

Compact Current



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Educating Citizens
Building Communities

WINTER 2010

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 1,100 member campuses.



Campus Compact has received generous support from KPMG for the *Compact Current*.

Elon President Leo Lambert's Vision

Since becoming Elon University's eighth president in January 1999, Dr. Leo M. Lambert has advanced an ambitious agenda to establish Elon (in Elon, North Carolina) as a top-ranked liberal arts university and a national model of engaged teaching and learning. Dr. Lambert received the inaugural **William M. Burke Presidential Award for Excellence in Experimental Education** because he has helped create a landscape in which the student body is not limited to the textbook and whiteboard for its lessons. We wanted to learn more about Dr. Lambert's vision and how he brought that vision to life at Elon.



Elon University President, Leo M. Lambert

CC: Thank you for giving us your time, Dr. Lambert. To use an old farming term, how can a college president prepare the ground for a fertile civic engagement/service-learning program to thrive?

LL: One of the most important things is to ensure there is designated faculty leadership for service-learning on campus. It's powerful pedagogy and it takes faculty-to-faculty contact and mentoring to adapt curricula and courses appropriately. At Elon senior faculty lead the way, and this is essential. We are also members of consortia where we can learn best practices. Elon is home to the North Carolina Campus Compact and I'm a past board member of national Campus Compact, so our connection to the Compact is strong. We are also an institutional member of Project Pericles, an association of colleges and universities committed to civic engagement.

I also think it's essential for service-learning programs to be academically grounded, so we've tried to strengthen the academic

connection between student life and faculty to ensure that support for service-learning is seamless across the campus.

CC: How have you identified or cultivated faculty leaders?

LL: At Elon there were already committed faculty in place, led initially by Pamela Kiser, Watts-Thompson Professor of Human Services, who became our first Faculty Fellow in service-learning. Pam was very effective in bringing faculty together to share ideas and experiences related to service-learning.

CC: How did you keep the momentum, energy, and commitment moving forward?

LL: We define experiential learning to include internships, international study, leadership, undergraduate research, and service. We aspire for each of these areas to set a national example of excellence. Our new strategic plan, "The Elon Commitment,"

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Save the Date...

Presidents Leadership Summit 2010
Maximizing 'd'emocratic Partnerships for Student and Economic Success

October 12 & 13, 2010
Georgetown University, Washington, DC

Campus Compact has created a rare invitational forum for college and university presidents from across the different sectors to gather and share thought-provoking conversations on how to achieve student access and success while reinforcing our commitment to civic engagement. Mark your calendars today and plan to join us!



Campus Compact

Campus Compact is a national coalition of more than 1,100 college and university presidents—representing some 6 million students—who are committed to fulfilling the civic purposes of higher education. As the only national association dedicated solely to this mission, Campus Compact is a leader in building civic engagement into campus and academic life. Through our national office and network of 35 state offices, members receive the training, resources, and advocacy they need to build strong surrounding communities and teach students the skills and values of democracy.

Campus Compact comprises a national office based in Boston, MA, and state offices in CA, CO, CT, FL, HI, IA, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, NH, NY, OH, OK, OR, PA, RI, SC, TN, TX, UT, VT, WA, WI, and WV. For contact and other information, see www.compact.org.

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calls for major new investments in these areas over the next decade.

CC: What role has your board played in this?

LL: First, they've been an important part of the creation of the new strategic plan and vision for the institution. (To read the "Elon Commitment Strategic Plan" visit <http://www.elon.edu>) Second, the board's personal philanthropy—much of which is devoted to experiential learning—has been invaluable. For example, our incoming chair, Mark Mahaffey, together with his wife, Marianne, has made a \$1 million endowment gift to promote service-learning in international contexts. Many Elon parents have seen the transformational benefits of service-learning and want to support similar opportunities for other students through endowed scholarship support.

CC: How does the Elon Commitment play out in the community?

LL: The project I'm most proud of is the Elon Academy. We've identified students in 9th grade—youngsters who are smart, have good character, come from families with no history of college attendance, and have limited financial means. We bring them to the campus for three successive summers, provide them with college counselors, run a parents program to help parents support their children's goals, and support the students with an academic-year follow-up. They also get university ID cards that entitle them to use all of our on-campus facilities, and full-time professional staff keep in touch with them. The alpha class graduates from high school this spring and we've obtained a grant for them to take a college writing course this summer to prepare them even more fully for their freshman year.

