

Compact Current

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Federal Focus

New federal programs & legislation have big effects on Higher Ed

Following are descriptions of new and updated federal legislation and programs pertaining to higher education's involvement in community service. For more detailed information on each of the following pieces of legislation and federal programs, visit Campus Compact's web site at www.compact.org/resources/federal-funds.html. Another good reference is the Department of Education's web site at www.ed.gov. Additional references, where available, are provided under the respective news headings.

Community service requirement increases to 7%

AS PART OF THE HIGHER EDUCATION ACT OF 1965 reauthorization, schools will be required to devote 7%, up from 5%, of their Federal Work Study (FWS) funds to community service positions beginning in fiscal year 2000.

The Higher Education Act contains several other important provisions. Colleges and universities receiving FWS funds must have a children's or family literacy project that employs work-study students as tutors. Work-study students can also now be compensated for time spent in training or travel directly related to their community service positions. Also new, part-time employment under work study may include internships, practica, and research

assistantships. Additionally, campus jobs providing child care or services to students with disabilities now qualify under FWS.

The FWS 1999 budget is \$1 billion, twice the budget of four years ago.

The federal share of work-study awards can exceed 75%, but not 90%, for community-service jobs at nonprofit organizations or government agencies. No more than 10% of a college's work-study participants, however, can be employed in positions for which the federal share exceeds 75%.

Additional information on the Higher Education Act is available at www.compact.org and at <http://thomas.loc.gov/home/thomas2.html>.

Campuses required to provide voter registration forms

TO ENCOURAGE MORE STUDENTS TO VOTE, the Higher Education Act Amendments of 1998 contains a provision that requires colleges and universities to make a good faith effort to distribute voter registration forms to each student who physically attends the institution. The provision takes effect beginning with the 1999 gubernatorial elections.

Colleges and universities must request voter registration forms from the state 120 days before the registration deadline. In turn, institutions must receive sufficient quantities of the forms at least 60 days before the deadline, or else are not liable for meeting the distribution requirement during that election year.

For related information on voter registration resources, please see page 7, column 3.

500,000 K-3 students targeted with Reading Excellence Act

THE READING EXCELLENCE ACT (REA), PART of the Omnibus Consolidated and Emergency Supplemental Appropriations Act of 1999, which was signed by President Clinton this October, has been authorized for the next two years. The REA is the outcome of legislation the Administration introduced to support the America Reads initiative.

REA amends Title II of the Elementary and Secondary Education Act of 1965 to support three key activities: 1) professional development; 2) out-of-school tutoring; and 3) family literacy.

REA targets more than 500,000 pre-kindergarten through third-grade children who most need additional instruction in the primary

Welcome new members

Brenau University, GA
President John Burd

Floyd College, GA
President H. Lynn Cundiff

Georgia College & State University, GA
President Rosemary DePaolo

Keystone College, PA
President Edward Boehm, Jr.

Massasoit Community College, MA
President Robert Rose

Saint Louis University, MO
President Lawrence Biondi

Saginaw Valley State University, MI
President Eric Gilbertson

Salisbury State University, MD
President William Merwin

University of New Mexico, Gallup Branch, NM
President Robert Carlson

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Visit
www.compact.org ...

For service-learning syllabi being added daily, news on the engaged campus — what it is and looks like, an up-to-date calendar of event happenings around the country, the latest federal legislation, and much, much more.

Elizabeth L. Hollander

Quality and the need for civic engagement of research universities

With this issue of *Compact Current*, we are excited to introduce a new quality column. This feature will become part of our regular columns and will highlight a quality service initiative on or around the campus community.

The focus on quality couldn't come at a more opportune time. The service movement has matured enough for us to move beyond focusing on quantity. We love to count the number of hours of student volunteer service (29 million in '97-'98) and of faculty teaching service-learning courses (more than 10,800). To sustain this practice for the long haul, however, we need to turn our attention more towards quality in every measurement of success in our work.

