



# Compact Current

volume 10, issue 6

november/december 1996

## Federal Budget Boosts Work-Study Funds

### *Compact Executive Committee Supports Additional Money*

Campus Compact's Executive Committee convened in Washington D.C. last month to discuss visions of the Compact's future, plan an agenda as well as take a moment to thank a colleague. The meeting was the last for out-going director Nancy Rhodes, who began the proceedings with an overview and orientation of Campus Compact for new board members. On behalf of the Executive Committee, Campus Compact Chair and Notre Dame University President Edward A. Malloy, C.S.C. presented Rhodes with a gift in recognition of her service to the Compact over the past five years.

An important outcome from the Executive Committee meeting was the group's decision to support the recent bipartisan action of Congress and the White House which increased funding for work-study programs as part of the 1997 federal budget. For the 1997-98 academic year, work-study funding will increase by \$213.5 million or 35%, for a total of \$830 million, creating an additional 260,000 work-study positions. "This newly appropriated money gives us a rare opportunity to substantially increase our off-campus community service efforts while still strengthening education through on-campus work-study in academic departments," the committee reported.

Upon announcing the increase in funding during a speech he delivered last month in Atlanta, President Clinton proposed that

100,000 of the new work-study students participate in the America Reads initiative. "I want you to tell me that you will help to teach a child to read, to help people in this community who need it, to make this community one," he said. America Reads calls for one million Americans to volunteer in schools so that in four years, every eight-year-old child can read on his or her own.

Brown University President and Campus Compact Executive Committee member Vartan Gregorian commented on the significance of the increase in work-study funding. "Tens of thousands of our nation's college students are at work in their communities, helping improve the quality of life in many ways — especially by tutoring young children," he said. "I welcome any program that expands community service opportunities for work-study students, whose work on and off campus already enriches so many lives." Gregorian, former president of the New York Public Library, added that he was enthusiastic that the resources would go to improving children's reading skills.

Currently, 5% of work-study funds must be used for community service work, though a number of Campus Compact member colleges and universities already substantially exceed this figure. With this increase in funding, and more work-study students engaged in community service, more member institutions will continue to eclipse this mark. □

## Announcements

### **Presidents' Leadership Colloquium**

Compact member Presidents will soon receive registration materials for the Presidents' Leadership Colloquium (PLC), to be held February 22 and 23 at the Grand Hyatt Hotel in Washington, DC. The theme for the PLC is "Colleges and Universities as Citizens: Connecting Higher Education and Communities." All member presidents are encouraged to attend. For more information about the PLC, contact Brad Rose at Campus Compact (401) 863-1119.

### **Award Deadlines Fast Approaching**

The application deadlines for Campus Compact's Howard R. Swearer Student Humanitarian Award and the Thomas Ehrlich Faculty Award for Service Learning are both December 15, 1996. For further information, contact the Compact (401) 863-1119.

### **Utah Launches State Compact**

Campus Compact welcomes on board Utah, which officially launched its State Compact at a kickoff celebration November 21 in Salt Lake City. University of Utah will be the home for Utah Campus Compact, our 20th network office. For a full story on the proceedings, see the forthcoming January/February issue of the *Compact Current*.

### **Price Corrections In Season of Service**

Please note: *Campus Community Collaborations* and *Disciplinary Pathways to Service Learning* published by the Campus Compact National Center for Community Colleges are available for \$20 each.

### **Compact Kudos...**

...to University of Denver Chancellor Dan Ritchie for his Speakout column in the October 18, 1996 issue of *The Rocky Mountain News* entitled "Campus Compact Fosters Civic Service." Ritchie emphasized the partnerships between Compact member schools and their communities. "In Colorado, by banding together and learning from each other's experiences," wrote Ritchie, "institutes of higher education speak in one voice about being relevant and making a vital contribution to the communities that are our homes." Here is a good example of using a public forum to speak out about the value of academically based community service. Let us hear of others!



Executive Committee members and Presidents (l-r) Larry Christiansen of Mesa Community College, Frank Newman of the Education Commission of the States, Maxwell King of Brevard Community College, John M. Kingsmore of Community College of Allegheny County and Talbot D'Alemberte of Florida State University converse at last month's Campus Compact Executive Committee meeting.

