professors: people who work in a tradition of community involvement. With a little crea-

tivity, you can work with all departments. An English, biology or art history professor could encourage his or her students to make a presentation in the public schools.

### **minority affairs**

On most predominantly white campuses, there is an office which provides special programs and individual counseling for minority students. Meet with the director to discover what programs are offered and discuss ways that community service projects could become a part of existing activities. If there are established community service programs, meet with the student leaders.

### **financial aid**

The federal work-study program was established, in part, to channel low-cost student labor into the community. Now, most students work in campus facilities like the cafeteria and the library. Recently, however, state and federal government agencies have launched several initiatives which send more students back into the community. Find out what community agencies place college students. These people can help you determine how best to involve more students in their community agency.

### **athletic department**

Athletes become quick heroes and heroines. Athletic events bring spirit and business to a community. Athletes are some of the best ambassadors you have. Talk to the athletic director about unique ways to involve athletes during the off-season. Find out if you have a Volunteers for Youth chapter on campus, a big sibling program for athletes.

# the second core group meeting

**e**veryone has been out as ambassadors of the most exciting idea to hit the campus and the community in a long time. Now is the time to regroup and plan the strategy for the high profile days ahead.

## team progress reports

Each core group participant met with someone on campus or in the community who is excited to work with you. You are now ready to huddle in preparation for the all-campus blitz.

Each team should make a presentation to the larger group about what its members have been doing and how their efforts have progressed.

Each team should propose the best way for students to get to the volunteer sites in its project area. Each individual team should draw and photocopy maps for each placement offered. Initially, try to choose sites as nearby as possible. You should also try to coordinate placement schedules so that people can travel in groups. It is always more fun to travel with others, and it encourages people to show up.

Do not place too great an emphasis on transportation. Though it is a necessary consideration for any organization, transportation should not be an excuse for inaction. There are ways to provide economical transportation without purchasing your own 'set of wheels.' Be creative. Utilize public transportation: subways and buses. Ask people to do-

nate their beat-up bikes and have students sign them out. Explore the possibility of using school vans. Local transportation companies might donate bus tokens for volunteers.

## the ideal structure

The group should have a discussion about structure. The final structure does not have to be established right away. People should think about how they want to set up the organization and individual projects. There should be some kind of provisional structure established that keeps the organization together while the structural processes evolves. Think about going to another school to see how their organization is set up or invite a student or a staff person from another school to talk to the group.

Structure an organization which meets on a regular basis, and coordinates recruitment and publicity efforts. Built into the structure should be accountability, leadership training, education, supervision and training and a sense of unity and community about the work that is based out of this central organization. You may need official recognition on campus as an organization by drafting a charter to submit to an administrative department, student government or other organizational board.

## names

Names are important for the message they convey. Most people choose an acronym: each letter represents a word. Acronyms are most effective when the letters chosen form a word. This word

has energy and catches attention. It is not confusing, corny, or more than eight letters long.

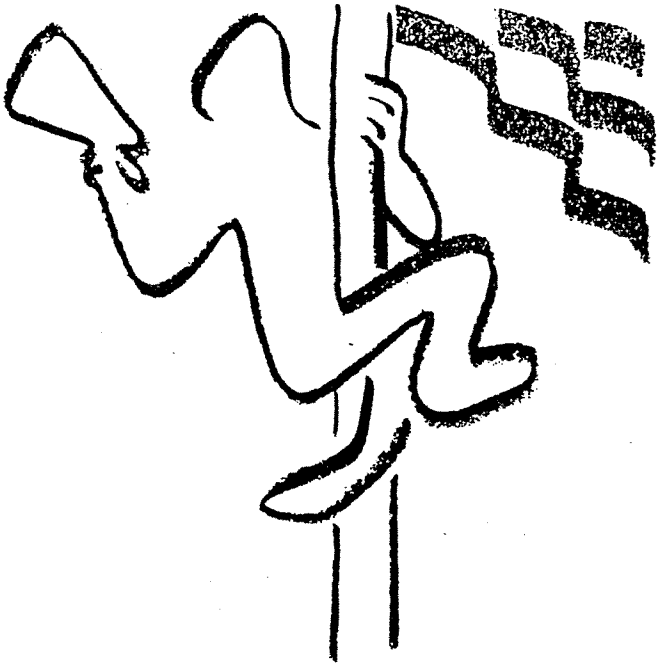
## identify leadership

Up until this meeting, there have been one or two people who have coordinated the overall effort. Now, define leadership tasks and roles for the core group. When you do this, remember to consider the track record of each individual in the core group so far. You want to choose people who have already worked hard and who have healthy but not overbearing egos. They have to give the organization direction but they need to know how to delegate and share responsibilities. The core group should nominate people for co-chairs first.

Each team should recommend a project head to the core group: a student who will coordinate the project area. You should gauge the number of project heads necessary based on the size of the area. A project head should be in charge of no more than twenty volunteers or two volunteer sites. The team may have to select another project head in the future.

The project heads will be responsible for working with individual community agencies, keeping track of the student volunteers in the project area, bringing the group together, and organizing educational sessions related to their project area. Each project head should not only administer the project but be a volunteer as well. By continuing to provide direct service, the project heads will lead by example.

# the recruitment blitz



## **d**ecide when and how to recruit and place students.

Remember that this recruitment campaign should take place soon after this second meeting. Someone should prepare a statement that can be handed out to the press and to others who are interested.

You do not have to wait for elections, a mission statement or even an office (work out of someone's room). This initial recruitment should be done in no more than a two-day blitz.

The blitz should take place one week after the second core group meeting. You have momentum, don't lose it.

## **a recruitment card**

Design a recruitment card and distribute it on a specified date in dining halls,

residence halls, parking lots, libraries, the student union and mail rooms around campus. Have a brochure available next to the card with the choice of placements. (See Appendix).

## **project heads meet**

Convene a meeting of project heads to divide the cards that were collected into piles according to interest. Each project head receives the cards of students who are interested in his or her area and contacts each of these people personally to invite them to the general meeting. Co-chairs should contact students who do not fit into a specific project area to ask questions to determine their interests. Do not worry about the placement yet. You are giving these people a call to establish immediate personal contact and to encourage them to come to the general meeting.

