

Compact Current

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CAMPUS COMPACT SURVEY REVEALS

Record Numbers of Students Involved in Service on Campus

The 2002 Campus Compact Annual Member Survey found that students at American colleges and universities are engaging in community service in record numbers. Campus support of service efforts is also on the rise. Results show a steady increase in both campus-based service initiatives and the incorporation of service into the curriculum.

An average of 33% of students at the 504 responding schools engaged in community service during 2002, compared with 28% in 2001. More than half of the schools that responded noted an increase in student involvement in community service; a fifth reported an increase of 10% or more.

"The fact that a third of college and university students are engaged in community service belies the common image of students as cynical and self involved," notes Elizabeth Hollander, executive director of Campus Compact. "Campuses are increasingly providing the space and opportunity for students to act on their sense of social responsibility."

The significant expansion of service and service-learning on campus affirms higher education's commitment to educating active and engaged citizens. However, campuses need help in further expanding their service efforts. More than 55% of respondents reported that

Federal Work-Study funds were integral to increasing the percentage of students providing community service.

Other findings revealed dramatic increases in faculty, presidential, and institutional support of community service on American campuses. Although many respondents cited teaching loads as an obstacle to extending service-learning, campuses report that 11% of faculty integrate community service with academic study or research. Campuses offer an average of 30.3 courses that combine service with academic learning, compared with 27 courses per campus in 2001. On 75% of campuses, the president's office provides visible support for campus-based community service. More than 40% of campuses reported having an established office of community service or service-learning with an annual budget exceeding \$50,000.

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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. Campus Compact comprises a national office based in Providence, RI, and 30 state offices in CA, CO, CT, FL, HI, IA, IL, IN, KS, MA, ME, MI, MN, MO, MT, NH, NC, NY, OH, OK, OR, PA, RI, TX, UT, VA, VT, WA, WI, and WV.

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FROM THE EXECUTIVE DIRECTOR

Better Together: Expanding the Civic Mission

There is no question that the Compact has grown dramatically in its brief 18-year history. Who could have guessed in 1985 that by 2003 there would be more than 900 campus members and 30 state offices?

But does this growth reflect a deep and sustainable commitment to the civic purposes of higher education? This issue of the *Current* highlights numerous programs, activities, and trends that indicate a resounding *Yes*.

Our work to advance service-learning (funded by The Pew Charitable Trusts) has resulted in a dramatic increase in campuses at the intermediate and advanced levels of the service-learning pyramid. The annual survey shows increased investment in campus infrastructure to support community engagement, increased numbers of faculty teaching service-learning courses, and record numbers of students engaged in service.

The voices of students and community service directors in this issue make clear that our work influences students from high school through graduate school and beyond. The Compact is an increasingly active partner in promoting civic education from preschool through postsecondary education. Our annual Educational Leadership Colloquium and our ongoing legislative advocacy efforts, described in this issue, are just two ways in which we carry out this work.

As funds get tighter in a tough economy, we remind you that Compact membership is a way to:

- Highlight the work colleges and universities do to build healthy communities—a message that's important in sustaining public support for higher education
- Amplify the voice of all institutional types in committing to the civic mission of higher education
- Learn from your peers and measure your progress
- Gain national and state recognition for your faculty, your students, and your campus
- Support the practitioners on your campus—faculty, students, and staff—with tools, resources, and advocacy

The combination of national and state offices is a powerful one; it offers accessibility to services close to campus, combined with the ability to address the civic mission at both the state and national levels. Part of the power of this model is that it links campuses to local and national networks. As Robert D. Putnam and colleagues state in their new book, *Better Together*, “for creating bonds of trust and reciprocity smaller is often better, but for extending the power and reach of social networks bigger is often better.” The expansion of campus-based civic engagement combines many small and large efforts into a national movement that is making a real and lasting difference.

Elizabeth L. Hollander



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An Unusual, but Natural, Match

By Thomas Schnaubelt, Ph.D., executive director, Wisconsin Campus Compact

At first glance, there is nothing surprising about the list of 28 college and university presidents and chancellors affiliated with the newly formed Wisconsin Campus Compact (WiCC). However, under close review you will spot something very unusual: Dr. Kevin Reilly's name appears on this list.

Why this is unusual has nothing to do with Dr. Reilly's character, and everything to do with the fact that he is the only person in the country to have the title of Chancellor of a University Extension. Thus, by default (and by virtue of the fact that he firmly supports Campus Compact), that makes him the only extension chancellor to be affiliated with Campus Compact.

The University of Wisconsin (UW)-Extension is the people's university connection. Through its programming divisions of Cooperative Extension, Broadcasting and Media Innovations, Outreach and E-Learning Extension, Business and Manufacturing Extension, and its collaborative relationships with other postsecondary institutions, the 72 Wisconsin counties, and countless local, state, and federal agencies and groups, UW-Extension provides a spectrum of lifelong learning opportunities for Wisconsin citizens across the state. UW-Extension applies university research, knowledge, and resources to the needs of Wisconsin people wherever they live and work.

Extension agents, faculty, and staff have developed deep and meaningful

partnerships that bridge—or perhaps more appropriately, fill—the gap that sometimes exists between communities and campuses. Campus Compact adds value to UW-Extension work in several ways. First, it provides a focused effort on developing or strengthening service-learning and civic engagement components of UW-Extension programming through professional development and technical assistance. Second, WiCC provides a means of increasing exposure and awareness of UW-Extension's civic engagement-related efforts, as well as a venue for practitioners to share their experience and ideas. By increasing exposure and awareness, WiCC hopes to facilitate interaction between Extension and other campuses—both public and private—to take advantage of the respect and trust that UW-Extension has earned in local communities. UW-Extension provides another model for creating a “handshake” between college students, faculty, and local community members.

