

Compact Current

FALL 2002

RAISE YOUR VOICE

Student Action for Change

by Nick Longo

“I don’t do traditional politics, but my service work is political,” explained one college student at a recent workshop on student civic engagement. This is a common refrain by college students as they describe the work they are doing in communities and asked about the connection of that work to politics.

When the student elaborated on her work, she explained that she was involved in organizing students against sweatshops, lobbying at the legislature to replace the Native American mascot at her school, and volunteering to teach English as a Second Language to new immigrants. Yet, she was adamantly opposed to conventional politics and did not want her work to be categorized as such.

This story is suggestive of an emerging trend that highlights the need to better understand the way the current generation of college students is involved in contributing to a vibrant democracy. In 2001, Campus Compact convened a group of students from across the country at the Wingspread Conference Center for a discussion of student civic engagement from their perspective. These 33 students represented diverse institutions as well as varied social, political, economic, and intellectual interests.

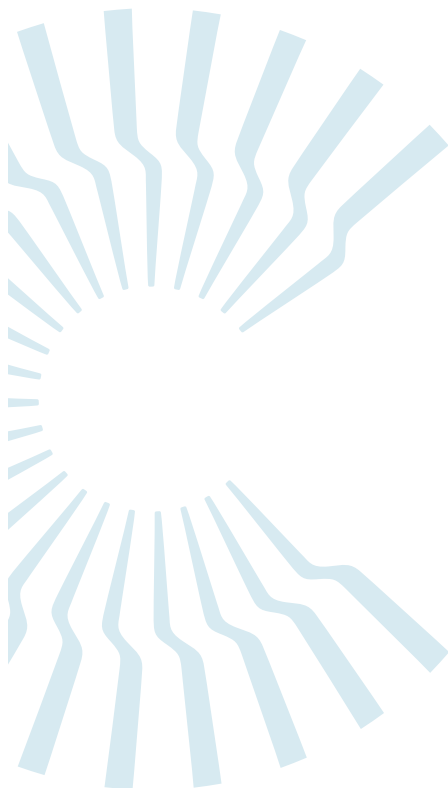
Students discussed the research indicating that students are volunteering at an all-time high rate (up to 82 percent in one study) and yet they are participating in politics at an all-time low rate (only 28 percent of 18–24 year olds voted in the 2000 election). Out of this conversation and the student written report, *The New Student Politics: The Wingspread Statement on*

Student Civic Engagement (Campus Compact, 2002), came an emerging concept of “service politics.” Service politics attempts to connect community service and political engagement in a way that “service” is not seen as an “alternative to politics” but rather as an “alternative politics.” From this notion, it could be seen that the students felt an intrinsic connection between their local work in schools, neighborhoods, and campuses to larger political and policy issues. Community service work informed, strengthened, and deepened their ability to make political decisions.

The Wingspread Summit illustrates the power of highlighting student voice and creating space for dialogues on service, politics, and the role that higher education plays in democratic life. Student voice is a critical, often neglected aspect of the discussions on the civic purposes of higher education. This has led Campus Compact to initiate a substantial effort to listen to student voices and support student civic engagement to address public issues crucial to our democracy.

In the of fall 2002, with support from a \$2.8 million grant from The Pew Charitable Trusts, Campus Compact is launching an initiative, called Raise Your Voice, to *continued on page 13*

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Campus Compact is a national coalition of college and university presidents committed to the civic purposes of higher education. To support this civic mission, Campus Compact promotes community service that develops students' citizenship skills and values, encourages collaborative partnerships between campuses and communities, and assists faculty who seek to integrate public and community engagement into their teaching and research.

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From the Executive Director

Iwould like to introduce you to Kymber Lovett, a senior at James Madison University. I met her at the launch of Virginia Campus Compact in early 2002.



Kymber is a social work major who, in her freshman year, was asked to work in the community as part of her course work. She started volunteering in a Boys and Girls Club, not, she said, understanding why that was part of her curriculum. By the next year she became a volunteer coordinator at the community service center on her campus. Here is the rest of her journey in her own words:

It was through my interactions as the Youth and Adult Services Coordinator and the challenge of my social work curriculum that I began to question the social structure in our society that actually caused such a rising number of our nation's children to be impoverished and without resources such as health care, adequate education, and child care services. I continued my weekly service at the club, but I also began to look at the policies in place. I had the opportunity to travel to the VA General Assembly through a social policy class and lobby for a bill that I had previously researched. I felt the bill could improve the access of the health care services not only for the children that I served at the Boys and Girls Club, but also for children throughout Virginia.

It was at this point that I realized that there is a need to question the

structures in place in our communities when they are not meeting our needs. I had never thought to ask why so many children that I worked with at the Boys and Girls Club were not reading at their grade levels or why they did not have health care services. But once I started asking I realized that there were opportunities that I had as a member of the community to work to make changes. This is the point where I felt civic engagement really began for me, where I was really challenged to look beyond my own individualistic concerns to those of the larger community. My service learning provided me with great experiences and the course content challenged me to think beyond what is right in front of [me] and to explore the deeper meanings.