# Campus Compact Changes With the Seasons

## National Office bids farewell to Melissa Smith and Sandra Enos

This fall, the national office of Campus Compact has undergone a number of significant changes, the least of which being a much-needed painting of the building's exterior. More importantly, we bid farewell to two colleagues as they leave the Compact to take up new and challenging positions in the field of higher education.

After five years with the Compact as project coordinator, Melissa Smith has returned to her native state of Vermont to become the Public Relations and Grants Manager of Southern Vermont College, located in Bennington. Melissa oversaw the nomination and selection process for the Howard Swearer Student Humanitarian Awards, as well as the publication of *Service Matters* in 1994 and 1996 and *Service Counts* in 1995. Melissa's five-year tenure with Campus Compact represents almost half of the organization's eleven year existence. Over this period, the Compact has both grown in numbers, as exhibited by its membership, but also in terms of its mission.

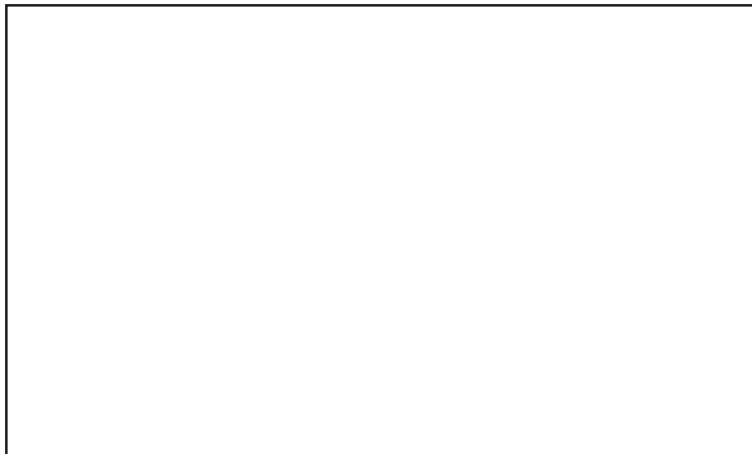
Asked to reflect about this growth, Melissa commented, "When I first began working at the Compact, I would have defined us as an organization of college and university presidents committed to promoting community service on their campuses. Five years later, this mission is still valid but with added dimensions. Compact presidents, together with faculty and community service directors, support a campus environment that fosters a sense of civic responsibility in its students. Five years later we recognize

the importance of college and universities working *with* their communities, not just *in* their communities."

Sandra Enos, director of the Compact's Integrating Service with Academic Study Project (ISAS) for the past two years, has left Campus Compact to begin teaching in the Sociology department at Rhode Island College. As project director, Sandra served as a resource to support faculty on integrating service into their courses and curriculum and was instrumental in coordinating training institutes for ISAS. She also helped launch the Invisible College, an organization of faculty who promote service through their teaching, and oversaw the award process for the Thomas Ehrlich Faculty Award for Service Learning.

"Although higher education is experiencing significant change and some dislocation," Sandra writes, she is still encouraged about the future in the field. "I am greatly optimistic about the future and think that the sort of work the Compact does — the presidents, the Compact network, the national office, faculty, community service directors, students and others — provides a model of what higher education can aspire to in the future. The challenge, of course, is to recognize that we all have a long way to go in changing institutions and that we have much to learn from our partners and colleagues."

We wish Melissa and Sandra the best and thank them for their untiring efforts and contributions to making Campus Compact what it is today. □



Melissa Smith and Sandra Enos, together at a recent gathering in southern Rhode Island

## Compact Current

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Campus Compact  
Box 1975, Brown University  
Providence, RI 02912-1975  
(401) 863-1119 • FAX: (401) 863-3779  
campus@compact.org

### Campus Compact Staff

Nancy C. Rhodes, *Director*  
Brad Rose, *Assistant Director*  
Pamela Boylan, *External Relations Associate*  
Betty Johnson, *Office Manager*  
Erin Brousseau, *Administrative Assistant*  
Jan Torres, *Network Director*  
Kathryn Ritter-Smith, *Project Director,*  
*National Service Grants*

### Student Interns

Artis Arnold, III, *Administrative*  
Kate Jackson, *Integrating Service with*  
*Academic Study*  
Mike Kobrin, *Internet Communications*  
Lettice Macphail, *National Service Grants*  
Jacob Roth, *Compact Current Editor*

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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.

