

Compact Current

VOLUME 12, ISSUE 4

OCTOBER-NOVEMBER 1998

Campus Compact convenes Wingspread gathering to explore successful partnerships



Dr. Theodore Parrish, chair of the Health Education Department from North Carolina Central University (left) and Liz Hollander, executive director of Campus Compact (right) discuss the framework for successful campus-community relationships. They along with eight selected teams and other experts and advocates in education and service gathered this spring to begin to develop a blueprint for effect campus/community partnerships.

PRINCIPAL RUBY CREMASCHI-SCHWIMMER of San Diego's Twain Junior High sums it up this way: "This is the first time I have ever been with a group from higher education where I have felt totally valued and understood."

When Campus Compact convened eight teams from around the country for the Wingspread conference on Campus / Community Partnerships this past April, such comments from some of the best advocates and experts from higher education and from the community were quite commonplace.

"I've seen too often while working with disparate groups some who do not think that their concerns are fully appreciated and addressed. In just two days, we experienced an extraordinarily clear and honest exchange of concerns about how higher education is viewed by communities and how to overcome the barriers that have historically existed between campus and community," says Liz Hollander, executive director of Campus Compact.

Funded by the Corporation for National Service and supported by the Johnson Foundation, this ground-breaking conference, subtitled *Linking Existing and Future*

Comprehensive Community Development Models with Service Learning, examined the nature of collaborations and the characteristics for genuine, democratic partnerships between colleges and universities and the communities with which they partner.

The right people

Each team was comprised of campus staff, a college president in several cases, and as was required, a community partner—the combination fostering rich and lively conversation from all perspectives.

Based on proposals from member institutions, Campus Compact carefully selected the following teams that represented the most advanced campus and community collaborations from locations across the country:

- Gateway Community College – Phoenix
- University of San Diego
- Fort Lewis College – Durango, Colorado
- Metropolitan State University – Minneapolis
- De Paul University – Chicago
- North Carolina Central University – Durham
- Oberlin College – Ohio
- University of Pennsylvania – Philadelphia

Welcome new members

Carson-Newman College, TN
President J. Cordell Maddox

Collin County Community College District, TX
President John Anthony

Community College of Vermont, VT
President Barbara E. Murphy

Duke University, NC
President Nannerl O. Keohane

Goshen College, IN
President Shirley Showalter

Grays Harbor College, WA
President Jewell Manspeaker

Heidelberg College, OH
President Richard Owens

Jacksonville University, FL
President Paul S. Tipton

Manatee Community College, FL
President Sarah H. Pappas

Montclair State University, NJ
President Susan A. Cole

Muskingum College, OH
President Samuel W. Speck

National College of Naturopathic Medicine, OR
President Clyde Jensen

Nunez Community College, LA
President Carol S. Hopson

Saint Mary's College, IN
President Marilou Eldred

St. Louis Community College at Meramec, MO
President Richard A. Black

University of Tennessee, Knoxville, TN
President William T. Snyder

Vincennes University, IN
President Philip Summers

Inside ...

Letter from the Executive Director
page 2

Meet the new Integrating Service with Academic Study director
page 3

Five students receive Humanitarian Award
page 4-5

Midwest community service director conference
page 6

200 presidents to be interviewed on the role of higher ed in character development
page 7

Calendar
page 8

Elizabeth L. Hollander

Civic Education: Is higher ed losing?

IN EARLY JULY, the National Commission on Civic Renewal, co-chaired by William Bennett and Sam Nunn, released their final report entitled, "A Nation of Spectators." In it the Commission made this eloquent statement about service-learning in secondary schools:

"... we are impressed with the ways in which well-designed community work carefully linked to classroom reflection can enhance the civic education of students."

—"A Nation of Spectators," the report of the National Commission on Civic Renewal, July 1998.

