

Compact Current

VOLUME 13, ISSUE 1

MARCH - APRIL 1999

Focus on quality: Beyond unilateral engagement

How one university became a true community partner

By Dick Cone, Executive Director, Joint Educational Project, USC



TOP: Business administration major Jennie Kim is one of the USC students who takes part in the USC readers program. Kim works with 7-year-old Francisco Gutiérrez, who has greatly improved his reading skills since the tutoring began.

RIGHT: Norwood Street School students take part in an after-school enrichment program funded by the University Neighborhood Outreach Fund. These are just two of the many programs created thanks to employee contributions to the fund.



FOR MORE THAN THREE DECADES, the University of Southern California has "helped" its urban Los Angeles neighborhood through providing tutoring, summer camps, opportunities for trick-or-treating, Thanksgiving turkeys, and Christmas baskets.

But for its inner-city neighbors, the offerings often looked like table scraps from what appeared to be a very wealthy institution.

Informal needs assessments conducted by the university often found that the community wanted the one thing that the university felt least able to contribute — money to address issues of primary concern to the community.

Responding to this need, the university formed the University Neighborhood Outreach (UNO) Fund in 1993, a nonprofit corporation which uses employee contributions to fund cooperative projects with the surrounding community. The UNO also applied for and received United Way status.

Strict funding requirements

There are strict requirements for receiving UNO funds. Proposals must originate in the community immediately surrounding the university. Each proposal must be submitted by a university office or an employee. Grant moneys must not be used to fund faculty or staff members; however, undergraduate and graduate students can be employed to help carry out grant-related activities. And finally, funds are awarded directly to community partners.

Skyrocketing United Way contributions

Prior to UNO's creation, campus United Way contributions ran less than \$150,000 per year. But as more and more faculty and staff witnessed the results of the many programs created thanks to UNO — programs such as highly successful and lauded after-school and intersession programs, and health care screenings in local schools — United Way contributions skyrocketed. The second year following UNO's formation, the university's United Way contributions nearly doubled



Welcome new members!

Bridgewater State College, MA
President Adrian Tinsley

Fergus Falls Community College, MN
President Kenneth P. Peeders

Harvard University, MA
President Neil Rudenstine

Hunter College, CUNY, NY
President David Caputo

Northwestern College, MN
President Wesley R. Willis

Inside . . .

Letter from the Executive Director
page 2

Students and presidents explore higher ed's role in civic responsibility
page 3

NEW publication from Campus Compact:
When Community Enters the Equation
page 3

Upcoming Conferences and Award nominations
page 3

Good read: *Voices from the Heart*
page 4

Faculty Focus: Patricia Bailey builds service-learning at the University of Scranton
page 5

SPECIAL REPORT: Campus Compact awarded \$3 million grant from The Pew Charitable Trusts to foster service-learning

CONTINUED ON PAGE 3

LETTER FROM THE EXECUTIVE DIRECTOR

Elizabeth L. Hollander

Stand up and be counted

April 1 of the year 2000 is an important day for America. It is the day of the decennial census count. Mandated by the United States

Constitution to determine how many seats each state will have in the U.S. House of Representatives, the census count is used every year to award more than \$100 billion in federal funds to localities. These funds provide everything from planning schools and building roads to providing recreational opportunities and managing health care services.

Yet, we have a serious problem: The 1990 census was the first in fifty years to be less accurate than its predecessor. In the last census an estimated four million Americans were not counted. The undercount included a disproportionate share of racial and ethnic minorities. This has serious consequences because it not only affects how well these groups are represented in Congress, but also affects the distribution of federal and state dollars to their communities.

People do not return their forms because they do not understand the importance of it or are scared that they may be revealing potentially harmful information that will hurt them with their landlord or the immigration service. For the most part, people do not believe that the information is strictly confidential.

The Census Bureau proposed the use of sampling techniques to correct census errors, an approach strongly supported by the National Academy of Science and others in the statistical community. On January 25, 1999, however, the Supreme Court ruled that sampling could not be used in "calculating the population for purposes of apportionment," that is, the number of members

of Congress each state should have. It is left unsettled whether sampling can be used to allocate federal funding or for state and local redistricting. As the newsletter goes to press, Congress is still debating how the Census should proceed, with the Republicans backing a full count and the Democrats backing sampling. The sampling plan proposes a full count of 90% of the population and sampling for the last hard-to-reach percent.