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## Good Reads

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### Democracy Is A Discussion: Civic Engagement in Emerging Democracies

This handbook, edited by Sondra Myers and published by Connecticut College, is a collection of readings on the basic elements of democracy, with a strong emphasis on the centrality of the citizen's role in making democracy work. Published as a tool to help educate citizens, especially those in emerging democracies, to their rights and responsibilities, the handbook includes discussion questions, practical tips for organizing and conducting civic conversations, and historic documents. Also includes essays by distinguished scholars.

*Toor Cummings Center, Connecticut College, 270 Mohegan Avenue, New London, CT 06320. 66 pages. \$11.95 (\$10 for more than 10 copies.)*

### Service Learning in Higher Education: Concepts and Practices

Combining the most current theory and practice in the field of service-learning with many examples from actual campuses, this recent publication of Jossey-Bass is a comprehensive guide to developing high quality service learning experiences both in the curriculum and through student affairs programs. Edited by Barbara Jacoby with essays by educators and practitioners (including the Compact's own Sandra Enos, Marie Troppe and Irene Fisher), this book outlines principles that define a solid, viable service learning program and includes guidelines for designing programs to assist students in making career and lifestyle choices.

*Jossey-Bass, 350 Sansome Street, San Francisco, CA 94104-9825. 438 pages. \$32.95. □*

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## Service News

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Resources are available to help individuals and campuses incorporate service with their celebration of **Martin Luther King, Jr. Day**. The Corporation for National Service (CNS) is offering grants of up to \$5,000 to support service projects that reflect the life and teachings of King. Further information and applications may be obtained from MLK Day of Service, CNS, North Central Service Center, 77 West Jackson Blvd., Suite 442, Chicago, IL 60604. A manual with examples of different service projects that can be done in conjunction with the celebration of Martin Luther King, Jr. Day is available from the Campus Outreach Opportunity League, 1551 K St. NW, Suite 307, Washington, DC 20005.

Youth Service America is conducting a search for young leaders with the vision of starting up innovative national and community service projects. YSA's **Fund For Social Entrepreneurs** provides financial support, technical assistance and leadership training to help make the vision a reality. The fund involves young leaders ages 20-35 for three years. Applications are now available and are due December 31. Contact YSA, FSE, 1101 15th Street, NW Suite 201, Washington, DC 20005.

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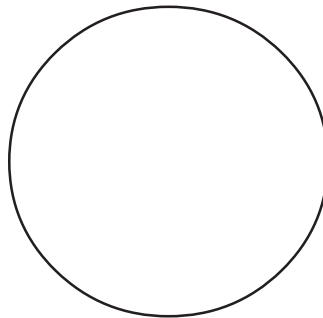
## Web Watch

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### *Interact On-line With Youth Service America's SERVENet*

There is little denying the recent prevalence of the internet in our daily lives. On television, in newspapers, and through other media, businesses advertise their products with an internet site — usually <http://www.something-or-other>. However, as the internet stakes its claim as the primary method of communication for the future, we find more than just commercialism; the internet is now a means for people to discuss their thoughts on public and community service, keep up with recent news and events from the field and also find out about numerous volunteer opportunities in their areas. These are the intentions of SERVENet, an interactive internet site recently launched by Youth Service America (YSA), a national umbrella organization for the service movement.

According to a recent Prudential survey, 74% of young adults do not volunteer simply because they do not know how or where to begin. YSA hopes to remedy this statistic through the internet. Located at <http://www.SERVENet.org>, the site will revolutionize the service field by matching potential volunteers with organizations that



depend on their help. "SERVENet is revolutionary because it connects real people to solving real problems in their communities," YSA Chief Operating Officer Steven Culberston explains. "Instead of functioning primarily as an electronic library, SERVENet will be a vibrant community for the 89 million annual volunteers and the thousands of organizations where they serve."

