

Compact Current

VOLUME 13, ISSUE 5

OCTOBER - NOVEMBER 1999

Presidents pledge to renew higher ed's public purposes and to rebuild the democracy



Congresswoman Pat Schroeder (left), President and CEO of the American Association of American Publishers and John DiBiaggio (right), President of Tufts University, address an audience of college and university presidents, policymakers and heads of nonprofit organizations about higher education's civic responsibilities at the Presidents' Leadership Colloquium held at the Aspen Institute this summer.

On the eve of America's celebration of the birth of its democracy, 51 college and university presidents gathered at the Aspen Institute to issue a call for campuses nationwide to take action against the rising tide of civic disengagement and cynicism among undergraduates.

The 1999 Campus Compact Presidents' Leadership Colloquium, held from June 29 to July 1, marked an historical event: the first time that presidents united to pledge their collective commitment to reverse the trend of civic disengagement among college students, which, according to recent polls, has seen a steady increase.

To accomplish this, they said, it is imperative to create a campus environment where discourse, diversity, and other measures of democracy can flourish. Also integral to this work, they added, is for all members of the campus community to model good citizenship by working with surrounding communities on local initiatives, referring not only to themselves but also to faculty, academic administrators, staff, students, and alumni.

Presidents were joined by leaders from varying sectors including Congresswoman Pat Schroeder, the President and CEO of the American Association of American Publishers; Congressman David Skaggs, the Executive Director of the Democracy and Citizenship

Program at the Aspen Institute; Robert D. Putnam, Clarence Dillon Professor of International Affairs and Director of the Center for International Affairs at Harvard University; Senator Harris Wofford, the CEO of the Corporation for National Service, among many others.

At the Colloquium presidents critiqued and refined the Fourth of July Declaration on the Civic Responsibility of Higher Education, a document which puts forward the principles and activities agreed upon at the Colloquium. All 51 presidents in attendance endorsed the finished document, which has been sent to all of Campus Compact's 630 member presidents as an invitation to join in this effort. As of this printing, 195 have endorsed the Declaration. The Declaration also includes a series of assessment questions for individual campuses to benchmark their progress towards creating a culture where democracy and community engagement can flourish.

COMING THIS FALL: *A report on the deliberations of the Presidents' Leadership Colloquium. The entire Fourth of July Declaration on the Civic Responsibility of Higher Education, including the campus assessment contained within the Declaration, and the list of signatories can be found on Campus Compact's web site, www.compact.org.*

Welcome new members

Ouachita Baptist University, AK
President Andrew Westmoreland

University of Connecticut, CT
President Philip Austin

College of PuPage, IL
President Michael Murphy

University of Illinois at Springfield, IL
President Naomi Lynn

Maryland Institute, College of Art, MD
President Fred Lazarus IV

Ohio Dominican College, OH
President Mary Andrew Matesich

University of Toledo, OH
President Vik Kapoor

Northern Virginia Community College, VA
President Belle Wheelan

Inside ...

Recipients of The 1999 Howard R. Swearer Student Humanitarian Awards
awards announcement inside

Letter from the Executive Director: Reviving our Democracy, page 2

A school without walls: The University of Montana, page 3

Faculty Focus: Political Science Professor James Farr, page 4

Good Read: *Where's the Learning in Service-Learning?* page 5

Disciplinary association grants from Campus Compact, page 5

Calendar, page 6

In memoriam

Dr. Michael K. Hooker
1946-1999

On June 29, Campus Compact lost a longtime friend and supporter. Michael K. Hooker passed away due to complications from non-Hodgkin's lymphoma. He had served two terms as a Campus Compact board member, most recently since July 1998.

Dr. Hooker was the first member of his family to graduate from college, and went on to become the eighth chancellor of the University of North Carolina at Chapel Hill. Central to his legacy is the pledge he made to insure that the university serve the public domain. We at Campus Compact will miss him dearly.

LETTER FROM THE EXECUTIVE DIRECTOR

Elizabeth L. Hollander

Renewing our democracy

As we prepare for the 1999–2000 academic year, it seems very fitting to be inspired in this issue by the outstanding examples of this year's Howard R. Swearer Student Humanitarian Award recipients. These awards were presented at the annual meeting of the Education Commission of the States held in Denver this July.

The room was filled with 600 policy makers in education, including legislators, state government staff, principals, and many others. Frank Newman, one of the founders of Campus Compact, presided over the awards ceremony and over a dynamic workshop on the importance of civic education.

