



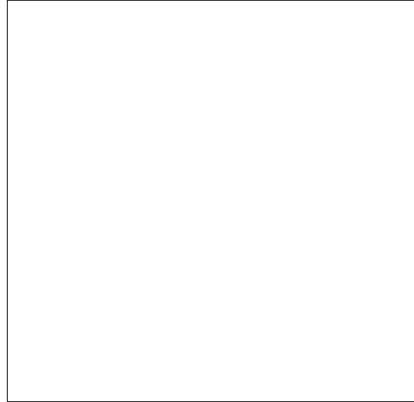
Compact Current

Campus Compact Announces Thomas Ehrlich Faculty Award Winner

On March 18 Campus Compact presented the second annual Thomas Ehrlich Faculty Award for Service Learning to University of Utah professor Nancy A. Nickman. Campus Compact Executive Committee Chair and Connecticut College President Claire Gaudiani made the award at the American Association for Higher Education's annual meeting in Chicago. The award, named in honor of Thomas Ehrlich, former president of Indiana University and chair of Campus Compact from 1990-1992, is funded by the W. K. Kellogg Foundation and recognizes outstanding efforts to link service in the community with learning in the classroom.

Dr. Nickman is an associate professor of pharmacy practice in the College of Pharmacy and was elected 1995 Presidential Teaching Scholar at the University of Utah. She has been involved with service learning since 1990 and serves as service learning faculty consultant to the Pew Foundation's Health Professions Schools in Service to the Nation Program. Dr. Nickman has also received an award for innovative teaching from the American Association of the Colleges of Pharmacy.

University of Utah President Arthur K. Smith notes, "Nancy Nickman is a...dedicated scholar and teacher and a role model for all who are interested in service learning. I cannot imagine anyone participating in a broader



Dr. Nancy Nickman, University of Utah

spectrum of service learning or holding a stronger commitment to service learning."

Dr. Nickman's project entitled, "Educating Patient-Centered Pharmacists: Integrating Social Awareness and Civic Responsibility in Pharmacy School Curricula through Service Learning" will incorporate service learning into upper division courses at the University of Utah and Purdue University. Working with the American Association of Colleges of Pharmacy, this work will be disseminated to all 73 schools and colleges of pharmacy across the nation.

Although pharmacy is a discipline not generally associated with service learning, Dr. Nickman has demonstrated clearly the importance of this type of learning for her students. She writes, "Service learning has allowed me to be a teacher, student and compassionate human being in a way that contributes not only to the university community, but also to the communities with whom I have worked. I know of no better way to connect human beings in reciprocal relationships where all are students of humanity."

Campus Compact's award includes a \$2,000 grant to support Dr. Nickman's service learning efforts. She plans to use the funds to gain release time in order to create a reference on reflection tools in health professions education. She believes that there is a need for this as "oftentimes, health professionals forget that the 'caring' portion of a person's medical care is as important, if not more, than the 'curing' portion." The Ehrlich Award will aid Dr. Nickman in her efforts to integrate service into the curricula of health professions education. □

Campus Compact Awards Student Leaders

On March 18 Campus Compact honored six students for their community service efforts. Abby Close and Johnathan Seeg of the University of Pennsylvania, Neil Giacobbi of Cornell University, Joel Krier of Oberlin College, Monisha Kumar of the University of Michigan and Christopher Weber of Guilford College received the Howard R. Swearer Student Humanitarian Award, funded by the W. K. Kellogg Foundation and MCJ Foundation.

See column at right for a list of the finalists and see page 4 for a full article on winners. □

