

The Campus Outreach Opportunity League

**BUILDING A MOVEMENT:
A RESOURCE BOOK
FOR
STUDENTS IN COMMUNITY SERVICE**

Starting an Organization

Building a Structure

Working With Others

Programming

Recruitment and Promotion

Training and Supervision

Fundraising

Issues

Resources

College and University Contacts

First Edition

by Wayne Meisel and Robert Hackett

ACKNOWLEDGMENTS

Lots of thanks go to

Melissa Auchard, Sue Bitensky, Robert Coles, Van Dashner, John Day, Mark Edwards, Heather Ford, Bill Gump, David and Judith Hackett, Jack Hasegawa, The Hazen Foundation, Rosie Hidalgo, Rick Jackson, Jim Kielsmeier, David Lakin, Roger Landrum, Jack Laschever, Holly Lisanby, The Lyndhurst Foundation, Bruce and Mary Elizabeth McClullan, Donald and Eleanor Meisel, Sally Migioli, Catherine Milton, Wendy Nadel, Frank Newman, Bruce Payne, Randy Peeler, Debra Polsky, Julia Scatliff, Bob Sigmon, Frank Slobig, Frank Sommers, Susan Stroud, Chuck Supple, Tim Szanton, Mary Anne Tierney, Dana Warren, K.P. Weseloh, Steve Whisnant.

This book was made possible, in part, by a grant from
the Campus Compact: The Project for Public and Community Service.

FIRST EDITION

FIRST PRINTING

Copyright © 1986 by Wayne Meisel and Robert Hackett

Printed in the United States of America

Reproduction or publication of the entire contents in any manner, without express permission of the authors, is prohibited.
No liability is assumed with respect to the use of the information herein.

Library of Congress Cataloging in Publication Data

Meisel, Wayne and Robert Hackett

BUILDING A MOVEMENT: A RESOURCE BOOK FOR STUDENTS IN COMMUNITY SERVICE

To our Moms

Preface

Students arrive at a campus, most of them, with decent impulses and goodhearted intentions, wanting to help make the world a little better. Anxious about themselves, often troubled by conflicting personal and parental aspirations, appropriately ambitious and prematurely careerist, they choose or drift into courses and activities that hardly speak at all to their best motives and that only rarely ask for caring or concern.

Muscles and musical skills atrophy if they are not used. So do analytic capacities and talents for writing or design. How is it that colleges and universities offer so much in these areas, and so little toward developing generosity, or civic-mindedness, or the capacity for conscientious action?

Community service ought to occupy a central place in higher education—in the study of social life and public policy, in learning about ethics, and in leadership development. It can help students understand something of the real lives of those who are the objects of study and policy. It can introduce social problems in all their intractability, suggesting at the same time how changes might be made. The reality of our cities and towns is all much stranger and more various than books can tell, at least until we've actually looked at a few of the particulars the best books struggle to convey.

Ethical problems—personal and public choices about better and worse or right and wrong—are time and again the most gripping issues of our lives. Ethics courses, on the other hand, are mostly easy, or boring, or both. Case studies can improve them, as can biographies and novels that offer character and context and uncertainty. But the hard task is always to turn the questions inward, to add 'what must I do?' to 'what should be done?' That task is far less hard when the chance to act and the human consequence of choice are present in the minds of those in class, when service activities have gotten students into the world beyond the campus gates and made the questions come alive.

The connection between community service and leadership development is even tighter. The voluntary organizations and the hardpressed service agencies are chronically low on funds and short of manpower. When they work well it is because the people who staff them have found ways to do more with less, and ways to move others to help. Working in community service means seeing successes and failures of leadership on the hoof, up close and clearly. It means having, for a while at least, the perspective of a follower or supporter. And it ordinarily offers to the willing an early chance for large responsibilities and opportunities to make a difference.

Community service ought to occupy a central place in higher education.

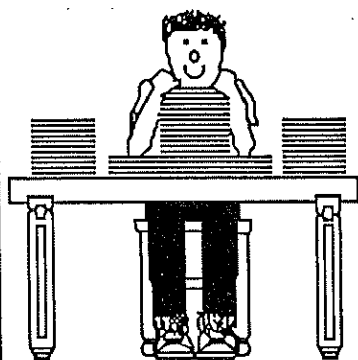


Table of Contents

Introduction

How To Use This Book.....	1.1
---------------------------	-----

Starting an Organization

What Do We Mean By <i>Comprehensive, Broad-Based Community Service?</i>	2.1
Problems and Solutions.....	2.5
Taking the First Steps.....	2.9
Starting an Organization Chart.....	2.15

Building a Structure

Why Structure Is Important.....	3.1
Mechanics in Your Operation.....	3.4
Student Board	
Full-Time Staff	
Work-Study Students	
Advisory Committee	
Office Hours	
Regular Staff Meetings	

Nuts and Bolts In Your Operation..... 3.16

- Office Space
- Annual Plan & Budget
- Bank Account
- Operational Manual
- Computers
- Management Records
- Brochure
- Student Service Programs Booklet
- Newsletter
- Bulletin Board
- Community Book
- Transportation
- Suggestion Box
- Annual Report
- Historical Record
- Recognition

Working With.....

Other Student Groups on Campus..... 4.1

Dorms, Houses, Fraternities and Sororities..... 4.3

Administrators..... 4.5

- The Presidents and Chancellors
- The Chaplain's Office
- The Freshman Dean's Office
- The Career Services Office
- The Admissions Office
- The Department of Athletics
- The Director of Student Activities
& The Dean of Students

The Community..... 4.16

Programming

Program Summaries..... 5.1

- Arts & Drama
- At Risk Youth
- Awards
- Education
- Elderly
- Environment

TABLE OF CONTENTS

Health
Housing
Internships
Job Education & Training
Legal
One-Time Projects
Outdoor
Overseas Education & Development
Physically & Mentally Disabled
Prisons
Recreation
Relief Assistance
Refugee & Migrant Assistance
Summer Programming
Youth & Children

Program Ideas for Existing Groups..... 5.18

The Artists
The Athletes
Ethnic and Cultural Groups
Foreign Language Department
Fraternities and Sororities
Political and Special Interest Groups
Projects for Any Group

**Obtaining Academic Supervision and Credit
for Internship Learning..... 5.22**

Recruitment & Promotion

Recruitment Strategies..... 6.1

Recruitment Meetings
Registration
Schedule Cards
Door-to-Door
In-Class Presentations
Presentations to Groups
In-Class Presentations
Tabling
Residential Advisors
Resource Survey
Recruiting Freshmen

New and Old Ways to Promote Your Efforts.....	6.8
Volunteer Goals	
Table Tents	
Student Newspaper	
Alumni Magazine	
Local Paper	
Local and Campus Radio	

Training & Supervision

Training Your Volunteers.....	7.1
Orientation	
The Training Session	
Supervising Student Volunteers.....	7.6
Supervision	
Student Contracts	

Fundraising

General Fundraising Tips.....	8.1
One-Time Fundraising Projects.....	8.2
Car Washes	
Used Book Sales	
Dance Aerobics Classes	
Cookbooks	
Movies	
Raffles	
Recycling	
Rummage Sales	
Sales & Consignments	
Fundraising Dinners	
Annual Fundraising Campaigns.....	8.8
Campus-Wide Fundraising Drives	
Phone-A-Thons	
Direct Mail Campaign	
Alumni Drive	
Other Ways to Finance Your Programs.....	8.12
In-Kind Support	
Endowment Drives	
Grantwriting	

TABLE OF CONTENTS

Issues

Argument for Service: Who Wins?.....	9.1
Students and Service in the 80s.....	9.4
Idealists of a Different Kind.....	9.8
The Prospects for National Service.....	9.12

Profiles

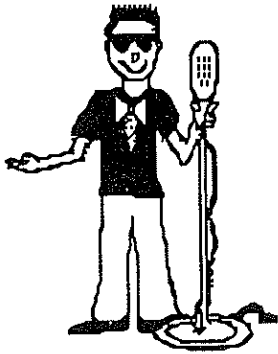
PBH's "Camp Without Walls".....	10.1
The Sword and the Plowshare.....	10.6
UB's Good Samaritans.....	10.8
Volunteers Enrich Emory Atlanta and Themselves.....	10.10
Doc's Dream at Warren Wilson.....	10.12
Students Link Faith, Volunteering at Notre Dame.....	10.14
The Goodest of Yale.....	10.19

Resources

National Organizations.....	11.1
Books, Reports, Studies.....	11.10

College & University Contacts

College and University Contacts.....	12.1
College Compact Members.....	12.7



How to Use This Book

This book is designed to help you set up and maintain a strong service organization at your college or university. It focuses on the practical, everyday tasks involved in starting and running a student service organization.

If you don't have a central organization working to promote and support community service, then start with the chapter *STARTING AN ORGANIZATION*.

If you already run a program that is part of a larger organization, then look through *BUILDING A STRUCTURE* to see if you've covered all the basics.

If you need ideas for *WORKING WITH OTHER GROUPS, RECRUITMENT AND PROMOTION, TRAINING AND SUPERVISION*, or *FUNDRAISING*, then those chapters should help you out.

If you want to know what other students are doing or how other organizations run their operations, the *PROGRAMMING* and *PROFILES* chapters should provide you with some useful examples.

If you are interested in the ideas and issues surrounding community service, the *ISSUES* chapter should provide some thoughtful essays for discussion.

If you need some specific help, look through the *RESOURCES* chapter for national organizations and other books, reports, and studies that could help you.

If you want to share ideas with other students or staff who run service organizations on campuses around the country, look through the *COLLEGE AND UNIVERSITY CONTACTS* chapter for their names and addresses.

This book is not complete and we hope it never is. Each year we will update it with new program and organization profiles and more essays on issues and strategies to help make your vision clearer and program stronger. We will update the contact and resource lists as they expand or change. We haven't covered everything in this first edition, so if there is something that you want to include--a program, an idea or a technique that you think might be helpful to others--let us know.

Wayne Meisel
Bobby Hackett



What do we mean by *comprehensive, broad-based community service*?

Throughout this book we encourage colleges and universities to set up comprehensive, broad-based community service organizations. Every school is unique, of course, so no single recipe will work at every school. Yet there are qualities common to all successful campus efforts. Before you begin, we should explain what these are and why they make these campus programs work.

Where we have found strong student community service programs, we have found a central office or organization that promotes, supports, and maintains student activities in the community. These organizations present a united challenge to the campus so that:

- service becomes a central, day-to-day part of campus life;
- community service programs are perceived as challenging, exciting, and fun;
- students realize they can and do make a real difference in the community.

Despite what people might be saying, there are students, at every school participating in community service. However, their efforts have gone largely unrecognized. As a result, these students haven't established a clear sense that service is a vital activity within their campus or local communities. When service is presented in its best light and is supported by a creative and dynamic leadership, it taps into and channels student energy, creativity, and enthusiasm into valuable and rewarding community involvement.

We encourage campuses to develop substantial programs that serve the school, the students, and the community. All three groups must be served if any of these groups is going to realize its benefits.

Below we define each piece of a comprehensive, broad-based community service effort.

"Comprehensive"

A comprehensive organization has a wide range of activities in the community available to students. In *CHAPTER 5: PROGRAMMING* we describe programs in more than a dozen areas: the arts, at-risk youth, education, recreation, elderly, employment, environment, relief,

and overseas development education.

If your efforts are scattered throughout a large city, it may be hard to get a sense of the impact you are having. However, if you focus on a few neighborhoods near your school, your efforts may be more recognizable. Of course, if there are programming opportunities outside a particular area, you should pursue them.

The amount of free time that students have varies. Some students have 10-15 hours a week to get involved in the community. Others have full-time jobs, are heavily involved in other activities, and/or are carrying a full academic workload. These people may not have the time or the energy to make a greater time commitment to a service program, or at least to a placement that may be physically or emotionally draining. To serve the entire student population effectively and to tap into their interests and resources, your service organization needs to provide opportunities for all these students to get involved.

Addressing this issue is important for several reasons:

- If hundreds of students give a few hours a week, their collective contributions add up quickly. Many community agencies welcome and need such resources.
- Students who initially get involved in programs with minimal time commitments are more likely to get involved in larger commitments when they have more free time.
- Students who are involved in activities such as athletics, the arts, or journalism often can only offer a few hours to community involvement. Because they have special skills, they may be able to provide training or expertise in a field to which a community group might not otherwise have access.
- Getting students involved in any level of community work is beneficial. It will encourage them to participate in community activities throughout their lifetime and make them aware and supportive of your cause. Besides, you never know what kind of impact one small incident can have on helping shape one's career choices, politics, and understanding.

"Broad-based"

Service is for everyone, not just for those students who identify themselves as volunteers or community workers. Students, no matter how engaged they are in other activities, can get involved in some substantial form of outreach.

A strong outreach program should involve students from all different backgrounds and interests. Blacks and Whites, athletes and artists,

STARTING AN ORGANIZATION

scientists and poets, Republicans and Democrats, radicals and conservatives; seniors and freshmen, short people and tall people. Service is one area where groups from all over campus can work together to break down the negative stereotypes that they often have about one another.

If there are already a number of service programs on your campus, each with a narrow constituency, try to get these groups to work together. This does not mean that they should give up their identity and autonomy to become part of one central group. But there is much room for coordinated effort. Joint promotion, recruitment, fundraising, and a sharing of administrative offices and costs could benefit everyone. In addition, training, education, and social events can be planned together. Every effort should be made to eliminate any tension, sense of competition, or divisiveness that exists between these programs.

"Community service"

We could just as easily have chosen a number of other expressions to indicate our central purpose: volunteer service, community action, community outreach, public service, national service, or service-learning.

All these concepts and efforts are valuable. We use the phrase *community service* to embody the best aspects of all the above ideas and terms. We use *community* to refer to activity done near one's own campus and *service* to emphasize action that is primarily giving in nature as opposed to political or paid.

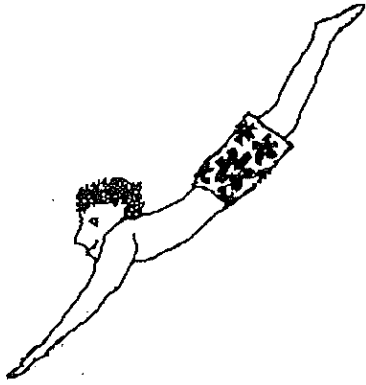
For our purposes, community service can be defined as strictly volunteer work or it can be thought of as service done by a student in the work-study program. In some cases, it might even be a paid position. Our personal feeling is that just because someone is getting paid for community work does not lessen the contribution or devalue the experience.

Rather than enter into the social service vs social action debate on any given campus, we are trying to encourage student service organizations to have at their foundation a commitment to direct community service, service that meets human or environmental needs, whether it be teaching someone to read or to serve food at a homeless shelter or analyzing a region's drinking water. At the same time, we encourage students to explore the issues involved in these activities, whether by entering into discussions and debates about the relative merits of various aspects of service work or by engaging in research or political activity as a means for reaching a solution to these social problems.

We encourage students to get involved in the community, to begin to learn about, understand, and take a part in issues of community concern, and to develop the confidence that they can and do make a difference.

In the end, how you define this activity is a matter of personal preference. In some instances it doesn't matter what you call it, while in others it makes all the difference in the world. We leave it up to each student organization and individual to decide how they are going to define their own mission.

COOL's goal is to help colleges and universities around the country help each other develop *broad-based* student participation in a *comprehensive* array of *community service* programs. If we can do that, then together we will have met two very real needs in this country: that of local communities for energetic, committed, and creative human resources, and of students for opportunities to engage in useful, challenging, exciting service to their communities and their country.



Problems and Solutions

Almost every college has some organization designed to promote and place students in local community activities. However, the size, structure, and effectiveness of these organizations varies greatly from school to school. Over the past few years, many programs have suffered in terms of number of participants, strength of programming, and prestige among students and college administrators.

The notion, however, that students have lost their commitment to community service, altruism, and idealism is incorrect. Instead, a series of events has caused a certain reaction.

Problems

Students

Students face the following problems:

- *Anxiety:* The economics of our times call for students to be more grade, career, and money conscious than in previous years. The increase in tuition and the competition for good schools and for job placements encourage students to be practical and defined. Personal success seems to be the best way to avoid and to solve the unpredictable days ahead.
- *Confidence:* Among students there is a crisis in self-confidence and self-esteem. Students doubt their talents, their ability to make a difference, and their qualifications to provide peer leadership.
- *Attitude:* Students are allowed to assume that because they are in school, what goes on outside isn't their problem. They convince themselves that they don't have time and that getting involved will be all-time consuming. Many students assume that individuals already involved don't want or need help. Community activity is rarely an integral part of campus life and often fails to attract the most effective leaders or the strong support of the community.
- *Structure:* Students who do have the desire to get involved often find themselves at a loss for what to do. They rarely know the needs of the community or how they might contribute. Without positive and outgoing leadership to challenge, guide, and support these energies, students contrive to drink alcohol, watch television, hide in libraries, etc.

Campus organizations

Campus organizations are beset by another set of problems:

- *Structure:* Many projects are understaffed, overworked and underfunded. This, in part, is why many programs are slow, inefficient and ineffective. Identifying, organizing and matching resources and needs are time consuming. In turn, valuable resources and momentum are wasted. Moreover, programs are often too limited in scope and in ability.
- *Development:* Because of the awkward school calendar, the constant pressures, and the leadership turnover, program development and strategy are often not well defined or carried out. Leaders either lack the support or the skill to maximize their efforts or to address problems in areas such as recruitment, organization and continuity.
- *Networking:* There is little to no interchange between members of various campus organizations. Therefore, little group support and problem solving, information exchange, or joint planning is offered. Because groups exist at such various stages of development, their differences rather than their common objectives are stressed. In terms of programming, each group has to re-invent the wheel as it finds itself alone when fighting negative attitudes among students, school, and community. The lack of unity among these groups and individuals deprives the movement of the synergistic effect it could otherwise have.

Local organizations

These problems are compounded by those facing the local community organizers. Any solution to this overall issue must address the following problems faced by local organizations:

- *Access:* The greater community usually has little access to students and campus groups and rarely understands the pressures, structures, and schedules of students. Because of this, community organizations do not know how to tap into student resources.
- *Stereotypes:* Local communities view students as transient and unreliable, and therefore sense little commitment or interest in participation on the part of students. Because of this misunderstanding, student volunteers are often seen as more trouble than they are worth.

- *Programming:* Because student involvement is seldom seen as a valuable resource, efforts to include students are often low priority, piecemeal, or non-existent.
- *Local Leadership:* Student participation can only be as good as the local community service program itself. Though students can provide essential resources, their efforts depend largely upon the leadership, competence, and effectiveness of local structures.

Solution

There are many concrete ways to address the above problems. Many of those ways are described in greater detail in the chapters that follow.

Students

For students, you need to:

- Present the personal, professional, and national value of community involvement. Show them how getting involved will bring them personal satisfaction and understanding of their local communities as well as develop their skill and work experience.
- Emphasize the importance and the value of community service activities, and recognize and support individuals and groups who perform admirably.
- Educate students and groups on the needs and opportunities available to them in the local communities. Show them the depth of their talents and show how a 2-4 hour a week commitment can have a tangible impact.
- Develop programs that make community service an integral part of the college experience for students, staff, and faculty.
- Encourage individual students and other groups to participate in areas of special interest. This will make their participation more enjoyable, effective, and long lasting.

Campus organizations

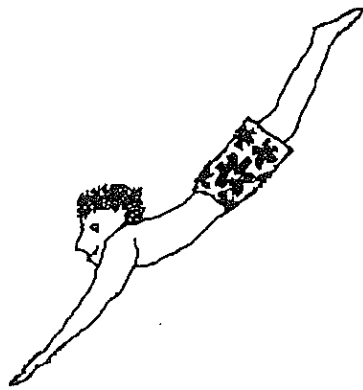
If you don't have a campus organization established to promote and support students in community service, then building that structure should be the central part of your early efforts. To expand and strengthen existing service organizations at your school, you need to:

- Strengthen existing service groups by providing a network that supports and services them.
- Research model projects so you can develop your own methods for creating, establishing, and maintaining service efforts on your campus.
- Develop strategies for recruiting, promoting, and fundraising that address the reluctance of students to get involved in service activities.
- Use computers to help you more effectively identify, match, and monitor the needs and activities of students and community agencies.
- Train and supervise student volunteers.
- Contact program coordinators from other schools to share experiences and ideas and to launch joint projects.

Local organizations

For local organizations, you need to:

- Educate the community about campus resources that can be made available to it, particularly the skills and talents of the students.
- Bring community people to your campus.
- Create opportunities for local leaders to come talk to students on campus in settings such as classroom discussions, forums or lectures.
- Set up regular meetings between students and local community administrators to discuss any problems and to plan for upcoming programs.
- Encourage community agencies to hold training workshops to encourage others to work with student volunteers.



The advice that follows is directed to the individual or group that decides to initiate a broad-based, student-run community service organization.

Taking the First Steps

"Where do you begin?"

A lot of people ask that question when you approach them with the idea of developing a service organization on their campus. Their response is understandable. The answers aren't always easy; the path isn't always direct; but it can be done.

The advice that follows is directed to the individual or group that decides to initiate a broad-based, student-run community service organization. The workplan is a general outline of "first steps" you might follow as you begin to figure out how to tap and channel student energy, creativity, and enthusiasm into positive forms of community action in and around your local area.

The primary goal of your "first steps" is to get as many different people as possible around the campus and community talking about this idea. Together, the group should examine current student involvement and brainstorm on ways to develop an "umbrella" community service organization on campus. Working together, these individuals and groups can take the important first steps towards developing a strong service organization that will become an important part of your college community.

Identify active student groups & individuals

Develop a list of students, administrators, and faculty that are involved in work on campus. Ask several students and administrators to help you develop this list. These people may or may not hold official positions or titles.

