

**The Learning Corridor** is a 16-acre site that borders the Trinity campus that was formerly a blighted 15-square-block area of East Hartford. In January 1996, Trinity College announced a comprehensive \$175-million neighborhood revitalization initiative designed to create a safe, viable, and vibrant neighborhood that is also a hub of education, health, family, and economic-development activities. Drawing on existing community resources and institutions, the initiative encourages home ownership for local families, supports neighborhood economic development, and provides educational resources for children, youth, and adults.

Trinity's partners include the Southside Institutions Neighborhood Alliance (SINA), Hartford Hospital, the Institute of Living, Connecticut Children's Medical Center, and Connecticut Public Television and Radio, as well as the Aetna Foundation, CTG Resources, the Hartford Foundation for Public Giving, the Loctite Foundation, the City of Hartford, and the State of Connecticut. Additionally, in recognition of the national significance of this effort, the W.K. Kellogg Foundation awarded Trinity a \$5.1 million grant to support college-community connections emphasizing civic responsibility and educational innovation.

The Learning Corridor features a recently completed complex that includes a Montessori school for pre-kindergarten through fifth grade, a city magnet middle school for grades six through eight, a math and science academy, and an arts academy. The schools will collectively serve 1,500 students. The complex also includes a 632-seat community theater, a parking garage, and retail spaces that the project partners hope will house small, community-based businesses.

A central feature of Trinity's neighborhood revitalization initiative is a program to build owner-occupied housing. Thus far, 15 houses have been built or rehabilitated, four are under construction, and an additional ten are planned. The restored or new homes have been sold to neighborhood residents.

The development of the Learning Corridor complements and enhances the college's commitment to community service and service-learning. Approximately 1,400 of Trinity's 1,800 students volunteer at the Corridor. In addition to the obvious benefits to the surrounding community, Trinity's efforts may be good for the college in more than just the obvious ways. Since President Dobbelle arrived on campus in 1995, applications to the college have increased by 77 percent, according to his staff.

## Community Engagement

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of Philadelphia; Thomas Krens, director of the Solomon R. Guggenheim Foundation; and Kenneth Reardon, a professor at Cornell University. Additionally, many distinguished panelists and participants contributed their experience and expertise to the sessions.

During the conference, Evan Dobbelle and Elizabeth Hollander, executive director of Campus Compact, co-hosted a dinner for member presidents and conference speakers. Kenneth Reardon facilitated a discussion following the dinner on the challenges and rewards of campus engagement and community building. Reardon's experience includes directing a

community building project in East St. Louis, Missouri. He currently heads a team charged with redesigning Cornell's community engagement initiative and has been appointed a Campus Compact Engaged Scholar for 2001. In this position, he will write a handbook on strategies for campus involvement in community economic development.

Conference participants were also treated to a performance by students from the Greater Hartford Academy of the Arts, located on the Learning Corridor campus and to a reception and tour of the Learning Corridor.

More information about the conference and the Learning Corridor are available on line at [www.trincoll.edu/pub/TownGown](http://www.trincoll.edu/pub/TownGown).

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## Engaging Women's Colleges in the Service-Learning Movement

**W**omen's colleges occupy a unique place in the service-learning movement. A nineteenth century response to the exclusion of women from academia, women's

colleges offered an alternative to mainstream academic culture. The first women's colleges served the nation by capitalizing on the feminine model of care, which they translated as the responsibility of their graduates to embrace a higher moral purpose. As a result, they inspired many women to dedicate themselves to social reform and the democratic arts, and produced some of America's most influential – but often unheralded – political and social leaders. Given this unique heritage in service and social reform, it is surprising that women's colleges remain conspicuously underrepresented in the current service-learning movement.

Last November, Campus Compact hosted a two-day colloquium on service-learning and civic engagement for faculty, community service directors, and administrators from a group of women's colleges.

