Opportunities in Community Service, Civic Engagement and Civic Leadership...Leading to a life of Engaged Citizenship.

COMMUNITY SERVICE
Light Up Geneva Auction 11/17
America Reads Book Drive
Madrigal Dinner Concert 12/3 benefits Geneva Reads
HWS Annual Holiday Gift Program
SODEXO Stop Hunger Scholarship

CIVIC ENGAGEMENT
30 Under 30 Civic Leaders in the USA
Alternative Spring Break Interest Meeting 11/14

CIVIC LEADERSHIP
Clinton Global Initiative University
Social Innovation Program from The Phoenix Project

ENGAGED CITIZENSHIP
Northeastern University Public Policy Graduate Programs
John Cary Commencement Address at UC Berkeley College of Environmental Design
Teach for America Program Overview
“SUNDAY SPECIALS” AT THE GENEVA REC COMPLEX

Help out your community and we’ll give you a free skate day at the GRD

**Sunday, Nov 20**- Donate 2 non-perishable items.

**Sunday, Dec 18**- Make a donation into the Salvation Army Red Kettle Campaign at the GRD.

**Sunday, Feb 12**- Donate 2 non-perishable items and wear your favorite pink/red colors.

**Sunday, March 11**- Donate 2 non-perishable item and wear your favorite green colors.

*All items to be donated during public skating on the designated Sunday’s between 1:15-4pm and a free skate pass will be issued to you! One per customer.*
HWS America Reads seeks book donations with the theme of Inclusivity!

We seek books that are respectful, educational, and contain issues important to all families.

Books can be about religion, gender, LGBT families, etc.

Books should be for readers Grades 1-4

Make a contribution!
Drop them off at the Center for Community Engagement and Service Learning by November 15th.
Need a list of books or more information?
Contact: kflowers@hws.edu

Trinity Hall Room 203 or email Katie Flowers at kflowers@hws.edu
A Madrigal Dinner Concert
an evening of fine dining and entertainment
featuring the Colleges Chorale and Cantori
Robert Cowles, Director

Enjoy a sumptuous five-course meal featuring
Orange Chipotle Chicken Breast
or
Bow Tie Pasta with Asparagus and Lemon Sauce.

Saturday, December 3, 2011, 6:00 P.M.
Vandervort Room in the Scandling Center
on the campus of Hobart and William Smith Colleges

Proceeds from this event will benefit

(Please detach and mail in with check)

MADRIGAL DINNER ORDER FORM
Make checks payable to "HWS Colleges Madrigal Dinner" and send to Professor Bob Cowles, Department of Music, Hobart and William Smith Colleges, 300 Pulteney Street, Geneva, NY 14456. Unless otherwise requested, tickets will be held at the door. To ensure a reservation, your order form and payment must be received by Monday, November 28. For more information, call 315-781-3404 or e-mail cowles@hws.edu.

Name(s) ________________________________ E-mail ________________________________

Address ________________________________ Phone ________________________________

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<td>(Orange Chipotle Chicken Breast)</td>
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Additional contribution to Geneva Reads

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Total number of tickets purchased |  |
It’s that time of year again...

The Center for Community Engagement and Service-Learning (CCESL) invites you to participate in the annual Holiday Gift Program!

There are many individuals who are in need of additional support this holiday season.

If you are interested in purchasing gifts for someone please contact CCESL via serve@hws.edu or call x.3825 for more information.
$5,000 for college.
$5,000 for those in need.
A brighter future for everyone.

Stephen J. Brady
STOP Hunger Scholarships
reward students working to end hunger in their communities.
To support their efforts, winners also receive a $5,000 matching
grant to donate to the hunger-related charity of their choice.

*(Kindergarten – Graduate School)*

To apply, and for more information and official rules,
visit SodexoFoundation.org.

Application Period: October 5 — December 5, 2011

Sodexo Foundation
Name: Yusufi Vali
Age: 28
Location: Boston
Position: Community Organizer
Organization: Greater Boston Interfaith Organization
Website: gbio.org

Since moving to the United States from India at the age of 9, Yusufi Vali has placed a high priority on education. Today, it’s his mission. It is his firm belief that the greatest education comes when students are taught how to think, not what to think. And through his work as a community organizer with the Greater Boston Interfaith Organization, Vali rallies parents, teachers, students, and community partners in efforts to overhaul ineffective school curricula, and provide structural renovations where necessary in order to ensure a quality education. In addition to his efforts on behalf of students and schools, Vali works with the Muslim community in Boston to eradicate discrimination in the region. In fact, last year, he organized a meeting between 1,200 Muslims and the Massachusetts governor to discuss issues of discrimination facing their community. Vali believes that the meeting, held at a local mosque, not only provided the Muslim community with an open platform, but helped to restore their trust in the local government.

