25 Years of Educating Students to Change our World

California | Campus Compact
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California Campus Compact is a coalition of California’s leading colleges and universities. We build the collective commitment and capacity of colleges, universities and communities to advance civic and community engagement for a healthy, just and democratic society.
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California Campus Compact Executive Board


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Dorothy Leland, Chancellor
University of California, Merced
Introduction
Elaine K. Ikeda, Executive Director, California Campus Compact

On November 14, 2013 over 100 college students, higher education presidents, faculty, and administrators, and representatives from community agencies and K-12 schools came together to celebrate California Campus Compact’s 25th anniversary. We were pleased to honor our founding presidents, Dr. Donald Kennedy (Stanford University) and Dr. Charles Young (UCLA), and recognize many others who supported and contributed to our growth and development over the years. I am extremely grateful to Associate Justice of the California Supreme Court, the Honorable Goodwin Liu, for being our keynote speaker. His early career included creating a national program that has impacted the lives of countless young Americans – the AmeriCorps program. Justice Liu’s career is an example of a life dedicated to public service and his inspirational speech from our celebration event is included in this publication.

As Justice Liu noted in his address, “there is no substitute for presidential leadership in stating the values of an institution, and providing the resources necessary to turn promises and ambitions into a living truth.” Our organization is a coalition of these presidential leaders – 45 college and university presidents in California who are committed to advancing civic and community engagement. We invited these higher education leaders to contribute to this 25th anniversary publication and provide vivid examples of how they are fulfilling California Campus Compact’s mission of “educating students to change our world.” The profiles of student involvement and leadership on the pages that follow are inspiring and give me great hope for the future of our world.

For the past quarter century, California Campus Compact has been working with our member higher education institutions to support their efforts in mobilizing thousands of students to serve in their communities. We have been supporting legislative efforts and education reform movements that encourage our colleges and universities to fulfill their civic missions – to educate for the public good. Over the years we have celebrated and highlighted countless institutions and individuals who have demonstrated leadership in the civic engagement field in California, as well as nationally, and we wanted to seize the opportunity of our 25th anniversary to showcase many examples through this publication.

I am grateful to the many individuals at our member campuses who are at the heart of our network and work tirelessly to engage and educate students in service, strengthen partnerships, and help higher education fulfill its public purpose. Over my 14 years of representing California Campus Compact, I have witnessed your commitment and dedication to our collective mission. I appreciate the relationships and partnerships we have developed that have moved our work forward. We recognize and honor the college presidents past and present, who have – in partnership with California Campus Compact – demonstrated leadership in championing civic engagement and service learning over the past quarter century. Throughout the years, we have accomplished so much together!

As we celebrate our 25th anniversary, I want to thank our founders Don Kennedy and Chuck Young for their vision, and all of our members – past, present, and future – for bringing that vision to life every day. We are proud to carry out the vision and mission that the founding presidents had when they created California Campus Compact and in the years to come, will continue to champion the role that higher education can and should play in educating and preparing students for active participation in our democracy.
twenty-five years ago, I was beginning my sophomore year at Stanford University, and a few things happened that ended up changing my life. I was a biology major, a pre-med, with a side interest in journalism, which motivated me to become a reporter for the *Stanford Daily*, the student newspaper. But apparently not busy enough, I happened upon an ad from a campus entity with a nondescript name, called the Public Service Center. It was looking for a student to write and edit its newsletter, so I inquired.

I met Catherine Milton, the head of the Center and special assistant to Donald Kennedy, the university president. I didn't know it then, but Don and Catherine were engaged in a wider conspiracy to renew the civic mission of the nation's colleges and universities. This wider conspiracy included people like Chuck Young at UCLA, Bob Corrigan at San Francisco State, Tom Ehrlich at Indiana University, Howard Swearer at Brown, Father Tim Healy at Georgetown, and Frank Newman at the Education Commission of the States. It now includes a number of unindicted co-conspirators such as the other chancellors and presidents who are here today.

These were true radicals, this group. For they were very concerned about the societal perceptions and self-reports of the generation of students they were educating. It was the “me generation,” a term used to describe an upsurge of materialism and self-interest in the attitudes and ambitions of young people, who were, according to some studies, less interested in participating in community affairs, promoting racial understanding, or developing a meaningful philosophy of life than they were in getting rich. The university presidents who founded the Campus Compact in 1985 were unhappy with this portrayal. They knew it was not an accurate depiction of who many young people actually were, and for the young people it did accurately depict, they knew it was not who those young people could become.

As a college sophomore in the fall of 1988, I didn't know much about any of this. I was just curious about working on a newsletter. So Catherine gave me the job and, with it, a lifetime of mentorship and inspiration. Those of you who know Catherine Milton know what I’m talking about: she is a force of nature. Catherine, in turn, introduced me to Don, a biologist turned FDA Commissioner turned university president. And I cannot tell you what an impression it makes, to an 18- or 19-year-old kid, to have a person of Don's stature tell you, through his own example, why public service is important and why you should do it.

And do it I did. After I edited the newsletter, Catherine put me in charge of a campus-wide conference on public education, which opened a vast field of interest that I didn't even know I had but that I have ended up pursuing throughout my professional life. After I finished college and a couple years of graduate school, Catherine pulled me into her orbit again, this time helping to launch the AmeriCorps national service program.

*It was the “me generation,” a term used to describe an upsurge of materialism and self-interest in the attitudes and ambitions of young people, who were, according to some studies, less interested in participating in community affairs, promoting racial understanding, or developing a meaningful philosophy of life than they were in getting rich.*
I went to Washington in 1993, a few weeks before President Bill Clinton signed the National and Community Service Trust Act. I was put in charge of a pot of money dedicated to promoting service-learning initiatives at higher education institutions. And over the next two years, we got that program and the full array of AmeriCorps programs off the ground. We worked days, nights, and weekends, traveling to every corner of the country to promote this new initiative. And the response was overwhelming. Everywhere we went, we met ordinary people doing extraordinary things in their communities, and they leapt at the opportunity for a little help and a little recognition so they could do even more. When I finished my stint at the Corporation for National Service in May of 1995 to go to law school, I was 24 years old. And even now, when I occasionally reminisce with the friends and former colleagues from that experience, we still conclude that that was the best job we ever had.

From those beginnings, an important movement took root and continues to flourish today. The public service opportunities available at the colleges and universities represented here tonight, and many others beyond, are more plentiful, better funded, and more ambitious than much of what was available 25 years ago. And the connections to curriculum, research, and teaching are now more commonplace, more sophisticated, and more impactful than they ever were.

I recently had lunch with former state Senator Gary Hart, a Stanford alum who served on the Haas Center’s National Advisory Board, and we got around to talking about civic education. And he was telling me about an important strategy for civic education called “service-learning,” and he asked if I had ever heard of it. Indeed I have, and it is gratifying to see something that was once at the margin become more mainstream.

I am proud of the small contribution I made to service-learning in higher education. But the fact is that California Campus Compact — along with the national and state compacts — have been the ones carrying the torch, providing crucial support and infrastructure to sustain the highest level of institutional commitment to civic engagement and public service. It is, and has always been, critical that Campus Compact is a coalition of university presidents. For there is no substitute for presidential leadership in stating the values of an institution, and providing the resources necessary to turn promises and ambitions into a living truth.

America’s colleges and universities have been and continue to be the envy of the world: for their quality, their diversity, and their contributions to innovation, social mobility, and human progress. Over the past 25 years, higher education has been at the crosshairs of many profound transformations: economic boom and bust, changing demographics, globalization, and — perhaps most potent of all — technology.

In so many ways, technology has been an accelerant for the various enterprises of higher education. Its role in biomedical research, engineering, and the physical sciences cannot be underestimated. Its implications for the organization and dissemination of knowledge, including the role of libraries and other basic questions, are being urgently examined. And its potential to connect a global audience to top-notch teaching and curriculum is a fast-moving work in progress. For example, hundreds of thousands, if not millions, of people worldwide have learned from Stanford professors how to develop an iPhone app.
The allure of technology is undeniable, and it is no wonder that the technology revolution is so deeply intertwined with the story of higher education in recent years, as a matter of both cause and effect. One can’t help but wonder what ramifications this has for the education of our students — the millennial generation — and the way they see their role in the world.

I don’t know what the research on this generation shows, but I will say there are no guarantees. Technology promises greater connectivity, but does that mean more insularity, or more openness to people and ideas different from those in your comfort zone? Technology can facilitate discovery and transparency, but at what cost to privacy and security? Technology promises solutions, but for what kinds of problems, and for what kinds of people? Technology promotes prosperity, but for whom and toward what end?

I realize that even raising these questions can make me seem like a bit of a Luddite, especially here in the heart of Silicon Valley. To be clear, I love my iPhone as much as the next guy. But consider this striking and well-documented fact: The technology revolution of the past two or three decades has coincided with the period of greatest growth in inequality over the last century of American history. We are a society with more smart phones and flat-screen TVs than ever before, but also a bigger gap between rich and poor, or even between rich and middle-class, than at any time since the early 20th century. And the problem has not been lack of economic growth; the problem is that the fruits of growth have not been shared as evenly across our society as they have been in the past.

I make no claim about the role of technology, causal or otherwise, in this growing inequality, except to say that there is no guarantee: no guarantee that technology will make our economy more fair and productive for all, no certainty that more gizmos and gadgets will make our democracy more inclusive and free, no inevitability that ours will be a society of more freedom and equal opportunity. The greatness of our nation is an inheritance, yes, but it is also a work in progress — a responsibility entrusted to every one of us, and a calling for every generation.