The report calls upon many sectors in society to revive our civic life: individuals, families, neighborhoods, elementary and secondary schools, faith-based institutions, and the media. The Commission also calls upon many in the academy to inform them about the state of the democracy, such as Harry Boyte from the University of Minnesota, Benjamin Barber from Rutgers, Amy Gutman from Princeton, and Jane Mansbridge from Harvard.

Noticeably absent from the Commission's report, however, was any reference to the role that higher education can and indeed does play in civic education.

What does this glaring absence mean for us? In this edition of our newsletter alone, we have compelling evidence of the impact of service and service-learning upon civic education.

On the institutional front, the Wingspread Conference documents the extraordinary work of eight campuses to integrate campus resources effectively on behalf of community development.

In terms of student impact, the Swearer award recipients, profiled on pages 4-5, have not just "helped" people, but in fact found concrete ways to build the capacity of minority or poor populations to have a voice in their own futures. Other evidence abounds. Our recent publication, *Service Matters*, for instance, not only documents significant growth in student service and service-learning in recent years but also features model programs from 400 campuses.

So why is it that a distinguished commission, co-chaired by the former Secretary of Education and with several academics in its membership, does not see higher education as a significant player in civic education? Is it because we are not telling our story? Is it because we are not succeeding in creating the next generation of democratic citizens?

There is no question that we need to do a better job in spreading the word about the

good work campuses are doing in educating students about their civic responsibilities and providing effective resources for community building. When is the last time you saw a major article in the *Chronicle of Higher Education* on this topic?

Those knowledgeable about federal funding for higher education service activities tell us that the Learn and Serve allocation to higher education of \$10 million has not grown in recent years because Congress does not hear from higher education about the importance of these funds for their activities.

We hope that the Templeton-funded project of widespread published interviews with presidents on the civic responsibility of higher education and the role of service in character development described on page six will provide at least one important vehicle for telling our story of just how critical higher education is in civic education.

A more profound question is whether our many important efforts are having the effect we hope on the democracy. Evidence here is not encouraging. Sandy Astin's studies tell us that freshmen levels of social conscience and political activism have reached all-time lows. A recent study by Peter D. Hart Research Associates, funded by the Surdna Foundation, tells us that young people look to themselves rather than to social institutions as the source of change in the society.

The good news is that young people believe it is important to practice their ideals in everyday life (68%), develop friendships with people of a different race or ethnicity (58%), and volunteer to help people in a direct way (54%).

The bad news is that only a small percentage think volunteering for a political or social cause is an effective way to bring about change (18%) and just over half believe that voting in elections is important to bring about change.

It is interesting that in this same survey, young people had the greatest faith in schools, universities, and colleges as effective in solving future problems (46%). This compares with 13% for government, political leaders, and 11% for nonprofits and charities.

Let's not disappoint young people who see universities and colleges as effective in addressing the future. We must help them understand that our common future depends not just on their individual acts of service but on their engagement in, and transformation of, the institutions so key to our democracy: governmental, political, civic, and nonprofit.

Elizabeth L. Hollander

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

Campus Compact Staff

Elizabeth L. Hollander, *Executive Director*
Brooke Beaird, *Associate Director*
Pamela Boylan, *External Relations Associate*
Brian Chapman, *Computer Information Specialist*
Bonnie Grassie-Hughes, *Writer/Publicist*
Betty Johnson, *Office Manager*
Maria Monteiro, *Network Coordinator*
Hannah Richman, *Project Coordinator*
John Saltmarsh, *Project Director, Integrating Service with Academic Study*
Kathryn Ritter-Smith, *Project Director*
Jan Torres, *Budget and Projects Director*
Lisa Vaillancourt, *Administrative Assistant*

Student Interns

Soundia Akerele, *Integrating Service with Academic Study*
Sarah Burke, *Front Office*
Katherine Sheehan, *Newsletter*
Erin Smith, *Corporation for National Service*
Carson Thoreen, *Computer Systems Support*
Abby White, *Publications*

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; General Electric Fund; 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; John Templeton Foundation; an anonymous donor; and in-kind donations from Apple Computer, Inc., Brown University; Now Software; and Partridge, Snow & Hahn Law Offices.