Participants in this meeting should represent a cross-section of the student body. Your goal here is to bring parts of the whole campus together to build a strong presence and structure for community service.

Don't just get students who are already active in community service activities. You want to hear why others aren't getting involved. Hopefully you will be able to pull them in and get them to feel some ownership in this effort.

Students should come from the following areas:

- Community Service Groups
- Student Government

Invite everyone to attend an informal gathering to discuss starting an organization.

- Athletics
- Drama & Art
- Residential Assistants / Floor Monitors
- Fraternities and Sororities
- Class Reps
- Newspaper and Radio
- Ethnic and Cultural Groups
- Freshmen
- Leave-takers
- Political and Special Interests

Hold the first organizational meeting

■ **Written invitation**

Write to each group and individual to explain your interest in broadening student involvement in community service. Invite them to attend a meeting on a Sunday evening after dinner at a centrally located place on campus.

The meeting should be an informal gathering. Serve refreshments. Don't let it run on for more than an hour and a half.

Your letter will be more persuasive if you get several students from a variety of organizations and backgrounds to sign it.

Before the meeting, try to hook up with a couple of individuals and ask for their help in leading the meeting.

■ **Explain what you are doing**

Introduce yourself (or the group of you) and describe your intentions for calling this meeting together. Get others to explain their reasons for coming to this first meeting.

Try to get a sense of what is going on around campus. Find out what people think about community service. Ask them what might be done to channel the energy and ideals of individual students and campus organizations into a unified community service organization.

■ **Introductions**

You should go around the room and all people present to introduce themselves and explain what they do and why they came to the meeting.

Spread the ownership of this effort.

Explain that you are trying to design and implement a comprehensive, broad-based community service organization. Ask them for their help in planning and carrying out this idea.

One important goal of this meeting is to spread the ownership of this effort to parts of the campus that haven't gotten involved in the traditional community service programs. Make it known that you are there to work with them, that you are not Mr. or Ms. "Fix-It."

■ Questions for discussion

While this meeting should be fairly unstructured, there are a range of questions that should be addressed. These include:

- Is the campus apathetic?
- What kind of community outreach exists on campus?
- How active and effective is it?
- What are the attitudes about these students?
- Do students have a commitment to community service?
- What are your reactions to the stereotypes of young people today?
- What could be done to get students interested in community service?

Follow-up interviews with individuals

Ask all of them if they will see you sometime soon after the meeting. You want personal contact with as many of these people as possible. Some of the people at the first meeting will want to get involved right away. Others will need a little more convincing.

Ask all of them for their ideas on what they think could happen and how they would go about making it happen. Ask them to think of how the organization they represent might channel some of its focus and resources into some form of community service that is mutually beneficial to the community and the group. Tell them to bring friends.

Meet individually with as many people as possible.

**Work with
each student
to develop
their program
ideas.**

Recruiting individuals to join your efforts

■ Draw out everyone's ideas

During meetings with other students try to draw out their ideas. Students have a wide variety of excuses for not getting involved. Try to convince them to start thinking otherwise. It usually goes something like this:

If they say, "I don't have any talents!"
You ask them, "What did you do in high school?"

If they say, "I don't have any time, I play a sport!"
You ask them, "What about in the morning, or after the season is over?"

If they say, "How can I make a difference?"
You tell them, "If you put in two or three hours a week, you can make a difference!"

Work with each student on their program ideas. Never say, "No, you can't do that!" Tell them how to do it. Warn them that some ideas might be very difficult to implement, but always encourage them to try.

Too often students involved in a program in high school don't carry it through to college because it wasn't organized for them when they got there. Other students will get excited about setting up a program like the one they had in high school, but need some help pulling it all together. Tell them that you will help them initiate and establish their program ideas. It is difficult to start up something alone and your encouragement is essential.

■ Play on people's interests & skills

If a young student was just cut from the soccer team, don't try to get them to clean up a senior citizen home. Suggest they coach soccer for a youth league in town.

Remember, community service can be approached in two ways: as something you ought to do because it's the morally correct thing to do, or as something you like to do because it's fun or challenging and enriches your life by bringing to it a variety of experiences that you wouldn't ordinarily find on your own.

Play on people's strengths. Get them to do what they like to do.

Divide students into program areas according to their interests.

The follow-up meeting

A week or two after you hold your first general organizational meeting, call another meeting of the entire group. Have it over dinner either at someone's house or in a quiet section of a dining room at school.

Talk about your progress, present the ideas other people have had, and describe some contacts you may have made with the local community.

After this general introduction, break up into interest groups. From this group of people you will recognize a pattern. Some students will be interested in working in a soup kitchen, others will want to coach basketball, while others will want to work in a hospital. Take these different groups and, as much as possible, group them together in various program categories. See *CHAPTER 5: PROGRAMMING* for some ideas.

These program areas will differ from school to school according to the interests of students and the needs in the community. What is important at this early juncture is that you bring a focus to the different efforts and begin to establish a viable operating structure.

Each of these groups should break off into smaller groups to talk about their particular interests and exchange ideas they might have concerning programming and recruitment.

Get each program group to identify one or two people with the strongest leadership abilities and with the most interest in directing the group's activities.

Among other things, encourage student within these small groups to:

- introduce one another;
- talk about themselves and why they are interested in this area;
- discuss different ideas that they have about building a program;
- talk about their previous experience with this issue;
- introduce one or two initial programming ideas;
- decide on a workplan for their project;
- delegate responsibilities;
- decide who will make the initial contact with the community agency;
- set up a time when they will meet again before the whole group meets.



To organize a successful community service program, you need a sound, permanent, and viable organization whose structure will be around long after its founders graduate.

Why Structure Is Important

To organize a successful community service program, you must create a sound, permanent, and viable organization whose structure will be around long after its founders graduate. Piecemeal, shoe-string operations run out of someone's dorm room rarely survive. Over time such programs lose their initial inspiration and energy. They falter, struggling year to year for resources, students, and the necessary prestige and presence on campus. Eventually, student participation wanes, interest dies down, and the program slips into a quiet death.

Across the country there are only a handful of really secure, campus-based community service organizations. These groups have become part of the institutional landscape of their college or university. Some are tied directly to the school, others are completely independent. In both cases, these organizations maintain reliable sources of funding, a steady stream of student volunteers, and a wide variety of effective programs. These groups counter the ebbs and flows of student interest by bringing community service to the heart of campus life.

It is rare to find a student who will contact the local boys club or soup kitchen or go alone to talk to the director about helping out in whatever way possible. To get the majority of students involved, we need broad-based, comprehensive community outreach programs. "Broad-based" refers to programs that attract all kinds of students from every corner of the campus. "Comprehensive" refers to programs in a wide variety of issue areas. A successful community service program reaches out to every student and appeals to all interests.

To coordinate existing student efforts and to launch new ones, consider establishing a central community service organization that, at the very least, functions as a coordinating body for the existing campus service programs.

Why a central community service organization?

The truth is that many schools have more than one community service program. But, rarely are these groups able to present a broad range of community service opportunities to students. Alone, they simply don't have the manpower to organize a campus-wide effort. A central "umbrella" organization can present a unified front to fight student inertia and inexperience. Moreover, community people need a central office that they can call when they need something done or when there is a problem with a student or with a program involving students. Finally, and perhaps most important, a central organization can more easily take

When a program is designed properly, it will not only last longer, but it will foster more extensive programming and student involvement.

the necessary steps to institutionalize the service programs on campus. It will provide the continuity and tradition for service that is desperately missing from most campuses today.

Thinking about design

Too often, student efforts fail because their founders don't spend enough time establishing the mechanisms for a permanent organizational structure. When a program is designed properly, it will not only last longer, but it will foster more extensive programming and student involvement.

In designing your program, look long and hard at your campus. Ask yourself some serious questions:

- What makes it click?
- What is important to students?
- What is popular? Unpopular?
- What is at the center of campus life? In the corners?

Then take a careful look at the local community outside your campus walls. Ask local people to help you with this.

- Where are the schools, the gyms, the libraries, the teen centers?
- How does the community school system work?
- What are the community agencies?
- Where are all these organizations located?
- How could students be used most usefully?
- Where will students want to volunteer?

Take a big map of the city and begin to mark off the locations of these and other possible volunteer sites. Find out if they are accessible by public transportation.

The community in community service

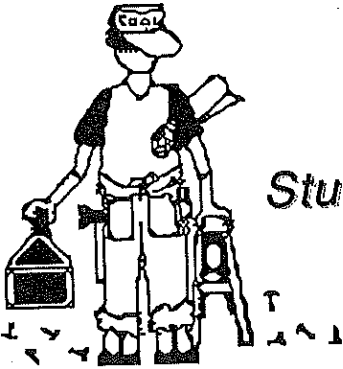
A vital element in any successful program is the sense of community it fosters among students and between the student volunteers and people in the town or neighborhood.

Successful campus service programs work hard to foster this sense of

BUILDING A STRUCTURE

community in their work. The nature of the work will often take care of this for you. Many people develop lasting friendships with the other people helping out in a soup kitchen or coaching a basketball team.

When you are putting your program together, or if you already have one in place, work to develop a supportive community of involved people. This will not only foster the energy and creativity that runs your programs, but it will also help you recruit new volunteers, raise more money, and champion your service efforts to a larger audience.



An effective service organization should have a central committee to give direction and set policy.

Mechanics in Your Organization

Student Board

An effective service organization should have a central committee that gives direction and sets policy for the group as a whole. Too often student community service groups are run by one or two people. Not only is there too much to do for one person, but when he or she graduate they leave a void in the leadership of the program which never gets filled.

The following outlines the basic elements of a student board: what it should do, who should serve, how board members should be chosen, how often they should meet, and when they should be re-elected.

Board representatives

All student service organizations should have an executive director--whether this person is called the president, coordinator, or director. They should also have an assistant or vice president to assist them in their duties. These should be administrative positions. In the larger service organizations, these two will be so busy coordinating the operation that they won't have time to run a particular program.

In addition to an executive and assistant director, your student board should have one or two positions open for each of the different programs run out of your office. For example, the head of the Big Brother program, the head of the soup kitchen, and the head of the environmental program should all be represented on the board. If there are more than a dozen committees, think about putting your programs into general categories such as youth, education, senior citizen, relief and health, and have one person from each of these areas serve on the board.

The most common officers on a student board are:

- **President:** someone who coordinates the overall effort and serves as the group's spokesperson.
- **Vice President:** someone who helps the president run the office and makes sure that things are running smoothly.
- **Publicity and Recruitment:** someone who arranges all the media and recruitment events and other means of communication needed to run the organization.

- *Treasurer and Fundraiser:* someone who works with the budget and coordinates fundraising efforts.

Some service organizations will not allow representatives of individual projects to be on the board. The reasoning behind this policy is that program directors should spend their time directing their programs rather than taking valuable time out to serve on the board. On the other hand, it may not be appropriate to require every board member to relinquish his or her duties as a project head. If you do, you often lose effective leadership at either the program or board level, depending upon where these individuals want to place their energy. There are many service organizations that allow students to serve as both board members and program heads without a great loss of efficiency or quality.

Selecting a board

Some service organizations have all the students involved elect the board, while in other cases the old board selects the new one. What will work best for your program depends largely on student interest in serving in these positions. If there are a lot of people eager to hold these offices, then some kind of election should be held. If there are only a few people interested, then it works just as well to allow the board to select the new leadership.

Board meetings

The board should meet regularly. Once a week is a good set up. Even if there is nothing pressing on the agenda, it is important to get the group together to talk over the past week's activities, to brainstorm new programming or recruiting ideas, and simply to keep in close contact with one another. The best time to do this is during a meal, probably dinner. Pick one place and meet there every week.

Board assignments

To keep tabs on the different programs, each board member should be responsible for keeping in touch with several committees or programs. The member should make sure that everything is going well with the program, that the directors of each program get support from the organization as a whole, and that everyone is encouraged to take advantage of the central organization's resources. This is the most effective and informal way to keep track of every program within your service organization.

Weekend retreat

Because the senior leadership graduates every year, all student organizations are concerned with sustaining continuity from year to year. An annual retreat for planning, leadership development, and

The board should meet regularly, preferably once a week over dinner.

Retreats are a good chance for students and staff to discuss issues away from school.

building a sense of community and trust between members is often a tremendous boost to a student service organization. At least one member from each program should be strongly urged to attend. These retreats work best if you get off campus, even if it means just going to someone's house for the day.

Retreats are a good chance for students in these organizations to accomplish a number of important things, including:

- getting to know each other;
- discussing the difficult issues involved in service work;
- developing leadership skills;
- reviewing the mission statement for the organization ;
- figuring out ways the organization could be improved;
- brainstorming on ways to be more effective in the community.

Students from incoming and outgoing boards should be encouraged to attend retreats. This helps incoming leadership learn about organization and program problems from the outgoing leadership.

Board elections

The best time to hold elections will vary according to how your school calendar is structured. For some it is best to have the leadership turnover in the middle of the year, possibly between semesters. In this way the outgoing leadership has an entire semester to work with the new leadership.

On the other hand, if a lot of people take time off, it is often better to wait until the end of the year to change leadership. If you make the changes too early, students contemplating time off won't run for office simply because they are unsure whether they will be on campus to fulfill their duties. If they decide not to take time off but miss the elections in the middle of the year, then both they and your organization will suffer. If you decide to change the board at the end of the year, arrange several occasions for the new and the old boards to get together to pass on lessons.

Full-Time Staff

At a meeting of the College Compact--a coalition of college and university presidents supporting public and community service--president Howard Swearer of Brown University suggested to his colleagues that a strong program and challenge cannot exist without staff support on your part to make it happen.

Overseeing a full-scale service organization demands a tremendous amount of time for planning and arranging, time that students alone often don't have.

With a few exceptions, student community service organizations across the country are understaffed and overworked. As a result, most aren't as broad-based and comprehensive as they might be. Piecemeal efforts too often fail largely because they cannot reach a vast majority of students with a quality program.

Overseeing a full-scale community service organization demands a tremendous amount of time for planning and arranging, time that students alone often don't have. To ensure a sound structure, viable leadership, and a continuous and effective challenge to every student, you need a full-time staff person.

Several aspects of student programming force this conclusion, including:

- The average student has three or four hours a week to give to a service program, a few have as much as ten hours, but not many have the 30-40 hours needed to run a quality program effectively;
- The best service programs have hundreds of students participating and often are the largest student organization on campus;
- The increased number of students volunteering only once a week demands even greater supervision and coordination than the normal student organization; and finally,
- The community/school relationship works best with at least one full-time coordinator who can be depended upon to be there when a problem arises or a new opportunity presents itself.

All these issues point to the need for a full-time person to provide leadership and direction for the organization.

Not just anybody will do. Sometimes a college administration will recognize the need for a full-time person, but will choose the wrong person. A good program needs full-time leadership to help students initiate, develop, and maintain a viable service effort on campus.

Qualifications of a good staff person

Recognizing that who you pick is as important as anything else you do in developing a program, here are some characteristics to look for:

- Someone whom can earn the trust and respect of the students;
- Someone with the ability to give students both the power and the responsibility to run the organization as much as possible on their own;

- Someone with a tremendous amount of energy;
- Someone familiar with the campus and how the university works. The staff person's first six months on the job shouldn't be spent simply learning the basics about the campus structures and student body;
- Someone willing to reach out to every part of the campus, to relate to all kinds of people, and to attend all kinds of events and parties representative of the organization;
- Someone with a passion for the work, not simply a regular commitment to a job. This person must be willing to spend most, if not all, of his or her time on campus and in the community, working with students and community people.

What about the notion of student-run programs?

Many people find the idea of having a completely student-run program appealing. In some cases, students have turned down an offer by the school administration to hire a full-time staff person. At other schools, the students have turned this position into a secretarial position that serves their administrative needs.

Certainly, a balance has to be struck. Student authority and power need not suffer when a full-time person comes on board. The organization should not be structured so that the full-time staff member decides what will and what will not happen. That must be done by the student board on which the staff person may or may not sit.

While staff relations are a factor in any community project, there are ways to ensure the benefits of a full-time staff person without sacrificing any influence or accomplishment on the part of students. On the other hand, this job doesn't necessarily have to become a secretarial position. Students should not be afraid to let this person become a powerful force in the organization and around campus.

In short, there have to be some rules if the intent of this office is to maintain the group's status as a student-run organization. The foremost requirement is that students have a major say in who gets picked for this position. They should have a solid representation on the search committee for this person.

Who will pay the staff person's salary?

Few student service organizations have the funds at hand to go out and hire a full-time staff person to help administer their program. In a large university, the student government often administers the budget for all student activities. There are a number of fundraising projects that your

Student authority and power need not suffer when a full-time person comes on board.

organization should engage in to raise the necessary money independently (see *CHAPTER 8: FUNDRAISING*).

On the other hand, a significant number of college and university administrations have recognized the far-reaching benefits a strong community service organization could bring to their school and have made room in their budgets to hire a full-time staff person to help bring this effort to the forefront of campus life. There are a number of places out of which this money can originate, including the President's Office, the Dean of Students, Student Activities, and the Chaplain's Office.

If your college or university is paying the full-time staff person's salary, the issue of how this person is to be held accountable can become a serious one. Many students do not want the university to hire staff people who would then have to answer directly to the college administration. If students organize around an issue that is contrary to administration policy, the staff person could be put in a tricky situation.

To avoid this, it must be made clear between the students and the college that if the students back a policy that runs contrary to university policy, then the students' view will be respected and the staff person will be protected. This agreement does not mean, of course, that the staff person can do anything that he or she wants. But there should also be a safeguard so that when these issues come up, they are handled appropriately.

One option: a recent graduate

Several colleges and universities have established positions that allow a recent graduate to remain an additional year to act as a catalyst and coordinator of the school's community service organization. A similar practice is common among admissions offices that hire recent graduates to recruit and interview students and to serve as voting members of the admissions committee.

There are several advantages to hiring a recent graduate who has been active in your program while in school:

- He or she she knows the organization and the school, and has had two, three, possibly four years of training with the organization. And, after rising from within their own ranks, a recent graduate will command the respect of his or her fellow students;
- A recent graduate will know the spirit and mood of the campus in a way that someone even a few years out may not. In addition, this person will already have a great number of valuable contacts in the campus community;

A recent graduate can remain an additional year to act as a catalyst and coordinator for your service organization.

BUILDING A STRUCTURE

- A recent graduate can devote a tremendous amount of time and energy to the job. To do an effective job the person almost has to live on campus. The job is a round-the-clock responsibility which includes going to late-night meetings, basketball games, parties, and 21 meals a week in the dining halls to eat with students. The stronger the presence of this person on campus, the stronger the program will be. A recent graduate would be willing and able to accomplish this task;
- A recent graduate would be inexpensive. If you are able to provide room, board and a living stipend, you will be able to attract top-quality students to this position. There are always a number of dedicated students who would do almost anything for the opportunity to spend a year working at this job without academic responsibilities. To get that type of energy and experience from anyone else would be both difficult and expensive.

This is by no means a new idea. Campus YMCA's have a tradition of hiring a graduating senior as "graduate secretary" to stay an extra year to provide leadership and energy for their community service programs. The NCAA Volunteers for Youth program hires four recent graduates to travel the country to work with his or her campus chapters. The National Greek societies have a team of young alumni doing similar work.

To have this arrangement focused on your own campus would be an invaluable resource for your service organization. If the position is given the attention and prestige it deserves, it would attract the strongest leadership from within the graduating senior class. And, by hiring a new director every year or two, you would ensure that someone in that position would maintain contact with his or her peers, would never become overly sensitive about their level of authority, and would avoid the risk of burning out on the job--all important issues when considering whom to hire for this position.

Option two: a full-time professional staff appointment

Some schools hire full- or part-time staff people to provide a push for community outreach on the campus. These people come in a variety of established roles, including the Chaplain, the Assistant Chaplain, the Director of Service-Learning, or the Director of Student Activities. Some schools have an entirely separate Community Service Program Office with a full-time professional staff person brought in to run it.

This position is most often filled by someone with experience in working with students, community organizing, or volunteering. Staff people's backgrounds include work in the Peace Corps, VISTA, or study in the seminary, or masters in social work, student activities, or volunteer management.

This position is often filled by someone with experience in working with students, community organizing, or volunteering.

Establish a high-level appointment-- either a deanship or directorship-- that can administer service activities on campus.

There are some subtle distinctions and contrasts between the professional staff person and a recent graduate. The most basic involve education, training, age and experience. Advantages to hiring a professional staff person include:

- *Clout:* Someone who is older than the students and is the age of other administrators will be likely to have more clout with and respect by the administration and faculty.
- *Age:* It is often easier and more effective to have someone distant in age from the students to draw out leadership and act as a guiding presence in the development of the organization.
- *Community Trust:* Someone who has more experience in community organizing might be able to develop stronger ties with the local agencies and have a better understanding of the complexities and issues in community service.
- *Continuity:* A professional staff person will ensure greater continuity and stability in the leadership and operation of what is essentially a student-run organization.
- *Experience:* Someone who has had a few years experience in different areas or on other campuses may bring fresh ideas to his or her job and not be tied into the existing structures and issues that may be stifling the organization.

Option three: a high-ranking administrator

Another way to support public service on a campus is for the president, the trustees and/or some other group of high-level administrators to establish a high-level appointment--either a deanship or directorship--that can organize and administer community activities on campus and help give public service a strong presence throughout the campus.

For example, Dartmouth College established the Tucker Foundation in 1951 to foster the unity of liberal learning and moral purpose of the college by providing opportunities for all members of the Dartmouth community to act and reflect on matters of conscience and justice.

The dean of the Tucker Foundation sponsors an array of activities including chaplaincy work, an intern program, and the Dartmouth Community Services organization. The Tucker Foundation has also helped establish and support such programs as Dartmouth Outward Bound and the Committees on Alcohol Concerns and Interracial Concerns.