The theme of this issue is the journey of students from service to civic engagement. How can we help students to understand their responsibilities for democratic participation and create avenues for their civic engagement? How does that play out in a difficult and scary time in a War on Terrorism? How can the higher education community respond to the President's Call to Service, and to the bi-partisan interest in reauthorizing the Corporation for National and Community Service *continued on page 12*

Editorial Correspondence: Address all correspondence to Pamela Mutascio, Editor, *Compact Current*, Campus Compact, Box 1975, Providence, RI 02912, email pmutascio@compact.org. *Compact Current* is a publication of Campus Compact, a national nonprofit organization based at Brown University. *Compact Current* is distributed three times a year to all Campus Compact member institutions. Suggestions for articles for future issues and inquiries regarding submissions are welcome.

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R.I. Compact teaches to change communities and deepen service-learning in K-12

by Maggie Grove, executive director, Rhode Island Campus Compact

Ninety-one teachers and teacher's aides from R.I. under-resourced school districts recently completed the first semester of a two-year professional development program in service-learning. The initiative, dubbed *Teach to Change*, harnesses the collective energy of K-12 education, higher education, and national service to address public issues and create systemic change in support of youth development.

The Rhode Island Service Alliance, the state commission for national and community service, partnered with R.I. Campus Compact to launch the initiative, which focuses on education as a powerful tool for changing communities. *Teach to Change* is one of the only professional corps models in the country sponsored by AmeriCorps.

When K-12 teachers and aides are accepted into *Teach to Change*, they enroll as AmeriCorps members and begin a course on service-learning pedagogy offered by teacher education faculty at local colleges and universities. Classes meet monthly on college campuses, which provide a space for K-12 teachers to share ideas with educators from different districts and to draw upon the resources of higher education faculty. Throughout the year, higher education faculty work closely with K-12 teachers as they engage their students in ongoing service-learning projects designed to meet both community needs and state learning standards.

Class in session: Teach to Change faculty members from RI colleges and universities work with K-12 educators to support education reform and deepen the ties between higher education and K-12 schools.

The R.I. Department of Education, in fact, acknowledges service-learning as a vehicle to meet state standards and the rigor of the program by awarding professional development credits to participating educators. Upon completion of *Teach to Change*, each K-12 educator receives an AmeriCorps education award totaling \$9,450 to finance further higher educational study or to repay student loans. At the end of each two-year cycle, approximately \$1.89 million will be distributed to 200 R.I. K-12 educators. This award contributes to the continued certification of teachers in Rhode Island.

During the first semester, teachers report an elevated interest among students involved in service-learning projects and changes in student belief in their own abilities to positively impact their communities. "The students came together to clean the school grounds and plant flowers as part of their recycling project, said Jessica Arrighi, a third grade elementary school teacher. "They felt a strong sense of accomplishment and pride, more so than I had ever seen before. They were the reason the school looked so good, and



they were so proud of what they had done. It even started rubbing off on other kids that were in the school, but not part of the project!"

Candace Harper, a fourth and fifth grade science teacher agrees. "I was very impressed with the level of confidence that my students displayed during the culmination of our Freedom Garden project. They earned the respect of their peers, the faculty, and the community at large," said Harper. "I will definitely continue to learn and implement ways to incorporate service-learning in my classroom. Giving students the opportunity to participate in their education with hands-on learning experiences is one way that we as educators can educate the whole child."

For more information on Teach to Change, call Maggie Grove, executive director of Rhode Island Campus Compact at 401-598-1319.

Increase civic engagement on college campuses

Campus Compact has launched a major initiative to help campuses achieve broader institutionalization of civic engagement, courtesy of a three-year grant from the Carnegie Corporation. Numerous surveys by Campus Compact indicate that campuses want good information about how to achieve an engaged campus. Accordingly, Campus Compact will create a series of exemplars that they can use to create civic engagement strategies appropriate to their institution and specific needs.

Campus Compact will focus on a particular type of institution each year of the grant in order to discover what kinds of initiatives are most successful for institutional type. Campus Compact will research community colleges in the first year of the grant (May 2002 to May 2003), minority-serving institutions in year two, and comprehensive universities in year three.

The major activities of the grant include: visiting colleges to identify and document best practices of civic engagement for that particular type of institution; disseminating these models on Campus Compact's website and

at conferences; publishing a series of monographs documenting models of engagement at community colleges, minority serving institutions, and throughout higher education; and continuing to advance the policy agenda of higher education's commitment to civic engagement.

For more information on the Carnegie project, please contact Jenn Meeropol, project coordinator, at jmeeropol@compact.org or 401-867-3950. Additional information is available on the Compact's website at <http://www.compact.org/carnegie>.

Liz Hollander receives COOL award

Campus Compact Executive Director Liz Hollander was awarded the Campus Outreach Opportunity League (COOL) Lifetime of Service Award at the 2002 COOL Conference "Building the Beloved Global Community" held in Atlanta, Georgia. The award was presented by Ariane Hoy, executive director of COOL.

This award honors individuals "who have made a lifelong commitment to bringing about a more just society through community service, activism, social action, and engaged citizenship... [these are] individuals who have demonstrated a commitment to the values and work of meaningful action, community voice, engaged citizenship, inclusivity, and respect for diversity." It is also noteworthy that Coretta Scott King was recognized with the same award.