Compact Current is a publication of Campus Compact, 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, Box 1975, Brown University, Providence RI 02912-1975.

New Project Director brings faculty background to grow service-learning

WHAT FOLLOWS ARE EXCERPTS from an interview with John Saltmarsh, Campus Compact's new project director for Integrating Service with Academic Study.

How do you see your role at Campus Compact in advancing the field of service-learning?

I came to Campus Compact because I believe that it is a unique organization that is positioned to translate service-learning as pedagogy into institutional change and higher education reform. As a practitioner in the field, I am particularly excited about the leadership that Campus Compact is exercising in defining the concept and practices of "the engaged campus."

As a faculty member, what interests you about service-learning?

I became interested in service-learning as a way to incorporate experiential learning into a traditional academic setting and, at the same time, to have my teaching have direct social value. As a faculty member, I found it particularly appealing because it is such a powerful pedagogy that is experientially based, student-centered, and community-centered.

How do you see service-learning as part of higher education reform?

In the latter decades of the twentieth century, Americans have become acutely aware of a crisis in our civic lives. As a faculty member, I am faced with the question of the role of higher education in defining civic renewal. There have been a series of reports recently about the need for civic renewal, and in none of them is higher education seen as a key player. At the same time, service-learning has

"... service-learning is not an educational fad; it is here to stay because it addresses a cultural crisis of civic anxiety."

— John Saltmarsh, Project Director, Integrating Service with Academic Study □

emerged as the most prevalent and powerful form of teaching critical and engaged citizenship. For me this means two things.

First, that service-learning has a significant role to play in higher education as colleges and universities focus attention on civic education. Second, service-learning is not an educational fad; it is here to stay because it addresses a cultural crisis of civic anxiety. This period in history suggests that higher education will have to address civic education. Service-learning has an important role to play in advancing civic renewal.

How do you see the future of service-learning?

Service-learning has the potential to fundamentally reshape American higher education. What is unique about service-learning is that it is a pedagogy that, by its engagement with the local community, requires institutional change. To involve the community in education about community means that the college or universi-



ty needs to commit itself to relationships that make the campus a true partner in the community for the long term. This means the institution defines itself by community engagement, engaged teaching, and engaged scholarship. Its mission is focused on civic education and it rethinks its roles and rewards for faculty around teaching, scholarship, and service. z

Wanted: Nominations for Faculty Service-Learning Award

CAMPUS COMPACT IS NOW SEEKING nominations for the Thomas Ehrlich Faculty Award for Service Learning.

The award honors a faculty member for integrating community or public service into the curriculum and for institutionalizing service-learning. Nominees must have extensive experience in teaching service-learning, evidence of engaged scholarship, and evidence of institutional impact.

Recipients also receive \$2,000 to apply towards work in advancing service-learning. The recipient will be notified in February 1999 and receive the award at the American Association for Higher Education's National Conference on March 20-24, 1999 in Washington, DC. Nominations must be received no later than December 15, 1998.

For more information, visit Campus Compact's web site at www.compact.org, contact Kathryn Ritter-Smith at krsmith@compact.org, or call (401) 863-1119. z

Professional

Ph.D., Boston University, 1989, American History
M.A., University of Massachusetts, 1983, American History
B.S., University of Massachusetts, 1979, Zoology

Presently: Director, Project on Integrating Service with Academic Study, Campus Compact
On leave from Northeastern University in Boston, MA where he is an Associate Professor of History and Cooperative Education.

At Northeastern, spent five years experimenting with various venues of connecting reflective teaching methodology to students' experiences in the community.

Published articles on service-learning appearing in the *Journal of Experiential Education*, *The Michigan Journal of Community Service Learning*, and the *NSEE Quarterly* — the most recent piece in the summer 1998 *NSEE Quarterly* on "Exploring the Meaning of University/Community Partnerships."