It is not difficult to find examples of the UW-Extension's role in fostering civic engagement throughout the state. Pat Ludeman,

a Family Living Educator at the UW-Extension's Dane County office, states that Extension staff “have a unique role in that they are in both the community and university worlds.” Listed below are some examples of UW-Extension's civic engagement activities:

- UW-Extension Dane County staff provided leadership in developing the **Volunteer Income Tax Assistance (VITA)** project partnership in South Madison. The partnership includes the IRS, the Wisconsin Department of Revenue, UW-Madison, and several community partners in providing free tax assistance to low-wage workers. This service-learning/civic engagement opportunity involves UW students as volunteer tax preparers in completing returns that bring over \$7 million in earned income and other tax credits back to families.
- The Dane County office is also part of the **Campus Community**

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Teens in Waukesha participated in an intensive Teen Leadership Institute designed to encourage teens to get involved in community leadership within organization. Tom Riese, the county UW-Extension 4-H youth development agent (far right), taught the seminars. Each graduate prepared a personal “plan of action.” Pictured with the teens are Waukesha mayor Carol Lombardi (center), Kim Korber, Waukesha Volunteer Center (left), and Linda Farina, service learning teacher at Waukesha South High School.



Building Partnerships for the Civic Mission of American Education

Campus Compact and the National Center for Learning and Citizenship Convene Educators, Policymakers, and Community Partners at Third Annual Educational Leadership Colloquium

As the civic engagement movement takes hold across the American educational landscape, there is an urgent need to explore how education at all levels can help to sustain a democratic society.

Yet competing forces, many of which are driven by state legislatures and federal accountability models, often do not support school-based citizenship education efforts. How can a system that stresses standardized testing and cost-effectiveness make room for citizenship education and service opportunities to be integrated into the curriculum? Can higher education work with leaders at the elementary, middle school, and secondary school levels to overcome the obstacles and create a teaching and learning environment that incorporates civic values?

It was with these issues in mind that Campus Compact and the National Center for Learning and Citizenship (NCLC) at the Education Commission of the States (ECS) teamed together to examine ways to create a continuum of education focusing on citizenship from early childhood through postsecondary education. The partnership was a natural for the two organizations, since Campus Compact's stated purpose is to fulfill the civic mission of higher education, while the NCLC focuses on civic education and policy mainly at the pre-school through twelfth grade (P-12) level.

A Shared Purpose

In 2001, the two groups organized the first Education Leadership Colloquium (ELC) on the Civic Mission of American Education. The ELC convened a select group of college and university presidents, state school officers, and school superintendents to discuss a critical issue facing our education system today: how to better educate our students for engaged citizenship.

The purpose of the first ELC was to build collaborative relationships between P-12 and higher education to affirm their shared responsibility for teaching the knowledge, values, skills, and responsibilities of living in a democracy and for developing active

and engaged citizens. Results of the meeting included: (1) a statement of shared responsibility for the civic mission of education and a plan for disseminating the statement; (2) state plans that connect P-12 and higher education policy, practice, and infrastructure to fulfill the civic mission of higher education; and (3) a set of next steps for connecting P-12 and higher education efforts to educate citizens.

Building on the success of that meeting, Campus Compact and NCLC have turned the ELC into an annual event that informs both organizations' ongoing work in developing rationales, agendas, policies, programs and tools to enhance citizenship education.

The focus of the 2002 ELC in Los Angeles was on creating a national vision and credibility for P-16 alliances, as well as responding to the current historical context—that is, blending citizenship education into the conversation about security and safety in the wake of September 11. The presentations and dialogues that took place were key in refining policies and practices that facilitate successful long-term partnerships among schools, campuses, and communities. Going forward, including the

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Hawaii State Senator Norman Sakamoto (left) talks with Dr. Robert Franco, Director of Planning and Institutional Research at Kapi'olani Community College (HI) and Campus Compact Senior Faculty Fellow for Community Colleges.

Building Partnerships

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business community is critical to this dialogue as we recognize the essential role industry plays in affecting policy and evoking change.

Strategies for Success

The most recent ELC took place in July 2003 in Denver. The meeting was sponsored by State Farm Insurance Company, which also sent two representatives to learn from the educators present and to offer a valuable business perspective. Within the context of the continuum of civic education, ELC participants explored the following questions:

- What qualities should civically educated students possess?
- What types of education designs—including curricula, teaching methods, school and community partnerships, and education policies—support the development of these qualities?
- What actions must take place at the system level to establish and support these designs?



Chancellor Daniel Ritchie (left), University of Denver, at a panel discussion during the 3rd annual Educational Leadership Colloquium.

EXCERPT:

Keynote Speech to the Education Leadership Colloquium, July 2003, by Anthony Welch, Chair of National Service-Learning Partnership

For our work, I propose that we begin to think of everyone as a potential advocate for service-learning and civic education. Whether it's convincing a school district's leadership of the need for quality service-learning and civic education in every classroom, or writing Congress for a 20% increase in the Learn & Serve America budget, there's a role for everyone to play. Young people, parents, teachers, district leaders, community organization leaders, policymakers—everyone.

Everyone, at some level, understands the need to prepare America's next generation for this century's challenges. Everyone, therefore, is a potential advocate for our work.

Expanding on the themes and participants of the two previous meetings, the 2003 ELC convened a wide range of stakeholders in civic education at all education levels to examine various approaches to educating for citizenship. Participants included college and university presidents, faculty, community service and service-learning directors, K-12 administrators, legislators, high school students, undergraduate and graduate students, and leaders from community-based organizations. The shared knowledge and perspectives of this diverse roster of participants were essential in assessing what kinds of citizens our schools produce; what skills and knowledge are required of citizens to make our democracy thrive; what policy options, program models, and collaborative strategies will advance this critical work; how America's youth define and participate in civic action; and how young people learn about politics.

