

Compact Current

CAMPUS COMPACT

INSIDE	
From the Heartland to China and Back	3
New Journal from Missouri	4
Dr. James Dworkin is Campus Compact Chair	5

Educating Citizens
Building Communities

WINTER 2011/2012

Compact Current is the newsletter of Campus Compact, which provides leadership, resources, and advocacy to support civic education, community building, and campus engagement for nearly 1,200 member campuses.



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Keene State's President Helen Giles-Gee

At Keene State College, Service-Learning is Woven Into the Fabric of Campus Life

Dr. *Helen F. Giles-Gee* became the ninth president of Keene State College, Keene, New Hampshire, on July 1, 2005. She also holds an appointment as professor in education and management. With over 30 years experience in higher education, Dr. Giles-Gee is a nationally known scholar, educator, and administrator. Under her leadership, Keene State College has become known throughout New Hampshire and New England for the strength of its academic program, as a leader in innovation, and as a powerful force for economic development.

In 2009, Dr. Giles-Gee led the college through a celebration of its centennial and initiated discussion about the college's vision for the next century. In *The College at its Centennial: A Time to Soar*, President Giles-Gee identified three institutional priorities as the college enters its second century: catalyzing economic development, preparing students for global citizenship, and developing a new model for fiscal sustainability. That made us curious about this soft-spoken yet powerful force for change, so *Current* sat down with her for a Q&A.

CC: What's the impetus for your focus on driving economic development in New England?

HGG: I believe in the power of collaboration to produce high-powered communities and drive economic development. As an educator, as an individual, and as president, I have always felt it was our job as an institution to foster community-based learning. Now, such learning has become infused throughout the campus and is woven into scholarship, research, teaching, and thus has informally become part of the fabric of our tenure and promotion process.

CC: Has this been a change for Keene State?

HGG: Well, I've been very fortunate. Keene State has built a strong foundation of community engagement over the course of its history. Our college motto is "Enter to

Learn; Go Forth to Serve." We understand that students often begin with small service contributions. As these students gain the respect of the institution and of their peers, they often move on to more ambitious work. Early on, I asked the Provost and Vice President of Student Affairs to better coordinate the multiple civic-engagement activities on campus. This collaboration has fomented a wealth of joint opportunities for students.

CC: How is the community in which you are located affected by the engagement of students and faculty?

HGG: Many academic programs include capstone courses requiring the application of theory. For example, much of the curriculum in our Architecture Department is project-based, and students progress through

"She's one of these rare individuals who think about civic engagement and community-based learning to address lots of challenges facing higher education. She brings a deep understanding of the immense role that service-learning can play, and at every turn she demonstrates amazing leadership and inclusive excellence."

— Deborah Scire
Executive Director,
Campus Compact
for New Hampshire

Continued on page 2



Campus Compact

Campus Compact is a national coalition of almost 1,200 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 36 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, MT, NC, NE, NH, NJ, 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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Continued from page 1

a series of studio and real-world design problems of increasing complexity. In the advanced courses, students design solutions to real architectural problems and create buildings—some of which are actually constructed.

Through our Communicorps program, students support faculty design projects every year for local organizations and towns. Past examples have included affordable housing, master plans, a fire station, and school additions. One core value of the program is “learning by doing.”

CC: We noted Keene State’s new program of Holocaust & Genocide Studies. Do students and faculty engage in civic engagement through these study areas?

HGG: Faculty from this program and from Sociology have taken students and community members to Auschwitz and Rwanda to learn about genocide historically and today. They then bring this back to the classroom for further study and reflection. Teachers from local schools learn as fellows and carry this learning to area schools. I see students developing their own citizenship and civic character as a result, two hallmarks of a liberal education.

CC: How else is Keene State engaged globally?

HGG: To learn about other nations, the college hosts faculty from other countries as visiting scholars and provides study abroad opportunities for our students. Students who volunteer for Habitat for Humanity have built homes in the Dominican Republic and Guatemala for years and have learned the importance of speaking another language.