Just how, exactly, do we measure quality? Dwight Giles and Janet Eyster proffer some good answers in their upcoming book, *What's the Learning in Service Learning?* (to be published spring 1999) According to their studies, a service-learning course has the most impact on student learning if: the service is related to the course subject; the service experience is meaningful; the community has had a significant say in determining the service to be carried out; and there are lots of opportunities for reflection, both orally and in writing.

From the community's perspective, we know that placement sites need students who are reliable and who will make a commitment appropriate to the task. If a student is serving as a mentor to a child, for example, it is essential that the student not be just one more person in that child's life who "drops in and drops out." Likewise, if a student is carrying out a task such as literacy training, it is better service if the student receives accompanying training and supervision.

In our first quality column, we feature Jumpstart, an organization that engages college students as tutors. One of the reasons we chose Jumpstart as the first to highlight in our new column is that students must commit to 900 hours over a two-year period and participate in a rigorous training program which precedes the service.

In this issue we also profile D. Michael Shafer, a professor with outstanding academic credentials who promotes the practice of service-learning at his research university and across the world. This is especially timely, because Campus Compact co-sponsored and participated in a Wingspread meeting held this December on the Civic Responsibility of Research Universities, something which

Professor Shafer is very much a catalyst for at Rutgers.

Organized by Barry Checkoway from the Center for Community Service Learning at the University of Michigan, participants included university presidents John DiBiaggio of Tufts, Robert Corrigan of San Francisco State, and Judith Ramaley of the University of Vermont.

The conference aimed to create workable and concrete strategies for reinvigorating the civic mission of research universities. Towards this end, research universities must prepare students to be responsible citizens and enable faculty to develop and put their knowledge to work for the betterment of their communities.

The Wingspread conference was endorsed by AAU, AAHE, ACE, AAC&U, Campus Compact, NERCHE and the University of Pennsylvania Center for Community Partnerships.

In preparing for the meeting I, along with Barry Checkoway and Stanley Ikenberry, president of the American Council of Education, drafted a discussion paper on the civic behaviors that would characterize a research university serious about its civic responsibility. This document (available on our web site at www.compact.org) addresses the development of student citizenship skills; faculty engagement through professional service, pedagogy, and community-based or applied research; and institutional leadership in and with the community.

I would very much like to hear from those of you who work in research universities about what you see as your special challenges in carrying out the civic responsibilities of higher education.

Among challenges cited at Wingspread were the importance of research grants and disciplinary stature as the source of prestige and rewards for faculty; the threat that collaborative community research poses to the academic "expert"; the often international focus of these institutions; and a lack of motivation to change because of research universities' sense of place at the "top of the pecking order" of higher education.

In these times of national and international crisis, it is more important than ever that we strive for new levels of quality and engage more research universities in the community—not solely for the sake of building the service-learning pedagogy or to provide meaningful experiences to faculty and students—but so that we may create a better democracy and a better world for all citizens.

Elizabeth L. Hollander

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Rutgers' Shafer is on the CASE



"The structure of American higher education does not permit the necessary time (for faculty) to administer service-learning. We need to provide them with the day-to-day support, and the credibility."

^ Professor D. Michael Shafer, Director of the Citizenship and Service Education program at Rutgers University

PROFESSOR D. MICHAEL SHAFER could be considered an unusual suspect as the director of a highly successful community service program.

Just how did this international relations professor whose specialty is American defense policy find himself the director of the Citizenship and Service Education (CASE) program at New Jersey's Rutgers University? "I was not picked because I particularly knew about running such a program," laughs Shafer. "(Rather), I was known for my dedication to undergraduate teaching."

Rutgers began CASE in 1989 as their service-learning initiative. Its success has been such that in 1993, President Clinton chose to announce his national service program from the Rutgers campus. Thanks in large part to CASE, more than 100,000 hours of community service are performed and more than 75 service-learning courses are offered each year at Rutgers.