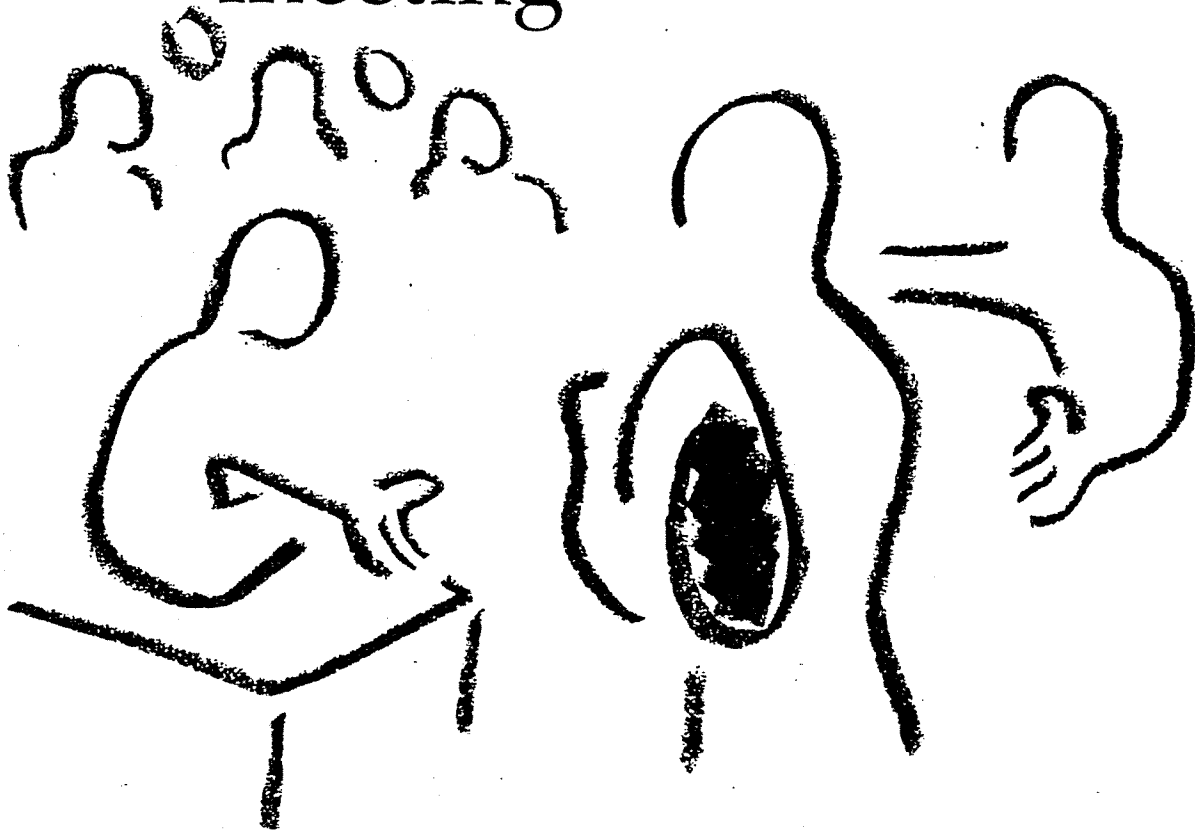
## **quick tips**

**STAND IN FRONT OF DINING** hall lines and the post office. Knock on people's doors and hand them a card.

**GIMMICKS ARE A GREAT WAY** to get the word out. Ask the campus book store or a local business to donate pencils, key chains, buttons or T-shirts that have the name of your organization on them. You could give one of these mementos to each person who signs up.

**PEOPLE SHOULD DISTRIBUTE** cards throughout campus, talking about the organization, collecting the completed cards and letting people know when the general campus meeting will be held. No area of campus should be left out regardless of what your impression or stereotype of a residential hall or a group may be.

# the campus-wide meeting



**t**he purpose of this meeting is to explain the created

structure and goals of the organization, to sign people up for service opportunities and to celebrate the work accomplished so far. Do not hold this meeting unless all of the steps described in earlier sections have been completed.

Make sure the entire campus knows about this meeting. Post enticing flyers everywhere: in bathroom stalls, dining halls, on tables, in lounges and in the student union. Stick flyers under windshield wipers of cars. People must be invited individually to events. Don't wait for people to come to you. Go up to people and tell them you hope to see them there. Word-of-mouth travels faster than paper.

Keep the meeting short and the pace quick. Someone from the core group should serve as the 'time jerk,' the person who keeps speakers to the scheduled agenda. Encourage audience participation through comments and questions. This meeting should be like a town hall forum where everyone who wants to get involved can participate.

Above all else, generate an excitement for community service that will spark sustained activity. Key ingredients to a successful meeting are: inspiration, short speeches, and the assurance of instant involvement.

After the meeting, each project head should call the people who did not come and assign a placement. People are busy; if they do not come, it does not mean they are any less committed or interested.

## agenda

### 7:30 INTRODUCTION

The initiators of the organization should explain the vision of this endeavor.

### 7:50 QUICK SPEECHES

Introduce the project heads and community leaders.