One of the features of SERVENet that sets it apart from other internet sites is its potential to bring together volunteers in an interactive setting. Visitors to the site can share their ideas in chatrooms and leave

postings on bulletin boards. Service organizations can likewise post information about volunteer opportunities, conferences and events. Thus, SERVENet not only aids organizations in recruiting, but also individuals in volunteering. For example, by merely entering their zipcodes, skills and interests, would-be volunteers can instantly receive information about local service programs that match their criteria. In all of these ways, SERVENet is user generated, and like the service field itself, its vitality is dependent on direct participation from individuals at all levels.

Campus Compact is pleased to serve as a partner with Youth Service America in this ground-breaking venture. Visit SERVENet today and discover how you can "Change Your World." □

*This is the first of a series of articles on the Internet. Web Watch will highlight a variety of internet sites, from those of Compact member schools' community service centers to those of nonprofit organizations in the field of service. To suggest a site, please e-mail [jjroth@compact.org](mailto:jjroth@compact.org), subject: Web Watch.*

# Partnership Announces M.A. Degree Program for International Service

The International Partnership for Service Learning has announced the inauguration of a one-year Master's Degree program in International Service to be granted by the Roehampton Institute, University of Surrey in London. Set to begin in September 1997, this program offers students who have obtained a B.A. degree the rare opportunity to integrate advanced academic study with intense volunteer service in different settings. Louis S. Albert, chair of the Partnership's Board of Trustees, writes that the new program will aid in the development of future professionals "who will know how to identify problems and propose realistic solutions which take into account the culture, and who will have the organization and management skills which ensure success."

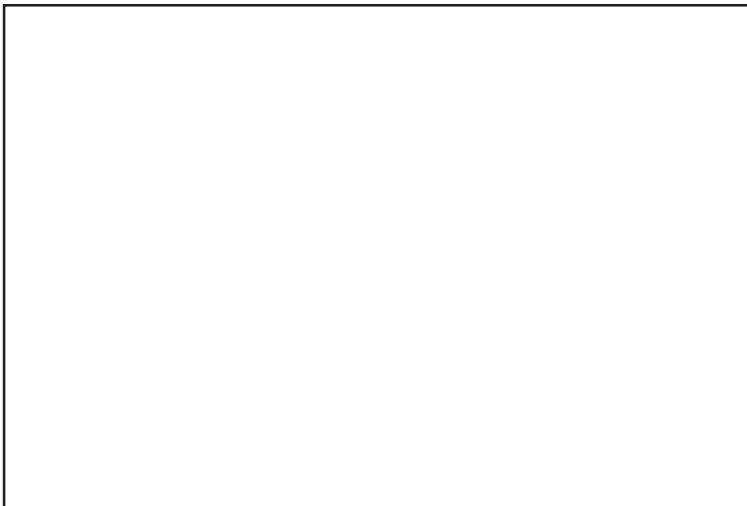
Through the Partnership's network of affiliated universities and local service agencies, students will spend the fall semester at either the Universidad Autonoma de Guadalajara, in Guadalajara, Mexico, or the University of Technology, in Kingston, Jamaica. There, in addition to taking graduate-level courses in social and cultural systems, contemporary social policy, language and literature, students will carry out community service assignments of 15 hours per-week organized by the Partnership.

Having laid the foundation for their Masters' theses in Jamaica or Mexico through this study and service, students will spend the spring semester at the Roehampton Institute, University of Surrey in London. Students will take courses on research methods, nonprofit management, theories of service and development studies; conduct another service assignment; and continue to define the questions and themes of their Masters' theses. During June and July working closely with an advisor from Roehampton, students will complete their

theses. The one-year program concludes in September, when the Roehampton Institute will award successful candidates with a British M.A. degree.

The culminating project of the International Service graduate degree program — the thesis — is unique in that in addition to serving as an academic paper, it is also an exercise in drafting a proposal to a funding or policymaking group. Based on research conducted during the first semester in Mexico or Jamaica, the student will identify a community problem, propose a way to address it by outlining what steps to take, who will be involved, for how long, and what costs will be incurred, and, finally, suggest a means of evaluating the project's success or failure. During the second semester, the student will research different organizations and identify an actual group to which it would be appropriate to send the proposal. Upon completion of the thesis, it will be judged by an international panel of academicians from the Partnership, either Jamaica or Mexico and England.