The dean of the Tucker Foundation sits in a high-level and influential position within the college administration. This places the Dean at the heart of the college where he or she can be a force to ensure that the

goals of the foundation are maintained in all that the college does. There are other cases in which a high-level administrator has been appointed as a director of community activity and as a chief advisor to the president and the administration on issues of community involvement and social and civic responsibility. Both Stanford University and Brown University have established Public Service Centers to provide leadership, energy, and resources for the development of public service and civic responsibility on campus. In short, this administrative position provides:

- A presence in the administration that has clout with administrators;
- Someone who can successfully address issues of academic credit, internships, and fellowships for students in community work and who can act as the watchdog for this kind of activity on campus;
- Someone with a say on whom the school brings in to speak about this issue on campus, and on how the curriculum can be changed to include courses on community service and other social concerns.

It should be noted that just having one person in this top-level administrative position will not ensure a strong community service organization. This person must be as skilled in reaching students as they are with administrators and faculty.

Option four: a part-time student

If the funds are not available to hire a full-time staff person or a recent graduate, your school could hire a current undergraduate or graduate student on a part-time basis to put in the extra time and energy necessary to run a comprehensive program successfully.

A part-time student should have:

- a thorough knowledge of campus life;
- experience in running a solid community outreach program;
- living quarters on or near campus;
- meal privileges, so that he or she can eat with other students;
- the time necessary to run an efficient and effective service program.

Work-study money could be used to help fund this position, though the position should not be limited to work-study students. Although this may make budgetary sense, it might cause resentment on the part of non-work-study students.

Hire a part-time student on a part-time basis to put in the extra time necessary to run a successful program.

Work-Study Students

It is common for large service organizations to hire work-study students for administrative tasks.

It is common for large student service organizations to hire work-study students to help monitor volunteer placement, to coordinate the use of vans, and for other administrative tasks associated with running your community outreach program. Their responsibilities should be clearly delineated to avoid any resentment from students working on an entirely volunteer basis.

Many student service organizations host a "Work-Study Jobs Fair" to introduce work-study students to job opportunities in the local community. Community agencies are looking for work-study students, but often do not know how find them. In addition to employing a work-study student for your own program, you could start a program to match other work-study students with viable community service agencies.

Advisory Committee

An advisory committee can help provide guidance and continuity to your organization.

An Advisory Committee made up of administrators, community people, and even alumni can help provide some guidance and continuity to your organization's operations. This will help bring your organization credibility and will put you in a better political position with the powers that be.

Make sure of two things when you choose your Advisory Committee. First, find individuals who are sympathetic to what you are doing. Friends will be easier to turn to when you need their advice and support. Second, try for a mixture of people from all parts of the campus and community, including administrators, faculty, and some influential community leaders. If you are currently working with or would like to work on a project with a particular group such as the Athletic Department or the Admissions Committee, make sure that someone from that office is on your Advisory Committee. Other people to consider include:

- the director of student activities;
- the dean of students;
- a coach or the director of athletics;
- the dean of freshmen;
- the president, chancellor, or one of their assistants;

BUILDING A STRUCTURE

- the director of community affairs or public relations department;
- a faculty member actively involved in community work.

The advisory committee does not have to meet more than once a term. When it does meet, however, you should have a report of your organization's activities, the number of students involved, a financial statement, and a description of your recruitment, publicity, and fundraising plans for the next six months. You might also want several program directors to make presentations on their programs. After presenting this material, open up discussion so the committee feels free to make whatever recommendations or criticism it may have or to suggest ways that it can become more involved in your activities.

Office Hours

If you have an office, have someone in it.

If you have an office, have someone in it at least during the business day. Try to figure out a way to have students come in for an hour or so a week to answer the phones and to talk to anyone who wanders in.

Some organizations have each program director take office duty once or twice a week. The advantage of this system is not only that the office gets staffed, but also that program directors can use this time to catch up on their program work. In addition, it ensures that the program directors make a commitment to the efficiency and quality of the overall operation.

Make these arrangements during the first organizational meeting at the beginning of each term. Pass around a time sheet so people can fill out when they would like to work in the office.

It would serve the office well to get a tape recorder to answer the phone during off-business hours.

Regular Staff Meetings

Don't meet yourself to death.

Beware! You can meet an organization to death. The problems with meetings are that:

- they take too much time;
- it is hard to get everyone there who should be there;
- students tend not to know how to run them very well;
- they often don't get enough accomplished;
- they are rarely the most effective means of communication;

***Arrange to
have your
meetings
during a
meal.***

- there are always going to be conflicts.

Still, there can be no arguing that some kind of regular meetings are invaluable. Regular meetings are worthwhile only if they:

- are well run;
- get something concrete accomplished;
- are brief;
- are fun.

If you can arrange it ahead of time, have meetings during a meal. Make sure, however, that the room is quiet enough to talk (go to a private section of a dining hall or seclude yourselves in a corner, if necessary). If it's not at a meal, bring refreshments to liven things up.

Bring your agenda typed and xeroxed for everyone. Before starting, get everyone to look it over and agree on it. If the group wants something added, add it. If they don't feel they need to discuss something, take it off. If possible, concentrate on particular programs in smaller meetings with the staff of those programs. Don't make the Big Brother / Big Sister volunteers sit through hours of the Soup Kitchen's agenda.



Nuts and Bolts in Your Organization

You will need to put together many details, the "nuts and bolts" in your operations, to make your service organization run smoothly. The following describes many of these essentials.

Office Space

Try to find an office where student traffic is heavy.

A student community service organization should have an office of its own.

Try to get a location where student traffic is heavy. Don't get an office off in some corner of the college which is hard to find and where no one goes.

Make the office an open space where students can come to hang out. This will bring people together and make the office livelier. Fix the room up in a way that makes a statement about what you as an organization are all about. Hang up posters, get a radio, and maybe a small library where you have some books relevant to the work you are doing.

Don't close your office at 5 o'clock. Keep it open so that people can use the phone and the space for meetings at night.

Annual Plan & Budget

Each of your programs should have a section devoted to its activities.

Draw up an annual plan and budget.

Be detailed. Every program within your organization should have a section devoted to its activities. Each individual program should outline what it will do in the areas of: structure and organization, recruiting and promotion, training and supervision, and fundraising. Many of these aspects of running the programs will fall under the overall organization's operations. Outline both the mechanics and nuts & bolts of your service organization's operations.

Your budget should include: phone, office supplies, printing, postage, salaries, travel, advertisements, program materials, refreshments, etc. Every program should submit a budget request outlining its estimated expenses by category. Compile these individual budgets and include the

expenses for operating the office. Keep to your budget as closely as possible. Use last year's expenditures to estimate the upcoming year's budget.

Compile and distribute the Annual Plan to everyone associated with your organization. The more informed people are about your goals, objectives, and approach, the better they will understand your organization and the more willing they will be to help you out.

Bank Account

Depending on where your money comes from, your organization might need a bank account. Your treasurer should be in charge of this. Keep close track on deposits and withdrawals. Present your current balance at every organizational meeting. Don't get caught unawares. Know your books.

Operational Manual

Develop a manual to pass on your knowledge and experience to your successors.

Develop an organizational manual that allows you to pass on to each generation of leaders the operational procedures that you used. If you keep it neat and up-to-date, you will go a long way towards alleviating the annual problem of transferring your knowledge and experience to your successors.

Divide the manual using the chapters contained in this book: Structure, Programs, Recruitment and Promotion, Training and Supervision, Fundraising, Resources, and Contacts. Include present and past Annual Plans & Budgets, past Annual Reports, letters to other organizations, survey forms, promotional flyers, your current brochure, minutes from your student and advisory board meetings, program descriptions, contacts, etc. Anything that would help next year's officers and program directors should be included.

Computers

The right computer will allow you to do more work faster and better.

With a computer you can keep track of your volunteers, match community needs with student resources, produce attractive newsletters and announcements, keep your books, write proposals, plan projects with timelines, and maintain a correspondence with any and all of your student and community contacts.

The right computer will allow you to do more work faster and better than before. This is especially helpful in the beginning of the year.

You could keep a database on every student volunteer, every program and the number of openings, as well as the volunteer opportunities in the existing community agencies.

Note: This Resource Book was written on a Macintosh computer using MacWrite and designed and layed-out with PageMaker using a LaserWriter. Macintosh is a trademark of Macintosh Laboratories, Inc. MacWrite and LaserWriter are trademarks of Apple Computer, Inc. PageMaker is a trademark of Aldus Corporation.

Management Records

Accurate, up-to-date records are essential to any organization.

Accurate, up-to-date records are essential to any organization. Non-profit organizations are notorious for their poor management. Among the records you should keep faithfully are: the minutes of all your board meetings; all income and expenditures; the name, address, number, and placement of all current and past student volunteers by program; and a month-by-month summary of your activities.

Maintain files on every community agency with which your group works, as well as on each campus service group.

Compile and print a comprehensive list with addresses, phone numbers, and program descriptions of all student service groups and projects.

If you don't have access to a computer, make a file card on each of the students who has ever expressed an interest in getting involved. Keep a running record of what that person is doing and what's been done in the past. Project directors should fill out cards on all their volunteers and submit them to the central office. These records of actual and possible volunteers will become the backbone of your organization's future recruiting efforts.

Brochure

Use your brochure to advertise your programs.

Write up a brief, attractive brochure each year. This will be the first and sometimes the only thing anyone will read about your service organization, so it is worthwhile to do a classy job with this brochure. Photographs, a clean design, and clear, concise program descriptions will speak well for your organization.

Include a brief history of your organization and include brief descriptions of:

- what each program does;
- what it takes to get involved (time commitment, orientation, etc.);

- when and where each program takes place;
- who to contact;
- who the student board members are;
- where the office is located and when it is open.

Give these brochures out during registration, send them to freshmen in their orientation packets, send them to alumni supporters, and leave a pile in the admissions office. Use them to publicize your efforts.

The design and production of the brochure might be taken on as an independent study project by someone in the Art or Journalism Department.

Student Service Programs Booklet

Describe every service program on campus.

Compile and distribute a booklet that describes, in some detail, every service program on campus. This list should include not only every program your organization runs, but also those run by other groups and individuals on campus.

This can be difficult. You'll have to do some serious research. Don't settle on the predictable sponsors of service programs. Look into all the clubs, sports teams, administrative and academic departments, dorms, fraternities, and sororities. Ask around to see if there are any individuals doing something in the community that only a few people know about. This should be an exhaustive listing. You'll be surprised at what you discover!

Be sure to describe the following:

- what is the name of the service program?
- what community agency does the service program work with, if any?
- what do students actually do as volunteers in the program?
- how often? and, for how long?
- how many students participate?
- what is the administrative structure of the program?
- what is the budget for the program?
- where does it receive funding?

BUILDING A STRUCTURE

- who is the contact person and how do you reach him/her?

Publish this book and distribute it widely. Perhaps the Student Government or the Dean of Students Office will help cover the printing and distribution costs.

You'll not only do your school and its students a great service, you will also have prepared your organization for its future work. With this book in hand, you will be able to move forward with a clear idea of where you're going, of what exists and what doesn't. This is as important (and often as difficult) a task as any service group accomplishes all year.

Newsletter

Put out a newsletter to tell everyone about upcoming events.

Your service organization should think about putting out a newsletter to its volunteers to tell about upcoming events, about available service opportunities, and about on-going programs. Not only does a newsletter serve as a vehicle of communication for the different programs, it also helps build a sense of community among your members. Like your brochure, a newsletter is a great tool for fundraising and recruiting. At many schools you can use the university's student mail boxes for distribution.

Bulletin Board

Set up a bulletin board in the student union and flood it with information. Use it to publicize what's going on with your service programs, what your group needs, and how people can join up at any time during the year. You should also have a bulletin board outside the community service office so that people can leave messages. Leave a section for each of the committee heads and the steering committee personnel.

Community Book

Tell the history of the place, its people, businesses, and community groups.

Write a community book that describes your local community. Tell the history of the place, its people, businesses, and community groups. Include maps and photographs, interviews with people of all ages and backgrounds. Try to give a flavor of the place. In particular, think about ways to describe opportunities for student involvement in the community. Describe the existing student and community programs that serve all populations, from young kids to the elderly. At the back of the book, include the names and addresses of all these groups.

If possible, this project should become a group effort. Several students could take it on as an independent study project. There's ample room for creative ideas from the writing and photography to the editing, layout and design of the publication. Look to your school and local papers for story ideas. If you promote the community book as an orientation guide, you might be able to get the Admissions Office or the Freshman Dean's Office to help cover printing costs. In either case, you should circulate the book widely and keep it on display in many parts of the campus.

Transportation

Transportation can become the biggest hassle of any organization and, as such, can take away from other things that are more productive.

Doing without

To get around the transportation issue without buying a car or van:

- Establish programs that work with community agencies located near your campus. Too often community service programs work with agencies that are 15 miles away when they could just as easily meet a need that is several blocks away.
- Launch a bike brigade. Get students to donate old bikes or go out and buy some yourselves. Have a number of bikes that students can use to get back and forth to their volunteer sites.
- Get information about public transportation and set up programs accessible by public transportation. To make it as easy as possible for students, get maps for the bus routes and time tables. When you have orientation, have someone go with them on the bus to show them how to use it. Also, think about providing bus tokens for volunteers when they go to and from their work site.
- Create a car pool. Students with cars may be willing to drive other students back and forth to their community placement. If this is the case, volunteers will have to go and leave from the same place together. When soliciting individuals to help out, ask if they wouldn't mind driving their own cars and taking a few people in return for gas money.

Some schools that do not allow cars on campus waive that stipulation if the car is needed to get back and forth to volunteer sites. In cases where cars are allowed, maybe you can work out a deal whereby students who drive other volunteers get a special parking place or a reduced rate on their parking.

Colleges often have school cars. See what it would take to be able to use those vehicles for transporting groups of volunteers.

If you can, try to do without buying cars or vans.

If you get your own vehicle, set up a strict schedule to determine who gets it and when.

Getting your own vehicle

Getting a fleet of cars should be your last resort. The upkeep and the monitoring of these vehicles can take all your time. However, if you feel the need to have these vehicles, here are some ideas:

Get them donated. For tax purposes, alumni often try to give their old cars to their college or university. Contact the Development Office to find out if this is the case at your school. Often schools don't want the cars. Let them know that you do.

Set up a strict schedule that decides who gets the car and when. People who do not follow the rules should forfeit their access. Gas has to be at least half-full when a car is returned. The scheduling is a pain and can take up an administrator's whole day.

In addition, cars and vans need attention all the time. To keep this problem contained, it makes sense to pay someone to be responsible for the cars. It would be unfair to dump that responsibility on any one person, so try to get a work-study student to take on that position to avoid incurring too much expense for your organization.

Suggestion Box

Each organization should have a suggestion box by the office and on other parts of the campus so anyone around campus can feel free to provide input for the program. People should sign their suggestions so your group can get back to that person to talk about his or her ideas. This gives everyone on campus the message that you are open to new ideas and willing to work with anyone who shows an interest.

Annual Report

At the end of the year, your executive board should put together an Annual Report that describes the past year's activities, accomplishments, failures, and budget. It should also outline the board's recommendations for the next year. An Annual Report is often an organization's best historical record. It is an invaluable promotional and planning tool. You should be proud of your work, so take time in putting it together. Be comprehensive. Print as many copies as you can afford. Use it for fundraising and recruitment.

Historical Record

A few places like Dwight Hall at Yale University and Stiles Hall at University of California at Berkley have a very strong sense of the history of student community service at their schools. These two have even published works about their origins and the changes that their organizations have gone through over the years. This tradition helps a great deal when it comes to recruiting students, raising money, and developing new programs in the community.

Recognition

***Don't leave
all the awards
ceremonies
for the end of
the year.***

We do not pay enough attention to the acts and the achievements of students in this field. As a result, we rarely them as examples to challenge and inspire other students.

Awards for community work and other forms of recognition should not always be left until the end of the school year. Publicize the ceremony. Get the school and local papers and radio stations to cover this event.

The following are some ideas to recognize and highlight the work of students involved in service work, as well as add credibility to your efforts.

Student government awards

Student governments could establish an awards program to honor students making outstanding contributions to both the campus and the local community.

The awards should be made sometime during the school year, preferably at a time when others could see what was happening and respond to the students' example. Try to make an award to students from each class. Don't allow it to become a contest. Award as many as possible.

Presidential awards

The president's office could undertake a similar awards program. A President's Service Award would carry prestige. It would also encourage the president or chancellor to support students involved in community service.

Host a dinner to recognize and honor the work of students, staff, and community people.

Awards dinners

Once or twice a year, students involved in all community activities should hold a dinner to recognize and honor their work. These banquets are an annual tradition for athletic teams. Why shouldn't they become the same for student service groups?

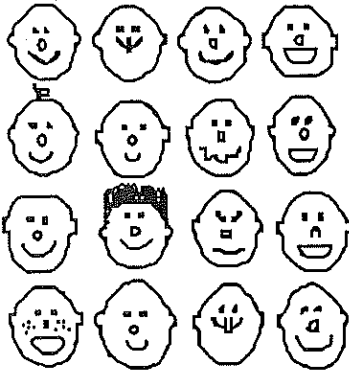
The dinner does not have to be a fancy catered affair. Host it in a college dining room. Invite everybody who has participated, as well as several key people such as the school president, the mayor, or someone else to toast the work accomplished by students and community alike. These dinners also prove a fun way for students and community people to get to know one another.

Presidential lunches

Encourage your college president to attend regular lunches with student leaders in community work. The students should not meet with the president in a private dining room, but should instead eat in the main dining room. This will give visible support to the community outreach activities and will show that the president recognizes the importance of the work that these students are doing.

National awards

For other recognition ideas, see *CHAPTER 11: RESOURCES* for awards given by national groups.



With some help, almost any group on campus can develop an exciting community service program.

Working With Other Student Groups on Campus

Given the proper direction and assistance, almost any group on campus can develop exciting community service opportunities for its members. If you encourage, support, and coordinate efforts to develop community outreach programs, you will be fostering a truly broad-based student community service organization.

Before looking at how to work with other groups, take a moment to look at why more groups don't already have a service project built into their regular program. Without meaning to insult anyone, there are at least three reasons why other campus groups haven't discovered community service.

- They do not realize that they could provide a valuable service to the community;
- No one has ever approached them to do anything along the lines of a service project;
- Many programs do not think they have the time to set up, organize, and run a service program in its entirety.

To address the reluctance of other campus groups to become wholeheartedly involved in service programs:

- Approach these groups about the idea of adding a service component to their regular activities;
- Work with them to discover how their talents and interests can be utilized to address community needs;
- Offer to help them establish an on-going service program with an appropriate community agency;
- Provide support and coordination between their program and other student community service programs.

Where to start

Write an open letter to every campus organization. Describe what your student community service organization is doing and invite other organizations to participate with you. Suggest some things that they could do to get involved in community work. Emphasize that becoming involved in a service program wouldn't take up all their time, nor would it make

Create a sense of ownership and pride among these groups for the service they provide.

them lose sight of their group's priorities. Suggest that it would help to further develop a sense of purpose, spirit, unity, and accomplishment among their members.

Conclude the letter by asking them to think about the prospects of doing something in this area. Enclose a questionnaire they can fill out and send back with information on whether they would like to get involved and, if so, what they might like to do. Tell them that you will contact them in the upcoming weeks to discuss the issue further and to develop a strategy and a workplan.

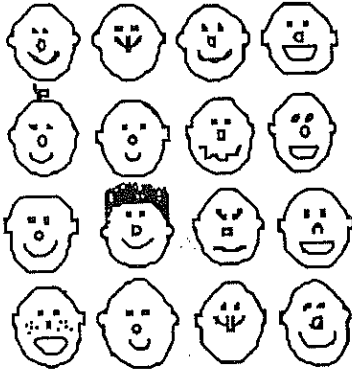
Someone in their group, already involved in a service program, may be willing to present this idea to the leadership of his or her group.

Structural development

Encourage the group to create a coordinator position for the service project to serve as a link between the student group and the community service organization. This position will help you transfer program responsibility to these participating student groups.

Create a sense of ownership and pride among these different groups for the work they do in the community. While you will help set up and support their efforts, it is their leadership that will make things happen. This will help these groups:

- Develop responsibility and control for the program to ensure that it gets the energy and commitment it deserves;
- Recognize that coordination and support from your service organization is vital (this may encourage them to get involved in your other programs);
- Take the burden of running the programs off your shoulders, which will in turn free you to develop new programs, to work with other groups, or to take a long weekend to go skiing!



Service programs can be run out of dorms & houses just like intramurals.

Working With Dorms, Houses, Fraternities, and Sororities

Students graduate. That's the bad news. The good news is that a bunch just like them takes their place. Coping with this turnover year after year is the bane of any student program's existence. Unique individuals start programs. But, when programs rely too heavily on the uniqueness of their founders, they eventually die out.

The reason is obvious. What's less obvious is what you can do about it.

One place to start is to look closely at the design of your program. If it is defined by a set of personal relationships between an individual student and a community contact, then trouble might arise when that student leaves. On the other hand, if it is based on a relationship between an established student organization and a community agency, then your program stands a greater chance of survival. So, instead of running a Big Brother program alone, get a dorm unit or a fraternity to take the project on as part of its regular activities.

The beauty of developing structural ties with living units is that:

- Dorms last forever, although the students in them last for only a couple of years. If you can establish a tradition whereby a dorm becomes affiliated with a local elementary school or something similar, then you will have cemented the tie in a way that will survive as long as the dorm. Intramurals are kept alive this way. Why can't community service programs do the same?
- A number of organizations have strong traditions that make it easy to get their members to do a wide variety of things. Get them interested and committed to an on-going service project. If you do, your service efforts will benefit from the enthusiasm and loyalty that already exists in a dorm or house.
- People who might not have gotten involved in one of your programs on their own may get involved in a program sponsored by their house. Programs in a dorm give those students a unique focus and a sense of responsibility to the community. In addition, these links are a convenient means of publicizing and recruiting students who otherwise feel isolated or frustrated in their community work. If they want to participate, they can simply go to the student in charge of the program in their dorm or house.