The event, co-sponsored by Campus Compact and Wellesley College, offered participants an opportunity to explore current service-learning pedagogy and to discuss the role women's colleges and feminist scholarship can assume in the national discussion of service and civic engagement.

Approximately 25 community service directors, faculty, administrators, invited speakers, and national Campus Compact staff attended the colloquium in Rhode Island. Representatives from Douglas College at Rutgers University, Barnard College, Bryn Mawr College, Mt. Holyoke College, Smith College, Wellesley College, and Spelman College attended the event.

An address entitled, "A Feminist Vision for Service and Scholarship," delivered by noted feminist scholar and Wellesley College faculty member Blythe



Attending the two-day colloquium were, left to right, Mary Trigg, Barbara Balliet, Jocelyn Briddell, and Suzan Armstrong Wilson, all from Rutgers University.

## Campus Compact Membership Update

Eighty percent of our member campuses are located in states with Campus Compact offices. The state offices provide leadership at the local level and mobilize resources to support member campuses in 23 states. The Center for Community Colleges, based in Mesa, Arizona, provides sector-specific services to our community college members.

In the past year, two new state Compacts were established in Oklahoma and Missouri. At the beginning of 2001, New York and Texas also launched state Compacts. Five other states (South Carolina, North Carolina, Iowa, Virginia, and Wisconsin) are expected to launch state Compacts before the end of 2001.

National Campus Compact sponsored a meeting entitled, "Developing a State Campus Compact" in October. Teams of two-to-four people from nine states (Idaho, Mississippi, Texas, Louisiana, Oklahoma, Wisconsin, Maryland, Tennessee, and Missouri) attended the meeting to learn about the process of developing a state Compact.

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### CORRECTION

Please note that in the Fall, 2000 issue of *Compact Currents*, Penn Public Talk was inadvertently omitted from the article on the June Presidents' Leadership Colloquium as a co-sponsor of the event. For more information on the meeting, or on Penn Public Talk, please visit [www.compact.org](http://www.compact.org) and [www.upenn.edu/publictalk](http://www.upenn.edu/publictalk).

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Clinchy kicked off the event. Drawing upon her research and citing her book *Women's Ways of Knowing*, she spoke about the value of service-learning in eliciting students' voices and experiences. Joining Clinchy for a panel discussion following her address were: Tobi Walker, officer for Public Policy Program at Pew Charitable Trusts and senior associate at the Eagleton Institute for Public Service; Patricia Washington, assistant professor of women's studies and chair of the Women of Color Caucus at San Diego State University; and facilitator Barbara Balliet, associate director of the Women's and Gender Studies Program at Rutgers University.

Other discussions and presentations during the two-day event addressed topics such as the relationship between service-learning and women's citizenship, faculty roles and challenges, community partnerships, women's leadership, diversity, inclusion, and engaging students.

"Engaging the Feminist Community" was the title of the panel discussion which concluded the colloquium. The panel was comprised of Mary Trigg, associate director of the Institute for Women's

Leadership Scholars Program at Rutgers University, along with Barbara Balliet and Patricia Washington. They raised numerous questions for the group to consider including: How does the work we do draw on the history of women as volunteers, social actors, and activists? Is there a place for service within feminist theory and practice? Is there a distinction between women's service-learning and men's service-learning?

Participants expressed enthusiasm about the event and a desire to continue the discussion through future conferences and workshops and through the establishment of an informal women's college network. Campus Compact has funded two engaged scholars to continue this work: Melissa Gilbert, a women's studies faculty member at Portland State University, will create an overview of the existing literature on service and feminist scholarship, and Bahati Kuumba, a faculty member at Spelman College, will synthesize the conference proceedings and related research. Additionally, Bryn Mawr College will consider hosting a student conference and Mt. Holyoke College has agreed to host an annual faculty colloquium.



