



Research Advisory Council Convenes in New York City

Members evaluate current service learning research

Service learning is a powerful force for strengthening higher education's role in renewing the civil society. Campus Compact embraces a vision of the university as a forum for moral and civil development of citizens, and in projecting that vision, the Compact pursues a number of strategies which seek to enhance the university's role in society. Research constitutes one of these strategies, and in July, 1997, the Compact brought together leading minds in the field of service learning research in order to synthesize ideas and to strengthen current research efforts. We asked leaders in the field

how best we can further enhance research on service learning's positive impacts on students, institutions, and the community; and how we can learn more about the quality and implications of service and service learning. The National Research Advisory Council (RAC) convened in New York City to assess and improve research on the role of service learning on college campuses. Composed of campus presidents, faculty members, senior academic officers, and directors of national higher education organizations, the RAC provided insight into the state of current

research in the field of service learning. mented, "to have a college president to share her perspective on how effective our current knowledge is on the impact of service learning." Campus presidents play an essential role in redefining the mission of the

"You want students who will ultimately challenge and change and make this a better society, but you know that's not the overwhelming goal of educators and politicians and citizens everywhere."

Patricia Ewers

In her introductory remarks, Elizabeth Hollander, executive director of Campus Compact, emphasized the importance of the attendance of respected leaders in academic administration and research, higher education organizations, foundations, and government. "We are particularly pleased," Hollander com-

university to incorporate the goal of moral purpose and civic responsibility.

Patricia Ewers, president of Pace University, presented one of the primary difficulties relating to the goals underlying higher education; "You want students who will ultimately challenge and change and make this a better society, but you know

Pace University President Patricia Ewers

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Service Learning Institute for Engineering, Mathematics, and Science Faculty

A national service learning institute designed specifically for faculty in engineering, mathematics, and science disciplines will be held March 6-8, 1998 at Case Western Reserve University in Cleveland, Ohio. Eleanor Baum, past president of American Society for Engineering Education (ASEE) and Dean of the College of Engineering at Cooper Union, will be the keynote speaker.

The purpose of this institute is to show faculty in these disciplines how to integrate service learning into their courses. Faculty in these disciplines are targeted because they have not traditionally attempted to combine service with academic study. Participants will be expected to incorporate

service learning into their curricula and to serve as spokespersons for service learning in their disciplines.

During the two and one-half day institute, practitioners will discuss the key components of service learning; participants will then be divided into working groups by discipline to develop creative strategies for redesigning syllabi to integrate service learning into their courses.

The institute is designed for those faculty members from both two-year and four-year institutions who are interested in enhancing academic learning while meeting a need in the community, but who have not yet integrated service learning into their undergraduate coursework. Eligible faculty

must either be tenured, in a tenure track position or have taught at least two non-remedial courses annually over the past three years.

The institute is funded by the Corporation for National Service (CNS) and is co-sponsored by Campus Compact and Case Western's Office of Student Community Service. The registration fee is \$150. Partial scholarships are available for faculty at CNS/LSHE institutions.

To receive an application or more information, contact Glenn Odenbrett, Director, Office of Student Community Service, Case Western Reserve University, 10900 Euclid Avenue, Cleveland, Ohio 44106-7062. Phone: 216/368-6960. E-mail: <gxo2@po.cwru.edu>. **Application deadline is December 1, 1997.** □

Campus Compact Welcomes New Staff

Maria Monteiro joins Campus Compact as the Network Coordinator. She brings with her a spectrum of experience in service and service learning. Since 1994, she has been directing the AmeriCorps Program at the Rhode Island Children's Crusade for Higher Education. She has also served as the Director of the Clearinghouse for Volunteers at the University of Rhode Island and as a Bilingual Counselor at Project SPHERE at the Community College of Rhode Island. Maria is trilingual, speaking English, Spanish, and Cape Verdean. Her expertise in programming, advising, and project coordination is complemented by her trilingual ability and multicultural experience.

Hannah Richman is working as the new Project Coordinator. Formerly a Research Analyst for the Chapin Hall Center for Children at the University of Chicago, she also has extensive experience in the realm of service learning. During her years at Oberlin College, she helped to restructure the

community outreach program into a more comprehensive program with a focus on service learning. She now serves on the Board of Trustees for Oberlin College. Hannah's experience in the service sector as well as the administrative sector of service gives her a complete perspective on the target areas of Campus Compact's work.

"We are very lucky to find such exceptional talent to work on our national and network initiatives."

