

**Connecting Workforce Development and Civic Engagement:
Higher Education as Public Good *and* Private Gain**

Richard M. Battistoni & Nicholas V. Longo

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Executive Summary

The shrinking public support for colleges and universities has helped to provoke a crisis in higher education across the country, and especially in Massachusetts. At the same time, dwindling public support has caused higher education to reexamine its public mission and has catalyzed an important debate about the values and role of higher education. This paper is meant to contribute to these deliberations about how higher education can be a steward of economic prosperity (private gain) and democratic practices (public good).

Throughout this debate, at least two visions of higher education's role have emerged. The dominant view is that higher education's essential role in the global economy should be to prepare future workers, while an important re-emerging view is that colleges and universities

should prepare future citizens to contribute to a diverse democracy. While these are often presented as alternative visions, we argue that these need not be separate or competing ideals.

Colleges and universities can connect work and citizenship. Colleges and universities can be places where students learn to become both strong citizens and productive workers. Put simply, *workforce development and civic engagement can be complementary visions for the future of higher education.*

In making this argument, we find that engaging students in community work is a promising strategy for both civic development and workforce preparation. And we provide what we see as the three areas of strategic overlap between these areas:

- Creating civic professionals;
- Developing necessary skills; and
- Recognizing the importance of place.

This paper also provides practices for service-learning that are necessary to effectively connect workforce development and civic engagement; highlights campuses in Massachusetts that are making this connection through programs, training, curriculum, research, and partnerships with the community; and concludes with recommendations to move the core idea of this paper—namely, that workforce development and civic engagement are interconnected goals—forward in the state of Massachusetts.

ã North Shore Community College

Education for What?

The shrinking public financial support for higher education has created a crisis of mission for colleges and universities. In Massachusetts the decrease in public funding is especially

dramatic. Massachusetts is the only state in the nation, for instance, that is spending less on public higher education than it was spending ten years ago. Moreover, in the past three years alone, state funding for public higher education has decreased by almost one-third, the largest decrease in state funding of any of the 50 states.¹

This decreasing public support for higher education is forcing colleges and universities around the country, and especially in Massachusetts, to examine their core identities and ask questions, such as:

- What role should higher education play in society?
- What is the relationship between higher education and the broader public?
- What kind of graduates does higher education want to develop?

These important questions are being discussed in conversations among educators, policy makers, parents, and students. Where higher education ends up on these questions is salient not only for the future of higher education, but also for the future of the American economy and American democracy. The potential paths from these questions often put people into two groups advocating different visions of higher education—a vision for private gain versus public good.

Private Gain: Career Preparation. The first group offers that colleges and universities, with their ever increasing costs, must be practical in preparing the next generation of workers for the changing and dynamic nature of 21st century workplaces. The global economy, those who advocate for career preparation argue, makes higher education an essential engine of the American (and international) economy. In short, this approach finds that college must be a vehicle for getting “a good job.”

The prevalence of this approach is seen, perhaps most strikingly, in the attitudes of prospective college students themselves. Students today are more likely to report that “being well off financially” is far more important than “developing a meaningful philosophy of life” according to the Higher Education Research Institute’s (HERI) survey of incoming college students. In

fact, the trend lines for these goals reversed over the past forty years: In the 1960's, just over 40% of incoming college students listed "being well off financially" as important, while today the number of students listing this is almost 80%; conversely, "developing a meaningful philosophy of life" has decreased from more than 80% to just over 40% in the same 40-year time span.

Higher education has played a role in both creating this trend, and also responding to this demand. College tuition has risen in dramatic proportions. Massachusetts has had some of the largest increases in tuition for public institutions in the country. And these tuition increases have been unaccompanied by a corresponding increase in student financial aid, causing students to see higher education as an expensive investment that must yield significant payouts. Students spend more time working while in school and at the same time, universities devote more of their resources to on-campus career centers, to aid students in preparing for "gainful employment" after graduation. This is especially prevalent on community college campuses, which all now have extensive offices devoted to workforce/career development.

Public Good: Civic Preparation. On the other hand, there is a growing chorus of educators, students, and community practitioners seeking an alternative to the concept of higher education as simply career preparation. This group often recalls the original civic mission of American colleges and universities, articulated by Charles Eliot in 1908 when he was president of Harvard: "At bottom, most of the American institutions of higher education are filled with the democratic spirit.... Teachers and students alike are profoundly moved by the desire to serve the democratic community."²

Advocates of student preparation for public life lament the loss of the university's civic mission. They argue that the many struggles facing our communities, as well as higher education itself, must both be a resource for public problem-solving and an opportunity to prepare students to be engaged citizens in the diverse and global democracy of the 21st century.

