

Compact Current

CAMPUS COMPACT

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Educating Citizens
Building Communities

WINTER 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.

30 AND COUNTING

Governor Launches Kansas Compact

On October 15, 2003, Kansas Governor Kathleen Sebelius added her signature to the Kansas Campus Compact charter, formally recognizing the commitment of 16

Kansas colleges and universities to community and public service through higher education.

The Kansas Board of Regents joined the governor and presidents of the founding member campuses at the Kansas statehouse for the official launch of Kansas Campus Compact, the 30th state Compact office. The presidents signed the charter establishing Kansas Campus Compact “for the purpose of reasserting the public purposes and civic mission of higher education.”

“We have a crying need for more civically engaged citizens. And that’s what

Campus Compact is all about, and also why it’s so important,” noted Reginald Robinson, president and CEO of the Kansas Board of Regents. “For so many young people, the college experience—whether public or private, four-year or two-year—provides that window of opportunity

during which the habits of heart and mind are formed. Through Campus Compact, university presidents commit to seize that opportunity to help produce the kind of public-spirited, civically engaged citizens we need as we move more deeply into the 21st century.”

Governor Sebelius called on all Kansans to act in service to one another. “Instead of mountains and coasts, we rely upon a more valuable commodity—community. What we share—what makes people want to move their businesses and families here—is a unique quality of life. It comes from our willingness to take an interest in our hometowns, our neighborhoods, and each other.”

“Kansas Campus Compact is a confirmation of this spirit of community and participation. It commits the colleges and universities who adopt it to teach the importance of civic involvement. I wholeheartedly endorse it and look forward to the leaders it will help produce,” the governor stated.

Campus Compact welcomes Mary Hale Tolar, Kansas Campus Compact’s executive director, and the Kansas Campus Compact member institutions. **CC**



ABOVE: Governor Kathleen Sebelius signs Kansas Campus Compact’s charter at the official launch of the 30th state Compact office, held at the Kansas statehouse.

WEBlink 

For more information,
visit www.ksu.edu/kssc.



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

Toward a Brighter Future

We are making a difference. By any measure, Campus Compact's coalition of more than 900 colleges



and universities—representing an estimated 5 million students—has had a major impact on higher education and on the communities it serves.

Early results from our 2003 member survey show that campus-based service has again reached record levels. (Full results will be published in the coming weeks.) More than 90% of our member campuses have at least one partnership with a K-12 school, and of those, 60% have a service-learning component. Service-learning is no longer a novelty but an increasingly accepted and valued pedagogy throughout all of education.

Together, Campus Compact's member institutions have helped to create, foster, and spread the notion of the engaged campus. We can rightly celebrate our accomplishments—as we do, for example, in celebrating the 10th anniversary of Montana Campus Compact and the changes that have occurred in Montana as a result of MTCC's work. But we must also continue striving to fulfill the promise of the future. Thanks to the dedication of many on campuses across the country, this future looks bigger and brighter than ever, despite the political and financial issues that have battered both higher education and community service programs in the past year.

The recent launch of Kansas Campus Compact, the 30th state Compact office, is a testament to this dedication and to what it can accomplish. As Kansas

Governor Kathleen Sebelius noted, "Kansas Campus Compact is a confirmation of this spirit of community and participation. It commits the colleges and universities who adopt it to teach the importance of civic involvement. I wholeheartedly endorse it and look forward to the leaders it will help produce."

The work of Community Service/Service-Learning Directors and their staffs is central both to the civic mission of higher education and to Campus Compact. Having been a key player in creating this new professional field, Campus Compact is committed to its ongoing support and development. Our resources, networks, training, and various state and national initiatives are all targeted toward this end.

This issue of the *Current* highlights many facets of this work. In addition to the state Compact milestones noted above, articles address the expanding role of the Community Service Director and Campus Compact's move toward professionalization; Campus Compact's Raise Your Voice initiative, whose activities have expanded into a Month of Action spanning February and March; conferences and other training opportunities; and new resources. Look for additional work in all of these areas and more in the coming year.