The five honored students strongly articulated the impact of their service-learning courses and expressed the opinion that many of their fellow students would benefit from more such courses. Three of these students have been the impetus for the creation of service-learning courses on national hunger, international economic justice, and the history of a displaced urban neighborhood on their campuses. One of these students, from the University of North Carolina at Chapel Hill, gave the recently deceased Chancellor Michael Hooker the most telling memorial. She talked about how he constantly challenged the leaders of the anti-sweatshop movement on his campus to think through their arguments and their strategies, turning a possible confrontation into a "teachable moment." All of these students share an understanding that doing service is not enough; that they must find ways to change the conditions confronting them and to use all of their intellectual and organizational skills to do so. All of the Swearer recipients are acting as the engaged citizens Campus Compact seeks to develop.

In this newsletter, we profile James Farr, an outstanding faculty member who demonstrates how public action and learning can combine to build active citizenship and strengthen our democracy.

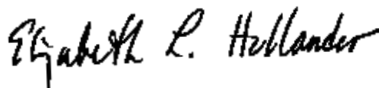
Questions on higher education's role in our democracy dominated the recent Presidents' Leadership Colloquium in Aspen, whose theme was: *Rekindling the Democratic Spirit: What is the Role of Higher Education?* As report-

ed here, presidents were inspired to declare their devotion to the civic responsibility of higher education and to assess their own performance on their campuses. As this newsletter goes to print 195 presidents have signed the *Fourth of July Declaration on the Civic Responsibility of Higher Education* thus far. We urge all of you to access this important document on our web site, www.compact.org, and use it to engender meaningful discussions on your campuses.

To achieve the goals of the Declaration requires a multi-faceted approach. We need to support faculty through the disciplines (see the article on disciplinary grants). It will require us to gather the evidence of the impact of service-learning (see the review of the Giles and Eyler book). And it will require us to have model campuses to emulate, like the University of Montana described in this issue.

There is much work to be done and it must be done on many different levels on our campus, as well as between our campuses and our communities, if we are to carry forth the principles outlined in the *Fourth of July Declaration on the Civic Responsibility of Higher Education*. I quote from the close of the Declaration:

"We believe that the challenge of the next millennium is the renewal of our own democratic life and reassertion of social stewardship. In celebrating the birth of our democracy, we can think of no nobler task than committing ourselves to helping catalyze and lead a national movement to reinvigorate the public purposes and civic mission of higher education. We believe that now and through the next century, our institutions must be vital agents and architects of a flourishing democracy. We urge all of higher education to join us."



Editorial Correspondence: Address all correspondence to Bonnie Grassie-Hughes, Newsletter Editor, Campus Compact, Box 1975, Providence, RI 02912, email bghughes@compact.org. *Compact Current* is a publication of Campus Compact, a separately incorporated subsidiary under the umbrella of Brown University. *Compact Current* is distributed bimonthly to all Campus Compact member institutions and subscribers. **Subscription information:** Subscriptions to *Compact Current* are available for twenty dollars per year. To subscribe, send check, name, and address to Betty Johnson at Campus Compact, Box 1975, Brown University, Providence RI 02912-1975.

Campus Compact has received financial support from: Corporation for National Service; Ford Foundation; General Electric Fund; W. K. Kellogg Foundation; KPMG Peat Marwick; The Pew Charitable Trusts; Rockefeller Brothers Fund; Sallie Mae Foundation; John Templeton Foundation; an anonymous donor; and in-kind donations from Brown University; Now Software; and Partridge, Snow & Hahn Law Offices.

Campus Compact

Box 1975, Brown University
Providence, RI 02912-1975
(401) 863-1119 • FAX: (401) 863-3779
campus@compact.org
<http://www.compact.org>

Board of Directors

CHAIR

John DiBiaggio Tufts University

VICE-CHAIRS

Larry Christiansen Mesa Community College
Talbot D'Alemberte Florida State University
Judith Ramaley University of Vermont

MEMBERS

Susan Cole Montclair State University
Phillip Davis Minneapolis Community and Technical College
George Dennison The University of Montana-Missoula
C. Brent DeVore Otterbein College
Evan Dobelle Trinity College
E. Gordon Gee Brown University
Donald Harward Bates College
Lucille Jordan NH Community Technical College–Claremont
Marianne Keler Sallie Mae Corporation
Paul Locatelli S.J., Santa Clara University
J. Bernard Machen University of Utah
Walter Massey Morehouse College
Amy McGlashan Vermont Campus Compact
Bernard Milano KPMG Peat Marwick Foundation
Elson Nash California Campus Compact
Frank Newman Education Commission of the States
Eduardo Padrón Miami-Dade Community College
Gloria Scott Bennett College

