



U.S. Secretary of Education Riley Honors Swearer Award Winners

Today we're going to honor five young people who are setting an example by encouraging the public [to act]," said U.S. Secretary of Education Richard W. Riley at the Howard R. Swearer Student Humanitarian Awards ceremony on July 11, in Providence, Rhode Island. The awards ceremony was part of the Education Commission of the States (ECS) National Forum and Annual Meeting.

Riley, introduced by Zell Miller, Governor of Georgia and outgoing chairman of ECS, spoke of current education in the United States and urged the audience to pay attention to upcoming legislative actions affecting education.

After Riley presented the awards, Carol Cowan, President of Middlesex Community College (MA), and John DiBiaggio, President of Tufts University (MA), both Campus Compact Board members and co-chairs of the Massachusetts Campus Compact, led the Swearer Award winners in a discussion about their work in community service on college campuses. Students spoke of the educational benefits of service, the support they received from their campuses and their individual projects.

Tobey Cho, a junior, created the University of Colorado at Boulder Conflict Resolution Center for student mediators to work in pairs with other students who have conflicts to find peaceful resolutions. Tobey developed the idea after a series of racial incidents threatened to divide her campus during her first semester. Of her work, Tobey said, "Our diversity divided us

because we could not communicate with one another, but we united to find a solution to our problem."

"Hunger is a choice in this nation," stated Andrew Dillon, a junior at the University of Virginia. Andrew pointed out that, as a nation, we waste 96 billion pounds of food annually. As a first-year student Andrew started "Hoos Against Hunger," a food salvation program that picks up leftover food from Charlottesville area restaurants daily and delivers it to the local Salvation Army.

"Our destiny lies in our hands," said Shadi Mokhtari. A senior at American University, Shadi is working to put our global destiny in the palms of youth. She founded a student organization called the American University Movement for Global Justice & Responsibility, which is dedicated to educating both individuals on her campus and in the community about issues that transcend man-made cultural boundaries. The group's primary project is the "Youth Education Initiative," which uses a global citizenship curriculum with 5th and 6th graders in Washington, D.C. public schools.

Myles Roberts spoke of the basic need for self-motivation in community service. "Many times there is not an established machine already running. Sometimes you have to build your own." Three times in the last year, Myles has done just this.

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Howard R. Swearer Award Finalists

- Dineen Andrews, *Florida State University, FL*
- Aimee Barnes, *San Francisco State University, CA*
- Jason Bentley, *Central Michigan University, MI*
- Megan Blake, *Trinity College of Vermont, VT*
- Brenda Carey, *Indiana University, IN*
- Tamekia Dancy, *West Chester University, PA*
- Heather Davis, *W. Virginia Wesleyan College, WV*
- Michelle De'Brabant, *Alverno College, WI*
- Sarah Evenskaas, *University of San Diego, CA*
- Leora Hanser, *Barnard College, NY*
- Mindy Hernandez, *Cornell University, NY*
- Sheri Hixon, *Augsburg College, MN*
- Marty Hoffman, *Concordia College, MN*
- Wendy Holben, *Gannon University, PA*
- Leah Kern, *Yale University, CT*
- Kieu-Anh Huynh King, *U. of Washington, WA*
- Ryan Lalonde, *University of Michigan, MI*
- Meghan LeCates, *Drew University, NJ*
- Colette Leslie, *Emory and Henry College, NC*
- Beatrice May, *Ursinus College, PA*
- Shirelle McGuire, *Connecticut College, CT*
- Daniel Rhoton, *LaSalle University, PA*
- Sanam Roder, *University of Pennsylvania, PA*
- Amy Senkbeil, *Marian College, WI*
- Christopher Smith, *Hobart College, NY*
- Debra Stroud, *N. Carolina Central University, NC*
- Tara Tahmouresie, *University of San Diego, CA*
- Jennifer Vargo, *Denison University, OH*
- Kelly Victory, *University of S. Illinois at Edwardsville, IL*
- Deborah Warren, *Cornell University, NY*
- Dayla Watson, *Brown University, RI*
- Jeff Wentzloff, *Alma College, MI*
- Jeffrey Williams, *Trinity University, TX*

Compact for Learning and Citizenship Announced

On July 11, 1997, U.S. Secretary of Education Richard W. Riley and Frank Newman, President of the Education Commission of the States (ECS), formally announced the formation of the Compact for Learning and Citizenship, an organization dedicated to integrating community service into the classroom at the primary and secondary levels. The news conference was part of the ECS National Forum and Annual Meeting.