Elizabeth L. 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.

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Professionalizing the Role of Service Directors

By Barbara Jacoby, Director, Office of Community Service-Learning, University of Maryland

What does it really mean to be a professional community service or service-learning director? I was challenged to address this topic by Barbara Canyes, Executive Director of Massachusetts Campus Compact, in a daylong institute preceding the New England Campus Compact (NECC) conference in April 2003.

As I pursued the topic in conversations with the conference planning team and colleagues around the country who serve along with me in this demanding position, the need to focus on community service directors (CSDs) and service-learning directors (SLDs) as professionals became increasingly clear. Some of the salient issues raised in these conversations are:

- Individuals enter the CSD/SLD role from various backgrounds, including faculty, student affairs, the ministry, community organizations, and national service programs. As a result, they have widely varying types and levels of knowledge, skills, and experience.
- The role is often not clearly defined, and expectations of the individuals in it are frequently unrealistic. Many CSDs/SLDs find themselves trying to be “all things to all people.” This results in burnout and high turnover in a position where consistency over time is critical to building relationships on and off campus.
- Although several excellent schemas exist for program assessment, there is no model for CSDs/SLDs to assess their individual levels of knowledge and skills in key areas.
- As a result, CSDs/SLDs lack the means to prepare for a move into new or expanded roles at their current institution or elsewhere. This includes moving from CSD to SLD or vice-versa, or adding academic serv-

ice-learning or volunteer service responsibilities to one’s role.

- The lack of an accepted core of knowledge and skills and an accompanying “curriculum” for learning makes it difficult to prepare young people for the CSD/SLD role.

Given these concerns, I proceeded, with some trepidation, to design an institute for the NECC conference. The institute focused on several aspects of the question of “What does it mean to be a professional CSD/SLD?” Here are a few of the answers we explored:

- Professionals base their work on a range of principles, standards, and models of good practice. They also continually examine these principles, standards, and models—embracing, modifying, rejecting, or rewriting them as appropriate.
- Professionals ground their practice in a working knowledge of student learning and community development.
- Professionals understand and operate effectively within the multiple and complex contexts in which they work, including institutions of higher education, communities, non-governmental organizations, and government on all levels.
- Professionals engage in regular evaluation, assessment, and research.
- Professionals stay up to date on trends and issues that relate to stu-

dents, higher education, and communities.

- Professionals have a strong sense of commitment to their work that is rooted in their personal beliefs and dedication to positive social change and the common good.
- Professionals are reflective practitioners who actively participate in their own professional development and that of their colleagues.

I was pleased that I had a packed house for the institute and gratified that the participants actually stayed all day. Feedback I received following the institute reinforced my belief that there is a pressing need for further attention to the professionalization of the CSD/SLD role. Since the NECC institute, I have spent time with Campus Compact staff and colleagues around the country discussing this topic.

We have just begun to consider some possible means of providing a professional development curriculum for CSDs/SLDs. Possible delivery mechanisms include a “toolkit”-type workbook, a “traveling” one-day workshop, an online course, or some combination of these. Many other means are possible; these are only preliminary ideas. Any curriculum would include a way for CSDs/SLDs to conduct a preliminary self-assessment of their knowledge, skills, and areas for development.