Executive Staff
Elizabeth L. Hollander Executive Director
Brooke Beard Associate Director

A school without walls:

The University of Montana

Montana is a state that attracts the civic-minded. Ted Turner—who says he will donate \$160 million to charitable causes this year—on a recent visit to the University of Montana was quoted as saying, “If I was starting life out again and knew about Montana, I would accept a lot less money and stay here.” (*The Missoulian*, 5/25/99). The scenic 200-acre Missoula campus is the flagship of the Montana University system. It offers highly regarded liberal arts and science programs to more than 12,000 students. But what is receiving much attention is its commitment to addressing the needs of the greater Missoula community and its population of 73,000. According to George Dennison, president of the University, “In Montana, there is a residual interest in helping other people.”

Dennison has led efforts to establish the University of Montana as an engaged campus. In its fullest circumscription, the engaged campus is one that establishes strong community partnerships, facilitates community discourse, citizen empowerment, community development, and educational change. As Elizabeth Hollander, executive director of Campus Compact, wrote in the preface to the 1998 edition of *Service Matters*: “If students are to use their knowledge and skills to make society a better place, we must ask whether the institutions that support them are in fact using their store of knowledge and skills to engage in the same democratic goal.”

With this in mind, Dennison helped develop the Davidson Honors College at the University of Montana, where a central component for an honors degree is for students to demonstrate significant involvement in service. The students in the program, according to Dennison, “act as models for everyone else on campus.”

The University boasts an extensive list of successful community partnerships born from its more than 60 service-learning courses encompassing a broad range of disciplines, from engineering and computer science to the UM School of Law, which provides legal assistance to Missoula’s low-income residents. Students also earn valuable experience as interns in Montana businesses and through volunteer activities such as tutoring local elementary school students and planting their own gardens on University land to support the Missoula Food Bank.

BELOW: Student volunteers from a University of Montana nutrition class work in a local community garden to fulfill a service-learning requirement. Photo: Courtesy Todd Goodrich

The Research University with a Public Purpose

Sociology Professor Paul Miller is a quintessential example of how the University brings to the Missoula community a progressive notion of scholarship, the shared belief that knowledge forms the basis



RIGHT: A Montana Grizzly football player enjoys a game of bingo with residents of a Missoula nursing home as part of his team’s annual “Random Acts of Kindness” volunteer project. Photo: Courtesy Todd Goodrich



for social progress.

Miller has studied poverty in Montana for nearly 30 years, and sees it as his professional responsibility to provide data to the public on issues such as the consequences of the 1996 Federal Welfare Reform Act. His studies show that hunger and poverty stem from very low wages and insufficient food delivery systems, endemic to rural areas such as the eastern part of Montana. Like many regions across America, Montana has lost its traditional industrial base, and is becoming more of a service economy.

Professor Miller’s research colleagues tend to be non-traditional students—generally defined as 24 years of age or older—who Miller says have often experienced hunger and poverty themselves. They are “savvy about the way the world works,” he says, and do “a very good job of correcting my own misconceptions.”

Like Miller, an astounding number of UM faculty, despite the time they devote to teaching, developing courses, and doing research and committee work, participate in some form of service. Carrie Gajdosik, associate professor of physical therapy, spent a month with children in the villages of Chiapas, Mexico, and refugee camps in Guatemala. Forestry Professor Ron Wakimoto helps the group “Ducks Unlimited” develop and conserve waterfowl wetlands in southwest Montana.

Professor Miller says that the University’s faculty has historically held a strong relationship with the professional community. The school of Forestry has sent students across the state. The school of Journalism has trained Montana journalists to be receptive to issues of civic importance.

Perhaps not so coincidentally, contributions for research at the University of Montana have reached new peaks in recent years. During the 1996–97 fiscal year, UM faculty attracted a record \$26 million in research grants (President’s Report, 1997). These funds, according to President Dennison, “have contributed to the Montana economy as well. Faculty, students, University, state—everyone wins!” Indeed, when Dennison launched the UM Capital Campaign with an initial target of \$40 million, he was amazed to see the campaign generate over \$71 million. Dennison attributed the success of the campaign to strong community ties. He called the infusion of support from businesses and individuals—\$37 million of which came from Montanans—“a testament to Montanans’ belief in the future of higher education at the University of Montana.”