Personal

Lives in Wayland, MA
Married 14 years to Gisele Grenon
Two sons: Josh, age 9; Jay, age 5

Five undergrad

Howard R. Swearer

Samuel Byrd

BOISE STATE UNIVERSITY, IDAHO
CHARLES P. RUCH, PRESIDENT

Along with his work to reduce the high drop-out rates that plague Hispanic youth, Samuel Byrd, an ex-migrant farm worker, is raising his two young children while completing his degree in Multiethnic Studies at Boise State University.

Sam organized and is president of the Council on Hispanic Education (CHE), a nonprofit, community-based organization made up of activists, educators, and students. Among its goals are to reduce the Hispanic high-school drop-out rate, to address barriers that lead to Hispanic students' low college enrollment rates, and to provide students with concrete skills and knowledge to increase their employment opportunities.

The results of Sam's work both at CHE and

through many other community positions he has held, including Chair of the Governor's Hispanic Initiative for Education Committee, are profound. Language funding for minority K-12 students has skyrocketed to more than \$2 million from no dedicated funds in the 1970's. A \$100,000 college scholarship program has also been established for minority and at-risk students.

In addition, teachers now receive training to work more effectively with culturally and linguistically diverse students. Mentoring and family literacy programs have been established, and an improved system is now in place for reporting Hispanic drop-out and college recruitment, enrollment, and graduation rates to better track progress.

Sam says, "I grew up learning the value of giving back and the obligation that each of us has to reach back and help someone that may be less than privileged."

Five students, selected from an unprecedented 80 non-

Humanitarian Awards and were honored at this year's Pre-
The award recognizes five students each year for their
continued efforts to address societal needs. Campus Com-
the 15th president of Brown University and one of the fou-



Jamila Ann Cutliff

CORNELL UNIVERSITY, NEW YORK
HUNTER R. RAWLINGS III, PRESIDENT

Jamila Cutliff, a Cornell University junior majoring in Engineering, founded and directs *Encourage Youth Educate Society* (EYES), a program that brings Cornell engineering students together with underprivileged youth in upstate New York. Its mission is to encourage underprivileged youth to succeed, achieve, and believe, and to educate society to understand that by improving children's education, society, itself, will improve.

EYES involves underprivileged K-12 students in hands-on interactive projects with Cornell engineering students and faculty. To

date, 50 engineering students and faculty have completed EYES training. She has also addressed gatherings of youth to foster and encourage their desire to obtain a college education.

In a short time, youth participating in EYES have noticeably increased self-esteem, enhanced creativity, and are more confident in their math and science ability. EYES has also been a catalyst for parents and educators to improve the quality of math and science instruction in the local school systems for all grades. Within Cornell's own environment, there are now more opportunities for engineering students to develop leadership skills and to apply academic instruction to real-world situations.



Jennifer C. Duncan

MESA COMMUNITY COLLEGE, ARIZONA
LARRY K. CHRISTIANSEN, PRESIDENT

Jennifer Duncan, a Mesa Community College journalism major, established *True Liberty*, a newspaper that chronicles stories by and about the homeless in Phoenix, and includes their artwork and poetry. Duncan started the paper after a newspaper sold by some of Phoenix's homeless went defunct.

To gather articles for the paper, Duncan contacted area homeless agencies and now regularly receives pieces from over twenty agencies.

One obstacle Duncan had to overcome was finding places where vendors could legally sell the paper. Duncan researched vendors' rights, then identified homeless individuals interested in selling the paper, and eventually recruited ten vendors.

CONTINUED ON PAGE 5

„ Top left and right: Kristine Renée Penner (left) from Stanford U
receive award from Reverend Edward Malloy, president of the U
at the Midwest Presidents' Leadership Colloquia. Bottom, from
Colloquia, John DiBiaggio, chair of Campus Compact Board an
University, Jennifer Duncan from Mesa Community College, Ke
executive director of Campus Compact.