Howard R. Swearer Student Humanitarian Award Finalists

- Leah Abraham, *Gustavus Adolphus Univ.*
- MacArthur Antigua, Jr., *Northwestern Univ.*
- Monique Averill, *Alma College*
- Rebecca Blackmon, *UNC, Chapel Hill*
- Nicholas Brunick, *North Central College*
- Lisa Cashion, *Tufts University*
- Brad Cohen, *Bradley University*
- Leslie Kathleen Danks, *U. of Colorado, Boulder*
- Sarah Susannah Davis, *Winthrop Univ.*
- Jason Dinger, *Vanderbilt University*
- Patrick Esposito II, *West Virginia Univ.*
- Kimberly Harris, *Frostburg State Univ.*
- Jen Huerta, *Trinity University (TX)*
- Tiffany Hunter, *Spelman College*
- Danielle Jackson, *Tulane University*
- Valdimir Joseph, *Morehouse College*
- Nicole Kopko, *Gannon University*
- Jennifer Lane, *Florida State University*
- Elizabeth Kay Lescaleet, *La Salle Univ.*
- Andrea Meck, *UCLA*
- Brendan Miller, *Manchester College*
- Rosemary Molinary, *Davidson College*
- Angela Odenwelder, *East Stroudsburg Univ.*
- Sara Michelle Paullin, *Ohio Wesleyan U.*
- Leland Pitts, *San Francisco State Univ.*
- Karin Reich, *Indiana Univ. of Pennsylvania*
- Katherine Rowe, *Harvard University*
- Jonathan Brady Stallkamp, *Yale University*
- Eric Thomas, *Mankato State University*
- Caen Thomason-Redus, *Univ. of Redlands*
- Phuong-Ahn Tran, *University of Minnesota*
- William Turner, Jr., *Nazareth College of Rochester*
- Bobby Veilleux, *Brevard Community College*
- Brian Williamson, *Colorado College*
- Marcus Zumwalt, *Drew University*

From the Office

SEAMS Grant Update

In September of 1995, Campus Compact received a \$389,550 grant from the Corporation for National Service to award faculty course development grants to integrate service learning into the following disciplines: science, engineering, architecture, mathematics and computer science (SEAMS). Participants in these courses are initiating innovative projects that promote sustainable communities by reducing environmental risks in low-income neighborhoods.

Through our network, Campus Compact awarded a total of 57 SEAMS course development grants nationwide. The projects currently underway involve students in a variety of service activities that both enhance their learning while solving real community problems. For example, University of Utah engineering students are lending their

engineering skills to the development of a proposed Salt Lake City bike and pedestrian path. Students are participating in an environmental impact assessment of a tunnel and bridge system across a streambed and are also helping to plan the system according to the hydrological character of the area. The students are working in conjunction with local citizen leaders who planned the trail and the Department of Transportation.

This grant from the Corporation for National Service will also produce a video and a publication of model projects to demonstrate to SEAMS faculty various methods of incorporating service into these courses. Both the video and the publication will profile courses funded by the grant and will serve as valuable resources for the capacity building activities planned for SEAMS Year II. □

National Gathering Approaches

Campus Compact, the Invisible College, Indiana University-Purdue University (IUPUI) Office of Service Learning, Indiana Center on Philanthropy and Indiana Campus Compact will convene the second National Gathering June 20- 23 in Indianapolis, IN. The theme of the meeting is "Working with Communities: Research, Service, Learning and Community Building." Keynoting the event are Bill Shore, founder and executive director of Share our Strength, and Herman Blake, vice-chancellor for undergraduate education at IUPUI. Registration for the National Gathering is still open, and materials may be received by contacting Sandra Enos at (401) 863-1119. □

From the Field

The following two publications were published by state Compacts and may prove useful and interesting to others in the network:

Service Learning: Linking

Academics and the Community

This volume published by Pennsylvania Campus Compact and the Pennsylvania Association of Colleges and Universities includes essays on service learning as pedagogy, actual program and project models and retrospective articles on service learning in courses. The pieces incorporated represent a broad variety of service learning experiences in Pennsylvania institutions of higher education, and they offer philosophical perspectives on service learning as well as project implementation guidelines.

Contact: Harriet Hameloth, Pennsylvania Campus Compact, 800 North Third Street,

Suite 401, Harrisburg, PA 17120; (717) 232-4446. 220 pages.

Serving to Learn: A Faculty Guide to Service Learning

This service learning monograph by John Carroll University Director of Community Service Mark Falbo guides faculty members through the implementation of a service learning course, from conception to evaluation. The guide includes information on general approaches, planning methods, monitoring and assessment, with a section on "Reflection and Practice" at the end of each chapter. The publication also includes sample service learning forms, such as time logs and assessment worksheets, and information on internet access.