We host a biennial Keene State College Symposium in which we invite speakers and panelists across many diverse disciplines, intentionally taking a global focus. This November, our theme was sustainability. We delved into a wide range of topics such as environmental service-learning, sustaining democracy, visioning a new framework to guide professionals in health education promotion, indigenous education in Ecuador, community coalitions in the age of climate change, sustainable careers, fair trade, and much more.

I learned that the indigenous people of Ecuador and their supporters have been at the forefront of the struggle to create a

more sustainable society in recent decades. Among their victories has been the inclusion of the concept of “good living” (rather than development) into the Ecuadorian constitution and the creation of an intercultural university based upon Andean knowledge and wisdom. We engaged with Rector Luis Fernando Sarango Macas, from the Saraguro nation of Ecuador, about this university and the burgeoning indigenous intercultural-education movement globally.

CC: Since you hold a doctorate in measurement, how does this influence the way you look at outcomes of service-learning?

HGG: I am always looking for ways to measure the impact of what we do to demonstrate value to participants themselves and to the community—especially to share what they’ve received in economic terms. For example, we estimate that the community of Keene has received approximately \$12 million worth of economic benefit and at least 450,000 hours of service over a single year from Keene State faculty, staff, and students.

Moreover, I ask all senior-level administrators to become engaged as well. Through our leadership activities we help local and national organizations become strategic. When you think of it, colleges and universities house the greatest reservoir of intellectual capital available anywhere. Our ultimate goal is to leverage that capacity to advance the community at large.

CC: Do you have a few audacious goals that you’ve set your sights upon?

HGG: Well, personally, I want to get our college’s involvement in service-learning up to 100%. That’s pretty ambitious. But organizationally I have three large goals. The first is to build our civic-engagement capacity to help communities more during challenging times for the region’s economy. The second is to evaluate impact in data-driven terms—and in this we’re working closely with Campus Compact for New Hampshire and its Executive Director, Debbie Scire. Finally, I want to continue working with my colleagues across the state to listen and support our communities, and to champion Campus Compact.

CC

Compact Current, the national newsletter of Campus Compact, is distributed to all Campus Compact member institutions.

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Indiana's International Symposium Harvests Global Lessons to Enhance Teaching and Learning in the Heartland

By J.R. Jamison, M.A.

Associate Director, Indiana Campus Compact

In late September 2011, Indiana Campus Compact co-sponsored the 4th International Symposium on Service-Learning at the Ningbo Institute of Technology in Ningbo, China. Developed in 2005 as a partnership between the University of Indianapolis and Stellenbosch University (South Africa), the symposium has grown to a collaboration of four organizations with the addition of Indiana Campus Compact and the Ningbo Institute of Technology.

This biennial symposium attracts roughly 150 participants from all corners of the globe to share service engagement program ideas and research projects. This year, Indiana was well represented with participants, and in some cases delegations, from Butler University, Indiana University Bloomington, Indiana University-Purdue University Columbus (IUPUC), Purdue University - West Lafayette, Purdue University North Central, and the University of Indianapolis.

More and more, Indiana Campus Compact gets requests from member campuses to support international experiences. We strongly support expanding global awareness of, and participation in, exchanges for students, faculty, and staff, but occasionally struggle with the global context of service engagement—primarily, how a global community is defined and how do we as individuals become part of that community. Can service engagement and service-learning truly create global citizenship?

University of Indianapolis (UIndy) President Beverley Pitts is a believer. “We help develop colleagues all over the world, especially in schools where we already have partnerships or have the potential for partnership. If they understand service-learning and service engagement on the ground, our impact globally will be much stronger than if we just send our own students on service projects.”

“When service-learning and community engagement are linked to international experience, then we become more than tourists. Otherwise, there is no cultural interchange, no sense of shared growth, and no sense of cultural involvement. The rest of the world is still new to this [concept], and we have a huge opportunity to expand our impact by creating colleagues and partners instead of just sites for visits,” she adds.