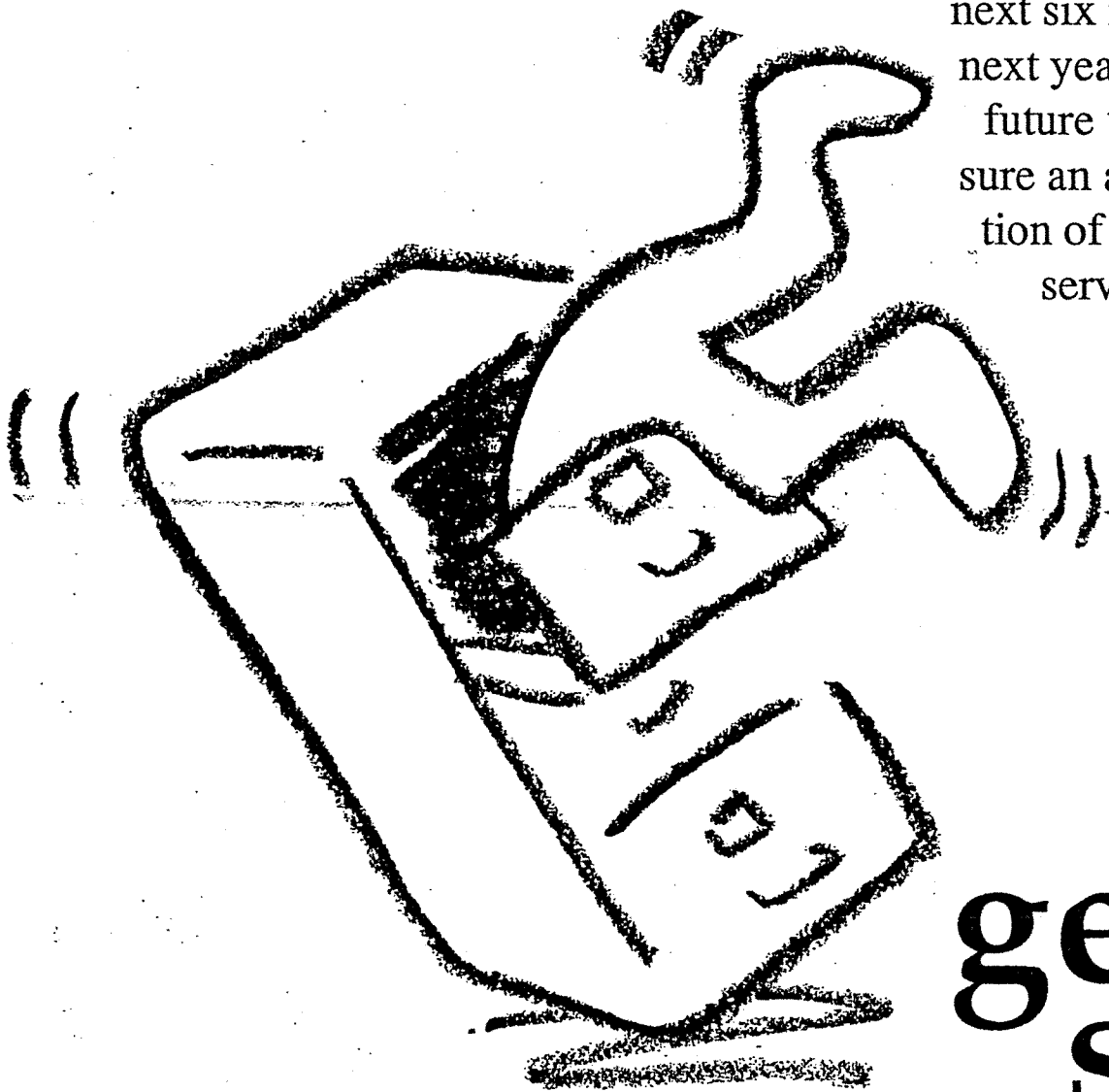
### 8:00 PROJECT AREAS

Send each area to a different corner of the room. Have sheets there for students to sign up for individual assignments. Let people know they can change their mind. Have maps, calendars and transportation information available. Both the community leader and project heads can discuss the possibilities with potential volunteers.

### 8:30 REFRESHMENTS

you have laid the  
foundation; now,  
you can build the  
house.

evaluate where  
you are and  
take steps in the  
next six months, the  
next year and in the  
future that will as-  
sure an active tradi-  
tion of community  
service on your  
campus.



**get  
set**



# the daily challenge

## **y**ou can never predict when or why people will decide

to get involved. A lecture on homelessness. A conversation with grandmother. The example of a friend. The evening news. A walk down the street. An 'F' on a paper. An 'A' on a lab report. The reasons number as many as the people who volunteer. Be prepared at any moment. Never close the doors. Send a new person out into the community everyday.

## **dispenser**

Create a poster that will hold a few brochures and recruitment cards. Post them in the most trafficked parts of campus so that whenever someone gets the urge to sign up, their interest is only a card away. Get a box in the mail room for the organization and ask the mail room staff to put all received recruitment cards in your slot.

## **computerized records**

At first, it will be adequate to buy an index card box for all received recruitment cards. However, as the organization grows, you will be assisted greatly by a computerized database. Ask a computer professor or 'jock' to help you set up a record system that tracks each individual from semester to semester and allows quick access to information. With a computer, you can sort interests and possible placements instantly, getting more people out into the community with less hassle and greater accuracy.

## **a brochure**

Gather the project heads to write the 'copy' for a brochure. Include a brief description of the organization, quotes from enthusiastic volunteers and satisfied community people, and a one sentence description of each project. One leaf of the brochure should be detachable so the interested reader can sign up immediately.

## **a bulletin**

A great way to keep your volunteers informed and to make them feel a part of the organization is to circulate a weekly or bi-weekly bulletin. A newsletter is too much of a hassle and a quick listing of announcements and opportunities is all you need.

## **t-shirts/hats**

Design t-shirts or other souvenirs for your organization. These promotional materials will bring greater unity to the group, recognition in the community and on campus. Make a t-shirt a gift for a term of work.

## **a logo**

Once the organization has a name, ask a graphics whiz to design a logo that reflects the organization's purpose and flair. Once designed, plaster it everywhere. Give volunteers a sticker of the logo to put on their dorm room doors. This sticker will advertise their involvement and allow them to serve as convenient spokespeople for the organization.

There are too many cute logos in the community service world. We need more lean and mean designs.

## **a campus-wide event**

The best recruitment events are also the most fun. People get involved by example: when a person they respect asks them to volunteer; when they see someone having fun; when they go out into the community and enjoy themselves. You do not have to be an expert to realize that people follow trends. You will help fuel that trend toward community service when you bring community activity to campus for all to see.

Hold a fair in the center of campus with dunking booths, face painting, music and games. Ask volunteers to work the crowds with brochures and recruitment cards. Time the fair with a campus tradition so that you draw more people. You could also hold an event where everyone gets the chance to volunteer for a few hours on one day in the community. After this hands-on experience, hold a meeting and distribute recruitment cards.

## **the local newspaper**

Find a reporter who can take on your organization's activities as a part of his or her 'beat.' Entice him or her with a story about a group project you plan, a profile on a stellar volunteer or the organization at large. Newspapers like photo opportunities. A photograph of college students playing with or tutoring elementary school children is difficult to beat. This exposure will lend legitimacy to your efforts in the community.

You can encourage better coverage when you write your own press releases for events and prepare a press kit.

# projects

## **L**et each campus organization know that you will

help design a community project to tap into their special talents and interests. Only approach these organizations when you feel confident of the core group's work and the structure you created.

Each group on campus can get involved in some kind of service opportunity in a way which utilizes its skills, helps meet a community need, benefits the students involved, and strengthens the purpose and the reason for the organization's existence. Their contact with you may begin as a group project and later expand into individual weekly placements.

### **campus newspaper**

**COLUMN** for service opportunities.

**COLUMN** for profile on an individual volunteer.

**OP-ED** pieces that support and encourage involvement in service.

**RECOGNITION** of individuals and projects.

### **radio/television**

**INTERVIEW** students and community leaders.

**RADIO** programs on projects that get students involved.

**PUBLIC** service announcements to recruit and educate students about needs and opportunities.

### **student government**

**SUPPORT** community service organizations with money or develop a service project for the student government to undertake.

### **residential life**

**TAKE** on a hall service project--work at a day care center, coach a team or adopt a nursing home floor.

**TRAIN** and encourage resident assistants to recruit students for service opportunities.

**APPOINT** residence hall representatives for your service organization who can recruit and maintain a bulletin board in the building.