Guatemalans receive humanitarian award

ns, received the Howard R. Swearer Student Leadership Colloquia. ending public service efforts and supports their named the award in honor of Howard R. Swearer, of Campus Compact.



ty and Jamila Ann Cutliff (right) from Cornell University of Notre Dame and former chair of Campus Compact right: At the Northeast Presidents' Leadership president of Tufts University, Sam Byrd from Boise State ll Ross from Morehouse College, and Liz Hollander,

Jennifer Duncan CONT. FROM PAGE 4

One of Duncan's goals was to provide the vendors with means to make changes in their lives. One vendor abused heroin for years, but saved the income from selling the paper to enroll in a methadone treatment program. He has finished the program and now lives in a transitional living center, and continues to

The Faculty Focus will resume next issue. This issue features the five Howard R. Swearer Student Humanitarian Award recipients, which were honored at this summer's Presidents' Leadership Colloquia.

work as a *True Liberty* vendor.

Duncan says, "We are emphasizing the strengths of the homeless and showing the community their assets and contributions. This helps to challenge stereotypes about homeless people, in the hope that the community will become more tolerant and supportive of homeless causes."

Kristine Renée Penner

STANFORD UNIVERSITY, CALIFORNIA
GERHARD CASPER, PRESIDENT

At thirteen, Kristine Penner, a Stanford University senior majoring in Human Biology, witnessed a young, pregnant Guatemalan immigrant being treated by an efficient, yet culturally insensitive, non-Spanish speaking physician. The experience gave birth to her goal to become a bilingual physician and to inspire others to provide quality, culturally sensitive health care to those like this young immigrant.

Kristine's awareness grew while assessing the effects of the Welfare Reform Law as an intern at the Department of Health and Human Services. There she learned of the law's devastating impact on the Latino population, which inspired her to work on the local level. Later at the MayView Community Health Center, a clinic which serves primarily low-income

Latinos, Kristine witnessed another reality: funding cuts that had eliminated the staff in charge of volunteer training.

Seeing her passion and determination, the clinic's director asked Kristine to recruit, oversee training, and schedule Patient Advocates, volunteers who ensure that patients' health care needs are met in a culturally appropriate manner. Twenty-eight bilingual Stanford students, carefully selected by Kristine, have completed the training thus far.

Kristine is now creating an informational class for patients who enter the MayView Center to help them understand the services available. She is also interviewing many who have gone through the clinic to determine its effectiveness. This information will be used by the Urban Institute in evaluating the Welfare Reform Law, and will be provided to MayView so that clinics can better serve immigrant populations.

Kevin Kitrell Ross

MOREHOUSE COLLEGE, GEORGIA
WALTER E. MASSEY, PRESIDENT

Kevin Ross, a senior majoring in Religion at Morehouse College, founded The Student Empowerment Connection, a national organization of college students, in 1994. The Connection strives to halt juvenile delinquency by providing inner-city youth with opportunities to build character and develop leadership skills so students can make empowered, responsible, and informed decisions about their futures.

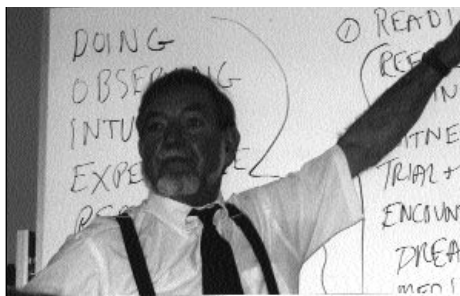
One of the Connection's many programs, a Weekend of Empowerment, gives 25-40 third- and fourth-graders from Chicago's inner-city housing projects the opportunity to travel to Morehouse to participate in classes, special

workshops, and field trips. Others include scholarships of up to \$1,000 for high school seniors, and an annual event for high school students to experience a day of college life.