Nationally and globally, Shafer finds little resistance to service-learning among faculty. "They immediately understand the importance of service-learning as a pedagogy. Their concerns are more administrative and policy-related."

Shafer says faculty worry they don't have the time or qualifications to assess placements, devise training, and supervise students. "The structure of American higher education does not permit the necessary time (for faculty) to administer service-learning. We need to provide them with the day-to-day support, and the credibility."

The success of CASE points to the need for college presidents to commit to funding similar

programs. Often, Shafer laments, it is more difficult to convince administrations than faculty to adopt service-learning programs for two reasons: cost and tradition. "Administrative costs take money. (Also), academic administrators have a hard time accepting the idea of active learning because it means changing the faculty reward structure." By this he means that most often, promotions and tenure are based on faculty research. "They don't always reward faculty innovation" in areas such as service-learning.

On the other hand, some universities are very receptive. "Rutgers has been extremely generous, and routinely boasts about our service commitment. Service-learning must be an equal collaboration between an academic director and an administrative director," Shafer emphasizes. "The nicest thing about it is that it is a win-win-win situation." When given service-learning opportunities, he feels that students learn better and increase social skills, universities get great public relations, and communities receive the skills and energy of college students.

In Shafer's own classroom, service-learning is a crucial component. In one of his courses, "Consequences of War," Shafer's students are engaged in service at a VA hospital. Each student spends time with a disabled veteran, chronicling his history. "It is tremendously effective," Shafer says, as a way for students to begin to understand their actions, military service, and war in relation to citizenship. "The essence of citizenship is an attitude, a habit of the heart, a reflexive sense of connectedness to others."

Professional

B.A. in African History from Yale University

Ph.D. in Political Science from Harvard University

Director of the Citizenship and Service Education Program at Rutgers University

Has taught international relations at Rutgers since 1984

Personal

Married to Evelind Schecter, a management consultant

Currently has two foster children, and a foster grandchild

Shafer is now working to expand CASE world-wide to bridge the gap between international relations and service-learning. He visits universities in various parts of the globe, teaching administrators how to create CASE programs.

Recently, Shafer has done this in Tripoli, at the University of Natal in South Africa, and in three universities in Estonia and Poland. "The opportunity to link international interest (by) establishing CASE around the world is exciting. I was amazed at how well the idea 'traveled.'"

"In countries such as Poland, Estonia, and South Africa, very few people go on to university; if they do, it is their ticket to the elite. Also, the past 30-40 years for these countries has been about communism, civil war, and in the case of South Africa, apartheid."

By bringing CASE programs to these countries, Shafer sees himself as an active participant in transitioning those institutions of higher education from places where former oppressors were trained, to new, more democratic, institutions.

Currently, Professor Shafer is most excited about CASE's newest project, New Jersey ServiceNet. Using this Internet community service clearinghouse, citizens will be able to learn about local organizations, make donations, and find volunteer positions.

Organizations could post jobs, request donations, form partnerships, seek funding and share information. In addition, corporations might publicize service initiatives and pledge support to organizations.

CASE students and faculty, with the support of New Jersey's electric and gas company, PSE&G, as well as Rutgers and the State of New Jersey, will be entirely responsible for the creation and maintenance of the service. "It's going to be a huge resource," Shafer declares proudly. z

NEW!
Quality Column

Quality service kids and undergrads

FOR HARVARD UNIVERSITY JUNIOR Allison Kent, the rewards were great. Her Jumpstart involvement earned her more than a HeadStart teacher certification. Along with it went a \$2,360 grant and a \$1,500 stipend, plus essential life skills in patience, problem solving, teamwork, and flexibility.

Jumpstart is a nationwide organization that pairs college students with preschool children, with the goal of sending every American child to school ready and eager to learn. Working with more than 440 children in regions from Los Angeles to Washington, D.C. to Boston, Jumpstart is an example of a successful quality service program.