This approach also appeals to students' interests in pursuing higher education. According the same HERI surveys cited above, 83% of entering college freshmen participated in volunteer work during their last year of high school, compared with 66% in 1989. A record high level of incoming freshmen say there is "a very good chance" they will continue this community involvement by participating in volunteer activities in college. In addition, over the past few years the surveys have documented an increase—after many years of decline—in the percentage of students who are interested in public affairs and contributing to the civic life of their communities.

There is some evidence that higher education is also getting this message. Colleges and universities are offering record numbers of opportunities for students to be involved in community service work through the curriculum and through co-curricular opportunities, seen, for example, in the growth of campus Community Service or Service-Learning Offices: today 83% of Campus Compact member campuses house a Community Service or Service-Learning Office, up from only 50% in 1995.³

Complementary Visions: Private Gain and Public Good

Given these competing visions, where should higher education go from here? In this paper we argue that these two visions of higher education's role—as preparing future workers, or preparing future citizens—need not be separate or competing missions. Put simply, ***workforce development and civic engagement can be complementary visions for the future of higher education.***

We begin by examining why the ideas and practices of workforce development and civic engagement can be connected. We then provide what we see as the three areas of strategic overlap:

- Creating civic professionals;
- Developing necessary skills; and
- Recognizing the importance of place.

After examining these areas, we provide practices for service-learning that are necessary to effectively connect workforce development and civic engagement. We highlight campuses that are making this connection through programs, training, curriculum, research, and partnerships with the community. Finally, we conclude with recommendations to move the core idea of this paper—namely, that workforce development and civic engagement are interconnected goals—forward in the state of Massachusetts.

Workforce Development and Civic Engagement: Why this connection?

Over the past decade, one of the most important lessons learned in the service-learning field is that “civic engagement across the curriculum” offers an alternative to the often fragmented existence of many people and programs in higher education. Civic engagement across the curriculum offers an interdisciplinary approach to public problem solving by enabling the many resources of higher education to be used to address some of the most pressing issues facing our society.⁴

The lessons from civic engagement across the curriculum can be applied to connect workforce development efforts with civic engagement. For instance, President Carole Cowan of Middlesex Community College argues, “Workforce development is a legitimate form of engagement.”⁵ And yet, workforce development is often seen in isolation from the other forms of civic engagement taking place on campus and with the broader public. Overcoming fragmentation on campus, therefore, means overcoming the disconnect between “workforce” and “civic” development by allowing these approaches to contribute to the creation of engaged and vibrant campuses.

Connecting workforce development and civic engagement is important for several reasons. First, it is important for the Bay State economy. In Massachusetts, the non-profit sector is among the largest in the nation, employing more than 13 percent of the state’s workforce—nearly double the national average.⁶ In addition, among the fastest job growth in the state is occurring in education, health care, and nursing. These fields, as do other careers for the common good, require civic professionals, with civic skills, and a strong sense of place—all of which can be gained through community-based learning.

Perhaps more significantly, the connection between workforce development and civic engagement is important to democracy itself. With policy makers and political analysts decrying the decrease in civic life and social capital over the past decades, we cannot rely on people’s private lives to recapture public life. We need civic practitioners who are able to see their jobs as public work contributing to democratic renewal.

Given the importance of this connection, it is important to find areas where workforce preparation and civic engagement overlap, most especially through the pedagogy of service-

learning. We believe that three useful and strategic pathways exist for examining the relationship between workforce development and civic engagement, for exploring the private and public purposes of higher education.

a. **Creating Civic Professionals**

“The idea of the professional as neutral problem solver, above the fray, which was launched with great expectations a century ago, is now obsolete. A new ideal of a more engaged, civic professionalism must take its place.”

