

# Compact Current

VOLUME 14, ISSUE 1

MARCH - APRIL 2000

The Templeton Fellows Initiative

## College Students and Presidents Discuss Service and the Civic Responsibilities of Higher Education



Above: Templeton Fellow Mike Harms and First Lady Hillary Rodham Clinton share the stage at Hobart and William Smith Colleges. Photo: Courtesy Hobart and William Smith Colleges

It isn't often that college students get to swap ideas about public service with the First Lady of the United States. But on January 11, students at Hobart and William Smith Colleges in Geneva, New York received an opportunity to do just that. After giving a speech on campus about the importance of service, Hillary Rodham Clinton asked Hobart and William Smith senior Michael Harms and President Mark Gearan, to join her on stage. Mrs. Clinton chatted at length with Harms and other students about their work in the community, asking them about the details of their projects as well as about what service meant to them personally.

"The student dialogue with Mrs. Clinton began with my sharing some of the discussion from the previous evening's Templeton Fellows dialogue," said Harms in his Templeton report. He added that "these two events served to renew and strengthen Hobart and William Smith's commitment to service, and the dialogue that began during these two formal events transcended campus and community life."

### Encouraging In-Depth Discussions

Since 1998, the Campus Compact Templeton Project has worked to create these kinds of discussions. Students and college presidents at over 125 campuses have joined together for in-depth conversations about the link between service, citizenship, and character,

and the civic roles and responsibilities of higher education.

Funded by a grant from the John Templeton Foundation, an organization devoted to the examination of ethical, moral, and religious issues, the program seeks to bring college students and presidents together to explore their respective roles — and the larger role of higher education — in civic renewal. At each participating campus, community service directors select student leaders who are active in community service and service-learning to be Templeton Fellows. Fellows then arrange an interview with their president about the climate for service and civic engagement on campus, with both student and president encouraged to ask each other questions and share ideas. Fellows and community service directors work with Campus Compact to plan and prepare for the interview and work with the campus public relations office to publicize it.

### Deepening Commitment to Service

Templeton interviews have taken many forms, ranging from one-on-one discussions to public forums, and many Templeton Fellows have used their interviews as launching pads for larger investigations into ways to increase participation in community service and, through service, reconnect higher education to its civic mission. As a result of the Templeton Fellows program, students and presidents

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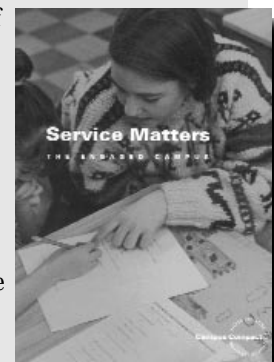
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Hot off the Presses!

## Service Matters: The Engaged Campus

The latest issue of Service Matters includes data from the 1999 member and faculty surveys. Includes in-depth profiles of a wide range of campuses engaged with their communities and the work they are doing toward educating their students for citizenship. \$27.50. **Order on-line at [www.compact.org](http://www.compact.org) or call Campus Compact at (401) 863-1119.**



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letter from the executive director

Elizabeth L. Hollander

## What does institutional citizenship have to do with student citizenship?

Inherent in Campus Compact's ideal of the engaged campus is the idea that we cannot expect our students to learn to be good citizens if the college or university they attend does not itself act as a good citizen.

Students will always look at what we do, as well as what we say. This is particularly true at a time when many students have lost faith in government and the political process. As Greg Prince, President of Hampshire College, said at a recent meeting, "our students believe in themselves and their ability to act, but do not believe in institutions and their ability to make a difference."

This issue of the newsletter highlights some exciting examples of campuses that are investing their time, their money, and their intellectual resources in their surrounding communities. This tells their students something very powerful about the values of the institution, particularly if these investments are made in collaborative partnership with the community, enhancing community as well as campus capacity. It is most exciting when both course-work and student volunteer activities are integrated into these community-building initiatives.

We created the Templeton Fellows project because we wanted students to understand their campuses' civic roles and responsibilities. We sensed a distance between the roles and responsibilities students were taking on in the community work they were doing, and their understanding of how that work relates to institutional imperatives and agendas on their campuses. In this issue, we report on the impact of having students and presidents come together to discuss

civic engagement. We thank all of those community service directors who helped make this happen.