### **athletics**

**DISTRIBUTE** complimentary tickets.

**CREATE** a big sibling program

**COACHING** by college athletes who are injured, cut from the team or not in season.

**RUN** sports clinics for kids.

**ASK** athletes in season to give speeches in the public schools.

### **fraternities/sororities**

**SPONSOR** local, in place of national, philanthropies.

**GET** involved in a program on a regular basis, not just one-time events.

**HELP** set up or support a sports league by providing the coaches.

**GET** every person in the fraternity or sorority to adopt a senior citizen in a nursing home.

**DESIGN** community service pledge projects.

### **the arts**

**GIVE** out complimentary tickets to events.

**PERFORM** in the local community at schools and other centers.

**LEAD** or assist in a community production.

**SET** up a children's theater using college students and local youth.

**TEACH** classes in afterschool programs for kids or for adults in a community education program.

### **ethnic/cultural groups**

**COORDINATE** a project that emphasizes ethnic or cultural heritage.

**REACH** out to campus and community groups to educate people about issues of culture and race.

# in six months

## group projects

After all of the weekly placements are made, the co-chairs of the organization should ask project heads to return to the community contacts and ask for a wish list for future group projects. The wish list should specify the type of project, when it can be accomplished, how many people are needed, and what supplies are necessary. The co-chairs should create a file which compiles all of the wish lists. You can then assign one person to create each project, recruiting other organizations and individuals as volunteers.

Group projects take a lot of extra coordination but they are a great way to get more people involved and to meet community needs. For many people, they provide the impetus for taking on a weekly placement.

## a sample wish list

SHELVES for the food assistance program.

MALE dance partners for the Senior Citizen Valentine's Day Ball.

CHAPERONES for the middle-school dance.

PLAYGROUND for the low-income housing project.

HALLOWEEN party for the Latch-key program.

SPRING cleaning for the community center.

WINTERIZE or renovate homes, shelters, halfway houses.

HOST a 'Kids' Day' on campus.

## occasional volunteers

There will be people who say they cannot make a weekly commitment but would like to be involved occasionally during the semester.

At first, it will be difficult to bring these people into the organization. You will be concentrating on the people who can go out into the community at the same time each week. When project heads ask agency leaders for a group projects' wish list, they can also request a list of things an individual can do if he or she comes in for a couple of hours.

You could also create a list of people willing to substitute for weekly volunteers when they are sick.

## structure

Evaluate the successes and the failures of the structure you created. Send out a survey to gather more information.

You may want to expand into new volunteer sites, design new group projects, adapt project head job descriptions, appoint new project heads. This growth may have begun naturally before this point but you want to evaluate it and come up with a work plan for the next six months.

## education

The organization should develop an educational component so that students learn about the issues and policies that affect their work by providing group discussions, brown bag lunch series and forums and by sending volunteers related articles and course work. It is important that these events are bi-partisan, a platform for discussion and education, and open for debate. Faculty on campus can be of great assistance.

## paper trail

A discussion about memos, records and file cabinets does not have to be dull. Notes to people, a record of procedures, correspondence, and recruitment cards all need to be organized and saved in a fashion that will ease the transition of leadership each year. Write a booklet on the history of and how to run the organization. Not everyone is good at or enjoys organizing information. Find someone whose room is impeccable, who carries around an appointment book and a file cabinet in a backpack and ask him or her to set up a filing system for the organization. Your records become the torch that is passed on to the next generation of project heads.

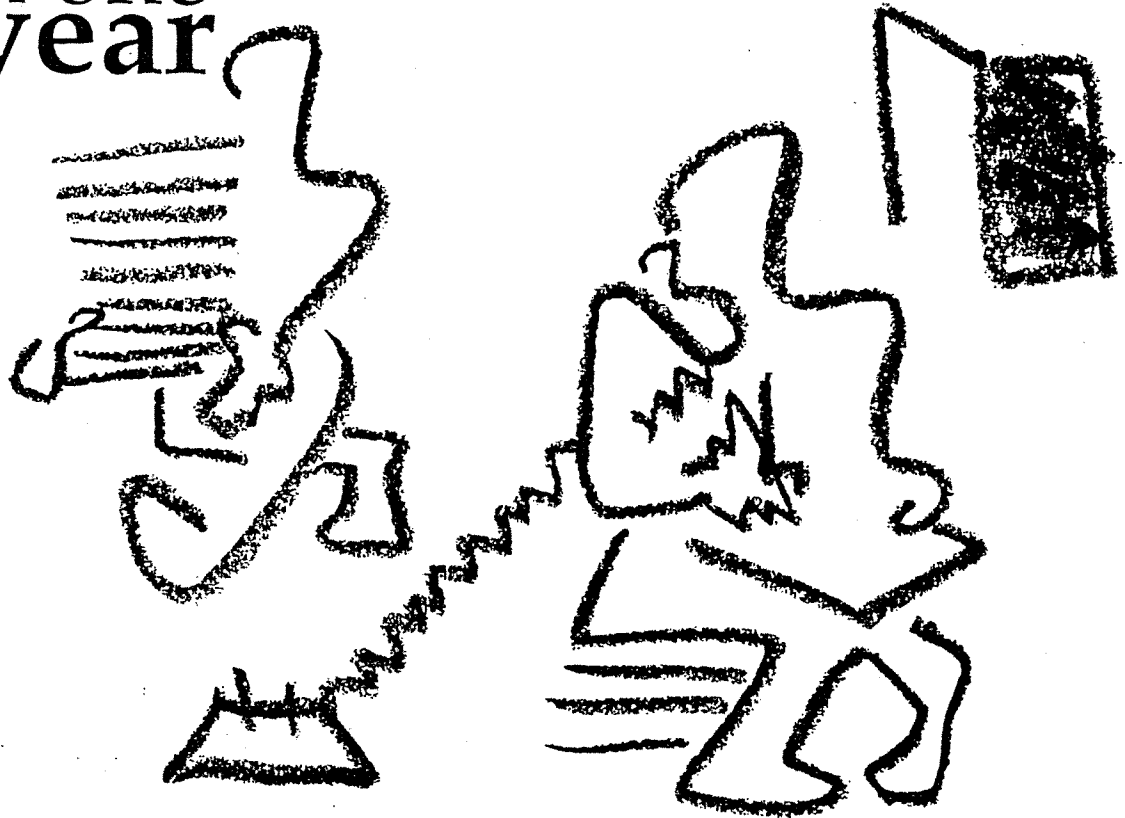
## advisory board

You want to find advisory board members who will talk about the organization to others, help you raise money, lend advice and an ear for all of your ideas. Think strategically, with balance and diversity in mind. Pick people who are your advocates; who represent parts of the campus and the community whose support you need in order to be successful. You will probably choose very busy people. Meet as a board once a term and consult them by phone when something comes up.