At this point, I seek your thoughts and suggestions about what Campus

continued on page 6

SERVICE MATTERS

Celebrating a Decade of Engagement U

By Dean McGovern, Executive Director, Montana Campus Compact

UPCOMING CAMPUS COMPACT EVENTS

FEBRUARY 15–MARCH 20

Raise Your Voice – A Month of Action

FEBRUARY 19

National Teleconference on Student Civic Engagement (see article, p. 7)

MARCH 3

North Carolina Campus Compact Service-Learning Conference. Elon University, Elon, NC

MARCH 10–12

7th Annual Continuums of Service Conference: “Is Higher Education a Public Good? Service-Learning, Civic Engagement, and the Public Purposes of Education.” San Diego, CA

MARCH 24–26

2nd Annual Gulf South Summit on Service Learning, Community Engagement, and Positive Youth Development. New Orleans, LA

APRIL 2

Bridging the Divides: Connecting Service, Learning, and Communities. Philadelphia, PA

APRIL 15–16

North East Regional Campus Compact Conference. Worcester, MA

APRIL 23

“Service-Learning for Research Universities: Expanding Our Traditions.” California Campus Compact, UCLA, Los Angeles, CA



For more information on these and other events, including contact information, see Campus Compact's Calendar at www.compact.org/calendar.

Montana Campus Compact (MTCC) marked its tenth anniversary, celebrating a decade of democratic and academic benefits of service and service-learning; and extolled the outstanding work that colleges and universities and university presidents, MTCC has grown into a movement that extends

Montana has always had two striking characteristics: it is big, and it is sparsely populated. The relatively few residents and the large distances between towns cultivate a spirit of independence and demand a certain amount of self-reliance. It is hard to imagine that these characteristics would foster an environment where civic engagement would thrive, but that is exactly what has happened. All sectors—agriculture, corporate, government, nonprofit, and education—have come together to weave the patches of society into a Montana-sized quilt. As part of this effort, over the past decade the higher education community has renewed its commitment to fostering and advancing civic responsibility by supporting Montana Campus Compact.

In its first years, MTCC focused almost exclusively on service as the tool to improve both individual and collective futures. MTCC developed extra-curricular service opportunities for students, procured thousands of dollars worth of education awards, and placed AmeriCorps members across the state in rural towns, on Reservations, in bigger municipalities, and on campuses. The plan was to create “habits of the heart” and foster an ethic of service in students to sustain them in their lives and careers after graduation.

After a few years, MTCC board, staff, and constituents learned from experience that service, while necessary, is not a sufficient means to revitalize communities. “Over the past ten years we discovered that only civic engagement, in its broadest terms, among the citizenry could assure the end that MTCC sought,” notes George Dennison, president of the University of Montana and Chairman of Montana Campus Compact’s Board of Directors. “Certainly those who benefit from service find it valuable, and those who perform it derive a great deal of personal satisfaction. However, it was inevitable that Montana Campus Compact would migrate to a deeper understanding of the means-end nexus, linking service and civic engagement.”

With a new understanding of the powerful role that service can play if utilized properly, MTCC refocused its work. To enhance the learning that occurs through service, MTCC included provisions for reflection and analysis opportunities in all of its grants and programs. Service now provides the occasion for civic engagement; it has become the means to a broader end. “Service-learning” thus defined leads everyone involved to a deeper understanding of the meaning and requirements of active citizenship.

Further, MTCC has recognized that campus-based or campus-led initiatives, while often successful, are not enough to improve communities. Higher education must serve not only as designer and initiator but as a partner, on equal ground with community-based, government, nonprofit, and corporate organizations.

“Certainly those who benefit from service find it valuable, and those who perform it derive a great deal of personal satisfaction. However, it was inevitable that Montana Campus Compact would migrate to a deeper understanding of the means-end nexus, linking service and civic engagement.”

der the Big Sky

in 2003. Since its inception, MTCC has educated people about the dem-
ported and encouraged different types of civic engagement on campus;
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Ultimately, it will take mutually beneficial partnerships that capitalize on the resources,
expertise, and talents of all stakeholders to create a sustainable and healthy Montana.
MTCC’s work has evolved to reflect this campus-community partnership focus as well.