What cause are you most passionate about?
“Education. My schooling in India was terrible. We were taught to memorize and regurgitate. When I came to America and entered public school, my teachers taught me to think and value the diverse beauty of human life — the arts, ethics, humanities, sciences, politics, sports, etc. It’s the reason that I am a community organizer today, as opposed to a doctor, lawyer, or investment banker. In neighborhoods of color, most of our young people are being robbed of the kind of education that I had.”

What personal experiences compelled you to become involved in civic leadership?
“I come from an Indian family that views politics in a pretty skeptical light because of the corruption in politics back in India. I inherited that skepticism, but in 2008, inspired by Barack Obama’s book Dreams from My Father and his speech on race, I ended up joining and working for the Obama Campaign in Minneapolis. I worked with African-Americans, Jews, Gays and Lesbians, Latinos, Native Americans, and Somalis, all toward the same goal of electing President Obama. The relationships that came out of that work for me were so meaningful that I couldn’t help but love civic life.

What challenges do you face trying to engage constituents?
“Currently, I largely work with the African-American, Cape Verdean, and Muslim communities. The biggest challenge I find in working with these communities is the confusion around how change happens. Far too often, I find that people think change happens as soon as you elect someone you like. But democratic politics requires far more from us than voting. It requires us to hold our elected officials accountable to the promises they have made and work with them to construct solutions to problems we are facing in our communities.”

What are you most looking forward to in the 2012 presidential election?
“There are a lot of groups currently working to try to get the issues of poor and working people (e.g. foreclosures, jobs, lack of quality education) to become more central in the 2012 presidential elections. I am eager to see whether or not these groups will be successful in achieving that feat. I know that our organization is trying to do that at the local level in Boston and throughout Massachusetts.”

Name an accomplishment in your civic pursuits that you’re most proud of and why.
“This year, I had the chance to give a speech at the White House, laying out a vision for the American-Muslim community. The speech was part of my fellowship with the American-Muslim Civic Leadership Institute. President Obama was not there, but it was still a pretty neat experience. Even more importantly, I find it amazing that in America, an immigrant can have the chance to speak at the White House.”
WE KNOW IT'S ONLY NOVEMBER, BUT HAVE YOU STARTED THINKING ABOUT SPRING BREAK?

DO SOMETHING DIFFERENT---CONSIDER AN ALTERNATIVE SPRING BREAK TRIP!

CHECK THIS OUT:

Join other students interested in community engagement and travel to one of our various locations:

--Teach and build friendships with elementary students in North Carolina

--Enjoy the natural beauty and thrill of doing hands-on work at Pocahontas State Park, Virginia

--Learn about food systems and local farming culture in the Rochester/Geneva area

and . . .

--Participate in our BRAND NEW INTERNATIONAL TRIP to Petersfield, Jamaica. A community-driven trip, students will work on projects based on the needs of the community. Past projects have included construction, education, architectural design, and running a camp for Jamaican children.

LOOK FOR OUR UPCOMING INTEREST MEETING!

WHEN: November 14th, 7:00 pm
WHERE: Trinity 305
RSVP: SERVE@HWS.EDU
Civic Leadership

Stay tuned for applications to represent HWS at the fifth annual Clinton Global Initiative University (CGIU) will be held at George Washington University in Washington, D.C. from March 30—April 1, 2012. Visit www.cgiu.org to learn more about the organization and how you can join President Clinton and hundreds of other change makers in our nation’s capitol.

Supported by CCESL and CCL.
Social Innovation Program from The Phoenix Project

About the program

The Social Innovation Program (SIP) at George Mason University is a cutting edge program to prepare top undergraduate and graduate students to become our next generation of social entrepreneurs. Graduates from this annual six-week summer institute emerge prepared to apply entrepreneurial approaches to civic challenges through nonprofit, public, and private sector organizations. This unique professional development experience transforms participants from idealistic college students to professionals ready to transform their ideas into reality. The five classes of graduates of the Social Innovation Program form a powerful growing alumni network of emerging social entrepreneurs.