Contact: Denise Pittenger, Ohio Campus Compact, Box A4, Marietta College, Marietta, OH 45750; (641) 376-4834. 70 pages. □

Compact Current

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Subscriptions to *Compact Current* are available for twenty dollars per year. To subscribe, send check, name and address to Betty Johnson at Campus Compact.

Good Reads

The Internship as Partnership: A Handbook for Campus-Based Coordinators and Advisors

This handbook for internship coordinators includes both practical guidelines and theory on the pedagogical effectiveness of internships. The book is written by Bob Inkster and Roseanna Ross from the perspective of college-based programs and offers sample forms and guides for planning, monitoring and evaluating internship programs.

National Society for Experiential Education, 3509 Haworth Drive, Suite 207, Raleigh, NC 27609-7229. 125 pages. \$22 for NSEE members, \$28 for non-members. (919) 787-3263; e-mail: nsee@interpath.com.

Journal of Business Ethics: Community Involvement and Service Learning Student Projects

The January, 1996 edition of the *Journal of Business Ethics* (Volume 15, No.1) focuses

on service learning projects linked to business curricula. The issue also includes an article by Marie Troppe and Keith Morton on the history of Campus Compact's Project on Integrating Service with Academic Study.

Kluwer Academic Publishers, 101 Phillip Drive, Norwell, MA 02061. 142 pages.

Building Community in Schools

In his latest book, Thomas J. Sergiovanni explains the importance of community in educational settings and how individuals can rebuild community. He outlines the development of a "community of the mind," represented in shared values and conceptions about education and human nature. Although he relies mostly on the models of high schools throughout his case studies, his reflections on schools as communities bound by moral commitment and purpose are relevant for educators at all levels.

Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104. 203 pages. \$29.95. (800) 956-7739. □

Service Spotlight

Youth Service America's National Youth Service Day

For the past eight years, National Youth Service Day has brought together over 10 million people in thousands of communities nationwide. Youth Service America, an organization which promotes a nonpartisan national service movement and provides leadership development, technical assistance and training and constituent programs for national and community service organizations, has supported the day as a means to promote young people as resources rather than problems.

National Youth Service day brings together schools, corporate sponsors and volunteers, community members and service organizations to

combine their strengths in accomplishing various projects, from constructing community playgrounds in Denver to

cleaning up harbors in Los Angeles County.

This year's National Youth Service Day will take place on April 23, and an estimated 2.5 million youth will participate in the largest single day of service in American history. Youth Service America Executive Director Dr. Roger Landrum expects the participation of over 5,000 organizations across the 50 states. He notes, "There will be school and college service groups, conservation and service corps and community groups from across the country participating."

For the first time, Youth Service America has added the building of neighborhood playgrounds in Atlanta, Denver, Minneapolis and Philadelphia to their annual public education campaign. The playgrounds will be built involving the community in the design, organization and creation of the community park.

For more information on National Youth Service Day 1996 or on Youth Service America, contact Taggart Hansen, Project Advisor, National Youth Service Day, Youth Service America, 1101 15th Street, NW, Suite 200, Washington, DC 20005 or call (202) 296-2992, ext. 34. □

Service News

Youth Service America offers a new resource for the national, community and youth service fields: SERVENet, an online action network for public service. SERVENet features a database of organizations, calendar of service events, a bulletin board for service field discussions, legislative updates on National Service, back issues of *Who Cares* magazine and more. The network is up and running on America Online at keyword "SERVENet" for no extra charge. To feature your organization or to find out more about SERVENet, contact Ian Fisk at (202) 296-2992, ext. 13 or send e-mail to YSAsysop@aol.com.

A Summer Research Internship and Young Adults Convention are in the works from the new service organization **FIRST (The Foundation for Individual Responsibility and Social Trust)**. Founded in the Fall of 1995, FIRST aims to cultivate individuals' responsibility to preserve the social trust that binds them together, especially among the current generation of 18-35 year-olds. FIRST is convening a national issues convention for young adults September 19-22, "We the Future," and is seeking 20-30 summer interns to develop background materials on issues to be covered at the convention. Applications and information may be downloaded from FIRST's web page: <http://www.libertynet.org/~first/>. For more information contact David Surbeck at (215) 241-7980; 2500 One Liberty Place, 1650 Market Street, Philadelphia, PA 19103 or send e-mail to first@libertynet.org.

