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SUMMER 2001

SERVICE-LEARNING AS CONTESTED TERRITORY

One Person's Perspective after 25 Years

by Richard Cone, Executive Director

Joint Education Project, University of Southern California

The following is excerpted from a keynote address given at Campus Compact's Fourth Annual Western Regional Continuums of Service Conference: Converging Perspectives on Service and Learning, April 25–27, 2001, University of California at Berkeley.

After 25 years in service-learning, I would love to believe that the hard work of leaders in the field has led to the recent surge of interest in service-learning. I suspect, however, that rather than

being pulled to prominence, our practices have recently been pushed along by a realization that our educational institutions have to begin to respond to dramatic changes in our society during the past few decades.

In 1963, Clark Kerr, former chancellor of the University of California, wrote a book entitled *Uses of the University* in which he provided a snapshot of forces at work that were causing universities to wrestle with change. Nearly 40 years later, those forces are getting stronger and, I believe, universities are realizing change is unavoidable. Kerr describes three basic categories of change—1) growth of the student body, 2) shifting academic emphasis, and 3) involvement in the life of society. I believe that service-learning plays an important role in addressing each of these forces.

In the years since World War II, we have seen dramatic growth and democratization of higher education. The college educated adult population grew from 4.6 percent in 1940 to 25.6 percent in 2000. This population is increasingly diverse, less elite, and more open to new ways of teach-

ing and learning. As learning patterns are shaped by the backgrounds of the learners, issues of gender, culture, and class can be expected to have an impact not only on the curriculum but also on pedagogy. More active learning styles such as service-learning become more effective. Also, as campuses expand, there are more examples of conflicts between campuses and communities. Increased visibility leads to increased expectations that these institutions will contribute to those communities.

Kerr describes similar forces at work in terms of the character of higher education. He describes the growth in professional schools, a move away from the liberal arts tradition. But the knowledge revolution that our world has been caught up in during the past half century has made it literally impossible to teach in the old way using a paradigm in which one is educated for a lifetime during her or his adolescence. And training for a profession cannot and should not replace an education for participation in society.

There is so much more to know, but

see "Contested Territory," page 3





Campus Compact is a national coalition of more than 750 college and university presidents committed to the civic purposes of higher education. To support this civic mission, Campus Compact promotes community service that develops students' citizenship skills and values, encourages collaborative partnerships between campuses and communities, and assists faculty who seek to integrate public and community engagement into their teaching and research.

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Hollander Awarded Honorary Degree

Executive Director Elizabeth Hollander received an honorary degree from Millikin

University in Decatur, Illinois, during their May commencement ceremonies. Hollander was honored along with Thomas W. Ewing, retired U.S. Congressman and Dr. Stanley O. Ikenberry, president of the American Council of Education. "Our honorees have distinguished themselves in public service on a national level," said Millikin University President Dr. Thomas Flynn. "They exemplify Millikin's mission in their achievement of professional success, dedication to democratic citizenship, and commitment to leading a personal life of meaning and value. Through different career paths, they inspire Millikin graduates to do well and to do good."

"I am pleased that Millikin is highlighting community service as part of its



centennial celebration," said Hollander. "This is a special honor for me personally because it signifies the importance of service and puts exemplars in front of students. I hope to show them that they can have enormously satisfying careers in community service. It is amazing to spend a career doing things you think matter."

Campus Compact Chair to Head Education and Human Services at National Science Foundation

Judith A. Ramaley, chair of the Campus Compact national board and former president of the University of Vermont, was appointed Assistant Director for Education and Human Resources (EHR) at the National Science Foundation (NSF) effective August 1. Ramaley will oversee EHR's \$800 million annual portfolio, which supports programs including research into learning at all levels from kindergarten through graduate education. EHR also funds numerous projects to improve educational performance within challenging school systems and geographic regions, and among America's historically underserved ethnic groups.