And so I return to the mission of the Campus Compact and the vital role of higher education in perpetuating the core values that knit together our social fabric. In the next 25 years, we are likely to see quantum leaps in teaching, learning, and research. But one of the most fundamental tasks of higher education will remain the same: the cultivation of purpose, social responsibility, and civic virtue in the next generation and the next generation of citizens and leaders. As a billboard of the University of San Francisco put it, “Moral compass: there’s no app for that.”

I will close with a few words said at another place and another time, which I found appropriate for this occasion. The speaker, reflecting on the mixed success of the social movements of the 1960s, said the following:

“Even if it is true that the social interventions of the 1960s have been less successful than we once hoped, does that justify a retreat from idealism? A suspension of belief in the efficacy of social service? I think that would be an overreaction to disappointment. We Americans are disposed to have too much faith in the quick technological fix — to expect repairs to ‘take’ instantly. Our view of past efforts to reshape society is skewed by that kind of overexpectation. That brings me to a point about . . . education.”
Exactly this same sort of disproportionate faith in new technology is present now . . . . We are in danger of [being infatuated] with the efficacy of utilitarian analysis . . . [without] quite understand[ing] that a framework of social justice theory should always underlie . . . that mode of analysis. We need to know who benefits, who pays the costs, and whether the arrangements coincide with our basic notions of fairness. In short, at the heart of the matter are some values — values that emerge from our history, our traditions, our social experience: the classic subject matter of liberal learning. [¶] . . . [W]e need a humanistic vision. That vision includes the values and convictions that underlie all of the more utilitarian, more professional, more technique-oriented things we have to spend so much time learning to do. And that vision subtends much of the rest of what is called, in an old-fashioned way, education . . . .”

This wise admonition was spoken 32 years ago, in 1981, not far from here. The speaker was Donald Kennedy, in his first commencement address as president of Stanford. The “education” of which he spoke was needed then, and it is needed now. And it is powerful motivation for this organization and this community of purpose for the next 25 years and beyond.
All of us in higher education are under considerable pressure to justify the relevance and reduce the costs of our institutions. While we often find ourselves on the defensive, our increasing programs and activities in community engagement strengthen our case for the significance and the value of our colleges and universities. We recognized long ago that knowledge for its own sake should no longer validate the cost of higher education. Colleges and universities needed to demonstrate that they could connect theory and practice by adapting and applying teaching and learning to serve the transformation of our communities and ourselves.

For the past 25 years, California Campus Compact (CACC) has inspired students, faculty, and administrators throughout our state to co-create teaching and learning environments that support, advance, and reward community engagement. CACC has been effective in developing an educational model that seamlessly integrates community engagement into curricular and co-curricular programs and activities. In doing so, CACC has helped us bridge the unnecessary divide between academic and student affairs to the benefit of students, faculty, and student affairs professionals. It has led to a renewal on our campuses of common purpose, civic virtue, and social responsibility that has made higher education more relevant and worth its cost. While we agree that we need to reduce the costs of our colleges and universities for short and long term sustainability of higher education, we can document that community centered higher education is worth the expense as anything less would seriously diminish the health and progress of our nation and civilization.

At the California Institute of Integral Studies (CIIS), we became involved with CACC as we were developing an initiative that we have named The Center for Beloved Community in honor of the spirit and advocacy of Martin Luther King. The initiative commits us to advance a Beloved Community not only in CIIS, but also in the San Francisco Bay Area. CIIS is blessed to be located in a radically changing area of San Francisco. The dynamics of the rapid expansion present us with opportunities and challenges. As high tech and the arts flourish all around us, the underserved need more support and attention lest they be driven out of San Francisco. If we are all to be members of a Beloved Community, we need to provide the space where we can convene the difficult and heartfelt conversations that can lead to the quality of social change that will benefit us all.
The CIIS School of Professional Psychology and Health along with its six counseling centers educate more counseling psychologists than any other university. We are grateful that year after year, our graduates in counseling psychology consistently place among the highest in pass rates on the California credentialing examination. Yet, we would not be satisfied with this distinctive performance were it not for the strong commitment of our graduates to transform themselves and our many and diverse communities now and for generations to come.

The School of Consciousness and Transformation, as its name indicates, is devoted to providing an education that will enable students to explore the myriad of worldviews that can be used in changing themselves and their communities for the better. This School serves those who wish to work in, if not create, progressive for-profit and non-profit organizations in the Bay Area and beyond. Students in this School explore transformative leadership; creativity, consciousness, and the arts; ecology, religion, and spirituality; scholarly activism; philosophy, cosmology, and consciousness; engaged world psychologies; gender and cultural diversity; and global peace.

The School of Undergraduate Studies serves a growing number of students who have had difficulty in finding the time and place to complete their undergraduate degrees. By offering these students a cohort model of education that honors past education and achievement, the Bachelor of Arts Completion Program (BAC) serves a diverse student body and prepares them through integrative, multidisciplinary, and collaborative learning approaches. Many graduates of BAC will enter various graduate programs at CIIS and elsewhere to advance their opportunities to serve their communities.

In addition to academic programs and counseling services, CIIS offers the community an array of speakers, conferences, workshops, and concerts through its Public Programs and Performances. For example, in the past year, CIIS hosted Michelle Alexander author of “The New Jim Crow: Mass Incarceration in the Age of Colorblindness” and Laverne Cox featured on the series “Orange is the New Black.” Through programs such as these, colleges and universities can serve those in the community who are not students and who benefit by the fact that they live in a university community.

To advance our institutional vision of a Beloved Community, CIIS draws on the inspiration, support, and credibility of CACC. And that is why as President of CIIS, I am a grateful member of CACC – an organization that we can partner with in advancing our public purpose, improving community life, and educating for social responsibility.
Higher education is not confined to the acquisition of a paper confirming the completion of a designated curriculum. In recent years higher education has been playing an integral role in advancing the goals of our nation and our world. As students from all walks of life convene for academic study, they are being exposed to the culture of engagement, the culture of social responsibility, and the culture of citizenship. Students are now expected to connect to the surrounding communities at their institution of higher learning. They are active participants in change taking place around them. At California State Polytechnic University, Pomona, the commitment to service is stated throughout our mission, our values, and our strategic plan. The theme of Educating Students to Change our World is vital to the sustainability of our communities. Our faculty, staff, and students, acting in partnership with community representatives, are creating collaborations that transform neighborhoods, schools, and lives.

A core value of Cal Poly Pomona is that graduates become model leaders who take an active role as citizens in a diverse, multicultural environment. This value is demonstrated throughout the campus in community service opportunities, sustainability initiatives, and an active presence in community revitalization. Our thriving Bronco Volunteer Center encourages the entire campus to participate in quarterly Bronco Community Service Days and in Volunteer Fairs. Our 70+ service-learning courses get students out of the confines of classroom walls and into the communities to solve real world problems and provide real world solutions in collaboration with community leaders. The faculty lead the charge in STEM service-learning hosting the largest robotics program in the nation for elementary and middle school students and participating in the nationwide Solar Spring Break of solar panel installations for low-income housing residents. The Lyle Center for Regenerative Studies emphasizes the value of living within the limits of available renewable resources without environmental degradation both on campus and throughout our surrounding communities. A diploma from Cal Poly Pomona is infused with service-learning coursework, volunteer service projects with student organizations, and a support network of faculty and staff who professionally and personally engage themselves in the greater good.

To support our engagement endeavors, we have been a member of California Campus Compact for several years. We are a part of this thriving coalition, standing in unity with other California institutions of higher education, declaring civic engagement as a tenet of what we do and who we are. Through this
alliance, we have received support with grants for faculty to conduct research, with stipends for students whose passion for service is immeasurable, with conferences to learn from other campuses and to showcase our best practices, and with resources with which to enhance our service-learning and volunteer programs. As the term “compact” is defined, Cal Poly Pomona is closely linked together with over 40 institutions who value service, who practice community engagement in productive and meaningful ways, and who have a firm belief and hope in a better world. Our membership in this community of service practitioners makes our programs stronger, more inclusive, and more significant. California Campus Compact makes sure we are not just an island in our efforts to change the world through education. Our affiliation demonstrates daily to residents throughout the entire state of California that higher education is still relevant, that it is part of the fabric of community living, and that it is an avenue for progress.

As a California Campus Compact community member, we know that the photo of a California university graduate walking across the stage at commencement proudly displaying a diploma does not tell the whole story. Behind that graduate stand our faculty, staff, students, and community representatives encouraging, “You have been changing the world for several years now! Don’t stop, continue on, reach beyond! The world awaits you!”
reflecting back on recent accomplishments at CSU Channel Islands (CI), one of the things I’m most proud of is the work our students and faculty have done to foster positive change within our community (Ventura County), as well as nationally and internationally.

At the local level, this work includes mentoring incarcerated youth, providing art education to children from low-income families, conducting an annual Science Carnival for underserved youth and helping nonprofits broaden their reach by translating information about their services into Spanish. Hundreds, and even thousands, of miles away, our students are involved in assessing and revitalizing areas impacted by Hurricane Katrina, the Deepwater Horizon oil spill and the 9.0 earthquake off the coast of Japan.