Vice-president of programming Ariane Hoy and director of new site development Malaika McKee have witnessed

firsthand how presidential leadership is the key to integrating quality programs such as Jumpstart into colleges and universities. McKee states that, "universities are the best places for programs like Jumpstart." They have several resources to lend as hosts. Primarily, universities can lend students, professors, and the position of the university as a larger institution in the community. Further, universities provide social capital.

McKee and Hoy agree that hosting programs such as Jumpstart provides a great opportunity, and even sometimes a much-needed impetus for colleges and universities to forge links with their neighboring communities.

Colleges and universities, especially those who are just beginning to be involved in service, can derive clear benefits from partnering with Jumpstart, according to McKee. "We have the quality of programming to provide the necessary training and development. It is a balanced and reciprocal partnership. And, we're in it for the long haul," emphasizes McKee. For colleges and universities, McKee says, Jumpstart provides the administrative infrastructure for students to do service in their communities.

Lots of Training

With Jumpstart, college and university students, known as corps members, make a two-year commitment plus participate in a summer program. Corps members receive extensive instruction on how to work with young children in focus areas such as literacy, language development, and social development.

When corps members formally start, they attend a two- to three- day institute where they hear from several early childhood education experts. Every month, team leaders participate in a three-hour training session. "We train and provide support to the students," McKee states. "We believe that they must be trained around pedagogy, content, evaluation, and socialization."

School Success

Upon completion of the training, each corps member is matched with a 3-5 year old child from a locally based preschool program such as HeadStart. Eight to ten corps members work at a site four hours a week under a team leader.

Corps members receive instruction in assessing children's needs in essential skills, such as communication, language and literacy,

and social and adaptive skills. During the school year, corps members focus on improving those areas. After working with groups of children, Harvard's Kent feels that "(Jumpstart's) one on one is a good approach because I could focus on the child."

Future Teachers

Team leaders supervise corps members at a site, help them with planning, and ensure that things run smoothly. They host weekly, hour-long meetings which enable corps members to continually hone their skills in curriculum planning and childhood development concepts. Some of this time is spent reflecting on the issues the members are learning about and confronting in their relationships with a child, such as self-concept, emotions, families, and friendship.

900 Hours of Commitment

Year One	250 hours
Jumpstart Summer	400 hours
Year Two	250 hours

Corps members receive a \$2,360 educational award from AmeriCorps after 900 hours served over 20 months



" Created by two Yale students in 1993, Jumpstart has grown from 15 students working at a New Haven HeadStart to a nationwide organization that engages 260 members each year in 800,000 hours of service. In 1997 and 1998, nearly 1,000 children benefited from the individual attention they received from Jumpstart corps members. Jumpstart works with colleges and universities across the country to build a network of affiliate sites that focus a wide range of community resources on implementing high-quality Jumpstart programs. Its goal is to engage 1,000 students as tutors by the year 2000, thus enabling Jumpstart to impact more than 6,000 children. □

program gives ads a Jumpstart



Family Involvement

Corps members serve as links between Jumpstart and family members. Integration of family members into the child's learning process is key. "We really believe that families are the key educators of children," says McKee. Corps members are responsible for establishing a relationship with the child's family. They might invite a family member to join a Jumpstart session or visit the family over winter break. Corps members also frequently communicate the child's progress through notes and phone calls.

Time for Introspection

Corps members are encouraged to reflect upon their experiences, both in weekly meetings, and on their own. One tool for this purpose is an "intranet" site on Jumpstart's web page (www.jstart.org), designed especially for corps members to reflect upon and explore issues talked about in their meetings, as well as a place to pose questions and gather information.

Effective communication works alongside hours of training. "We have program staff both here (at the headquarters) and at the sites," explains Hoy. Each week, Jumpstart's executive directors, program directors, and team leaders from different sites conduct a conference call so that everyone stays informed.

Making Student Service Possible

Kent finds that one of Jumpstart's greatest strengths is that it fits well with the life of a student. "A lot of students are looking for programs that let you be involved part time with something you are interested in while still allowing you to pay for school."