– William Sullivan, 2004

Drawing on the work of William Sullivan, senior scholar at the Carnegie Foundation for the Advancement of Teaching, we argue that there is a need to revive the concept of the “civic professional” and of professional work that was developed at the turn of the twentieth century but has been lost for the past few decades. In the era of social reform in the early 1900s, professionals were seen as workers characterized by three central features: 1) specialized training and technical expertise; 2) autonomy to regulate their own standards of practice; and 3) a commitment to provide a public service beyond the economic welfare of the practitioners.⁷

What has happened in current times, Sullivan contends (and we agree), is an explosion in the growth of professional fields but a decoupling of technical expertise and autonomy from civic purpose. This is a devastating trend. Not only do our public problems require even more technical expertise and creative thinking than in times past, but each profession and its work is itself beset by challenges posed in the public policy arena. Health care professionals simply cannot be effective without paying attention to health care policy; teachers cannot do their work as professionals if they neglect trends in federal, state, and local education policy. Moreover, all professionals need, and indeed yearn for, a sense of greater public purpose to guide their individual work. Infusing professional development with a sense of “civic vocation” can serve to link personal aspirations with public value.

The concept of civic professionalism has great resonance as the civic foundation for higher education workforce development. Our institutions need to produce graduates who are able to see the “public” dimensions of their work, whatever that work may be. This will make them more reflective practitioners *and* better citizens. Service- and community-based learning done in the context of addressing important public problems can alert students—who see themselves as

future professionals—to the public and policy dimensions of both their work and their civic lives.

a. **Developing Necessary Skills**

It has become a widely accepted idea in the workforce/career development literature that the economy now demands “new basic skills,” a combination of “hard skills” (e.g., high level literacy and numeracy plus the technical skills required of a particular job) and “soft skills.”⁸ Robert Bowles of Middlesex Community College writes that among the specific “soft skills” listed by employers are the following:

- Effective listening and oral communication
- Creative thinking and problem solving
- The ability to work effectively in diverse teams or groups
- Leadership and interpersonal skills

There is no question that soft-skill development is extremely important. Indeed, the future of the Massachusetts workforce includes growth in the fields most in need of highly developed “soft skills”—teaching, nursing, and health care more generally.

Higher education, especially public higher education and community colleges in particular, have found the need to pay greater attention to “soft skill” development, because employers increasingly believe that employees are responsible for acquiring and practicing these skills prior to hiring. Moreover, these “soft skills” are considered transferable, because they enhance the practice of any employee, regardless of the “technical skills” required of any particular business or industry. Colleges and universities can be successful in teaching students an array of critical “soft skills,” ones that will serve them wherever they find themselves in the global economy.

Skill development is a particularly fruitful arena for collaboration between the workforce development and civic engagement fields because there is considerable overlap between the “soft skills” discussed in the workforce development literature and the “civic skills” increasingly debated in the civic education/engagement community. Practitioners have begun to argue that quality service-learning—seen intentionally as a central pedagogy of civic engagement—can provide the skills for essential democratic citizenship, such as public speaking and listening,

teamwork, negotiating diverse communities, building public relationships, creative thinking, public problem-solving and decision making.⁹

And it seems clear that working in teams solving problems with an explicitly public dimension is the best way to teach these workforce development and civic engagement skills.

a. **Recognizing the Importance of Place**

A final area of overlap between civic engagement and workforce development is in the ways that each attempt to recognize the importance of place, most especially through engagement with the community. Building a commitment and understanding of place, the local economy, the local culture, and local politics is essential for developing civic and corporate responsibility—and this can be learned through community engagement.¹⁰

Perhaps the most important practice for promoting civic engagement among colleges and universities is through service-learning experiences where college students address community problems as part of their classroom requirements, and then reflect on their experiences with their peers. This experience takes learning outside the classroom and into the community—giving students the opportunity to learn about the broader community through service and public problem-solving. Service-learning, in short, gives students a new sense of place.

Similarly, the workforce development centers work in partnership with local communities to provide jobs and economic advancement. The importance of place is paramount, especially at community colleges, where job centers work exclusively with businesses in their local communities.

Making the connection between civic engagement and workforce development only strengthens the importance of place in each of these areas. And developing additional strategies that recognize the importance of place is especially relevant for public colleges and universities in Massachusetts, where approximately 85% of graduates from Massachusetts public colleges and universities (including more than 90% of community college graduates) stay in the Bay State

Community engagement gives these graduates, who will most likely stay in Massachusetts, some important ingredients and tools that will make them excellent future workers and future citizens.

First, as we noted, it allows students to develop new experiences with place. Students, even when they are from the local community, have the opportunity to look at a community in new ways by working to address community issues. Second, community engagement allows students to feel more knowledgeable about community issues and know the people working to address public problems. Finally, community engagement allows students to become more committed to local economic and community development—these students are more likely to critically analyze the public impact of their work on local communities.