We've also just begun a new service using bio-diesel buses to transport Elon students to major community service centers. The buses ensure that students without cars can get to the community service agencies where they're volunteering.

CC: What's the message that this sends to your own Elon students?

LL: We are demonstrating to our students that they need to be invested in their local communities and especially in K-12 education. Second, we're modeling for them the idea of sustainability—that deep, well-conceived service programs can't just be "one and done." You've got to be fully committed to make the results lasting if we are to be effective community partners.

CC: Do you feel that there is sufficient emphasis upon community benefits in most service-learning programs?

LL: We in higher education have to take a big step back. We can ill afford to be seen as islands of prosperity in a sea of despair. We have to demonstrate that we're engaged in the social problems and issues of the community where we reside. The community in turn respects our leadership and collaboration. Community partners are a gigantic piece of the equation in service-learning; they provide a lot of the actual teaching of our students in the field.

Effective service-learning experiences start with deep listening to the hopes and aspirations of our partners. They are the unsung heroes. We have to begin by listening to their goals for the partnership, respecting their contributions to the learning experience, and by thinking of these partnerships as long term. **CC**

Compact Current, the national newsletter of Campus Compact, is distributed three times a year to all Campus Compact member institutions.

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Thomas A. Dutton's Passion for Engagement

Thomas A. Dutton is Cincinnati Professor of Community Engagement in the Department of Architecture and Interior Design at Miami University of Ohio. He is co-editor of *Reconstructing Architecture: Critical Discourses and Social Practices*, editor of *Voices in Architectural Education: Cultural Politics and Pedagogy*, and 2009 winner of Campus Compact's **Thomas Ehrlich Civically Engaged Faculty Award** for his work with students and residents to revitalize Cincinnati's Over-the-Rhine neighborhood. The national award is presented to one faculty member each year for enhancing higher education's contributions to the public good through scholarship that advances students' civic learning while meeting community needs.

Architect Tom Dutton believes that issues of social justice ought to be powerful influencers as we pursue our intellectual and creative endeavors. His work to establish Miami University's Center for Community Engagement and to involve his students in revitalizing Cincinnati's Over-the-Rhine neighborhood demonstrates that commitment.

In 1981, after a few years teaching architecture, Dutton went looking for a community where he "could be of assistance." He sat in on planning meetings in Cincinnati and sporadically brought his students along. He got involved in a few small projects but mostly was absorbing all the information he could about Cincinnati's past and its hopes for the future.

In 1996, one of Dutton's Design Studio students got his ear. "He said he was tired of solving make-believe, hypothetical problems; he wanted to do something real. I was on the board of a nonprofit and asked them to identify a site project we could dig into, and that's how it began."

From 1996 to 2006, Dutton and his colleagues brought Miami University architecture/design students to the city every semester. "Every Monday, Wednesday, and Friday we'd drive 50 minutes there, work for three hours at a time, and drive back. Sure, we were doing good work, but we weren't learning about the community. We weren't looking at the larger issues that residents were facing every day." The Center was established right in Over-the-Rhine in 2002, and by late 2006, the university had embarked on a full-fledged Residency Program open to the whole university.

Achieving Buy-in

Sharing a strong social justice mission and concern about what a "critical practice" would look like, Dutton's own department members encouraged him. "My department is very democratic and the Center naturally evolved based on the deep relationships I was building with my colleagues and with the community. But we were student-driven, too. When students came down and did something of use, like helping a nonprofit with their business plan, they brought energy, enthusiasm, plus labor and skill—valuable commodities."

"When people began to see the design/build work we were creating, and that it was strong, my Dean, Pamela Fox (now president of Mary Baldwin College), came to see for herself. She got the Provost involved (Ronald A. Crutcher, who is now President of Wheaton College in Massachusetts). The whole evolution was organic, but based on being able to show people what we could do."

At the same time, the university's on-campus Office of Community Engagement and Service had noticed an influx of students wanting to do more community-based work. They willingly engaged in a dialogue with Dutton to explore creating a spectrum of student involvement—from one-time events and projects to deep immersion. Dutton and others were eager to build a strong middle space where service-learning syllabi would be created and courses offered in many diverse disciplines.

Last year, Dutton sat on Miami University's Service-Learning Taskforce where they crafted a position statement to officially sanction service-learning across the university. Today, faculty's work in this area is being taken into account when considering promotion and tenure.