For example, in Ningbo, representatives from UIndy's Physical Therapy (PT) Department made connections with others from their discipline from international institutions. They had rich conversations about how PT is taught at UIndy versus



J. R. Jamison at Tiananmen Square

how it is taught in other countries. The exchange provided a window into their differing cultures, settings, and economic environments—the depth and breadth of those conversations is extremely important to all faculty and staff involved.

The university's own investment in sending delegates to the symposium grows out of the belief that students, faculty, and staff gain much from these international encounters. A prime mover behind this effort has been Phylis Lan Lin, associate vice president for international relations at UIndy, who launched the inaugural symposium in 2005.

The Symposia build upon partnerships that have already been created because they provide a foundation of trust and mutual respect upon which to grow, become engaged, and develop courses. President Pitts acknowledges that conferences can be cut and dried if there is no continuation beyond the event. “It must be done in a first-class way with depth in the program. Institutions from other countries are now sharing the steps they're taking, and it helps us understand how this works in a very different culture. It works because of the continuity of the Symposium, and it is important that we continue to build off of our partnerships.”

Community Partnerships Ripple from the Local to the Global and Back

We live in a world today where we travel abroad more often (9.8 billion trips last year at an increase of 5% from the previous year), we interact without borders through social media sites such as Facebook and Twitter, and in higher education alone, there was a 26% increase in institutions offering study abroad experiences between 2001 to 2006. (This data comes from the American Council for Education. Data from 2006 to 2011 is currently being analyzed.) The same study shows

Continued from page 3

more institutions are investing time and resources for faculty to travel to meetings/conferences abroad and hosting international faculty. According to the Campus Compact Annual Member Survey, international service to enhance global citizenship has increased by 4% (from 57% to 61%) between 2009 and 2010. Global partnerships clearly are increasing—but how do we connect students globally while continuing to encourage their connection locally?

An example of connecting the local to the global and back is being conducted at Taylor University in Upland, Indiana. At Taylor, Professor Michael Guebert takes students to Guatemala as part of a service-learning course. While there, students build wells for villages that are without clean drinking water. As with any service-learning experience, the students reflect on the root causes of why there isn't clean drinking water in some villages. Knowledge gained in the classroom may directly translate into the skills they apply in Guatemala, but is brought home as well. Students explore the lack of clean water in some places within our own borders, asking what we can learn about flooding,

agricultural runoff, chemicals, and farming practices that can be applied in Guatemala as well as in Indiana.

At Indiana Campus Compact, taking a global perspective is nothing new. Historically, when faculty, staff, and students have submitted proposals for international service engagement projects, we've encouraged the international experience but asked applicants to include a local community component—translating how their experience can impact a local community. For example, if a group is traveling to another country to work with the homeless population—what is it from that experience that could ignite the fire for faculty, staff, and students to work with the homeless population in their local community? It all lies in reflecting and reminding ourselves, as educators, that we should develop global citizens to broaden student, faculty, and staff thinking while continuing to encourage local engagement.

The 5th International Symposium on Service-Learning will be held in South Africa in the fall of 2013. [CC](#)

New Journal of Public Scholarship in Higher Education from Missouri

There is a new journal in the field that promises to advance the status and prospects for publicly engaged teaching and research in the academy by showcasing the new disciplinary and/or pedagogical knowledge generated by engagement with the community. The *Journal of Public Scholarship in Higher Education (JPSHE)*, jointly published by Missouri Campus Compact and Missouri State University, provides a venue for higher education faculty and administrative leadership to reflect on the ways that community engagement affects work in higher education—and its outcomes for broad issues such as classroom teaching, the advancement of research and knowledge creation across the disciplines, faculty development, tenure and promotion processes, and the preparation of graduate students.

Melissa Mace, executive director for Missouri Campus Compact, notes that the *JPSHE* welcomes diverse manuscripts, from empirically based examinations to critical reflections, theoretical investigations, commentaries, case studies, and pedagogical and research designs. All submissions must identify implications for the growth and viability of public scholarship in the academy.