Service learning and civic engagement are extremely important at CI – so important that Community Engagement is one of the four pillars on which our campus was founded. Our Center for Community Engagement currently partners with more than 60 nonprofits, governmental agencies and schools. Roughly 60 percent of our academic programs have a mandatory service-learning component. This past year alone, CI students completed approximately 22,500 hours of service-learning work. When combined with all forms of volunteer community service, this number rises to more than 123,000 hours.

California Campus Compact (CACC) plays an important role in our efforts by providing the resources to help us do what we do, and to do it better with each passing year. CACC workshops, symposiums and technical assistance expand our knowledge, CACC grants provide funding, and the organization’s peer network enables us to leverage ideas for maximum gain.

I have a long history with Campus Compact and am a firm believer in its ability to expand and elevate an individual institution’s efforts. In 1994, I helped found the Minnesota Campus Compact. In the years since, I’ve served on the national board and chaired the CACC board for six years.

CACC helps colleges and universities fulfill our obligation to prepare students for the world they’ll inherit and lead.

CACC helps colleges and universities fulfill our obligation to prepare students for the world they’ll inherit and lead. This involves so much more than teaching those enrolled at our institutions how to make a living. Environmental challenges, resource shortages and power struggles at all levels of business and society increasingly show how important it is for us to work together. This task begins with understanding, which is at the heart of service learning.
One of my favorite examples of service-learning work at CI is the Bracero Project. We collaborated with the Smithsonian Institution to document the history of Mexican immigrants brought to the U.S. during World War II to address a shortage of agricultural workers. Dubbed “Braceros,” a term that comes from the Spanish word for “arm,” these workers often endured harsh conditions, long periods of separation from loved ones and unfair treatment. CI students contributed to the project by interviewing Bracero descendants, documenting oral history and collecting memorabilia.

This project held tremendous meaning to our campus. Roughly 20 percent of the Braceros lived and worked in Ventura County, and nearly 40 percent of our student population is Hispanic. The interaction with Bracero families offered new perspective on area history, prompted significant personal reflection and enhanced dialog about social justice. The project also allowed students to work with a world-renowned research organization and see the impact of sharing their findings with a broad audience. CI participants travelled to Washington, D.C., for the unveiling, and our campus hosted the exhibit during its national tour.

Co-curricular activities like these are vital for university students because they link what happens in the classroom to the real world and demonstrate the need for informed and participating members of society. Effective service-learning programs change lives on both the giving and receiving ends and can alter the trajectory of a student’s career toward public service. The inspiration, passion and action that result promote healthy communities and a vibrant democracy. When thought of this way, it’s really our privilege in higher education to facilitate this process. We’re ideally positioned for the role, and if we don’t take on the challenge, who will?

The icing on the cake is that the effort doesn’t leave you where it found you, personally or professionally. The results are deeply gratifying. Also, community engagement widens our circle, bringing individuals to our campuses who otherwise may not have visited and facilitating new relationships with potential donors and corporate partners. I’ve witnessed too many positive “returns” to think otherwise, and I look forward to what CACC and its members will accomplish in the next 25 years.
California State University, Dominguez Hills
Willie J. Hagan, President

California State University, Dominguez Hills (CSUDH) prides itself on empowering our students and providing opportunities to improve their local communities through service. Such endeavors not only serve a public good but enhance academic learning and demonstrate the impact higher education can have in transforming the social, economic and cultural life of a community.

Each year, more than 9,000 CSUDH students put in over 200,000 hours of community service. Projects include mentoring preschoolers; collecting hygiene supplies for the homeless on Los Angeles’ skid row; restoring natural habitats; and teaching conflict resolution to local students. This year, to kick off a week of celebrations leading up to our Presidential Inauguration ceremony, the university held a “Day of Service” with over 400 volunteers lending their time and skills at six community sites.

The history of our university is helpful in understanding why civic engagement and service learning is such an important aspect of our mission.

In 1960, California’s governor, Pat Brown, allocated funds for the development of a college in the South Bay region of Los Angeles County. The first classes were taught in 1965 at a bank building in Palos Verdes, one of the state’s wealthiest communities, with the intent to create an outstanding comprehensive institution, which some referred to as the Harvard of the West. With the upheaval caused that same year by the Watts Riots, leaders looked for a way to transform a community in crisis. They looked to education to bring opportunity and upward mobility to a community and chose a permanent location for CSUDH that was closer to the areas impacted by the riots.

They looked for a way to bring access to higher education, opportunity and upward mobility to a community. Over 87,000 alums later, and with 57 percent living within 25 miles of campus, many of our students are motivated to get an education in order to give back and contribute to their families and neighborhoods.

CSUDH’s commitment to community engagement is infused in its academic programs—more than 300 classes having a service component. The university also has a dedicated Center for Service Learning, Internships and Civic Engagement that coordinates the service opportunities available to our students.

Through service learning, students are empowered to become active citizens and contribute to their communities for the rest of their lives.
“These service learning experiences set my life on a different trajectory,” she said.

CSUDH has been consistently recognized as one of the top colleges and universities in the nation for its support of volunteerism, service learning and civic engagement. President Obama’s Higher Education Community Service Honor Roll recognizes the efforts of institutions to engage students in meaningful, measurable service in their local communities. Since 2010, CSU Dominguez Hills has been named to the Honor Roll’s “with Distinction” list, and most recently, the university was among 18 finalists for the program’s highest honor: the 2013 President’s Higher Education Community Service Honor Roll Presidential Award. CSUDH has also received the prestigious Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching in recognition of its curriculum and community outreach and partnerships.

The extraordinary success that CSUDH has achieved in the area of service learning and civic engagement would not be possible without the support of California Campus Compact (CACC) and its coalition of California colleges and universities. Through this partnership, the university is better able to empower and prepare our students to become engaged citizens committed to transforming their communities.
California State University, East Bay
Leroy Morishita, President

Cal State East Bay welcomes and supports a diverse student body with academically rich, culturally relevant, learning experiences that prepare students to apply their education to meaningful lifework, and to be socially responsible contributors to society. The University takes pride in its shared commitment to serve students first, by expanding access and enhancing each student’s educational experience and prospects for success as a graduate and life-long learner. That is why we are proud to not only be a member of the California Campus Compact, but to also host the organization on our campus.

The university hosting CACC creates a synergy between Cal State East Bay’s commitment to enrich student engagement and learning with CACC’s rich 25-year history of leadership in supporting state, regional, and national civic engagement in higher education.

Cal State East Bay educates students to “change the world” by creating a culture of engagement and responsibility through a variety of curricular and co-curricular opportunities. This commitment to educating socially responsible citizens and future leaders is threaded throughout department and program missions and values. Community Engagement at CSUEB includes a variety of academic courses (internships, fieldwork, applied courses) with a community-based learning component that can range from one-day service events to intensive, multi-quarter placements. From their Freshmen Year Experience through to their majors—students have the chance to contribute to the public good while gaining real-world experience. Business students practice marketing skills with non-profit agencies; Spanish majors translate documents and support English Language Learners in schools; Human Development students apply and analyze theory in a variety of community settings; Art students work with high school students to create a mural. Freshmen choose from a wide variety of one-day service projects—environmental restoration, community fun runs, visiting senior residences, packing medical supplies for under-developed countries.

In addition to academic service learning, the co-curricular experience at CSUEB supports and sustains programming that values social responsibility—Athletics, Residence Life, Student Life & Leadership all organize service events to benefit the local community. Our Athletics Department coordinates a reading program in local schools—giving away game tickets and recognizing high achieving readers at games. Residence Life hosts quarterly service events, such as book drives and environmental clean-up days.

Community Engagement at CSUEB includes a variety of academic courses (internships, fieldwork, applied courses) with a community-based learning component that can range from one-day service events to intensive, multi-quarter placements.
Student Life takes part in October’s National Make a Difference Day. Our Center for Community Engagement coordinates a Student Leadership for Community Engagement program which fuses concepts of personal, professional, and social responsibility.

In the 2013-2014 academic year: CSUEB offered 248 service learning courses with 4,246 students enrolled, contributing roughly 275,000 hours of service to the East Bay region. In the spring, 1198 freshmen participated in the third annual Freshmen Day of Service—85 projects, 28 different community partners, 4775 hours of service. In year two of our Student Leadership for Community Engagement program—30 students combined for 6500 hours of service.

The richness of opportunity ensures a rich and purposeful educational experience for all our students.
With over 235,000 graduates who embody a dedication to access, opportunity and excellence, Cal State L.A. has earned a reputation as a major source of social mobility in the community. In September 2013, I became the university’s seventh president, returning to Los Angeles and joining the storied history of this city’s university.

We immediately began the work of envisioning the future of this great institution. What quickly became clear was that the foundation of Cal State L.A. must be built upon three pillars: engagement, service, and the public good. That means educating our students to be prepared for the jobs of today, and to be the civic leaders of tomorrow. It means developing curriculum that represents this dual commitment to campus and community. It means launching programs that both enrich our students academically and support the unique challenges facing our neighborhoods.

Cal State L.A. students are expected to change their community by leading it. It’s only through educational opportunities, defined by complex engagement, that we will instill in them that ethic of engagement. In turn, our students must internalize that ethic and deliver it to the city and region we serve. They become ambassadors for the university, and all that we stand for – not an insignificant task for our students or our university.

That is why our participation in California Campus Compact is so critical. Because, by working toward the shared goals of civic engagement, public service, and community-based learning, we are able to leverage the collective power of over 1,100 college and universities across the country. Together, we are far stronger advocates for the public good than we are apart.