Brooke Beaird

Tanna Wagner, the Compact's Project Associate, offers more than 9 years of diversified experience in public relations and marketing as well as project development and coordination. A graduate of Moorhead State University, she holds a bachelor's degree in mass communications with a minor in psychology. Before joining Campus Compact, she served as Project Coordinator for the Olsten Staffing/AT&T hiring projects in Fairhaven, MA and Providence, RI. Tanna also served as the public relations/marketing coordinator for the Gannon Center for Community Mental Health in Maquoketa, IA. Tanna's depth of experience in public relations complements her technical expertise in marketing. □

Service Counts Focuses on Literacy *America Reads Legislation in Congress*

This fall, Campus Compact published *Service Counts: Revitalizing Literacy Efforts in American Higher Education*. *Service Counts* includes statistics on student community service and service learning from Campus Compact's May 1997 member survey, and information on literacy programs and resources.

Campus Compact decided to focus this year's publication on literacy because many campuses are starting or expanding children's literacy programs in anticipation of America Reads.

America Reads is President Clinton's literacy initiative aimed at helping all children to learn to read by the end of third grade. In August 1996, President Clinton urged colleges and universities to use half of their additional

Federal Work-Study (FWS) funds for community service work, and especially for tutoring children in kindergarten through the third grade in reading. The goal is 100,000 FWS students serving as tutors to children. As an incentive, President Clinton waived the employer matching requirement for these FWS students. Nearly half of Campus Compact's members have committed to support President Clinton's America Reads Challenge. Of the 715 schools that have signed on to the initiative, 266 are Compact members.

Seventeen of the twenty-one members of the America Reads Steering Committee are Campus Compact members, including **Chairman Robert Corrigan**, President of San

Compact Current

October/November 1997

Volume 11, Issue 5

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Campus Compact has received financial support from: ACTION; Aetna Foundation, Inc.; Amelior Foundation; AT&T Foundation; Carnegie Corporation of New York; Corporation for National Service; Ford Foundation; Hearst Foundation, Inc.; Honeywell Foundation; Henry M. Jackson Foundation; Johnson Foundation; W. K. Kellogg Foundation; John D. and Catherine T. MacArthur Foundation; MCJ Foundation; Mellon Foundation; Rockefeller Brothers Fund; Stuart Foundations; and an anonymous donor. In-kind donations from Apple Computers, Inc., Brown University, Now Software, and Partridge, Snow & Hahn Law Offices.

Compact Current is a publication of Campus Compact: The Project for Public and Community Service, a project of the Education Commission of the States. *Compact Current* is distributed bimonthly to all Campus Compact member institutions and subscribers.

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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that's not the overwhelming goal of educators and politicians and citizens everywhere." She also emphasized the importance of carefully negotiating the integration of service learning into the academic curriculum. "Many of us see only the calls for citizenship where they're transformative... It's one thing to make people feel good about being in the community and developing some skills with tutoring children, but it's another thing to have them challenging whether public schools should be working on service learning."

The RAC then addressed ways in which the Compact, in collaboration with other organizations represented at the meeting, could help move the field forward. Jeffrey Howard, founder and editor of the Michigan Journal of Community Service Learning, proposed the development of a national strategic plan to evaluate and improve service learning in general and research efforts in particular.

The RAC meeting addressed a number of questions about the intellectual value of service learning. Janet Eyler, Associate Professor of Human Resources at Vanderbilt University, elaborated on the inherent value of service learning as a component of classroom instruction; "[The knowledge gained from service learning] probably isn't acquiring factual tidbits, it probably has to do with more advanced cognitive skills, related to understanding the complexity of issues and transferring that knowledge to new situations. One of the big advantages of service learning is that people are learning in a real context."

The RAC identified several areas of research that merit further investigation, including the intellectual outcomes of service on students; effects of service learning on faculty teaching; long-term impacts of service activity on the institution itself; evidence of increased civic responsibility of students involved; and impacts of service activity on the community. Jeffrey Howard emphasized the importance of being able to gauge the impact of service on students' development of a "social responsibility screen." "When [students] leave college after having a service learning experience or a community service non-curricular experience, do they ten years later tend to be a different kind of person, a different kind of citizen than those students who haven't been involved in community work

during their undergraduate years?"

Robert Bringle, director of the Office of Service Learning, Indiana University-Purdue University Indianapolis, commented on the importance of "promoting research among practitioners" as well as "seeing how we can engage people who aren't practitioners in research in service learning, bringing new people into the field to enrich the way in which research is done and [to broaden] the scope of the methods." He also questioned the role of research as the sole method of evaluation and promotion of service learning. "I think a lot of persuasion

"When [students] leave college after having a service learning experience... do they ten years later tend to be a different kind of citizen than those students who haven't been involved in community work during their undergraduate years?"