Articles in its inaugural issue of November 2011 reflect the journal's diversity and wide-ranging exploration. They include:

Journals and Journeys: New Horizons in Public Scholarship – an inaugural editorial by David Scobey – The New School

Research for Change: Transforming Policy Scholarship, and the Classroom through Engaged Research with Communities of Color by Ann Curry Stevens – Portland State University

Collaborative Inquiry at a Children's Museum: Benefits for Student Learning, Museum Outcomes, and Faculty Scholarship by Patricia Hrusa Williams, University of Maine, Farmington, and Jennifer Sparks, Port Discovery Children's Museum of Baltimore

English Departments' Relationships to Community: An Experiment at the Heart of Disciplinary Identity by Suellynn Duffey – University of Missouri, St. Louis

Public Scholarship within an Urban School District: A Community and University Partnership Approach to Service-Learning by Angela Booker, Bel Reyes, Kindra Montgomery-Block, and Adaurennaya Onyewuenyi – University of California, Davis; with Zenae Scott – Sacramento City Unified School District

Public Scholarship in Kinesiology: A Case Study on Economic Impact by Charity Bryan and Toby Dore – University of Louisiana at Lafayette

A Model of Public Scholarship that Integrates Professional Skills into Graduate Education by Kandace M. Knudson, Joyce Gutstein, and Emily R. Evans – University of California, Davis

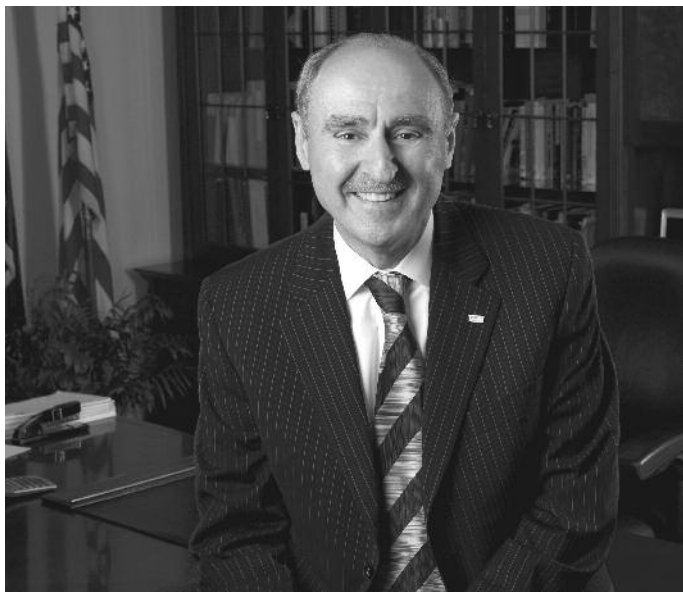
Outside the Margins: Promotion and Tenure with a Public Scholarship Platform by Mary Hutchinson – Penn State University, Lehigh Valley

Review Essay by Andrew Louder – University of Maryland, University Park

Deadline for article submissions for Volume 2 of *JPSHE* is February 1, 2012. Here is the link for the complete call: http://jpshe.missouristate.edu/assets/jpshe/JPSHE_CFP_VOL_2.pdf

To order a copy, visit: <http://jpshe.missouristate.edu/order.htm>

Chancellor James B. Dworkin Is New Chair of Campus Compact



James B. Dworkin, Ph.D., chancellor of Purdue University North Central, is the new chair of Campus Compact, assuming his post from outgoing chair John J. DeGioia, Ph.D., president of Georgetown University. He was elected to the national Campus Compact Board of Directors in 2008 and has been a member of the Indiana Campus Compact Presidents and Chancellors Board since 2000.

Compact President Maureen Curley notes, “Each of us has at least one ‘go to’ person we count on to help us better understand the changing landscape that is higher education. As a board member, Jim has always brought his own brand of enthusiasm and a thoughtful presence to our discussions. He’s helped me think strategically about how to position Campus Compact for a vibrant future and as our board chair, I know he will be a wonderful leader.”