Among the twelve original students in the Residency Program, only six were architecture students. Others included a student teacher, a social worker, a geography-planning major, a psychologist, and philosopher. Currently five of the original residents have chosen to remain in Over-the-Rhine, living there as committed community residents and demonstrating that civic engagement begins at home. CC



Thomas A. Dutton, (l), receiving the Ehrlich Award from Campus Compact board member, James T. Harris, III, D.Ed., at the annual meeting of AAC&U.

Maine College of Art VISTA Cultivates Community

At the **Maine College of Art** (MECA) in Portland, freshmen are introduced to service-learning from the moment they begin orientation thanks to **Christina Bechstein**, a faculty member in the Sculpture Department, and a team of faculty and staff who have been working intensively with her. Through an Engaged Department grant from **Maine Campus Compact** they led an initiative to revamp curricula across the school, introduced a new, innovative FY-In course, and have increased the capacity of faculty members to understand and deliver curricula with service-learning components.

During orientation, freshmen met with faculty and with representatives from **Cultivating Community**, their community partner. “This year, Cultivating Community presented a mini-workshop called ‘Social Change vs. Charity Activity’ to show students the subtle, yet vital difference between these two aspects of civic engagement,” explains Bechstein. The service-learning project is now in its third year. A key to its success has been the deep involvement of MECA’s campus-based VISTAs (Volunteers In Service To America) **Jess Sheldon** (2009) and **Jennifer Livingston** (2008) who shared similar areas of responsibility.

“I see my role as helping to protect and tend to the relationships that will help us be effective,” Jess says. “Whether it’s students-to-

partner, partner-to-MECA, or partner-to-faculty, at the end of the day it’s really about relationships. Anything I can do to foster communication and understanding in every direction, I’m happy to do.”

Cultivating Community, the Portland-based nonprofit, locates and gets permission to grow fresh vegetables in

lots across the city. Local youngsters who come from low-income households themselves grow the vegetables. Nearly 80% are newly arrived immigrants from places like Sudan, Somalia, the Congo, Burundi, China and Bangladesh. They receive a summer stipend for their work and the food grown in these gardens provides fresh, locally grown produce to some of Portland’s most vulnerable communities. Their work helps young people understand that their efforts and choices can make a better world. Nothing could be closer to the goals and objectives of VISTA itself.

Building sustainability

All first-year students at MECA take the FY-In course, which stands for **First Year Involve/Infuse/Inspire** and work on projects identified by Cultivating Community as concrete program needs. **Alida Payson, Education and Training Coordinator** at Cultivating Community explains, “They taught us how to build cold frames and prepared schematics that we’ll use in years to come. They also helped us design educational outreach posters for public schools.”

“In addition to devising a terrific seed-saving system, they helped us create a series of garden stakes that became educational tools themselves. Each stake includes the English name of the item, a picture of it in fruit, and a drawing of what the leaves look like,” says Payson. For their final project they created public art plant totems out of found Portland street materials. This spring, the totems will be installed to mark the boundaries of the Boyd Street Urban Farm.

Jess Sheldon helped prepare an extensive memo of agreement that MECA and Cultivating Community created together. It’s already being used as a template to ensure clarity between Cultivating Community and their other school partners. “Jess worked with 90 students and put together a calendar of ten opportunities—this year alone—for students to connect to the community and help address issues related to hunger, which is our primary goal,” notes Payson. CC



VISTA Jess Sheldon spends a moment in the garden with Cultivating Community volunteers.

What’s New at www.compact.org?

Carnegie Community Engagement Classification

The new classification recognizes higher education’s commitment to community engagement and reaffirms institutional commitment to deepen the practice of service and to further strengthen bonds between campus and community. New postings include:

- A broader description of the Carnegie Classification at <http://www.compact.org/initiatives/carnegie-community-engagement-classification/#Description>

- A 2010 training schedule for applying to the Carnegie Classification on Community Engagement at <http://www.compact.org/initiatives/carnegie-community-engagement-classification/#trainings>

- Successful 2008 applications for the Carnegie Classification on Community Engagement at <http://www.compact.org/initiatives/carnegie-community-engagement-classification/-Carnegie%20applications>

College Student Philanthropy

This new section provides a compilation of cutting-edge tools, information, and resources

on this important and growing movement. In partnership with the Fidelity® Charitable Gift Fund, Campus Compact supports student philanthropy by providing colleges and universities with the educational resources and initial funding to engage students in strategic grant-making activities within the context of community-based learning. **Students4Giving** involves students in grant making through the use of donor-advised funds, an increasingly popular tool for individual giving. <http://www.compact.org/initiatives/college-student-philanthropy/>

Thinking Aloud...