Best Practices for Making Connections between Workforce Development and Civic Engagement

The potential for connecting efforts in workforce development and civic engagement is clear. But it depends entirely on how well we in higher education define our outcomes and on the quality of the programs we develop. In the field of service-learning, at least, we have come a long way in understanding what quality factors are involved in promoting civic learning outcomes for students. We believe some of these best practice guidelines can assist those interested in making connections between workforce development and civic engagement outcomes, especially in light of the three pathways just discussed:

- ***Strong Connections to Curriculum, Career Development, and Civic Outcomes.*** Student learning is strongest when the service and work students do in the community is intentionally connected to career and civic development outcomes in the classroom. Colleges and their faculty need to be intentional in designing service-learning courses and projects, making sure that the community experience is meaningful and ongoing, and can be harvested for the professional and civic outcomes we seek. In particular, it is important to incorporate the civic perspective and skill development necessary for effective public life into the curriculum itself. In addition, students' experiences in the community at non-profit organizations, businesses, schools, and government agencies should allow them not only to contribute to the community, but also to make important career decisions about the places they would like to work (or not) in the future.
- ***Connecting Community Experiences to Public Skill Development.*** Student involvement in the community should be connected with the development of public skills that are essential to students' future lives as workers and citizens. This means that student work in the community should involve leadership development, work in diverse teams, and opportunities for public speaking and listening, writing, event management, building public relationships, creative thinking, public problem-solving, and decision making.
- ***Student Voice.*** Research and practice in service-learning has established the importance of giving students a say in the design of community-based projects connected to the curriculum, and in the resulting discussions/reflections that accompany the community-based experience. But we are also finding that student voice means enabling students to be involved in public problem solving connected to the issues that *they* determine to be important. A quality program needs to

allow students to develop projects and activities connected to their interests and ideas about what could be improved in their communities.

- ***Community Voice and Place-Enhancing Practices.*** Successful service-learning programs have long understood the importance of reciprocity in their community partnerships. This certainly begins with a commitment to work collaboratively with the community to establish projects and activities that meet community-identified needs. But it goes well beyond that; it also means seeing the community as a crucial partner in learning rather than merely a “placement site.” Community partnerships for learning imply strong, long-term relationships, ones that students have the chance to fully experience. In particular, if we are to recognize the importance of place in educating students for workforce and civic development, we need to involve students in understanding the different stakeholders’ interests in the community, and in “mapping” the assets and resources that exist in a given neighborhood.
- ***Critical Reflection.*** Although “reflection” has almost become a mantra in the service-learning field, the research clearly demonstrates that reflection “transforms experience into learning,”¹¹ that it matters greatly in terms of maximizing student impact. Practitioners are beginning to understand that reflection can take many forms, and can be successful only when using a variety of different methods. For example, we have found that one particular pedagogical practice helps students make the connection between their community work and their civic values. Having students develop a “Philosophy of Service” in a community-based learning course enables them to articulate the way that their ideas of “service” connect to the work they have done and are currently doing, and, we believe, will become a permanent part of their lives and work in the future.

Making the Connection: Practices from Massachusetts

The following are a few of the examples of the ways that Massachusetts campuses are connecting workforce development and civic engagement in practice. While many of these examples (and others) may not explicitly name their efforts as connecting workforce development and civic engagement, they each provide important ingredients of the possibility for university education to be about both private gain and public good. Also included in this section are several examples of organizations attempting to make the connection through research, education, and campus organizing.

- **Middlesex Community College**

The Career Place is a one-stop career center in Woburn directed by Middlesex Community College which places approximately 1,500 people in jobs in Massachusetts each year. Aside from its efforts at workforce development, the Career Place has a multitude of partnerships with youth, helping with career planning and test preparation. The Career Place is also interested in utilizing service-learning in their efforts with local youth and in helping adults find jobs.

- **Mt. Wachusett Community College**

The Entrepreneurial Resource Center at Mt. Wachusett Community College, as part of Mt. Wachusett's Decade of Civic Engagement, is sponsoring a business plan competition for local businesses, non-profits, and social entrepreneurs. The first MWCC Business Plan Competition has been established to highlight, stimulate and celebrate entrepreneurship in the North Central Massachusetts region. The competition is designed to encourage creation of new businesses and new jobs; to encourage sound management and sustainability practices in nonprofits; and to increase involvement in community and social issues in North Central Massachusetts.