This program is especially noteworthy for it will offer both advanced study and a service experience at the grass-roots level. It is ideal for those students who want to further their education not only in the classroom of a distinguished university, but also through service with a local community agency. Applications and further information may be obtained from the International Partnership for Service Learning, 815 Second Avenue, Suite 315, New York, NY, 10017 (212) 986-0989. The deadline is May 1st. □



### Michael Schwerner Activist Award

Named in honor of the civil rights activist who was kidnapped and murdered in Mississippi in June, 1964, the Michael Schwerner Activist Award in the amount of \$1,000 is given to undergraduate students by the Gleitsman Foundation. This award recognizes five young people who best fulfill the spirit of citizen activism and promote positive solutions for social change. The application is due by January 15, 1997. For further information contact The Gleitsman Foundation, P.O. Box 6888, Malibu, CA 90264.

### Samuel Huntington Public Service Award

Graduating college seniors who wish to pursue public service for one year are eligible for this \$10,000 stipend. Applicants may use the award for an individual service project or for one that involves an educational, community or religious organization. Awards are granted on the basis of the candidate's academic record, the quality of the proposal and related personal achievements. The application deadline is February 14, 1997. Contact The Samuel Huntington Fund, 25 Research Drive, Westborough, MA 01528 ☎ (508) 389-3918.

### J.W. Saxe Memorial Prize

This award in the amount of \$750 enables undergraduate or graduate students working in public service to gain practical experience by taking a nonpaying or lowpaying job or internship during a summer or other term. Preference is given to applicants who have found such a position but require additional funds. Applicants should send a resume together with a description of short and long-term goals, statements from three references and a supporting letter from a faculty member by March 15 to the J.W. Saxe Memorial Fund, 1524 31st Street NW, Washington, DC 20007.



Left, a Partnership student discusses her work with the Mexico Programing Director and her supervising physicians at a community health clinic.

## Community-based Learning: The Unintended Consequences

A few weeks ago, I made a routine courtesy visit to one of our original service learning sites. A number of our students participate as counselors at Mount Hood Kiwanis Camp, which serves children and adults with severe disabilities and provides a full range of outdoor activities for people who would otherwise never have these opportunities. The visit had unexpected and unintended consequences for me as I observed the often dramatic effects that service learning at the camp can have. I talked with students who had discovered their true vocation during their service at the camp, campers and staff who were accepting new personal challenges, and faculty and staff who have been deeply affirmed in their own career choices or who have gained new insights into themselves as a result of their experiences at the camp. Suddenly, I understood some of the unintended dimensions of the service learning experience.

In recent years, the service learning repertoire has grown to encompass a broad range of community-based activities associated with the teaching and research missions of our campuses. Many of us became involved in service learning because we believed that involvement in our communities is an effective way to achieve dramatic and lasting consequences for our students. We entered the service learning movement with a set of very specific intended consequences in mind — to promote volunteerism and civic responsibility, to prepare our students for the workplace and to cultivate leadership and communication skills.

To meet those objectives, we require a healthy service learning environment that incorporates and values diversity, develops a shared culture, promotes caring, trust and teamwork, supports participation by everyone and a sharing of responsibility and leadership tasks and has links to the community-at-large (Kuh, 1991). What our experiences have shown us is that these learning conditions often have both intended *and* unintended consequences that can have a lasting impact on everyone involved.

Portland State University occupies a position at one extreme of the service learning continuum. The breadth of our commitment to service learning and community-based research has shed some light on some

of the unintended effects of the approach to learning. We chose to build community-based learning into our general education curriculum, called University Studies, for all undergraduate students. We also revised our faculty promotion and tenure guidelines to support and encourage a much broader range of scholarly activities that includes community-based research and teaching.

For students, learning in a collaborative and community-based mode can be truly transforming. Describing an intense two week service learning experience at Mount Hood Kiwanis Camp, one student counselor writes: "I don't think my Kiwanis Camp experience can be written about in one thousand words or even ten thousand words.... From the moment I arrived, nothing ceased to amaze me and I can honestly say I am a different person because of it." In their reports, the students make it very clear that this service learning experience has tested their assumptions about their skills and their goals, opening up new avenues of self knowledge. These deep experiences have left lasting impressions out of all proportion to the time the students spent as counselors.