Jeffrey Howard

occurs in other ways besides creating a research publication."

The efforts of RAC's meeting in New York culminated in the development of a plan for next steps. First, an agreement to develop a national collaborative research plan for compiling service learning research led to a meeting, organized by Campus Compact and hosted by AAHE in Washington, DC. On September 4, directors from several organizations met to explore the possibilities for collaborating on the creation of a series of publications on service learning research. Among the groups represented were Campus Compact, the Corporation for National Service, the Grantmaker Forum on Community and National Service, and AAHE. Agreement was reached to continue and expand that collaboration at specific meetings to be announced later this year. Already on the road to accomplishing some of these goals,

Indiana University-Purdue University Indianapolis, AAHE, and Campus Compact have begun to collaborate on a series of service learning publications which will serve as assessment tools to be used by faculty and other people involved in service learning. The groups have established a projected publication date of the first volume in June 1998.

Next on RAC's agenda was assisting the Compact in the planning of a national meeting devoted specifically to experts in the fields of evaluation, methodology assessment and research. Established leaders in the field of service learning will

meet with experts from other fields who will provide new insights, knowledge, and strategies from an outside perspective. Elizabeth Hollander set the tone for this meeting; "We need to ask thoughtful questions about the kinds of theories that underlie our assessment and we need to take a renewed look at the quality and appropriateness of the tools we use." Thanks to the hospitality of the Education Commission of the States, this meeting is now scheduled to take place in Denver, CO at their headquarters on Nov-

ember 20-21 of this year.

The RAC, through productive discourse and successful planning, brought service learning research to a new level of interdisciplinary and inter-organizational cooperation. Compact members are taking new strides in the field of service learning research by initiating collaborative efforts to achieve common goals. Hollander noted, "Campus Compact is especially interested in service learning's relationship to discussions about renewing the democracy. What role should higher education play in reinvigorating engagement in citizenship, and how best can we utilize resources and expertise to support such efforts?"

The RAC meeting was hosted by the Ford Foundation and was supported by funding from an anonymous donor. A list of Campus Compact RAC members can be found on page 4. □

...America Reads

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Francisco State University, **Barry Munitz**, California State University System Chancellor, and Presidents **Byron McClenney**, Community College of Denver, **Leo O'Donovan**, Georgetown University, **Eduardo Padron**, Miami Dade Community College, **Walter Massey**, Morehouse College, **Dolores Cross**, formerly of Chicago State University, **Ted Sanders**, Southern Illinois University System, **William Kirwan**, University of Maryland-College Park, **George Dennison**, University of Montana, **L. Jay Oliva**, New York University, **Michael Hooker**, University of North Carolina at Chapel Hill, **E. Gordon Gee**, Ohio State University and incoming Brown University President, **Gordon Haaland**, Gettysburg College, **Judith Ramaley**, University of Vermont and formerly of Portland State University, **Graham Spanier**, Pennsylvania State University, and **Judith Rodin**, University of Pennsylvania.

In addition to the schools taking part in America Reads through the Federal Work-

Study program, organizations and individuals throughout the country will be able to participate in America Reads programs if legislation currently in Congress is passed. In April, America Reads legislation supporting a broad literacy effort involving a tutor training corps and parents as first teachers programs was introduced. The House Education Committee majority committee is drafting their own version of a literacy program in response to the America Reads legislation, and the Senate is unlikely to take up the legislation this year.

Campus Compact's *Service Counts* highlights model programs at member schools, answers frequently asked questions about America Reads and Federal Work-Study, and includes information on training resources, guides, web sites and other materials useful in establishing literacy programs. All Campus Compact presidents and community service contacts will receive a copy of *Service Counts* in November. □

Service News

Youth Service America is conducting a search for young leaders with the vision of starting innovative national and community service organizations. 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 200, Washington DC 20005; tel. (202)296-2992 ext. 46; email <fse@ysa.org>. Applications are also available on-line at <http://www.servenet.org/ysanet2/fse/index.html>

Correction...

We apologize for incorrectly identifying participants in a photo in our recent **Presidents' Leadership Colloquium** report. At right is the corrected photo caption.

