



Brown Program Connects Students with Meaningful Work After College

Although increasing numbers of college students are making community service an integral part of their undergraduate lives, higher education does not traditionally provide students with concrete tools to incorporate their service experience into their lives beyond graduation. Brown University's Swearer Center for Public Service has developed an innovative program which provides Brown undergraduates with tools and strategies to help them integrate their values into their careers and positively impact society.

Careers in the Common Good, as the program is dubbed, led by Kathleen Connolly, supports students throughout the job-seeking process by pointing them to concrete resources and job listings as well as facilitating meaningful conversations and personal connections among students, staff, and alumni.

"The Swearer Center," says Connolly, "believes that meaningful relationships are at the heart of any community-building effort. This is true for service or social change work as an undergraduate volunteer, and it is also true of a social change career."

Workshops Provide Tools and Training

The Swearer Center, in collaboration with Brown Career Planning Services, sponsors monthly workshops for job-seeking students. The workshops focus on job search skills and tools with a focus on adapting those tools to a search for social change work. "There are numerous resources and information sources out there," Connolly asserts. "What we wanted to do was focus less on

where the job listings are and more on the process of defining what you want to do and getting the job."

Workshops address issues including exploring service jobs in the non-profit, private and government sectors; applying personal values to a job search; gathering information on community-based organizations; writing resumes and cover letters; and evaluating job offers.

The broad scope of the workshops attracts students previously unconnected to the Swearer Center but who are committed to community-based work.

Advertising the workshops is key in setting a tone for the job search. "An Information Session on Self Assessment," can be retitled "Making Choices: Career Design and Your Values." The workshops seek to acknowledge and try to reduce the stress students are feeling.

Connolly says, "I try to make all of our interactions fun. At the resumé workshop we do resumé origami. I try as much as possible to help students see that this is an exciting process and one that gives you an excuse to talk to fascinating strangers and invite yourself over to their of-

fices."

The workshops enable students to discuss their progress, concerns, and goals with one another. A supportive atmosphere allows students to recognize that they are not alone in their desire to pursue service-oriented jobs. Connolly comments, "One of the most important aspects of the workshops is that it makes the search for socially responsible work visible on campus. Many smaller organizations can't compete with the higher profile of companies that come to campus to recruit. Students need to see that other options are available and that there is a commu-

"...it makes the search for socially responsible work visible on campus. Many smaller organizations can't compete with the higher profile of companies that come to campus to recruit. Students need to see that other options are available and that there is a community of people on campus interested in this work."

Kathleen Connolly, Assistant Director for Community Development

Announcements

Swearer Awards

1998 **Howard R. Swearer Student Humanitarian Awards** applications will be mailed to community service contacts in early January. The awards recognize five undergraduate students for outstanding public service. Each award recipient receives \$1500 to support a service program of his or her design or choice. Applications are due March 16, 1998. The award ceremony will be held in July. For more information, call Hannah Richman at (401) 863-1119.

Schwerner Award

The Michael Schwerner Activist Award, given by the Gleitsman Foundation, recognizes individuals who have initiated positive social change. Five \$1000 awards will be presented to undergraduate college students in the US who embody citizen activism and who promote positive solutions for social change, both on campus and in the greater community. Nomination forms may be obtained from the Gleitsman Foundation by mailing a request to PO Box 6888, Malibu, CA 90264. Nominations must be returned by January 15, 1998.

Coro Fellowship

The National Coro Fellowship is now accepting applications from college seniors, graduate students, and other individuals who are committed to improving this nation's system of democratic self-governance. Coro seeks individuals with demonstrated leadership potential and a genuine commitment to public service. Coro fellows engage in field assignments, seminars, and group and independent public service projects, working closely with individuals and institutions that influence life in the public, private, and non-profit sectors. For application information, contact Patrick Mispagel at Coro New York at (212) 248-2935 ext. 112; email <pmispagel@coro.org>. The deadline for applications is February 11, 1998.

nity of people on campus interested in this work."

http://www.brown.edu/Departments/Swearer_Center/Careers/

The *Careers in the Common Good* website helps students explore options for social