In addition to our work at the undergraduate level, Portland State is experimenting with several forms of university-community partnerships that integrate preparation for the professions, service to the community, applied research and continuing professional education. These various models of research and graduate study have had significant consequences for our graduate students and faculty who are gaining experience with problem-based scholarship. Questions framed from the perspective of community and professional experience can take unexpected directions and offer unanticipated rewards.

Faculty often incorporate public-mindedness into their scholarly agenda in one of two ways. One way is to view public life as an object of study from a disciplinary perspective. The other way is to become immersed in the concerns and problems of the community, while retaining a thoughtful scholarly agenda.

Faculty who choose the latter path and undertake community-based research and teaching activities often emerge changed in some dramatic way themselves. Our faculty who have participated in the new University

PRESIDENT JUDITH A. RAMALEY  
PORTLAND STATE UNIVERSITY

Studies curriculum or who have done collaborative research with community participants and students say that they are surprised to realize they are renewed and reinvigorated as teachers. And many are amazed to realize they have become learners themselves. For them, and for others, this intellectual agenda has immediate consequences. An academic life based on principles of caring, trust, shared responsibility and respect inspires colleagues, builds community problem-solving capacity and offers wonderful learning opportunities for students.

I have seen that there is truly a magical moment, a moment of "a-ha" that seems to come from every student and every faculty member who genuinely engages in community based learning. At the Kiwanis Camp, the staff watch for that moment as the student counselors discover something critical about themselves or about the world that shapes their own career and personal choices. The staff also say that these "a-ha" experiences constantly reaffirm their own commitment to working with people with disabilities. The effect of service learning seems never to diminish no matter how often the experience is repeated. It is hard to convey on a printed page the sincerity, the depth and the passion that flow through these conversations with faculty, students and community. It is enough to say that such service is powerful and inspiring and no one who listens and truly cares can emerge untouched from such an encounter. I certainly have not. □

Astin, H.S. & Astin, A.W. (1996). *A Social Change Model of Leadership Development*. Los Angeles: UCLA.

Kuh, G. (1991). "Snapshots of Campus Community." *Educational Recorder*, Winter 1991.

# Upcoming Events & Deadlines

## December

15 **Campus Compact**  
Applications due for the Howard R. Swearer Student Humanitarian Award and Thomas Ehrlich Faculty Award for Service Learning ☎ (401) 863-1119

## January

6 **Maine Campus Compact**  
Links to Public Schools Program: Deadline for Grant Proposals ☎ (207)786-8217

16-19 **American Association of Higher Education**  
5th Annual Conference on Faculty Roles and Rewards, San Diego, CA, ☎ (202) 293-6440

17 **Ohio Campus Compact**  
SEAMS (Science, Engineering, Architecture, Math, Computer Science) Workshop, Sinclair Community College, OH, ☎ (614) 376-4834

20 **Martin Luther King Jr. Federal Holiday**  
"On the King Holiday, help somebody! Every American Can Make a Difference." For details, see Service News, page 3

*To suggest an event that you would like to include in the Compact Current calendar, send information to Compact Current, Brown University, Box 1975, Providence, RI 02912, call (401) 863-1119, or send e-mail to [vroth@compact.org](mailto:vroth@compact.org)*

## February

5-7 **NAICU**  
National Association of Independent Colleges and Universities Annual Conference: "Re-Engineering For the 21st Century," Washington, DC, ☎ (202) 785-8866

13 **Ohio Campus Compact**  
SEAMS Workshop, Case Western Reserve University, ☎ (614) 376-4834

14 **Minnesota Campus Compact**  
Annual Presidents' Meeting ☎ (612) 962-4950

20-23 **International Partnership For Service Learning**  
14th Annual International Conference: "International Service Learning: Making Connections for a World of Difference," Kingston, Jamaica, ☎ (212) 986-0989

22-23 **Campus Compact**  
Presidents' Leadership Colloquium: "Colleges and Universities as Citizens: Connecting Higher Education and Communities," Washington, DC, ☎ (401) 863-1119

23-25 **American Council on Education**  
79th Annual Meeting: "Education for a New Century," Washington, DC, ☎ (202) 939-9310

23-25 **Oregon Commission for National Community Service**  
Greater Northwest Service Summit, ☎ (800) 826-4865

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