The Second Annual Service Fair for America, sponsored by the Institute for Service Learning, will be held in Washington, DC from May 31 - June 2. The fair will enable states to showcase exemplary service projects at service fairs held at the Corporation for National Service and at Union Station. Students attending the fair may participate in leadership training and contribute to a "Youth to You" publication/training manual. In order to nominate a service learning or community service project for exhibition, please forward the name of the school to Cynthia Belliveau, Conference Coordinator, Institute for Service Learning, c/o PTS, Henry Avenue and School House Lane, Philadelphia 19144; (215) 951-0343 by May 1. For more information, see Calendar, page 6. □

Campus Compact Announces the 1996 Howard R. Swearer Student Humanitarian Award Winners

Abby Close and Johnathan Seeg

Juniors Abby Close and Johnathan Seeg first met in an urban university-community relations service learning course on the effectiveness of the current public education system. Striving to put service learning theories into practice, the two established the Environmental Education Program. Through this program Penn volunteers teach middle school students how to work collaboratively to address current environmental issues within their community. These project-based activities have included: soil sampling, pH analysis and a lead-poisoning prevention project.

The Environmental Education Program recently received a program expansion grant from the Philadelphia Urban Resources Partnership to construct a community garden. The Swearer Award money will be invested in equipment and tools to maintain the garden and for supplementary science materials for their classes.

Neil Giacobbi

Neil Giacobbi began his volunteering with the Ithaca Neighborhood Housing Services (INHS), demolishing condemned buildings and former drug houses. Neil's volunteer work soon became supervisory, and he coordinated 14 neighborhood projects in one semester, receiving the INHS Good Neighbor Award for his efforts.

His involvement with INHS led Neil to form The Partnership, a registered student organization at Cornell University that functions as a subcontractor for nonprofit housing agencies and manages large-scale, long-term projects. The Partnership has designed and implemented over 45 projects for 25 different student organizations, mobilizing 500 Cornell volunteers. Neil reflects, "Here at Cornell there is a genuine interest in public service and in Ithaca, a desperate need. The Partnership works to create opportunity for social change and, by doing so, plants the seeds of good citizenship."

Joel Krier

Joel Krier formed the Oberlin Music Coalition because he wanted to share the university's music and talent with the surrounding Oberlin community. The Coalition initially addressed the lack of musical opportunities in the public school system by offering free instrument lessons. The

success of this program led Joel to design the Educational Performance Program in which Conservatory students give musical presentations free of charge to the community.

Joel perceives musical interaction "as a means to overcome the chasm between the college and the broader Oberlin community." Swearer funds will be used to start an Oberlin Community Music Appreciation Class taught by students of the Conservatory as well as to support a community-wide instrument drive for community members who want to participate in the lesson program but who cannot afford their own instruments.

Monisha Kumar

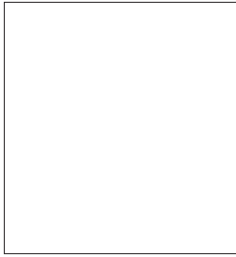
Monisha Kumar began serving the Ann Arbor community during her first year at the University of Michigan. Now a senior, Monisha's service record is vast—including work with the Ozone House, a crisis center for runaway teens and SAFEHouse/The Domestic Violence Project. In recognition of her work at SAFEHouse, the university's office of community service learning recommended Monisha to the department of sociology to facilitate a class on domestic violence. This class offered students the opportunity to work with a community agency while studying related sociological concepts for academic credit.

Monisha has also created a five-week dialogue series, *Women in Communities*, co-founded the Michigan Women's Issues Network to foster women's voice on campus and created a Women's Health major in the university's curriculum. Monisha will use her Swearer Award funds to expand her university's alternative break program to include follow-up trips during the university's summer and winter breaks.

