

Compact Current

CAMPUS COMPACT

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Educating Citizens
Building Communities

Campus Compact Joins Efforts to Mobilize Voters

Part of **Campus Compact's mission** is to increase student civic engagement and promote active citizenship. We believe that colleges and universities are uniquely positioned to educate students about their civic rights and responsibilities.

FALL 2004

Compact Current is the newsletter of Campus Compact, which provides leadership, resources, and advocacy to support civic education, community building, and campus engagement for more than 900 member campuses.

Election years provide a valuable opportunity for campuses to put this ideal into practice.

Both students and special interest groups are beginning to recognize the power of the youth vote. According to the *New York Times*, "interest in the election among the young is near the highest level it has reached at any time since 18- to 20-year-olds were given the vote in 1972." Many believe that young voters will swing elections this year, spurring politicians to consider issues from a student's point of view and students to take a greater interest in traditional politics.

Now is the time for colleges and universities to take part in the effort to engage students in the democratic process. Campus Compact has teamed up with several organizations to provide higher education institutions with knowledge and resources for successful efforts in voter registration, education, and mobilization.

Campus Compact Youth Vote Initiative www.compact.org/vote

This site includes registration, education, and get-out-the vote resources, as well as information about connecting service with voting and a host of links (including civic sites, academic and statistical information, and voter mobilization sites).

Election 2004 and The New Voters Project www.compact.org/nvp

Includes campus model practices, campus voter strategies, and voter mobilization resources. [CC](#)



WHAT YOU CAN DO ON CAMPUS

- ✓ Organize candidate and political fairs
- ✓ Host debates between candidates, campaign representatives, or representatives from partisan organizations
- ✓ Design issue forums to educate students
- ✓ Create a website with links to voter education information
- ✓ Sponsor dialogues to encourage civil discourse
- ✓ Hold seminars on issues and voter rights



Campus Compact

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, LA, MA, ME, MI, MN, MO, MT, NC, NH, NY, OH, OK, OR, PA, RI, TX, UT, VT, WA, WI, and WV.

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FROM THE EXECUTIVE DIRECTOR

Leadership at all Levels

What does it take to achieve Frank Newman's goal to "prepare a student for... life as a citizen"? In this election year, this question is more urgent than ever.

Students are taking a renewed interest in political participation: recent poll results from the Center for Information and Research on Civic Learning and Engagement (CIRCLE) indicate that "more than twice as many young registered voters are paying 'a lot' of attention to the campaign this year compared to 2000." The key is to make sure this interest translates into action.

Colleges and universities are ideal places to educate students about their civic responsibilities—from volunteering to voting to working to change legislation. Over the nearly 20 years of Campus Compact's history we have learned that accomplishing this task takes leadership at all levels.

Leadership starts with the president, whose bully pulpit (and access to resources) can signal to everyone else how important this work is. Many of our member presidents have been speaking out publicly about the importance of civic participation. But presidents, as they would quickly tell you, are not enough.



Through coursework and other academic programs, faculty and provosts can give students an opportunity to do the hard work of citizenship in their communities, their country, and the world. The campus's community service and service-learning staff are vital to these and other engagement efforts.

Of course, students, in the end, are the ones who have to exercise their rights and responsibilities as citizens. This year many students are taking a leadership role in voter education and registration programs, as well as other work to strengthen their communities.

In this issue of the Current, we highlight the work of each of these key groups through best practices, awards, and leadership examples. We also feature a range of Campus Compact resources developed to assist in this work. Of particular interest this fall are our voting resources, which we hope all of our members will utilize.

The struggle toward self-rule in Afghanistan and Iraq are a dramatic reminder that the rights of living in a democracy should never be taken for granted. We salute those working on campus to make sure they are not.

Elizabeth R. Hollander

Compact Current is the newsletter 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.

Editorial Correspondence: Address all correspondence to Pamela Mutascio, Editor, Compact Current, Campus Compact, Box 1975, Providence, RI 02912, email pmutascio@compact.org.