Who can apply?
Rising juniors, seniors, graduating seniors, and graduate students are eligible for the Social Innovation Program.

What type of students do you admit?
Our students are passionate about community service. They are creative with at least a touch of idealism. They come from all majors, as the social sector is comprised of students from every academic discipline.

What kind of projects do students complete during the program?
Participants complete projects that build capacity at nonprofits in the Northern Virginia region. “Capacity building” assistance is different from typical community service such as tutoring disadvantaged youth or working in a soup kitchen. Here’s how the National Council of Nonprofits defines it: Nonprofit capacity building refers to activities that improve and enhance a nonprofit organization’s ability to achieve its mission and sustain itself over time. Examples include: identifying a communications strategy; improving volunteer recruitment; learning about complex new IRS and state regulations; adopting new governance practices; identifying more efficient uses of technology; and engaging in collaborations with community partners. When capacity building is successful, it strengthens a nonprofit’s ability to fulfill its mission over time and enhances the organization’s ability to have a significant, positive impact on lives and communities.

http://www.socialinnovationprogram.com/
Northeastern University Public Policy Graduate Programs

Master of Law and Public Policy and Master of Urban and Regional Policy

Known for our co-op program in which 98% of our undergrads do at least one full-time six-month co-op (and many do three!), our graduate programs are also very experientially-oriented. Students receive personal support in securing high-quality internships and research opportunities.

Master of Law and Public Policy
The Master of Law & Public Policy is an interdisciplinary public policy program that prepares students for careers in government, non-profit and legal organizations, and research. If you are looking for a public policy program that is more than applied economics, you will appreciate our focus on strategizing public policy.

The Law & Public Policy program examines law, legal institutions, and public policy from an interdisciplinary social science perspective. Students examine a full range of strategies for creating policy change, including legislation, litigation, the ballot box, and civil action. Students engage in policy analysis and applied research that develops real-world solutions to public policy challenges.

Go to [http://www.northeastern.edu/lpp](http://www.northeastern.edu/lpp) for more information.

Master of Urban and Regional Policy (MURP)
The 21st century will see most of us living in urban areas. As a result, policymakers will need creative solutions to the economic, social, environmental and political challenges facing cities, within the context of a complex and integrated global economy. Students in the Master of Urban & Regional Policy program analyze and develop real-world solutions to these challenges, be they in housing, energy and transportation, resource sustainability, civil infrastructure, or economic opportunity. Through this program you will become part of the next generation of experts and leaders dedicated to creating livable and sustainable cities everywhere.
The Program’s uniqueness is its strong emphasis on a curriculum integrating theoretical thinking on sustainability and urban development with a “research toolkit” spanning an array of cutting-edge analytical techniques and methodologies.

Go to [http://www.northeastern.edu/murp](http://www.northeastern.edu/murp) for more information.
John Cary was an Engaged Citizenship Speaker at HWS in the Fall of 2010, check out his commencement address at UC Berkeley College of Environmental Design

http://www.metropolismag.com/pov/20110526/commencement-address

In this season of commencement speeches we were happy to read one that holds great meaning for us. It was delivered on May 16th by our friend John Cary, a 2003 March graduate from the UC Berkeley College of Environmental Design. Addressing the class of 2011 at his alma mater, John delivered a talk that is sure to have resonance for socially- and environmentally-conscious graduates, and may even convert others. Editor of the popular Metropolis Book, The Power of Pro Bono, John is a tireless advocate of design for the public good. We hope you find his words as inspiring as we do.—SSS
Metropolis Mag.com
Admissions and Program Overview

Each year, Teach For America selects a corps of outstanding recent college graduates, graduate students, and professionals to teach for two years in low-income communities and go above and beyond traditional expectations to help students achieve at high levels.