At Cal State L.A. we have undertaken this mission in a number of ways:

The first step was to build service learning directly into our general education curriculum. We changed our General Education requirements and now every Cal State L.A. student must take a minimum of two classes related to service learning. To complement this program, we launched #IServeLA, a program that will dispatch tens of thousands of our students into the community. Working for nonprofits and government entities, these students will make a difference each and every year for the Los Angeles region. #IServeLA will only be as effective as the robust partnerships the university develops, and so our second step was to initiate dialogue with elected officials, political leaders, nonprofits, businesses and labor...
organizations. The resulting relationships are intended to benefit our students and our region. They also became the basis of the Center for Engagement, Service, and the Public Good. Launched in May, the Center links students with their communities through civic learning, applied research and student success initiatives. It’s designed to be a hub for neighborhood transformation and a catalytic force in the lives of our students and neighborhoods alike.

One such project that the Center is already guiding is GO East L.A.: A Pathway for College and Career Success. This new partnership with East Los Angeles College and the Los Angeles Unified School District aims to provide “cradle-to-career” support for the students of unincorporated East L.A. This program will provide local students with assistance throughout every rung of the educational ladder. Upon graduation from high school, qualified students will be guaranteed admission to East Los Angeles College or Cal State L.A.

Our third step was to enshrine the advocacy of the public good as a university-wide priority. In recent years, the obligation of colleges and universities to advance the public good has been a very live topic. In California, accreditation will soon require all universities to demonstrate a commitment to community. This will raise important questions about how the public good is best pursued and which majors are most important. Should we be graduating more artists or MBAs? More engineers or criminologists? More scientists or more sociologists? My answer is all of the above. We must continue to offer access and success to our students, who have a wonderfully wide range of interests, abilities, and dreams. And we want to ensure that each of them leaves Cal State L.A. ready to contribute to the greater good.

If that happens – if our students graduate proudly with an ethic of engagement, an understanding of service learning, and the tools to contribute globally – then we will have truly educated our young people to change the world.
“W)e hope this report sparks a national conversation and a call to action about how institutions of higher learning can embrace and act on their long-standing mission to educate students for informed engaged citizenship – an essential quality for all graduates…. To fulfill America’s promise in our global society, our education system at all levels, from early learning through higher education, must serve our nation both as its economic engine and its wellspring for democracy.”

—Foreword, “A Crucible Moment, College Learning and Democracy’s Future”

When Undersecretary of Education Martha Kanter and I provided the foreword for this report on civic literacy as an essential element of the mission of our colleges and universities, I did not imagine that I would soon become president of a university that had long championed this principle.

Two decades ago, the founding of Cal State University Monterey Bay provided an opportunity for a group of engaged educational innovators to rethink how best to face the challenges ahead. Along with a commitment to access, collaborative learning and outcomes-based education, an emphasis on community service was a vital part of the university’s DNA from its inception.

However, turning that commitment from words on a page into a comprehensive, and comprehensible, approach to building civic literacy through service required more than just good intentions. A plan had to be adopted to make the vision real. The goal was not merely to have students work in the community; it was to develop a curriculum that inculcated service into the broad range of academic disciplines as a way to examine issues of social justice, diversity, inclusivity and identity.

When I left my position as assistant secretary for postsecondary education in the Obama Administration to assume the presidency of Cal State Monterey Bay in July 2012, I inherited the legacy of the hard work done by our university’s founders and those who came after. I joined an institution that was nationally recognized for its thoughtful approach to the myriad issues raised in service learning.

All students at CSUMB complete two service-learning courses as part of their general education program. Students first take a lower-division course to introduce concepts of service, diversity, identity,
social justice, and community building. The second course, an upper-division general education course that is integrated into their major, revisits the themes of civic literacy from the perspective of their specific field of study.

The service-learning courses teach to a common set of learning outcomes, which address self- and social awareness; service and social responsibility; community and social justice; multicultural community building and civic engagement.

Critical civic literacy takes civic learning seriously; it is an academic field that must be approached in that spirit. To be rigorous in this pursuit, we must confront difficult questions in building our curriculum. What knowledge and skills will our graduates need to become effective citizens as our society confronts issues of widening income disparity, social stratification and unequal opportunities? How can we surmount ingrained historical, cultural, and economic differences and build a sustainable, equitable global economy?

The goal is to educate graduates who have the knowledge, skills and attitudes to help build stronger communities and more just and equitable workplaces.

These were worthy goals to establish when our university was founded; they have only become more vital in the two decades since. Our world has become more interconnected; our nation has become more diverse; the economic imperative of earning a college degree has become more profound. Meeting the challenge established by the Obama Administration to make the United States again the world’s most educated nation will require us to reach out to underserved populations in new ways to make that degree an attainable goal.

In that regard, at Cal State Monterey Bay, we have found that having our students, many of whom are the first in their families to attend college, work in schools and non-profit agencies around our communities sends a powerful message to the young people with whom they interact that a college degree is within reach.

Cal State Monterey Bay is proud of its close association with the California Campus Compact, which acts as an important forum both in advocating for the importance of civic learning and in providing opportunities for institutions to share ideas about best practices in moving this effort forward.

There is no question that Campus Compact members – indeed all colleges and universities – are educating students to change the world. The real question we must ask ourselves each day as higher education professionals, however, is how to best equip those students with the tools they need to be engaged citizens and to change the world for the better. Higher education, and our global society, would be well-served if we were able to more fully embrace critical civic literacy as a core component of our degree programs.
Community engagement and service learning is a fundamental component of our pedagogy at California State University, Northridge. We value the education and life skills that such activities instill in students, which are also part of our mission statement. The heart of our programming is designed with learning outcomes that help students develop the academic competencies, professional skills, critical and creative abilities, and ethical values of learned persons who live in a democratic society, an interdependent world, and a technological age.

California Campus Compact embodies these ideals as well and provides leadership as an advocate and champion for “educating students to change our world.” The organization is a beacon for higher education institutions, providing positive and critical support as universities race to meet the evolving demands resulting from financial and assessment pressures. CACC provides guidance and a statewide network that is focused on our students’ futures to the world’s benefit. For these reasons, CSUN values its partnership with CACC.

Many in the CSUN community already recognize the value of such engagement. Indeed, CSUN has been extensively recognized for its work in this area. We are regularly named by the Corporation for National and Community Service to the President’s Higher Education Community Service Honor Roll, a recognition we received with Distinction in 2013, the highest federal recognition a university can receive for volunteering and civic engagement. CSUN was also cited by Washington Monthly’s 2013 College Rankings as one of the nation’s leading master’s universities in the area of service learning, ranking 24th nationally in community service participation and hours served. Similarly, the National Survey of Student Engagement in November 2013 indicated that CSUN’s seniors ranked highly in their participation in high impact educational experiences, including service learning and research with faculty, as well as learning communities, internships, study abroad, and culminating experiences.

CSUN’s commitment to this effort is reflected by several centers that are dedicated to this purpose, including our Center for Community Engagement, led by a faculty director, which focuses on integrating meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities; and the Matador Involvement Center, within Student Affairs, which promotes student involvement both on campus and in the community, including volunteerism. As this suggests, civic and community engagement is a shared charge and responsibility for both Academic Affairs and Student Affairs. It happens in the classroom and in co-curricular activities.

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Examples of the activities that have made CSUN a leader and model in this area include the “100 Citizens” program developed by Kinesiology undergraduate students under Professor Steven Loy to help low income residents in a local city to get active and healthy to improve their quality of life, without the need or expense of a fitness center. The program received national recognition at the White House.
in First Lady Michelle Obama’s “Let’s Move!” contest. There is also our Volunteer Income Tax Assistance Program which for many years has provided free tax return assistance to our diverse community, primarily assisting low-income individuals, senior citizens, the disabled, and non-English-speaking individuals.

Service learning is not merely something to do because it’s nice, or if there is time, or only if a student has an interest. We value the educational enrichment it offers to students in support of CSUN’s priority of student success and excellence.

A 2012 report titled, *A Crucible Moment: College Learning and Democracy’s Future* – written at the invitation of the U.S. Department of Education by the National Task Force on Civic Learning and Democratic Engagement – found that all types of civic learning, including service learning, are complementary, not competitive, with learning in traditional academic disciplines. Most important, the findings showed that students who participated in service learning were more likely to persist in college and complete their degrees; obtained skills valued by employers; and developed habits of social responsibility and civic participation.

In other words, students who participate in service learning are more likely to complete their formal education and, when they do, they are more likely to become members of the educated and highly employable workforce. They are the engaged citizens and civic leaders of tomorrow. They are the people who upon graduation will make a positive difference in their communities, professions, and society.

CSUN is proud to be a member of California Campus Compact and celebrate its 25th year milestone. Given the many challenges that face higher education as well as the broader and global community, CACC’s mission remains as prescient and critical as ever.
as a university that takes great pride in our engagement with our region and in our expertise in validating discoveries with appropriate research, we also understand that knowledge exists in the community, just as it does in the academy, and that those in the community are equally as curious to understand the context and impact of knowledge. California Campus Compact leverages its network of member colleges and universities to highlight the value of the interdependent relationships between universities and their communities and advocate for the benefits of civic education.