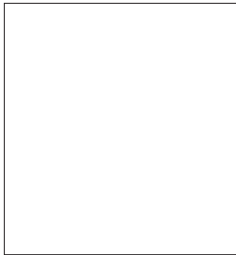
Christopher Weber

In his first year at Guilford College, Chris Weber created HOME, a student service initiative which provides basic home repairs to those unable to pay for services. One year later, HOME has successfully integrated itself into the Guilford community. Guilford College made HOME its theme for Family Weekend, recruiting visitors to work alongside student volunteers as they renovated a home. Fall break brought students and faculty together to build an access ramp at one home, replace a roof at another and overhaul a bathroom at still another.

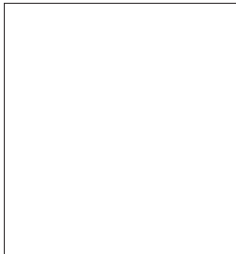
Now a sophomore, Chris believes HOME has established a niche in the Guilford community. "We're the only group in this city that rehabilitates houses free of charge, year-round." Chris received a Bonner Scholarship, which supports service leadership, as an incoming first-year student. The Swearer Award money will be used to secure a grant writer for development efforts and for tools and supplies for future renovation projects. □



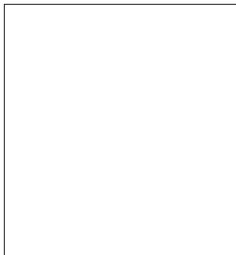
Neil Giacobbi
Cornell University, NY



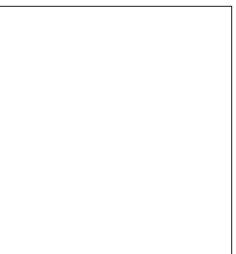
Joel Krier
Oberlin College, OH



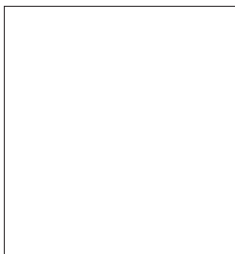
Monisha Kumar
University of Michigan



Christopher Weber
Guilford College, NC



Abby Close
University of Pennsylvania



Johnathan Seeg

Service Learning 1986-1996

The Road to Integration with Academic Study

Feed the hungry! Help those in trouble. Then your light will shine out from the darkness and the darkness around you will be as light as day.

-Isaiah 58:10

The academy should be a place where students discover their "light," their gift, and are guided to use it to conquer the darkness. When I joined with other college presidents to form the early foundation of Campus Compact's membership just over ten years ago, I believe we saw service learning as a way to help students shine their light on their communities' needs and injustices. We were joined in this work by students who also were calling out for such programs so that they could "make a difference."

Today, more than five hundred colleges are members of Campus Compact, and they and many other colleges run high quality service learning programs through which countless students learn

fancy. I refer to the integration of service with academic study—the purposeful development of syllabi and teaching of content in the context of service learning. For it is only when faculty service-teach as much as they learn-teach and research-teach that we will have made service learning what it was originally intended to be: a method of learning which enhances the curriculum, meets community needs and develops citizen leaders committed to social justice and civic participation for the common good.

To grow citizen leaders who can make this country and the world better, service learning must be at the core of learning, not an add-on. As a learning process central to adequate preparation for participation in community and democracy, service learning must be central to the mission of the college. It needs to be a tool used universally (ideally) by faculty for answering John Dewey's call for education to be "much keener and more

extensive...if formed under conditions of a vital experience which require us to use judgment: to hunt for the connection of the thing dealt with."

Every graduate, whether an engineer or a social worker, will be a citizen. Every graduate, whether a banker or a nurse, will need to work by a code of ethics that enhances the community rather than denigrates it.

about themselves and their communities and make a positive difference in the lives of others. From alternative spring breaks to action research, the variety of service learning models is a true testament to creativity, collaboration and ingenuity.