What does this have to do with college students and service? The Census is a great opportunity for students working in the community to help people understand how

"In the last Census an estimated four million Americans were not counted. The undercount included a disproportionate share of racial and ethnic minorities."

important it is to stand up and be counted. It is an important opportunity for faculty to design courses that teach the importance and uses of census data as a research tool and as a source of distribution of government funds.

The debate over the use of sampling is itself rich course material. It is an opportunity for paid work for students since the Census Bureau will be recruiting 285,000

workers at \$10–16 an hour. College presidents or other leaders on your campus can be part of local Complete Count committees.

Campus Compact has signed on to be a partner with the U.S. Department of Commerce because we believe so deeply in the importance of this effort. We urge you to get involved and have provided a series of resources on our web site (www.compact.org) to help you do so.

As a former city planner, I cannot stress enough how important this information is, and I'm not sure in this age of cynicism about government that our students know it. Let us help our students discover the Census and help others to do so as well!

Elizabeth L. Hollander

Compact Current

MARCH–APRIL 1999

VOLUME 13, ISSUE 1

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

Student Interns

Casey China, *Integrating Service with Academic Study*
Andrea Diaz, *Templeton*
Katherine Jenq, *Corporation for National Service*
Minette Loula, *Front Office*
Jamie Olson, *Integrating Service with Academic Study*
Julia Shaffer, *Writer, Wingspread Publication*
Katherine Sheehan, *Newsletter*
Kirsten Tobey, *Integrating Service with Academic Study*
Abby White, *CNS Publications*

Campus Compact has received financial support from: Corporation for National Service; Ford Foundation; General Electric Fund; W. K. Kellogg Foundation; KPMG Peat Martwick; Rockefeller Brothers Fund; Sallie Mae Foundation; John Templeton Foundation; an anonymous donor; and in-kind donations from Brown University; Now Software; and Partridge, Snow & Hahn Law Offices.

Compact Current is a publication of Campus Compact, a separately incorporated subsidiary under the umbrella of Brown University. *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.

170 students & presidents

Exploring higher ed's role in civic responsibility

IN 1998, CAMPUS COMPACT launched a major initiative funded by the John Templeton Foundation to link students with their college and university presidents to explore how service develops character and the role of higher education in civic responsibility. Highlights of interviews will be published in local, national, and campus publications, as well as in this newsletter and on the Campus Compact website, www.compact.org.

Colleges and universities who would like to participate may contact Hannah Richman at 401-863-1119 or by email at hrichman@compact.org, or by visiting the Campus Compact website at www.compact.org.



RTO L: President Cary A. Israel of Raritan Valley Community College and Service-Learning Coordinator Lori Moog listen to students Richard Dima and Romina Tolentino describe how their involvement in service-learning addresses issues of civic responsibility and character development for them. Raritan Valley Community College is just one of 170 campuses participating in Campus Compact's Templeton Grant to explore how service develops character and the role of higher education in civic responsibility.

Awards

Call for Student Humanitarian Award nominees

THE HOWARD R. SWEARER Student Humanitarian Awards applications have been sent to Campus Compact's nearly 600 campus community service coordinators. Five undergraduates will each receive \$1,500 for their outstanding community and public service, as well as national recognition at the Education Commission of the States annual meeting in July 1999 in Denver, Colorado.

Applicants must be from Campus Compact member schools. A letter of recommendation from the college or university president must accompany each nominee's application. Nomination deadline is March 15, 1999.

For more information, contact your campus community service coordinator or Hannah Richman at 401-863-1119 or by email at hrichman@compact.org.

Building (Community) Leaders BRICK by Brick

The call for the third annual Do Something BRICK Awards is underway. The Award publicly honors and financially rewards America's top community leaders under the age of thirty. Ten recipients receive \$10,000 grants for their community work. A \$100,000 grant is also awarded to one national grand prize winner.

Candidates are selected through a process of essays, interviews, and participation in a group activity weekend, all in New York City. Winners are then chosen based on their leadership and organizational skills, long-term vision for their communities, and measurable results of their positive impact for change in the community. Applications can be requested by calling (212) 523-1175 or by emailing brick@dosomething.org. Applications are due May 5, 1999.