The K-12 Compact —headquartered at ECS —is made up of superintendents and chief state school officers from 14 states who have banded

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Swearer Award Winners with Governor Zell Miller (from left) Andrew Dillon, Myles Roberts, Tobey Cho, Miller, Carmen Contreras Shrum, Shadi Mokhtari.

Faculty Votes Service Learning Into the Curriculum

When Bellarmine College faculty met last year to revise the curriculum there was an organized effort to incorporate service learning. Deciding against mandating it as a graduation requirement, they chose to thread service learning across the curriculum in a variety of classes and disciplines.

A small Catholic College in Louisville, KY, service is important to Bellarmine. Its mission states, "As citizens of the nation and the world, Bellarmine students are encouraged to apply in morally and ethically responsible ways what they have learned, to serve others (in need) and to make the Louisville region and the world a better place."

Deciding that service is one good way to achieve these goals, a faculty task force formed to research service learning and make recommendations to the rest of the faculty on applying this mission directly to the classrooms.

"The effectiveness of 'learning by doing' has been known for a long time and is a central pedagogical element in all forms of experiential learning," wrote the task force.

The task force enumerated the ways in which service learning could be integrated into the curriculum: one, service learning could be a required or optional part of an existing course in the curriculum; two, courses can be designed with objectives that are totally or primarily those of service learning (e.g. first year and senior seminars with service learning components); and three, service learning could occur at the initiative of the student through independent study.

While the service learning task force found that the "development of service learning courses should be a voluntary effort on the part of the faculty," it also stressed faculty incentives for giving their time to service learning. The task force suggested that faculty should be encouraged to provide evidence of service learning efforts in their performance portfolios and treat it as a special category in consideration for merit, tenure and promotion.

Two years and a new curriculum later, a third of Bellarmine faculty are now engaged in service learning. All three Bellarmine colleges—arts and sciences, nursing and business—have woven service learning into their curricula.

Service Working

Dr. Curt Bergstrand, sociology professor and chair of the Service Learning Task Force, has long seen the merits of service learning. Service has had a place in his classroom for seven years through his "Books Behind Bars" program. Students in his class bring books to high-risk middle school students, and read and discuss them. The middle school students in turn go to a local prison and discuss the same books with inmates there. "It's been great," says Bergstrand. "Any time you get students into the real world, it's important."

Bergstrand admits that social sciences are more compatible with service learning but thinks that it is crucial for all disciplines to work with it. "That's what needs to be done. It will happen," he says.

Short of that, will Bellarmine mandate service learning any time soon? Not likely. "Faculty response has been so overwhelming that we haven't felt any need to mandate it," says Dean Susan Hockenberger.

Final Exam

Of course, the outcome of learning rests with the students. According to Hockenberger, their response has been incredible. On recent surveys, there was positive feedback from students in service classes. "They did caution us not to overwhelm them. They noted how much extra time it takes for people to do a service learning course and that they can't do too many in one semester," said Hockenberger. As more faculty get involved, service learning classes will be noted in the course announcement so that students can choose accordingly. Jaimie Birge, Director of the Pennsylvania Campus Compact, agreed with the idea of student involvement. "Bellarmine's next logical step will be for the faculty to include student and community voice in decisions that impact teaching method and community action."

Brooke Beard, Associate Director of Campus Compact said, "What Bellarmine has done reflects the kind of commitment to serving the 'public good,' which underlies many institutionalized approaches to service learning on campuses involved with the Compact. We not only applaud this effort but will offer this as a model for consideration by our other member institutions." □

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together to encourage community service and service learning. In addition, they will help schools organize to work with community groups performing service in the schools—particularly with mentoring and tutoring programs.

“Young people learn in many different ways,” said Secretary Riley. “Many students

integrate what they learn as volunteers into their classroom experience.”

Sheldon Berman, Hudson, Massachusetts School Superintendent, said “We are creating a way for young people to link back to the system.... It is my experience that students are hungry for that sort of connection [and] the vehicles of service are key to make that happen.” □



(From Left) Barbara S. Neilsen, South Carolina State Superintendent, Secretary Riley and Frank Newman Announce the Compact

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Myles coordinated relief efforts in his community: twice when floods ravaged the area and once when a fire destroyed a dormitory at a nearby college. He formed the Catastrophe Response Corps to help students at West Virginia University, from where he recently graduated, respond to a major crisis in a short time.