Campus Compact

[New online program models database...submit your program models!](#)

At the request from our members for examples of existing service-learning programs, Campus Compact has launched a new program models database on its website. This searchable database contains hundreds of references and is constantly being updated. If you have a program that you would like to share, use the online entry form to submit your program. Search the database and submit your program at www.compact.org/programmodels.

[New state Campus Compacts](#)

We are pleased to announce that the number of state Compacts has increased by two for a total of 28 members! North Carolina (27) and Wisconsin (28) have officially affiliated with the national Campus Compact.

The North Carolina Campus Compact is hosted by Elon University in Elon, NC and its president, Leo Lambert, will serve as the chair. John H. Barnhill is the executive director. You can visit their website at www.elon.edu/nccc.

The University of Wisconsin-Parkside in Kenosha, WI, will host the Wisconsin Campus Compact. John Keating, UW-Parkside and Sr. Joel Read, Alverno College, will serve as the co-chairs. Welcome!

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Bush and Harkavy on service-learning and civic engagement

During President Bush's tour to promote service through the USA Freedom Corps, he stopped in Philadelphia, Pennsylvania where Ira Harkavy, the 2002 Ehrlich award recipient, talked with him about service-learning and civic engagement. Below is an excerpt from their March 13 conversation.

Ira: Thank you for inviting me, Mr. President.

Let me describe what we do. I direct the Center for Community Partnerships at the University of Pennsylvania. And we establish mutually beneficial partnerships between Penn and the local community of West Philadelphia.

We do more than that; we focus, in fact, on a fundamental issue of why we are engaged. And the first reason is, because Penn's future is tied to the community of West Philadelphia. Our future is tied to this city. And second, and maybe even more important, Penn's enormous resources of students, faculty, and staff can, in fact, contribute to improving the quality of life of West Philadelphia. But even more than that, it is beneficial to Penn. It will help Penn better fulfill its core mission of educating students to be moral, contributing citizens of a democracy. And no task is more important than that for a university.



ABOVE: Ira Harkavy (far right) addresses President Bush in Philadelphia this spring during President Bush's tour to promote service through the USA Freedom Corps.

And how do we do that? We do that by connecting the work of our students to the academic core of the institution. We do it by something you've called for, Mr. President, service-learning. By integrating the work of students by learning, learning for service by service. And we do that in a variety of ways. We do that in an anthropology course, where students work to solve the problem of

nutrition in the community of West Philadelphia with the schools and with the community by growing fruits and vegetables, by selling fruits and vegetables to the community, to stores, and by developing community fitness nights as they solve the pressing problem of poor nutrition in West Philadelphia.

How else do they do that, Mr. President? They do that also through active activity to bridge the digital divide. To deal with the major problem you've also identified and called for action on, and that problem, the digital divide, young people refurbish computers, distribute computers, and engage high school students with members of communities of faith, teaching senior adults in those faith-based communities how to learn computer.

And we also do it by tackling the issue of literacy and reading. And, of course, with one of the most distinguished linguist in the United States,

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...Penn's future is tied to the community of West Philadelphia...Penn's enormous resources of students, faculty, and staff can, in fact, contribute to improving the quality of life of West Philadelphia. But even more than that, [engagement] is beneficial to Penn. It will help Penn better fulfill its core mission of educating students to be moral, contributing citizens of a democracy. And no task is more important than that for a university. IRA HARKAVY



Ira Harkavy named recipient of the 2002 Ehrlich Faculty Award for Service-Learning

“Ira’s voice has been the most original and the most passionate in calling faculty from Penn and across the country to engage their research and teaching in service to their local communities.” JUDITH RODIN, PRESIDENT, UNIVERSITY OF PENNSYLVANIA

Ira Harkavy, Ph.D.
University of Pennsylvania

Dr. Ira Harkavy, a long-time leader in the field of service-learning, is the recipient of the eighth annual Thomas Ehrlich Award for Service-Learning. Dr. Harkavy is Associate Vice President and Director of the Center for Community Partnerships at the University of Pennsylvania, a role he has held since the center was founded.

Dr. Harkavy calls himself a “historian by training” but brings a wide variety of perspectives to his teaching, his scholarship, and his service. Having taught his first “quasi” service-learning course as early as 1985, his coursework strives to realize the full meaning of democratic education. In his own words, his current teaching “seeks to combine academically-based community service, collaborative, democratic learning and real-world problem solving on campus and in the community.”

Judith Rodin, President of the University of Pennsylvania says, “Ira’s voice has been the most original and the most passionate in calling faculty from Penn and across the country to engage their research and teaching in service to their local communities.” Indeed, Dr. Harkavy is considered one of the stewards of the modern service-learning movement. Since 1990, Dr. Harkavy has

had 38 articles appear in major journals, and has written 16 chapters with two more in press. He has co-edited an issue of *Metropolitan Universities* as well as AAHE’s History volume on *Service-Learning in the Disciplines*. In the last twelve years he has given 145 speeches on issues around service and academics, spoken at 55 colleges and universities, and presented at fourteen Campus Compact meetings and institutes.