The work is paying off. Robert Putnam, noted author and professor of government
at Harvard, has conducted research on levels of civic engagement across the United
States. In his bestselling book *Bowling Alone: The Collapse and
Revival of American Community*, Putnam’s analysis ranked Mon-
tana high on many indicators of social capital. Putnam defines
social capital as the collective value of all networks and the things
the networks do for each other. Quite often, according to the Put-
nam, social capital indices point toward high levels of civic
engagement. Montana ranks near the top on all 15 indicators.

In a keynote speech at MTCC’s tenth anniversary celebration
in September 2003, Putnam praised Montana Campus Compact
for being part of the solution to what he described as a genera-
tional decline in social capital across America. He cited MTCC as a
key factor in Montana’s high rank in social capital among states;
and conversely, Montana’s social networks as the reason MTCC is
thriving as an organization. Putnam also noted that MTCC is one
of the most diverse and important higher education organizations
in the state. (MTCC comprises 17 two- and four-year, public, pri-
vate, religiously affiliated, community, and tribal colleges and uni-
versities.)

National Campus Compact Executive Director Elizabeth Hol-
lander joined Putnam as an invited guest at the celebration, which
was held at Montana State University-Billings. In her speech, Hollander delineated the
strength and promise of the national civic engagement movement. She spoke of the
Compact’s rapid growth, its ability to generate meaningful connections between higher
education and other sectors of society, and its tremendous potential to revitalize the
link between democratic and academic values.

On this warm and wonderful September night, the vastness of Montana shrank just
a bit. Montanans gathered to celebrate a success that the entire state helped to create.
They were reminded of the larger more democratic purposes of education. They were
afforded a glimpse of how their rural and sometimes isolated state contributes to
national change. And most important, they recharged themselves to leverage their col-
lege campuses, their high levels of social capital, their engaged citizenry, and their firm
resolve to create a bigger and brighter future. **CC**

CAMPUSCOMPACT EVENT

Campus Compact is offering a **professional development opportunity** in partnership with the American College Personnel Association’s (ACPA) Annual Convention on April 1–5, 2004.

A highlight of the ACPA Convention is a **service-learning track** geared toward higher educa-
tion professionals interested in exploring serv-
ice-learning and civic engagement. This year’s
Convention features a full day **pre-conference workshop** sponsored by National Campus Com-
pact and Pennsylvania Campus Compact in col-
laboration with ACPA.

Bridging the Divides: Connecting Service, Learning, and Communities

A Full Day Pre-Conference for Community Service and Service-Learning Directors,
Friday, April 2, 2004, 8:30 AM– 4:30 PM,
Philadelphia, PA

Join your colleagues for a one-day intensive dis-
cussion of effective approaches to campus-
community partnerships. New and seasoned
community service directors and others inter-
ested in service and service-learning will address
the challenges and opportunities of working
with communities.

The day will include a keynote address from
Nadine Cruz exploring the integral relationship
between student development and community;
concurrent sessions on key partnerships and
concerns; and a closing intergenerational panel
discussion of key themes and next steps.

Find a draft agenda for the pre-conference
workshop and registration materials for the
ACPA Convention and pre-conference work-
shop at [www.compact.org/csds/bridging_](http://www.compact.org/csds/bridging_conference.html)
[conference.html](http://www.compact.org/csds/bridging_conference.html).

Please note that you must register for the ACPA
Convention to register for the Campus Com-
pact “Bridging the Divides” pre-conference
workshop.

For more information or to request registration
materials, contact Pam Mutascio at
pmutascio@compact.org or 401-867-3950.

NATIONAL POLICY

Advocacy Efforts Paying Off

Record Budget for CNCS

In November 2003 a congressional conference committee approved a \$124 billion VA-HUD spending bill for fiscal year 2004. This bill includes funding for several programs of the Corporation for National and Community Service (CNCS). The bill has been approved by the full House, and was passed by the Senate in late January 2004. The bill provides approximately \$584 million for CNCS, nearly \$182 million more than the fiscal year 2003 level. Both the total funding level and the funding increase are the highest in CNCS history. In addition, there was no cap on AmeriCorps member enrollment, and the bill included an amendment that repaired education award discrepancies in the VISTA program. We attribute this unprecedented funding to the advocacy and education efforts of campuses and communities—including the strong statement sent to Congress by more than 190 Campus Compact member presidents.