The most successful programs have matched large dorm units with neighborhoods in the city.

When you begin to link existing living structures with community agencies, take great care in how you present your ideas to your community contacts. The community group must have input into the design and structure of the program. If it becomes institutionalized, this partnership will benefit both groups. Dorm masters or resident advisors and the student coordinator should meet regularly with community people. Their job descriptions should place their support of this partnership as a high priority.

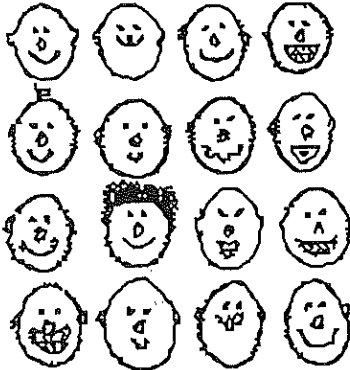
When choosing a community agency to link up with, pay close attention to its location (easy access), its programs (student interest), and the level of involvement required (student time commitment). For instance, it is not a good idea to link a large, diverse dorm with a program that only works with mentally disabled adults. While this should be one of your programs, try to make available a wide range of opportunities that will match almost any student's interest.

The most successful programs have matched large dorm units with neighborhoods in the city. In each case, the neighborhood had an elementary school, a community school, and several community agencies with which students could work. One dorm could work with the hospital, another with a senior citizens home, but all could work in a community school where almost any interest or talent could be utilized.

If this partnership takes hold, it can become a major identifying characteristic for a particular dorm unit or house. Students may want to live in the dorm that works with the hospital because of their career interest in medicine.

If a series of these partnerships develop at your school, you have yet another compelling reason to establish a central student community service organization to coordinate, support, and publicize these activities. If a Portuguese-speaking student wants to tutor kids in a program run by another dorm unit, the coordinating body could arrange for this to take place.

The partnership idea is one approach you can take when you are looking for ways to expand the range of service opportunities and the number of students participating in them. It should not be your entire program, but it will bring in many students who would not otherwise join. And, more importantly, it will give your organization strength and continuity.



**Meet
regularly with
key staff and
faculty
throughout
the year.**

Working With Administrators

A college or university runs because there are administrators to run it. Every strong service program explores ways in which these administrators can contribute to the success of its programs. If you don't already have a relationship with a range of administrators and faculty members, you ought to make a concerted effort to tap into their experience and interest in developing campus programs.

Set up regular appointments with administrators and faculty throughout the campus during the year. Send a letter explaining that your organization is working to improve the community service efforts on campus and that you would like to meet with them to discuss ideas they might have in this area.

Include the following in your list of people, if they are not already involved:

- Staff of community service and volunteer programs;
- Chaplain(s);
- Dean of Students;
- Dean of Freshmen;
- Director of Student Activities;
- Director of Athletics;
- Director of Career Planning;
- Director of Admissions;
- Director of Residential Life;
- Director of Third World Centers or Minority Students;
- Community Relations people.

In every case, respect the position each person is coming from. Try to figure out each person's agenda and needs, and try to work within these guidelines.

Be sensitive to people's limitations and when they do help, make sure that they are promptly thanked and recognized.

Let's look at the administrators that you will be dealing with on a regular basis.

The Presidents and Chancellors

Presidents and Chancellors can play an active role in supporting your efforts.

A college or university president can play a vital role in your efforts. Some of the following ideas don't cost a thing except for your president's time, while others require a modest financial commitment on his or her part. All have proven effective in raising the image and quality of service efforts on campuses across the country.

Your college and university president or chancellor can:

- host a *reception for the students* involved in community service at your school to give them a sense of importance and community. At Trinity College in Hartford, CT, the president has made it a point to have lunch a couple of times each semester with the students involved in running the outreach program. This practice not only supports the students, but also makes a statement to the campus community that their efforts are an important part of campus life.
- *make speeches* at freshman week and throughout the year that draw on the personal accomplishments of students to help give them credibility among their peers.
- *encourage, acknowledge, and even reward* administrators and faculty who are involved themselves and who help get students involved in the community.

On a more structural and, therefore, more permanent and costly level, presidents and chancellors can:

- *hire a recent college graduate* to help coordinate the development and maintenance of the service efforts. If such a position is not available, consider hiring a recent graduate to act as your assistant on a number of matters, including service projects. Several presidents, including Sheldon Hackney at the University of Pennsylvania and Bob Edwards at Carleton College have done this. This assistant acts in many capacities for the President and serves as a link between the president and the students.
- *support new projects* initiated by current undergraduates to get their community efforts off and running.

The Chaplain's Office

The Chaplain is often at the center of a campus' outreach programs.

The role of the chaplain has changed dramatically over the past 30 years. Yet, despite changing times, the Chaplain's Office remains an important and influential institution on campuses everywhere. Some of the strongest leadership and programming for community outreach on campuses is done through this office. And, perhaps more importantly, much of this community involvement is done in a non-religious fashion and is open to students of every religious belief. As one chaplain said, "All I want the students to do is to think and hopefully to act."

Some of the activities that often take place out of the Chaplain's Office include:

- Shelters for the homeless and soup kitchens for the hungry, sponsored by community church groups and housed in church kitchens;
- Food, clothing, and toy collection drives conducted by church groups affiliated with the Chaplain's Office;
- Big-Brother / Big-Sister programs;
- Sunday school teachers for local churches;
- Youth work for junior high and high school programs;
- Mission work in different parts of the country. Often this work, while surrounded and supported by the religious community, involves secular activities such as teaching, coaching, and general community organizing and service. Many of the national denominations have mission programs that are particularly suitable for recent graduates.

The Freshman Dean's Office

Freshmen are the lifeblood of any student organization. With the help of the Freshman Dean's Office, your service organization can:

- engage freshmen in service activities that allow them to meet upperclassmen, as well as other freshmen;
- provide freshmen an opportunity to play an active role in both their school and their local community;

***Freshmen:
if you don't
get 'em,
someone
else will!***

- help freshmen develop confidence in their own abilities and self-worth in an area outside the classroom;
- provide stimulating activities during Freshman Week.

When recruiting freshmen, remember that if you don't get them, someone else will. Most freshmen arrive at college not knowing what they will do for their four years. And those who know often change their original plans once they arrive. People who get involved often do so because someone approaches them and makes an effort to make them feel that they are important and that their contribution will be felt. In fact, if they are competent and willing, freshmen can move quickly into leadership positions within your organization.

Of the various administrative departments, the Freshman Dean's Office is the most open and willing to support new programs that serve freshmen. Develop a working relationship with the dean and his/her office staff. Make your presence known and felt. Get his or her help and input in developing programs and in recruiting freshmen.

The Career Services Office

***Work with
the Career
Services
Office to
provide
internship &
job listings.***

If it isn't already, your Career Services Office should be interested in your service organization. The reasons why are fairly simple:

- Career offices are under the gun for not offering enough support for public service opportunities;
- Universities and young people alike are being criticized for their pre-professional attitude;
- There is a very real interest on the part of college students to find public and community-related job opportunities for a year or two after graduation;
- Because of a lack of funds, many service programs and community agencies cannot afford to recruit the way other businesses do, and thus an additional effort on the part of career services is needed to find good opportunities;
- Traditional organizations of serving, such as the Peace Corps and VISTA, are operating under reduced budgets and demographics so that there are not as many opportunities available through these programs as there once were.

There are several ways your service organization can work with your Career Services Office to develop and maintain a strong public and

community service resource bank. The following are some suggestions which it ought to try, if it hasn't already:

■ Updated resource materials

Make sure your career office has the most up-to-date and comprehensive listings, resource books, and newsletters that tell about opportunities in public service for students interested in internships during their summers and leaves-of-absence and for those seniors looking for a first job.

■ Bulletin board

Set up a bulletin board in a prominent part of the office advertising different public and community service opportunities that are available.

■ Public and community service counselor

Get the career services office to appoint someone to handle public and community service opportunities. This ensures that resources and expertise are developed to guide students along this career path.

Often students need someone to talk to about their plans. The staff person should know about loan deferments available to students who pursue a public service career and should help students apply for them.

■ Alternative jobs fair

With the help of the staff person, have a jobs fair where community agencies interested in hiring recent graduates come for a day to recruit and interview students. Many times students do not know what they want to do, so it is best to have a diverse group for students to talk to.

Make every effort to promote the event and have it at a time of year that is likely to attract a large group of students. Encourage underclassmen to attend so that they will be introduced to these programs and may apply for a job during the summer.

■ Recruit non-profits to interview

The staff person in charge of public service should actively seek out non-profit agencies to interview on campus. A special fund might be established to help bring several community agencies on campus to interview that might not otherwise be able to afford to come. Maybe the school could put them up for free.

■ Develop an alumni network

Many offices keep lists of alumni by their careers. If it has not been done already, a file should be made of alumni working in different

Invite local and national public & community service groups to recruit on your campus.

**Encourage
your school to
fund
scholarships for
service work.**

forms of public service. The office should contact these alumni and see if they would be willing to talk to interested students about their work.

■ **Establish public service internships & fellowships**

Several colleges have developed public service fellowships to help finance students interested in getting involved in community service either during the summer, time-off, or after graduation. Some examples include:

Summer: The Lamont Fellowship at Harvard gives students on financial aid a chance to apply for money to finance work in a community agency of their choice.

Time-off: The Starr Fellowships at Brown University give a financial award to students who have been involved in public service to recognize their important work and to help defray the increase in tuition costs.

After graduation: Stanford University and the University of California at Berkeley have John Gardner Fellowships available to graduating seniors to work with a mentor in a non-profit or community agency. This scholarship pays their salary for a year after college.

■ **Career interests survey**

Many Career Services Offices have seniors fill out a survey before they graduate. This survey should include questions that pertain to student involvement in public service during their four years in college. This will give the university and the office at least a rough idea of how many students are involved in public service while they are in school. This should help both your service organization and the Career Services Office plan their activities for the future.

■ **Regular column in career services newsletter**

Many Career Services Offices put out a regular publication listing job openings and announcements for corporate interviews. Get a special section in this publication to publicize information about public service opportunities.

■ **Panel discussions on service**

Bring alumni to campus to talk about their experience in community service. Their presence and example, particularly because they went to your school, is a powerful way to convince students that careers in public and community service are an exciting, meaningful, and entirely possible career choice.

■ Public service week

Host some of these activities in conjunction with other student programs during a campus-wide public service week. Such an event will bring visibility to community service around the campus and will encourage all the public service groups to work together.

The Admissions Office

The Admissions Office can help you find & recruit committed high school students.

If your service organization and the Admissions Office work together to promote and develop a strong service program at your school, both of you will reap rewards for your school. For instance,

- Admissions policy has a far-reaching effect on the activities and interests of high school students. If your Admissions Office makes it a policy to weigh involvement in community service heavily in its review of prospective applicants, it will encourage a whole generation of junior high and high school students to look at their extra-curricular activities in a far different light.
- Students who are active in community service in high school display a level of sophistication and commitment that can make solid contributions to campus life.
- By identifying and recruiting candidates who display this kind of leadership, the Admissions Office and your service organization can both get what they want: the best students possible to help ensure the health and strength of the school, and, in particular, its service efforts.

Recruitment program

In a joint effort, launch a recruitment program in which students currently active in your service organization make recruitment calls and host their high school counterparts who have been accepted but remain undecided about where they might attend college. The Admissions Committee could then mark the applicant's file and perhaps give special consideration to students whose service involvement is impressive enough to merit it.

Such a program is not unique. Other programs, most notably the athletic department, are heavily involved in the admissions process. Your community service organization could do the same.

Keep the Admissions Office Informed

Make sure that the Admissions Office staff and their tour guides are aware of what your community service program is doing. They should be able to speak knowledgeably about your efforts. Advise the Admissions Office to refer prospective applicants who wish to talk about service efforts at your school directly to your office.

Persuade the Admissions Office to publicize your efforts in its literature, slide shows, and other presentations. Leave a stack of brochures and other information about your programs in the Admissions Office.

The Department of Athletics

Athletes are among the most effective role models for school-aged young people everywhere.

College students with almost any interest or talent, including varsity athletes, can be an enormous resource to their local communities through organized sports. The benefits to community and college are great:

- Athletes are among the most effective role models for elementary, junior high, and high school students.
- Interaction with the community will help develop support for the sports program and generate a spirit of support for the college teams and a sense of unity among the team members.
- The Athletic Department is often filled with frustrated, discouraged, and injured athletes who for one reason or another are unable to play. Their energies and love for the sport could be channeled into coaching a team, leading clinics, or leading a class of youngsters.
- In the off-season, athletes often lack direction. Working with younger kids in recreation programs will keep these athletes busy and close to their sport, and will also provide them with opportunities for career exploration.

The following are some program ideas that might be run through the Athletic Department:

■ Clinics

Every team is capable of hosting a clinic for the young people in its area, including kids from a youth group, a local little league, or a recreation department. In fact, most members of Varsity and Junior Varsity programs probably went to similar clinics.

The stars are not the only ones that kids will listen to-- almost anyone can coach or referee.

Approach the captains and coaches of the various teams to see if they are interested. Get their thoughts on how many kids they would like to have participate in the clinic, how long it should run, when and where it should be run, what equipment they'll need, and any other arrangements you may need to make ahead of time.

Clinics held on campus make it easier to fit students' schedules and it also gets the kids excited to be in the big gyms or fields that these athletes use. At the end of the clinic, the players might invite the group to a game later on in the season (one that won't sell out) and have the kids come in the locker room after the game.

Women's teams can perform an important service for young girls in the community. Because the emphasis and opportunities in women's sports are relatively new, there are not enough role models for young women in sports.

Remember, the stars of the team are not the only ones that these kids will listen to. If they see a player in uniform they automatically think the player is great and will probably ask for an autograph. It happens.

■ Coaches and instructors for local teams

Establish a program with the local Department of Recreation that recruits college students in the off-season to coach for a local team. Most sports groups for young people need instructors, especially if they are young and have some skill. If some youth organization has a pool of kids, it might be willing to get a league going or at least set up classes as part of an already-existing program.

Your Athletic Department could encourage athletes, particularly those who have been cut, injured, or who've quit, to contact the agencies. Someone in your service organization should keep in contact with all these groups. Get someone who has just been cut from a team to contact others who have suffered the same fate.

Groups who may have an interest in establishing a little league include the Department of Recreation, the local school district's Department of Athletics, principals of schools, YMCAs and YWCA's, boys and girls clubs, after-school programs, and teen centers.

■ Tickets

There are hundreds of sporting events held on campus each year and only the major ones ever get sold out. In fact, many events are free to the public. Let the community groups you work with know when and where these sporting events will be held. Invite them to go with you to ones that interest them.

When you want to use the athletic facilities, ask for the off-peak hours.

For events with an admission price, work out a deal with the Athletic Department to get some tickets donated to your group.

Establish a procedure so community groups can ask for free or discounted tickets. Work at getting tickets to events that are not going to sell out. Persuade the Athletic Department that it is better to have stands full of supportive fans than to leave them empty.

■ Facilities

Colleges have some of the best athletic facilities in the country. Without interfering with your fellow students' right to these facilities, try to find opportunities when the community could use them.

The best time, of course, is when no one else is using the facilities. Weekday and weekend mornings and early afternoon are often good times.

Some golden rules to remember when approaching the Athletic Department about use of its facilities:

- Play ball with the department. For example, if you stress the fact that it's a student activity, your chances for cooperation will be improved. Work with your friends in the department.
- Pools, gyms, and fields are among the most heavily used facilities on campus. Find out when they are most seldom in use and ask for those times. College students do most of their sleeping in the morning, which is a peak time for programming with kids.
- Bring your little brother or sister along with you when you shoot some hoop or go swimming. Most Athletic Departments will let you do this as long as you keep a close watch.
- Assure the Athletic Department that you will provide adequate supervision during these activities. For instance, if you are asking for the use of the pool, make sure that you have lifeguards on hand.

The Director of Student Activities & The Dean of Students

The Student Activities Office and the Dean of Students Office are two of the most active places on campus. They are the administrative offices most directly concerned with the quality of student life and the health and well-being of the campus community. Because of their prominent position in the lives of students, these two can play major roles in supporting and promoting community service programs on campus.

These two offices have a vested interest in the health of your organization.

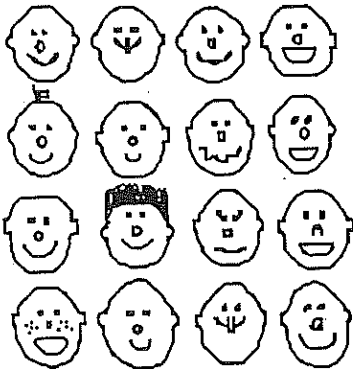
They can provide direct financial & non-financial assistance to your organization.

Strong student service programs offer important benefits to these two administrators:

- Community service projects provide a common ground for student groups that don't traditionally work with one another. These joint efforts make for a more cohesive student body as myths and misunderstandings between different groups are dispelled through their interaction with one another.
- Involvement in service programs in the community broadens students' perspective, boosts their self-image, and serves as a positive outlet for their creativity and energy. As a result, students feel better about themselves and about their school.
- The number of participants and total hours that students put into these activities usually make community service one of the largest extra-curricular activities on campus.

There are a number of ways that the Student Activities Office and the Dean of Students can help. They can:

- Hire a staff person whose job description is primarily to initiate, organize, develop, maintain and/or supervise the community service activities on campus.
- Pay for student staffing for the community outreach effort.
- Provide in-kind support for the community outreach organization by donating office space (in a visible location on campus), phones, printing, and other operational support.
- Encourage other student groups and other parts of student life (especially the residential system) to support community service activities.
- Establish a restitution program so students in discipline troubles have the option to perform community service rather than face probation or expulsion.
- Work to consolidate the community service efforts on campus—not to threaten the autonomy of these groups, but to make sure that there is little duplication of efforts and that they bring a positive, coordinated challenge to the entire campus community.



***Those who
receive the
service
control the
service.***

Working With the Community

Working with community agencies and individuals for the first time can be an intimidating process. While in most cases it is obvious that the community could use students to help staff facilities, that knowledge alone doesn't help you begin to meet those needs. What follows are some suggestions to help you begin working with the community to develop or strengthen your service programs.

Language

We've all had the experience of saying one thing but meaning another. Students and college administrators have to be very careful about their choice of words when dealing with the community. Though perhaps well meaning, phrases that have no place in your working vocabulary include: "I want to help poor children," "We want to adopt a school," "We want to help you," "We have a program we want to run." Such phrases convey a patronizing attitude about volunteering that will likely damage your credibility with people in the community.

Listening

The golden rule in any service work is simple: those who receive the service control the service. You may walk down to City Hall full of enthusiasm and good will only to meet up with some community people who are less than embracing. Don't take it personally. Some of these people may have a legitimate gripe with the university. That they take it out on you may not be fair, but if you want to establish a different relationship then you have to hang in there. On the other hand, their experience may have been great and they may welcome you with open arms.

Some community people may just not want volunteers and you can't force them to take any. And, if you put your volunteers in a situation where they are less than welcome, your program will be resting on some pretty thin ice. So, hook up with someone or some group that is excited about the ideas and really wants to make it work. If things go well, then other groups might want to start working with you.

It is important to welcome even the late comers. Be glad they came around. In fact, on a regular basis, approach them and ask if you can work together. This will save them from having to come to you and ask, something that they may not be willing to do. Always keep trying with these folks because it's never good to have people speaking ill of you in the community.

Only in the rarest instances have students successfully started and run a community program on their own.

The role of students

You're only as good as the city in which you're living. Many students have a dream of what they want to do. They want a little brother or they want to start a soccer program. Only in the rarest instances have students started and run a community program on their own--and this only after there has been a strong relationship established between the student volunteers and the community.

Why is it so difficult for students to run projects on their own?

- Students are not in school for the full year. Many come in September and leave in June. What happens to a program during the summer, during spring break, and after the leading student graduates?
- Students not from the community usually don't know the community needs and are not, in turn, known by the community.

It is essential that you get community agencies involved in what you are doing. If they feel that they have a vested interest both personally and professionally in the program, you can bet that they will not want it to die. That kind of support will help make your a program last beyond any one student's career.

Moreover, when you work closely with the community, you won't re-invent organizations or duplicate services. There is usually a lot going on in a city or a town. What is missing and what you can provide is the vital human resources needed to run many of these programs.

Who to talk to

There are many, many places to begin your search for new programs. Agencies that more commonly use volunteers include the following:

Principals
YMCAs, YWCAs
Boys' and Girls' Clubs
Human Services Departments
Departments of Recreation
Council on Aging
Council of the Arts
Housing Authorities
Police Departments
PTAs
Churches

Make appointments with all these people. Write them a letter and call them up to tell them who you are and what you are doing. Emphasize that you need their help to develop opportunities for students to work in the community.

During these initial contacts, it is helpful to have one or two good contacts already in the community. Find someone in the community who will clear the way for you, who can make calls of introduction for you, or whose name you can use when you are calling. This will make your life much easier.

Your first meeting

- Describe briefly the goals and objectives of your program.
- Emphasize that students want to become more active and contributing members of the community. Explain that most students know very little about the community, but want a chance to utilize their creativity and energy and to develop a sense of self-worth and self-confidence in their ability to make a difference in society.
- Ask them what they would like to see happen. Try to work out what it would take and how difficult or easy it would be to launch a particular program idea.
- Promise nothing except your commitment to work hard and to respect the community's wishes and needs. Suggest some ideas you and your friends might have. Get their reaction to how you might go about putting these ideas into action. Above all, don't raise expectations that you can't meet.