Member Presidents Call for Civic Action

“How and what do we do in higher education to return to our public purpose and civic mission? First, higher education must walk its talk. We must exercise citizenship in our own communities... a higher education institution, public or private, is no different than a corporation in that it is a citizen of its community, and one of its civic responsibilities is to use its resources and research capacity to improve living at the local level—socially, culturally, as well as economically.

The second thing that higher education can do is to provide students with the opportunities to become civically engaged.... We know from our experience that concentration on a concrete problem leads students to political engagement. We know that connecting studies with problem-solving service in the community deepens, complicates, and challenges students' learning. It turns them into knowledge producers, not just knowledge consumers. They become citizen scholars who renew our democratic society.”

—TONI MURDOCK
President

Antioch University Seattle
(from a speech to graduating high school seniors, May 2004)

“Is it not our responsibility, regardless of the academic field in which we have been trained, to make every effort to produce a more decent and educated electorate, a more humble and sincere political leadership, a morally alert and concerned citizenry?”

—ROBERT A. CORRIGAN
President

San Francisco State University
(from his annual address to faculty, August 2004)

“I have...hopes about your readiness for the world before you walk across this stage in four years to receive your diploma. I expect that you will be prepared to be a participating citizen in a 21st century democratic society.... An educated person must know something about science, and government, and philosophy to be a good citizen. The liberal arts will teach you to challenge assumptions, to question, and to analyze critically talents which are fundamental to an educated citizenry.”

—LEO M. LAMBERT
President

Elon University
(from his remarks at the New Student Convocation, August 2004)

“Far too many of the nation's youth distrust government, lack interest in political affairs, and view orthodox forms of political involvement as futile, pointless, a diversion from their hectic lives. Many who are passionately involved in grassroots activities and volunteer commitments fail to see the links that connect those passions to mainstream electoral politics. A healthy democracy cannot afford politics to become taboo or irrelevant, and for that

reason I'm very encouraged by the efforts of CPLA [Committee for Political and Legislative Action] and other student groups to get out the vote. All of us should help them in every way we can.”

—DIANA CHAPMAN WALSH
President

Wellesley College
(from her Opening Convocation speech, September 2004)

“With all the daunting challenges that this country is facing at home and abroad, our democracy needs more deliberation and thoughtful debate... and we need more engaged citizens who inform themselves of the issues and vote their informed preferences. Nothing would make me prouder of being Penn's president than to see Penn students begin to turn the tide of recent history from impoverished polemics and political apathy to mutually respectful deliberation and active engagement.”

—AMY GUTMANN
President

University of Pennsylvania
(from an op ed piece in the Daily Pennsylvanian, September 8, 2004)

Web Watch

New Database Provides Models of Engagement at Minority-Serving Institutions

Campus Compact is pleased to announce that a new searchable, online database of Model Civic and Community Engagement Programs at Minority-Serving Institutions is now live on our website at www.compact.org/indicators/MSI_models_index.php.

Based on the findings of the second year of the Indicators of Engagement Project, this database includes 225 models from more than 30 minority-serving institutions across the country. These models, organized around the 13 Indicators of Engagement, offer successful, replicable approaches to building an engaged campus. [CC](#)

Campus Compact Launches Member Discussion Board

Campus Compact has created a new discussion board to allow community service and service-learning staff across the nation to communicate with one another. The forum is a powerful tool that allows subscribers to start discussions about pressing issues and view past discussions, without receiving unwanted email messages. Use this standard discussion forum to share ideas, ask and answer questions, and post announcements.



You can access the forum at this address:
www.compact.org/forums

Use the discussion board, you must register first. Full instructions, as well as FAQs, are available at the forum site. This message board is solely for the use by Campus Compact members.

BEST PRACTICE

Building Community with Faculty: Western Washington University's Service-Learning Faculty Fellow

Lisa Moulds, Director, Center for Service-Learning, Western Washington University

As part of Western Washington University's (WWU's) 2003–2004 Service-Learning Faculty Fellows program, faculty not only connected students with community, they built community with one another.