Grizzlies Lend a Helping Paw

Like most other areas on campus, Montana athletic teams are deeply committed to the Missoula community. Not only does the football team give time to a local homeless shelter, they run a “Fun Day” for children at a nearby youth home, and mentor at the local Easter Seals preschool.

Service should properly be called “work.”

Minnesotans captured the nation's attention last fall when they elected former pro-wrestler Jesse “the body” Ventura as their Governor. While it was the presence of Ventura himself as a candidate and governor-elect that caught the headlines, there is a story behind his victory that has far-reaching implications for the state of civic engagement in America. Ventura's constituency was mostly made up of young and first-time voters, a group that has been stigmatized with the label of being “apathetic.”

But this unprecedented turnout among the youth hardly came as a shock to James Farr, professor of political science at the University of Minnesota. He argues that apathy is not a natural property to be found in today's youth, but a term that is constructed by other “individuals and institutions” and the “political process in general.”

It was this conviction that first led Farr to get involved with Public Achievement, a partnership with St. Bernard's, a public school in urban St. Paul. The program involves teams of middle school and high school age students who work with college student “coaches” to “identify issues they want to be involved with.” According to Farr, the partnership started with “an especially fortuitous discussion” at a public meeting with Dennis Donovan, the school Principal. “He wanted the community to ‘come in’ to his school, just as I wanted my students to ‘go out.’ He wanted his students to ‘achieve’ and I wanted mine to be ‘public.’ Together they would complete collective assessments after every service session, which, according to Harry Boyte, a colleague of Farr's who has known him for 20 years “gave it a whole new level of depth and seriousness.”

Due to his extraordinary work with Public Achievement, Farr was selected as a finalist for the 1999 Thomas Ehrlich Faculty Award for Service-Learning, an honor that is given to faculty for their efforts to advance the pedagogy of service-learning.

Farr teaches a full complement of undergraduate and graduate courses in the theory and practice of democracy. He takes a special interest in the work of John Dewey and believes “there is something viable in the American pragmatic tradition.” Dewey's ideas are especially appealing to Farr because they are “very much in line with public life.” According to Harry Boyte, “(Farr) knew that if “his teaching and his scholarship became more public, both would be enriched.” This sincere belief in the public purpose of education also animated Farr's interest in getting his students to “vault

“What many [faculty] do is let students go.... They set up a whole mechanics in which students are placed in internships, etc., but they are not on-site with the students.”

.. James Farr, professor of political science at the University of Minnesota

over the hurdle of abstraction and irrelevance” through experiences in the real world.

As a result, some of his own students have gone on to become professors and teachers who are interested in service-learning. Many have also entered organizations such as the Peace Corps, VISTA, and Habitat for Humanity. One of Farr's most notable students is Craig Rimmerman, professor of political science at Hobart and William Smith Colleges, who Farr describes as a “very striking example” of someone who has become “very involved in service and has written passionately on the subject.”

“A bold definition of democracy”

Farr's Public Achievement involves a type of practice that is “more properly called ‘work,’” which he defines as “the productive activity of individuals and groups collectively creating things of value for the public.” For Farr, the idea of work goes beyond job-holding. “There are plenty of ways that work can be public,” he says. But too often “workers have been denied a sense of public mission.”

Farr's concern with language is not merely academic; rather, he is very aware of the effect that language has on those involved in public work. He therefore encourages students to develop “a bold definition of democracy,” in which they will be comfortable with “public language and skills.” To him, the language of volunteerism and service conjure up certain associations—one being aristocratic, another carrying the legal connotation, in the sense that criminals are often sentenced to do community service. Such a connotation is damaging to the view of public work that Farr takes.

While Farr doesn't see any “knock-down argument” against policies such as community service requirements, he believes they can “cre-



Professor James Farr, University of Minnesota

Ph.D. University of Minnesota, August 1979

M. A. University of Minnesota, June 1975

B. A. Emory University, June 1972

Publications

Political Science in History: Research Programs and Political Traditions (Cambridge and New York: Cambridge University Press, 1995). [Coedited with John S. Dryzek and Stephen T. Leonard.]

Discipline and History: Political Science in the United States (Ann Arbor: University of Michigan Press, 1993). [Coedited with Raymond Seidelman.]