A commitment with Jumpstart allows participating students to earn their AmeriCorps Service Award, thanks to a partnership with AmeriCorps. After completing 900 hours of

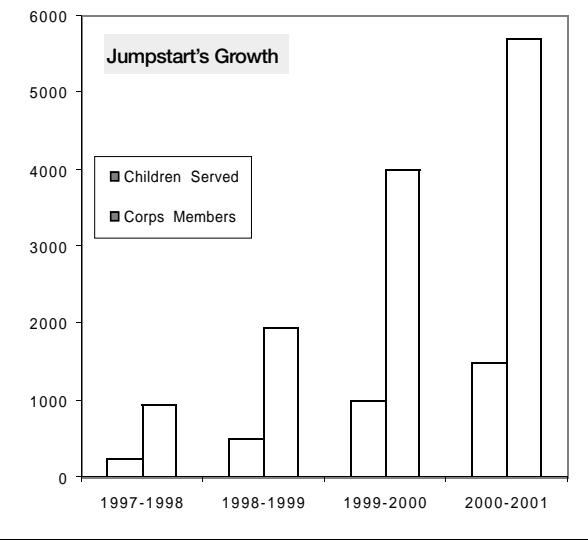
service with Jumpstart, AmeriCorps provides them with a \$2,360 education award, which can be used towards tuition. Additionally, students earn a \$1,500 stipend from Jumpstart.

For many students, Jumpstart is the beginning of a lifetime commitment to service and education. "We are left with the question of what to do with all of these well-intentioned students (after the program)," notes McKee. "They have had very intense relationships, they see the crises in early childhood education, the appalling pay of teachers, the inconsistent level of professionalism. They say, 'Where do we go from here?'"

"One of the challenges is making corps members understand that they are part of a larger system of ongoing relationships. It is critical that everyone has strong and positive relationships," Hoy concludes. "(The students) feel beneficial; they are an additional resource in these children's lives. We have to build on the community of educators...these students have a strength that needs to be leveraged. They are

learning the fundamentals, about communities, about each other, about diversity."

For further information, contact Jumpstart at 617.542.JUMP(5867) or visit their web site at www.jstart.org.



As a part of its regular columns, *Compact Current* will highlight a service initiative of high quality and value to both colleges and universities and to communities. If you have or know of a high-quality service program on your campus or in your community, please contact Campus Compact's writer/publicist at bghughes@compact.org or at (401) 863-1119.

Federal Legislation

CONTINUED FROM PAGE I

grades. Research shows that students who are behind in reading can catch up to their grade level with additional help.

The \$260 million appropriated for the Reading Excellence Act for fiscal year 1999 includes \$10 million for Even Start, \$3.9 mil-

lion for national evaluation, and \$5 million for National Institute for Literacy dissemination. College work-study programs are not directly eligible for these funds, but they may partner with local school districts and others under a state REA grant.

For more information on REA, including how states can apply for funding, visit www.compact.org/resources/federal/funds.html. Call 1-800-USA-LEARN for information on America Reads or visit www.ed.gov/inits/americareads.

America Counts launched as counterpart to America Reads

AMERICA COUNTS, LAUNCHED BY Vice President Al Gore on November 12, 1998, seeks to ensure that students master basic computational skills and the foundations of algebra and geometry by the 8th or 9th grade. Such preparation is essential for rigorous college-preparatory math courses and the ever-increasing technical careers of the future.

The Clinton-Gore Administration is expanding the Federal Work-Study Waiver to include math tutoring. Accordingly, effective July 1, 1999, the federal government will pay the total wages of work-study students who serve as math tutors to kindergarten through ninth grade school children. Additionally, wages of math and reading tutors can be cred-

ited toward the institution's requirement that 5% (and 7% in FY 2000) of work-study funds be used for community service.

The America Reads Steering Committee has been renamed The America Reads*America Counts Steering Committee of College and University Presidents, most of whom are Campus Compact members, who have pledged to help mobilize others to meet the goals of America Reads and America Counts.