Keynote speaker Anthony Welch, chair of the National Service-Learning Partnership and NCLC board member,

reflected on Dr. Martin Luther King, Jr.'s "I Have a Dream" speech on the cusp of the speech's 40th anniversary. He called on participants to learn from the lessons of the civil rights movement and to think of everyone as a potential advocate for service-learning and civic education. (See the boxed insert above for an excerpt from the speech.)

Outcomes of the 2003 ELC include new links between P-12 and higher education practitioners, increased legislative understanding of the importance of (and issues involved in) civic education, a series of strategies for future work, and the commissioning of in-depth reflection papers by graduate students. These reports provide a flavor of the rich discussions that took place and point to key issues that engaged participants over the course of the ELC. Campus Compact was able to sponsor their participation in the meeting through the generous support of the Spencer Foundation. Another key group of participants, state Campus Compact directors, attended with the support of the Corporation for National and Community Service.

The 2003 ELC was designed to structure a dialogue that will be

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Legislative Update

The Struggle to Save AmeriCorps

In the past weeks and months the national service field has been mobilized like never before. The AmeriCorps funding crisis has rallied and united service organizations across the country. Through the dedicated work of the Save AmeriCorps coalition, community members, and dedicated senators and representatives, the Strengthening AmeriCorps Programs Act was introduced to fix the accounting problems that have plagued the Corporation for National and Community Service. President Bush signed it into law on July 3, 2003.

At that point service organizations nationwide turned their attention to securing emergency funding for this year. Through their efforts 44 governors, 55 after-school leaders, 79 senators, 228 congressmen, 250 private sector leaders, 1,180 nonprofit organizations, and 148 mayors have called on President Bush and Congress to provide emergency funding. Partnering with Jumpstart, Campus Compact secured the signatures of 192 college and university presidents and chancellors for a letter to President Bush requesting supplemental funding for AmeriCorps. This letter and a list of signatories can be found at www.compact.org/national.

The Senate included \$100 million in emergency supplemental funds in legislation that passed the Senate vote. However, the House of Representatives did not include these funds in the bill it passed before leaving for the August recess. The issue has yet to be resolved, but with this fiscal year drawing to a close at the end of September, time is running out. Campus Compact has participated in two coordinated Hill Days, which involved visits to House and Senate leaders. In addition, to reinforce the impact of AmeriCorps

on service in higher education, we have undertaken a major letter writing campaign to key senators and representatives.

Finally, the Save AmeriCorps coalition organized “Voices For AmeriCorps,” a marathon 100 hours of testimony about the positive impact of national service, on September 2 – 6, 2003. Campus Compact, faculty, students, presidents, and administrators gave passionate testimony at this unprecedented event. Their testimony can be read online at www.compact.org/national.

Federal Work-Study in the Community

In 2002, Campus Compact, with funding from the Corporation for National and Community Service, undertook a series of Federal Work-Study focus groups with financial aid

officers and community service/service-learning directors to discuss the strengths and weaknesses of the Federal Work-Study program, and to collect best practices. As a result of this work, Campus Compact is partnering with the National Association of Student Financial Aid Administrators (NASFAA) to hold a series of workshops to discuss increasing the use and effectiveness of Federal Work-Study funds for community service work. Campus Compact does not support a dramatic increase in the federal mandate for work-study funds in the community, but does advocate for a series of important incentives and programs such as this to help campuses and communities better employ those funds.

An article about Campus Compact’s work with Federal Work-Study recently

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Record Numbers of Students Involved in Service

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As the only national survey of its kind, Campus Compact’s annual member survey tracks trends in community service, service-learning, and civic engagement. To see the complete results of last year’s survey, visit www.compact.org/newscc/highlights.html.

2003 ANNUAL MEMBER SURVEY

Since 1987, Campus Compact has conducted an annual survey of its membership, measuring growth in community service and service-learning, and identifying issue areas and trends. Now in its 17th year, the survey is more important than ever. Used by colleges and universities, media, foundations, member campuses, and the government, it is a useful tool to help demonstrate the impact of Campus Compact’s work—and the work of member campuses—in promoting, advocating for, and implementing service-learning, community service, and civic engagement on American campuses.

We need your help in highlighting the valuable work happening on your campus. To participate in the 2003 Annual Member Survey, go to <http://db.compact.org/2003survey>. Contact Pamela Mutascio at pmutascio@compact.org for more information.

Building Partnerships

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expanded over the next five years to develop a common vision for how education can serve the purposes of democracy in the 21st century. This dialogue, which explores the question of what kind of citizens we are creating through our education system and builds on each organization's initiatives, will introduce a series of discussions in the following proposed progression:

- Civic Education Along the P-16 Continuum: Common Goals and Shared Strategies
- Strategies for Advancing Education for Democracy

- Institutional Models to Advance Education for Democracy
- Public Policy and Citizenship Education

The 2004 ELC, slated for July 12 – 13 in Orlando, will take up the discussion where the most recent meeting left off. Watch our website in 2004 for details.

Proceedings from the 2003 ELC, along with photos, graduate student reflections, the full text of the keynote speech, and other information, are available on Campus Compact's website at www.compact.org.



Anthony Welch, Chair of the National Service-Learning Partnership, Lisa Pryor, Coordinator of Learn and Serve America and Project 540 at the Oklahoma State Department of Education, and Nelda Brown of SEANet at the ELC.

Legislative Update

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appeared in the NASFAA national magazine. The full text of the article appears on the Campus Compact website. To find out more about Campus Compact's work with Federal Work-Study or to read the report from the focus groups, visit www.compact.org/national.

Campus Compact Launches New Policy Website

Campus Compact recently launched a newly redesigned policy website that features Policy Updates, Action Alerts, Advocacy Tools, and Resources. The new website is an effort to make national policy more approachable and to help our membership get their voices heard. We hope that the website will facilitate easier and more targeted sharing of information. Another exciting new feature is the Campus Compact Policy Listserv. This email list will notify subscribers of policy developments, key events, and important action steps you can take to support the civic mission of higher education. Subscribe at www.compact.org/national.