## a place to hang your hat

Your organization needs a headquarters. You do not need an executive suite but you should begin to petition for permanent office space. For now, headquarters can be a project head's dorm room, a corner of the student union or a desk in an administrative office. You need a 'hole in the wall' with a consistent phone number, an answering machine, a mail box number, a stockpile of recruitment materials and a filing system.

in one  
year



### an office

Six months ago, you found a hole in the wall. By now, you should have located the ideal setting and furnishings for headquarters. The office should be big enough for a full-time coordinator and work space for the co-chairs and project heads. It should be in a location central to campus: in a union, near the cafeteria or a main academic building. Just remember, every person has to eat, pick up mail and take classes; find office space that becomes a fish bowl to the student body.

The office should be a fun place to work, to hold meetings and to meet people. The walls should be colorful reflecting the spirit of the organization: hang posters of previous events and pictures of volunteers in action.

When you write proposals to campus administrators or to private foundations, include items essential to your office. People are often more willing

to make in-kind contributions of furniture or office supplies to an organization than cold cash.

### office essentials

COMPUTER  
PRINTER  
TELEPHONE  
ANSWERING MACHINE  
COUCH  
FILE CABINET  
TWO DESKS  
CHAIRS  
TABLE  
BULLETIN BOARD  
BOOK SHELVES  
IN/OUT BOXES

### curricular innovation

Explore options to bring the knowledge and experience gained by student volunteers into the classroom. Different academic departments will already have classes with a community service component. The career center will know about current non-

profit internships. Inventory all current credit options and then begin to explore new opportunities. The community service organization could co-sponsor courses, summer and post-graduate fellowships, internships and independent study projects.

### freshman program

The growth and sustenance of your community service organization will depend upon the new freshmen you bring in each year. Most academic departments, social clubs, and athletic teams have devised a way to bring in stars each year. You need to come up with a similar method for the organization. Give freshmen the opportunity to get involved in a day-long event where they become acquainted with the community. The best time to hold such an event is during freshman orientation when students begin to decide where they plan to get involved. Include information in the orientation packet.

# the project head

## **t**here is enough responsibility and authority for

every one. The trick is to create a structure that runs effectively. The project head is a student responsible for one area of programming development (literacy, homelessness or health) or for the internal operations of the organization like special projects. Your structure should be like a tinker toy set: it should have the capacity to expand according to current need.

Students challenging and coordinating other students. That's what happens when you spread the authority, blame, praise, and responsibility throughout the core group and beyond. You should not and cannot do everything alone. Dream up responsibilities for other people and support their leadership.

Each project head has the following responsibilities:

### **to the community**

**CONTACT** agencies that are in the project area.

**DEVELOP** relationships with community people.

**CONVENE** meetings when possible and appropriate.

**DISCUSS**, evaluate and develop training, orientation, and supervision for the project area.

**GO** over dates when students are available and when they are not (i.e. spring break, exams and the start and end of school.)

**DEFINE** expectations for both students and community leaders.

**DEVELOP** volunteer contracts and job descriptions.

**ESTABLISH** a line of communication so that the community can reach a student in a reasonable amount of time to address problems or questions.

### **to the students**

**INTERVIEW** and place students.

**OVERSEE** the students in the project area.

**SELECT** a new project head for each new volunteer site in the area (i.e. if you oversee 'Education' and have volunteers at different schools, think about appointing one person to coordinate each school).

**KEEP** track of who is volunteering, where and when.

**KEEP** an up-to-date file of who has volunteered and who has expressed an interest.

**CONVENE** the group periodically for social and educational functions.

**DEVELOP** a sense of community among the volunteers.

**INTRODUCE** volunteers to one another and encourage them to talk about their experience with one another.

**CONTACT** students who are volunteering on a regular basis to see how things are going.

**MAKE** sure things are going well for students volunteers.

**ACT** as a go-between if students have a question or a problem with the community people that they do not feel comfortable addressing alone.

**FIND** out why students drop out or do not show up for a placement.

**MAKE** sure volunteers have transportation, know where to go and how to get to their volunteer site.

**EDUCATE** students about issues that relate to the area of work in which they are involved.

### **to the organization**

**BE** a member of a project head board which makes policy for the entire organization.

**TAKE** part in the recruitment, promotion, fundraising and structural maintenance of the organization

**FIND** individual replacements for people who do not show up and train new leadership.

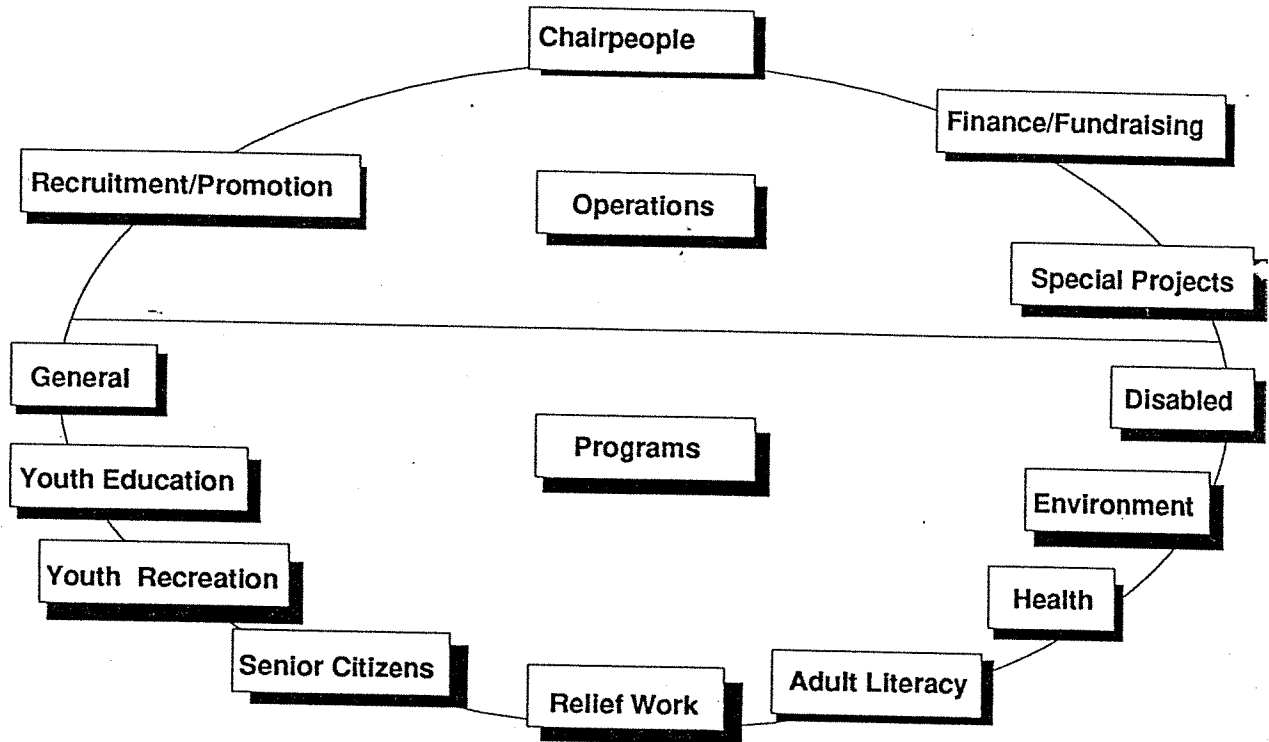
**ATTEND** retreats and submit an annual report for the project area.