The mission of Cal State San Marcos is to educate the students of our region, to reach out and reach back to historically underserved student populations and provide them with the opportunity to transform not only their lives, but also the lives of their entire family and community through education. Public universities, at their core, are dedicated to providing high quality, low cost educations that help students make sense of the world and think critically about what they observe so that they may better understand phenomena unfolding around them. CSUSM certainly focuses on that through experiential learning, through extended student support services, and through targeted programs aimed at helping students know early what it takes to get into and through college.

As the only four-year public university in our region, we partner with people and businesses throughout our area to advance a common goal of raising the educational attainment rate of our region. Our community partners are intelligent, thoughtful, passionate people who are often the best experts of praxis – the process by which one brings theory into practice. They are incredible models for our students and ultimately serve as co-educators alongside our faculty. These partners bring the “real world” to our students, which is imperative given that we are preparing tomorrow’s leaders, and it’s essential that our graduates appreciate the connection between what they learn in the classroom and how that manifests in daily life. California Campus Compact ensures that we have access to the most relevant resources that will help us achieve this goal.

CSUSM students, graduates and faculty are changing the world in numerous ways — through experiential learning, through service learning, through engaged scholarship.

Engaged scholarship is defined by the collaboration between academics and individuals outside the academy for the mutually beneficial exchange of knowledge and resources in a context of partnership and
reciprocity. CSUSM faculty are genuinely interested in the local community and in building partnerships that ultimately support and facilitate student learning and student civic engagement.

To support and encourage faculty scholarship in partnership with community organizations, CSUSM has dedicated financial resources to the effort. Through our Division of Community Engagement (the only one within the CSU System), our institution provides grants of up to $5,000 to select faculty interested in developing or maintaining respectful, reciprocal partnerships with community organizations. With the grant comes administrative and technical assistance to support faculty in mutually beneficial, community-based research projects.

Service learning is another hallmark of our work at CSUSM, of how we are preparing tomorrow’s leaders. The Corporation for National and Community Service defines service learning as “a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.”

In a recent Psychology course with a service learning component, students selected from five different community partners, including organizations that serve individuals with Alzheimer’s and those that provide hospice care. During the semester, students performed 80 hours of service that involved visiting with patients and, in many cases, experiencing the passing of their patients. In lieu of a final exam, the professor invited all involved to the culminating class session during which the students reflected on their service learning experience. As one student offered, “the course prepares you for real-life situations that you will encounter while volunteering at your site. The course taught me how to be an effective listener through conversations and also through silence. Based on this experience, I now plan to pursue a career in hospice care.”

It is student experiences such as these that serve as a testament to the very important work that CSUSM is doing. We are clearly engaged with our communities for the common good. Through our mission and our commitment to educating students to change the world, we are transforming lives and an entire region. We are preparing tomorrow’s leaders, building better communities and solving critical issues.
At Dominican University of California, we have crafted an education that rests on the values of study, reflection, community, and service. With these values, our graduates become ethical leaders and socially-responsible global citizens. The nexus of our values and community-engaged learning align with California Campus Compact’s goal to educate students to change the world. Research has shown that community-engaged learning is one of several teaching practices that improve student learning and success. As Dominican educates many first-generation and underrepresented minority students, we are particularly committed to incorporating educational practices that result in student success across our curriculum.

A prominent example of how Dominican values are put into action to fulfill our mission is the Voces del Canal community research project. Assistant professor Jennifer Lucko and Director of Service-Learning Julia van der Ryn worked with community partners to examine how the University could contribute to community revitalization in the Canal neighborhood of San Rafael. Canal residents are predominately Latino immigrants who struggle to meet the basic needs of their families. Rather than conducting yet another study of the Canal residents, Lucko and van der Ryn met with community partners and empowered the residents to conduct a community-driven research project. A coalition of resident leaders from the community, Dominican faculty, and community partners surveyed 678 residents, who shared their personal stories and their hopes for their community.

Our students, guided by Professors Lucko and van der Ryn, conducted a related research project that sought to understand better the network of social service providers in the Canal. The project assessed community engagement, collaboration across agencies, and overall accountability to the community. Dominican student research exposed the lack of meaningful collaboration among service providers, who are all competing for limited resources. Accordingly, Canal families lack integrated services, and face a fragmented and confusing series of obstacles to receiving meaningful support.

One culminating event resulting from this two-year community-research project was a convening on the Dominican campus of residents, community service providers, elected officials, governmental-agency representatives, and Dominican faculty, staff, and students. The meeting was an opportunity to share the results of the research as well as discuss next steps needed to build a safe community and foster
partnerships in the Canal. As the Canal District evolves and responds to the issues expressed through Dominican’s Voces del Canal project, the University will partner with community organizations and residents to help realize fundamental and meaningful change.

Another example of Dominican community-based learning is our participation in the international PARK(ing) Day, which is an annual event where artists, designers, and citizens transform metered parking spaces into temporary parks for the public. These temporary parks call attention to the need for more urban open space, and contribute to the debate about how public space is created and allocated. Our students, along with faculty from the Art, Art History and Design departments converted metered spaces in downtown San Rafael with installations related to the theme “Day in the Park.”

The Voces del Canal project and the “Day in the Park” PARK(ing) Day project are only two examples of how Dominican incorporates community-engaged learning in order to prepare our students to be ethical leaders and socially-responsible citizens. There is no better way to inculcate civic and social responsibility than to take the lessons of the classroom out into the world and into our communities. Dominican's education, grounded in the liberal arts combined with professional education, does that for all our students who are in service-learning classes, clinical and field residencies, and internships.

Dominican greatly appreciates being part of California Campus Compact as it provides a community of like-minded institutions and programs. Together, the members of CACC have lived the public service mission of higher education. Our collective voice is amplified by CACC, which has been a valuable partner for Dominican and all of our partners. As California continues to tackle increasingly-complex problems, the fulfillment of CACC's mission becomes even more urgent. CACC will continue to play a vital role in higher education and to the health of California. Dominican is proud to share in this important work.

There is no better way to inculcate civic and social responsibility than to take the lessons of the classroom out into the world and into our communities.
California Campus Compact is a leader and convener, bringing together colleges, universities and communities to advance civic and community engagement that sustains a healthy, just and democratic society. Loyola Marymount University and the other Compact colleges are committed to advancing social justice through engaged students, faculty and alumni.

This role is nothing new for LMU. Through its historic Jesuit and Marymount traditions, LMU has long been dedicated to educating “the whole person” and nurturing “men and women for others.”

Peter-Hans Kolvenbach, S.J., who led the Jesuit order worldwide from 1983-2008, summed up that mission in a speech 14 years ago, and he underscored what a Jesuit education continues to be. “Students, in the course of their formation, must let the gritty reality of this world into their lives, so they can learn to feel it, think about it critically, respond to its suffering and engage it constructively. They should learn to perceive, think, judge, choose and act for the rights of others, especially the disadvantaged and the oppressed.”

LMU fulfills that mission through both academic and service programs that allow students to experience and influence the real world. LMU President David W. Burcham, who dedicated his inaugural week in 2011 to service activities throughout Southern California, has encouraged and led LMU in this rich and rewarding work.

At his inauguration, President Burcham observed: “We must make certain that we continue to provide the leadership and the programs that encourage our students not only to act, not only to perform service, but to take time and to reflect upon their acts of service. Such reflection inevitably leads to a much deeper understanding of faith, of purpose, and of meaning.”

Directed by President Burcham, a campus-wide team developed a new Strategic Plan for the university that was adopted in 2012. The document identified core values and strategic themes that match the mission of Campus Compact, including academic excellence, community involvement, service to others, and a commitment to local and global citizenship.

On the academic side, the new Core Curriculum has an “Engaged Learning” course graduation requirement. Engaged Learning classes include hands-on involvement in the community, and are designed to foster civic engagement, respect for others, ethical reasoning, and a habit of service. The courses require students to apply classroom learning to a real-world problem, ensuring that community engagement and service is an integral part of the LMU educational experience.

“We must make certain that we continue to provide the leadership and the programs that encourage our students not only to act, not only to perform service, but to take time and to reflect upon their acts of service. Such reflection inevitably leads to a much deeper understanding of faith, of purpose, and of meaning.”

Though the requirement is new, the place of the community in LMU classrooms is not. For 13 years, LMU has given grants to faculty to create new Community-Based Learning courses, where students engage with community partner organizations. More than 50 classes have been developed. One such
class, “Punishment and Mercy”, is taught by political science and theology professors and examines incarceration and justice in our society. The course this year led to a month-long series of public forums on these expansive issues, as well as student-led political action for eliminating the sentence of Life Without Possibility of Parole for juvenile offenders. Students also volunteered for Spring Break alternative trips to jails and prisons in California to learn about the prison and juvenile justice systems, as well as to better understand and discuss possible alternatives.

On the service side, LMU students are engaged through both Campus Ministry and the Center for Service & Action. These organizations sponsor more than 20 alternative break trips and immersions in places as varied as Tijuana, Jordan, the Philippines, Chile, South Dakota and East Los Angeles, while focusing on issues as diverse as food security, sustainable public health, human trafficking, land security and immigration. More than 400 students are also involved in nine service organizations that commit to working with LMU Community Partners tutoring, working with the homeless, and other marginalized communities.