Conferences, & more

Youth Service America sponsors the 11th Annual National Youth Service Day, April 16-17, 1999 in locations across the country. Campus Compact is one of 40 national organizations partnering with Youth Service America for this celebration of service. For information on local activities, contact Omar Velarde-Wong at (202) 296-2992, ext. 34 or visit www.servenet.org.

The Eastern Region Community Service Directors' Conference will be held from April 26-27, 1999 at the Pittsburgh Hilton and Towers. For more information, contact Michele Lowrey at the Pennsylvania Campus Compact at mlowrey@paccompact.org or by phone at (717) 232-4446 x229. Additional information is also on the Pennsylvania Campus Compact web site at <http://www.paccompact.org>.

New Compact publication When Community & Enters the Equation



When Community Enters the Equation: Enhancing Science, Mathematics, and Engineering Education Through Service Learning

Published by Campus Compact
Paperback, 1998, 70 pages, \$10.00.

Available from Campus Compact by calling (401) 863-1119, by emailing campus@compact.org, or by visiting Campus Compact's web site at www.compact.org.

JUST PUBLISHED BY CAMPUS COMPACT, this volume contains essays from Science, Engineering, and Mathematics faculty who present their arguments for the enhanced teaching and learning value of service-learning.

Methodologies and sample syllabi for implementing service-learning into their courses are included. 1998, 70 pgs. \$10.00.

Creating a true university/community partnership

CONTINUED FROM PAGE 1



„ Norwood Street School students take part in an after school enrichment program created with the help of the University of Southern California Neighborhood Outreach Fund, which is funded in large part by USC employees.

from the previous year, with two-thirds earmarked for UNO.

In 1998, annual contributions climbed to \$453,000, with nearly \$400,000 targeted specifically for UNO. That money has been used to leverage more than a million dollars in other funds. External funders such as the Annenberg Foundation could clearly see that the community was mobilized and committed to action. In other cases, these funds have provided a base of support for initiatives such as America Reads, which do not include funds for infrastructure.

UNO organizers believe that contributions could grow to as much as a million dollars annually. And as the funds are locally derived, the university and community can set a neighborhood agenda without the need to address the agendas of external funding sources.

Dramatic results

Beyond the funds raised are the results from the relationships that have been formed between the campus and community. The university and community have together developed a model Kid Watch program, a large and highly successful USC Readers program, a host of after-school and intersession opportunities, two dynamic science programs, professional development opportunities for teachers, graffiti abatement, and academic enrichment programs.

In just six years since UNO's launch, two local schools have been designated California Distinguished Schools, and two inner-city high schools have ranked higher than their larger suburban counterparts in Academic Decathlon contests. In addition, there has been a dramatic decrease in crime (51% in three years) in the South Central Los Angeles neighborhood, as well as higher attendance in schools, better reading scores, almost total eradication of graffiti, schools wired for the internet, a dramati-

cally enriched science curriculum, and a flourishing neighborhood theater.

These changes are not the accomplishments solely of UNO. But the university also knows that change is as much about attitude as it is about resources. At the university and in urban Los Angeles, there is a clear sense that things

are getting better and a sense that people can make a difference if they work together using local economic, human, and intellectual resources.

For a university to be truly engaged with and learn from its community, it must learn to move beyond the concept of charity, beyond unilateral decisions about what is good for its neighborhood. The University of Southern California has learned that its seemingly poor community is rich in leadership, in ideas, and in talent. It has also learned that a university is the primary beneficiary from truly engaging in and with its community.^z

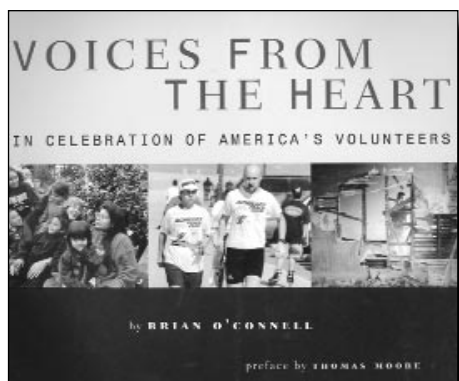
Dick Cone is Executive Director of the Joint Educational Project, a 23-year-old service-learning program at the University of Southern California and Founder of USC Readers, a pioneer America Reads program.