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State Director's Corner

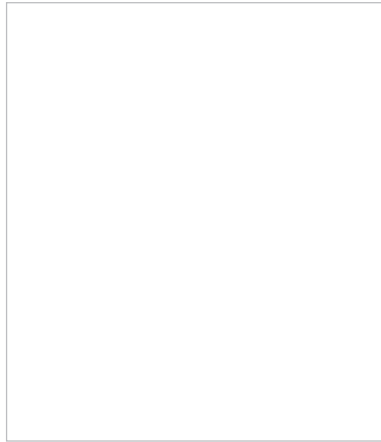
Considerations in Mandating Service as a Graduation Requirement

Written by James Birge, Director, Pennsylvania Campus Compact.

As colleges and universities develop service programs, they inevitably address the issue of mandating service as a graduation requirement. Increased participation in campus-based service initiatives and a successful service program inspire many campuses to consider mandating service. Given the commitment of many students to service programs, institutions begin to examine why *all* students do not participate in service; they seek to provide these experiences for all students by mandating participation.

Other institutions may find that their mission statements portray service as an important element of the education they provide. Current public scrutiny of higher education, and of its cost in particular, has inspired presidents to consider their institution's value to the surrounding community and to examine how its presence positions the institution as more than a purveyor of knowledge. Indeed, many presidents are experiencing a "re-awakening" to the understanding of what it means for a college or university to be a core element of civil society.

In considering a service mandate, institutions will inevitably confront the slippery slope of defining community service. In ad-



James Birge presents an overview of the issue of mandatory service in higher education.

dition to being oxymoronic, "mandated volunteerism" puts institutions, students, and communities at cross purposes with one another.

We are witnessing a paradigm shift with regard to service; at least four categories of service exist on campuses today. Students who are self-motivated for doing good in their community perform *volunteer service* in an effort to "pay back the community." The definition of *community service* is evolving as a court-ordered sanction for people who com-

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Web Watch

A number of State Campacts have home pages with information about their local news and happenings as well as links to their member universities and other websites and databases. You can visit them at the following addresses:

Florida Campus Compact
<http://www.brevard.cc.sl.us>

Illinois Campus Compact
<http://www.ilstu.edu/depts/icccs>

Massachusetts Campus Compact
<http://www.tufts.edu/as/macc>

Minnesota Campus Compact
<http://www.mrs.umn.edu/~compact/>

New Hampshire Campus Compact
<http://www.nhcuc.org>

Ohio Campus Compact
<http://www.marietta.edu/~occ/>

Pennsylvania Campus Compact
<http://www.pacompat.org>

Rhode Island Campus Compact
http://www.brown.edu/Departments/Sweaver_Center/RICC/

Utah Campus Compact
<http://www.weber.edu/studentactivities/campuscompact.html>

Campus Compact National Center for Community Colleges
<http://www.mc.maricopa.edu/academic/compact/>

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Redefining Service Inside and Outside the Classroom

Cornell College President and Volunteer Director Reflect on Seminar

Written by Helen Damon-Moore, Director of Volunteer Services, and Leslie Garner, Jr., President, Cornell College, Mount Vernon, Iowa.

In January of 1997, we co-taught Cornell College's first Seminar on Community Service. Cornell College faculty have employed service-learning techniques for several years, but this course allowed us, as administrators, the opportunity to explore service with students through hands-on experience as well as through readings of philosophy and literature. The experience and resources which we contributed to the course included our contacts with non-profit agencies; experience in teaching on Cornell's One-Course-At-A-Time schedule (three-and-a-half-week-long courses taught one at a time); backgrounds in education and public policy; and a shared interest in volunteerism and leadership.

Structure of the Course

The primary goal of the course was to integrate learning and community service through reading, writing, reflection, and discussion. Two mornings a week, the entire class met to discuss readings designed to stimulate critical thinking about service; Robert Coles's *The Call of Service* served as our main text.