"Dr. Ramaley has achieved a national reputation as a leader of educational reform efforts," said NSF Director Rita R. Colwell. "Her proven determination and insight will be enormously valuable in this critical period for the future of math, science, engineering and technology education. In addition, her longstanding interest in the changing nature and needs of America's workforce are ideally suited to the Foundation's concerns and to the nation's urgent priorities."

Editorial Correspondence: Address all correspondence to Editor, *Compact Current*, Campus Compact, Box 1975, Providence, RI 02912, email pboynton@compact.org. *Compact Current* is a publication of Campus Compact, a separately incorporated subsidiary under the umbrella of Brown University. *Compact Current* is distributed three times a year to all Campus Compact member institutions. Suggestions for articles for future issues and inquiries regarding submissions are welcome.

Campus Compact has received financial support from: Corporation for National Service; Department of Housing and Urban Development; Eugene Lang; Ewing Marion Kauffman Foundation; Ford Foundation; General Electric Fund; John Templeton Foundation; KPMG Foundation; The Pew Charitable Trusts; The Atlantic Philanthropies; Sallie Mae; TIAA-CREF; and WorldCom.

Contested Territory

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there is also a much different understanding of the nature of knowing. The definition of empirical knowledge has changed as we have come to understand that numbers do not tell us the whole story. The cognitive revolution and postmodernism have helped us understand that there are multiple realities, realities that must be understood at least in part to function in our diverse and global society. While books can help us understand that these multiple realities exist, only activity in the world can help us gain experience in understanding the realities of different people, cultures, classes, and communities.

And with the rapid development of technology, information is far less important than it used to be because it is so easy to access. Education must focus on synthesis and evaluation of information if our students are to learn how to learn. Nowhere is this process more clear than in the area of values. Our society must wrestle with moral and ethical dilemmas that were unthinkable 50 years ago. Today, citizens of our democracy must be capable of imagining the ramifications of everything from A-bombs to xenophobia on the lives of people across the society. The Jeffersonian tradition that educated citizens will carry a special responsibility within society continues. But now, with the dramatic rise of education for the professions, it becomes increasingly clear that students need designed opportunities to enter into communities to better understand the connection between learning and the lives of others. Service-learning provides that connection.

Finally, Kerr describes the need for colleges and universities to be involved in the life of society. He states, “[Knowledge] is wanted, even demanded by more people and more institutions than ever before. The university as producer, wholesaler, and

retailer of knowledge cannot escape service” (Kerr, 114). There is the hope, indeed the expectation, that universities will put their knowledge to work for the well-being of society even while preparing students with a quality education for an ever-changing world. The traditional view of institutional leaders separates these two functions. The institu-

gathering strength. They have reached a point where it is impossible even for our institutions of higher education to ignore them. An institution that does not like change is being forced to accept that change is inevitable. It is time that those of us involved in service-learning get off our bended knee, retract our out-stretched hand, stop writing for

If our campuses were as good at addressing the needs of poor and powerless communities as they are at addressing the needs of corporations, our society might be in a very different place. Currently our tax dollars are used more to sort, train, and educate students for corporate America than for citizenship.

tion markets knowledge through contracts and grants, funded research, and dissemination of knowledge in academic journals that are inaccessible to the lay reader.

As a marketed commodity, knowledge is seldom readily available to those on the front line of social change. If our campuses were as good at addressing the needs of poor and powerless communities as they are at addressing the needs of corporations, our society might be in a very different place. Currently our tax dollars are used more to sort, train, and educate students for corporate America than for citizenship. And if any doubt that statement, I invite them to compare the campus career center with the service-learning center. Many of our students are showing signs that they are uninterested in the role of “citizen.” For a whole host of reasons, many are not even voting, the most superficial act of any citizen. It is the responsibility of colleges to try to engage soon-to-be graduates in the life of society. Once again, service-learning may be at least a partial cure to this problem.