How to Receive America Counts Resources

Yes, You Can! is a guide for establishing math and science mentoring programs and is among the many resources that will soon be available from the Education Department and

the National Science Foundation (NSF) to support math tutoring programs. For a copy of *Yes, You Can!*, call 1-800-USA-LEARN or visit the Department of Education's web site at www.ed.gov/inits/Math.

To create a strong base upon which to build the tutoring effort, NSF will initiate a four-part undertaking. It will: 1) fund efforts to identify best practices among current math tutoring programs; 2) collect the best tutoring materials available and develop new materials if necessary; 3) design new strategies to motivate and engage work-study students in mathematics tutoring; 4) design and establish model programs for training.

GEAR UP, encompassing High Hopes, encourages more to stay in school & go to college

GEAR UP, WHICH STANDS GAINING Early Awareness and Readiness for Undergraduate Programs, is a national effort to encourage more young people to have high expectations, stay in school, study hard, and go to college. It is part of the Higher Education Amendments of 1998.

Recent findings support the need for such an effort. The Department of Education cites studies that show high-achieving students from low-income families are five times less likely to attend college than high-achieving students from high-income families [NELS, 1998]. Further, in a September 1998 Gallup survey, almost 70% of parents indicated that they have little information on or want more information about which courses their child should take to prepare for college.

Additionally, 89% of parents want more information about how to pay for college, including the use of tax credits [Gallup, Sept. 1998].

With the new Amendments, the High Hopes for College initiative and the National Early Intervention Scholarship and Partnership (NEISP) program are joined, as two different types of grants, under GEAR UP. High Hopes was proposed by President Clinton in 1998 to create a national ethic that every college should partner with at least one middle school in a low-income community to help raise expectations and ensure that students are well-prepared for college.

How to apply for GEAR UP partnership grants

GEAR UP will award multi-year grants to locally-designed partnerships between colleges and high-poverty middle schools, plus at least two other partners — such as community organizations, businesses, religious groups, state education agencies, parent groups, or nonprofits. The ultimate goal is to increase college-going rates among low-income youth. To be

most effective, partnerships will be based on the following proven strategies:

- Informing students and parents about college options and financial aid, and providing students with a 21st Century Scholar Certificate, an early notification of their eligibility for financial aid;
- Promoting rigorous academic coursework based on college entrance requirements;
- Working with a whole grade-level of students in order to raise expectations for all students; and
- Providing comprehensive services including mentoring, tutoring, counseling, and activities such as after-school programs, summer academic and enrichment programs, and college visits starting with 6th or 7th grade students and continuing through high school graduation.

More information on state grants can be directed to gearup@ed.gov. Grant applications will be available in the beginning of 1999. z

130 students (so far) to interview campus presidents

More than 130 students will interview their respective college or university presidents on the civic responsibility of higher education and the role of service in character development.

In preparation for the interviews, some students, known as Templeton Fellows, are conducting much-needed inventories of service opportunities on their campus communities.

Others are integrating the interviews into service-learning courses or independent studies with professors. And still others are recruiting diverse groups of students for panel discussions with their presidents. Some interviews will be published in upcoming editions of the *Compact Current*.

Those interested in finding out more information or who are interested in participating

can contact Hannah Richman at (401) 863-2842 or at hrichman@compact.org. Complete information can be found on Campus Compact's web site at www.compact.org.

Coming your way mid-January...

... are the applications for the Howard R. Swearer Student Humanitarian Award. Deadline for nominating an outstanding student is March 15, 1999. z

News from around the Campus Compact Network

The Campus Compact network includes 22 state offices and a center serving community colleges across the nation. Below is a synopsis of major happenings around the network.

California Compact sponsors statewide service-learning conference

From November 2nd through 4th, the California Campus Compact and the Chancellor's Office of the California State Community College System co-sponsored a statewide community service-learning conference on topics ranging from empowering welfare recipients through community service to the engagement of faculty in community problem-solving.