The competition is open to any start-up or growing business and nonprofit that is located or willing to locate in the designated North Central Massachusetts region. Participants are competing for prizes in the following categories: Start-ups; Nonprofits; Social entrepreneurs; and initiatives in the city of Fitchburg. There are additional prizes for job creation, community builders' fellowships, and Fitchburg business initiatives.

- **North Shore Community College**

North Shore Community College's Occupational Therapy Assistant program uses a series of service-learning courses to connect workforce development and civic engagement. The Occupational Therapy Assistant program offers service-learning experiences in three courses. In these three courses (Therapeutic Application of Modalities, Occupational Therapy for the Developmentally Delayed Population, and Planning and Implementation of Programs for Health and Well-being), teams of students work, design, and implement an educational program for a target group in the community.

For example, in the Programs for Health and Well-being course, students locate an agency that serves elders, but does not provide Occupational Therapy services. Students then meet with the agency to design a program that supports the agency and residents' goals, while also giving students much-needed occupational therapy program experience in occupational therapy interventions with the elderly. Projects from past semesters include "preventive health"

workshops on memory enhancement, fall prevention, and stress management, along with the creation of a walking trail and walking club.

- **University of Massachusetts, Amherst**

The Citizen Scholars Program (CSP) aims to help students develop the knowledge, skills, and attitudes needed to be active and effective citizens, engaged in life-long service to their communities, and to work collaboratively with others to build a more socially-just society.

CSP is a two-year academic service learning program combining focused course work (five courses), community service (approximately 60 hours per semester), activism and social justice experiences. CSP offers students an environment in which they can think critically about social issues and act creatively to produce change—skills that students take with them to become active citizens in their careers after graduation. A majority of the graduates from this new program have gone into the teaching profession, taking the skills they learned in Citizen Scholars to enable them to connect their classrooms with the broader community.

- **University of Massachusetts, Boston**

The University of Massachusetts, Boston's Beacon Leadership Project provides students with credit- or competency-based opportunities to develop their leadership skills through a year-long cohort experience coordinated by the Division of Student Affairs and the Office of Student Life, in conjunction with the College of Public and Community Service. Students in the Beacon Leadership Project study and practice group dynamics, cultural diversity, dispute resolution, time management and other leadership skills in the first semester and then complete a group service-learning project in the second semester to put these leadership skills into practice. In addition, students involved in the program also participate in professional development through a mentoring relationship with a local leader in an area of their career track or skills interest.

- **Wentworth Institute of Technology**

Through a Community Design Study course in architecture, students work directly on a development project in the local community allowing students to explore design from a community perspective. In the course, students discuss and collaborate on their projects with local neighbors. This allows students to see neighborhoods with an eye for design issues, develop relationships with local people, and ultimately use the skills they develop in their careers as architects—especially in the ways they approach communities.

Other Resources:

- **MassINC** is a non-profit organization working to develop a public agenda for Massachusetts that promotes the growth and vitality of the middle class. MassINC's work uses research, journalism, and public education to address economic prosperity, lifelong learning, safe neighborhoods, and civic renewal. MassINC recently released a report, *The Nonprofit Sector: An Economic Profile*, illustrating the substantial contribution that nonprofits make to the Bay State economy.

www.massinc.org

- **Commonwealth Corporation**, which was established in 1996, focuses its work in the areas of youth development and education, workforce innovation, and research and evaluation through three centers: the Center for Youth Development and Education, the Center for Workforce Innovation, and the Center for Research and Evaluation. CommCorp works through each of these centers to empower youth, adult workers, and businesses to become vital contributors to their communities.

www.commcorp.org

- **Massachusetts Service Alliance** is a private, nonprofit organization that serves as the state commission on community service. Mass Service Alliance funds AmeriCorps programs, mentoring, and service-learning youth councils, many of which connect workforce development and civic engagement. In addition, they provide training, convene groups, and advocate for policies that promote civic participation.

www.mass-service.org

- **The Center for Corporate Citizenship at Boston College** is a membership organization of companies that develops research geared toward producing knowledge that is useful for corporate citizenship practitioners in the form of findings, frameworks, guides and other tools. The Center's choice of research topics is informed by being tuned into the real issues companies confront as they consider and implement corporate citizenship as an integral dimension of business practice.

www.bccccc.net

- **Action Without Borders** (www.idealists.org) has launched a new initiative, *Idealist on Campus*, to promote “careers for the common good” on campus. An early project in this area is an Institute of Public Service Careers held annually at the Wagner School in New York City. Idealist is also encouraging and supporting Idealist Alliances on campus to connect career offices and service-learning offices at (mostly) four-year colleges and universities.

www.idealistoncampus.org

Concluding Recommendations

We conclude this paper with a series of recommendations to make the collaborative ideas and practices of workforce development and civic engagement part of the conversation on campuses, in communities, and among policy makers. We advocate convening conversations and gathering best practices with the ultimate goal of having an impact on policies and funding, as well as national dialogue in higher education.