We also applaud the outstanding work of the Thomas Ehrlich Service Learning Faculty Awardees. A service-learning program is only as good as the faculty who give their time, energy, and intellectual resources to it. They help students understand how their knowledge can benefit society and influence democratic decision making, teaching them that they will shape and lead the institutions—government, civic, social, educational, etc.—of the future.

In closing, I would like you to help us shape our services to you. We need to know what you think. Once again, we are sending you a newsletter designed to give you concrete examples of what it means to be an Engaged Campus. We need to know if this is useful information. Do you read our newsletter? Do you pass it on? What if it was available on-line instead of in hard copy? Do you think you would be more or less likely to use it if you had to seek it out on our web site? Please, tell us what you think by returning the enclosed postcard. We look forward to hearing from you.



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## Trinity College and Others Invest in the Revitalization of their Communities

Trinity College President Evan S. Dobbelle delivered a speech to the National Press Club on February 18, 1999, asserting that “higher education must put its house in order, but it cannot do so by turning inward and ignoring the outside world. Those of us who lead institutions in cities, particularly those of us whose institutions hold sizeable endowments, have a particular obligation to invest in building community and rebuilding cities.” Under Dobbelle’s leadership, Trinity has already invested \$6 million of its own endowment, as part of a \$200 million neighborhood revitalization effort designed to create educational, health, and economic opportunities throughout the West Hartford area.

The centerpiece of this plan is the Learning Corridor, a 16-acre area of run-down property immediately surrounding the campus. In September 2000, this area will house a Montessori elementary school; a middle school; a resource center for high school science, mathematics, and technology; and a theatre arts building. According to Elinor Jacobson, coordinator of the Urban Learning Initiative, the principle benefit of the Learning Corridor is that it will bring Hartford public school students in contact with an estimated 600-700 Trinity student volunteers.

“Trinity could have built fences around itself and been quite successful,” says Dean Golembeski, Executive Director of Public Relations and Communications at Trinity. But President Dobbelle, who served as the mayor of Pittsfield, MA, early in his career, became intimately involved in revitalization efforts and was interested in “teaching students about what it is to be a good citizen.” While there are various motivations for the college’s actions, Golembeski points out that “Trinity is putting up its own money . . . risking its own endowment funds.” He calls this investment, “putting your resources behind your words.”

### Trendsetters

There are several colleges and universities across the country that have, like Trinity, begun to participate in community development initiatives in a variety of ways. Connecticut College, Union College, Yale University, the University of Southern California, and the University of Pennsylvania are just a few examples of campuses that are focusing on community development and the imperatives of universities as citizens.

This trend is demonstrated by the selection of USC as “college of the year,” by the *Time Magazine/ Princeton Review College Guide 2000*. USC was awarded this highly visible distinction based on its engagement in South Central Los Angeles, the socially and economically struggling neighborhood in which this private, prosperous, and mostly white institution is located.

Community outreach initiatives like those at Trinity and USC spring from the growing realization that colleges and universities can no longer hide behind gates, removed from the depressed conditions of their surrounding communities. Hartford’s situation is not unlike that of many other post-industrial American cities: the insurance industry that once thrived there has relocated, taking with it one of Hartford’s economic mainstays. In New London, where Connecticut College is located, downsizing of military installations in the last decade has crippled the economy. And in Schenectady, NY, home of Union College, the gradual relocation of 30,000 jobs at General Electric has had similar effects.

### Putting the Spark Back Into ‘Electric City’

At Union College, a survey found that 60 percent of the prospective students who turn down its admission offers do so because of its loca-



ABOVE: Groundbreaking for the Learning Corridor. From left, Trinity President Evan S. Dobbelle, Connecticut Governor John Rowland, Hartford Mayor Michael Peters, and Hartford Hospital President and CEO John Meehan. Photo: Courtesy Trinity College

tion in Schenectady (*Washington Post*, June 6, 1999). This Mohawk River factory town of 65,000 has been struggling since the 1960s, when General Electric began moving 30,000 jobs to other cities and countries.

In 1992, Union College President Roger H. Hull joined forces with Neil M. Golub, the head of a local supermarket chain, to form “Schenectady 2000,” an organization dedicated to revitalizing the city. Together, Hull and Golub are spearheading the Union-Schenectady (US) Initiative, a plan that includes streetscape improvements, housing renovation, the construction of a community center, and attracting new businesses into the city. The community center will be home to various campus-community activities, including a mentoring program funded by Campus Compact in which Union students and volunteers from GE will tutor children from the local elementary school.