President Burcham again highlighted the importance of these age-old Jesuit traditions in a recent convocation, saying LMU must “inculcate the value that an LMU education is not solely a self-centered project, but should also develop a commitment for our students, for all of us, to be women and men for others.” As California Campus Compact moves into its next 25 years to educate students to change our world, LMU moves forward in solidarity and collaboration with the same goal.
On February 5, 2005, Sr. Dorothy Stang, SND, a graduate of Notre Dame de Namur University (NDNU), was shot to death in the jungles of Brazil because she was defending the rights of the poor farmers from rich local ranchers who were trying to steal their land.

At NDNU we honor Sr. Dorothy whose courage reminds us of the proud heritage of the Sisters of Notre Dame de Namur and their commitment to meeting the needs of the poor. Students come to NDNU because they seek an education that is not just for a job or personal enrichment; they want to do their part to change the world and appreciate the opportunity to contribute to the common good. We consider it our mission to give students the tools they need to change the world and the opportunity to start doing just that beginning the day they arrive on campus.

Before they’ve cracked a single textbook or sat in their first college class, first year students participate in a co-curricular community engagement experience, which can range anywhere from beach cleanup to feeding the homeless to making children laugh. This initial experience is followed by reflection based on our Notre Dame Hallmarks and then is quickly reinforced with a similar curricular experience that is part of each First Year Experience course. The NDNU community communicates early on the value of seeing the real needs in the community and engaging to understand and address the underlying causes. And opportunities for service abound throughout their four years here. It is integrated into their coursework, through community-based learning courses. The Sr. Dorothy Stang Center for Social Justice and Community Engagement creates co-curricular activities that allow students to engage with their community, and our sports teams integrate community service into the lives of their athletes. In all, NDNU students, faculty and staff contribute about 130,000 hours a year to community engagement activities. These commitments have resulted in NDNU being named to the President’s Higher Education Community Service Honor Role for three consecutive years and being awarded the Pacific West Conference Community Engagement award in two of the last three years.

NDNU’s teacher education has a long history of community partnerships. Student teachers spend two entire semesters in local classrooms, putting theory learned in the college classroom to the test by implementing it in elementary and secondary schools, with their real world challenges, including low income students coming to school hungry, English language learners, and the like. Because of its reputation and commitment to ensure strong preparation for our teacher candidates, NDNU was asked...
by the San Bruno Park School District to assist in bringing its Belle Air School out of the negative “Program Improvement Status.” The school’s demographics include 90% low-income students and English language learners. The school has become a deeply embedded, multi-dimensional project, which has greatly improved the learning opportunities for the children of the elementary school and has strengthened the education of our teacher candidates at the school. Each classroom has a master teacher and a student teacher from NDNU. University supervisors conduct weekly meetings at each grade level and a university faculty member is on-site during most of the school day to support the staff with professional development and consultation. Undergraduate students assist with tutoring and translation during parent-teacher conferences. A 50-point increase in the school’s standardized test score reflects the improved learning opportunities for the K-12 students.

A final example comes from students in our bachelor’s degree completion program. Each student in the Human Services major capstone course must complete a project in the community, which includes specific goals and measurable outcomes. The students are encouraged to pursue a project which engages their interests and passions. The extent and range of projects over a number of years is inspiring. Students have worked on such projects as staging a conference on sexual trafficking, raising money for local nonprofit organizations, a weekend wilderness trip for disadvantaged students, supplying clothing and other needs for sexual assault victims and many, many more. These students leave NDNU with a firm grasp on the possibilities for using the blessing of education to serve the people in their lives and communities.

Justice Liu’s argument that “one of the most fundamental tasks of higher education [remains] the cultivation of purpose, social responsibility, and civic virtue in the next generation and the next generation of citizens and leaders” is core to the work we do to engage students in seeking the common good at Notre Dame de Namur University. It is also the reason NDNU has joined with similar like-minded institutions from all over California to support the work of California Campus Compact. Together we can do far more than any one of us can do alone.

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As a young faculty member at the University of the Pacific, I was privileged to teach the first service-learning course in the University's General Education Program in the early 1990’s. As a precursor to this pedagogical practice, I found it imperative to have my own time of profound reflection on the important relationships between theory and practice, the community and the classroom, the educator and everyday people. Indeed, what could my students, whose classroom work focused on contemporary and intractable social problems, learn from the community practitioners who worked day in and day out to find solutions to these incredibly daunting situations? And would their service-learning experiences simply serve to reinforce socio-economic and cultural stereotypes, or would they really prove to be breakthrough moments, which could galvanize students to develop intellectually and socially into creative problem solvers and citizen-leaders as was the aim of Pacific’s General Education Freshman Seminar, Mentor Seminar II?

In the end, my students and I both learned together that while the academy had much to teach the community, in many ways the community had even more to teach the academy as we learned to delicately discern the difference between knowledge and wisdom. Through reflection and social action, our lives were transformed; we had truly experienced a high-impact educational practice, and I, for one, became a convert and devotee to service-learning and other community building pedagogies throughout the rest of my academic career.

Now fast forward twenty years when I now have the privilege of serving as President of another Pacific—Pacific Union College, where, as a faith-based institution of higher learning, we are attempting to build upon a well-established tradition of volunteer service and transform that community-based work into service-learning and civic engagement as our students are trained and inspired to go forth to practice the Gospel and to serve as light in the world. With these objectives in mind, PUC’s faculty have been focusing on increasing the number of high-impact educational practices experienced by our students each year. These practices are defined by Indiana University’s George D. Kuh in a 2009 monograph prepared for the Association of American Colleges and Universities and based on data from the National Survey of Student Engagement (NSSE). Since its inception in 2000, NSSE has surveyed over
2.3 million students at 1,452 colleges and universities across the nation. From this body of educational research, it has been substantiated that some academic activities are more likely than others to increase student engagement and effort and to even deepen students’ commitment to learning. These “high-impact,” active learning practices increase both retention and graduation rates: in other words, they really help students to succeed.

While we have used most of these practices at PUC, we recently decided to commit to increasing the number of students who experience them. We focused on service-learning as one of these practices, and we were especially excited to have nationally-recognized speaker, Nadinne Cruz, a pioneer and national expert on service learning, on campus in support of these initiatives. This was yet another moment of life coming full circle for me since Cruz was one of my early mentors in the service learning movement back in the early 1990’s.

Currently, I have yet another privilege—that of serving as a Board Member for California Campus Compact, the most significant and successful service-learning organization in the state of California. As California Campus Compact celebrates twenty-five years of transforming lives in California, it continues to serve as an invaluable resource for institutions across the state who view educating their students to change the world in order to serve the public good as one of their key educational aims. It is my hope that together, through the vehicle of service-learning, we can continue to expand the capacity for leadership for the common good one committed student at a time.

These “high-impact,” active learning practices increase both retention and graduation rates: in other words, they really help students to succeed.
Stanford University salutes California Campus Compact on its 25th anniversary and joins in celebrating its extraordinary achievements.

In 1985, Stanford’s then President Donald Kennedy co-founded the national Campus Compact with the presidents of Brown and Georgetown Universities and the Education Commission of the States. John W. Gardner, the great civic statesman and author, who was also a Stanford alumnus and trustee, suggested the organization’s name, “Campus Compact.” Donald Kennedy and Charles Young, then chancellor of the University of California, Los Angeles, subsequently founded California Campus Compact, one of the first state affiliates.

A commitment to fostering civic leadership, which is central to California Campus Compact’s work, has also been a guiding tenet shaping Stanford education since the university’s founding by Jane and Leland Stanford. In the words of Jane Stanford, a Stanford education should not only “qualify students for personal success and direct usefulness in life,” but also help them “become thereby of greater service to the public.” This mandate has infused Stanford’s identity and approach to education over the university’s history, from a required year-long course on “Problems of Citizenship” for freshmen in the late 1920s and ’30s, to the 2012 *Study of Undergraduate Education at Stanford*, which articulates goals for a Stanford education and strategies to prepare students for civic leadership—local, national, and global.

In the same year that Campus Compact was founded, Donald Kennedy established the Haas Center for Public Service as a focal point for civic opportunities for Stanford students. Over the years since then, the Center has established rich and enduring community partnerships and programs. These include robust community-engaged learning courses, mentoring opportunities, and support for fellowships and internships across the US and abroad.

Like Campus Compact, Stanford under the leadership of President John Hennessy is now looking ahead to the next 25 years of fostering civic engagement. Drawing on the spirit of intellectual and scientific discovery for which Stanford is known, we are working to equip students with the knowledge, skills, and attributes needed for lasting civic involvement in their communities.
To meet that aim, the Haas Center supports students in exploring six Pathways of Public Service: Direct Service, Activism, Community-Engaged Scholarship, Policy and Politics, Social Entrepreneurship, and Philanthropy. Our goal is to enable students to have civic impact across the independent, public, and private sectors. Many other parts of Stanford complement the work of the Haas Center, sharing Campus Compact’s imperative, as California Supreme Court Justice Goodwin Liu, Stanford ’91, has said, to fulfill “the vital role of higher education in perpetuating the core values that knit together our social fabric.”

The ultimate testament to the continuing vitality of this mission – and the ultimate measure of its success – is, as it has always been, the work of faculty, staff, students and alumni who commit deeply to lives of purpose, develop inventive solutions to seemingly intractable issues, and uphold the common good as the ultimate bottom line.

As has been true since Campus Compact’s founding presidents expressed their vision for the role of higher education to build strong communities and develop engaged citizens, it is the work of extraordinary individuals creating a more just and sustainable world that speaks most powerfully to our shared mission. For example, the Haas Center’s first director, Catherine Milton, became the executive director of the Commission on National and Community Service, whose seminal report formed the basis for the Corporation on National Community Service, sponsoring such programs as AmeriCorps.