As part of its regular columns, *Compact Current* will highlight a service initiative of high quality and value both to 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.

Good read

Voices from the Heart

&



Voices from the Heart: In Celebration of America's Volunteers

by Brian O'Connell

Paperback, 1998, 168 pages, \$19.95.

Hardcover, 1998, \$29.95

Available at Barnes and Noble, Borders and through Chronicle Books, 1-800-722-6657.

Published by Chronicle Books and Jossey-Bass Publishers.

tojournalists, making the book a perfect gift.

Proceeds from the sales of *Voices from the Heart* will go to Independent Sector, a non-profit leadership forum dedicated to promoting philanthropy, volunteering, and civic action to serve communities.

About the author

Brian O'Connell is Professor of Public Service at Tufts University. He is the founding president of Independent Sector, serving as the CEO from 1980 to 1995. O'Connell has served on the boards of the Points of Light Foundation and the Hogg Foundation, among others. His other publications include *Powered By Coalition: The Story of Independent Sector*, *America's Voluntary Spirit*, and *People Power: Service, Advocacy, Empowerment*.^z

Nursing professor Bailey breathes life into service-learning at Scranton

UNIVERSITY OF SCRANTON PRESIDENT J.A. Panuska credits nursing Professor Patricia Bailey with securing \$70,000 in grant money from the Pew Charitable Trusts and with being the primary force behind the growth of service-learning on campus.

Bailey's efforts epitomize the elements needed to create a solid base for a service-learning program. On any given day, Bailey can be found garnering support from fellow faculty and administrators for service-learning, working in and with the community to create partnerships, and seeking funding to maintain and expand the program.

The prime impetus for Bailey came in 1995. Armed with a three-year grant from the Health Profession Schools in Service to the Nation (HPSISN), Bailey began the Department of Nursing service-learning program. She then collaborated with the College Volunteer Program, established as a partnership between the University of Scranton and Marywood University.

What motivated Bailey to introduce this pedagogy into nursing? "We [at Scranton] have a very service-oriented mission to serve the community. But students spend two full days doing clinical requirements, so it was unfair to require extra volunteering without helping them to do it. With the HPSISN grant, we thought, 'Here's a way we can do this!'"

In the classroom

While the nursing faculty at Scranton were very receptive to service-learning in the classroom, Bailey says the initial student reaction was not as enthusiastic. "It took four years to get away from the thought of it being a mandatory service requirement to really just another way of learning." Today, thanks to Bailey, there are 7,325 hours of service being performed by 504 nursing students, 181 of whom are non-majors.

Students' attitudes have changed, says Bailey, as they recognize how well service complements their other requirements. In freshman through senior years, students find a service component in one of their compulsory courses. Students' interests are then matched with the needs of the university's community partner. Ten to fifteen hours of service a week, plus dialogue journals written after each session of service, and two classroom reflections, are required. "The classroom reflections are great; they offer an opportunity for creative expression, such as a painting or poem that stems

"We (at Scranton) have a very service-oriented mission to serve the community. But, students spend two full days doing clinical requirements, so it was unfair to require extra volunteering without helping them to do it."

— Patricia Bailey, professor of nursing at the University of Scranton in Pennsylvania and director of its service-learning program □

from their service experience. Sometimes one of the service organizations will participate too," says Bailey.

Much of the Department of Nursing's service has been focused on the homeless and the elderly, as well as those suffering from HIV/AIDS. Bailey has also partnered with a teenage mothers program and an adult care facility.

In one particular arrangement Bailey created a partnership with the American Red Cross, allowing students in the nursing program to become certified HIV Peer Educators. The training occurs during the students' January break, and is reflected on their external transcript. With the training, students are able to participate in HIV education in local communities and high schools, adding another dimension to their nursing experience.

When asked about the greatest benefit of the service-learning component in a course for future nurses, Bailey says, "It exposes students to more diverse settings and populations. We're engaging them in boys' and girls' clubs and in housing projects, for example. This is the kind of opportunity that they wouldn't get through clinical experience. We hope it instills in them the life-long desire to stay active in their community."