“Rather than simply an architectural plan for what this neighborhood will look like in the future, the US Initiative is a statement about the importance of contributing to our communities,” Union College President Roger H. Hull said. “We are committing \$10 million to this project that, when complete, will benefit all of us.”

### Presidential Leadership in the Community

Connecticut College has made economic development the foundation for its participation in revitalizing the city of New London. Connecticut College President Claire Gaudiani is at the forefront of these efforts, heading the New London Development Corporation (NLDC), a community-based partnership that acts as an engine for economic development in New London. The goals of this private, not-for-profit organization are to increase the city’s tax base, to increase the number of jobs in the city, and to enhance the quality of life for New London’s residents. The NLDC was instrumental in Pfizer’s decision to build its \$270 million Global Development Facility in New London, and is working on six other major projects in the city.

### Investing in Neighborhoods Through Home Ownership

The University of Pennsylvania is one of a growing number of schools, along with Union and Yale, offering their employees financial incentives to purchase homes in neighborhoods close to campus. Under the leadership of President Judith Rodin, Penn offers university employees who purchase homes in designated areas up to \$15,000 for housing-related expenses. They then finance the total cost of the purchase price and up to 5-percent of closing costs.

CONTINUED ON PAGE 5

## Educating doctors who understand the social, cultural, and economic nature of their profession

“Unless you’re living on Mars, you know the public isn’t happy about medical care,” says Stephen Smith, Professor of Family Medicine at Brown University’s Program in Liberal Medical Education. But that perception is something medical schools around the country should work to change, says Smith, who speaks of his profession in terms of a social contract: “In return for certain services, society gives back benefits and prestige.”

### Educating Socially Responsible Physicians

Brown’s medical program mission statement articulates the institution’s desire to educate socially responsible physicians. Smith, in particular, wants his students to regard medicine as a socially responsible human service profession rather than as a trade to be learned, a humanitarian pursuit as well as a scholarly discipline. He teaches students to view medicine as encompassing all of the factors that lead to human disease, including those of a social, cultural, and economic nature.

Smith’s commitment to service began when he was a second-year medical student participating in the Appalachian Student Health Project in the summer of 1970. While serving as a general practitioner and assessing community needs, he realized that understanding and being able to communicate with the people in the communities one is serving is an absolutely critical component of good health care.

“If you take health in the broadest context, it is a state of well-being,” says Smith. Well-being is about more than the physical condition of one’s body. He urges students to engage themselves actively in the communities they serve, and exert leadership by responding to the needs of those communities.

### Measuring Unconventional Learning Outcomes

These goals require significant departures from convention in both the process and anticipated outcome of medical education. Smith was a key player in the implementation of a competency-based curriculum called MD2000. Working closely with the Howard R. Swearer Center for Public Service at Brown University, the medical school has developed service-learning opportunities through which students gain

**“If you take health in the broadest context, it is a state of well-being.”**

„ Stephen Smith, professor of family medicine and Associate Dean for Medical Education at Brown University School of Medicine



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M.P.H. University of Rochester

Professor, Family Medicine  
Family Medicine Residency: University of Rochester  
Associate Dean for Medical Education  
Brown University School of Medicine

experience in the Social and Community Context of Health Care. While medical education traditionally stresses outcomes in the areas of knowledge and skills, this program also expects students to achieve growth in the less tangible areas of values and attitudes. Communication skills across cultures, ages, and socioeconomic classes are also stressed.

What medicine offers the public should not be valued merely as knowledge in an “esoteric area,” according to Smith, who has recently applied for a grant to develop a program of advocacy and activism. He hopes to use the grant “to build the leaders of tomorrow.”<sup>z</sup>

## Coming Soon . . .

### Campus Compact Introduction to Service-Learning Toolkit

(Order now - available April 2000)

Designed as a resource for faculty and others who are new to service-learning. Includes definitions, principles of good practice, a summary of service-learning research, bibliographies, and lots of essential reading on theory, pedagogy, reflection, tenure and promotion, model programs, and more. Also includes a list of on-line service-learning resources.



To reserve your copy, please visit our web address, [www.compact.org](http://www.compact.org) and click on “reserve a toolkit now.” The toolkit will be available in April. We will contact you to arrange prepayment. Cost: \$35.

## Templeton

CONTINUED FROM PAGE 1

across the nation are deepening their commitment to service and civic engagement in diverse and interesting ways.