In just twelve months, the Connection's membership has increased by 50% while major service projects have been undertaken, including a letter-writing campaign to support policy-making efforts to rehabilitate juvenile offenders. Ross is also working on a documentary, slated to appear on PBS, which profiles the effects of the Weekend of Empowerment on the participating youth, their family and peers, the community, and school administrators.

Says Kevin, "Doing service is simply not enough, but allowing the spirit of service to permeate the ethos of my character is what I strive for daily." z

Why do we do this?



^ At the 1998 Midwest Region Community Service Directors conference: Dr. Cheryl Keen (left), professor at Antioch College and co-author of *Common Fire: Lives of Commitment in a Complex World* (Beacon Press, 1996) challenges participants to examine personal reasons for their commitment. Right: Dr. John McKnight, director of Community Studies for the Institute for Policy Research and co-director of the Asset-Based Community Development Institute at Northwestern University.

CHICAGO, IL—SERVICE-LEARNING practitioners and community service directors gathered late summer at Northwestern University for the 1998 Midwest Regional Community Service Directors conference.

The theme, how to create an “engaged campus,” that is, one that involves not only faculty and students, but the entire university in the community, provided the beacon for spirited conversations, workshops, round tables, and panel discussions. Throughout the conference

participants were asked to examine their professional motivations — with the goal to inspire, to re-energize, and to focus on the “big picture” of their work.

Deborah Dillon, director of the Community Workshop at Wittenberg University says, “The conference was an excellent resource for those starting out as well as for those involved in service-learning for many years. The scale was intimate and allowed for meaningful conversations at all levels.”

Among the many conference highlights were keynote addresses by Dr. Cheryl Keen and Dr. John McKnight. Dr. Keen, co-author of *Common Fire: Lives of Commitment in a Complex World* (Beacon Press, 1996), challenged participants to think about why their community work is so important to them on a personal level. Dr. McKnight provided a theoretical perspective of the Asset-Based Community Development model, which examines communities as having a wealth of resources to offer.^z

Wingspread

CONTINUED FROM PAGE 1

Other participants included Campus Compact staff and leaders from its state network, John Kretzmann (Northwestern University), Jowava Leggett (Department of Education), Keith Morton (Providence College), and David Cox (Housing and Urban Development).

Benchmarks explored

One primary goal was to identify “benchmarks” for the critical components of campus/community partnerships. Successful benchmarks were identified as those that have the capacity to integrate work in the community with the academic mission of higher education, bring about improvement in the communities, and result in sustainable, long-term campus/community relationships.

Raising partnerships to the next level

Ira Harkavy, associate vice-president of the University of Pennsylvania and director of its Center for Community Partnerships, stated, “This event is the most important Wingspread gathering I have ever attended and I attended the Wingspread conference in 1989 that produced the now-famous *Principles of Good Practice for Combining Service and Learning*.”

Harkavy and others agreed that this gathering was ground-breaking because of Campus Compact’s unique capacity to mobilize a national constituency to act on what the group had determined were the next necessary steps, and to ultimately deliver the blueprint for successful campus/community partnerships.

The search for quality

Throughout the service and service-learning

movement in higher education, campus and community leaders and practitioners are hungry to refine their approach to partnering. A key motivation for this Wingspread meeting was the desire to move from the dramatically increased *quantity* of service and community outreach that has been documented over the past decade to greater attention to the *quality* and intentionality in the work. The identified benchmarks will help Campus Compact and its many partners focus on assessing how institutional change occurs and identifying the precursors to effective community relationships.

The practice of service-learning and community service has grown rapidly. According to the latest figures assembled by Campus Compact, in the 1997–98 academic year, 29 million hours of service were performed by undergraduates and almost eleven thousand faculty were involved in service-learning on its member campuses (*Service Matters*, 1998).

While excellent models of effective partnerships exist, there is a need to closely examine how and why those models work, what can be discovered about them that is replicable, and to extend that knowledge to the rapidly growing field of service and academic study.