The *Current* asked Dr. Dworkin how his degrees in economic and industrial relations inform his work in service-learning and civic engagement. His answer was a surprise; “I’m one of the few people who like to look at the Bureau of Labor Statistics. It reinforces what we know about the value of higher education. Educated persons tend more to the public good: they tend to vote, are better citizens, are engaged in volunteer activities, and have lower unemployment rates. All of this is what we focus on at Campus Compact.”

Dr. Dworkin received his B.A. in economics (with high honors), an M.A. in industrial relations from the University of Cincinnati, and his Ph.D. in industrial relations from the University of Minnesota. He has published over 50 articles and two books in the field of industrial and labor relations. One of his books, *Owners versus Players: Baseball and Collective Bargaining*, was chosen one of the ten best books in industrial relations and labor economics in 1981.

Dr. Dworkin came to Purdue University North Central (PNC) in January 2000, and he has been with Purdue since 1976. Under his leadership, the number of baccalaureate degrees offered at PNC has grown from 6 to 19, and the campus is now accredited at the master’s degree level.

The most effective organizational leaders are those whose own commitment is unassailable, who have a gift for energizing action, and who are skilled at helping groups reach consensus around important decisions. Jim Dworkin fits that model perfectly. During his tenure, funds raised through a capital campaign helped to fund the PNC College Bound program that helps high school students make their dream of first-generation college attendance a reality. In a community where as many as 70% of families are first generation—with few, if any, role models experienced in higher education—PNC partners with local banks to run a mentoring program for students in 8th grade and higher that is demonstrating the power of early intervention through mentoring.

“When I see young students who are successful, getting good jobs, staying in the region, raising families, and supporting their communities, it makes me feel like we are making a difference,” says Dworkin. “I want to inculcate that spirit into young people.”

Indiana Campus Compact Executive Director Maggie Stevens says this about her former board chair: “Jim is committed to advancing the work of Campus Compact on a state and national level. Although his tenure as board chair has ended in Indiana, he continues to be one the most engaged institutional leaders in our state and is regularly calling me about new prospective members or ideas. I am excited that so many others will benefit from his enthusiasm and dedication to Campus Compact and the work that our campuses do every day.”

Dr. Dworkin’s goal is for the Campus Compact board to remain actively engaged in supporting activities within the Compact’s 36 member states and among its 1,200 members. “I hope we can foster more cooperative initiatives and thereby multiply our positive effect on students, their families, and our communities.”

Campus Compact’s board is primarily made up of a distinguished group of college and university presidents from across the country representing all segments of higher education as well as representatives from the philanthropic and business communities. The Board guides the organization in its mission of deepening higher education’s ability to improve community life and educate students for civic and social responsibility. **CC**

Three Compact Titles Back by Popular Demand

They're back! Three important service-learning publications are now newly available through Campus Compact's Book Store (<https://www.e2e-store.com/compact/>). As always, discounts apply for Campus Compact members and for bulk purchasing.



Civic Engagement Across the Curriculum: A Resource Book for Service-Learning Faculty in All Disciplines

by Richard M. Battistoni, Ph.D.
Nonmember price: \$29,
member price: \$23.

Offers faculty in all disciplines concrete examples of course materials, exercises, and assignments for use in service-learning courses to develop students' civic capacities.

The Engaged Department Toolkit (and supplemental CD-ROM)

by Richard M. Battistoni, Ph.D.;
Sherril B. Gelmon, Dr. P.H.; John
Saltmarsh, Ph.D.; Jon Wergin, Ph.D.;
and Edward Zlotkowski, Ph.D. Non-
member price: \$70, member price: \$55.

Strategies for including community-based work in teaching and scholarship, making community-based experiences a standard expectation for majors, and encouraging civic engagement and progressive change at the departmental level.

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

Nonmember price: \$49, member
price: \$37.

The best writing and resources on service-learning, from learning theory and pedagogy to practical guidance on how to implement service-learning in the classroom. Chapters on community partnerships, student development, redesigning curricula, and how to focus on community-based research.

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