Carmen Contreras Shrum, finishing her final year at Brevard Community College, FL created the Supervised Visitation/Monitored Exchange program. Now called the Family Enrichment Center, a minimum of forty families per week use the center for court-ordered custodial changes, meeting in a safe place with toys and a new playground instead

of a police station. Carmen arranged for both student volunteers and law enforcement officers to donate their time to provide security at the center. Of the experience, Carmen said, “I have learned to work with and through the system.”

The Student Humanitarian award is named in honor of the late Howard R. Swearer, a founder of Campus Compact and past president of Brown University. Candidates for the award are nominated by their campus president. It is accompanied by \$1,500 to support the students’ continued work to address societal needs. The award is sponsored by the W.K. Kellogg Foundation. *(For more information on the Swearer Awards and the nominating process, contact Pam Boylan at 401-863-1119)* □

NETWORK NEWS

Learn and Serve Grants

The Corporation for National Service (CNS) recently awarded grants from Learn and Serve: Higher Education to the national office of Campus Compact, 14 state Compacts and the Campus Compact National Center for Community College (CCNCCC). Collectively, the awards total \$3.177 million and will support service and service learning efforts at colleges and universities across the United States. The following state Compacts received grants: Colorado, Maine, Massachusetts, Montana, Minnesota and New Hampshire Campus Compacts, as well as a Indiana, Illinois, Michigan, and Ohio Campus

Compacts, and a consortium of California, Hawaii, Washington and Oregon Campus Compacts.

Through subgrants to campuses, the funds will be used to promote service learning in teacher education, support faculty and curriculum development, provide America Reads technical assistance, research, workshops and assessment. Funding will also support a national campus/community partnerships meeting of model programs, three regional national conferences for community service directors and three regional leadership colloquia for college presidents. □

Service News

The fourth annual Project America Day will be on October 18, 1997. More than 100,000 volunteers from 50 states are expected to participate in this annual day of community service.

Project America, Inc., founded by three college students in 1993, concentrates its efforts to promote and increase volunteerism by encouraging people to engage in the practice of fixing or solving issues important to them on a local level. Project America Day is a part of these efforts as an annual national day of community improvement. In the three years since its inception, the event has involved hundreds of thousands of people in communities throughout the country in making concrete local improvement.

Higher education can have an important role in Project America Day by organizing projects and spreading the word on individual campuses. Campus coordinators and organizations can register their project with Project America, where it will be publicized to gain the community’s attention and participation. Project America will also refer additional volunteers to organizations.

To register your project, attain technical assistance regarding project implementation or obtain any other information from Project America, call 800-880-3352 or send e-mail to project@project.org. Find them online at <http://www.project.org>. □

WELCOME

Campus Compact welcomes new Associate Director Brooke Beard. Brooke comes to the Compact from the Colorado Campus Compact, where he served as the founding Executive Director since 1992. “I feel we have a great new opportunity to combine the expertise and strong leadership within the state compacts with our new leadership at the national level to effect a huge change in how higher education views its roles and responsibilities in communities across the nation,” says Beard. Brooke is not a stranger to the national office—from 1988-1991, he ran a national Mentoring Project, which worked with at-risk youth.



Upcoming Events & Deadlines

August

21-22

New England Regional Institute, "Integrating Service with the Study of Psychology and Sociology," Biddeford, ME, ☎ (207) 786-8217

22-25

National Society for Experiential Education "Reflections on Practice: Quality and Leadership in Experiential Education," St. Louis, MO, ☎ (919) 787-3263

September

19

Northwest Regional Campus Compact Service-Learning Institute; "Integrating Service into Social Science Curriculum," Alexander Astin, keynote. ☎ 360-650-7312

23-25

National Civic League 103rd National Conference on Governance: "The Role of Philanthropy in Building Communityk," Arlington, VA ☎ (800) 223-6004

23-27

National Student Campaign Against Hunger and Homelessness, Tenth Leadership Conference, American University, Washington, D.C. (310) 397-5270 ext. 324

October

1-31

Campus Outreach Opportunity League (COOL), Into the Streets (suggested kick-off period) ☎ (202) 637-7004

24-26

National Service-Learning and Assessment Conference, Burlington, VT ☎ (802)-828-5405

3-5

Ohio Campus Compact, Fall Conference: "Stepping Forward: Building the Future Through Service," Denison University, Granville, OH ☎ (614) 376-4834

24

Pennsylvania Campus Compact Annual Conference, "Learn Today, Serve Tomorrow," ☎ (717) 232-4446.

25

City Year Serve-a-Thon: Boston, MA, Chicago, IL, Columbia, SC, Columbus, OH, Providence, RI, San Jose, CA ☎ (617) 927-2500