**OVERSEE** recruitment strategy to get new students interested in your project area or the organization.

**KEEP** track of the budget for the project area. Assess the needs and draft proposals for future resources

**WORK** with other project heads to see if joint programming is possible (i.e. literacy tutors working at a homeless shelter.)

# PROJECT HEAD CHART



## recruitment/promotion

MAKE and maintain contacts with school and local media.

DEVELOP a column in the school newspaper that lists and describes volunteer opportunities in the local community.

COORDINATE all activities that go on during freshman and orientation week.

WRITE the newsletter/bulletin which goes out to all volunteers.

GAIN access to a computer and establish a database of all active and former volunteers.

HOLD recognition events to recognize individuals and projects both from the school and the community.

## fundraising/finance

TRACK all organization expenses.

DRAFT the organization budget.

COLLECT expenditure reports from each project area.

COORDINATE all fundraising efforts.

DEVELOP an annual fundraising drive.

WRITE proposals to student government, administrators, community foundations, government agencies, departments, and administrators.

ESTABLISH mentorships with faculty, development office personnel, and administrators who can help you raise and budget money.

## special projects

CREATE a volunteer opportunities notebook and monitor all placements that do not fall under an existing project area.

DEVELOP and locate leadership for all new initiatives.

FIND special coordinators for all one-time events sponsored by the organization.

SERVE as liaison between campus organizations who take on community projects and the service organization.

FIND people to coordinate campus-wide educational forums, speaker series and discussion groups.

# the co-chairpeople

## **i**f you give people spheres of re- sponsibility and

create a structure that facilitates effective actions, the organization will flourish. People work best when they do what they love and can make independent decisions. Ask people to describe what they want to do most. Then, create titles and job descriptions that reflect your judgment of their skills and hopes. You don't ask a brain surgeon to fix your carburetor. Infuse similar logic into the new structure.

Become a 'head hunter' and find people who are not involved but who could become invaluable to the core operation. The graphic artists and the computer scientists may not come to your initial meetings, so seek them out for the unique skills they can provide the organization.

Take what we present as a spring board for your own unique design.

### REMEMBER:

ONE student should be directly responsible for no more than fifteen student volunteers.

EACH community contact should report only to one student contact.

ONE student should direct each project area and should create new project head positions under him or her to accommodate growth.

ALL students in administrative positions should continue to volunteer in the community to stay in touch.

The co-chairpeople serve as the glue and the telephone wire for the organization. 'Glue' because they keep the core group working together and perform the tasks that would otherwise go undone and 'telephone wire' because they provide for effective communication among all of the 'players' on the campus and in the community. They may be the initiators of the organization. They do not have to be. If one person is a senior, the other should be an underclassman to provide continuity to the organization.

The co-chairs should complement each other in skills and temperament. If one person is shy and adept at paperwork, the other person should be good on the telephone and a good facilitator of meetings. You may want to consider selecting one woman and one man or other opposites that would make for a more dynamic duo.

These people bear the ultimate responsibility for the successes and failures of the organization until it can be shared by a paid staff person like a green dean or community service director.

The co-chairpeople have the following responsibilities:

## to the community

MAKE frequent contact with agency and school representatives to track the success of projects.

MAKE presentations to community groups about the organization.

SERVE on community advisory boards.

ASSESS needs of the community. Do projects meet community needs?

## to the organization

COORDINATE the office. Oversee such tasks as publicity, record keeping, fundraising, promotion, mailings, recruitment, special and educational events.

WORK with the advisory board.

HELP mediate problems that may arise in a community placement.

WORK with the paid staff person.

WORK closely with other student leaders on campus (e.g. SGA, Newspaper Editor, Team Captains.)

HELP breathe life into new ideas and projects within the organization.

OVERSEE 'the paper trail' of the organization.

## to project heads

OVERSEE project areas to make sure all students and agency staff are happy.

OVERSEE the selection of new project heads.

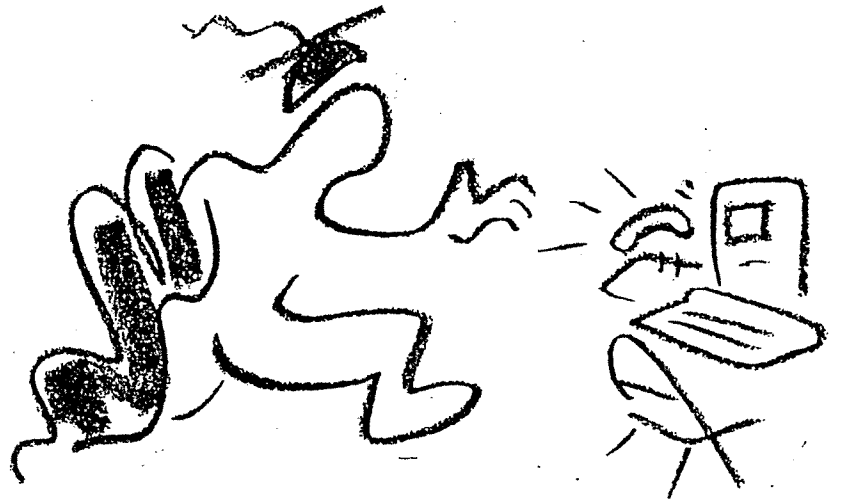
MAKE presentations and propose projects to other campus groups.

PLAN leadership training sessions and retreats.

COORDINATE long-range planning sessions to continue the 'get set' process.

MEDIATE any conflicts between project heads, students and the community.

# the green dean



**a** crazy name. An amazing job.

'Green' because you

are young and still fresh to higher education administration. 'Dean' because soon you wield a lot of influence on campus and in the community. You are invited to participate in dinners at the president's house, meetings with the mayor, great parties on campus and the city-wide task force. Everyone knows you. You see people diving for the nearest bush when they forget to show up at Mr. Mason's fourth grade classroom. People come up to you in the student union to discuss an idea they have for a program at the Battered Women's Shelter.

For a first job after graduation, it doesn't get any better.