WHO WE LOOK FOR

We are successful only if our students are successful. Accordingly, we look for people with leadership potential and other traits that distinguish the corps members who have led their students to significant academic achievement. These individuals come from many different academic, personal, and career backgrounds but share the following strengths:

- Demonstrated past leadership and achievement: achieving ambitious, measurable results in academic, professional, extracurricular, or volunteer settings
- Perseverance and sustained focus in the face of challenges
- Strong critical thinking skills: making accurate linkages between cause and effect and generating relevant solutions to problems
- Superior organizational ability: planning well and managing responsibilities effectively
- Respect for individuals’ diverse experiences and ability to work effectively with people from a variety of backgrounds
- Superior interpersonal skills to motivate and lead others
- Thorough understanding of and desire to work relentlessly in pursuit of our vision

» Learn more: teachforamerica.org/who-we-look-for

COMPENSATION AND BENEFITS

Corps members are full-time teachers employed by their school districts. They receive full salaries and comprehensive health benefits. Additional benefits, such as help with student loans and funding for relocation, will allow you to be financially stable as a corps member.

- A full teacher’s salary
- Comprehensive health insurance and retirement benefits
- $10,700 in AmeriCorps education awards for certification costs and paying back loans*
- $1,000 – $6,000 in grants and no-interest loans for relocation and transition
- Exclusive scholarships and benefits from graduate schools and employers

» Learn more: teachforamerica.org/compensation

WHERE WE TEACH

Corps members teach grades Pre-K through 12 in 43 urban and rural regions across the country, reflecting both the national scope of the challenge we face and an enormous opportunity to make an impact. Openness to teaching in a variety of communities, subjects, and grade levels will allow you to work with students who need you the most.

» Learn more: teachforamerica.org/where-and-what-youll-teach
Meet with WS ‘11 Grad. Amanda Ward to discuss Teach for America Monday, November 21st—Time & Location TBA

TRAINING AND PROFESSIONAL DEVELOPMENT
The foundation of Teach For America's training program is the Teaching As Leadership framework, which grounds corps members in the principles of leadership that will help them maximize student achievement and succeed as leaders after the corps. All corps members attend a rigorous pre-corps training institute, receive ongoing coaching and professional development throughout their two years, and have access to thousands of online resources.

- Pre-Institute Independent work
- Summer training institute
- Coaching, professional development, and support during the corps
- Regional induction
- Regional orientation
- Career and leadership development resources for alumni

» Learn more: teachforamerica.org/training-and-support

YOUR FUTURE AS AN ALUMNUS
Whether you choose to remain in education or pursue a career in another field, your corps experience will expand your options and deepen your commitment to achieving educational excellence for all students. Nearly 24,000 people are part of the Teach For America alumni network and have access to resources and benefits that help them continue to make an impact after the corps:

- Career and Leadership Center
- Regional Alumni Support
- Leadership Initiatives
- Graduate School and Employer Partnerships
- Connections to Our Mission

» Learn more: teachforamerica.org/alumni-resources

HOW TO APPLY
Applicants must submit an online application by one of the deadlines below. Subsequent rounds of the admissions process include a phone interview, an online activity, and an in-person interview. Applications are nonbinding.

Prerequisites:
- Bachelor’s degree by June 2012 with a 2.50 minimum undergraduate GPA
- U.S. citizenship or national/permanent resident status

» Learn more: teachforamerica.org/how-to-apply

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<th>Third Deadline</th>
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<td>If admitted, learn about your assignment and accept or decline our offer</td>
<td>Nov. 8 – 21</td>
<td>Nov. 8 – 21</td>
<td>Jan. 17 – 30, 2012</td>
<td>March 6 – 19</td>
<td>April 12 – 25</td>
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» Find us on Facebook and Twitter: facebook.com/teachforamerica • twitter.com/teachforamerica

Full salary and benefits. Federal student loans deferred.** All majors and career backgrounds.

Apply now: www.teachforamerica.org

*Teach For America is currently a member of AmeriCorps. Given the nature of the AmeriCorps competitive grant process and the dependence on Congressional funding cycles, we cannot guarantee these benefits for corps members serving during the 2012-2013 school year until receiving final confirmation in June 2012. Recent changes in national service laws may result in an adjustment to the education award for the 2012-2013 year.

**Learn more: www.teachforamerica.org/compensation

1The GPA requirement is mandated by the school districts and credentialing programs with which we work.

2If you are an international student, you may be eligible to teach in your home country through Teach For All, the global network for expanding educational opportunity. For more information, contact apply@teachforallnetwork.org.

3A comprehensive list of all steps in the admissions process can be found on our website at teachforamerica.org.