Campus Compact strives to be the voice of higher education in service to communities and the country, both in Washington and in each of the states where our members are located. Therefore we are constantly working on tools and resources to aid you in supporting national policy and gaining support from local and state policymakers. Campus Compact has just completed a study of the ways in which state governments support the civic mission of higher education. The results of this study, as well as best practices and state by state profiles, will be available this fall on our website.

Policy Alert: Current Issues in National Service Policy

The House of Representatives submitted its version of the budget for fiscal year 2004 before leaving for the August recess. In it, the House increased overall funding for the Corporation for National and Community Service. This is a positive sign, considering that the House has never included CNCS in any past budget draft. Despite increased funds in the overall budget, key programs within the Corporation received funding cuts. Learn and Serve America, which has been flat-funded since its

inception, was cut by \$3 million, and all funds for training and technical assistance were cut. In addition, the administrative funds for the Educational Award program were cut from \$6 million to \$3.9 million.

Working with the National Service-Learning Partnership, Campus Compact launched a campaign to restore those funds in the Senate version of the bill. Thanks in part to Campus Compact members and state offices, the Senate appropriations committee has recommended fully funding Learn and Serve at \$43 million. This issue will soon be debated in the full Senate. Campus Compact is continuing to advocate for increased funding to reflect the growth in the field.

To find out what Campus Compact is doing to address these and other policy issues, and to find out how you can help, visit www.compact.org/national.

Campus Compact Policy Listserv

Receive notification of important developments, action alerts, and key events about national policy as it relates to higher education. Subscribe at www.compact.org/national.

Campus Compact’s Effect on Service in Higher Education

For those working to make community service and service-learning part of campus life—particularly those whose work is one step removed from the community service offices that work directly with students, faculty, and community members—it can sometimes be difficult to see the impact of their efforts. Are those training sessions resulting in more faculty adopting service-learning? Do those resources help campuses work more effectively with their communities? Are students really getting the message?

The results of Campus Compact’s most recent initiative to increase institutional commitment to community engagement are in, and the answer to the above questions is a resounding Yes. Funded by a generous grant from The Pew Charitable Trusts, the initiative set a highly ambitious goal: through training, increased access to expertise, and new resources for the field, Campus Compact would demonstrate a significant increase in community engagement at member campuses.

Through the initiative, Campus Compact held 27 conferences, workshops, and institutes reaching 1,570 presidents, chief academic officers, community service directors, faculty, students, and community partners. The Compact also created a Consulting Corps of 20 leading experts from around the country as well as a senior faculty fellow position, filled by renowned service-learning authority Dr. Edward Zlotkowski. Together they provided training and inspiration to thousands more. An engaged scholars

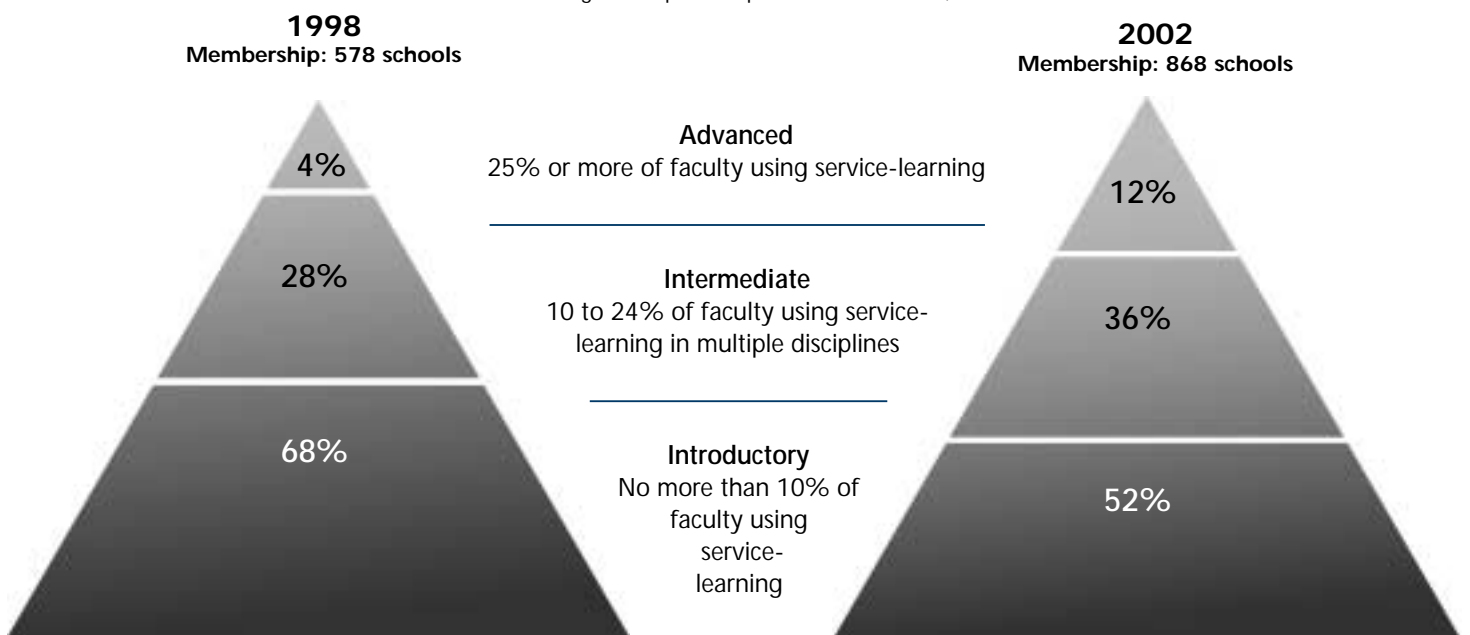
fund and sub-grants to 17 discipline associations funded projects to promote service-learning and community engagement across all disciplines and types of institutions.