Participation in service projects constituted an integral part of the course; students spent six to eight hours per day, three days a week in service placements tailored to their interests. Students' individual activities ranged from assisting in preschool classrooms to organizing a subsidized-housing resident council. Together, the class volunteered to help transform a former corner grocery store into a neighborhood cultural center. This common experience created a sense of shared mission among the seminar participants.

Role Models and Teachers

Students discovered role models all around them as they explored the various facets of service. The students were continually inspired by people's willingness to spend time with the class despite demanding schedules. Participants enjoyed the opportunity to participate in class discussions with the president of the college.

Students also appreciated the time and energy their mentors invested in making this



Cornell College president Les Garner and Helen Damon-Moore, director of Cornell's Office of Volunteer Services, in teaching a Seminar on Community Service, explore the frontier of service learning.

service experience meaningful.

Many students found teachers within the communities they served. Upon entering an elementary school, one tall student described how his initial security as a "big guy" on the first day was challenged as he discovered that the "short people" he met there would help him to find his way around the school. "They started teaching me then," he later reflected, "and they never stopped."

In turn, students acted both as models and as teachers for the communities in which they worked. Young people emulated them, and agency staff showed interest in the class readings and in sharing their own views on service.

Service Redefined

The students' definitions of community and service evolved as the course progressed. Students integrated their experiences into an academic setting through reflection and scholarly analysis. As one student serving in a hospital was sorting thousands of band-aids, she reflected: "As I sat there counting, I kept telling myself that I was learning something, gaining something, serving someone. Four paper cuts later, frustrated and still pondering this task, I remembered the reading from class about Coles's role as a janitor and how he had to start somewhere... I realized that service doesn't promise to be fun and that it isn't always what you expect

it to be. My call to service on that day was hard to hear, but I now realize that it was a call for help as urgent as the more glamorous one about which I had earlier daydreamed."

Reflections

Over the course of the seminar, students learned the importance of serving *with* as opposed to simply *servicing* as demonstrated in Coles's stories; as a child named Ruth Ann once said to him, "It's nice that some of you folks come here to volunteer, and we'll try to tell you everything we know." (*The Call of Service*, p.xvii.)

By serving *with* organizations, students achieved an intimate understanding of the amount of work it takes for non-profits to utilize volunteers. Together, class and instructors gained a deeper appreciation of the challenges our colleagues in these organizations face. On-site supervisors and clients benefited from this experience as well; they reported that contact with enthusiastic students re-energized them in their own work and service. Through the evaluative process, a mutual trust developed among the instructors, on-site supervisors, and students. Perhaps the most important lesson that emerged from the seminar was that while "real world" lessons are less predictable than classroom lessons, they can be far more meaningful. □

change work in the non-profit, private and government sectors. The site provides links to resources on finding a job, creating a job, joining an existing program, as well as contains sections on strategies and advice.

One emerging component of the site is "Living in the Common Good," a forum for Brown alumni who already have jobs related to the common good. The "Living" section will provide opportunities for continued learning and networking in the service community, internet links related to advocacy and justice, and discussion of issues such as balancing work and personal life. While the website is a valuable resource, Connolly encourages students to use the website's resources as a starting point from which to pursue personal connections.

Linking Students to the "Real World"

The third component of this innovative program, a Community Jobs listserv (COMJOB), is a private e-mail discussion group connecting Brown students and alumni who are looking for meaningful community-based work with campus staff who administer related programs and resources.

COMJOB is a forum for users to post questions and job announcements, seek advice, and get support from their peers and Brown staff as they proceed with their job search.

Says one Brown student from the class of '97, "[The listserv] ... has helped so many people. I heard about a fellowship from the job list and got it! Even though I knew that I got the job in March, I stayed on the list because it is such an excellent resource."

COMJOB has also helped the Swearer Center stay connected to alumni. Many job-seeking alumni subscribe to the listserv, which includes job postings at a range of levels. Alumni also e-mail job descriptions to the Swearer Center in hopes of recruiting current Brown students.

What Works

Many aspects of Brown's program may be useful in meeting the needs of students on other campuses. Connolly provides insight

for representatives on other campuses who are interested in establishing a similar program.