Seek Financial Support and Partners

- Massachusetts Campus Compact and its constituent member colleges should seek support from available state resources and other public funds; businesses interested in playing a leadership role in supporting social and corporate responsibility; and foundations interested in the connections between citizen participation and economic development.
- Massachusetts Campus Compact should work with its public college members to continue conversations and seek partnerships with other Massachusetts and national organizations interested in the connection between workforce development and civic engagement.

Convening Conversations / Gathering Best Practices

- Launch a statewide conversation on the connections between workforce development and civic engagement with a symposium hosted by Massachusetts Campus Compact with the support and leadership of North Shore Community College's Public Policy Institute and other member colleges.
- Introduce service-learning to the Massachusetts Association of Community College Business and Industry Directors. Bring these workforce directors together with the Massachusetts network of Community Service Learning staff.
- Develop a format and process for using this document to convene campus-based conversations with faculty, staff, students, local community partners, and local businesses.
- Work with research team to gather more in-depth and proven best practices and strategies for connecting workforce development and civic engagement and using service-learning as a strategy for career preparation.
- Work with National Campus Compact and their network directors to generate further discussion outside Massachusetts.

Organizing for Policy Changes

- Convene a diverse, statewide Task Force on Workforce Development and Civic Engagement to shape the effort in Massachusetts. This group should examine ways to improve coordination between workforce development and civic engagement efforts; and examine policies and practices that make better use of community-based learning as a strategy for civic and workforce development.

While this movement to connect work and citizenship is beginning locally, through networks, like Campus Compact, similar conversations are taking places in other states, such as

Minnesota. Ultimately, this should be part of a national movement on the role of higher education as a steward of democratic and economic vibrancy.

We would like to thank North Shore Community College and Massachusetts Campus Compact for commissioning this exploration. We are especially grateful to Wayne Burton, Sandra Edwards, Barbara Canyes, and Karley Ausiello. We also appreciate the feedback we received from respondents at Middlesex Community College and the Campus Compact New England Regional Conference. Finally, we appreciate the guidance on making the connection between work and citizenship provided by Harry Boyte, John Saltmarsh, and Adam Weinberg.

¹ Report of the Massachusetts Senate Task Force on Public Higher Education, (2005, March). *Investing in Our Future*.

² Quoted in Boyer, E. (1990). *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton, New Jersey: The Carnegie Foundation for the Advancement of Teaching, p. 5.

³ See Longo, N., Love, E., Stearns, J., Metzger, T. & Alden, J. (2005). *Colleges with a Conscience: 81 Great Schools with Outstanding Community Involvement*. New York: Random House.

⁴ See Battistoni, R. (2002). *Civic Engagement across the Curriculum*. Providence: Campus Compact.

⁵ As cited in Campus Compact, “Civic Engagement and Workforce Development: Stronger Together.”

⁶ MassINC. (March, 2005). *The Massachusetts Nonprofit Sector: An Economic Profile*,

⁷ Sullivan, W. (2004). *Work and Integrity: The Crisis and Promise of Professionalism in America*. San Francisco: Jossey-Bass.

⁸ See Bowles, R. Does the Inclusion of “Soft Skill” Training in a technical workforce development program effect student motivation?” Middlesex Community College web site; Hissey, T.W. (2002). “Enhanced Skills for Engineers: Setting Yourself Apart with Soft Skills” <http://www.todaysengineer.org/Sept02/skills3.asp>; see also Murnane, R. & Levy, F. (2005). *Teaching the New Basic Skills: Principles for Educating Children to Thrive in a Changing Economy*. New York: Free Press.

⁹ Battistoni, R. (2002). *Civic Engagement across the Curriculum*. Providence: Campus Compact.

¹⁰ For another example of this argument about the importance of place, see the American Association of State Colleges and Universities document, “Stepping Forward as Stewards of Place” (2002). http://www.aascu.org/pdf/stewardsofplace_02.pdf

¹¹ Bringle, R & Hatcher, J. (1999). “Reflection in Service-Learning: Making Meaning of Experience,” *Educational Horizons*, Summer, pp. 179-185; Eyler, J. & Giles, D. (1999). *Where’s the Learning in Service-Learning?* San Francisco: Jossey-Bass.