Templeton interviews and events allow presidents, students, and community service staff to share ideas about how to increase the quality and availability of their institution's service opportunities. These opportunities have often led to increased understanding and trust among these three constituencies. At Hobart and William Smith, transforming the interview into a community forum gave the university's new president, who previously served as the director of the Peace Corps, a chance to publicly affirm his support for the role of service in a liberal arts education. The president closed the evening by encouraging the campus to further strengthen its commitment to service and civic engagement. "My final thought, as I leave very inspired and enthused and grateful to be part of a community like this," he said, "is also to ask us to push the conversation to the next step. ...I leave with a commitment to working with folks here and with others to think through those next steps, because I think that the potential is enormous."

According to Averell Bauder, Director of Public Service at Hobart and William Smith, the Templeton events helped assure students, faculty, and staff involved in service that President Gearan shared their goals and values. "While many suspected that public service would be one of the emphases of our new president," explained Bauder, "it has now clearly emerged as one of his priorities. ...Students see him as accessible and supportive in their community service efforts."

Even at campuses where strong administrative support for community service and service-learning has been built and sustained over time, Templeton interviews have helped remind presidents of the importance of maintaining such programs. At the University of Minnesota at Crookston, where Chancellor Donald Sargeant has led the way in building the campus's service-learning programs over the past several years, meeting with Templeton Fellow John Rozek allowed him to see the tangible ways that working in the community has motivated and inspired students. "It was good for the president to be able to talk to John about the positive benefits of service-learning," said director of Student Activities and Service Learning, Pamela Holsinger-Fuchs. The conversation "reconfirmed for him that it was a wonderful way to benefit the community and further students' own learning."

### Templeton Fellows Reap Far-Reaching Benefits

Participating in the Templeton project also yielded tremendous educational dividends for the students involved. Many Templeton Fellows conducted independent, original research into the role of higher education in civic renewal, work that allowed Fellows to have a real impact on their campus's public service agenda.

At San Jose State University, Templeton Fellow Myra Emata-Stokes decided to conduct a study of the campus's involvement and interest in community service and service-learning. She interviewed twenty-five members of the university community, including administration, faculty, staff, and students, and surveyed over 290 students and 43 local non-profit agencies.

In addition to learning research methods that are typically used by graduate students, Emata-Stokes gained access to many people on campus, all of whom helped to deepen her understanding of how service can be better integrated into the civic and educational purpose of the university. "This was a tremendous opportunity to give to an undergraduate student," said Emata-Stokes. Her findings, which showed that a majority of students were participating in service, have been cited in the press and have influenced state policy.

The Templeton Fellows Initiative has generated a great deal of excitement and publicity. Interview results have been published in approximately 250 newspapers and other publications. Campus Compact plans to build on this momentum, deepening the impact of these interviews and involving Templeton Fellows in leadership programs focusing on civic and ethical development. z

## Revitalization

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Yale's Homebuyer's Program is similar, encouraging employees to own homes in New Haven by offering closing bonuses and annual stipends. Yale reports that over 300 employees, from clerical and maintenance staff to faculty and administrators have taken advantage of this program. And while some community members still see Yale as a wealthy, tightfisted neighbor, an editorial in the *New Haven Register* (April 16, 1999) argues that Yale's incentives have been good for the city: "Many dwellings that might have been left to deteriorate are now owned by people with a vested interest in maintaining them and the means to do so. ...Those individuals and their families spend significant portions of their income with city retailers and businesses. And, with a stake in the well-being of the city, they put their talents to work to maintain city government and city institutions."

### A Movement for the Next Century?

President Dobelle concluded his speech to the National Press Club by saying, "We have a powerful mandate. The 21st century will not countenance an academic community that subordinates action to process, that hides behind the sanctity of scholarship as an excuse for campus isolation and that sacrifices moral authority on the altar of institutional arrogance." The *Presidents' Fourth of July Declaration on the Civic Responsibility of Higher Education*, drafted by a group of college presidents last summer at a colloquium sponsored by Campus Compact, echoes Dobelle's call to action, challenging higher education "to re-examine its public purposes and its commitments to the democratic ideal" and "to become engaged, through actions and teaching, with its communities."