Learn and Serve America Restored; President Proposes 7% Boost

In the last issue of the *Current* we reported that the U.S. House of Representatives had cut Learn and Serve America to \$40 million in its initial spending bill

for 2004. Campus Compact called on members to support Learn and Serve America by contacting their elected officials. Thanks to your efforts, the House returned Learn and Serve America to full funding at \$43 million. In addition, President Bush released his proposed budget for 2005 on February 2, and for the first time in ten years the budget supported an *increase* for Learn and Serve America. This 7% increase would raise the total budget for Learn and Serve America to \$46 million. Campus Compact looks forward to working with you to ensure that Congress meets the President's request.

Higher Ed Reauthorization – Missing the Civic Mission

Congress adjourned for the year leaving a majority of the reauthorization of the Higher Education Act of 1998 unfinished. During the past five months, the full House passed four bills, but the Senate Committee on Health, Education, Labor and Pensions has yet to take up any of the legislation. The bills seek to establish teacher recruitment grants, increase student loan forgiveness for teachers, and address graduate and international education. **CC**

Advocacy and Education: Recent Campus Compact Activity

LEARN AND SERVE AMERICA GRANTEES ON CAPITOL HILL

Campus Compact and the National Service-Learning Partnership, in conjunction with SEANet, organized a Capitol Hill Day on December 10, 2003. Throughout the day, Learn and Serve America grantees met with their elected officials in an effort to educate Congress about the vital impact of service-learning on students, campuses, and communities. Policymakers from 12 states held meetings with more than 20 service-learning practitioners in this unprecedented effort. In total, visits were made to nearly 30 U.S. Senate and U.S. House offices.

POLICY WORKSHOPS

This past fall, Campus Compact's policy associate Joshua Stearns facilitated workshops in Rhode Island and Maine on connecting service and service-learning with policy work. Campus Compact Executive Director Elizabeth Hollander will participate in a workshop on policy at the Gulf South Summit in New Orleans, LA on March 24–26, 2004.

IDEAS FOR ACTION

- 1) Invite a policymaker to your next event
- 2) Send your annual report to your elected officials
- 3) Write a letter to the editor about campus-based service and/or service-learning

Professionalizing Service Directors

continued from page 3

Compact should do to increase the professional nature and stature of the CSD/SLD role. The following questions are a good starting point.

- Do you see a need for professionalization of the CSD/SLD role? Is there any price to pay for such professionalization?
- What do you see as the areas of greatest need for professionalization? What elements should be included in a “curriculum” designed to address these needs?
- Is there a common core of knowledge and skills for both CSDs and SLDs?

- Through what means should the “curriculum” be delivered to current and new CSDs/SLDs?
- What are you willing to contribute to this process?

Please send your comments to Pam Mutascio, Resource Coordinator for Campus Compact, at pmutascio@compact.org. I look forward to working with many of you to enhance the wonderful profession to which many of us have dedicated our hearts, minds, and spirits. **CC**

Barbara Jacoby is the editor of several books on service-learning, including Building Partnerships for Service-Learning (Jossey-Bass, 2003).

Join the National Teleconference on Student Civic Engagement

raise your **VOICE**
STUDENT ACTION FOR CHANGE

As part of Campus Compact's Raise Your Voice campaign, many students are debating whether service is a substitute for political action, whether they want to be part of traditional American politics, and whether they can affect the next election.

Register for the National

Teleconference at

[www.micampuscompact.org/
teleconference.html](http://www.micampuscompact.org/teleconference.html).

A national student teleconference on these and related issues will be held on Thursday, February 19, from 2:00 to 3:00 pm Eastern Standard Time.