Complex view exists

There is an increasingly complex view of what it means to support and promote service and civic engagement and an accompanying search for ways to move beyond service-learning and towards those long-term, interdependent relationships that can increase the deep commitment of institutions of higher learning

to improve the quality of life in communities.

What are the barriers? Who needs to be at the table? What can be done nationally to move campuses to a higher level of engagement with communities?

Outcomes and findings of the Wingspread meeting will be published this spring. While the benchmarks might seem obvious to many, Wingspread participants were amazed by how often the principles are overlooked when campuses and communities have tried to work together in the past.

Key findings

Some key benchmarks are: that successful partnerships are based on strong, intentional personal relationships; are connected to the institutional mission; have clear lines of accountability and flexible roles among partners; meet the needs of all partners; let the community define the problem; involve equitable sharing of resources and a multi-sector approach (i.e., government, corporate, public, private, community-based organizations, etc.); document and assess both processes and outcomes; and use the results to publicize the value of the program.

Testing needed

Identifying and documenting critical benchmarks for successful collaborations are ground-breaking first steps. To further the work, Campus Compact is providing mini-grants to test the validity of these benchmarks. It will also use its wide network of state-based network offices and member campuses to further refine the concepts.^z

Important changes on tap for Campus Compact

Campus Compact to become part of Brown; Frank Newman steps down as head of ECS

In two important, yet unrelated announcements, Campus Compact will become part of Brown and Frank Newman will leave his post as president of the Education Commission of the States (ECS).

Effective January 1, 1999, Campus Compact will become a separately incorporated subsidiary under the umbrella of Brown University, leaving its long affiliation with the Education Commission of the States. Under the arrangement, Campus Compact will again be more closely related to one of the nation's finest universities and one whose vision for the public purposes of universities fits well with Campus Compact's vision of the "engaged campus."

Campus Compact Executive Director Liz Hollander says, "The transition makes sense for Campus Compact now and in terms of its vision for the future. There is much common ground between Brown and Campus Compact. Like our state-level Compacts, the national office will benefit from the close association with a campus environment. Brown University has a long history, commitment, and vision for public service and for using its resources for the common good. With this union, we expect to both learn and teach each

other about developing the next generations of citizens." Brown President Gordon Gee views Brown as "a private university with a public purpose" whose mission is integrally related to the needs of the community.

Coincidentally, Frank Newman has announced that he will leave his position as president of ECS. This change makes it possible for the former University of Rhode Island president who makes his home in Rhode Island to carry forward his long-time interest in the transformation of higher education.

"Frank has been an incredible resource for Campus Compact. His knowledge of education policy, along with his guidance, support, and leadership have been crucial to the founding and exponential growth of Campus Compact in our first thirteen years. We are delighted that he will now truly be based in Rhode Island where we can continue to tap his wisdom and vision and energy for change in higher education."

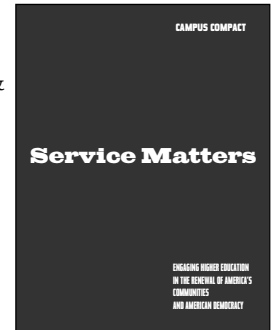
In November, in an arrangement under discussion with the Pew Charitable trusts and in conjunction with ECS, Newman will begin an in-depth analysis of the changing policy demands on America's post-secondary system.^z

Good read

Service Matters: Engaging Higher Education in the Renewal of America's Communities and American Democracy

by Michael Rothman, editor; Elisha Anderson & Julia Schaffer, Campus Compact staff writers

Paperback, 1998, 200 pages, \$27.50 for non-members; \$15.00 for members.



Available from Campus Compact by phone at (401) 863-1119; by email at campus@compact.org, or through www.compact.org.

The book outlines the principles of the engaged campus and the need for this engagement for the civic education of its citizens, the renewal of America's communities, and the renewal of America's democracy. Provides in-depth statistics, trends, and examples on service-learning, the engaged campus, and campus service programs.