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# Compact Current

INSIDE  
Students and Civic  
Engagement

Higher Education  
and Community  
Engagement

Women's  
Colleges and  
Service-Learning

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## FROM THE EXECUTIVE DIRECTOR

**C**ampus Compact enters what some call the true millennial year with a “new look” – designed to capture the energy and dynamism of the movement to reassert the public purpose of higher education.

Our new look was created by Malcolm Grear Designers, a Rhode Island firm with an international reputation (they are the creators of the Guggenheim Museum and Atlanta Olympics images). The two Cs embedded with each other are made up of individual bolts of energy – together they radiate light from their center and create a moving three-dimensional image. This logo will be used on all of the material produced by both national Campus Compact and our 23 state offices and National Center for Community Colleges. It signals our common purpose: to support and enhance the efforts of college campuses across the country that are educating the next generation of active citizens and working to be good citizens in their own communities.

Campus Compact was founded 15 years ago by a small group of visionary college presidents who hoped to find 100 of their peers who shared the belief that students would jump at the chance to “make a difference.” They could hardly have known that in less than two decades, their group would grow to over 700 presidents supported by a national network of state offices. Could they have imagined that student community engagement would reach its highest level in the second half of the 20th century? Could they have foreseen that service-learning would become a widespread practice on many campuses, supported by service-learning

centers, toolkits, disciplinary associations, journals, and a corps of consultants? Could they have imagined campuses – like Trinity College in Hartford, Connecticut – so involved in their communities that they would build “learning corridors”?

At this rate of growth, it is very possible that by our twentieth anniversary (just five years from now), one-third of all institutions of higher education will be members of Campus



Compact and will be supported by a network office in every state. Is it also possible that campuses will be ranked by the presence, quality, and impact of community engagement opportunities for students? Can we imagine that college student voting rates will be so high that all politicians will develop youth platforms and present them on college campuses?

As we celebrate our fifteenth anniversary with a new look, we are also developing a new

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## Executive Director

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strategic plan to take us into our twentieth year. In doing so, we are asking what it will take to realize the promises of the *Presidents' Declaration on the Civic Responsibility of Higher Education*. How can we build service-learning so that it becomes deeply embedded in the landscape of higher education? How can we move students along the continuum from one-on-one service to lifelong civic engagement? How can campuses build deep, strategic, reciprocal community partnerships that make a real difference in the lives of communities and students?

This spring, we will explore the answers to these questions through various activities. Here is a sampling of what we will be involved in:

- We will host our first student summit (co-sponsored by the Corporation for National Service and the Johnson Foundation) in March, in Racine, Wisconsin
- We will organize an institute on the question of ranking and accreditation systems that address the civic responsibility of higher education
- We plan to sponsor intermediate service-learning institutes for departmental teams who are serious about infusing their departments with the scholarship of engagement
- We will continue to seek exemplary service-learning syllabi to be used as models for faculty creating service-learning courses and publish them
- We will publish a guide to post-election student political activities

In the end, however, it is the extraordinary work happening on your campuses that will build and deepen higher education's civic engagement. As we celebrate our fifteenth year, we celebrate what you, our member campuses, have done to realize your civic missions. We applaud your efforts and will work hard to inspire and support you as you proceed with the work that lies ahead.