***It is crucial
you and the
community
want the
same things
to happen.***

It is crucial that you and the community people want the same things to happen. If you have set up a program that the community people don't like, it will be in immediate danger of failing. Make sure, especially in the beginning, that you set up projects that the community wants to work on. As your relationship with the community develops, it will become more open to new project ideas.

A few things you need to establish early on with your community contacts include:

- What ideas are you going to start with?
- Whom do you have to go see?
- What is a realistic timeframe for setting up this project?
- How will students be trained and supervised?

The more specific the community people can be about their needs, the better.

Get things straight from the outset-- few students will be around during exams or school vacations.

Planning

If student volunteers are going to be a vital part of a community program, their talents, schedules, and interests, as well as their numbers, need to be matched with community needs.

Get staff people in the different programs and departments to draw up a list of the positions that they would like filled. The more specific they can be, the better (ie. we need 35 soccer coaches for such and such a grade, 10 Spanish-speaking tutors, 25 big brothers, etc.). If they can decide on the time, place, and duration of a program, you will have an easier time trying to recruit student volunteers to fill these needs.

Early planning may even allow you to place students before they leave for the summer break. And, when you are recruiting students at the beginning of the year, you will be able to place them right away. The quicker you can place someone, the more students you'll be able to recruit and the more you'll be able to give the community.

Students aren't on campus very long. They are at school in 10 to 15 week slots and at least a couple of those weeks are taken up by exams. Because these are such short periods of time, it is especially important that it not take several weeks to place your volunteers. Pre-planning with the community can and should be done even before school starts.

Time commitment & expectations

From the outset, get expectations straight. If you do, you will avoid any possible misunderstandings.

The bad rap about students is that they don't show up when they are supposed to and that their high turnover rate upsets a program's continuity. Trouble usually comes about not while students are there, but when the community people think that they are going to be there and they aren't.

Be up front about what students can and cannot do. At the beginning of the school year (or at the end of the preceeding year), your student coordinators should go over your school's academic calendar with your community contacts. There may be things on the calendar that do not show up, but will make a difference in the availability of a full student force.

In particular, be clear about about the times when:

- school starts and ends;
- the breaks are scheduled;

***Don't put all
your eggs in
one basket.***

- students have the most & the least time;
- exams & mid-terms are scheduled;
- the big party weekends are held;
- the weekends of big games, etc.

It is usually necessary to call off all formal programs during exam period and vacations. Arrange this ahead of time with the community agencies. This will give them a chance to plan accordingly. As exams near there will be those who will say they need some volunteers. Be firm with your agreement. Otherwise you run the risk of disappointing kids or whomever will be expecting your students to show up. Send the community people a note reminding them of your upcoming absence.

Working with a variety community structures

Don't put all your eggs in one basket. Work with a variety of agencies and programs. If you become too dependent on one group, you'll risk becoming enmeshed in an agency that won't move fast enough for you, won't be able to absorb all the resources you have available, or may change its mind about its involvement with students. Besides, every student might not be interested in working with a particular agency and the issue it covers. If you want to appeal to a broad base of students, you'll need to work with a number of different community groups.

You and your fellow students can be very helpful to any number of community programs. But, in the same breath, don't overestimate your importance. The community can do without you. As a resource you are valued, but not indispensable. Therefore, develop relationships with people who work well with you and who treat students well. They can help train and supervise your students and help provide them with a valuable learning experience.

Keeping in touch with the community

If you want to be a vital part of your local community, you need to have constant contact with them. Develop a mechanism to insure open and continuous communication. The greater your responsibility, the greater the need to keep in touch with your community contacts.

Keeping in close touch with your volunteers and your community contacts can help you catch problems quickly and prevent them from becoming a crisis. In turn, this will help you:

- improve your credibility with and understanding of the community;
- help you be more responsive to community needs;

Develop a mechanism to insure open and continuous communication.

- avoid letting people down, especially kids;
- address any problems that might arise in the programs.

Nothing is going to be foolproof. Every semester a number of volunteers will disappear and never resurface. To address these problems, set up a strong communications system that includes:

- *A central phone:* get a central office phone that community people can call if they have a question or a problem and an answering machine for off-business hours. Set up a system where you have a student in each dorm whom you can rely on to find a student volunteer, if needed.
- *The mail:* use the U.S. Mail and Campus Mail to help the community reach students. Messages should get to the student on the next day. Out of courtesy and convenience, your organization should design and place postage on postcards and give them to the community people so they can be sure of getting in touch with the students.

An advisory committee

To give your organization some clout and respect in the community, ask several key community people to be on your advisory committee. Find people who support your efforts and who have influence in the agencies with which you are working.

These people can be important to you in your planning sessions. They will have a sense of what will work and what won't and can usually predict how the community will react to your ideas.

You might develop a separate Community Advisory Board that you could meet with once or twice a term. Because community people and students are swamped with meetings, these should take place over a meal, and should be fun and relatively brief.

Bringing community people to campus

Although they have lived down the road for a long time, many community people have never set foot on your school's campus. Host events on campus which the community people are encouraged to attend. Bring them in to talk to groups. Have lunch in a dining hall, take them to a play or a ballgame, anything where they are given special treatment and are the guests of the students and the university.

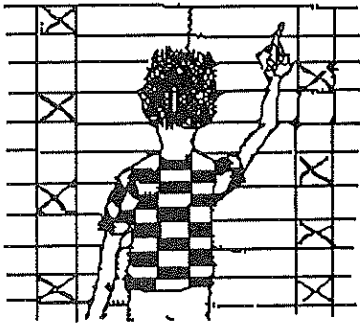
Many community people have never set foot on your campus.

WORKING WITH....

Get the athletic department and the drama and art and music programs to give you free tickets so that you can, in turn, offer them to your community contacts. Make a point of letting the community people know about what is going on around campus and encourage them to come.

At least once a term have a party or an event to thank the community people who are helping you out. And, as you work to make the community people feel as comfortable as possible in your home, they'll often do the same for you.

PROGRAM SCHEDULING



Program Summaries

The 85 program summaries that follow should give you and your service organization some ideas for expanding the range of programs you currently run. If you want more information on any of these efforts, you can find their names and addresses in *CHAPTER 12: COLLEGE AND UNIVERSITY CONTACTS*. More detailed profiles of many of these programs will be available in future updates of this resource book.

Arts & Drama

CityStep

Harvard University students with an interest in dance work with kids who otherwise would not have that exposure to the arts. They teach two dance classes a week as a regular part of the curriculum in the Cambridge elementary schools. In the spring, the kids and students produce and perform dance shows at schools and senior citizen homes, as well as at a variety of city and college events. Most themes relate to aspects of growing up in the city.

Community Videos

Students at Vanderbilt University's Center for Health Services learn technical skills while making educational videotapes for local community service groups.

Arts & Crafts Fair

Every second weekend in November, the YMCA at Virginia Tech hosts an Arts & Crafts Fair to provide a marketplace for over 100 local and area craftspeople. Three days of music and craft demonstrations add to the festivity for the thousands who attend.

Much Ado About Midtown

Each October, hundreds of Emory University students donate their efforts to staff this celebration of entertainment and the arts. The streets of midtown Atlanta are transformed into an exciting collage of thousands of performers, hundreds of artists, restaurants, a beer garden, flower markets, a children's corner, food vendors, and roving jugglers and mimes.

The Vermont Children's Magazine

The University of Vermont's Volunteers in Action worked with several local elementary schools and with the Children's Ward of the Mary Fletcher Medical Center to publish the first edition of a collection of children's stories, articles, and drawings.

At-Risk Youth

Friends of Matthew House

Students from the University of Illinois work with a program in Urbana that provides activities and food for local kids from broken families. Four times a week, about 15 kids come to the campus and are tutored on a one-to-one basis. There is also a Big Brother/Big Sister program. Every Friday, a group of kids comes on campus for a dinner and discussion with a different international student.

Youth Home

Youth Home provides Brigham Young University volunteers a chance to work with children who are in a temporary holding place for juvenile delinquents. Students entertain, play in the gym, and work on small projects with the children.

Open House Hotline

Run by students from the University of Virginia's Madison House, the Open House Hotline provides an empathic listening post and crisis referral service. It is confidential, non-judgmental and allows callers to maintain their anonymity. Volunteers must complete a training course.

Abused Children's Project

This project of the Student Volunteer Corps at Princeton University brings students into contact with three- to five-year old children from the Trenton area. Once a week, groups of students drive to the Trenton and Hamilton Day Care Centers where they and child-care specialists work and play with the children, some of whom are victims of abuse. Each student assists the specialists in supervising approximately 15 to 20 children and in stimulating their learning capabilities through a variety of recreational activities. Training sessions help volunteers handle these special children with greater understanding. Volunteers are urged to develop individual relationships with the children.

Action Against Child Abuse

Students from the Washington University YMCA go to a temporary housing unit for abused children who have been taken out of their homes and who are in the process of being placed in another setting. Students go throughout the week to play with the children, work on some language and reading skills, and provide attention and compassion to this group of children.

Compass House

Compass House is a temporary residence for runaway males and females 12 to 18 years of age. Students from the SUNY-Buffalo Community Action Corps volunteer at the center, which provides food, clothing, and a place to stay for those who need time to think and maybe find a friend to talk to. Counseling is provided by full-time counselors at the center, and by volunteers who have undergone an interview and training session. The volunteer may find him or herself leading activities or lending a much-needed ear.

Awards

Service Award

The Freedman/Robinson Award for Humanitarian Achievement was established at the beginning of 1986 in Connecticut in an effort to "encourage humanitarian activities, socially valuable excellence, and the performance of good works." The award is given solely on the basis of one's work in the community. The award includes a \$2,500 grant to be given to a community agency of the recipient's choosing.

Starr Fellowship

Ten to 20 incoming freshmen and students who have taken time off from Brown University are awarded a Starr Fellowship to recognize achievement in community and national service work. This prestigious fellowship includes a cash award of \$1,500.

Association of Black Radcliffe Women Scholarship

The ABRW Scholarship goes to a black female senior in a Cambridge or Boston high school who is college-bound. The ABRW Scholarship seeks to encourage and inspire and give opportunity to young black women. The Scholarship emphasizes academic excellence and community service. In addition, it helps establish a better link between black women from Radcliffe College and black women in the community.

The John C. Gardner Fellowship

This \$12,000-a-year fellowship is awarded to six students, three each from Stanford and the University of California at Berkeley, to work with a professional in the community or public service field.

Education

Head Start

Students from DePauw Community Services assist the professional staff of the Head Start Program in running a preschool program in their rural community. Students work on a regular basis at the

program to help disadvantaged children develop language and social skills. Head Start is funded through a matching-grant system. When the community agency applies for federal funding, volunteers count as a community contribution to the program.

Tutoring and College Placement

Started by a Cambodian refugee at Columbia University, this program runs in conjunction with the school volunteers program of New York City to tutor Southeast Asian refugees in English, with a particular focus on SAT preparation. Classes take place several times during the week and on Saturday. Besides academic work, students get a chance to use the gym, the school pool, and to participate in other recreational activities.

A Voiced Scarf

Students at the University of Washington work on a one-to-one basis with gifted students in a nearby junior high school to give these young people some special attention and tutoring on subjects the rest of their age-group is not getting.

High School Education Program

Stanford students work at least twice a week with minority youth in a neighboring community to help improve the educational achievement of those youths. Because of the complex range of issues facing high school-aged youth, volunteers in this program receive more training and supervision than those working with younger children.

College Counseling and Placement

Students from the University of California at Berkeley work with schools in the Bay area to help minority students with college placement.

Alcohol Education

Students from Stiles Hall at the University of California at Berkeley are given 40 hours of training before they go out to schools in the community and present elementary school with classrooms a class on Alcohol Awareness. Because of the effectiveness of this program, the directors of this project have been asked by other school districts in different counties to work with their elementary schools on alcohol education.

Kindergarten Boosters

Kindergarten students needing extra attention are referred to this program by their teachers. Volunteers from the University of Virginia's Madison House serve as tutors, concerned friends and role models.

Youth and Government

Students from Washington State University's Student Y run a program to instruct high school students on the governmental process in the state of Washington. This program provides hands-on experience and an opportunity to gain a working knowledge of the American governmental system, as well as an opportunity to develop youth leadership for local high school students.

Rhode Island Adult Academy of Basic Skills

Brown Community Outreach students work at this academy, which provides free reading, writing, and math instruction on a one-on-one basis for undereducated adults, ages 16 and up, who either read poorly or not at all. Students share their interests and improve the quality of another person's life.

Elderly

Senior Gardens

Students from Virginia Tech work with senior citizens in the community to help them plant gardens. In the spring term students help get the soil ready and help in the planting process so that when they leave for the summer the gardens are well on their way.

The Get Up and Go Adult Day Center

Get Up and Go Adult Center is a day activities center for elderly and disabled individuals living in the Burlington area. The center provides companionship, recreation, a noon meal, and physical activities with a rehabilitative focus. University of Vermont students assist participants with their noon meal, share arts and crafts and musical talents, assist in the rehabilitative aspects of the program, and provide simple physical assistance and one-on-one companionship.

EOFULA (Spanish Senior Center)

EOFULA is a center near Georgetown University that assists the elderly in all possible ways--free, hot meals and social services such as: help with Medicare and Food Stamps, daily recreational hours in arts, crafts, games, trips, physical fitness exercises, and English classes.

Home-Aid

Home-Aid gives groups of students from Brigham Young University the opportunity to help clean up the yards and homes of the elderly. Students also get involved with an Adopt-a-Grandparent program with many of these seniors at a number of different senior care centers in the community.

Senior Shuttle

For many senior citizens in the Buffalo community, getting to the grocery store on a regular basis is nearly impossible. The Community Action Corps (CAC) at SUNY-Buffalo runs the Senior Shuttle to provide older adults with an opportunity to go shopping once a week. Students help with shopping, carrying groceries, and locating goods. The shuttle runs Thursday and Friday afternoons. Vans are provided by CAC.

Disabled Transportation Project

Students from Smith College work with the Amherst Council on Aging to research and identify the ages, addresses, employment, and transportation needs of citizens in the community.

Environment

Hunger Clean-Up Project

Aquinas College in Grand Rapids, Michigan initiated a city-wide clean-up project which not only beautifies the city but raises money to fight hunger both locally and abroad. Students are able to get some fellow students to work on the clean-up, others to pledge money for every hour worked, and corporations to help pay for materials and to sponsor the effort. See *CHAPTER 11: RESOURCES* for more information on this program, which is being replicated in cities nationwide.

The Student Environmental Health Project

Run by the Vanderbilt University Center for Health Services, this project allows a group of students to work with communities facing a variety of environmental health problems, including large-scale pesticide spraying, pollution from local industries, and poor water quality. STEHP aids them in monitoring water quality, developing education programs, implementing health surveys, and analyzing air, water, and soil samples.

Health

Cancer Outreach Relief Effort

Students from Brown University, a majority of whom are pre-med, are involved in a program that matches them with children whose siblings are suffering from cancer. The program is run in conjunction with the Providence Hospital. Students are trained and kept abreast of the situation at hand. Besides establishing this relationship, students help staff the waiting area where other children often have to wait while a brother or sister is undergoing treatment.

PROGRAMMING

Washington Home and Hospice

This hospice is a private, non-profit, charitable institution which provides a comfortable and permanent home for persons afflicted with incurable disabilities. Georgetown University volunteers serve as one-on-one companions, and also serve during monthly "happy hours" and other special events.

Medical Services

University of Virginia students volunteer through this Madison House program in three-hour shifts on wards of the University Hospital: Pediatrics, Operating, Emergency, Recovery, Psychiatrics, Burn Unit, and Intensive Care Unit. Tasks vary depending on shift-time and department.

Radio Health Show

Through Vanderbilt University's Center for Health Services, students develop a radio health show for the Vanderbilt and Nashville community.

The Appalachian Student Health Project

A group of students from schools across the country spend their summers in rural areas, living and working with community people through this Vanderbilt University-based project. Students with backgrounds in medicine, nursing, dentistry, and lab technology provide physical exams, diagnosis, and follow-up. Other students with backgrounds ranging from liberal arts to law to engineering work to organize community people to find solutions for the multitude of health-related problems they face.

The Blood Drive

Brandeis University's Waltham Group staffs the Red Cross' annual campaigns to solicit blood donors. There are three blood drives during the academic year. High schools and colleges provide 25% of all the blood collected in this region. Without the support of the students in the blood program, the community could not be assured of a safe blood supply.

Housing

HEAT (Home Energy Alternative Technologies)

HEAT is a DePauw University program run by students that weatherizes homes of the poor and elderly. Students perform home energy audits, install insulation and other weatherization materials, and construct and install solar air warmers. Community agencies from the area refer people in need of assistance to the project.

Chester Project

In the neighboring town of Chester, students from Swarthmore College rebuild and refurbish low-income housing. In many cases the group has been able to get the houses donated to them by the city.

Charlottesville Housing Improvement Project

Students in this University of Virginia's Madison House program volunteer in the Charlottesville Housing Improvement Program to help low-income families obtain safe and decent housing. Assignments are for three-hour shifts, morning or afternoon. You learn on-the-job, so no previous experience is necessary.

Internships

Dwight Hall Summer Intern Program

Dwight Hall at Yale University offers stipends to students to stay in New Haven during the summer to develop or strengthen ties with community agencies or to develop projects that they are working on through Dwight Hall. A Summer Intern Director helps coordinate the program. Students apply for these positions. This program offers a great opportunity for students who are serious about their commitment to the local community and want to get a chance to do more.

The Metro Internship Program

Through the University of Minnesota YMCA, students enroll in a program that combines academic and internship experiences to help them develop an ethical approach to leadership. Students attend an academic seminar and also work in both the public and private sector for a full-time, 10-week internship. This internship and academic program helps students develop an ethical approach to leadership by examining first-hand timely public and social policy issues.

The Rural Action Committee

This Phillips Brooks House program at Harvard University provides opportunities for work in and study of the central issues of rural life. Students also work to promote a greater awareness of rural issues in the Harvard community.

Job Education & Training

The Work Force

Students from Phillips Brooks House at Harvard University serve as role models and provide transportation for an environmentally - oriented business of workers ages 10 to 17. These teenagers live in the Jefferson Park Housing Project and collect and recycle empty bottles and cans from the school and local businesses. Money raised from the project goes to paying these youths and covering the costs of the program. The program is sponsored by the Cambridge Housing Authority.

Dwight Hall Summer Painters Program

Students from Dwight Hall at Yale University have helped develop a work project for teenagers from low-income families that provides 10 summer jobs for high school students. Under the guidance of Yale students, and with the support of Dwight Hall, the group bids on house painting jobs throughout the New Haven area.

The Bike Shop

Under the supervision of Dwight Hall volunteers at Yale University, junior high school-aged students learn how to repair people's bikes and fix up old bikes for resale. The first six months are spent learning to use the many tools, after which time they earn \$40-\$50 worth of credit to buy other parts and tools to build another bike for themselves. Kids who do well in the training program go on to become mechanics and are paid for the work they do on Saturday afternoons when the shop is open to the public. Young people are referred to the program by the New Haven Juvenile Justice and Probation Department.

Alternative Careers Day

Students at Yale University and other schools organize an alternative careers day that brings both national and local community agencies to talk with students about various career options. The event is held on a Saturday and includes booths, panel discussions, and talks by people on issues and concerns about life in the public and non-profit sectors.

Legal

Community Outreach Center

Community Outreach Center is a legal-aid society in Washington, D.C. that works primarily on housing issues by answering questions regarding tenant rights, assisting in organizing tenant groups, and

advocating the rights of tenants. The Center has also expanded its efforts to work on other issues of interest to the community members. Students from Georgetown University assist the director by staffing the office, writing and editing a newsletter, answering telephone requests, researching different topics, and attending meetings of community leaders working on various issues.

Small Claims Advisory Service

The Small Claims Advisory Service is a student-run, non-profit organization sponsored by Harvard University's Phillips Brooks House that gives free advice to anyone with a dispute under \$1,200. The goal of this project is to make Small Claims Court an option for low-income people. Students achieve this goal by offering information, suggestions, encouragement, and an extensive referral service.

AYUDA, Inc.

This non-profit agency in Washington, D.C. offers bilingual legal services free-of-charge to low-income, non-English-speaking residents. Georgetown University students get involved in a variety of services, including: legal advice; consultations; legal representation before the Immigration and Naturalization Service and Federal and district courts; and in non-judicial administrative matters. They also refer clients to Hispanic and non-Hispanic social service agencies.

Volunteer Tax Assistance

Over 150 students from the University of Michigan at Ann Arbor participate in the Volunteer Tax Assistance program, which provides tax assistance to those people in the community who need it. Students are then sent around the community in response to requests for help.

Consumer Information

This Madison House program at the University of Virginia mediates complaints between consumers and merchants. Volunteers may choose the Action Line, Public Relations, or the Publications Division. CIS also maintains a Mini-Library for interested consumers. This program runs year-round with the help of summer interns.

One-Time Projects

Play Day in the Park

This annual carnival is sponsored by Volunteer Emory for disabled and underprivileged children in the Atlanta community. This event transforms a typical Saturday in April into a day of fun, food, and festivities. Each year, hundreds of children and volunteers gather in

Lullwater Park to participate in a whirlwind of non-stop activities, including games, booths, magic shows, hayrides, pinatas, and a picnic lunch.

Brown Community Outreach Day

Every spring, Brown Community Outreach hosts a community fair for all the local service agencies and people that BCO works with during the year. Different campus and community groups set up booths and organize games. Many use the event as a fundraiser and as a chance to encourage involvement and cooperation between the student groups and the community agencies.