These campuses—Trinity, Union, Connecticut, USC, Yale, and Penn—and many others across the nation that are engaged with their communities, lead higher education in a national movement toward citizenship and community investment. Together, they serve as signs that Dobelle's mandate and the principles of the Presidents' Declaration are resonating for colleges and universities throughout the country. z

Keep your eye on [www.compact.org](http://www.compact.org)

We're redesigning, reorganizing pages, and adding new information to make our on-line address an easier and more useful place to visit. This spring, look for new pages on the engaged campus, service-learning, and voter registration.

## Welcome new members

**University of Alaska-Anchorage, AK**  
E. Lee Gorsuch

**Birmingham-Southern College, AL**  
Neal Berte

**Wartburg College, IA**  
Jack Ohle

**John A. Logan College, IL**  
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Janine Pease-Pretty On Top

**Miles Community College, MT**  
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**Montana State University-Billings, MT**  
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Nancy Belck

**Union County College, NJ**  
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Stephen Mittelstet

**Virginia Wesleyan College, VA**  
William Greer, Jr.

**Center for Northern Studies, VT**  
Steve Young

**Vermont State Colleges, VT**  
Robert Clarke

**University of Wisconsin-Milwaukee, WI**  
Nancy Zimpher

For a complete listing of Campus Compact member campuses, please check our web site, [www.compact.org](http://www.compact.org).

The National Resource Center for the First-Year Experience and Students in Transition presents

## Linking Citizenship & Scholarship Through Service-Learning: A National Imperative

A Teleconference

Thursday, April 6, 2000

1:00 - 4:00 pm, eastern standard time

Service-learning can be the first step in a life-long commitment to help others in the context of a thoughtful and informative experience. Service-learning is about enhancing learning, student satisfaction, retention, and faculty/student and campus/community relationships. Service-learning is also an ideal vehicle for improving faculty/student affairs partnerships. Is your campus taking full advantage of this opportunity? How do you get started? Does your faculty know the difference between service-learning and community service? How is the academic component developed, implemented and evaluated? How do you support faculty and students? How can your institution develop the structures needed to provide the support? Service-learning helps develop student character. More than volunteer work, more than a traditional classroom environment — students enter the classroom of life and follow a path toward public and community engagement, and scholarship. Join us in this teleconference, and respond to the "national imperative" of service learning. With:

- Louis Albert, Vice Chancellor of Educational Services, San Jose/Evergreen Community College District
- John Gardner, Senior Fellow, National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina
- Elizabeth Hollander, Executive Director, Campus Compact
- Edward Zlotkowski, Founder, Bentley College Service-Learning Center and Senior Associate, American Association for Higher Education

For information, contact the National Resource Center for The First-Year Experience and

## Good Read

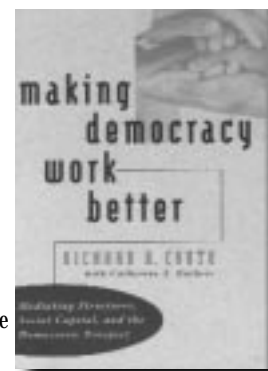
### Making Democracy Work Better: Mediating Structures, Social Capital, and the Democratic Prospect

By Richard A. Couto with Catherine S. Guthrie  
UNC Press, 336 pages  
\$49.95 cloth, \$19.95 paper

The decade of the 1980s marked a triumph for market capitalism. As politicians of all stripes sought to reinvent government in the image of private enterprise, they looked to the voluntary sector for allies to assuage the human costs of reductions in public policies of social welfare. This book details the "savage side" of market capitalism in Appalachia and explains the social, political, and economic roles that mediating structures play in mitigating it. Profiling the work of twenty-three such mediating structures – community-based organizations that battled to provide social safety nets, fight environmental assaults, and upgrade the education and job skills of Appalachian residents, Richard Couto distills the practical lessons to be found in their successes and shortcomings.

Couto argues that a broader set of democratic dimensions be used in taking the measure of civil society and public policy in the twenty-first century. He shows that mediating structures promote the democratic prospect of reduced inequality and increased communal bonds when they provide and advocate for new forms and increased amounts of social capital – the public goods and moral resources that we invest in one another as members of a community.

Richard A. Couto, Modlin Chair in Leadership Studies, teaches in the Jepson School at the University of Richmond and is author or editor of eight previous books.