Also documents stages in program development, lists service organizations around the country, and highlights hundreds of model service programs and institutional initiatives. Based on a survey of activities from Campus Compact member campuses in the 1997-98 school year.

One copy is provided free to each member campus and is being sent to community service directors.^z

200 students and presidents to explore:

Higher ed.'s civic responsibilities; how service develops character

HOW DOES SERVICE SHAPE a student's character? What are the responsibilities of higher ed to their communities? These highly charged questions have been pondered and argued on campuses and in communities across the country.

Thanks to a grant from the John Templeton Foundation, presidents and student leaders have the opportunity to explore these issues with each other first-hand.

In the 1998-99 academic year, two hundred interviews between college and university presidents and student leaders will be printed in numerous national and local cam-

pus, news, and alumni publications. Highlights will be featured in this newsletter.

Specifically, the issues of civic responsibilities of higher education and the role of service in character development will be explored.

Just what does Campus Compact expect from this project? According to Hannah Richman, who is charged with coordinating the project for Campus Compact, four of the goals are: 1) to increase awareness of the critical role community service plays in character development, 2) to increase awareness of the collaborative work between campuses and communities and the presidents support of

that work, 3) to increase support of campus service activities and students' participation in them, and 4) to deepen the commitment of campuses to their communities.

Shattering stereotypes from skeptics is part of the second goal. "All too often the public views universities and colleges disengaged from the needs of the community and students too concerned with earning an income versus serving in the communities. This project hopes to dispel some of that," says Richman.

Those wishing to be part of this project may contact Hannah Richman at (401) 863-2842 or by email at hrichman@compact.org.^z

Education Commission of the States



Campus Compact
THE PROJECT FOR PUBLIC
AND COMMUNITY SERVICE

188 Benefit Street
Providence, RI 02903

Nonprofit org
U.S. Postage
PAID
Providence, RI
Permit No. 2885

Upcoming events and deadlines

November

12-15 DIVERSITY & LEARNING: IDENTITY, COMMUNITY, AND INTELLECTUAL DEVELOPMENT, Sheraton University City Hotel, Philadelphia, PA, Sponsored by the Association of American Colleges and Universities and supported by the Ford Foundation.

13 MIDWEST COLLABORATION: UNIVERSITIES AS CITIZENS FALL COLLOQUIUM, Indianapolis, IN. Contact Betty Johnson at 401-863-1119 or email campus@compact.org.

21 MA CAMPUS COMPACT STUDENT NETWORK CONFERENCE: BEYOND BOUNDARIES. Massachusetts college students gather to learn about and discuss how students can unite through service.. Contact Beth Conlin. Call (617) 627-3889 or email macc@info.tufts.edu.

December

4 MICHIGAN CAMPUS COMPACT FACULTY INSTITUTE ON SERVICE-LEARNING, Olivet College, Olivet, MI. Contact Jenni Holsman at 517-353-9393 or email holsmanj@pilot.msu.edu.

4 SERVICE-LEARNING IN COMPOSITION WORKSHOP, University of St. Thomas, Minneapolis. Contact Jenni Holsman at 517-353-9393 or email holsmanj@pilot.msu.edu.

4-6 INTER-DISCIPLINARY SERVICE-LEARNING: BEST PRACTICES IN HEALTH PROFESSIONS EDUCATION, Lexington, Kentucky. Contact Community-Campus Partnerships for Health at 415-502-7933.

7 SERVICE-LEARNING IN NURSING WORKSHOP, Twin Cities. Contact: Jenni Holsman at 517-353-9393 or email holsmanj@pilot.msu.edu.

II NH AND ME CAO THINK TANK, SERVICE AND HIGHER EDUCATION: ACADEMIC INTEGRITY AND RISK, IMPLICATIONS FOR FACULTY. Contact Nikki Bolka at 207-786-8346 or email nbolka@abacus.bates.edu.

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