Group Service Projects

Through the Chaplain's Office at DePauw University, the sororities and fraternities at this rural school establish links with programs in an urban environment. The sororities and fraternities then send a group of their members away for a weekend to work with those programs. The projects cover a wide range of activities. For instance, members of one fraternity go to St. Joan of Arc Youth Center to tutor kids and coach the church-sponsored youth leagues on weekends.

Pledge Project

The Pledge Project is a joint effort at Dartmouth College between the Tucker Foundation and the fraternities and sororities on campus. Staff from the Tucker Foundation contacts community agencies in the area and establishes one-time projects that a group of students can start and finish in a short amount of time (anywhere from a day to a couple of weekends). These projects include painting a gym, constructing a playground, doing landscape work, etc. The Tucker staff gathers this information and sends it to the Greek organizations, who then sign up on a first-come first-served basis. This is a voluntary effort and is used by the Greek organizations as a pledge project.

Christmas Project

Students at the University of Virginia recruit local sponsors to provide needy families in the Charlottesville/Albermarle area with Christmas baskets. Food, clothing, and toys are donated to brighten the holidays and show concern for families in need.

The Mattress Project

In September, students working with Harvard University's Public Service Project collected 250 mattresses that were to be discarded by the University and delivered them to various homeless shelters throughout Boston. Students collected 150 mattresses on the first day and delivered them to the warehouse of the Massachusetts

Coalition for the Homeless, which handles donations for 42 shelters in the Greater Boston area. The second day, students collected another 100 mattresses and delivered half to the MCH Warehouse and the other half to Project Welcome in East Boston. Project Welcome helps Southeast Asian refugee families get started in the U.S. and provides housing during their early days here.

Service Month

Duke University Volunteer Services sponsors a Service Month to promote volunteer opportunities for students and to launch several campus-wide fundraising drives in conjunction with Greek Week and several other groups. Throughout the month, DUVS sponsors work projects for individual students and groups.

Outdoor

Harvard Outdoor Program

Students who were involved in the Freshman Outdoor Retreat continue their work and love for the outdoors by working with community agencies and youth workers to arrange trips for school-aged children in the city. Events include a ropes course, skiing, hiking, and overnight camping.

Woodcutting Project

Members of Dartmouth College's woodcutting team decided that rather than just cut and split wood for recreation, they would do it as a service project to provide emergency assistance for area needy. Students cut trees on Dartmouth-owned land, split the wood, and store it. When a person is referred to them by a community agency, Dartmouth students deliver the wood.

Freshman Urban Program

In the week prior to Freshman Orientation at Harvard University, a group of 18 freshmen and eight leaders work on two community projects sponsored by the Public Service Program. They are housed in University dorms. The 1985 group worked at the Cambridge Boys' and Girls' Club, where they cleaned the bottom floor and installed and painted a new shower area, complete with a deck and drainage system. The other group painted and helped refurbish Margaret Fuller House, a settlement house in Central Cambridge which runs numerous educational and cultural programs for city residents of all ages. Both groups also toured the Cambridge and Boston communities, visiting area community agencies and meeting with several community leaders.

Sunday Y Hike

Every Sunday afternoon, students, staff, and community people from the Virginia Tech area go hiking together in the nearby mountains in Blacksburg, Virginia. The hikes usually last anywhere from several hours to the entire day, and are led by an experienced hiker and storyteller.

Overseas Education & Development

Winter Term In Mission

In conjunction with DePauw University's four-one-four academic calendar, the Chaplain's Council organizes a Winter Term In Mission. Known as their own Peace Corps, students organize projects around the world to provide both medical and construction assistance. Professionals in each field work with the students. Students have served in Guatemala, Honduras, Peru, Haiti, the Philippines, and India.

Physically and Mentally Disabled

School for the Deaf

Students from Brown Community Outreach regularly tutor, coach, and participate in other after-school activities at the Rhode Island School for the Deaf. Sign-language courses are offered but not required to work in the school.

Faribault Project

Once a week, students from Carleton College climb into a school bus provided by the college and drive 20 miles away to the state mental institution in Faribault. Students are matched with patients for a one-to-one relationship. The staff and the students communicate on a regular basis to plan which of the students will be coming and which of the patients will be available on Saturday morning.

Carrier Psychiatric Clinic

Carrier Clinic is a private, 200-bed psychiatric hospital. Princeton University students serve in a number of administrative, library, research, and patient contact positions. Opportunities for involvement with patients include adjunctive therapies, assistance in the nursing units, and orientation of new patients to the hospital. Training includes a screening interview, a general orientation to the facilities at Carrier, readings, and small group discussions. The average time commitment is three to four hours a week.

Prisons

Prisons Committee

The Prisons Committee of Phillips Brooks House at Harvard University works to keep inmates in touch with the rest of society, to facilitate their rehabilitation, and to enhance their educational skills for re-entering society. Students volunteer in a number of correctional institutions in the eastern part of the state.

Prison Entertainment

Through the Prison Entertainment Program, students at Brigham Young University get the chance to play basketball with inmates at Utah State Prison. Students also provide musical entertainment for the inmates.

Prison Ministry

Through this DePauw Community Services program, students participate in weekly discussion groups, worship services, and one-on-one visitation with people confined to the Indiana State Farm Prison. Students also are involved in carrying out correspondence with prisoners in federal prisons throughout the United States.

Recreation

Sunday with Kids

In the basement of an inner-city church, students from Washington University run a recreation program using a nearby park and the church facilities for neighborhood youth.

The Utah Special Olympics Spring Games

Brigham Young University hosts and helps sponsor the Utah Special Olympics. Students help organize, monitor and officiate at this event, held each May.

Youth Recreation

University of Virginia students coach football, basketball, dance, gymnastics, soccer, tennis, and swimming for children ages 8 to 11 through this Madison House-sponsored program. Activities take place on weekends at Memorial Gym and on nearby playing fields. Emphasis is on fun and instruction.

Relief Assistance

Homeless Committee

The Community Action Coalition places Georgetown University students in privately run shelters and day care centers serving homeless women and their children throughout Washington, D.C. Student volunteers staff the shelters overnight, staff day care centers during the day, prepare and serve meals, and support individual women in one-on-one relationships. New volunteers are paired with experienced volunteers until they become familiar with the routines of the shelter. Students are encouraged to volunteer for one night before making a commitment.

Broadway Presbyterian Church Soup Kitchen

Through the Presbyterian Chaplain's Office at Columbia University, students have helped establish and run a soup kitchen across the campus at the Broadway Presbyterian Church. The students handle every Monday shift. They make the food, serve it, and clean up. Besides a team of regular volunteers, the staff has been able to recruit fraternities, sororities, and other groups on campus to help out.

Valley Inn Program

Students from Smith College work on a regular basis at the Valley Inn, a transitional house in Northampton for single men and women dealing with any number of emotional issues. Students engage in a relationship with the guests, and also make group visits and engage in casual conversation and activity.

Refugee & Migrant Assistance

Center for Immigration Policy and Refugee Assistance (CIPRA)

The Center provides a wide variety of service opportunities for Georgetown University students to aid refugees, with a special emphasis on developing friendships. Students may work one-on-one with recently arrived families, tutoring either in the home or at local elementary, junior high, or high schools. Volunteers may also tutor immigrant students at the Georgetown campus on Saturdays and organize special projects with them. Such projects range from teaching creative writing and art to coaching soccer.

You've Got a Friend & Adopt a Family

These two programs at Brigham Young University give students a chance to work with new Americans in the area. "You've Got a Friend" enables BYU students to befriend a person from Indochina. This is run alongside the "Adopt a Family" program, which gives a student a chance to work with the families of new Americans to help them adapt to American culture by helping out with English tutoring, shopping, paying bills, and other daily tasks.

Migrant Aid

Volunteers from the University of Virginia's Madison House organize crafts, games, and hikes for children of migrant farm-workers. Activities occur four afternoons a week in September and October during apple-harvesting season. Carpools are arranged to transport students to and from the fields.

Summer Programming

Blairstown Camp

Since 1909, Princeton University students have run a camp for inner-city youth from the New York, Philadelphia, Trenton, and Princeton area. The camp currently owns land and other facilities. With the support of a full-time staff, over 250 youths will get to go to Blairstown during any given summer. Students act as counselors. The camp is also open year-round for retreats and overnight expeditions.

Academy Homes and the Cambridge Youth Enrichment Program

Academy Homes and the Cambridge Youth Enrichment Programs operate summer youth programming for teenagers in housing projects in the Roxbury and Cambridge communities. Both programs are staffed by Harvard University students from Phillips Brooks House and run for most of the summer with activities going on throughout the day. Both programs grew out of term-time, one-on-one programs.

Youth & Children

Day Care

Volunteers at the University of Virginia spend several hours a week at local child care centers. Duties range from infant care to pre-school instruction, depending on the agency. These agencies are within walking distance of the University campus.

PROGRAMMING

Volunteers for Youth

This NCAA-sponsored program matches student-athletes with youths who are having a hard time growing up, which is often reflected in problems at school and at home. This big brother / big sister program has been established on more than 50 campuses across the country and involves more than 3,600 total athletes and youths. Campus programs are supported by the national VFY staff, which provides on-site assistance in establishing and maintaining programs.

House and Neighborhood Development

Students from the 12 Harvard Houses are matched with the 12 community schools in Cambridge. Student directors and the community leaders in each neighborhood match students' interests with community needs. Students have developed curricula and led activities in many areas, including drama, gourmet cooking, knitting, gymnastics, geology, and outdoor education.

Girl Scouts

Through a Girl Scout auxiliary based out of the college, several Smith College students work as assistant leaders in a number of troops, including a special needs program and a Hispanic troop in a neighboring town.

Kinloch Afterschool

Volunteers at this University of Washington YMCA program provide a valuable service to children of working parents who might otherwise have to go to an empty home after school. Volunteers working with the staff of the Kinloch YMCA provide activities for children ages two to 12. These weekday afternoon activities include sports and recreation, tutoring, and assistance with meals.

PROGRAM SCHEDULING



Program Ideas for Other Student Groups

The following is a collection of program ideas that have been used by schools around the country. Hopefully these ideas will offer you a beginning point with some of these groups on your campus. This list does not cover the entire collection of student organizations that you can involve in your efforts, nor does it cover all the different ideas that such groups can get involved with in the community. But it is a start.

The artists

Budget cuts have eliminated arts programs in many communities.

Many community agencies and structures are unable to provide comprehensive programming in the arts because of budget cuts. The presence of talented, creative, and committed college students under the supervision of community staff can be a positive contribution to the community.

- *Children's theater:* There are usually many drama organizations on campus. Get one or more of them to set up a children's theater for students and local youth. They could put on a joint production. Or, students may want to start a new company that would specifically be a youth drama program.
- *Free or discounted tickets:* Get student productions to donate tickets to their shows for children, youths, and senior citizen groups.
- *Teaching:* Work with children and a local arts group to teach the arts-- painting, drama, dance, music, etc. Work with your local school or recreation department, youth orchestra, or school band to involve college students with their arts program. For instance, dance students could lead classes in ballet, modern dance, and jazz dance. Crafts people could lead general arts and crafts activities for day care, senior citizen groups, after-school programs, and in-school arts classes.
- *Perform for a local youth or elderly group:* Have musical groups perform at local benefits or take part in community celebrations such as a street fair or a parade.

The Athletes

Recreation programs are always looking for coaches and counselors.

Many students on campus with an interest in athletics are no longer involved in intercollegiate sports. At the same time, there are many recreation centers in your local community looking for coaches and counselors to run their programs.

Some ideas include the following:

- Working with the local Special Olympics;
- Providing swimming instruction at a community pool;
- Coaching or instructing sports like gymnastics, sailing, horseback riding for the handicapped, aerobics, karate, wrestling, tennis, chess, golf, skiing, and water polo;
- Coaching in league sports such as street hockey, basketball, ultimate frisbee, soccer, baseball, football, track, lacrosse, tennis, etc.

Not all the programming is for kids. Other athletic-orientated programming may include: teaching handicapped adults to swim, leading senior citizen exercise classes, or taking a group of seniors to an athletic event. For more ideas on working with the Department of Athletics, see *CHAPTER 4: WORKING WITH...ADMINISTRATORS*.

Ethnic and Cultural Groups

College students can often reach the young in a way no one else can.

The average campus has many ethnic and cultural groups. Your local community may have members of these groups, too. While most of the activity that occurs in these campus groups goes on between students, students may want to interact with people in the community of similar backgrounds.

One of the main goals of these organizations is to strengthen and reconfirm their common heritage. Outreach work to educate people about their ethnic and culture heritage is consistent with these goals.

On the community side, there is often a great need for role models. College students from the same cultural or ethnic background are often able to reach young people in a way no one else can. Some program ideas include:

- Staffing a teen center for young people from a similar ethnic culture;

- Teaching classes in the arts, drama, and dance of a particular ethnic background to people in the community;
- Teaching classes that explain cultural and ethnic traditions--for example, develop a curriculum and present classes during Black History Month;
- Teaching English as a Second Language.

Foreign Language Department

Schools and community centers in your local community need individuals with proficiency in a variety of foreign languages. Students are needed to:

- Tutor English to students during and after school;
- Help the welfare or housing department interpret for those who do not speak English;
- Start or help out in a Vietnamese Boy Scout Troup.

Check with the head of the your Language Department and professors to see if some of the classes would give partial credit for students who work in a structured setting in the community using their foreign language skills.

Contact the Internship Office (if you have one) to see if there are any internships in the community for students with foreign language skills.

See if you can get partial credit for teaching in the community.

Fraternities and Sororities

Fraternity life is traditionally centered around three challenges: academics, social life, and service. While many are active in community service and some are leaders in providing service to the community, in too many instances people get involved in social service projects primarily as a means of getting someone off their backs.

Why? Some of the following problems plague community service at the fraternity and sorority level:

- These groups are often told what and when they have to help rather than being asked how they would like to be of service;
- Rarely is anyone helping the Greek organizations develop a strategy for approaching their community work;

These groups should be encouraged to become involved on an on going basis.

- As a result, the Greek community service experience is often scrambled, uninspiring, and unfulfilling.

These groups should be encouraged to become involved in an on-going basis. Someone from your service organization should work with the Greek organizations to explore ways they might go about implementing more challenging, enjoyable, and satisfying programs.

For example, many fraternity members have a special interest in athletics. Encourage them to link up with a community recreation center or to support a local Little League baseball or soccer team. Get brothers and sisters to help staff a community agency that works with kids in recreation. You might even get all the fraternities at your school to support a soccer or street hockey league with each fraternity providing coaches, equipment, and awards for the league.

The service organization at Dartmouth College runs the Spring Pledge Project. Each winter it approaches the community looking for agencies and service organizations with specific needs that could be met by a team of students. These might include such jobs as painting a classroom, landscaping around a nursing home, building a playground, or helping re-sod a field. The organization comes up with about 20 projects a year. An information packet is then sent out to the Greek organizations encouraging them to take on these tasks as pledge projects. The time commitment for these projects varies, but they usually take a couple of weekends to complete. The programs are available on a first-come, first-served basis, so the quicker a group acts, the better chance it has of getting the project it wants.

Political and Special Interest Groups

Political groups can get involved in many service-related activities.

While many of the activities in which these groups get involved fall under the category of social advocacy or political action, they can also get involved in more service-oriented activities, including:

- Leading classes in adult education about nuclear issues;
- Discussing current events with local youth;
- Educating people about consumer products;
- Alerting people about health hazards in the community or about national issues such as toxic waste or acid rain.

PROGRAM SCHEDULING



These projects offer students opportunities to apply and test their classroom learning.

Obtaining Academic Supervision and Credit for Internship Learning

by Tim Stanton, Stanford University's Public Service Center

If you are interested in obtaining academic supervision and credit for your volunteer, internship, or action research project in the community, it is never too early to begin planning. This outline is intended as an introduction to the issues involved in obtaining credit for internship learning at your school.

Why are volunteer work, internships, and action research valuable educational experiences?

Volunteer work, internships, and action research projects offer students opportunities to apply and test their classroom learning, to develop new skills, and to gain deeper understandings of critical social and technological issues as participants in a wide array of organizational and cultural settings outside the college or university setting. When effectively supervised by professionals in the community and faculty on campus, they enable students to reflect upon and conceptualize the relationship between their community experiences and bodies of theory and knowledge.

What is the university's policy toward academic credit for these activities?

The process of integrating experience and theory distinguishes internship learning from work experience and is the basis upon which academic credit may appropriately be awarded. In other words, you may often obtain credit for your learning that *results from* a volunteer, internship, or action research project, not for the internship or project itself.

What programs and procedures exist for granting of academic credit?

Basically there are *two routes* for earning credit for internships:

- through academic courses and programs that include internship learning or community-based, action research projects as course requirements.

- through use of internship learning as the basis for developing "directed studies" arrangements with an individual faculty member.

In organized courses the relationship between an internship or community field experience and the course's academic objectives is usually explicit. Setting up a "directed (or independent) study", however, will require considerably more thought, preparation, and responsibility on your part for guiding your learning. Programs, procedures, and requirements for providing academic supervision and sponsorship of students' internship learning vary according to practices and policies existing in each department at your school.

Courses

Check your school's course catalogue or your academic advisor for a listing of regular courses with internship learning as a major component.

Directed Studies

Directed studies are individual learning experiences. They are usually initiated by students who contract with a faculty member to complete a mutually agreed-upon course of study. Credits and requirements vary from department to department.

If you are interested in earning academic credit for your internship through directed studies, the period when you are exploring internship options and arrangements is also the time to arrange your directed studies. These arrangements sometimes take time to put together. Faculty members willing and able to work with you can be hard to find. Thus, it is to your advantage to begin early. Most faculty will require that you have these arrangements finalized prior to the beginning of the quarter in which you undertake your internship.

How do I go about deciding which option (course or directed studies?) is best for me?

Examine the course content, supervision and credit-granting procedures contained in your school's internship courses and determine their relevance to your projected internship activities and your learning interests. Course syllabi can be obtained from the department offices of departments that sponsor internship courses. Talk with the course instructors. Another good informational resource is students who have taken these courses (ask for names in the department offices). Check to see whether your major (or undeclared) status affects your ability to enroll in these courses.

If the course route will not work for you, then the only other option is directed (or independent) studies.

It is to your advantage to begin making arrangements early.

To interest a faculty member in working with you, you will need to look at the academic side of your internship experience.

How do I go about arranging directed (or independent) study sponsorship of my internship?

The first task is identifying an appropriate faculty member.

Start with your interests and the aspects of your internship that interest you *academically*. You may be motivated to undertake an internship to help solve a social problem, explore a career area, develop a set of professional skills, or even enhance and strengthen your self-confidence. These are all good and legitimate reasons to do an internship. However, they are not academic and are therefore not a rationale for earning credit for your activities, no matter how valuable they may be. To interest a faculty member in working with you, you will need to look at the knowledge you wish to gain from your internship activities, the information you will gather and reflect upon, and the opportunity that your internship will present you to explore further theories you have encountered in the classroom or issues that interest you in your studies and in the world.

Next, you should consider what areas of academic faculty expertise would best relate to your interests and to your internship activities. For example, if you think you will be working in a local government or political setting and domestic policy issues are a major interest for you, a professor of political science or public policy might be best for you, rather than a psychologist. Selecting a potential faculty sponsor will depend on what you want to focus on academically during your internship.

A secondary, but necessarily important issue is whether you need/want credits from your internship learning to be in your major. If you do, then you must find a faculty member in your major department to work with you, which means that the academic focus of your learning in your internship must fit within the subject matter area of that department. (Also, since many faculty will only arrange for directed studies with students majoring in their department, this may be the only route to directed studies for many students.)

Don't be bashful! English and history faculty may be interested in sponsoring internship learning when the learning that results can be described as "English" or "history"---(eg. research into women's literature at a community women's center, or development of a paper on the history of minority group participation in local policy making for a policy research office) or in terms of the skills you are working to develop (writing, historical policy research, etc.). Try to find a faculty member who is interested in you and your internship, and be creative!

The second task is discussing your intentions with faculty members you have indentified, and persuading one of them to sponsor and participate with you in developing a study plan.

Before approaching a faculty member to sponsor you, prepare yourself well for their possible reluctance.

During the professor's office hours or in an arranged appointment, introduce yourself, your interests and academic objectives for doing an internship, and describe the internship arrangements you have made, the organization you will work with, your internship supervisor, etc. Find out whether the professor is interested and able to sponsor you and discuss specific procedures and requirements you must follow to earn credit. How much reading will you have to do? Who is responsible for identifying what you will read? What about papers? How often will you meet together to discuss your internship placement supervisor in the way of evaluation at the end of the internship?

You may also need to discuss the number of credits you wish to contract for in your directed study. The University educational policy relevant to internship learning at your school may put restrictions on the ratio between academic credit and "intellectual" work undertaken each week during a quarter. In the case of internship learning, "intellectual" work may include the following: work outside-the-internship that reflects upon and conceptualizes the student's internship experience as related to the academic focus. Creditable off-the-internship activities typically include: writing about the internship through journals, analysis reports, and research papers; reading; discussions with a faculty advisor; discussions with other students in supervised seminars, etc.

A word of advice: Many faculty members are reluctant to sponsor students in internships through directed studies. They may feel internship experiences, no matter how valuable to students personally, are not "academic" learning and thus do not merit academic credit. In addition, they may feel, with some legitimacy, that effective supervision and sponsorship of internship learning can amount to a lot of extra work for them, for which they receive little reward. Thus, we recommend that *before* approaching a faculty member you prepare yourself for this possible reluctance in the following ways:

- Write up a short outline or summary statement describing your intentions for the internship, which you can give to the faculty member when you meet. In this outline include the following:
 - a) your internship organization, supervisor's name and telephone, address, etc. Provide a brief description of what you will be doing.
 - b) your academic objectives for the proposed directed study--what do you intend to learn through this arrangement, and how will your internship activities enable you to learn these things?
 - c) the nature of assistance and supervision you think you want from your faculty sponsor--how often would you like to meet? Do you need help identifying

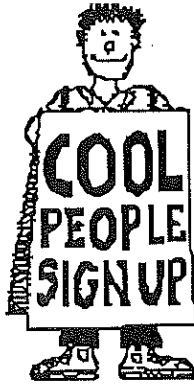
By being prepared and organized, you will take a long step toward gaining faculty approval for your project.

readings that will support your study? What kind of paper(s) do you want to write? on what topics?