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Social Innovation Generation *California Recovery and Renewal Initiative*

Social Innovation Generation: California Recovery and Renewal Initiative (SIG:CARE) is part of California Campus Compact’s three-year initiative that is catalyzing and mobilizing colleges and universities to aid in the state’s recovery and renewal through service, service-learning and inventive solutions embedded in social entrepreneurship, microfinance and social investment.

SIG:CARE focuses on three key areas:

- Revitalizing communities through green-collar job training
- Creating a culture of inner-city entrepreneurs through microfinance
- Investing in communities and the nonprofit and social service sectors through social entrepreneurship

The seven campuses that are serving as lead collaborators in SIG: CARE include public, independent and faith-based campuses, ranging in location from the southern Pacific Coast to the greater Los Angeles basin through the Central Valley and the San Francisco Bay Area to the rural far north along California’s Redwood Coast.

They are:

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

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

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

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

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

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

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

Student Leadership Initiative - Phase 1

Social Innovation Generation: Student Leadership Initiative (SIG:SLI) is part of California Campus Compact's three-year initiative that is catalyzing and mobilizing colleges and universities to aid in the state's recovery and renewal. SIG:SLI encourages and supports change-making student-led service and service-learning projects that will not only aid those hardest hit by California's economic crisis, but also help California emerge from the crisis with a more innovative, green and sustainable economic future.

Recipients of subgrants for the period of January 1, 2010 through June 30, 2011 are:

California State University, Chico. With the city of Chico's increasing number of home foreclosures and a poverty rate that is almost double that of the state, more than a quarter of its residents now live below the poverty line. To help nonprofit organizations in the city meet the needs of a growing population in crisis, Community Action Volunteers in Education, a program of the Associated Students at California State University, Chico, is developing Chico Homeless Advocates. Through this program, student leaders will provide outreach and support to homeless individuals and families along with volunteer hours to support the staff of shelters, meal, job-training, counseling and mental health outreach programs. California State University, Chico is collaborating on the Chico Homeless Advocates Program with the City of Chico, Greater Chico Homeless Task Force, Torres Community Shelter, Jesus Center Kitchen and the Sixth Street Drop-in Center.

University of California, Los Angeles. To address the rising rate of childhood obesity among at-risk youth in Los Angeles, introduce and encourage healthier eating options and restart school garden programs lost to unprecedented budget cuts, University of California, Los Angeles's 200-member E3: Ecology, Economy and Equity student group is partnering with Farm to School, a nationwide non-profit organization that promotes healthy eating and improving school nutrition by connecting K-12 schools with local farms and maintaining school gardens. Through the partnership, students are restarting school gardens and sustainable food programs in communities that have been most adversely impacted by California's economic downturn while providing mentorship to middle school and high school youth through their collaborative work in the gardens.

University of Southern California. The area immediately surrounding the University of Southern California's main campus is a low-income, high-transition multi-ethnic community that is served by small nonprofit social service providers that confront all of the major problems found in center city areas, including stepped up rates of unemployment, homelessness and crime. University of Southern California students, in collaboration with nonprofit social service providers in the area, are developing a new initiative that ties into the campus's well-established alternative spring break program. Students and community partners will engage in community mapping and dialogues to assess how local nonprofit organizations have been impacted by the economic downturn and then plan alternative spring break activities that will support these nonprofit organizations and fill the gap left by budget cuts.

Student Leadership Initiative - Phase 2

California Campus Compact, with support from the Corporation for National and Community Service, Learn and Serve America Higher Education, is pleased to announce the second phase of our Social Innovation Generation: Student Leadership Initiative. This 15-month grant program encourages and supports change-making student-led service and service-learning projects that will not only aid those hardest hit by California's economic crisis, but also help California emerge from the crisis with a more innovative, green and sustainable economic future.

Up to six successful applicants will be selected to receive one subgrant each of up to \$10,000. The grant requires a 150 percent match (cash or in-kind). The grant period is from September 1, 2010 through December 31, 2011.

Only one proposal per campus will be accepted. To be eligible to receive a grant, student leaders must work with their service-learning or student affairs center. Proposals must be submitted to California Campus Compact by a campus's service-learning director or student affairs director.