This was the first event of its kind in California, featuring "cross-stream" workshops that focused on several dimensions of service, such as service-learning and direct service. Over 60 community colleges were represented.

The conference featured a nonprofit summit looking at the value of community partnerships, and how to enhance them through service-learning. In addition, participants drew a mural and joined a "hands-on" community service project to landscape and improve a playground for children.

Carter recognizes Penn's Civic House

Former President Jimmy Carter recently endorsed the establishment of the University of Pennsylvania's Civic House. A student-initiated project, Civic House will serve as community service headquarters for the campus.

Penn currently offers more than 50 service-learning courses and numerous service opportunities. Carter and Penn's president Judith Rodin signed the Civic House Charter before commencement ceremonies on May 18, 1998. In his commencement address, Carter urged students to commit to service in their lives.

Civic House formally opened its doors on September 10. Professor Peter Conn, the Faculty Director of Civic House, led the ceremony. Speakers included: President Rodin, Provost Michael Wachter, Vice Provost for University Life Valarie Swain-Cade McCoullum, Philadelphia City Councilwoman Jannie Blackwell, and Civic House Steering Committee member Cathy Hwang.

Messiah forms Agape Center for Service and Learning

On November 2, Pennsylvania's Messiah College held the opening ceremony for its new Agape Center for Service and Learning. Messiah's president, Rodney Sawatsky and Agape's director, John Eby, led the dedication

of the center. It will provide a structure for Messiah's existing service-learning programs.

Vermont state Compact forms

In a short period of time, a team consisting of presidents Barbara Murphy of Community College of Vermont, Robert Hahn of Johnson State College, and Tom Benson of Green Mountain College, with the leadership of presidents Judith Ramaley of the University of Vermont and John McCardell of Middlebury College, have put together a strong state Compact. Many others from Vermont's higher education community were also instrumental to its formation.

Many agreed to match the grants made from Campus Compact to form the state Compact. These included: Marc vanderHeyden, president of St. Michael's College, Judith Ramaley, and John McCardell, along with Charles Bunting, the chancellor the state college system (comprised of the Community College of Vermont, President Barbara Murphy; Johnson State College, President Robert Hahn; Castleton State College, President Martha Farmer; Lyndon State College, President Carol Moore).

It is expected that all of Vermont's 25 institutions of higher learning, including Vermont Law School, will join the effort. Fifteen presidents attended the formal signing ceremony held on November 6, 1998 at the Vermont Higher Education Council's biannual meeting.

Michigan Campus Compact hosts faculty institute

On December 4th, Michigan Campus Compact hosted their third annual Faculty Institute on Service-Learning, at Michigan's Olivet College. With the theme of Integrity in Teaching, the institute was attended by 225 administrators, faculty, staff, and students from 39 institutions and organizations of higher education.

Most attendees came from Michigan, but Illinois, Indiana, Ohio, and Massachusetts were represented as well. Topics including "Service-Learning in a Large General Education Course in Arts and Humanities," "Examining the Empowerment Process: Service-Learning as Reconciliation," "Service-Learning and Teacher Education," and "Connections Between Service-Learning and Spirituality" were discussed in eighteen workshops. These sessions represented many academic disciplines and levels of development within service-learning.^z

Free guide on enhancing voter registration

A handbook entitled, *Your Vote—Your Voice* is available free to college and universities as part of the National Campus Voter Registration Project.

Endorsed by the Washington Higher Education Secretariat, the Project seeks to ensure that all members of the campus community—not only students, but also faculty, staff, and administrators—have the opportunity to register and vote. The Secretariat is comprised of 47 associations representing the higher education community.

In 1996 and 1998, 12,000 copies of *Your Vote—Your Voice* were distributed to the nation's 3,600 colleges and universities. An estimated 1.5 million students and employees have registered as a result of the Project's efforts.