*Elizabeth L. Hollander*

## Students Ignite Spirit of Civic Engagement

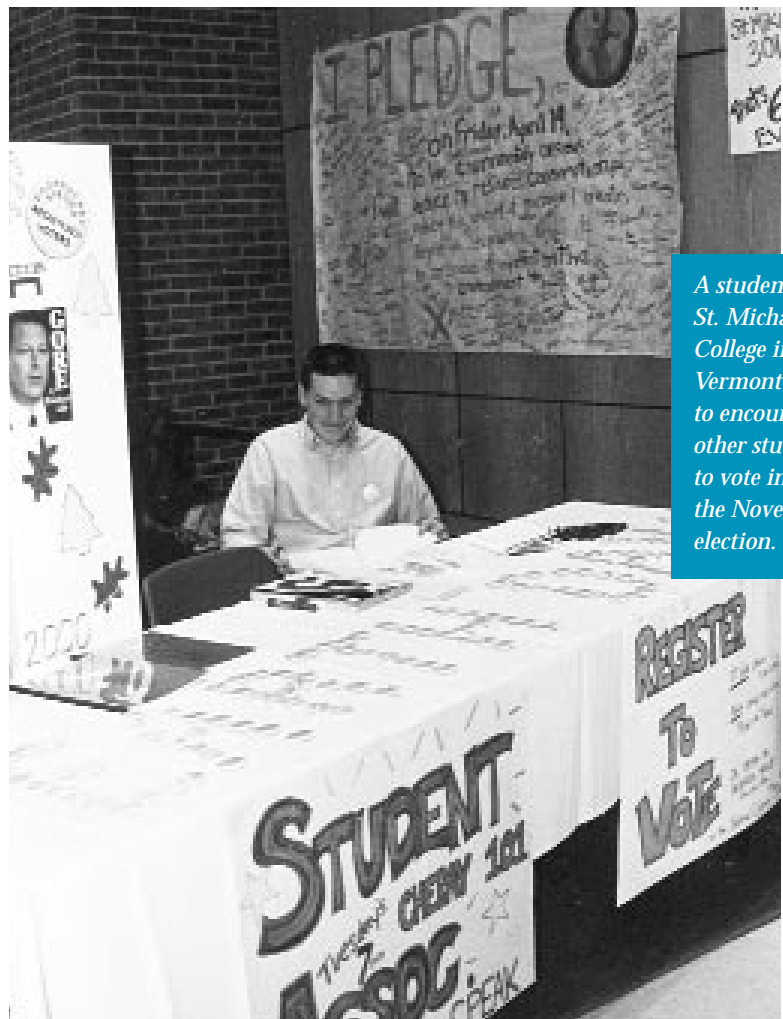
**D**eborah Sadow, a student at Penn State University, refuses to believe that members of her generation are apathetic. Despite growing concerns that young Americans aged

18 to 24 are becoming increasingly disengaged from the democratic process, Sadow remains hopeful about the civic-mindedness of her peers. Indeed, given the success of her recent service-based voter registration and education campaign, she has good reason to question the doubts of many who, spurred by disquieting studies like that from Harvard University's Vanishing Voter Project, hypothesize a looming crisis in citizen participation.

Harvard's study, which charts a 25-year decline in youth voting, is one among many that call attention to an apparent

decrease in political participation among the youngest members of the electorate. These studies stand in seeming contrast, however, to reports like that from the Panetta Institute that herald the unprecedented involvement of young people in volunteerism and community service activities. According to this report, 70 percent of college students have participated in such activities during the past two years.

Sadow has witnessed the engagement of her peers first-hand. Recognizing the need on her campus for a program that would encourage students to vote, she



*A student from St. Michael's College in Vermont works to encourage other students to vote in the November election.*

modified ideas from Youth Service America's "ServiceVote 2000" campaign to mount her own initiative on the Penn State campus. She organized a series of daylong projects in which students spent time providing service to a segment of the local community and then took part in an educational session designed to demonstrate how state and national policies impact the members of that community.

Over a dozen separate projects took place with more than 200 students participating in the overall initiative. The campaign concluded on November 6 with a huge rally co-sponsored by student government at which students enjoyed food and music, and received information about where to vote the following day. Sadow's project succeeded in promoting a spirit of civic engagement on her campus and forging the critical connection between community service and the political process.

The project Sadow spearheaded at Penn was one of several compelling efforts identified by Campus Compact as part of its Youth Vote Initiative. With generous support from the Carnegie Corporation of New York, Campus Compact developed this initiative to increase student voter turnout in the 2000 election by offering support and resources to campus-based initiatives. The project sought to accomplish this objective by creating a web-based resource guide, by calling the attention of college presidents to the issue at the 2000 Presidents' Leadership Colloquium in Philadelphia, and by providing constant encouragement to campuses through newsletters and bi-monthly e-mail updates to presidents.