Perhaps most exciting are the endeavors of alumni and students such as Tha Zin, ’15, who grew up in Myanmar with access to electricity for less than four hours a day, and is spending this summer helping establish hydropower plants for sustainable energy in the region. Thanks to the work of Campus Compact and its more than 1,100 campuses, these inspiring leaders find themselves in good company among civic change agents across the globe.

Over the past 25 years, Stanford has gained immeasurably from the wisdom and insights of other California Campus Compact members and from the organization’s wise leadership. Special applause is due to Elaine Ikeda for her inspired guidance. The University sends all good wishes for decades more of committed civic service.
As noted in UC Merced’s mission statement, “The twenty-first century ushered in the promise of new ways of connecting people to new knowledge and to one another.” As the tenth member campus of the University of California, and the first American research university of the 21st century, UC Merced’s commitment to “Educating Students to Change our World” is integral to our mission. Our Principles of Community state, “We champion civic engagement, environmental stewardship, research, and teaching that connects theory to practice and learning to doing,” and each day we observe our students making connections that change the future. Our membership in California Campus Compact supports these endeavors through access to a wide array of resources including engagement grants for students, opportunities for student growth and professional development through institutes, trainings and conferences, and the relationship we share with member campuses committed to developing a democratic, healthy and just society.

Located in the Central San Joaquin Valley, students at UC Merced are aware of the challenges facing Central California, as many of our students have come from the Valley or from similar challenges and circumstances faced by children of Merced County. Sixty-eight percent of our 2013 incoming freshmen were first generation college students, and in spite (or because) of obstacles they may have faced, many UC Merced students arrive with a commitment to reach out a hand to others. One example of this commitment is evidenced by student participation in Merced County Project 10%, a student-created, student-run organization that partners with the Merced County Office of Education and the Merced County District Attorney’s Office. The goal of Merced County Project 10% (MCP10%) is to increase high school graduation rates in Merced County by 10% over a five-year period and beyond. To this end, UC Merced students trained in leadership skills and in applying the Marshall Ganz model of Public Narrative, speak to each eighth grade classroom in Merced County. They share their own stories of challenge and achievement to motivate and encourage eighth graders to stay in school and graduate from high school. At the close of each presentation, eighth grade students write reflection cards and repeatedly responses include, “Nobody’s ever told me why staying in school is important.” or “No one has ever told me I could go to college!”

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In the fifty-five minutes UC Merced students spend with eighth graders in the classroom, lives are changed. School administrators and classroom teachers have shared the powerful impact of having the UC Merced students in their classrooms, and many note a change in the conversation in the weeks following as eighth graders begin to talk and ask questions about their own ability to succeed, about making different choices, and about how to improve their opportunity to attend college. Merced County Project 10% enables UC Merced students to use their own experience, their own challenges and accomplishments, and turn them into hope for others. Participation in Merced County Project 10% cultivates students’ sense of purpose and fuels their passion for civic and social responsibility.

As we turn our attention to the years ahead, UC Merced students will undoubtedly be on the cutting edge of research and new discoveries, but they will also be the next generation of leaders in their community, creating change, and empowering following generations to pursue education and change the world.
Institutions of higher education, nationally and internationally, espouse a common purpose: educating students to be “global citizens.” The phrase “global citizen” elicits a worthy goal to which our students should strive. I understand this phrase as representing the nexus between theory and practice, academic and co-curricular, and campus and community, situating our institutions to graduate students with the skills, theoretical foundation, self-confidence, and drive to become contributing global citizens. For a quarter of a century California Campus Compact, aligned with the National Campus Compact coalition, has established themselves as a leader in these efforts. In light of these goals, public and private institutions of higher education throughout California look toward California Campus Compact to be the state convener, the champion, the connector, and the innovator.

The University of La Verne is extremely proud to be an active and loyal member of the esteemed California Campus Compact. Our membership encourages us to contribute to the Compact’s mission of “educating students to change the world,” while also collaborating with fellow California Campus Compact institutions. Actively collaborating with our California Campus Compact peer institutions is a visible reminder that our central role in graduating global citizens is to educate, inform, engage and inspire.

At the University of La Verne, focusing on our assets is key to who and what we are. From the way we educate and embrace our students, to the way we partner with the community, the belief in the power of recognizing all of our assets is deep-seated in the concept of transformation and enhancement. Rarely in higher education do we embrace the “asset-based” as an educational pedagogy or as a leadership strategy. The power of the “asset” creates a lens that highlights our institutional and community talents, and creates a foundation of optimism about our ability to educate informed citizens who take responsibility for their communities, exhibit ethical leadership, and act as champions within their own communities.

As an institution of higher education, the University of La Verne is positioned in a unique and influential place as one of the universities leading the country by reflecting the future student demographics of most institutions. La Verne is a private non-profit university of 8,700 students, 11 campuses across Southern California, and federally designated as a Hispanic Serving Institution (HSI) with 40% Latino students. We serve graduate and undergraduate students across four colleges: College of Education and Organizational Leadership, College of Arts and Sciences, College of Business and Public Management, and the College of Law. We consider ourselves both diverse and inclusive. Over 50% of all our students are the first in their families to attend college. Perhaps even more impactful is the fact that each of our 11 campuses, on their own, could be considered an HSI, as each campus enrolls and serves more than 40% Latino students. This presents the University of La Verne with the opportunity to embrace our students and the communities from which they come. The power of our role and philosophy of engagement lies
in recognizing the assets of our students’ home communities, the communities of those we serve, and the assets of the University of La Verne itself: committed faculty, incredible depth of the institutional values that lead the institution as a whole, and the life-long love that our students and alumni have for their university.

One of our longest-standing engagement programs which embodies the educational and leadership strategy of asset-based partnerships is our Summer Service program. Founded in 1957, this program provides students with an opportunity to make a positive difference, serving and engaging with the wider community for a 10-week summer volunteer experience. The program places an emphasis on leadership development, personal and spiritual growth, and reflection on what it means to be a socially responsible citizen. The transformational experiences that the Summer Service program provides also integrates our institutional core values, which are based on the Brethren tradition, and infuses skills, possibility, and vision. It exposes our students to the dynamic nature of communities, as well as deep personal journeys and self-reflection. This helps students reach the goal of “cultivation of purpose, social responsibility, and civic virtue.” Since 1957, hundreds of students have participated in this program. In the summer of 2014, 25 students participated in the program serving a number of religious, secular, and social service organizations both locally and across the nation. We seek to instill in our students that their assets, combined with the assets of the communities we serve, can bring about the greatest outcomes for everyone. Once our students understand that it is not only what they learn in the classroom, but also what they experience in community that is important, then we can prepare them to be civically-engaged cultivators of global enhancement.

Our philosophy of engagement is based on the theoretical principle of Asset-Based Community Engagement, whereby we shift our perspective from looking at the deficits of a community, to focusing on what is positive and available within our community. Our role as partners is to be mobilized by the community while also valuing community knowledge and expertise, and challenging the assumptions and stereotypes associated with race, class, and gender. How can we truly embrace our students and provide them with a rigorous and quality education if we only perpetuate the perception of their communities as broken, deficient, and lacking? While this philosophy of engagement does not ignore the social and structural challenges that negatively impact communities, it does not begin with the assumption of deficit; it begins with the recognition of gifts, talents, abilities and knowledge. Our students can continue forth and change the world because they experienced transformation and can embody “Sankofa,” the African adage of “return and collect it.” This is the idea of reflecting on the past to build a successful future; to never forget or forego who they are and where they came from in order to move forward, but instead understand the past in order to change the future. That is the position from which we build a strong relationship, and continue to build our communities and our university.

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The University of San Diego (USD) was founded just 65 years ago and has embraced responsibility for leading change that improves the human condition and our earth which is fundamental to our mission, values, and our Catholic identity. Our Mission Statement identifies us as “...a Roman Catholic institution committed to advancing academic excellence, expanding liberal and professional knowledge, creating a diverse and inclusive community, and preparing leaders dedicated to ethical conduct and compassionate service.” The USD community is passionately dedicated to public service and we have taken significant measures to affect global social change, improve the human condition, and deepen the intention of our students to be dedicated to compassionate service. Our ongoing efforts to enact change have been recognized through our Community Service Learning program, sustainability efforts, and designations as a Changemaker Campus by Ashoka and as a Fair Trade campus by Fair Trade USA.

A USD education includes the ability to deliver an educational experience based not just on academics, but with a hands-on application through local and global programs, proximity to a developing country, and through a presence in diverse communities locally and internationally. Of course this work cannot be done alone and becoming a member of California Campus Compact was instrumental in creating a culture of engagement at USD and other campuses throughout California. Community engagement is woven into our undergraduate curriculum through intentional partnerships that link learning in the classroom to the wisdom of the community. Over 80% of our students are involved with community engagement and provide over 300,000 hours annually in service.

In 2011, USD was designated a Changemaker Campus by Ashoka, an association of the world’s leading social entrepreneurs. USD was the first campus on the West Coast to have this designation which reflects our commitment to affect global social change. The Changemaker Campus designation was earned based upon the value and relevancy of a USD education, the accomplishments of our students, alumni, faculty and staff to make a difference in the world, and our commitment to grow future changemaking educational programs and initiatives. Since becoming a Changemaker Campus in 2011, over 35% of the incoming freshman class have indicated that this designation was a significant reason they chose to attend USD. This commitment will enable us to more deeply immerse our students in this social movement and provide them with the skills and experiences to dramatically and systematically create change in the world.