Dr. Harkavy’s service-learning seminars and speeches are legendary, not only at Penn, but nationwide. “He has an uncanny ability to motivate undergraduates to devote their hearts and minds to working with the community,” says President Rodin. Dr. Harkavy has been tirelessly committed to not only teach about democracy, but also model democracy in his classroom. Every one of Dr. Harkavy’s course titles includes

the phrase, “Faculty and Student Collaborative Seminar to...”

In her letter of nomination, President Rodin shared a story that illustrates this well. She and other colleagues at Penn have been encouraging Ira to be the Penn nominee since the Ehrlich Award was founded in 1995. However, year after year he refused, claiming that, “it would be better for the ‘movement’ if one of his colleagues were rewarded for his or her efforts.” Beginning in July of this year the Center for Community Partnerships will be celebrating its tenth year with a series of events, including a major international conference. President Rodin finishes, “In my judgment, nothing could be more fitting than for Ira to receive the Ehrlich Award during the Center’s 10th Anniversary and Penn’s celebration of its ongoing, creative, and groundbreaking work.” (For more information on the National Gathering, visit their website at www.e4ce.org.)

Dr. Harkavy will receive his award at Campus Compact’s national summit, November 7 to 9, 2002. An article by Dr. Harkavy will be featured in the upcoming fall 2002 edition of the *Campus Compact Reader*.

The 10 finalists of the Thomas Ehrlich Faculty Award for Service-Learning

Michelle R. Dunlap, Ph.D.

Associate Professor of Human Development,
Connecticut College, CT

Dr. Michelle Dunlap has been teaching service-learning courses for eight years, and was the first African American female in the history of the college to gain tenure and promotion. She is a member of the Campus Compact/ AAHE Consulting Corps and participated in the creation of Connecticut College's Hollern Center for Community Action and serves on the Public Policy Steering Committee.

Amy Hendricks, Ph.D.

Assistant Professor of Political Science
Brevard Community College, FL

In addition to integrating service-learning into every one of the classes she teaches, Dr. Amy Hendricks teaches a course specifically on the pedagogy and practice of service-learning. Currently the Chair of the Liberal Arts Department, her leadership has led to numerous new service-learning courses. She takes regular trips with her students to the State Capitol, helps students with voter registration drives, and advises student civic projects and organizations.

Meredith Minkler, Ph.D.

Professor of Public Health
University of California, Berkley, CA

For sixteen years Dr. Meredith Minkler has helped guide the Tenderloin Senior Outreach Project, in which students set up support groups and tenant organizations in low-income neighborhoods, and for seven years she has co-chaired the campuses Faculty Policy Committee on Service-Learning. Her courses often seamlessly combine community-based service and community-based research in so useful a way that local governments have used her students projects to help shape policy.

Dale Rice, Ph.D.

Professor of Special Education
Eastern Michigan University, MI

Dr. Dale Rice helped to establish the Office of Academic Service-Learning at Eastern Michigan University. Working

both on his campus and throughout the entire Michigan state system he has presented numerous service-learning workshops. Most recently Dr. Rice has secured grants from the Kellogg Foundation and the Michigan Department of Education.

Barbara E. Moely, Ph.D.

Professor of Psychology
Tulane University, LA

Dr. Barbara Moely was instrumental in establishing the Office of Service-Learning at Tulane and is currently its director. Motivated by a strong interest in the impact of environmental factors on children's learning and academic achievement, Dr. Moely is engaged in innovative research on the impact of service-learning on constituents being served.

Diane K. Sloan, M.A., M.S.

Professor of Speech Communication and
English as a Second Language
Miami-Dade Community College, FL

Professor Diane Sloan's hard work and leadership have resulted in major growth in the quality and scope of service-learning at the Miami-Dade Community College. As Service-Learning Faculty Coordinator, Professor Sloan has compiled a booklet of varied reflection strategies and has created monthly meetings with faculty, community agency guests, and administrators to discuss issues and ideas around service-learning.

Debra Nitschke-Shaw, Ph.D.

Professor of Education
New England College, NH

Dr. Debra Nitschke-Shaw is Chair of the Collegium of Knowledge, Growth, and Action at New England College and directs the Teacher Education Program. In addition to her many presentations at conferences and workshops, she is the primary author of Campus Compact for New Hampshire's K-16 Partnerships Toolkit. Several other publications focusing on guidelines for service-learning in education and research on best-practices have resulted from her work.

Brooke Hallowell, Ph.D.

Associate Professor of Neurogenic
Communication Disorders
Ohio University, OH

Dr. Brooke Hallowell has developed a three-course service-learning requirement for all majors in the department. She has connected federally funded scientific research programs with interdisciplinary experiences for students. As co-principal investigator for two five-year projects funded by the National Science Foundation, Dr. Hallowell joined students in multiple disciplines from across the United States to engage collaboratively in the design of technological devices for individuals with disabilities.

Terry Davis, Ph.D.

Associate Professor of Education
California State University, CA

Dr. Terry Davis has been an integral part of the development of service-learning programs at California State University-Chico. Dr. Davis was asked to help to create service-learning steering committee on campus and has developed new service-learning courses while currently serving as a faculty mentor and a participant on this committee. Dr. Davis also plays a major role in the introduction of community service-learning into teacher education at the national, state, and local levels through work with the American Association of Colleges for Teacher Education (AACTE).