Western Washington University (WWU) launched the Service-Learning Faculty Fellows program in spring 2003, with eight faculty and one faculty leader (the Distinguished Faculty Fellow) participating. The program goals were to:

- Build a strong cadre of faculty committed to service-learning and community-based pedagogical approaches who in turn inspire other WWU faculty.

- Develop interdisciplinary collegiality.
- Form partnerships and supportive networks for faculty to engage in service-learning and community-based pedagogy and scholarship.
- Share accomplishments and challenges through peer mentorship and with the expertise of a faculty leader.
- Recognize and highlight faculty work in community-based learning.

As a community of learners gaining knowledge about service-learning and community-based pedagogy, faculty fellows examined various topics such as syllabus design, course rationale for implementing service-learning, and how to assess community-based learning. Other topics included developing effective community partnerships, designing assignments and critical thinking reflections that glean the learning from the community experience, writing clear course objectives to connect learning with the community project, and examining community-based learning as research and scholarship.

Faculty fellows shared positive comments about their experiences:

“Meeting with like-minded people has been very refreshing and stimulating.”

2004 Survey Will Highlight Members' Work

The Campus Compact annual membership survey, sent to member colleges and universities since 1987, represents the most comprehensive and widely distributed survey of community service, service-learning, and civic engagement in higher education.

This year's survey has been revised and shortened to gather a more holistic snapshot of service and civic engagement on member campuses. Highlights of the data will be published and distributed to our member campuses, as well as to legislators, media outlets, and business and foundation leaders in early spring 2005; complete results of the survey will be posted on our website shortly thereafter.

We need your help in revealing the valuable work happening on your campus. Please consider completing the survey no later than November 19, 2004. You can find the survey at <http://db.compact.org/2004survey>.

Questions should be directed to Pamela Mutascio, Information and Program Specialist, at pmutascio@compact.org

This annual survey alone allows us to look closer at what is and what is not happening at our college. It helps us frame the correct questions for finding solutions or at least broaching the subject more intelligently.

MOREHOUSE COLLEGE



To learn more about WWU's Center for Service-Learning, visit www.ac.wvu.edu

Program

HIGHLIGHT YOUR SERVICE PROGRAM

The **BEST PRACTICE** feature highlights model programs from Campus Compact members.

To submit your program for consideration, email your 750-word article to Pam Mutascio at pmutascio@compact.org.

“It has opened up a new area of research and professional development for me.”

“It has connected me with like-minded colleagues, thereby expanding my horizons within the university.”

“I am new to teaching and I found the program to be very supportive.”

“I have become clearer about the educational outcomes for students.”

“It has been great to get others support and feedback and the group think-tank is very useful.”

“Working in the company of experts, along with colleagues in the midst of Service-Learning projects has been an enormous support to me.”

“Thanks to this program I have much clearer learning objectives and assessment methods.”

Each service-learning faculty fellow received a \$500 course development stipend; support from the Center for Service-Learning and the Center for Instructional Innovation; priority for travel funds to community-based learning conferences and events; recognition for their work; and a great opportunity to build community with dynamic, committed and fun faculty.

Faculty fellows committed to integrating service-learning or community-based learning into one course during the academic year and attending a monthly faculty fellows gathering, during which they talked about community-based learning

and pressing issues faced when integrating service-learning into a course. Faculty fellows supported other faculty through service-learning-related campus events such as new faculty orientation, and they submitted written summaries of their work (individually or collaboratively).

Deans, chairs or colleagues nominated each faculty fellow. 2003-2004 service-learning faculty fellows included Karen Bradley, Sociology; Deb Currier, Theatre Arts; Shearlean Duke, Journalism; Gaye Green, Art; Joyce Hammond, Anthropology; Rosanne Kanhai, English and Women Studies; Leslie Oches, Community Health; Tara Perry, Communication; Karen Stout, Communication and Carmen Werder, First Year Interest Group program. Angela Harwood, Secondary Education, served as the Distinguished Service-Learning Faculty Fellow.