Jonathan M. Tisch College of Citizenship and Public Service - Tufts University

Tufts students help support local businesses



A Taste of Immigrant City Last week, through the support of Tufts students and faculty, thirteen immigrant-run Somerville restaurants gathered with over two hundred residents to celebrate Somerville's vibrant immigrant communities. Hosted by [The Welcome Project](#), a Somerville non-profit dedicated to strengthening civic and community life by diminishing racism and empowering the city's refugee and immigrant groups, YUM: A Taste of Immigrant City will offer food, music and dance from Somerville's local global community.

“This event was a great opportunity for area residents to try cuisine from local businesses and to learn about the many cultural communities here in Somerville,” explained Warren Goldstein-Gelb, director of The Welcome Project. “Immigrant-owned businesses play an important role in the local economy and we're excited to support them while helping people try something new.”

The thirteen participating restaurants are also involved in The Welcome Project's YUM Restaurant Card initiative. Through the end of the year, each restaurant is offering a 10 percent discount on food orders of \$25.00 or more to patrons who show the YUM Card.

Developed in partnership with Tufts University's Jonathan M. Tisch College of Citizenship and Public Service and the School of Arts and Sciences Anthropology Department, the card aims to support The Welcome Project's services while also increasing patronage for a group of small Somerville businesses which are particularly vulnerable in this economy. All revenue generated by the sales of the \$10 card (\$12 online) go to support The Welcome Project's programs for Somerville's immigrant families.

Additionally, the card features a design by students who are in the Tufts combined degree programs with the School of the Museum of Fine Arts, Boston.

The YUM project is part of a larger effort at economic revitalization in Somerville led by Tisch College. Through a grant from Learn and Serve America of the Corporation for National and Community Service (CNCS), Tisch College's Project PERIS (Partnering for Economic Recovery Impact through Service) partners Tufts faculty and students with community organizations to identify and address priorities for Somerville's economic recovery.

“Every Project PERIS course is led by a Tufts faculty member in partnership with a Somerville agency co-educator,” said Tisch College Director Nancy Wilson, who also serves as director for

the Project PERIS initiative. “This model allows us to work throughout Somerville to help revitalize the local economy and to engage students in delivering services to those in our community with the greatest need.”

Through Project PERIS, Goldstein-Gelb has been co-teaching courses with Jennifer Burtner, Tufts lecturer in the Anthropology Department of the School of Arts and Sciences. Starting in fall 2008, students in Dr. Burtner’s “Anthropology in Action: Fieldwork Methods for the 21st Century” seminar began a mapping project where they worked to identify local businesses key to the cultural and economic life of Somerville. In partnership with The Welcome Project and the School for the Museum of Fine Arts, the project has since evolved into a broader effort at cultural and economic revitalization in Somerville.

While the Welcome Project actively works to promote the businesses participating in the Yum! Restaurant Card program, Dr. Burtner’s students will continue to document the diverse histories of these businesses and of the people who created them and who run them today.

“It is the perfect method for combining Tufts’ resources and mission,” explains Dr. Burtner, “providing students with a very practical application for the research skills we teach them and an avenue for putting into practice the civic responsibility so many feel - all for the benefit of the community that is now their home.”

The 13 restaurants participating in the YUM: A Taste of Immigrant City were:

- Amelia’s Kitchen (Italian) 1137 Broadway (617) 776-2800
- Café Belô (Brazilian) 120 Washington St. (617) 623-3696
- Café Belô (Brazilian) 445 Somerville Ave (617) 284-6255
- Chicken & Grill (Peruvian) 25 Union Sq (617) 623-7972
- Fasika (Ethiopian) 147 Broadway (617) 628-9300
- Highland Creole Cuisine (Haitian) 2 Highland Ave (617) 625-8333
- House of Tibet Kitchen (Tibetan) 235 Holland St (617) 629-7567
- Machu Picchu Charcoal Chicken & Grill (Peruvian) 25 Union Sq (617) 623-7972
- Maya Sol (Mexican) 179 Broadway (617) 776-9179
- Namaskar (Indian) 234 Elm St (617) 623-9911
- Neighborhood Restaurant & Bakery (Portuguese) 25 Bow St (617) 628-2151
- Restaurante Turístico Machu Picchu (Peruvian) 307 Somerville Ave (617) 628-7070
- Ronnarong Thai Tapas Bar (Thai) 255 Washington St, Union Sq (617) 625-9296
- Sabur (Mediterranean) 212 Holland St (617) 776-7890

Anyone interested in purchasing a YUM card may do so by visiting Tisch College's office or going to www.yumsomerville.org.