Political Innovation and Conceptual Change (Cambridge and New York: Cambridge University Press, 1989). [Coedited with Terence Ball and Russell L. Hanson.]

After Marx (Cambridge and New York: Cambridge University Press, 1984). [Coedited with Terence Ball.]

Farr has published an additional 39 articles and chapters; 7 dictionary entries and other publications; 18 Book Reviews; and delivered more than 35 presentations at different colleges and universities.

He also has served on three editorial boards and in various University and department service positions.

ate countervailing forces.” Instead, Farr favors the creation of “structured opportunities,” or “good pressures,” that “invite students to get involved, not force them.” He also points out that “the concept of ‘mandating volunteerism’ has a slightly oxymoronic quality to it.”

According to Farr, not only should public work be volitional, but it should also be cooperative. The term “coaches” that is used by Public Achievement came out of numerous discussions with students, in which Farr “got some reading on the language....” In fact, “coach” was a term that was “almost unanimous because a coach is there to challenge, focus the mind.”

What Farr is perhaps the most insistent about is the role that professors need to play in

Six national disciplinary associations receive grants to expand service-learning

As part of our effort to advance service-learning within faculty professional associations, Campus Compact has awarded grants to six disciplinary associations. The grants were made from a newly established National Disciplinary Association Fund created as part of Campus Compact's recent grant from The Pew Charitable Trusts to increase student participation in civic and community life.

The work with disciplinary associations is directed by Dr. Edward Zlotkowski, a Faculty Fellow at Campus Compact who continues the disciplinary initiative he started as a Senior Associate at the American Association for Higher Education where he edited an 18 volume series on Service Learning in the Disciplines.

A request for proposals was issued in early spring and an evaluation committee and Compact staff reviewed proposals. One-year grants were made to the following associations: the American Society for Engineering Education, the National Communication Association, the American Political Science Association, the American Accounting Association, the Academy of Management, and the National Council of Teachers of English.

Funding through the Disciplinary Association Fund will allow discipline associations to pursue initiatives that will meet the needs of the faculty in particular disciplines. For example, the American Association for Engineering Education will train and provide technical assistance to advance service-learning as a means of meeting new disciplinary accreditation criteria. As Frank Huband, the Executive Director of the American Association for Engineering Education explained, "the new emphasis in engineering courses across America in 'softer skills' places new importance on community-based approaches to learning. Engineering courses that enable students to translate their technological prowess in practical problem-solving in the community not only better serves localities, but also help students understand and 'reflect' on the broader issues of politics, history and culture. Ultimately this produces a more well-rounded engineer capable of handling the multi-disciplinary challenges of the next century."

For the next four years, Campus Compact will award a total of \$80,000 each year in subgrants to various disciplinary associations. The grants will range in amounts from \$2,000–\$20,000 and are renewable on a competitive basis. Subgrants are awarded directly to the disciplinary associations, which in turn, are responsible for their administration. Grants require a dollar for dollar match by the association, either in money or in-kind.

In its selection process, Campus Compact specifically looked for: 1) initiatives that result in the creation of significant new technical resources for disciplinary members, such as website work, guidebooks, tool kits, and discipline specific reflection materials; 2) initiatives that leverage already organized disciplinary interests and priorities; and 3) initiatives that create new departmental models in which academy-community partnerships play a conceptually organizing role. These include departments that fully institutionalize service-learning in required courses, develop participant action research projects on a departmental level, and create and reward more coherent faculty profiles related to engaged scholarship.^z

Good Read

Where's the Learning in Service-Learning?

By Janet Eyler, Dwight E. Giles
Hardcover, 1999, 200 pages, \$28.95
Published by Jossey-Bass Publishers

This timely book attempts to answer one of the most urgent questions in the growing field of service-learning: What is its academic value? While this issue has been examined before, few studies have compiled such extensive empirical evidence. This broad research project includes a large national survey focused on attitudes and perceptions of learning, intensive student interviews before and after the service semester to track cognitive change, and additional comprehensive interviews to explore student views of the service-learning process. The findings provide a solid basis for justifying, designing, and implementing effective service-learning programs. It shows practitioners, scholars, and policy-makers how to put "continuous, connected, contextualized, and challenging programs into practice." *Where's the Learning in Service-Learning?* helps define learning expectations, presents data about learning, and links program characteristics with learning outcomes.