Connolly emphasizes the importance of providing students not only with concrete job resources but also with reflective tools to make good career decisions. "It isn't unlike the general realm of service; there is a great rush among students to go out and do, with less emphasis placed on how it relates to who they are. I try to help them integrate action and reflection in their job search."

Also important are concrete examples of people currently working in social change jobs. It is critical to increase visibility of the kinds of jobs that exist and to provide stu-

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Kathleen Connolly, Assistant Director for Community Development

dents with opportunities to hear the stories of people doing work they admire. These personal connections provide students with opportunities to refine their own stories.

Because students must take a multidisciplinary approach to their job search, Connolly encourages students to investigate various academic departments, lectures, conferences, as well as the greater community as potential information sources in their job searches.

She also recommends forging strong connections with the Career Planning Office and helping students understand how to best use their resources.

"Many of our students express disappointment when they can't find a binder at Career Planning titled 'Current Openings in Community Organizing in San Francisco,'" says Connolly, "and I have to help those students understand that because of the way community-based non-profits work, there isn't likely to be such a binder. And that it is not Career Planning's fault. Students need to be creative in how they envision their career and how they pursue it."

An essential element in the success of *Careers in the Common Good* is its focus on creating a community. Many students view the career planning process as a solitary pursuit. By connecting students with resources

on and off campus with professionals in their fields of interest and with each other, *Careers in the Common Good* builds a supportive environment to help students go forward and build their own communities.

If you would like further information on Careers in the Common Good, contact Kathleen Connolly at the Swearer Center for Public Service, Brown University, Box 1974, Providence RI 02912; E-mail <Kathleen_Connolly@brown.edu>. If any member schools would like to share information about similar programs with Campus Compact, please e-mail Kirsten Tobey, Newsletter Editor at <ktobey@compact.org>.

Special Offer

We have an overstock of three of our most popular publications, and in an effort to free up some space in our offices, we are offering them at a discounted price.

Rethinking Tradition: Integrating Service with Academic Study on College Campuses offers case studies of schools that have incorporated service into academic study, as well as a section on pedagogy and institutional development, with essays by a dozen authors and an extensive appendix of course syllabi (200 pages). Available for \$10 (was \$17).

Service Counts: Lessons from the Field of Service and Higher Education explores the challenges of instituting and maintaining service programs with over 16 experts from the service field (160 pages). Available for \$10 (was \$20).

Ten Years, Ten Stories profiles ten students whose involvement in community service during their undergraduate years inspired them in making career choices. Available free of charge except for shipping and handling.

E-mail <campus@compact.org> to order, or call (401) 863-1119.

mit misdemeanor crimes. *Paid service* constitutes a formalized category created by the Department of Education's mandate committing 5% of Federal Work Study funds to pay students to work in the community. And *service learning* is an emerging teaching method connecting academic study and service. Institutions must consider which definition of service they want to mandate.

Colleges and universities often overestimate the capacity for the existing infrastructure to support a service mandate. As institutions implement service programs, the impact of increased numbers of volunteers becomes onerous for community organizations. Universities rarely consult local organizations during the planning of community ventures, which often require organizations to develop orientation programs, supervisor trainings, performance evaluation

“Creating a broad-based, non-mandated service program can be more effective at introducing students to service by inviting them into dialogue with students who are engaged in service.”

James Birge, Director, Pennsylvania Campus Compact

techniques, and new communications loops in order to engage students in community improvement work. It is critical for institutions to invite community organizations to participate in discussions about the mandate issue.

A sudden population of students looking for service sites may also overwhelm the campus office responsible for referring students to the community. Campuses should consider the following questions before making the decision to mandate service:

1) Is there enough office staff to respond to the increased numbers of students? 2) Is there a database that allows for tracking and verifying student work? 3) How will students know where to go for information? 4) Who will notify students who are close to graduation but have not complied with the mandate? 5) What will the administration's response be to students who refuse to participate? The resolution of these questions may require money for increased office space, staff, and computer equipment.