The university is building environmental consciousness on campus and throughout the community. We are committed to promoting sustainable lifestyles; expanding curricular and scholarship development
The University of San Diego is the 10th campus in the United States to earn the designation as a “Fair Trade” campus. The designation from Fair Trade USA and Fair Trade Colleges & Universities, a national initiative that began in 2008, recognizes our commitment to using goods produced according to rigorous standards that address fair prices and wages, safe working conditions, and environmental sustainability. The commitment includes integrating educational and advocacy efforts for Fair Trade into the school’s culture. We have developed a Fair Trade committee and resolution committing itself to “embed Fair Trade principles and practices within the social and academic culture of the campus community.” Our Fair Trade status is another impressive accomplishment in its commitment to social and economic justice and sustainability.

USD installed a 1.23-megawatt solar power system atop 13 campus buildings, diverted more than 600,000 pounds of e-waste from landfills, reduced water use by 30 million gallons and have set a goal of becoming a zero-waste campus. In 2011, we launched the USD E-Waste Collection Center, the first of its kind on a college campus. The student-run center is the only non-profit collection center in San Diego that accepts all electronics. Since its inception, over 250,000 pounds of electronic waste have been diverted from local landfills and developing nations by providing the local community with secure and easy disposal of unused electronic items. Future goals of the center include generating enough incoming waste to fund sustainability programs on campus and to promote e-waste education in local K-12 schools.

In the latest recognition of our sustainability efforts, we received a STARS (Sustainability Tracking, Assessment and Rating System) Gold Rating from the Association for the Advancement of Sustainability in Higher Education (AASHE). STARS is a new program that measures and encourages sustainability in all aspects of higher education. USD is one of only 59 gold-rated institutions worldwide. This is a further recognition of our efforts to reduce water usage and energy costs, and plan wisely to conserve resources. We are committed to promoting sustainable lifestyles, expanding curricular and scholarship development on sustainability and climate change, and creating a green campus through facilities, operations, and business practices.

The University of San Diego’s continuing commitment to community engagement and innovation is far reaching. We look forward to advancing and enriching our educational programs and initiatives to provide our students with the attitudes and skills necessary to responsibly address societal concerns in our complex world.

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At this time when students and local communities are faced with highly visible, intersecting, protracted social injustices ranging from poverty to environmental degradation to violence in schools, California Campus Compact’s mission of Educating Students to Change the World has never been more necessary. To effectively address contemporary social issues, we must develop a generation of leaders with the compassion and humility to preserve and prioritize human dignity, the skills and competencies to enact sustainable social change, and the ethics and confidence to challenge and dismantle systems and structures of oppression. Institutions of higher education have the responsibility to prepare students to take on this daunting leadership challenge.

The University of San Francisco has been dedicated to developing “leaders who will fashion a more humane and just world” since it was founded in 1855, so not only does the CACC mission resonate with us, but we have also reaped tangible benefits from the resources and support offered by CACC. USF’s affiliation with California Campus Compact has played an essential role in helping us to integrate and elevate service-learning and community engagement as key components of the institution’s culture, infrastructure, and curriculum. Our faculty, students, community partners, administrators and staff have benefited substantially from the resources, funding, recognition, and professional development opportunities offered by CACC. Through offerings like the Faculty Fellows in the Service-Learning for Political Engagement Program, USF’s faculty members have cultivated knowledge and skills related to community-engaged scholarship and pedagogies, and deepened their commitments to service, teaching, and research that contribute to positive social change. In turn, our students have benefited from rigorous and relevant community-engaged courses that not only extend their understanding of course content, but also guide them to think critically about pervasive social issues and their roles as change agents. Some of these students have received recognition and funding to support their exemplary service commitments through the Campus Compact Newman Civic Fellows Award and the CACC Community Engagement Student Fellowship.

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For staff involved in guiding and supporting the campus’ community-engaged programs and undergraduate service-learning course requirement, there has been tremendous value in the ongoing opportunities to connect with peer institutions and participate in discourses that shape the landscape of...
community engagement across higher education. Our community partners have additionally benefited from the intentional inclusion of their voices and perspectives in CACC publications, workshops, and the annual Campus Compact Continuums of Service Conference, to which USF frequently sends community partners as co-presenters with our faculty and staff. Overall, USF’s membership in CACC has elevated our community engagement conversations and practices, and deepened our commitment to the development of students’ civic identities and equitable community partnerships.

USF offers numerous programs and opportunities to engage students in exploring the intersection of academic disciplines, pervasive social issues, and their own passions and callings. We were one of the first universities to require all undergraduate students to take a service-learning course as part of the core curriculum and service-learning is now well integrated across the institution in each college and within nearly every academic discipline. We offer more than 50 service-learning courses each semester and engage approximately 1,700 undergraduates in service-learning each year. First year students enrolled in the Martin-Baró Scholars program join a year-long living-learning community that includes an intensive service-learning commitment and comprehensive curriculum on issues of citizenship, social justice, and diversity. For students interested in careers in public service, the Leo T. McCarthy Center for Public Service and the Common Good offers academic programs that range from global summer fellowships in grassroots organizing to full-time semester-long internships at policy-making agencies in Washington D.C. to paid student leadership positions coordinating service-learning at local San Francisco nonprofits. USF’s culture of engagement is uniquely infused into each college, and even extends to our graduate programs. In the School of Education’s Masters of Arts in Teaching Reading (MATR) program, teachers earn certification as reading professionals by participating in a full-time Summer Reading Program practicum through which they collaborate with nonprofit staff to develop and deliver a culturally-relevant reading curriculum for under-resourced urban youth in the Western Addition neighborhood adjacent to USF. The Summer Reading Program practicum is a dynamic mutually-beneficial learning experience for USF students, community members, and youth couched in the context of a long-standing institutional relationship between USF’s MATR program, the Schools of the Sacred Heart’s Heart-to-Heart initiative, and Mo’Magic, a neighborhood nonprofit focused on youth education and development. USF’s commitment to community engagement and service-learning is both expansive and focused, student-oriented and community-driven, academically rigorous and compassionately implemented, immediately impactful and potentially transformative. We are Educating Students to Change our World from here, and we are proud to do this important work in collaboration with California Campus Compact.
25th Anniversary Celebration
Palo Alto, California • November 14, 2013

Honoring our founders: Don Kennedy (former President, Stanford University) and Chuck Young (former Chancellor, UCLA)

Goodwin Liu, Associate Justice of the California Supreme Court and David Espinoza, University of Redlands ’16, CACC Community Engagement Student Fellow

Front row (l-r): Maureen Curley and Elaine K. Ikeda
California Campus Compact Members
Through the Years

| Antioch University Los Angeles | Miramar College |
| Antioch University Santa Barbara | Moreno Valley College |
| Azusa Pacific University | Mount St. Mary's College |
| Barstow Community College | Norco College |
| Biola University | Notre Dame de Namur University |
| Butte-Glenn Community College | Occidental College |
| California College of the Arts | Orange Coast College |
| California Institute of Integral Studies | Pacific Union College |
| California Lutheran University | Palomar College |
| California State Polytechnic University, Pomona | Pepperdine University |
| California State Polytechnic University, San Luis Obispo | Pitzer College |
| California State University, Bakersfield | Point Loma Nazarene University |
| California State University, Channel Islands | Pomona College |
| California State University, Chico | Porterville College |
| California State University, Dominguez Hills | Riverside City College |
| California State University, East Bay | Riverside Community College District |
| California State University, Fullerton | Sacramento State University |
| California State University, Long Beach | Saint Mary's College of California |
| California State University, Los Angeles | San Diego City College |
| California State University, Maritime | San Diego State University |
| California State University, Monterey Bay | San Francisco State University |
| California State University, Northridge | San Jose City College |
| California State University, San Bernardino | San Jose State University |
| California State University, San Marcos | Santa Ana College |
| California State University, Stanislaus | Santa Clara University |
| Chapman College | Scripps College |
| Chicago School of Psychology | Shasta College |
| City College of San Francisco | Sofia University |
| Claremont Graduate School | Sonoma State University |
| Claremont McKenna College | Southwestern College |
| College of the Canyons | Stanford University |
| Concordia University | State Center Community College District |
| Cypress College | University of California, Berkeley |
| De Anza College | University of California, Davis |
| Dominican University of California | University of California, Irvine |
| Evergreen Valley Community College | University of California, Los Angeles |
| Foothill College | University of California, Merced |
| Fresno City College | University of California, Riverside |
| Fresno State University | University of California, San Diego |
| Gavilan College | University of California, San Francisco |
| Glendale Community College | University of California, Santa Barbara |
| Grossmont College | University of California, Santa Cruz |
| Harvey Mudd College | University of La Verne |
| Holy Names University | University of Redlands |
| Humboldt State University | University of San Diego |
| Irvine Valley College | University of San Francisco |
| Keck Graduate Institute | University of Southern California |
| Kern Community College District | University of the Pacific |
| La Sierra University | Westmont College |
| Lancy College | Whittier College |
| Los Angeles City College | |
| Los Medanos College | |
| Loyola Marymount University | |
| Marymount College | |
| Mills College | |
| MiraCosta Community College | |