- d) the criteria and process for evaluating your learning---on what basis do you wish to be graded? Who will have input (you, your internship supervisor, your faculty sponsor)?
- e) propose the number of credits you feel you deserve for your study.

Be reasonable. Keep in mind your school's policies governing this sort of study arrangement. Be assertive as well. In your outline and in your discussion, let your faculty member know that you have serious *academic* interests related to your internship (extending beyond career development, personal growth, etc.), and that linking your internship to your academic studies really matters to you.

Writing up such a statement will not only help you think through what you want to say to your faculty sponsor. It will also help you focus on what you want to get out of your internship, thus making it a more productive experience. Finally, by being prepared and organized, you will have taken a long step toward obtaining the support you need from your potential faculty sponsor.



Recruitment Strategies for Your Service Organization

The best way to recruit people is to approach them directly. Your energy, excitement and enjoyment will attract the interest of students around you. Your enthusiasm can be infectious, so make it work for you. The following is a list of ways to recruit students.

Recruitment Meetings

As we said in *CHAPTER 3: BUILDING A STRUCTURE*: you can meet a program to death. Be prepared, do your homework, print an agenda, have a plan of action outlined ahead of time, make as many uncontroversial decisions as you can, present them all for discussion, and keep the discussions brief and to the point.

Be prepared to place students as soon as possible.

Your follow-up meeting is as important as your initial recruitment meeting. Get in touch with interested students within a week of your initial meeting. Find them a placement and get them started. You need an orientation session before actually placing your students, so be prepared to do that as soon as possible (see *CHAPTER 7: TRAINING & SUPERVISION*).

Registration

Registration is a crucial time to recruit students. Most students waste no time deciding what it is they are going to do with themselves during the term. Have the date and site of the first organizational meeting set so that you can tell people when and where they should meet.

Set up a booth at registration either at the entrance or at the exit of the registration hall. Your program directors and volunteers should be around to sell their programs. Have a sign-up sheet for those who are willing and get their telephone numbers and their area of interest.

Schedule Cards

Almost everyone makes a schedule card at some point in his/her college career. Many student service organizations use them as a recruitment tool. When students block off their academic, athletic, and club responsibilities on this sheet, they usually discover, as if by magic, how

much free time they have. Emphasize that it can take as little as a couple of hours one afternoon a week to make a difference.

Hand out schedule cards at registration or during other recruitment events throughout the year. You might design them with one side full of service program descriptions and a number to reach the office. This can be a good advertisement for your program because students look at this sheet often. In addition, it will help them be more responsible volunteers if they have a sheet where they block off their time.

Door-to-Door

A personal, face-to-face challenge is one of the most effective ways to recruit students.

Probably the most effective way of recruiting student volunteers is to go door-to-door. A door-to-door recruitment campaign allows you to bring a personal, face-to-face challenge to students. Depending on the size of your school, however, it may take a massive effort to reach everyone at your school.

Begin by telling the people you visit that you are from the community service program. Ask if they have ever heard of the program, been involved, or even thought about getting involved. If people are interested, tell them about your programs and the time commitment required. Some people might take a little persuading. The same old excuses will pop up: "I have no time. There is nothing that I can do. There isn't a program that I like." Work on your answers to these beforehand.

Presentations to Groups

Recruitment can take place in dorm units, club meetings, and other group gatherings. Take 5-10 minutes to tell people about your organization and its programs and the need for student involvement. If your presentation is made forcefully and kept brief, students will respond with interest and support.

In-Class Presentations

Ask professors in advance if you can give a brief announcement just before their class starts. You can use this time to announce an open house, a fundraising event, or an urgent need in a community project. Get the professors to introduce you, be brief, and thank them for their support.

Tabling

Tabling is one of the most popular and effective ways to recruit.

Tabling is one of the most popular and effective ways to recruit. Place yourself next to the I.D. checkers. Usually people will have to wait in line long enough to give you a moment to talk to them.

Try to get students from your organization to table their own dorms. Cover every dining hall on the same day. To ensure you don't miss anyone, table at lunch and dinner on the same day.

Finally, figure out ahead of time what to do with all the names you'll get from the sign-up sheet. Remember to follow-up on their interest within a week or you'll risk losing interested students.

Residential Advisors

Ask if they will endorse your program at their meetings with students.

Many schools have a residential advising system staffed by upperclassmen or graduate students. Try to tap into this structure by letting them know what your service organization is up to. There are several ways to go about doing this, including:

■ Make a presentation to all residential advisors

Get on the agenda at the training meetings for advisors held at the beginning of the school year. In a brief talk you can tell these folks about your program and ask if they will endorse the program at their meetings with their students. Approach the director of the residential advising staff to arrange this talk. With support you could try to make it part of an advisors' mandatory training to know about community service opportunities. One way to get support for this idea is to have someone from this office on your Advisory Board.

■ Appoint floor or dorm reps

Ask each of the dorm units to announce that the community service program needs a floor or dorm representative (depending on the size of the building). Try to establish this position so that it has clearly defined tasks.

Dorm representatives will be able to act as the voice for the community service programs in their dorms. They will become a daily presence for your organization, announcing events, posterizing, and encouraging other students to explore the various program opportunities available to them in the community. Help them do their job by providing them with organizational support. If they are an active members of your organization's operations, they will be able to do their job more naturally, and thus, more effectively.

Resource Survey

Student surveys help you find people interested in your programs.

Student surveys are a great tool to use when recruiting. Use them at the beginning of the year. Through them, you'll learn:

- who is interested in working with your organization;
- what they are interested in;
- how much of a time commitment they can make;
- where and when to get a hold of them;
- any ideas they might have on new programs you can help them start.

Make up a one-page survey that includes a check list of all the different activities a student might be interested in. In addition, the survey should:

- have a catchy slogan like "Come Play with Hartford";
- be easy to read;
- have a place to check things off;
- have a couple of lines for new ideas;
- have a place where people put their names and phone numbers;
- be printed on a brightly colored piece of paper.

The strength of this survey lies in the fact that you are not asking anyone to sign up for a particular program. From the responses, you can begin to think of ways to match the community's needs with the individual's interests.

The survey will give you a list of people who were interested enough to fill out the form and hopefully a way to get a hold of them. Contact them with a program they might want to work on.

Conducting the survey

Over a two-day period, you should reach every dining hall with someone from your program handing out and collecting the surveys. If possible, every dorm should be covered by someone from the dorm so that people will recognize that person. If the dining hall will not reach everyone, set up a table somewhere where there is heavy traffic and people generally have to slow down or stop. These places might include: the mail room, the student union, and the school parking lots (especially for commuter schools).

Every dorm and dining hall should be covered.

Set up a table in front of the food checker so students can't miss you. If your dining hall is like most, lines will form so people will have a

Talk to people about your programs while handing out the survey.

Make a master list of who signed up, and recruit them according to their interests.

minute or two where they are doing nothing. Hand out the survey there along with pencils (expect to lose the pencils). Have a box where people can drop off the survey sometime during lunch. Leave the box there for a couple of days so everyone will have a chance to drop them in it.

Make sure that you have a check box on the survey that says, "No, I don't have any time, I can't help." People should be encouraged to fill out the survey even if there is only a slight inclination on their part. Let them know that they are not making a commitment to work on the program, but that if they do write their name down someone will contact them.

While you are handing out the survey, talk to people. For the most part people will be interested and they will say, "Oh, yeah, I always wanted to do something like this." Have information about your programs ready to distribute.

Make sure that there is more than one person on hand, preferably three or four. Besides being no fun to do this alone, it's less effective that way. Make sure that you are energetic and up-beat. Every so often go around the dining hall to pick up surveys that people have thrown on the floor or left on the table.

A strong effort should be made to get to every person. Too often groups of people, whether they be the athletes or people who live in the frats, do not get approached. Community outreach programs can become dangerously one-dimensional if you don't have broad representation from the student body.

Survey follow-up

If all goes well, you should get about a fourth to half your school to fill out the survey. This information will help you target specific students rather than having to approach the entire school.

Once the survey is complete, make a master list of who signed up and what they signed up for. Divide them up into different program interests. Give this information to the students in charge of the specific areas: youth, education, elderly, etc.

It should be mandatory for every program coordinator to get in touch with everyone who shows interest. The project heads should begin looking at what opportunities there are for their students in the community. Though not everyone will follow through on their initial interest, you will get a lot of new people in the program through this process. Some people may not be able to get involved right away, but put them on your mailing list.

Recruiting Freshmen

Active freshmen will insure that your programs have strong and effective leaders in the future.

Freshmen are your future. Recruiting them is essential for the health and strength of your organization. Their input is important to get the year off to a good start and will insure that your programs have strong and effective leaders in the future.

In the early stages, programs should be fun and uncomplicated. Get freshmen involved in the projects that they are most interested in by tapping into their athletic, artistic, and academic talents. Be sure to encourage their progress.

The following are some ideas on how to recruit freshmen before they get to school and during their first few weeks in college.

■ Freshmen mailing

Almost every college sends incoming freshmen a packet of information during the summer. Get permission to include a one-page description of your service organization's programs in this packet (preferably on a bright piece of paper). Also, include a return postcard that asks them to describe their interests.

This information, though brief, will make incoming students aware of your programs and will get them thinking about community service as an activity they might want to pursue at college.

To find out more about the freshmen mailing, contact your Student Activities Office, Dean of Students, Admissions Office, or the Chaplain of your school.

■ Registration and orientation

During freshman registration and orientation, launch a major recruitment drive. Set up a booth, hand out brochures, make a bulletin board, and present a slide show on your programs.

Most important, talk to incoming students about your organization. Tell them about your program and the opportunities available to them. Find out what they did in high school and if they have been involved in community service programs before.

Be sure to get their names and phone numbers. Placements should be made as soon as possible. Take great care to see that everyone is happy with his/her placement.

Set up a community tour to give students a sense of what goes on outside the campus walls.

A service project helps make the freshman class more unified, effective, and exciting.

■ Freshman week project

Toward the end of freshman week, plan a large service event, like a paint-a-thon, that can be completed in a single day. If you make it seem like it's an old school tradition, they'll probably sign up without hesitation. Events like this are good opportunities for freshmen to begin meeting one another.

■ Community tours

Set up a tour of your community for freshmen during orientation to give them a sense of what goes on outside the campus walls. Describe the activities of various community agencies and, if possible, arrange for meetings with some of these groups. Above all, take them to areas of your city or town that they might not normally see.

■ Freshman advisors

Contact and inform freshmen advisors about your organization and about how their students can get involved. Tell them about meeting times and give them a list of contact people from your group.

■ Dorm visits

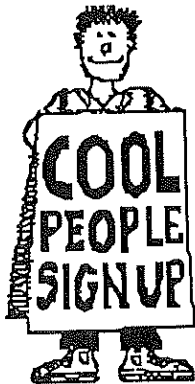
During freshman week and throughout the fall, members of your service organization should visit dorms or residential halls to tell freshmen about the community, its needs, and how they could become involved in it. Try to have at least one freshman from each dorm unit as a contact person for your organization.

You might suggest that each dorm undertake a service project. For example, dorms could staff a day-care center, teach a reading or math class, or coach a soccer team.

■ Freshmen class councils

The Freshmen Class Council is made up of some of the most creative and committed students on campus. Your service organization should propose that the Council help initiate a class service project.

Try to get the class to become active on a single community issue, then establish a program to recruit freshmen volunteers, and raise any necessary money to run it. Such a service project will make the freshmen class more unified, effective, and exciting in everyone's eyes.



New and Old Ways to Promote Your Service Efforts

If you want the best students on campus, you have to get the word out. Recruitment of students shouldn't stop after the first week of school. To bring community service to the forefront of student life, you have to keep a year-round focus on your programs. The following promotion ideas contain basic strategies for getting the word out about your efforts. A good article in the campus newspaper or the alumni magazine is a big help when recruiting students or raising money for your organization.

Volunteer Goals

You need to keep a year-round focus on your programs.

Much like fundraising drives and blood drives, you need to set a goal and publicize how many volunteers you want to have on campus for the term. Make this a realistic goal.

Announce your goal and spread the word around campus. Put the number you need in terms of a percentage of the school. For example, if your school has 5,000 students, aim for 20% participation, or 1,000 student volunteers.

Make a big billboard or sign to be displayed in a prominent location on campus that shows how close you are to reaching your goal. Try to make it a matter of pride for the campus to reach the goal.

This kind of promotion has the effect of making students aware of what kind and level of involvement other students on campus are engaged in. For logistical purposes, you should make a minimum commitment of two hours per person per week.

Table Tents

Table tents are pieces of paper folded in half and placed in between the salt and pepper shakers on the table in the dining hall. Print your table tent message so that people can read it from either side.

Table tents are better than just putting flat pieces of paper on the dining room tables which get thrown away and make a mess. Once up, table tents can be expected to last a couple of days before they all get thrown away.

Student Newspaper

Your student paper can be a voice in promoting your programs and activities.

Your school newspaper can be a voice promoting your programs and activities. Some papers will be very supportive; others will treat you like any other customer or any other group on campus. Make a point of visiting with the newspaper's editors every year.

■ Advertisements in the paper

Put advertisements in the paper about pressing needs and upcoming events. Try to work out a deal with the newspaper to get the advertisements free. You may not always get the advertisements in when you want, and they may not be positioned in the best slots, but anything is better than nothing. Almost every paper in the country runs public service ads. Have camera-ready artwork prepared ahead of time so that when a paper needs filler it can run your ad.

■ Weekly listing of community needs

Depending on how community-minded your paper is, think about running a section in the paper, preferably once a week and at least once a month, that lists pressing community needs that could be met by students. State the specific need, skills required, the time demands, when people are needed, and whom to contact. Assign a person to gather the listing and send it over to the newspaper. Be sure you advertise this service to the community agencies, particularly the volunteer clearinghouses, so that they can tap into it.

■ Articles on projects

Encourage the paper to cover events and write feature stories about the different service programs you have going in the local community. Maybe you can get it to do a long series. Better yet, get the paper to assign a reporter to cover your program as a regular part of their beat. If the hockey team and the track team get their own reporter, why shouldn't you?

■ Conduct student surveys on social issues

Get the newspaper to do student surveys asking questions about how many students volunteer, how many know about the various service groups on campus, and what their knowledge is on key social issues. Such polls will shed light on social trends that affect everyone. They will either encourage your cause by generating some momentum against the negative stereotypes facing college students today, or they will disclose a lack of interest in community service work and may force the students to face this issue.

Alumni Magazine

Get the Alumni Association to write an article about what your program is doing and how you are working to bring a sense of community involvement to the campus. This will give you visibility among the alumni, and may also encourage some alumni to become involved in your activities. Alumni participation brings a feeling of tradition to your program. They can help in writing the history of community service on your campus, as well as serve as a potential funding and lobbying source.

Local Paper

Contact the local newspapers to cover your activities in the community. This will give you visibility and will help you begin to break down possible negative attitudes in the community towards college students. This will help you gain the confidence of community agencies and will also encourage other groups to begin working with students.

Local and Campus Radio

Student and local radio stations are another vehicle of communication that you can tap into on your campus. The following are some ideas that you might try in using the airwaves to promote your organization's work:

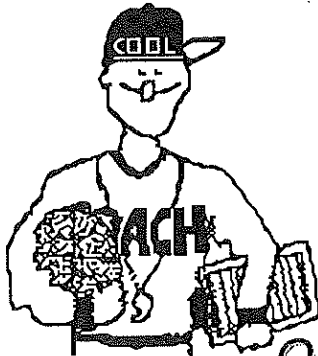
■ Public service announcements

Public service announcements are free and can be used to advertise events, specific needs, or as a general plug for your program. Go to the radio station and talk with the director of programming. Maybe a student who works there will help you write and produce these announcements, though it is more common for groups to submit their announcements on note cards to be read over the air.

■ Interview students and community people

Encourage the radio station to interview students and community leaders who are involved in community service work. This exposure is good publicity for the individual programs and gives validity to the work you do by recognizing your contributions.

This exposure is good publicity and gives validity to your work by recognizing your contributions.



Training Your Volunteers

Preparing your volunteers for their work is the crucial ingredient for their successful participation. Below we discuss two aspects of this process: the orientation and the training session.

Orientation

Your orientation should give volunteers some idea about what to expect from their positions.

Students involved in your program should be prepared for their first day of work. They should be encouraged to feel that they are a part of things and that they are working for a reason. Your orientation should give volunteers some idea about what to expect in their positions.

The following items should be covered:

- the purpose, goals, and structure of the organization that they will be working in;
- background information on the people involved in the program;
- the role of volunteers in the program;
- a description of what the first day will be like;
- a contact person for the volunteers to report to;
- a chance to ask questions about the program, the community, and the people in it;
- an introduction to staff people and other volunteers with experience in the program.

Orientation should be as brief and painless as possible. Bring the students and the community people together as a group to give them a chance to meet and talk with one another. If the orientation is going to be held at the site, use this opportunity to familiarize students with the transportation system.

Arrange a back-up date, either through personal contact or through another group meeting, for students who cannot make the first orientation session.

A good orientation will increase student interest and commitment to your program.

Planning orientations

Ask students what questions they have about working in this program. Ask your community contacts what they feel is important for students to know. Finally, ask students what it is they think they ought to know before they take on their placement.

Make sure that the orientation is tailored to students and their unique needs. You should look at their experience, the type of work they are involved in, and the amount of skill required. If possible, personalize the orientation so that students remain interested and feel that they are needed and are being treated well.

A good orientation procedure will help you keep students involved. It will develop a sense of community among the students and it will help increase student interest and commitment to the program. Students will develop a sense of responsibility to the program faster if they meet their community contacts personally.

Running the orientation

Make sure that the facilities are suitable, refreshments are available, and there is time for students and staff to socialize. Try to make the orientation as informal and relaxed as possible.

Bring handouts and other written materials for students. Include information about the agency, its members, and some general guidelines for student volunteers. There should also be a map and transportation information prepared by the student program director.

Make sure your student volunteers know when and where the orientation is. Contact them by phone, and if necessary by letter or postcard. If you are going off campus, make sure that you go as a group. Also, put up posters and signs to remind people and to recruit any last-minute volunteers.

Evaluating the orientation

A few weeks into the program, ask students and community people to evaluate the orientation. Have them fill out an evaluation form, but also talk with each of them individually. Keep these records on file so that you can incorporate their suggestions when planning your next orientation.

The Training Session

Everybody knows you need to train your volunteers before sending them to a site. Few students come to your program with the skills and

Work closely with your community contact to design and run the training sessions.

experience needed to do some of the things their volunteer position will ask of them. Too often, student service programs just send their volunteers out to a community agency and hope for the best.

Work closely with your community contact to design the training sessions. Most student programs are affiliated with an existing community agency, so they already know how best to train volunteers. Help them ensure that training is provided and is performed in an attractive, educational, and interesting fashion for the new students in your organization.

Training is a key ingredient to any successful program in providing students with worthwhile experiences and community agencies with understanding and competent volunteers. Some campus programs and community agencies won't allow student volunteers in their programs until they have been properly trained.

Remember that one of the motivations students have for volunteering (though we hope not the only one) is that they will get job experience that will help them choose a career and also make them more attractive to employers.

Effective training sessions cover the following for student volunteers:

- goals and objectives of the community agency and its program;
- background about the clients they will be working with;
- the history of the program;
- the history of the agency's work with student volunteers;
- the role and expectations for volunteers in the program;
- information and skills training necessary to make effective decisions during the course of the student's work.

Organizing and running a training event

To be effective, the training session must be carefully planned. Here are some suggestions that should help you keep the session lively, informative, and useful.

- Describe the agency's needs. Let students know from the outset what the community expects out of them and what kind of information and training they'll need to successfully carry this out.
- Don't overtrain. If you do, you'll defeat your purpose and risk turning students off.

Let students know what's expected of them, but don't overtrain.

Be realistic in your training expectations; don't expect a perfect volunteer right away.

A follow-up session and on-the-job training can get more detailed training accomplished .

- Walk through what a typical day will be like.
- Remember, students are not like your average volunteer. They are often impatient and critical of people wasting their time. The best people to provide training tend to be younger staff who know how to relate to college students.
- Be realistic in your training expectations; don't expect everyone to be a perfect volunteer right away. Remember to keep the training session as brief as possible without sacrificing quality. Students have a short attention span, especially after a long day of classes.
- Pick your training site and time with convenience in mind. The easier it is for students to get there, the more students you will have on hand. The best time is after dinner or later on in the evening.
- Contact students well ahead of time. Write a letter and follow up with a phone call telling when and where the orientation session will be held. Make sure that you know if a student cannot attend and schedule a back-up time when training will also be available. This way you will know who does not attend because of real conflicts and who does not come because of a lack of interest and commitment.
- Keep things entertaining and informative.
- Evaluate your training afterwards. Make sure that you give students a chance for feedback on the training. You will convey the message that you really do listen to students and it will also ensure better training sessions in the future.

Additional training

Arrange a follow-up training session where students can get more detailed training. There should be plenty of time set aside so that they can ask questions on issues and topics relating to their work.

On-the-job training

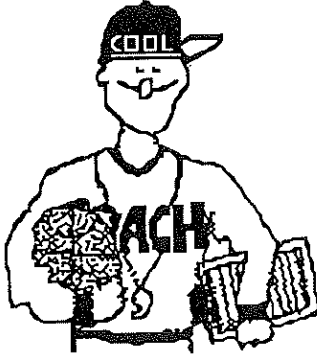
On-the-job training has many advantages when conducted in conjunction with a more formal introductory training session.