(From left) President Alan Harre, Valparaiso University, President Joel Cunningham, Susquehanna University, President Jessica Kozloff, Bloomsburg University of Pennsylvania

Campus Compact's Research Advisory Council Members

Members marked with an * were able to attend the meeting at Ford Foundation in New York City

Alexander Astin, Director
Higher Education Research Institute, University of California - Los Angeles

Benjamin Barber, Director
Walt Whitman Center for Culture and Politics of Democracy

Robert Bringle, Director*
Office of Service Learning, Indiana University-Purdue University Indianapolis

Barbara Cambridge, Director of Assessment*
AAHE

Deborah DiCroce, President
Piedmont Virginia Community College

Donna Duffy, Professor*
Middlesex Community College

Patricia Ewers, President*
Pace University

Janet Eyler, Professor*
Peabody College

Andrew Furco, Professor
University of California - Berkeley

Maryann Jacobi Gray*
Rand Corporation

Roger Henry, Director*
Florida Campus Compact

Jeffrey Howard, Director*
Center for Community Service Learning, University of Michigan

Joseph Pettit, Vice President*
Planning and Institutional Research, Georgetown University

Judith Ramaley, President
University of Vermont

Elaine Saito, Research Analyst*
Higher Education Research Institute, UCLA

Linda J. Sax, Director
Cooperative Institutional Research Program, University of California - Los Angeles

Cynthia Scheinberg, Assistant Professor and Department Chair
English Department, Mills College

David Scott, Chancellor
University of Massachusetts - Amherst

Marilyn Smith, Director*
Learn and Serve America

Timothy Stanton, Director
Haas Center for Public Service, Stanford University

Diana Chapman Walsh, President
Wellesley College

Anna Waring, Assistant Professor*
Public Services Graduate Program, DePaul University

Edward Zlotkowski*
AAHE

Mandatory Volunteerism: the Key to Civic Responsibility?

President Clinton recently invited former Presidents Bush and Ford, former First Ladies Lady Bird Johnson and Nancy Reagan, as well as retired General Colin Powell to join him for a summit in Philadelphia. They did not agree to set aside their differences so that they could discuss the topic of peace in the Middle East, or the environment, or even drug trafficking. They agreed to meet to discuss a topic as threatening to American society as any of those mentioned above: America's declining social capital.

In 1995, Dr. Robert D. Putnam, Director of the Center for International Affairs at Harvard University, published data on the changing patterns of political participation and civic involvement of Americans. One example he cites is the poor voter turnouts for national elections over the past three decades. Unfortunately, declining involvement in elections is not the only example of how our fellow Americans have walked away from their civic responsibilities. According to Labor Department statistics, overall volunteering in the United States declined by roughly one sixth from 1974 to 1989. What this means is that the Red Cross and Boy Scout volunteers we are missing today have neither switched their allegiance to new volunteer organizations nor have they been offset by equal numbers of new recruits elsewhere. What is even more disturbing is that social circumstances which have traditionally fostered community and civic involvement continue to decline.

What can we do to reverse these trends and help Americans recognize the importance of social capital? I believe the first place to start is in our educational system. I believe our educational system and society as a whole would be strengthened if we could better demonstrate to our students how their actions and decisions have an impact on our communities. By teaching civic and individual responsibility to our students, they learn how all communities are strengthened by active and involved citizenry.

On the Defiance College campus and on a few other campuses around the country, we believe that we must prepare our students not only for the world of work, but also to be active participants in their communities. One way to accomplish this is by incorporating service into the curriculum.

Of course, this approach has attracted its

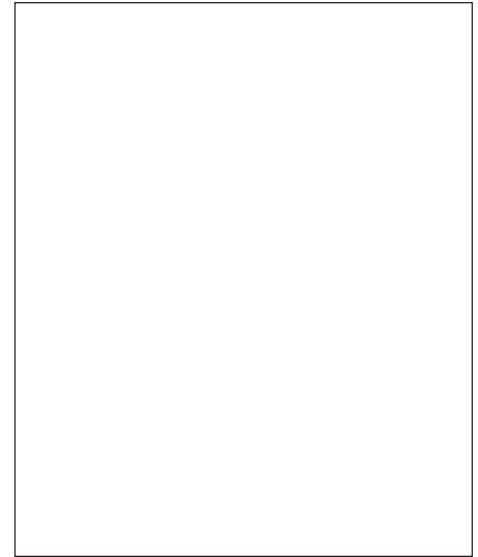
share of opponents. Apparently these individuals believe that community service does not have a role in our schools and argue that if you require service of the students, it can't really be considered volunteerism.