Catherine Ludlum Foos, Ph.D.

Associate Professor of Philosophy
Indiana University East, IN

Dr. Catherine Ludlum Foos hopes to teach her students an understanding of ethics as encompassing how one lives one's life and, more specifically, "to replace a view of ethical debate as an exercise in futility with a view of ethical dialogue as a means of social cooperation and creative problem-solving." Her writing examines the foundational issues and philosophical roots of service-learning. Dr. Foos is a member of the Campus Compact Consulting Corps.

The War on Terrorism

As the war on terrorism intensifies, many students will seek avenues for dialogue, reflection, and involvement. The following list provides a sample of balanced resources available online that educators can use to help their students clarify their own views on this issue, understand alternative viewpoints, and identify avenues for civic participation.

Study Circles Resource Center

The Study Circles Resource Centers provides issue guides and moderator guidelines for conducting community discussions on public issues. Study circles are small groups of individuals with diverse viewpoints who come together to discuss mutual concerns and construct action plans for addressing those concerns. Study Circles materials are available online at <http://www.studyircles.org>.

National Issues Forums

The National Issues Forums program also attempts to promote public dialogue on current social issues. Participants in National Issues Forums explore issues from a variety of perspectives with the goal of identifying shared values and recognizing the relative costs and benefits of various policy options. The National Issues Forums also produce moderator and participant issue guides. NIF materials can be acquired online at <http://www.nifi.org>.

Public Agenda

Public Agenda promotes informed opinion on public issues by creating issue guides similar to those produced by NIF and by critically examining the results of public opinion surveys. Public Agenda's issues guides and public opinion analyses are available online at <http://www.publicagenda.org>.

Project Vote Smart Issues Index

Project Vote Smart's primary goal is to increase voter participation by giving voters the informational tools needed to make informed voting choices. In addition to information on voting requirements and political candidates, Project Vote Smart's website has an issues index that contain links to the websites of political and social organizations from a variety of political viewpoints. The issues index can be found at <http://www.vote-smart.org/index.phtml>.

Campus Compact Civic Role Listserve and Website

The Civic Role Listserve was created in 2001 to promote dialogue and reflection around our and our students' reactions to 9/11. The listserv was reopened this year to mark the anniversary of 9/11. In recent weeks, listserv members have shared their insights about how to address students' concerns over the possibility of another Persian Gulf War. You can read

their comments and contribute your own by going to <http://www.compact.org/civicrole/>.

The BluePack Project

Students that are seeking opportunities to help in the reconstruction in Afghanistan can participate in the BluePack Project. This Project is "an initiative by the Academy for Educational Development (AED) to provide specially made backpacks filled with basic school and hygiene supplies to Afghan children." Campus offices of community service and volunteerism, student organizations, and individual students can find out more about contributing to this initiative by going to <http://www.bluepack.org>.

National initiative to promote volunteer service and civic engagement on campus

Organizers Call Volunteerism the "Most Underreported Story in Higher Education"

A broad coalition of national higher education associations launched CampusCares, a project created to identify, recognize, and encourage the involvement of those on America's college campuses—students, faculty, administration, and staff—who serve their community and contribute to its well-being.

A back-to-school initiative will launch the year-long project. Colleges and universities across the nation host back-to-school activities that encourage students, faculty, staff, and administrators to participate in their communities. CampusCares will identify institutional efforts that stand out as exemplars for campus leaders, the news media, and policymakers. These represent the great variety of activities underway this fall on America's college campuses—large and small, urban and rural, public and private—to promote volunteerism and civic engagement.

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Legislative update

H.R. 4854, Citizen Service Act of 2002

Legislation to reauthorize national service laws was approved by the House Committee on Education and the Workforce on June 12th, 2002. Congressman Pete Hoekstra (R-MI), Chairman of the House Subcommittee on Select Education of the Committee on Education and the Workforce, introduced H.R. 4854, The Citizen Service Act of 2002, which was cosponsored by the Ranking Democratic Member of the Subcommittee, Tim Roemer (IN), as well as by Committee Democrats Rob Andrews (NJ) and Ron Kind (WI), along with Republican and longtime national service booster Christopher Shays (CT).

The bill reauthorizes programs administered by the Corporation for National and Community Service, including Learn and Serve, AmeriCorps, AmeriCorps*VISTA, and Senior Corps. While the measure closely follows the themes proposed in President Bush's Citizen Service Act principles, it is not identical to the initiatives proposed by the President. For a summary of the bill, please visit <http://www.compact.org/national/hr4854.html>.

Impact on Higher Education and Service

For higher education, the key points are a first-ever increase in Learn and Serve funding. The bill calls for funding levels of \$55 million in FY 2003, \$58 million in FY 2004, \$61 million in FY 2005, \$65 million in FY 2006, and such

sums as necessary in FY 2007. Since the Learn and Serve program began in 1993, funding has remained flat at \$43 million, with higher education receiving \$10.75 of the total. The new bill maintains higher education's current 25% of the total Learn and Serve funding. The bill would also increase the AmeriCorps full-time education award from \$4,725 to \$5,250. For more background on the Learn and Serve program, please visit <http://www.compact.org/national/learn-serve.html>.