Depending on how you arrange this sort of training, whether side-by-side with an experienced person or as an observer, on-the-job training:

- allows for a progression of training experiences that gives students an opportunity to ask questions about their work as they come into contact with new situations.

TRAINING & SUPERVISION

- encourages students to be their own best evaluators by forcing them to think hard about what they are learning while they are learning it;
- develops more naturally the student-staff relationship; and
- gradually brings on additional responsibility to students as they grow into their positions.



All students should have someone in both the community and your organization to look after them.

Supervising Student Volunteers

Good supervision should give students support, guidance, training, and an avenue to address issues and problems as they arise. It should provide input from the community staff on how they are doing, give everyone a chance to talk about their program's strengths and weaknesses, and ways it might be improved.

First decide who will be doing the supervision. Unless this is clarified at the start, some students will get too little, too much, or a mish-mash of conflicting signals which will most certainly hinder performance.

The amount of supervision needed depends on the task at hand. A one-day clean-up demands far less supervision than a year-long tutoring program. In either case, there should always be someone to supervise whomever is volunteering. Without visible support, students often get misdirected and become frustrated and ineffective as volunteers.

In most cases, community contacts will be responsible for on-site supervision. Still, you can do many things to help keep avenues of communication open simply by checking up on people to see how they are doing. Sometimes peer supervision works best when you use students who have program experience as supervisors for other students.

Ways to supervise

Evaluate your supervision methods several times during the year to ensure that they encourage student and staff feedback. Establish a procedure to address problems as they arise and make sure students and staff feel there is consistency and coordination from one supervisor to the next.

The following ideas work best in various combinations. They are all designed to help you avoid crisis intervention, the worst kind of supervision.

- *Group meetings:* arrange for students to meet with one another as well as with staff members. These sessions can be used to introduce new material and techniques or to discuss important situations.
- *On-site supervision:* have experienced students present where students are working--not to watch every move they make, but rather

- *Pre-work meetings:* each day before the program gets going the group might meet to discuss plans and other important matters.
- *Post-work meetings:* this time can be used to ask questions and provide feedback on the day's events and to talk about plans for the next one.
- *Weekly reports:* have students fill out a brief questionnaire and include room for comments or questions.
- *Phone calls:* call up students to find out how things are going and if there are any questions or problems.
- *Upon a student's request:* establish a way for students to meet with their program directors when the need arises.

Student Contracts

Contracts between the student volunteers and the community group are a popular way to insure communication and clarity about what is expected out of a particular project. In fact, the contract should extend to the student and to the community group responsible for the program so that the student gets a commitment from your organization as well.

Student contracts should include a job description and information about:

- When and where students are expected to be present, acknowledging vacation breaks, exams, and other holidays;
- Who the supervisor and the chairperson of the student committee overseeing the project are;
- A description of the duties that the student will be responsible for;
- The nature of support and supervision the students will receive;
- What a student should do if he or she cannot work on a given day.



General Fundraising Tips

Good ideas are a dime a dozen. The real issue is how to make them marketable. Too often the problems faced by non-profits boil down to an issue of inadequate funding. How often have you heard someone complain, "Oh, we can't do that, we don't have the money!"

Then again, where there's a will there's a way.

Sometimes you'll need a quick fundraiser to make some cash. Other times you may want to plan a major event that will make thousands of dollars. Still other fundraisers can become a vehicle to bring students from different groups together in a single event. Finally, fundraisers can be held to publicize a program or to educate people about a particular issue.

Before describing one-time, annual, and a handful of other fundraising ideas, here are some general guidelines to keep in mind when you launch your fundraising efforts:

- Run your programs on a low budget. Try to locate your programs nearby. Once you have proven yourself, then go out and seek money for new and expanded efforts.
- Fundraising is a drag for lots of people, but there are those who may see it as a challenging and exciting experience. Find those people on campus who would like to organize, sponsor, or in some other way get involved in raising money for your organization.
- Get advice and assistance from the Development Office. These people are professionals who are often willing to assist student fundraising efforts.
- Get a variety of groups to throw a fundraiser together and split the proceeds.
- Take advantage of holidays. They are always a good time to make money selling special merchandise suited to the occasion.



One-Time Fundraising Projects

The following describes a variety of fundraisers that are quick and relatively easy ways to raise some cash. They won't get you rich, but they can net you a couple hundred dollars if done correctly.

Car Washes

Car washes are a fun way to raise some quick cash.

Car washes are a favorite way to raise money for two good reasons--they are fun and they make good money for the effort. If you can, encourage kids from your various service programs to help. (Money they raise should probably go towards their programs.)

Set up your car wash in the school or shopping center parking lot. If you encourage local kids to help wash, make sure that there is enough adult supervision to gain the trust of the car owners. Make a big sign that says who you are and what you're raising money for--a summer camp or a field trip to Washington, D.C., for instance.

Remember, get permission to hold the car wash in the parking lot from the lot attendant so people can get their cars cleaned during the day while they are at work. You might also get an agreement to use the lot's water faucet, if you need it.

Used Book Sale

Students are always looking for used textbooks.

There are two types of used book sales: those you do yourself and those arranged through a local used book store. In either case, students are always looking for used textbooks to save money.

Gather the used books and have a place to store them. If you are going to re-sell them yourself, make this room your store.

Arrange a book drop at the end of each semester so students can drop off books they no longer need. Keep a record of who gave you which books. Arrange a selling price with the person who donates the books. You simply agree to put it on your shelves. When the book is sold, you take a 10 to 30% cut for arranging the sale.

Dance Aerobics Classes

Yes, you read it right! Find an aerobic dancer in your school and persuade the student to give lessons on behalf of your organization. Charge a minimal fee for each class or a one-time semester fee. Many times there are people giving these classes for free. If students are supportive of your cause, they might be willing to pay a small fee. Some instructors might want to get paid, in which case you can try to make an arrangement on a percentage basis.

Cookbook

***Cookbooks
are the #1
selling books
in America.***

Ask people from all over campus, including alumni and friends, to donate recipes for a College Cookbook. Remember, cookbooks are the number one selling type of books in America (followed, of course, by diet books).

The great diversity of culinary tastes at almost any school should produce an interesting assortment of recipes. If you take care to design an attractive, high-quality book, it should sell well through the Alumni magazines, at Parents' and Alumni weekends, and at other large gatherings.

You could also compile a beginner's cookbook for students entering the real world for the first time or a cookbook for students who want to avoid campus food!

Movies

Old movies are a popular campus attraction and are cheap to rent.

There are many movie rental outfits you can call on. But, before you do, contact the Dean's Office to find out what the rules are on showing movies. There is usually some kind of Governing Body that oversees the operation. Find a dorm to let you use its dining hall or get an academic department to let you use one of its lecture halls. Consider hosting a series of films throughout the term. Serve popcorn, soft-drinks, and candy. Concession stands will make you most of your money.

Raffle

Raffles can create some excitement & publicity for your program.

If you can arrange donations of a couple of decent prizes, raffles are a good way to make money.

The problem with raffles is that people see them as a bit of a nuisance and, unlike some other events, the intrinsic value of the event is not high. But, if you can get good prizes, raffles can create some excitement and publicity for your organization.

Make sure to contact the Dean's Office to get information about rules concerning raffles. Rarely will you get more than a dollar per ticket. People are willing to throw quarters around regardless of the prizes. The drawing should be held at a well-attended event like a basketball game or a school assembly.

Recycling

If you like trash or care about a clean environment, a recycling campaign is for you.

After arranging with a local collection agency to pay you for what you gather, get a bunch of people to go through the dorms and school buildings for a couple of days collecting paper, bottles, and cans. Set up giant collection bins in a central location. You can get some money for bundles of paper and other recyclable items.

If you live in a state where there is a bottle bill, set up drop-off sites for people to leave cans for your program. Arrange a regular pick-up system or have someone keep an eye on the site.

Rummage Sales

Don't let good furniture go to waste.

At the end of the year, seniors graduate and underclassmen move up to bigger and better things, including dorm rooms. Over the years seniors acquire lots of stuff that they rarely take with them upon graduating. During a day in late Spring set up a drop-off place where seniors and anyone else can bring all their things to try to sell their goods to underclassmen, and earn a 15-25% cut of the selling price of the item.

This can turn into an annual event that provides a service to those students who are leaving or returning. Hold it on a day when storage rooms are open so that people can take their new items to be put away for the summer.

Sales & Consignment

Consignment allows you to sell merchandise risk free.

Selling can be a way to make a lot of money fast. But to make money you have to know how to sell. Some sales, like bake sales, are labor intensive. History has shown us that bake sales can make money, but not without a lot of time and effort.

There are some ways to have sales without ever having to shell out a penny of your own money in advance. The nice part about these fundraisers is that they pose no risk and you make money according to how hard you want to work.

The best way to set these up is to find a merchant or a farmer who has things to sell and then make arrangements for the individual to set up shop on campus. You take a certain percentage off the top of what the merchant makes while on campus. Outside groups are usually not allowed on campus unless they are sponsored by a student group. Check with the Dean's Office first to make sure what the rules are about arranging campus sales. Then, contact local merchants to see who is interested in the idea.

Some possible consignment projects include:

- *Plant sales:* everyone buys plants when moving into a new dorm room. Have a local plant merchant bring plants at the beginning of each term and sell them in a central location.
- *Pumpkins:* invite a local farmer or go out and find pumpkins and sell them out of a truck or out on a lawn. Try to work out a deal with the farmer so that you can return the ones you don't sell.
- *Christmas trees:* advertise for a particular day. If you are in an urban area there may be a merchant willing to set up shop for a couple of days or perhaps for a full-time sales post throughout the holiday season.

Note: You could also set up a Christmas tree salvage program whereby students could drop their trees off before vacation so you could distribute them to people in the community who couldn't afford them otherwise.

- *Carnations:* order red ones for Valentine's Day and green ones for St. Patrick's Day. Contact a local flower store. You may be able to get them on consignment.

Energetic salespeople in busy places make more sales.

- ***Arbor Day trees:*** locate some baby trees through the forestry department on campus or the state forestry division. They cost about \$.02 a piece and you can sell them for at least a quarter.
- ***Other items:*** some items you will not be able to sell on consignment, but will be able to get orders for the merchandise. These include: holiday cards, class and dorm mugs, class banners, or class rings. Some companies will want campus reps to help sell these items to students. This usually involves nothing more than sitting alongside the salesmen or sometimes setting-up a table yourself.

Sales tips

- Set up shop in a busy place either in front of or in the dining rooms, by the mail room, or out in a parking lot;
- Make sure that your sales people are energetic and enthusiastic;
- Don't just sit there holding up a sign. Yell and scream and call people by their first names when they walk by;
- Make sure that you have people selling in two's or three's. It's always easier to act a bit zanier when you are in a group trying to sell something;
- Make sure people know that you are trying to raise money for your service programs;
- Set reasonable prices. Even if some people will be willing to pay higher prices for your goods because you are a service organization, use it as a marketing advantage to sell more items, rather than as a way to jack your prices up. Everyone wants a good deal. If people get one, they will be more willing to continue buying from you in the future.

Fundraising Dinners

Invite prestigious special guests to address your fundraising dinners.

If done right, fundraising dinners can be classy, profitable affairs.

Find a prestigious speaker such as your school president, the mayor, or a popular professor and have him or her agree to address a group of people at a dinner. Depending on whom you have coming, invite alumni, students, and local people who would be likely to buy a ticket to hear this person talk. As a group, you could even prepare the meal to save more money (though you better have a good cook in the house!).

Arrange a program to go along with the guest speaker. Perhaps you could combine the fundraiser with your annual awards banquet. You might also host a formal dance to follow your fundraising dinner to appeal to a larger student audience. All this takes planning, but if done well, it could become an annual event that brings in several thousand dollars to your organization.



Campus-wide fundraising drives require careful planning and execution.

Annual Fundraising Campaigns

There are more highly skilled forms of fundraising that require more information and certainly a lot of patience. Run correctly, they can bring in money that you never dreamed of, can help establish a permanent endowment, or can help pay for a full-time staff person. A few of these are described below.

Campus-Wide Fundraising Drives

The following lists a step-by-step plan for running a school-wide fundraising drive:

- Set up an organizing committee of people from around the university to help plan and run the campaign.
- Set your fundraising goal after meeting with people from around the campus and other schools.
- Decide and announce how you plan to distribute the money you raise. Do this before the fundraising drive begins to insure that there is no miscommunication between anyone working on the project or with the general public. Make an announcement through all campus publications.
- Set up a team of fundraisers. Target residences, organizations, and departments. Send a notice to everyone on campus and then have every member of the community solicited with a phone call or a visit. While it may be impossible to contact everyone, go out as often as possible. Arrange for students to solicit contributions from people in their own dorms.
- Establish goals for each house and dorm to get a spirit of competition and momentum built up around the event. You can establish an award for the dorm that has the highest contributing percentage.
- Have a big sign in the middle of the campus that marks your progress towards achieving your fundraising goals.
- At the end of the fundraiser, host a "Thank You" event for everyone who contributed to the campaign. You might also have awards for those people who raise the most money. These prizes could include a t-shirt, a key chain, or a coupon book good for free admission to events or for discounts on merchandise.

Phone-A-Thons

Used together, phone-a-thons and direct mail campaigns are an effective, personal way to reach lots of people.

Phone-a-thons, especially if launched in conjunction with a direct mailing, can be a great way to reach people with a personal appeal. You should call about a week after the mailing has gone out. That way people will know something about what you are doing and hopefully will be thinking about making a contribution.

An energetic and enthusiastic voice on the other end of the phone can make a big difference to the giver. Too many people think that young people these days are all selfish and uninterested in community service. Yet, these folks rarely talk to the same young people they're so busy criticizing. Your involvement and commitment will hopefully reach something in them and encourage them to support your efforts.

Make sure that you plan it right. Ask the development or fundraising office for help. This office probably already runs a phone-a-thon. Ask someone in the office to volunteer to coach students on how to talk to people when asking for money.

To cut your major costs, get an administrative office on campus to let you use its phones. The development office is usually a good place to start. Many of these offices have WATS lines and it will cost them very little or nothing at all. If they charge you, they can still probably offer you a lower rate than if you did it from your own phone.

Timing is essential to the success of a phone-a-thon. Don't call people at dinner time and don't call too late in the evening. Mobilize your entire service project to help pitch-in. The phone-a-thon should only last a few nights and every project head should be required to help out for at least a short period of time.

Direct Mail Campaign

Six points to remember when launching a direct mail campaign:

- Establish a *fundraising committee*.
- Compile an *exhaustive mailing list* of alumni, parents, and friends.
- Keep *careful records* of whom you have contacted and who gave money.

- Write *letters of thanks* to people who give money. In the letter you should explain what you need the money for. If possible, tell people what each \$5, \$10, \$100, \$500 will do for the program and for those who are served.
- If you have the use of a word processor, take the time to *personalize the letters*.
- Enclose a *self-addressed stamped return envelope* with your mailing. This will increase your response rate as much as 200%.

Alumni Drive

Other groups on campus such as athletic teams, fraternities, sororities and singing groups have strong and committed alumni support that helps finance a trip or buy new equipment. Why shouldn't your community service programs tap into their alumni in the same way?

To do this, however, you need to have a complete list of alumni who at sometime during their college years were involved in some form of community service. Of course, the problem is that few student organizations have good records on who was involved when.

Get help. Contact your development or fundraising office on campus and tell it what you want to do. It might have records that tell you the clubs with which the alumni were involved. If there have been different service programs, find out what the name of the organizations were and maybe some of the former leaders of those groups. Call them up and tell them about your project and get them excited about what you're doing. Though the name and the approach of your organization might be a little different, other groups tend to be very supportive of similar efforts, especially if nothing has been happening on campus for a while.

Develop an advisory committee that consists of former student leaders of service programs and invite them to address their fellow classmates. Ask each of them to write a letter of support for your service organization and a request for donations. Enclose information and a clipping or two about your program.

If you tap into the alumni in this way, make sure that you have provisions for these people to visit your programs on campus, either when they are passing by or when they are at school for a special event. Make a point of keeping them aware of what is happening and where the program is going and invite them to various functions. Send a copy of your newsletter and your annual report to everyone who gives you money.

Alumni drives begin with a good list of people who were active in your service group while in school.



Other Ways to Finance Your Programs

In-kind support can help you with everything from office space to designing t-shirts for your organization.

In-Kind Support

Many offices on campus would love to help your organization, but are unable to give you funding. Look to them for in-kind support as a relatively easy and painless way to get resources necessary to make a project run. Some of the things that offices may be able to offer you include:

- a copier machine for your program's use;
- a WATs line;
- office equipment such as phones, desks, chairs, and lamps;
- office space to base your program;
- office supplies, paper, envelopes, etc.;
- mail machines;
- their printing office to run off posters or other writings.

Just about any office on campus could help you with one or more of these areas. In particular, the Office of Community Relations, the Student Activities Office, and the President's office can be particularly helpful. The response you get at these places and others will depend largely on the personal relationships and contacts that you develop with each office.

More elaborate ways specialized offices and departments can help include:

- Get an art class to design t-shirts for your program;
- Have a Community Relations Office or newsroom take pictures of an event;
- Ask the University News Office to help you write and distribute a press release;
- Ask the Dean's Office or an alumni group to host a luncheon or a reception;

- Work with your school's lecture series director to bring in someone of particular interest to your group (perhaps the director would be willing to hold a special meeting with your group);
- Request free ads in the school newspaper and the alumni magazine;
- If your alumni magazine charges for a subscription, ask the magazine if you can put in a flyer that would give alumni an option to donate an extra 50 cents to your program;
- Use the school's computers for word processing and to help organize your programs.

Endowment Drives

If you have alumni support, consider an endowment drive.

Only a few community outreach programs have their own endowments. Nevertheless, it should be considered an option for those that think they have the alumni support to create such a foundation. Creating an endowment requires considerable expertise. If you are thinking about it, contact the development or fundraising office. Such things as tax deferments, deferred payments, and estate planning are all options for any foundation you might want to establish.

Proposal Writing

"Ask and ye shall receive."

There is a saying related to fundraising that goes, "Ask and ye shall receive." Much of fundraising has to do with asking. Though difficult for most, it is a common and effective way to raise money. Students and campus-run organizations tend to be very unfamiliar with the whole procedure of making formal requests for money.

There are several methods for getting grants, both on campus and off.

On-Campus Funding Sources

■ **President's Office**

The president usually has a substantial discretionary budget which he or she can call upon when the need arises. If you need money to get your project off the ground or to start a new effort, a carefully drawn letter with the amount requested should be submitted to the president and followed up with a phone call. You should have direct access to your president. You pay tuition and most presidents welcome and actively

At most schools, the student government has money to allocate to registered groups.

If you take the time to learn how, foundations and corporations can be a source of funding.

support this type of campus development. Often the president is the only one who can offer such support, so make sure that you get an appointment.

■ Deans, department heads, & community relations

All of these institutions within the university have funds available to sponsor special events or to fund programs of particular interest to them. Think about how your program might relate to any of these groups. If you think your program is applicable to a group's aims, write to the head of the department or office and describe your request. Always follow up with a visit.

■ Student government

The role of student government varies greatly from school to school. Some have a lot of clout and oversee million dollar budgets while others operate on small amounts of money and have little clout on campus. Yet, in almost every case student governments have money to give to registered and recognized student groups. Make sure that your group is recognized with the Dean's Office and then begin to make inquiries as to how to get money from the student government. Almost all have specific guidelines and deadlines that a group must follow.

Contact the student government office to discuss the plans and financial needs of your organization. It will probably ask you to submit a formal proposal to the student government or the appropriate committee. Make sure your budget is clear and completed. Include all possible costs. Student governments rarely fund a project in full and usually give between one-third and one-half of the budget that they have OK'd for your group.

Outside funding sources

Private foundations and corporations can be an excellent funding source if you take some time and learn how to apply to them for money. There are many books, pamphlets, and periodicals concerned solely with successful grant writing. Our aim here is to outline the basic elements of grant writing so you can know what to expect when you approach these more thorough sources of information for assistance.

The basic elements to getting grant money are:

- finding the right group to seriously consider your request;
- writing a clear and concise grant with strong back-up material;
- finding people who are known to the foundation or company as your advocate; and

To apply for outside grants, you must be a registered, non-profit organization.

To learn how to write a grant, talk to someone with experience.

- securing a personal interview with the foundation people themselves.

To find out whom you should talk to, start off with the development office. It will know people in the field who can help and will also have books and resources to help you identify different groups. Foundations tend to have very strict guidelines according to geography and programming. This is part of the reason research is vital.

Besides the development office, there are foundation libraries in major cities that contain helpful information. When you research these groups look for programs that are similar to what you are trying to do. Buzz words such as "volunteerism," "arts," or "youth leadership" are all categories under which your work might fall.

If you are applying for funding this way, you will probably have to register as an independent tax-exempt operation. Talk to the Dean's office about this procedure. If you do not want to go through all this, you may link up with a program that has already done all the tax work and it can accept the money in your name.

Writing the grant

The best way to learn how to write grants is to talk to someone who writes them. In the development and fundraising offices you can find paid professionals who do nothing but write grant proposals. They should be able to help you. At least try to find some proposals that other people have written to get a sense of the format, length, and language that is commonly used.

Your proposal itself should usually be no more than four to five pages in length. Things to be discussed include:

- *Purpose:* What is the stated purpose of this project?
- *Background:* Who are you and what have you done?
- *Problem Statement:* What is the problem this project seeks to address?
- *Proposed Approach:* How does this project seek to address the above problem?
- *Workplan:* What are the specific steps this project will take?
- *Budget:* What are the detailed expenses needed to run this project?
- *Appendix:* Put all your news clippings, reports, letters of support, and brochures here.