From CC President Maureen F. Curley



Campus Compact President, Maureen Curley

The ability of college and university presidents to foster mutually beneficial relationships between faculty, students, and communities, has resulted in a wonderful, progressive time for civic engagement. Now we've got to drill down deeper in order to create more meaningful impact. We must ensure

that civic engagement is a positive learning experience for students, and that their efforts are seen as making measureable and sustainable contributions to communities. Urging us forward is President Obama, who has challenged us to be mindful and focused in these efforts.

If, as institutions, we want to train and nurture the next generation to contribute towards a functional, thriving democracy, then it's our responsibility to help them understand and appreciate what communi-

ties need—not just what we imagine they want. Community leaders are imploring us to hear them and we must become better listeners.

Funders, communities, and college presidents themselves are asking for this. They want to know that students are learning to be socially responsible and politically engaged in a non-partisan way. They expect us to teach young people the power they have as individuals and cooperatively to help shape our society.

Campus Compact members are already measuring impact—though we need to do more—and we're broadly sharing the information we gather by making syllabi available, by convening high-level conversations, and by connecting institutions and individuals. We see much progress in service-learning, community-based research, scholarship, and service and we're committed to helping our members gain increased visibility for their important initiatives. CC

Lumina Foundation for Education to Sponsor

Campus Compact Presidents Leadership Summit,

Oct. 12 & 13, 2010 at Georgetown University

We are excited to announce that Georgetown University in Washington, D.C. will be the site of Campus Compact's

2010 Presidents Leadership Summit –

an opportunity to expand the national discussion around college access and success through the lens of civic engagement in higher education.

The Summit is being made possible through a grant from **Lumina Foundation for Education** as part of their National Youth Serving Organizations and **KH2GO (KnowHow2GO)** initiatives.

Lumina's "Big Goal" is to ensure that 60 percent of Americans are college-educated by 2025.

Please save the date: October 12-13, 2010.

We anticipate a lively dialogue—perhaps the first of its kind in the country—and hope that you will plan to join us.

The Jenzabar Foundation Funds Compact Student Leadership Conferences

We are extremely pleased to announce that The Jenzabar Foundation has committed \$150,000 for a three-year partnership initiative with Campus Compact to fund a series of "Best in Class" Student Leadership Conferences. The Jenzabar Foundation is dedicated to building a strong student leadership community and sought out the Compact as an ideal partner to help bring their vision to life.

The mission of The Jenzabar Foundation (which has recently received official status as a public charity) is to recognize and support the good works and humanitarian efforts of student leaders serving others across the global community. The Foundation seeks to foster a culture of service and to educate and inspire future generations to create a better world. It issues grants to institutions of higher education and other charitable organizations with similarly aligned missions, and helps promote the activities of grant recipients within their communities and on a global level.

Campus Compact's Comprehensive New Guide to Service-Learning

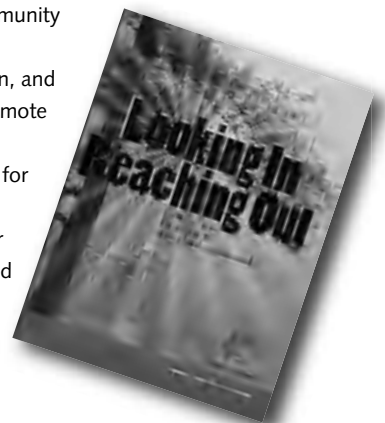
Looking In, Reaching Out: A Reflective Guide for Community Service-Learning Professionals

Whether you are a novice or advanced community service-learning professional, *Looking In, Reaching Out* will help you enhance your potential on campus and in the community through self-reflection.

Looking In, Reaching Out is a hands-on guide packed with tools, worksheets, and insights designed to provide you with the skills, confidence, support, and balance you need to be successful in your personal and professional lives. The guide is self-paced; each chapter can be read on its own or you can read the entire book from start to finish. Thoughtful worksheets allow you to take the concepts that are written and apply them to your personal situation giving you a tailor-made experience.

This must-have for any community service-learning professional contains entire chapters on:

- Navigating the dizzying array of definitions used by the field
- Establishing and sustaining a community service-learning office
- Understanding the culture, mission, and politics of higher education to promote service-learning
- Using reflection to foster learning for your students and yourself
- Developing effective strategies for working with faculty, students, and community partners
- Leveraging financial support for service-learning



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