# Since you asked . . .

At Campus Compact, we are often asked to help colleagues from our member institutions find information on a variety of topics related to service and citizenship. We encourage you to think of us as a resource for this kind of assistance and information. We will share answers to frequently asked questions (or those that are particularly timely or interesting) in this column, which will be a regular feature of *Compact Current* in the months to come. If you are looking for help finding information on a particular topic or have a question we might help you answer, please contact Barbara Caron, Resource Coordinator, at the national office: (401) 863-1119 or [bcaron@compact.org](mailto:bcaron@compact.org).

## How many Campus Compact member institutions have a service requirement?

In our 1999 Member Survey, we asked respondents to tell us the ways in which their campus supports community service and service-learning. Of the 295 members who returned the survey, 26 have a formal graduation requirement related to community service, 22 require service-learning courses for graduation, and 8 require both. This represents a total of 40 campuses (or 13.5% of the 295 respondents) that have at least one of these two kinds of service requirements. This percentage is consistent with data from previous years.

At Wittenberg University in Ohio, students are required to perform 27 hours of direct service, complemented by 3 hours of reflection, in order to graduate. The service is usually completed during the students' sophomore year and generally is not connected to any particular academic course. Deborah Dillon, Director of the Community Workshop program at Wittenberg, believes that there must be campus-wide consensus, commitment, and participation in order for a required service program to succeed. She stresses, in particular, the importance of faculty collaboration, noting the position faculty are in to influence their students' developing intellects and values.

## Should My Campus Institute a Service Requirement?

The answer to the question of whether or not a service requirement is good for campuses depends on whom you ask. In the October/November 1997 issue of *Compact Current*, Defiance College President James T. Harris advocated "mandatory volunteerism," saying, "We must prepare our students not only for the world of work, but also to be active participants in their communities. One way to accomplish this is by incorporating service into the curriculum."

The following month, in the December 1997/January 1998 issue of *Compact Current*, Pennsylvania Campus Compact Director James Birge approached the topic more cautiously: "Colleges and universities often underestimate the capacity for the existing infrastructure to support a service mandate." Birge suggested that "creating a broad-based, non-mandated service program can be more effective at introducing students to service by inviting them into dialogue with students who are engaged in service."

## Diverse Approaches to Service

Considering the number and wide range of institutions of higher education in the United States, the variety of opinions and approaches to service requirements is not particularly sur-

prising. A college's mission or history often informs its relationship to its community and approach to service.

For example, Tougaloo University (MS) is a private, historically black, liberal arts institution affiliated with the United Church of Christ. Tougaloo, which instituted a service requirement for graduation in 1992, articulates in its mission a number of objectives related to service, citizenship, and community. Among these objectives are that students should use the knowledge they acquire to "address fundamental problems of life beyond the campus," that they should pursue "socially valuable careers," and that they should learn to be effective citizens and capable leaders in a democratic society.

## Faith-Based Institutions More Likely to Require Service

In response to an inquiry from one of our member campuses, we calculated comparative data about service requirements at religiously affiliated and secular institutions. We found that 22% of the religiously affiliated institutions that responded to our survey had a service requirement, compared to 13.5% of the general group of respondents. Birge offers one explanation for this difference, noting that for faith-based institutions, service is often "an expression of faith." For example, he says, "in the Catholic faith, there is a doctrine called the 'preferential option for the poor' that asks Catholics to focus their work on sharing dignity and respect with all people, but particularly the poor and marginalized."

*The statistics cited in this column are compiled from the 1999 Campus Compact Member Survey. If you are interested in seeing a report of this data, along with the data from the 1999 Faculty Survey, please refer to the 1999 edition of Service Matters, which may be ordered on-line at [www.compact.org](http://www.compact.org) or by phone (401) 863-1119. You may also view highlights of the data on our web site.*

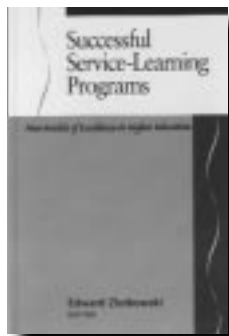
## Special Discount for Members . . .

### Successful Service-Learning Programs New Models of Excellence in Higher Education

Edward Zlotkowski, Editor  
Foreword by Eugene Rice

In this book, leaders of service-learning programs - across a full range of higher education institution types - share how they have championed successful service-learning programs that have enriched their campuses and renewed their communities. Each chapter provides a personal account of how these directors of service-learning projects have gained the acceptance and resources to design programs that foster a lifelong student commitment to community service and learning.

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