We invite you to participate in this intergenerational discussion, host a watch party, and get other students mobilized around this national dialogue.

The Teleconference will consist of a panel of professionals, administrators, faculty, staff and students, sharing their thoughts on civic engagement and responding to your phone calls and emails. Join us at Michigan State University or via satellite from your own institution. Institutions can register their Teleconference event through the online registration at www.micampuscompact.org/teleconference.html.

Some host sites are holding follow-up dialogues with their students, community members, and legislators. Here are some local connection ideas to consider:

- Arrange a teleconference viewing with students, campus administrators, and local elected officials/candidates/state legislators
- Hold a "Day at the State House" and arrange meetings with your state

legislators to discuss issues students care about

- Inspire faculty to include the teleconference in their course syllabi for spring semester and/or encourage students to attend the teleconference for a class discussion
- Hold an Issues/Advocacy/Opportunities Fair in conjunction with the teleconference
- Partner with Student Government or campus political groups to host the teleconference

- Coordinate with the activities office or academic departments to bring a campus speaker in conjunction with the teleconference.

The Teleconference is hosted by the Midwest Collaboration (Illinois, Indiana, Michigan, Missouri, and Ohio Campus Compacts) and Michigan State University. For more information contact Allison Treppa, assistant director for student engagement, at 517-492-2424 or atreppa@micampuscompact.org. **CC**

Raise Your Voice Gets Louder

Mark your calendar for the month of action

Campus Compact is sponsoring "Raise Your Voice - A Month of Action," February 15-March 20, 2004, to increase, celebrate, and deepen student civic engagement efforts on college campuses around the country. During this month, national student groups and higher education will speak in a collective voice about the importance of promoting student civic engagement.

Last year more than 250 campuses in 20 states participated in Raise Your Voice - A Week of Action during Presidents' Week in February. One overwhelming response from students was that they wanted a longer period of time to host events; feedback suggests that the action was difficult to confine to one week, and that a longer duration will allow more interaction among campuses.

This year campuses around the country are planning events to galvanize students to take part in the democratic and community-building process. Although specific activities and events will vary widely from campus to campus, all will facilitate opportunities for students to speak out and act to create a more vibrant democracy. **CC**

WEBlink 

For more information about Campus Compact's Raise Your Voice campaign and the Month of Action, go to www.actionforchange.org.

GOOD READS

Introduction to Service-Learning Toolkit:

Readings and Resources for Faculty

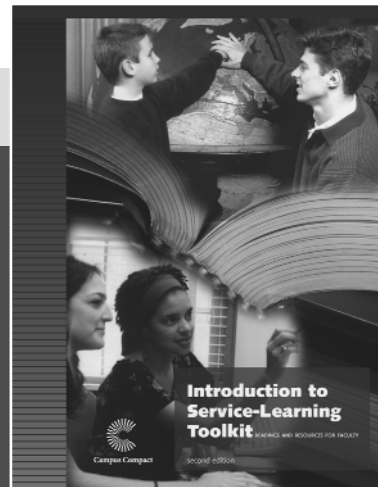
This new revised edition of our best-selling book brings together the best, most up-to-date writing and resources on service-learning, from learning theory and pedagogy to practical guidance on how to implement service-learning in the classroom.

In addition to updated material throughout, this volume includes expanded chapters on community partnerships, student development, and redesigning curriculum, as well as two new chapters—one exploring the connection between service-learning and civic engagement and the other focusing on community-based

research. Revised and expanded recommended reading lists, broken down by topic, bring readers a wealth of print and online resources for further study.

The Introduction to Service-Learning Toolkit is an essential resource for faculty and administrators who wish to be part of the growing movement toward civic engagement in higher education. 304 pages, 2003.

Special Campus Compact	
Member Price:	\$35
Nonmembers:	\$46



ORDERING INFORMATION

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