In addition, the bill would require any higher education institution applying for funding to demonstrate compliance with the federal mandate that 7% of an institution's Federal Work-Study dollars fund students in community service positions. The President's Citizen Service Act principles called for the 7% mandate to increase to 50% over time, with incentives to help colleges and universities achieve this goal. What the time and incentives might be were not detailed. It is expected that the issue of the percentage of Federal Work-Study funds that go to community service positions will be brought up during the Higher Education Act reauthorization next year.

Next Steps for the Citizen Service Act

The Citizen Service Act has stalled in the House, mainly due to House leadership opposition to AmeriCorps and the notion of 'paid volunteerism.' The Senate Health, Education, Labor and Pensions Committee is drafting its ver-

sion of the bill, with a markup scheduled for September 30. As of press time, the most likely scenario is that the House and Senate Committees will work together to resolve any differences in their versions of the bill when Congress reconvenes for a lame duck session after the November elections. Whether Congress will have time to take up the legislation and pass the bill this year is still a question.

Congressional staff members report that they haven't heard a lot from constituents about national service. Please consider writing and faxing a letter of support for national service programs and passage of the Citizen Service Act.

A complete list with contact information for the key House and Senate Committees is at <http://www.compact.org/national/house-senate.html>. A sample letter and other background can be found at <http://www.compact.org/national>. For contact information for all Senators and Representatives, see <http://thomas.loc.gov>.

Please visit Campus Compact's web site at www.compact.org/national for up-to-date information on national policy and state and federal legislation affecting community service and higher education.

FOR NATIONAL POLICY AND FEDERAL LEGISLATION AFFECTING HIGHER ED

www.compact.org/national

BARBARA HOLLAND NEW DIRECTOR AT

National Service-Learning Clearinghouse

Barbara Holland, Ph.D. officially joined the staff of ETR Associates, which operates National Service-Learning Clearinghouse for Learn and Serve America and the Corporation for National and Community Service, last April. She comes to the Clearinghouse after an extended appointment as the director of the Office of University Partnerships at the Department of Housing and Urban Development in Washington, D.C.

Said Amy Cohen, director of Learn and Serve America, “Barbara brings extensive experience in many fields relevant to the Clearinghouse: service-learning, research, assessment, community-partnership building, and institutional change. Her leadership will ensure that the Clearinghouse will continue to build an outstanding national collection of resources for the growing field of service-learning and will make these easily accessible to all.”

Holland’s research, presentations, and many publications reflect her interests in strategic planning and organizational change in higher education, with

special emphasis on the institutionalization and assessment of service-learning, other civic engagement strategies, and community-university partnerships. She is co-author of the comprehensive model for assessing service-learning, published last summer by Campus Compact.

ETR Associates is a nonprofit agency that provides leadership, educational resources, training, and research in health promotion and community development. In addition to the National Service-Learning Clearinghouse, ETR also operates the following projects on behalf of the Corporation



*Barbara Holland, Ph.D.
Director
National Service-Learning Clearinghouse*

for National and Community Service: the National Service Resource Center; the EpiCenter online database of effective practices in national and community service; the Senior Corps Technology Center. Its Clearinghouse Services Department also operates the Tobacco Education Clearinghouse of California and the clearinghouse for the California Children and Families Commission.

National Initiative

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The new CampusCares website provides an overview of community service and civic engagement, what the terms mean, what campuses are doing, and where to go for more information. It will also serve as a source of ideas and examples for those interested in enhancing their campus’s service activities. The website will be an ongoing resource for people seeking information about:

- The importance of community service and civic engagement to higher education’s mission, and the ways in which colleges and universities implement that commitment in the classroom and through campus

activities and events,

- Examples of campus “best practices,” and how to contact individual college and university service offices,
- National and campus statistics on community engagement, and experts on the role of higher education in volunteer service and civic participation, and
- Organizations that promote civic engagement, volunteerism, service-learning and voter participation, and research studies that have been conducted in these areas.

Service to community and the world has long been an integral part of the nation’s colleges and universities, in many cases dating back to their found-

ing. Campus volunteerism is a powerful force in society. The value of the volunteer service of students alone has been estimated at more than \$17.5 billion for 1999–2000, and that figure ignores substantial volunteer efforts of faculty, staff, and administrators.

Nevertheless, the burgeoning involvement of campuses in their communities remains “the most underreported story in higher education,” according to CampusCares co-chairs Elizabeth Hollander, executive director of Campus Compact, and David Warren, president of the National Association of Independent Colleges and Universities.

Visit CampusCares at www.campuscares.org.

Service-Learning Research Conference

by Josh Stearns

Service-learning, though arising from a rich tradition of civic-minded educational theory, is a relatively young pedagogy. The literature of service-learning, both practical instruction and theoretical reflection, is growing dramatically. Important developments in the growth of this literature are the recent books and articles on the assessment and evaluation of service-learning. These pieces have filled an important gap in service-learning literature; however, they have also served to highlight what is lacking in the field. The predominant question that leaders in the field are asking is, “How do we move from evaluation to high-quality service-learning research?”