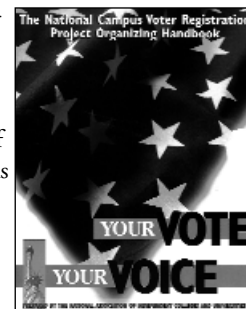
Says David L. Warren, president of the National Association of Independent Colleges and Universities (NAICU) who serves as the Project's co-chair, "It's critical that we once again make our colleges and universities a place in which the important issues of the campus and the nation are discussed and acted upon, and in which the vital responsibilities of citizenship are carried out."

According to recent data from the Public Interest Research Group, 48% of registered students voted in the 1998 election, compared to 38% of the general population.

A myriad of campus activities has taken place to encourage students and others on campus to register. Registration forms have been included in class registration materials, in campus-housing documents, and in faculty and student workers' pay envelopes. Campuses have also set up voter-registration booths at major sporting events, have held campus-wide voter registration events and press conferences, and have held campus rallies and picnics.

Your Vote—Your Voice outlines key information to set up a voter registration project including: coalition building, voter education, working with the media, institutionalizing voter registration, a sample application along with instructions, and more.

For more information, call NAICU at (202)785-8866 or email TONY@NAICU.EDU.^z





Upcoming events and deadlines

January

8 MICHIGAN CAMPUS COMPACT COMMUNITY SERVICE COORDINATOR MEETING
Michigan State University, East Lansing, MI.
Contact: Jenni Holsman. Call 517.353.9393 or email holsmanj@pilot.msu.edu.

15 MINI-INSTITUTE: CREATING CAMPUS INFRASTRUCTURE FOR SERVICE AND SERVICE-LEARNING.
For faculty, administrators, staff, and students to explore linkages between campus mission and service-learning. Sponsored by Campus Compact for New Hampshire.
Contact: Debby Scire. Call 603.641.1122

21-24 7TH AMERICAN ASSOCIATION FOR HIGHER EDUCATION FACULTY ROLES AND REWARDS CONFERENCE
Sheraton San Diego Hotel and Marina
Contact: AAHE. Call 202.293.6440 or register online at www.aahe.org.

21-24 THIRD CHIEF ACADEMIC OFFICER INITIATIVE GATHERING AT THE AAHE FACULTY ROLES AND REWARDS CONFERENCE
Sheraton San Diego Hotel and Marina
Contact: AAHE. Call 202.293.6440 or register online at www.aahe.org.

22 MICHIGAN CAMPUS COMPACT STUDENT COMMUNITY ACTION NETWORK MEETING
Lansing Community College, Lansing, MI
Contact: Jenni Holsman. Call 517.353.9393 or email holsmanj@pilot.msu.edu.

27, 1:30-5:00 PM. PRE-MEETING SYMPOSIUM: SERVICE AND LEARNING: INVOLVING STUDENTS IN CIVIC ENGAGEMENT AND RESPONSIBILITY
at the Association of American Colleges and Universities 85th Annual Meeting:
(See next entry for registration information.) Sponsored by Campus Compact.

28-30 ASSOCIATION OF AMERICAN COLLEGES AND UNIVERSITIES 85TH ANNUAL MEETING: LIBERAL EDUCATION CONFRONTING QUESTIONS OF QUALITY
San Francisco Hyatt Regency. Contact: AACU. Call 202.387.3760 or register online at www.aacu.org.

February

4-6 INSTITUTE ON COLLEGE STUDENT VALUES
Wakulla Springs Lodge, Tallahassee, FL. Contact: Anne Kaiser, Institute Coordinator.
Call 850.644.5590 or email akaiser@admin.fsu.edu.

March

3-5 2ND ANNUAL CONTINUUMS OF SERVICE CONFERENCE THEMED SERVICE LEARNING: MAKING IT WORK ON YOUR CAMPUS
Fullerton, CA. Call 714.278.5109 or email jkim-kan@fullerton.edu

**For a more detailed calendar listing, visit
Campus Compact's web site at
www.compact.org.**