New resources for the field include a series of highly popular guides that have gone on to become Campus Compact bestsellers: *Introduction to Service-Learning Toolkit*, *Civic Engagement Across the Curriculum*, *The Engaged Department Toolkit*, *Assessing Service-Learning and Civic Engagement*, and *Up and Running*:

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Advancing Community Engagement

Service-Learning at Campus Compact Member Schools, 1998 – 2002



Elizabeth Hollander Honored at DePaul University

Elizabeth Hollander received an honorary degree from DePaul University's School for New Learning during commencement ceremonies on June 14, 2003. DePaul president Rev. John Minogue presented Hollander with a Doctorate in Humane Letters in recognition of her lifelong commitment to public service.

In her acceptance speech, Hollander challenged graduates to make a difference by exercising their democratic rights and responsibilities, both locally and globally. "You can always improve the life of one person—a child, an elderly person, a new American—but I challenge you to do more. I challenge you to improve the lives of many through your leadership and your understanding of how public policy, such as health care legislation, or investment in public education, or initiatives to reduce AIDS in Africa, affect the lives of many. Before you know it, you will have helped to change the world."

Hollander has served as executive director of Campus Compact since 1997. Before joining Campus Compact, Hollander was executive director of DePaul's Monsignor John J. Egan Urban Center.

"You have dedicated your life to expanding social justice," noted Susanne Dumbleton, dean of DePaul's School for New Learning, during the degree presentation. "Through your commitment, DePaul became more engaged in the commu-



DePaul president Rev. John Minogue presents Hollander with a Doctorate in Humane Letters.

nity, and the nation's universities are becoming more skilled at preparing generations of socially committed citizens."

This is not the only time Hollander has been honored for her dedication to public service. In 2001, she received an honorary doctorate from Millikin University. She has also received service awards from numerous state and national organizations.

Deep Impact

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A Step-by-Step Guide to Organizing an Introductory Service-Learning Institute.

Other resources created include the *Campus Compact Reader*, an online service-learning toolkit for academic administrators, a new reflection website, and expanded databases of model programs and syllabi, all of which are free to member campuses.

In total, these initiatives reached more than 600,000 individuals. But how do we know that "reaching" these individuals has made a real difference? In 1999, at the outset of the grant, Campus Compact created a tool to assess overall impact. The Service-Learning Pyramid set parameters for introductory, intermediate, and advanced community engagement on member campuses.

Data from the Compact's annual member survey showed that in 1998, 68% of member campuses were at the introductory level, 28% were at the intermediate level, and 4% were at the advanced level. By 2002, nearly half of all member campuses had moved beyond the introductory level, and the proportion of advanced campuses had tripled, to 12%. These gains are even more dramatic than they appear, since the total member pool increased by 50% during the four years, and newer member campuses are more likely to be just beginning their engagement efforts.

Campus Compact's capacity to serve the field also increased dramatically. By the end of 2002, Campus Compact's membership had expanded to 868 colleges and universities, or a quarter of all higher education institutions. Member campuses, representing all institutional

types, had spread across 46 states and territories. During the four years, Campus Compact's network of state offices—which provide essential local, state, and regional support—expanded by 30% to include offices in 30 states.

Over the past four years, the dedicated faculty, staff, and administrators at Compact member campuses have helped to create a deep and lasting change in the commitment of higher education to meeting community needs. The result? Record numbers of students are engaged in community service—33%, according to our most recent member survey. We applaud the efforts of these students and of those who work to develop, coordinate, and implement the campus procedures and programs needed to ensure that this work benefits everyone involved.

Inspired by the Power and Value of Service-Learning

By Michelle K. Wolff, director, Shriver Center, University of Maryland, Baltimore County

As Director of the Shriver Center at the University of Maryland, Baltimore County (UMBC), I have the fortune of witnessing on a daily basis the benefits and rewards of engaging students, faculty, and staff in activities that address some of our region's and nation's most pressing problems.

The Shriver Center, created in 1993, organizes and leads undergraduate and graduate level service-learning programs, other applied learning activities (e.g. internships, cooperative education), and community-based service delivery programs. We partner with numerous local, state, and federal government agencies, nonprofit, community-based organizations, and private-sector organizations to carry out our work. We rely on these partners for funding, mentors for our students, assistance in addressing community needs, and guidance and advice regarding the focus of our work.

The faculty, students, and community partners who participate in our programs are engaged in many different ways. Whether it is an undergraduate student providing tutoring to youth challenged by their economic, social, or physical circumstances, a faculty member offering his/her students the opportunity to engage in service as an element of the curriculum, or a K-12 teacher/administrator partnering with us on a classroom-based project to enhance math and science education, I can see, feel, and hear the positive changes these types of activities bring to individuals, schools, neighborhoods, and communities.

From their involvement with Shriver Center programs, students have been inspired to change their majors from information technology to social work or teaching to better suit their interests and aspirations; faculty have shifted their areas of research to focus on the application of their disciplines to address real problems or to engage more explicitly in working with a population that touched them through service-learning; entire academic departments have institutionalized service-learning as a valuable teaching and learning pedagogy; and children from some of our region's most under-resourced and challenged elementary and middle

schools who may never have imagined the potential of attending college have committed themselves to pursuing a college degree because of their exposure to the UMBC campus and its students as positive role models and mentors.

Much of the evidence of the power and value of service-learning that I have seen is anecdotal—students, faculty, and community members relating their positive, and sometimes life-changing, experiences either directly to me or to my staff. But some of the evidence is documented. In surveys of Shriver Center service-learning alumni collected over the past ten years, 93% say that their service-learning involvement increased their sense of civic responsibility (and their belief that they will continue to be involved in community organizations); 94% say that their service-learning experience increased their awareness and under-

standing of social issues; and 91% say that their service-learning experience increased their interest in community issues and activities. These perceptions strongly suggest that

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In surveys of Shriver Center service-learning alumni collected over the past ten years, 93% say that their service-learning involvement increased their sense of civic responsibility.