In response to this question, the Service-Learning Research and Development Center in the Graduate School of Education at the University of California, Berkeley in conjunction with RMC Research Corporation and Campus Compact held the First Annual International Service-Learning Research Conference in October 2001. The con-

ference featured more than 75 presentations on issues related to research in K-12 and higher education with the goal of “fostering a community of service-learning researchers.” Leaders in the field of service-learning and research led sessions on such diverse topics as the relationship between practice and research, service-learning research as a source for scholarship, the role of research in advancing public policy, as well as practical how-to guidance and advice for practitioners and researchers.

The conference was permeated by the overwhelming sentiment that there is currently an inadequate amount of service-learning research and that which exists is not easily accessible. Many presenters and participants alike echoed this in their statements and reflections. Andy Furco, the conference coordinator, states, “Although the quantity and quality of service-learning research have improved steadily over the years, the overall corpus of service-learning research remains relatively shallow.” Of the 340 service-learning researchers and practitioners who attended the event, a significant number of attendees were graduate or doctoral students approaching service-learning through their discipline-based research. In an effort to foster and support the next generation of service-learning researchers Campus Compact and the Spencer Foundation sponsored eight of those students by helping to cover the cost of travel, room and board, and conference registration. Some thoughts and reflections from these students appear below:

perspective and has encouraged me to participate more actively in service-learning research.

Devi Miron

Tulane University, Louisiana

Psychology, Ph.D. 2005

Dissertation Topic: Assessing the Impact of Service-Learning on the Community

... There were several specific ideas presented to me at the conference that have helped me re-conceptualize my research, for example, Dr. Giles suggested clearly defining the “community” and using social exchange theory as a perspective for my research. In attending the sessions, my ideas about the importance of evaluating the community’s perspective of service-learning and the need for more quantitative research methodology were reinforced.

James C. Toole

University of Minnesota, Duluth

Educational Policy, Ph.D. 2001

Dissertation Topic: Mental Models, Professional Learning Community, and the Deep Structure of School Improvement: Case Studies of Service-Learning

...What the conference allowed me to do was to place my research in front of a group of researchers who were knowledgeable in this field and test their interest. Their comments and feedback on my work were invaluable, as I had been trying to decide whether to pursue writing a book based on my work. I was unsure of my approach, as my focus seemed very different from many oth-

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“How do we move from evaluation to high-quality service-learning research?”

...The conference...allowed me to contextualize the work that I am doing and also helped me to see how I might join in the larger ongoing conversation about service-learning research. ...The conversations that I had at the conference helped to raise questions that I need to address in my work, allowed me to see where I might fit in the current service-learning research, and suggested ways that I could contribute to the work in this area. ... [It] both informed my

Sarah L. Bonewits

Purdue University, Indiana

Communication, Ph.D. 2002

Dissertation Topic: Communication and Identity in a Service-Learning Classroom

... [It] both informed my

US News and World Report ranks service-learning programs

For the first time, *US News and World Report* ranks service-learning programs in their annual America's Best Colleges issue. In ranking the programs, the magazine was assisted by nominations from college presidents, chief academic officers, and deans of students. Under the heading of "Programs that really work," twenty-six programs from public and private colleges and universities are featured as best examples. Every one of the featured institutions is a Campus Compact member. The *US News and World Report 2003 Edition America's Best Colleges* is on sale now.

Top Service-Learning Programs

- 1 Berea College (KY)
Stanford University (CA)
University of Pennsylvania
- 4 Portland State University (OR)
University of Michigan-Ann Arbor
- 6 University of Utah
- 7 University of Notre Dame (IN)
- 8 Indiana Univ.-Purdue Univ.-Indianapolis
Trinity College (CT)
- 10 Bentley College (MA)
Brown University (RI)
Georgetown University (DC)
Providence College (RI)
- 14 Elon University (NC)
University of Southern California
Warren Wilson College (NC)
- 17 Alverno College (WI)
Cornell University (NY)
Vanderbilt University (TN)
- 20 Tufts University (MA)
- 21 Augsburg College (MN)
Defiance College (OH)
University of Wisconsin-Madison
- 24 James Madison University (VA)
University of California-Berkeley
University of Maryland-College Park

SOURCE: *US News and World Report*

Student action for change

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engage over 250,000 college students in student action aimed at strengthening our democracy. The campaign will have national, state, and campus-based activities with three overarching objectives:

- Increase college student involvement in public life and connect these actions with a larger national student movement around civic engagement
- Document student civic engagement activities and issues that are important to college students
- Mobilize higher education in a way that gives more voice to students and makes civic engagement central to student learning

Activities in the student campaign include: a national student summit on civic engagement held at the Wingspread Conference Center for national student organizations September 20 – 22; creation of student leadership teams in 14 states to guide local efforts; campus, regional, and statewide Dialogues on Civic Engagement held around the country; Campus-Community Mapping of Civic Engagement opportunities that currently exist on campuses for students; Student Public Statements capturing the important public issues of college students; and a Student Policy Summit for policy makers, faculty, community service directors, and college presidents hosted by student leaders summarizing their policy recommendations around student civic engagement.