Patricia Bailey

B.S., M.S., Ed.D. from the Teacher's College at Columbia University

Publications

Service Learning in the Community: A Guide for Nurse Educators

Look for *Integrating Service into Nursing Education: A Guide to Service-Learning*, written by Dr. Bailey, Donna Carpenter and Patricia Harrington. The book is due out in the spring of 1999 from Springer Publications.

Advice to others

Bailey's advice to fellow faculty trying to integrate service-learning into their curriculum is the need to obtain administrative and university support for the time and resources that go into creating a program. This sometimes requires marketing the project to those who make decisions. "I talked to different departments, gave presentations to the board of trustees, and (sent) faculty to service-learning conferences," she explains.

Finally, Bailey stresses, "Educate faculty and students early in the game by sharing literature and information with them. Engage them!"²

NEXT ISSUE: Profiles of the recipients of the 1999 Thomas Ehrlich Faculty Awards for Service Learning.



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

For an extensive calendar listing,
visit Campus Compact's web site at www.compact.org.

March

18-21 15TH ANNUAL COOL NATIONAL CONFERENCE

Salt Lake City, Utah
Call 801-581-3481 or email conference@cool2serve.org.

20-24 AMERICAN ASSOCIATION FOR HIGHER EDUCATION ANNUAL CONFERENCE "ORGANIZING FOR LEARNING: CONSTANT VALUES, COMPETITIVE CONTEXTS"

Marriott Wardman Park, Washington DC
Call 202-293-6440 or register online at www.aahe.org.

21-23 OHIO CAMPUS COMPACT FORGING NEW LINKS STATE CONFERENCE: "CHARTING THE COURSE"

Worthington, OH
Call 614-587-7681 or email occdick@alink.com.

26-30 COMMUNITY-CAMPUS PARTNERSHIPS FOR HEALTH 3RD ANNUAL CONFERENCE: LEADERSHIP FOR HEALTHIER COMMUNITIES AND CAMPUSES

Seattle, WA
Call 415-502-7933 or email ccph@itsa.ucsf.edu.

April

7-9 ENVISIONING PUBLIC SERVICE IN THE 21ST CENTURY: THE SERVICE LEARNING MISSION OF LAND GRANT COLLEGES AND UNIVERSITIES

University of Wisconsin, Madison, WI
Call 608-265-2407 or email fangmeyer@redgym.wisc.edu.

8 NON-PROFIT CAREER FAIR AND EXPO 99

Washington, DC Convention Center, Washington, DC
Call 202-785-4233 or email gary@newsector.com.

9 MAINE CAMPUS COMPACT CHIEF ACADEMIC OFFICER THINK TANK, SERVICE AND HIGHER EDUCATION: ACADEMIC INTEGRITY AND RISK, IMPLICATIONS FOR THE COMMUNITY

Call 207-786-8346 or email nbolka@abacus.bates.edu.

12 MINNESOTA CAMPUS COMPACT CAMPUS-COMMUNITY SUMMIT

University of St. Thomas, Minneapolis, MN
Call 651-962-4952 or email embowley@stthomas.edu.

12 PENNSYLVANIA CAMPUS COMPACT CAMPUS COMMUNITY SUMMIT

Holiday Inn East, Harrisburg, PA
Call 717-232-4446 or email jbirge@paccompact.org.

14-15 UTAH CAMPUS COMPACT NON-PROFIT SUMMIT

Call 801-581-3546 or email ifisher@ssb1.saff.utah.edu.

16-17 NATIONAL YOUTH SERVICE DAYS

Organized by Youth Service America.
Call 202-296-2992, ext.34 or email overlarde-wong@ysa.org.

18-21 10TH ANNUAL NATIONAL SERVICE-LEARNING CONFERENCE: POWERFUL CONNECTIONS FOR THE 21ST CENTURY

Sponsored by the National Youth Leadership Council and the Service Learning 2000 Center.
San Jose Convention Center, San Jose, CA
Call 650-322-7271 or email nylcusa@aol.com.

26-27 EASTERN UNITED STATES COMMUNITY SERVICE DIRECTORS CONFERENCE

Pittsburgh Hilton and Towers, Pittsburgh, PA
Call 717-232-4446 x229 or email mlowrey@paccompact.org.