What inspires you?

Campus Compact is soliciting submissions for its member newsletter, the *Compact Current*.

As a community service or service-learning director/coordinator, what inspires you to do your job? Did a particular person or event motivate you to pursue your career? What sustains you? Do you have a moving story about a student or community member?

These are the type of the topics we want to feature. If you would like to submit an article for consideration, please contact Pam Mutascio, Editor, at pmutascio@compact.org.

Peace Corps Fellows Follow Their Global Service with Service at Home

By Gina L. Wynn, Peace Corps Fellows/USA

Not long ago, Becca Cornfeld traveled halfway around the world to serve others. As a Peace Corps volunteer in Bukhara, Uzbekistan, from 1999 to 2001, she worked through cultural differences to teach elementary English and lead classes in self-esteem and team-building for teenage girls. Now, thanks to her Peace Corps experience, she continues to serve others much closer to her hometown while earning a master's degree.

Cornfeld, of Rockville, MD, is a Peace Corps Fellow with the Shriver Peaceworker Program at the University of Maryland, Baltimore County. As a Fellow, in addition to taking courses toward her social work degree, she is required to complete an internship that serves a high-need U.S. community. For the past year, she has been a social work intern at Family Connections in Baltimore, where she has provided counseling and advocacy for families in need.

Although this internship is a requirement, Cornfeld needs no external motivation to help others. She learned about giving back to her community from her parents, who taught her and her siblings about volunteerism while they were growing up (her brother volunteered for the Peace Corps in Namibia from 1997 to 1999). She has volunteered for organizations such as Our House Shelter, Food and Friends, Ears for Peers Hotline, and the Leonard Carmichael Society, Tufts University's volunteer organization. Cornfeld has also worked as education director for the Boys and Girls Clubs of Greater Washington, D.C., as an AmeriCorps team leader for Peace Games, Inc., in Boston, MA, and as an events coordinator for Pomona College Women's Union in Claremont, CA.

"Service will always be a part of my life," said Cornfeld. "Seeing the inequalities present in America is very disturbing to me. Having the education and

"Rather than accept the way things are, I can advocate for change in some form."

being able to do something about it pushes me. Rather than accept the way things are, I can advocate for change in some form."

To encourage and nurture this sentiment, which is common among its volunteers, the Peace Corps developed Peace Corps Fellows/USA, a program that provides opportunities for reduced-cost graduate study to returned volunteers like Cornfeld, who agree to complete internships in underserved U.S. communities. The program is a collaboration among partnering universities, public school systems, community agencies, the Peace Corps, and various funders. As Peace Corps Fellows, former volunteers pursue professional credentials and degrees in a wide range of fields, including business, community or economic development, environmental studies, health, and teacher education. While doing so, they

bring the skills they gained overseas to internships that provide them with valuable on-the-job experience.

Cornfeld has so far worked with eight families who were referred to Family Connections by physicians or teachers. Some of them were verging on homelessness, others were dealing with drug addiction, or needed assistance with moving into safer communities. One of Cornfeld's child clients needed grief therapy after a parent passed away; another, the child of a drug-addicted parent, was at risk for flunking out of school.

Cornfeld is not the only former Peace Corps volunteer who is making contributions to a local community while enrolled in graduate school. Currently, more than 300 Peace Corps Fellows across the United States are committed to completing service-oriented internships before graduating with master's or doctoral degrees. Since the program's inception in 1985, nearly 1,800 former Peace Corps volunteers have participated in Fellows/USA, benefiting thousands of people throughout the United States. Fellows/USA has partnerships with more than 30 universities nationwide.

For more information about joining or beginning a new Fellows/USA program visit www.peacecorps.gov/fellows or call **800-424-8580, ext. 1440.**

International Conference Calls for Higher Standards in Service-Learning Research

By Andrew Furco, University of California-Berkeley

In October 2002, more than 375 service-learning researchers, scholars, and practitioners gathered in Nashville for the 2nd Annual International Conference on Service-Learning Research. Hosted by Vanderbilt University, with assistance from Campus Compact and RMC Research Corporation, the two and one half-day conference offered more than 75 papers, panel presentations, discussion forums, and roundtable discussions on issues pertaining to the advancement of service-learning research.

The conference focused on exploring ways to use research to provide new knowledge that strengthens the theoretical and conceptual underpinnings of service-learning, as well as on developing understandings of effective scientific approaches for the study of service-learning.

Initial discussions began at the 1st Annual Conference held in October 2001 in Berkeley, California, which established a space for new and experienced service-learning scholars and researchers to discuss the current state and future direction of service-learning research. The Nashville conference expanded these discussions and provided a mechanism for establishing new networks and communities of practice within the field of service-learning

research. Campus Compact, with the support of The Spencer Foundation, has funded the attendance of graduate students at these conferences to engage the next generation of scholars.

The 2003 conference will convene international scholars and practitioners who are actively engaged in service-learning research to present new study findings, methodological and theoretical advances, and recently completed research agendas for the study of service-learning in K-12, teacher education, and higher education. Participants will explore numerous service-learning research issues from various perspectives and hear presentations of research from countries around the world. The conference will also focus on building our worldwide community of service-

learning researchers to share research findings, build networks and partnerships, and identify new directions for service-learning research.

The 3rd Annual International Conference on Advances in Service-Learning Research, “Service-Learning As Civically Engaged Scholarship,” is set for November 6 – 8, 2003, and will be hosted by the Bennion Community Service Center at the University of Utah in Salt Lake City. To register, visit the Bennion Center’s website at www.sa.utah.edu/bennion/sl-conf/SLConf/index.htm. The conference is hosted by the Lowell Bennion Community Service Center at the University of Utah in Salt Lake City in cooperation with RMC Research Corporation and Campus Compact.