My first response is to ask the question: what is the role of education in our society? Is it simply to prepare students for the world of work or should we expect more? Sociologist Howard Bowen looked at the question a bit differently. He asks three questions: What kind of people do we want our children and our grandchildren to be? What kind of society do we want them to live in? How can we best shape our institutions, especially our educational institutions, to nurture those kinds of people and that kind of society?

When a group of distinguished academic, business and government officials addressed these questions, their response surprised many. This group, chaired by former Secretary of Labor William Brock, came to the conclusion that in order for the country to compete in the global marketplace, "We must all be better educated, more skilled, more adaptable and more capable of working collectively. But change requires more than workplace competence; it requires that we do a better job of passing on to the next generation a sense of the value of diversity and the critical importance of honesty, decency, integrity, compassion and personal responsibility in a democratic society. Above all, we must get across the idea that the individual flourishes best in a genuine community to which the individual in turn has an obligation to contribute."

Requiring service of students is a form of experiential learning where students engage in service while developing critical thinking and problem-solving skills. This not only exposes students to the needs the community finds important, it also challenges them to think about their own value systems and use the skills they have acquired in the classroom. Numerous studies have demonstrated that students who are engaged in a classroom experience will retain more, achieve better grades, and are more likely to graduate than students who do not serve.

Should it be considered volunteerism if we require students to engage in such activity? Whether or not it is voluntary at this point in a student's life is a meaningless question. What we as educators should be trying to



Defiance College
Dr. James T. Harris, President

accomplish is the development of the students' character. We must teach them to view service not as charity or "good works" completed out of the goodness of their hearts, but rather as their responsibility as a United States citizen. We should provide our students with relevant, concrete experiential learning about service that they can continue to draw upon during their adult lives as they take on active voluntary leadership roles in their community.

Another way of looking at the topic is to think about how educators prepare students for life. For example, before we allow doctors to perform medical procedures, we require them to serve an internship. However, when it comes to citizenship and our responsibilities as members of a free and democratic society, students are expected to acquire these skills through reading a book, or maybe osmosis.

How often have you heard someone lament the fact that there is so much apathy among Americans, or why it is that we can't find enough people to volunteer in our churches, communities and government? Could it be that we have forgotten what our forefathers knew more than two centuries ago? The purpose of education is the development of character and citizenship as well as preparation for careers and commerce.

We must all learn that we are accountable to past and future generations for the actions we take today. Above all, we must change the current trend of declining social involvement and become once again the shining example Alexis de Tocqueville so admired. □



Upcoming Events & Deadlines

October

- 1-31 Campus Outreach Opportunity League
Into the Streets—suggested kick-off period ☎ (202) 637-7004
- 22-25 National Society for Experiential Education
"Reflections on Practice: Quality and Leadership in Experiential Education," Kansas City, MO ☎ (919) 787-3263
- 23-27 National Students' Campaign Against Hunger and Homelessness
Tenth Leadership Conference, American University, Washington, D.C. ☎ (310) 397-5270, ext. 324.
- 24-26 Pennsylvania Campus Compact
"Learn Today, Serve Tomorrow" Harrisburg, PA ☎ (717) 232-4446 ext. 229
- 25 Points of Light Foundation
Make A Difference Day ☎ (202) 223-9186
- 29 Chief Academic Officer's Think Tank
Sponsored by Maine Campus Compact and the New England Resource Center for Higher Education, Bates College, Lewiston, ME ☎ (207) 786-8217

November

- 7-9 Break Away: The Alternative Break Connection
4th National Conference "Connecting Campuses and Communities"
University of Michigan, Ann Arbor, MI ☎ (615) 343-0385 ext. 3
- 10-12 Florida Campus Compact Integrating Service with Academic Study/
Southeast Regional Institute, Raymond, MS ☎ (407) 632-1111 ext. 62410
- 14 Faculty Institute on Service Learning: Pedagogy, Research, and Assessment
Dr. Alexander Astin, keynote speaker, Michigan Campus Compact ☎ (517) 353-9393
- 14-16 Illinois Campus Compact
Leadership In Volunteerism Experience (L.I.V.E.) Conference, Rockford College, IL ☎ (309) 438-8123
- 16-22 National Students' Campaign Against Hunger and Homelessness
National Hunger and Homelessness week. ☎ (310) 397-5270 ext. 324; E-mail: NSCAH@aol.com.
- 17-18 Community Service Learning Center
8th Annual New England Community Service Learning Conference, "Breaking Barriers and Building Bridges" Marlborough, MA ☎ (413) 734-6857
- 17-18 "Working With Youth: Structuring Good Mentoring Programs"
Colby College, Waterville, ME, Maine Campus Compact ☎ (207) 786-8217