In the process of contacting more than 100 campuses nationwide to collect information for its resource guide,

Campus Compact identified a number of projects in addition to Sadow's that creatively engaged students in civic dialogue and action surrounding the election.

Brian Lord, president of the Student Government Association (SGA) at Eastern Oregon University, worked with a group of student body presidents statewide to register 27,000 Oregon students to vote. Using no financial support from their institution's administration, Lord and his SGA mobilized over 30 student volunteers to increase student participation in the

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election. Their strategy addressed registration, education, and getting students out to vote.

In addition to organizing several activities on campus, the SGA made a remarkable commitment to providing voter education opportunities to the larger eastern Oregon area. Students trained by members of the SGA traveled throughout the eastern part of the state educating voters about the meaning and potential impact of the 26 separate ballot

initiatives they would encounter on Election Day. The combination of these education and registration efforts yielded 600 newly registered student voters as well as 200 new voters registered in the community. Just over 26,000 students were reportedly registered to vote statewide.

At Central Michigan University, Merlyn Mowery, a professor in the philosophy department, and several of her colleagues organized a voter education initiative entitled "Find Your Voice/Make Your Choice." Utilizing a broad coalition of sponsors (including several administrative committees), the dean of students, the SGA, the College Republicans, the College Democrats, and the College Green Party, Professor Mowery and her colleagues set about planning a six-part, 18-hour workshop series that was designed to engage students in more reflection and critical thinking about politics and the democratic process. Accompanying the workshop series was a web site by Professor Hope May which included an extensive list of political and election-related links for students interested in further exploring workshop topics.

Initial figures from the Voter News Service indicated that 38 percent of those aged 18 to 29 voted in this election, up from 36 percent in 1996. Though a small increase, this figure does represent a turnaround in the 25-year trend of declining participation among this age group. Furthermore, Campus Compact's Youth Vote Initiative detected a flurry of activity and interest in the 2000 election on campuses nationwide, suggesting that civic engagement is a growing priority among today's students and educators, and that perhaps Deborah Sadow's faith in her generation is justifiably optimistic.



## Campus Compact

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*Construction of the Learning Corridor next to the campus of Trinity College in Hartford, Conn. began in June of 1999.*

## INSIDE OUT: Higher Education and Community Engagement

*“We envision the college and the neighborhood as a single entity that is to be transformed into an extended community of learning.”*

— PRESIDENT EVAN DOBELLE, TRINITY COLLEGE

**O**n November 16, 2000, Campus Compact, with support from the Ford Foundation, co-sponsored a conference with member campus Trinity College. The conference, held on

the Trinity campus in Hartford, Connecticut, was entitled, “Higher Education and Community Engagement.” More than 250 participants (including urban planners, school principals, college presidents, administrators, faculty, and students) attended the daylong event.

Among the topics raised at the conference were: non-profit institutions as agents of change; linking and aligning academic initiatives with community renewal; building extended communities of learning; economic development and community investment strategies; coalition building and public-private partnerships; and connections between service-learning programs and wider engagement initiatives.

The conference was emblematic of Campus Compact’s current work, which has broadened from a focus on community service to service-learning and institutional transformation and is now

examining and defining the engaged campus. The engaged campus is concerned with the ways in which it acts as a responsible member of the community of which it is a part. Community service and service-learning are important ways a campus can exercise this responsibility, but the truly engaged campus must reach beyond these elements and consider complex questions such as those of community renewal and economic development.

Trinity’s recently unveiled community project, the “Learning Corridor,” is receiving national recognition as a model of campus involvement in community economic development. This bold experiment provided a unique setting in which to explore the role of higher education in community economic development.

Conference speakers included Evan Dobelle; Edward Rendell, former mayor

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