Inspired by the Power and Value

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college-based service-learning has long-term benefits for those involved in it.

I am inspired not only by the students, faculty, and community members who touch and are touched by our service-learning programs, but also by the ongoing passion and commitment of my colleagues—those with whom I have the honor of working everyday. Without the dedication, talent, and creativity of our Shriver Center staff, the daily planning and coordination necessary to offer service-learning initiatives would not be possible. Likewise, without this infrastructure, we would not be able to ensure effective, high-quality experiences for our students and faculty or worthwhile initiatives to address the needs of our community partners.

Over the past 13 years, I have experienced first-hand the rewards and challenges of working in the service-learning arena. It is not easy work. Securing consistent, sustainable funding is always a challenge. Persuading critics of the benefits of institutionalizing service-learning across all disciplines as a valuable and effective teaching and learning strategy is an ongoing effort. Ensuring that the experiences of our students and faculty are both positive and valuable, and that the service they provide actually benefits the community, can be a daunting task. But to know that our work is helping to bring about real and (we hope) lasting change to ameliorate critical problems faced by some of our nation’s most vulnerable and deserving populations inspires me to continue to engage myself everyday in service to our community.

An Unusual Match

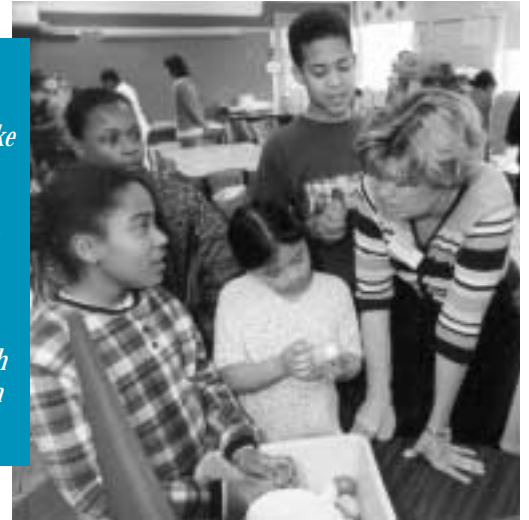
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Partnership (CCP) in South Madison, along with Edgewood College, Madison Area Technical College, and UW-Madison. The shared space for the CCP center allows the partners to learn from the community while strengthening relationships and sharing knowledge, expertise, and resources with residents, community partners, and each other.

- UW-Extension's **Youth in Governance Initiative**, which is sponsored by the 4-H Youth Development office, seeks and supports youth involvement at all levels of government throughout the state. Extension agents encourage adult community leaders to give younger members of the community a chance to share in civic leadership. These efforts have been widely successful in cities such as New Berlin, Muskego, Superior, and Green Bay, where youth now actively participate in city governance.
- UW-Extension oversees the **Wisconsin Public Radio** and **Wisconsin Public Television** operations. WPR and WPT exist to provide programs and services that reflect and respond to the educational and cultural interests and needs of Wisconsin residents.
- In October 2003, UW-Extension will co-host (with Ohio State University and Pennsylvania State University) a national **Outreach Scholarship Conference**. Participants will explore ways that universities are achieving "Excellence Through Engagement" and share ideas about outreach education, community engagement, and applied research.

This fall, with generous support from UW-Extension, Wisconsin Campus Compact will develop a **Wisconsin Community-Campus Civic Engagement Toolkit**. The toolkit will draw from the expertise of experienced UW-Extension

Students at Abraham Lincoln Elementary school learn how to make healthful eating choices and important food safety information. University of Wisconsin-Madison and Madison Area Technical College students often assist with the Wisconsin Nutrition Education Program.



practitioners as well as a number of community partners and faculty/staff at other WiCC affiliates. WiCC will incorporate feedback on the toolkit's contents of the from five regional community-campus summits to be held throughout Wisconsin. The toolkit will also benefit from WiCC's daily interaction with Extension staff—WiCC is housed within the Center for Community Partnerships at UW-Parkside, which also hosts a number of UW-Extension continuing education programs. The Wisconsin toolkit will serve as a local complement to the national publication that is being developed as a product of the April 2003 Wingspread Conference on Community-Campus Partnerships.

Dr. Reilly may have his own niche as Campus Compact's sole extension chancellor, but it is a safe bet that other state extension programs also complement the work of Campus Compact. Charles Van Hise, who served as president of the University of Wisconsin during the early 20th century, when the UW-Extension came into existence, is widely credited for having given both voice and legs to the concept of "extending the boundaries of the University to the State." Campus Compact and state extensions across the country share the belief that some of the most important work in postsecondary education takes place at these boundaries.

For more information about the partnerships and programs mentioned here, contact the WiCC office at 262-595-2002 or visit their website, www.wicampuscompact.uwp.edu.



All four South Madison Campus Community Partners contributed to the Minority Youth Career Awareness Program (MYCAP) summer project for middle school students. Each of the partners contributed to the academic enhancement program that focused on building math, science, reading, and computer skills, and exploring careers in related fields. MYCAP students are shown having fun while applying math, reading, and problem solving skills in a culinary competition.

Howard R. Swearer Student Humanitarian Award

Each year since 1987, five students are selected to receive the Howard R. Swearer Student Humanitarian Award for their exemplary public service. This distinguished national award also provides \$1,500 to help strengthen or sustain the service program of their design or choice.

On Thursday, July 17, 2003, an assembled crowd of policymakers, K-12 and higher education practitioners, government officials, and nonprofit administrators recognized this year's winners at the Education Leadership Colloquium (ELC) in Denver, Colorado.

Projects of the five award recipients include a campus-based tutoring exchange program, an active-learning health curriculum, a homework assistance program, helping community members form a tenants' association, and an educational lecture series to spark discussions about issues of social justice and moral values.