Green deans are recent college graduates hired to recruit and work with student volunteers for the community service organization. They have some background in community service work, whether in college or in their home town. They are responsible for all volunteer placements and at some schools work closely with internships and community work-study positions.

Often, the green dean lives on campus, eats in the dining halls and socializes at student events. Living in a residence hall helps him or her to grasp the pulse of the campus: the issues, the

problems, the aspirations, the music and the academic challenges of the students. The only way that the challenge for community service can be presented to students daily is to bring it to the places where they eat, sleep and party.

The position is cheap. Most green deans earn a salary between \$10-20,000 plus benefits. Since it is only a one year position, a college or university administration does not have to worry about such issues as tenure or pay raises.

To subsidize the lean salary, the administration can provide free housing and a meal card in return for a few additional responsibilities. These responsibilities can include working on freshman orientation, supervising a hall, or working in the intramural program. Such responsibilities should enhance the green dean's ability to recruit for the community service organization.

Hiring recent graduates to stay on campus is not a new idea. Admissions offices hire them to do a lot of the road work and interviews. Deans of Student Affairs hire graduates to coordinate the social and residential activities. Science professors keep bright graduates on to complete lab work. In each of these appointments, a recent college graduate is the perfect person for the job. You can find no better person to coordinate the community service organization.

The green dean provides a boundless source of energy, enthusiasm and creativity to the community service organization. This person is freed up from course work and exams and therefore can commit days and nights to the organization. He or she recognizes, however, that successful operation of the organization is a joint venture shared with student leadership. Although the recent graduate is no longer a student, he or she is recognized as a peer.

The green dean works with student leaders. His or her responsibilities include identifying, training and evaluating the work of the co-chairs and project heads. This person mediates problems that arise both within the organization and in the community. He or she becomes a symbol, a presence and a force on campus for community service.

Sometimes students worry that a paid staff person will undermine the leadership and the respect they have worked so hard to gain on campus. Often, however, the green dean is a former student leader of the organization who just happens to have a diploma now.

So, you have the best of both worlds: a person who will work alongside student leaders as well as a person who can provide the continuity necessary when working with community leaders and a multitude of student volunteers.



# community service center

## **Y**ou may wonder what the light at the end of the tunnel

looks like. A community service center is one way to describe the future. Create a center which has autonomy and the freedom to forge crucial partnerships with other academic and administrative departments on campus. The center will become the hub on campus where endless innovation and creativity for community involvement can take place.

The community service center is the place on campus where all community projects emerge. It is the next leap up from the well-run office you established a year or two ago. The center is big enough to accommodate offices and work space for all of the activities you hope for the organization. It is a house, a floor of an academic building or a wing of the student union.

The center is located as close to the center of campus as possible but with easy access to community people. It should be accessible and comfortable to students, faculty, administrators and community leaders. By creating common space, you will encourage a variety of people and areas on campus to work together on joint programs and to get to know and depend on each other.

The center has offices for staff, co-chairs, project heads and individual service organizations. It has a reception area, common work space for volunteers and community contacts, a board room, a computer area, a lounge and a library. The library has books in areas that concern volunteers, pamphlets on community service organizations throughout the country and information on non-profit careers.

The work space has lockers for individual papers, a copy machine, office supplies for such activities as poster-making and 'brain-storming' sessions.

The core center staff consists of a director, a green dean and an office manager. The director or dean of community service is a force on campus in the high administrative level on campus to promote and push community service throughout campus. She or he has had previous experience in the education or non-profit agency world. He or she develops institutional policy that supports community service in such areas as the admission process, the residential system and the academic community. The director is ultimately responsible for all financial concerns.

The director becomes an advocate for community service in any committee on which he or she serves. If it is an honorary degree committee, the director nominates people with an extraordinary career in community service. If it is a curriculum committee, the director recommends field experience compatible to current course work and introduces new courses with a community service component.

The community service director oversees all activity at the center. He or she would not run everything but instead act as an advisor by having the authority to encourage new efforts and collaborations among the different service efforts, departments and offices on campus.

The green dean works closely with the director on all center initiatives and is ultimately responsible for community placements. The center office manager supervises work-study students who have a contract to work at the center, orders supplies,

maintains office equipment, provides secretarial support to the director and green dean, and serves as 'pinch hitter' for tasks not covered by scheduled student workers.

The center staff can coordinate work-study contracts in local non-profit agencies, credit community service internships during the academic school year or summer, a term abroad, a post-graduate fellowship program and a community service awards program. Most campuses have an award for the 'community servant' of the year. The center staff can make the most informed choice and help to create awards to recognize students in exciting new ways. The center will have a budget to bring speakers to campus and to sponsor an all-campus conference each year on a certain aspect of community work.

To assure continuity for the center throughout the years, consider ways to raise income that will sustain the organization long after the initiators have left. The best way to fund the organization is to raise enough money to cover staff salaries and the operating budget by the interest earned from an endowment. The figures are staggering but if you consider this fundraising as a process planned over several years, it becomes much more reasonable. Present the idea first to your development office and see if a staff person is interested in working on the project. Arrange a presentation to the board of trustees. Remember, no one will take this idea seriously until you have organizational statistics and success stories to present.

With a center, community service efforts will receive sustained focus, student involvement, and continued innovation on campus.

# ingredients of success

**p**ost this page on your door and wrestle with the following thoughts daily.

Leadership. Structure. Challenge. Three words to digest and to determine how best to incorporate each one into your organization.

You will have a better appreciation for each of these ingredients once you get started and will add your own to the list.

## leadership

**YOUNG (AT HEART)** - Anyone who has the energy, commitment and spirit to be excited, hopeful, persistent, gracious, non-territorial and fun loving.

**UBIQUITOUS** - Be the most prominent figure on campus. Everyone knows you, what you do and how to get a hold of you.

**COALITION-BUILDING** - An ability to work with and gain the confidence of different groups on campus and get them to work together.

**IDENTIFY WITH ALL** - An ability to cross the social, class, racial and ethnic lines that exist both on campus and in the community.

**UNLIMITED ENERGY** - So much of leadership, particularly with young people, is generated from leadership through example.

**PERVASIVE** - Work the dining halls, residence halls and classes to get students excited, interested and active.

**ENTHUSIASM** - It is infectious: "be outrageous, it's contagious."

**IDENTIFY WITH STUDENTS** - If you can't get students to respond to you, if you cannot recruit, then find someone else who can.

**OPEN-MINDED** - Have patience and understanding for people who are at different levels of commitment, politics and ability.

**DELEGATE** - One or two people will coordinate the entire organization but they must be willing and able to delegate and supervise. There is too much work for one person to tackle alone.

**DEFINED** - The tasks that people are assigned must be made clear and should be well understood. Any unclearness or fuzziness will result in things left undone and failure.