Janet Eyler and Dwight E. Giles, Jr., are both pioneers and leaders in the field of service-learning. Eyler is the Associate Professor of the Practice of Education, Vanderbilt University; Giles, the Associate Professor of the Practice of Human and Organizational Development at Vanderbilt.^z

A school without walls

CONTINUED FROM PAGE 3

"We think volunteerism should be a part of college and learning," says assistant football coach Craig Dickenson.

Every spring 20–30 members of the Grizzlies host "Grizzly Football for Kids in Foster Homes," which involve 100–120 children. Overall, the Grizzly community outreach program records from 200–300 hours of service (divided among 5–6 charities).

Although the athletic department does not formally track its students after graduation, anecdotal evidence reveals that players continue to be involved in service as a direct result of the emphasis that was placed on it by the University. In this respect, according to coach Dickenson, the athletic teams are true champions, marked not only by making it to the playoffs in recent years, but also by being "productive members of the community," encouraging a lifetime pattern of collaboration and work "with people of diverse cultural backgrounds and affiliations."

Service is Endemic

One might think that for a campus to be linked to the community so intrinsically, service would have to be mandatory. Not so, says President Dennison. "It is not necessary to require service when the goal is to create a climate, an atmosphere of community."

As Dennison notes, at UM there is never a problem finding someone to volunteer their time. "The numbers keep going up. We had no trouble placing students when we brought America Reads to the campus, for example. We are also starting up America Counts, which will focus on math in the middle schools; the Math Department will be very involved with that."

Programs such as these have created strong relationships between UM and its neighbors, but Dennison stresses that training is a vital component to creating a service culture. "We've had different professionals come to campus and train students, who in turn train other students."

Ultimately, Dennison urges his colleagues to keep open minds. "None of us can afford to say we've been very successful. We're all still learning and growing."^z

Farr

CONTINUED FROM PAGE 4

public work. "What many of them do is let students go," he says. "They set up a whole mechanics in which students are placed in internships, etc.... (but) they are not on-site with the students."

According to Farr, all good practices should be based on partnerships that are sustained, and that involve faculty. He therefore stresses the need for professors to make a "direct commitment" through their own public work.^z



Campus Compact

HIGHER EDUCATION IN
SERVICE TO THE NATION

188 Benefit Street
Providence, RI 02903

Nonprofit org
U.S. Postage
PAID
Providence, RI
Permit No. 2885

Calendar

September

17-19 Michigan Campus Compact Student Service Leadership Camp Camp Copneconic, Fenton, MI. Contact Jenni Holsman by phone at 517-353-9393 or by email at holsmanj@pilot.msu.edu.

28-31 1999 Association for Experiential Education International Conference, Rochester, NY. Contact Cheryl Schwatz by phone at 303-440-8844 ext. 10 or by email at cheryl@aee.org.

October

7-10 The Virginia Campus Outreach Opportunity Leagues "Leading Circles" Retreat and Workshop, Sunnybank Inn, Hot Springs, NC. Contact Erin Norfleet by phone at 804-289-8963 or by email at enorflee@richmond.edu.

16 Raise the Roof Day, a day of volunteer activity to repair dilapidated housing and raise awareness of housing issues. Contact the Department of Housing and Urban Development at 888-404-3895.

20-23 National Society for Experiential Education 1999 National Conference: Advancing Strategies for Civic Renewal and Workforce Development through Experiential Education San Diego, CA. Call 303-440-8844 or email info@nsee.org.

28-31 National Campaign Against Hunger & Homelessness, Trinity College, Hartford, CT. Call Julie Miles at 800-NOHUNGER ext. 324 or email nsah@aol.com.

November

5-7 Andrews & McMeel Third Annual Conference "Summer Service-Learning: Community and Citizenship in the 21st Century", University of Notre Dame. Contact Tracy Wickham by phone at 219-631-9402 or by email at tracy.e.wickham.1@nd.edu.

7-10 1999 International Conference on Volunteer Administration, Hyatt Regency O'Hare in Chicago/Rosemont, IL. Contact The Association for Volunteer Administration by phone at 804-346-2266 or by email at avaintl@mindspring.com.

18-19 A Future of Service: A National Conference on Service-Learning in the Discipline of Religion, Hynes Convention Center, Boston. Contact Joe Favazza by phone at 901-843-3907 or by email at favazza@rhodes.edu.

For a more detailed calendar of events, visit
Campus Compact's web site at
www.compact.org.