Lindsey Kozberg, Special Assistant to the President and Director of Public and Policy Affairs for USA Freedom Corps (far right) poses for a picture with Swearer Award winners (from left) Sohaib Mohiuddin, Mei Elansary, Emily Garr, Richard Rodriguez, and Karen Hoerst.

2003 Howard R. Swearer Student Humanitarian Award Recipients

Mei Elansary

University of Pennsylvania
President, Dr. Judith Rodin

Emily Therese Garr

Emerson College
President, Jacqueline Liebergott

Karen Hoerst

Allegheny College
President, Richard Cook

Sohaib Mohiuddin

Virginia Commonwealth University
President, Eugene P. Trani

Richard Anthony Rodriguez

College of Dupage
President, Michael T. Murphy

Lindsey Kozberg, special assistant to the president and director of Public and Policy Affairs for USA Freedom Corps, and Bernard Machen, president of the University of Utah and chairman of the board of Campus Compact, presented the awards to the winners.

In a facilitated panel discussion led by the award presenters, the five recipients offered their thoughts on what the campus community can do to facilitate civic engagement among college students. The students raised the following points:

- Colleges and universities need to clarify their civic mission and make it explicit to students and faculty;
- Civic engagement is an exchange with the community and requires the sharing of resources;

- Civically engaged students possess a sense of ownership, power, and the belief that an individual can make a difference;
- The campus community should model good citizenship; and
- Faculty buy-in is essential and should strive to spark students' interests beyond the classroom.

Congratulations to the 2003 Howard R. Swearer Student Humanitarian Award winners! To learn about the exemplary work these students are doing, visit www.compact.org/ccawards/swearer/sweareritle.html.

Nomination packets for the 2004 Swearer Student Humanitarian Award will be available November 2003.

Campus Compact Focus on Community Colleges

Senior Faculty Fellow for Community Colleges

Campus Compact has appointed Dr. Robert Franco of Kapi’olani Community College (HI) as the Campus Compact Senior Faculty Fellow for Community Colleges. A noted scholar and speaker on the topic of civic engagement at community colleges, Dr. Franco will provide training and resources nationwide to assist Campus Compact’s community college members adopt service-learning and other campus-based engagement practices. Such practices help to build local communities while meeting community colleges’ workforce development and university transfer missions by providing a rigorous academic experience in a real-world setting.

Dr. Franco’s appointment is part of Campus Compact’s comprehensive effort to serve community college members and amplify the community college voice in the civic engagement movement across higher education. Campus Compact’s publications, conferences, workshops and other resources are designed to meet the needs of its highly diverse membership. Resources geared specifically to community college include an expanded website with an interactive database of model programs, service-learning syllabi, and publications with direct relevance to community colleges. This national work is complemented by numerous trainings, institutes, and campus initiatives at the 30 state Campus Compact offices.

Indicators of Engagement Project

The initial findings from year one of Campus Compact’s Indicators of Engagement Project—which focused on engage-

ment at community colleges across the country—can be obtained from the Campus Compact website at www.compact.org/community-colleges/indicators. Campus Compact will publish a monograph-length report of these findings in spring 2004. This report is the first in a series of resources that Campus Compact is developing specifically for community colleges. This publication is made possible by a three-year grant from the Carnegie Corporation to combine documentation and dissemination of best practices of an engaged campus.

National Center for Community Colleges

As of July 1, 2003, Campus Compact will no longer be formally affiliated with the Campus Compact National Center for Community Colleges (the Center), based in Mesa, Arizona. The Center, created in 1989 to meet the unique needs of two-year institutions, will now serve a broader constituency (all community colleges) under a new organizational structure. Campus Compact recognizes this move as a positive step for the Center as well as an opportunity to further expand the scope of the Compact’s work with two-year institutions. The Center is now known by its new name, the Community College National Center for Community Engagement (CCNCCE).

For more information on Campus Compact’s work with community colleges, please visit www.compact.org/community-colleges.

Service-Learning at “America’s Best Colleges”

For the second year in a row, *U.S. News and World Report’s America’s Best Colleges* (2004 edition) highlights service-learning as one of its “programs to look for” when selecting a school. Of the 20 colleges and universities featured, 19 are Campus Compact members.

Alverno College (WI)

Augsberg College (MN)

Bentley College (MA)

Berea College (KY)

Brown University (RI)

Elon University (NC)

Georgetown University (DC)

Indiana University Purdue University Indianapolis

Pitzer College (CA)

Portland State College (OR)

Providence College (RI)

Santa Clara University (CA)

Stanford University (CA)

Trinity College (CT)

University of Michigan – Ann Arbor

University of Notre Dame (IN)

University of Pennsylvania

University of Utah

Vanderbilt University (TN)

Warren Wilson College (NC)

New
Coming
Soon!
Service-Learning
Toolkit

**Introduction to Service-Learning
Toolkit: Readings and Resources for
Faculty (Second Edition).**

This revised edition of our bestselling toolkit offers the latest information on service-learning from sources around the country. Designed for faculty and others who are new to service-learning, the toolkit includes principles of good practice, a summary of research, bibliographies, and essential reading on theory, pedagogy, model programs, reflection, tenure and promotion, and more. Also includes a list of online service-learning resources. Available late fall 2003.



New Member Benefit! Big Savings!

Campus Compact is pleased to announce that members can now get a **15% discount** on all publications from John Wiley & Sons, including valuable service-learning and other higher education resources from its subsidiary Jossey-Bass.

To get your discount, just go to Campus Compact's website (www.compact.org) and click on the Jossey-Bass icon to find a discount code and instructions. A link will take you directly to the Jossey-Bass/Wiley website, where you can browse through titles on higher education and a host of other topics. Be sure to put in your discount code when ordering to receive your 15% discount.

Double the Value

A portion of each Jossey-Bass/Wiley purchase made through Campus Compact's website will go toward a special student fund for leadership development. So your money goes even further!



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