One of the central pieces of Raise Your Voice will be a Week of Action held annually on college campuses around the country during the February Presidents' week. During this week, Campus Compact will facilitate campus-based activities for students that celebrate and deepen the civic engage-

ment efforts on campuses. Raise Your Voice—A Week of Action will offer campuses and national organizations the opportunity to partner with the Student Campaign and call upon higher education to make student civic engagement central to its mission. Activities during Week of Action might include nonprofit fairs, articles on civic engagement in the campus newspaper, policy dialogues, teach-ins, speakers, issue forums, politicians visiting campus, voter registration, campus-wide meetings on civic engagement, service projects, and cultural festivals.

These efforts to infuse college and university students into the work of Campus Compact represents a significant moment for the essential task of promoting the civic purposes of higher education. Campus Compact is entering a new phase in this growing movement as we try to institutionalize student voice and action in a way that unleashes the power of students for rebuilding the fabric of our democracy.

To find out more about
**Raise Your
Voice**, contact Nick
Longo at nlongo@compact.org
or visit www.compact.org/voice.

WorldCom/Making a Civic Investment

by Carlos Ribeiro

Nearly sixty individuals from twenty project sites came together for the third annual Making a Civic Investment Summer Professional Development Institute. The University of Hawaii at Manoa hosted this four-day event that took place July 13-16, 2002.

While the summer institute was designed to allow participants a great deal of open exchange with people at other project sites, it also emphasized workshops in several areas crucial to advancing the Making a Civic Investment program. The following topics were offered to the participants: Overview of Technology Session; Bringing High Ed Resources to Community; At the Cutting Edge; How to Measure Impact and Self-Sustain Service Learning Projects; Hands-On Q & A; Strategic Planning for Evaluation of Partnerships Growth; Focus on Software; How to Start a Recycling Computer Program; A MOO-Fer-All; and Different Languages/Common Goals.

An area of discussion at this year's institute was the uncertainty of the continuation of funding for the projects. While some of the projects are self-sustaining, others will require funding from new sources in order to continue operation. Many options were dis-



The third annual summer MCI Professional Development Institute in Hawaii: More than 60 participants from MCI project sites throughout the country met to discuss ideas, challenges, and lessons learned.

cussed at the institute, but it was decided that the programs' university partners would fundraise matching funds. Remaining WorldCom funds, will continue to provide support to the project sites until July 2003.

For more information on the WorldCom/Making a Civic Investment

program, contact Carlos Ribeiro at cribeiro@compact.org.



A small group participating in one of the many workshops held at the MCI Summer Professional Development Institute in Hawaii last summer.

Have a comment or would like to see a particular feature added to the Current? Contact Pamela Mutascio, Editor, Compact Current, Campus Compact, Box 1975, Providence, RI 02912, email pmutascio@compact.org.

Bush and Harkavy

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students focus on improving the reading of African-American and Latino youth. And they do it by using the science of linguistics, plus narratives from the neighborhood, stories from the community to improve the reading of young people in fundamental ways and in deep ways.

And this work that I've described at the University of Pennsylvania—this connection to service-learning—is not unique to Penn. It is spreading across the United States, and it's spreading across the United States because it's good for the students. It helps them to become citizens of a democracy. It's good for the universities and colleges, it's good for the communities and it's good for this country.

Mr. President, I want to thank you for this very, very important initiative.

BUSH: Well, thank you.

(APPLAUSE)

Let me ask you: What's the attitude? Give us a read. You know, at Pennsylvania, are the kids involved, interested, asking for ways to help? Are they kind of complacent? Give us a read.

They're not complacent at all. In fact, young people come to Penn desiring to serve, and when they come to the university, they want to put their ideals into practice. So I think this is an extraordinary generation. We have to only give them the opportunity, and they will seize that opportunity in ways we can only dream of. IRA HARKAVY

IRA: They're not complacent at all. In fact, young people come to Penn desiring to serve, and when they come to the university, they want to put their ideals into practice. So I think this is an extraordinary generation. We have to only give them the opportunity, and they will seize that opportunity in ways we can only dream of.

So this generation—both pre-college and in college—is a generation of extraordinary talents, idealism and ability and they want to serve and I'm convinced they'll respond to your call.

For more information on this transcript please contact Joann Weeks weeks@pobox.upenn.edu at UPenn or Josh Stearns jstearns@compact.org at Campus Compact.

The USA Freedom Corps was launched in January 2002 to help Americans answer President Bush's call to service. You can find information about USA Freedom Corps and a searchable database to find volunteer opportunities at www.usafreedomcorps.gov.

The American Psychological Association brings service-learning to the White House

First Lady Laura Bush hosted a conference on Character and Community at the White House on June 19, 2002. Speakers included President George W. Bush, Secretary of State Colin Powell, Secretary of Education Rod Paige, and four faculty members from the American Psychological Association.

At this conference, service-learning "received positive attention as an important pedagogy." The APA faculty mem-

bers spoke of service-learning and civic engagement, connecting it to the work of building character and community.

The APA's developing service-learning and civic engagement website, which was funded in part by Campus Compact, can be found at: <http://www.apa.org/ed/slce/home.html>. The site introduces faculty, teachers, students, researchers, clinicians, and community partners to the connections between psychological work, the pedagogy of service-learning, and issues of civic engagement. The American Psychological Association (APA) has received grants from Campus Compact's Disciplinary Association Fund to promote service-learning within their discipline.

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M O V E D



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