One might conclude that we have reached our pinnacle, that all we have to do now is "keep on keepin' on" and replicate the good programs which have developed. This would be an erroneous conclusion, however, for the most important part of the task is still in its in-

Service and a commitment to using one's gifts, talents and skills for the common good are not goals restricted to the service learning or campus ministry departments of colleges. Rather they are often specifically stated or implied in the colleges' mission statements, vision statements or core value statements. Likewise, they should be of fundamental importance to each faculty member, staff member and student. Every graduate, whether an engineer or a social worker, will be a citizen.



PRESIDENT JANICE E. RYAN, RSM
TRINITY COLLEGE, VERMONT

Every graduate, whether a banker or a nurse, will need to work by a code of ethics that enhances the community rather than denigrates it. Every graduate, whether a teacher or a preacher, will live in our communities and need to make the best decisions about things ranging from aid to the homeless to ways to curb domestic violence.

Where will they learn these things, and, more importantly, the connections among these and other things of civic concern, if we pretend during their college education that these elements are separate and only to be ventured into voluntarily by those headed into "the helping professions"? We need to admit that citizenship is a helping profession. We need, therefore, for college students, as well as citizens who do not go on to college, to learn their full role in democracy—as citizen, worker, family member, neighbor.

Hundreds of years of the development of higher education has taught us the wisdom of educating students through deliberate teaching methods which ensure students learn how to communicate effectively, how to be productive in the workplace and how to access information and resources. It is now time to incorporate another deliberate teaching method, service learning, which enhances those learning outcomes and teaches students the connections between thought and action; at the same time service learning programs help meet community needs and teach students how to do what they do in the context of improving their community and the world.

Then our students' lights will shine out from the darkness and the darkness around us will be as light as day. □

Upcoming Events & Deadlines

April

- 11-13 **International Mentoring Association and W. Michigan Univ.**
"Diversity in Mentoring." San Antonio, TX ☎ (616) 387-4174.
- 12 **Colleges Serving the Community, Learn and Serve America**
One-day technical assistance conference: "Building Connections through Service Programs in Higher Education." Springfield, MA ☎ (413) 748-3403.
- 12 **Ohio Campus Compact**
Third Annual Faculty Symposium. Ashland University, Ashland, OH ☎ Denise Pittenger at (614) 376-4894.
- 16 **Indiana Campus Compact, IUPUI Office of Service Learning, IN Dept. of Education, and IU Center on Philanthropy**
"Partnerships: Connecting K-12 and Higher Education through Service Learning." Indianapolis, IN ☎ (317) 278-2370.
- 17-20 **Nt'l Youth Leadership Council/MI K-12 Service Learning Center**
National Service Learning Conference: "A Gathering of Many Voices." Detroit, MI ☎ Leslie Whiteford at (616) 947-9457.
- 21-27 **Points of Light Foundation**
National Volunteers' Week ☎ (202) 296-2992 or email VOLNET@aol.com.
- 23 **Youth Service America/Corp. for Nt'l Service/Points of Light**
National Youth Service Day ☎ (202) 296-2992.

- 27 **Christmas in April**
Various sites nationwide ☎ (202) 326-8270.

May

- 19-21 **Campus Compact**
Northwest Regional Institute on Integrating Service with Academic Study. Spokane, WA ☎ Jennifer Dorr at (360) 650-7312.
- 20-22 **Campus Compact**
HBCU Regional Institute on Integrating Service with Academic Study. Atlanta, GA ☎ Kathryn Stanley at (404) 215-7748.
- 29-31 **Campus Compact National Center for Community Colleges**
Annual Conference. Scottsdale, AZ ☎ (602) 461-7392.
- 31-2 **Institute for Service Learning**
Second Annual Service Fair for America. Displays at Corporation for National Service and Union Station, Washington, DC ☎ Cynthia Belliveau at (215) 951-0343.

June

- 8-11 **Points of Light Foundation**
National Community Service Conference: "Different Voices Building a Stronger Future." San Francisco, CA ☎ (202) 223-9186.
- 20-23 **Campus Compact, Invisible College, IUPUI Office of Service Learning, IN Campus Compact, IN Center on Philanthropy**
National Gathering. Indianapolis, IN ☎ (401) 863-1119.

Education Commission of the States



Campus Compact
The Project for Public
and Community Service

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