To celebrate their accomplishments, WWU faculty fellows highlighted students' community-based learning projects during Scholars' Week in May 2004.

A Washington Campus Compact grant initially funded the program. It is supported by WWU's Woodring College of Education, the provost, the vice provost for undergraduate education, and the Center for Instructional Innovation. Central Washington University faculty provided valuable expertise during the developmental stage. The program will continue with returning and new service-learning faculty fellows during the 2004-2005 academic year.[cc](http://www.compact.org)

This information originally appeared in PRAXIS, published quarterly by the WWU Office of the Vice Provost for Education.

STAY ON TOP

of **Service- Learning** *of* **Civic Education**

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the program, visit [ice-learning website at u.edu/~csl](http://ice-learning.u.edu/~csl).

New Fund Honors Campus Compact Founder

In honor of education luminary Frank Newman, the Newman family, Campus Compact, and Frank’s many friends and admirers have established The Frank Newman Leadership Fund to develop student leaders.

The fund, administered by Campus Compact, will support an award to enable college students with demonstrated need and potential for leadership to receive financial assistance, mentoring, and a significant experience in civic leadership during their college years.

The Newman Award will recognize exceptional students who have shown potential for civic leadership through a combination of community service and scholastic achievement. It is designed to guide future generations to reach for Frank’s goal: informed and active citizenship.

Campus Compact member presidents will identify potential Outstanding Student recipients. Presidents of student award recipients will be named Honorary President Sponsors. They and their campuses will receive national attention and share in the honor of the award. Honorary President Sponsors will match the award and arrange for students to receive

mentoring throughout their undergraduate education. Selected Sponsors and Students will attend the annual award event.

Frank co-founded Campus Compact with the presidents of Stanford, Brown and Georgetown in 1985 to foster students’ involvement in public service and their role as democratic change-agents. His many leadership roles included president of the University of Rhode Island, scholar in residence at the Carnegie Foundation for the Advancement of Teaching, and president of the Education Commission of the States. His influential works include the Report on Higher Education and Higher Education and the American Resurgence.

Frank worked throughout his career to promote educational opportunity and to strengthen education for active and

“The most important thing an institution

does is not to prepare a student for a career, but for a life as a citizen.”

FRANK NEWMAN
(1934-2004)



effective citizenship. The Frank Newman Leadership Fund is intended to further his vision of higher education as a place to create future leaders with a deep commitment to civic engagement.[cc](http://www.compact.org)

Donations may be sent to:

The Frank Newman Leadership Fund
c/o Campus Compact
Box 1975
Brown University
Providence, RI 02912

STATE NEWS

Louisiana Launches the Latest State Compact Office

This summer, the Louisiana Board of Regents held a signing ceremony officially affiliating the coalition of 26 Louisiana presidents and chancellors with the national Campus Compact organization.

The ceremony was supported and attended by academic leaders from public and private higher education institutions throughout the state as well as Commissioner of Higher Education E. Joseph Savoie. It was the culmination of an effort begun nearly two years ago.

Louisiana Campus Compact (LACC) will provide wide ranging support for member institutions, including technical

assistance, training workshops, grant and funding support, professional development opportunities, and networking opportunities locally, regionally and nationally. LACC is

hosted by Southeastern Louisiana University in Hammond, LA.

A search for a permanent executive director to lead the office is ongoing. Visit www.compact.org/jobs for a job description and contact information.[cc](http://www.compact.org)



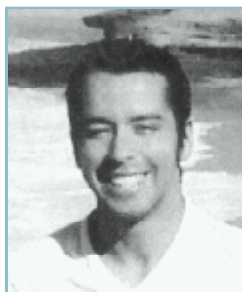
Academic and public leaders launch Louisiana Campus Compact.