**MONITOR** - Keep up with the leadership. It is crucial that weekly contact is made with people who are carrying out important roles in the organization. Support, encourage and help out when you are needed.

**TRAIN** - There must be overlap and exchange between outgoing and incoming leadership.

## structure

**DESIGN** - Put in as much time and creativity into designing an effective, comprehensive and campus-wide service organization as you would for the construction of a building.

**STRUCTURE WITH STRUCTURE** - Get structures like residence halls, clubs, and departments matched or linked with complementary organizations in the community.

**CREATIVITY** - Never stop scheming or developing new ideas. Many of the most established organizations suffer from a "know-it-all mentality."

**SOUND** - There is a need for effective, well-run and managed organizations. It is better not to lift community expectations if you cannot provide a sustained effort.

**COMPREHENSIVE** - Provide a broad range of program opportunities to students and student groups. People are interested in different things and should be encouraged to pursue their interest in community work. Do not limit programming for fear of spreading yourself too thin. Consolidate projects. For example, if twenty students are working at eight different runaway youth homes, consolidate these efforts under a youth runaway project area.

**INEXPENSIVE** - While the organization needs resources, it does not require great sums of money. The amount of support depends on many factors including size, atmosphere on campus and location. Organizations should be run on no frills and lean budgets.

**EDUCATIONAL** - Although there is a need to focus on providing services, the educational component of our work is equally important. Ignorance is not bliss but is damaging and destructive. While such efforts should not be one-sided, there should be education and discussion about policies that affect the issues you are working in, how effective they are and what might be done to improve them.

**WELL-ORGANIZED** - The structure must be able to respond quickly and effectively to student interest. There are many things competing for students' time. At the beginning of each term a structure must be able to quickly and effectively place hundreds of students.

**TIED INTO CAMPUS** - Make sure that the organization is well-connected and well-informed about what is going on around campus. This also means working on ways to get students credit for service work, tying service into the curriculum as well as what events are happening on campus and how there might be a community connection.

**CAMPUS-WIDE** - Get the whole campus involved. There is not a person who cannot participate and contribute in community service. Try to create programs that tap people's interest and channels it into effective community service.

**COMMUNITY** - There is a need for community within your organization.

Students often join organizations because they are looking for something. Often, they want to meet people, make friends and feel a part of something worthwhile. There should be joy and laughter as well as reflection and seriousness.

**EXPANDING** - Always welcome new ideas and work with the inventors on how to shape and develop their approach. Never say no. You will either discourage, turn off, deter progress or be 'shown up.'

**CONTINUITY** - If you have to restart every year then you will never have a solid organization. There is a need for carry-over programs, leadership and history.

**PRESENCE** - Have a strong presence on campus. Everyone should know about you, where you are and that you are doing positive things.

## challenge

**EXCITEMENT** - There is nothing boring or second rate about service; there is nothing boring about teaching people to read, feeding hungry people or making someone smile.

**EFFECTIVE** - The work students are doing is making a difference. Show how someone's few hours a week is part of a larger whole that is having an impact on the community and society.

**ECUMENICAL** - State the challenge for community service in a way which does not deny or limit ideology but that is tolerant and supportive of different people's levels of interest, commitment, and religious backgrounds.

**JOY OF SERVICE** - Community service often brings smiles and hap-

piness to those involved. Even in desperate situations, there is a joy in new friendships made and in being involved.

**YOUNG PEOPLE TODAY** - There is a need to create a new self-image that young people have about themselves and their peers. It is important for young people to know that youth participation is important.

**ENERGIZE** - Bring enthusiasm, energy and excitement to the idea of service. Get students to believe they can make a difference and show them what kind of difference they can make. Create a spirit and a sense of purpose around your work that is powerful and exhilarating.

**EDUCATE** - Educate students about community needs and organizations. Often, students do not get involved because they are unaware of the needs and the organizations that exist in the community.

**MOMENTUM** - Generate a spirit and a sense on-campus that community service is an essential part of campus life and is something that most students do.

**DAILY** - Present a daily challenge to students to get involved, not just a volunteer fair or some other event once or twice a year.

**EVERYONE** - Every student, staff and faculty member can be involved regardless of other activities. Tie people's interest and expertise to their service work.

**AND ALWAYS REMEMBER** - Make your problem their problem also--'no' means 'negotiate.'

# appendix

# types of commitment



**t**here are three types of student volunteers. No one type is superior to another. The core group, the weekly and the occasional volunteer are all vital players in a community service organization.

## **core group participant**

This person is a project head: the head of recruitment or of a big brother/sister or an adopt-a-grandparent program. They spend six to twenty hours a week in the organization's office making phone calls and assisting in the core operation.

## **weekly volunteer**

This person volunteers one to five hours a week in the community: he or she coaches a soccer team, teaches a person

to read, acts as a big sister, serves food at a soup kitchen or staffs a health clinic.

## **occasional volunteer**

This person is involved on a more irregular basis by participating in a city-wide clean up day, hosting a halloween party for children, winterizing a home, giving blood, organizing a clothing drive or teaching computer skills to a fourth grade class.

# recruitment card

Name \_\_\_\_\_ Class \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

What are your interests? (sports, arts, cooking, academic subjects) \_\_\_\_\_

Are you student / faculty / staff / alumnus/ae ? \_\_\_\_\_ Do you own a car? \_\_\_\_\_

Name a friend to call \_\_\_\_\_ Their phone # \_\_\_\_\_

Program Areas:    \_\_\_ Youth                    \_\_\_ Disabled                    \_\_\_ Relief Work  
 (Rank 1,2,3...)    \_\_\_ Health                    \_\_\_ Education                    \_\_\_ Senior Citizens  
                          \_\_\_ Adult Literacy        \_\_\_ Environment                \_\_\_ Other

# time schedule

Place an 'x' in the time slots when you are in class, meetings, at practice or at work.

	MON	TUE	WED	THU	FRI	SAT	SUN
9 - 10 am							
10-11 am							
11- Noon							
Noon-1 pm							
1 - 2 pm							
2 - 3 pm							
3 - 4 pm							
4 - 5 pm							
5 - 6 pm							
6 - 7 pm							
7 - 8 pm							
8 - 9 pm							

For Office Use Only:  
 Entered into the Computer ? \_\_\_\_\_  
 Placement made \_\_\_\_\_

• Notes  
 •  
 •  
 •

**a** recruitment card provides immediate access to interested people. Create a poster with a pocket and stock it with a supply of cards. Hand out cards at meetings, after class and at parties.

Make sure people know where to send the completed card. Include all information you need from students, written in a way that is easily understood.

Once you receive the cards, you can put them in an index box or record the information into a computer.