Colleges and universities have a responsibility to design mandated service experiences so the students are prepared for the

activity, can connect it to a larger context, and have an opportunity to reflect on the encounter. When service programs ignore this cycle of preparation, action, and reflection, it appears that the campus is using the community as a laboratory rather than actively involving it in the reciprocal dynamic of learning and serving.

Many institutions overlook the option of designing a broad-based service program that engages most students without mandating participation for students who cannot or are not ready to serve. A service program so pervasive that it requires students to intentionally avoid service establishes an environment that reflects service as a campus ethic and not as a tangential experience to students' educational pursuit.

Students continually interact with others who are participating in service experiences. Whether they are studying, participating in athletics, joining campus organizations, representing their constituents in student government, or eating in the campus dining hall, they are faced with the peer and institutional reinforcement that service is a valued component of their education.

More importantly, this type of program does not force students to participate in activities in which they cannot or should not participate. Creating a broad based, non-mandated service program can be effective at introducing these students to service by inviting them into dialogue with students who are engaged in service.

Unstructured, informal reflection time offers students the opportunity to confront their hesitations. This process allows students to prepare for participating in service. It also reflects an institution's belief in service as a defining characteristic but not at the cost of a student's well-being.

Regardless of an institution's position on mandating service, all colleges and universities must engage in a rigorous appraisal of their role in educating students to become leaders in a changing society. For many institutions, this process of education, leadership, and social change is deeply rooted in connecting students in a formalized, meaningful partnership with community.

For further discussion, the electronic service learning files (located on the internet at <http://sl@csf.colorado.edu/sl>) reveal discussions among service learning practitioners about some topics relating to the mandate issue. □

Southeast Regional Institute Update

The Florida Campus Compact organized and convened a very successful Southeast Regional Institute on Integrating Service with Academic Study in English and Composition at Hinds Community College, Raymond, Mississippi, November 10-12, 1997. Over sixty faculty, staff, and administrators participated in this highly interactive skill-building event called "Of Words and Deeds."

Debra Dyason, one of the featured speakers, commented that "many participants told me this was the best conference they have ever attended; they were particularly impressed by the depth and breadth of discussion offered at the conference."

Schools represented:

Tougaloo College, University of Southern Mississippi, Hinds Community College, Rollins College, Florida State University, Miami-Dade Community College, William Carey College, East Central Community College, Louisiana State University, East Tennessee State University, Mississippi College, Delta State University, Mississippi University for Women, Dekalb College, Brevard Community College

Featured speakers:

Lyvier Conss, director, Campus Compact National Center for Community Colleges
Debra Dyason, project director, ISAS, Campus Compact
Jennifer Flach, mentor coordinator, Carnegie Mellon University
Marsh Meeks-Kelly, executive director, Mississippi Commission for Volunteer Service
Clyde Muse, president, Hinds Community College
Edward Zlotkowski, senior associate, AAHE

Participants shared their expertise in a variety of disciplines, including literacy, literature, tutoring and mentoring, poetry, and philosophy.



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Upcoming Events & Deadlines

January 1998

9

Work-Study and America Reads Meeting

Bates College, Lewiston, ME, Maine Campus Compact
☎ (207) 786-8217

29-1

Campus-Based Training Workshop

Indiana Campus Compact ☎ (317) 274-6500

30

American Association for Higher Education 6th Annual Conference on Faculty Roles and Rewards

Orlando, FL ☎ (202) 293-6440

February 1998

4-6

National Association of Independent Colleges and Universities

Annual Conference, Washington, D.C. ☎ (202) 785-8866

6

Colloquium: Universities as Citizens

Eugene Rice, AAHE, speaker on Faculty Roles and Rewards, Indiana Campus Compact ☎ (317) 274-6500

7-10

American Council on Education

Annual Meeting, "Freedom and Responsibility: The Campus as Testing Ground," San Francisco, CA ☎ (202) 939-9410

March 1998

12-15

1998 COOL Conference

"United We Serve," University of South Carolina, Columbia, SC
☎ (803) 777-9596

21-24

American Association for Higher Education (AAHE)

National Conference, Atlanta GA ☎ (202) 293-6440