Swearer Award Winners Shine

Each year, Campus Compact selects five students to receive the Howard R. Swearer Student Humanitarian Award for their exemplary public service. This distinguished award also provides \$1,500 to help strengthen or sustain the service program of their design or choice. This year's winners (below) showed leadership and creativity in a range of important programs. Campus Compact congratulates the winners and all of the nominees. [cc](#)



For information about these students' projects and the Howard R. Swearer Student Humanitarian Award, visit www.compact.org/ccawards/swearer/swearer.html. Applications for the 2005 award will be available in November 2004.



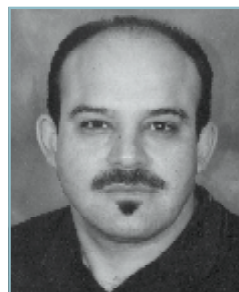
Joseph Blundell
Northeastern Oklahoma
A&M College



**Alexandria Gomes &
Tiana Davis**
Connecticut College



Rebecca Heller
Dartmouth College



Mehran Heravi
Florida State University



Ross Meyer
Miami University (OH)

Ehrlich Award Recipient Meets Academic, Community Needs

A focus on community partnerships is the distinguishing characteristic of this year's Ehrlich Award recipient. His approach embraces the educational value of community partnerships as well as the public purposes of higher education.

Thus, his pedagogical creed is that "the best format to fully engage students in learning is to provide experiences that articulate course goals, objectives, and assignments to the real-life needs of the community."

At his own institution, Dr. Eberst has been instrumental in shaping the strategic plan for the university to

include a major goal on service-learning and commu-

nity partnerships, to "adopt a long-term strategy for university engagement in community partnerships."

In recognition of his accomplishments and contributions, Dr. Eberst has served on the CSU system-wide corps of Service Learning Directors; because of his efforts, CUSB has been recognized by the Chancellor's office with the "Pioneer's Award" for Service-Learning leadership.

He is a three-time finalist for the Ehrlich Award. This year, in addition to winning the Ehrlich Award, he received the Ernest A. Lynton Award for Faculty Professional Service and Academic Outreach. This is the first time that the same individual has received both awards in the same year. [cc](#)



Richard M. Eberst,
Heath Sciences and Human
Ecology Department,
California State University

"Much of my work in service-learning and community engagement has come as a result of the many excellent resources and materials generated by Campus Compact."

—RICHARD M. EBERST



To learn more about Dr. Eberst and a to view list of finalists, visit www.compact.org/ccawards/ehrllichaward/ehrllichaward.html. Applications for the 2005 award will be available in November 2004.

GoodReads

Public Work & the Academy

**An Academic Administrator's Guide to
Civic Engagement and Service-Learning**

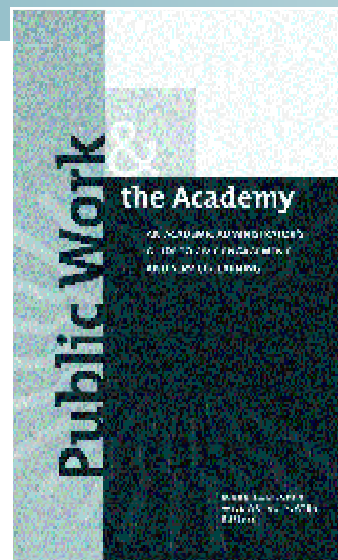
Edited by Mark Langseth & William M. Plater

Public Work and the Academy is written specifically for academic leaders—chief academic officers, provosts, deans, and division or department chairs—seeking to infuse civic work into academic life. If you're in need of a resource to increase your fluency with and ability to lead service-learning and civic engagement efforts on your campus, with your peers, and throughout higher education, this is the book for you.

Inside you'll find a wide variety of topics and case studies, as well as many valuable resources. There are 5 chapters with **guidance on using civic engagement to enhance the curriculum** and 11 **case studies highlighting strategies for advancing service-learning and civic engagement**. This is the first book available from a collaborative effort between Campus Compact and Anker publishing.

Mark Langseth is executive director of Minnesota Campus Compact.

William M. Plater is chief academic officer at Indiana University-Purdue University Indianapolis.



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