These forces of change have been

funds to support the work we do to address the institutions’ problems. It is time for us to press for more support from the institution, more recognition that service-learning addresses the growing demands of students, communities, and society, and more funding to help us do this work with the resources required. They will tell you there is no money, but colleges have had no problem finding money for the technological revolution. Despite the fact that we are a field made up of caring and nurturing individuals, we must become more militant, more demanding. Our work is not about charity to the suffering masses. It is about education for the nation. It is an agenda with broad-based public support. We simply have to do a better job of helping our institutions understand that.

The 5th annual Continuums of Service Conference will be held April 17–19, 2002, in Portland, OR. For more information contact: Kevin Kecskes, Director of Service-Learning, Washington Campus Compact, Western Washington University, MS-5291, Bellingham, WA 98225, 360/650-7554 (phone), 360/650-6895 (fax), kevin.kecskes@www.edu

2001 Howard R. Swearer Student Humanitarian Awards

Each year since 1987 Campus Compact has recognized five students for their outstanding public service and has provided financial support in the amount of \$1,500 to help

strengthen or sustain a service program of their design or choice. The award is named in honor of Howard Swearer, the fifteenth president of Brown University and one of the founders of Campus Compact. Students are nominated by their college or university presidents and are chosen from among a competitive field of nominees by Campus Compact national staff and a committee of representatives from foundations, service-related organizations, campus staff, and past award recipients. Candidates for the award must demonstrate evidence of outstanding public service or success in creating an innovative approach to a social, educational, environmental, health, economic, or legal issue within a community. A difficult decision this year led to six recipients, rather than the usual five, being selected from a field of over 70 nominees.

LYNDA-JEANNE BATIE
COMMUNITY COLLEGE OF PHILADELPHIA

Before enrolling at the Community College of Philadelphia, Lynda-Jeanne Batie had spent the previous ten years of her life in an abusive marriage. Support from a facility in her hometown in California enabled her to summon “the courage to break from the past” and inspired her to make a commitment to work diligently to give back to society what she had received. Upon her arrival at the Community College of Philadelphia, she set out immediately to honor that commitment.

Lynda-Jeanne identified the need for a “stabilizing force” to bring together the various entities on campus whose work focused on women’s issues. Due to her efforts a campus Women’s Center is scheduled to open in the fall of 2001.

Additionally, Lynda-Jeanne founded a support group on campus for victims

and survivors of domestic abuse; organized campus activities for Domestic Violence Awareness month; coordinated the Women’s Issues Fair; and served as president of the Students for Women’s Equality Club. Says her college President Stephen Curtis, “It is most impressive that [Lynda-Jeanne] manages to contribute so much to the college and to the broader community and still maintain a 4.0 grade point average.”

EDWARD BERGMAN
NEW YORK UNIVERSITY

Edward Bergman’s commitment to service began as a freshman in high school when he joined Students for 60,000, a community service club that provided direct aid and care for the needy both in the United States and abroad. He maintained his involvement with the club throughout his high school years and, during his senior year, he initiated the club’s first volunteer community project on the Ivory Coast of Africa.

In the summer of 1999, a friend from the University of Pennsylvania joined Eddie on his third trip to the Ivory Coast, and by January of the following year the two co-founded a nonprofit organization called Miracle Corners of the World Inc. (MCW). The main objective of MCW is to provide assistance, primarily through small interest-free start-up loans, to help villagers launch their own businesses. As the loans are repaid, the proceeds go to fund additional ventures within the community.

NYU President Jay Oliva points out an important element of Eddie’s community service initiatives saying, “The recipients are asked to engage in community service as well as receive it so that they can better recognize not only what they need, but also what they have to offer.”

The Swearer Awards were presented at the 2001 Points of Light National Conference: Community Volunteering and National Service, held June 28-July 1 in Minneapolis, Minnesota. The 2001 Swearer Awards were made possible through a generous contribution from the Sallie Mae Community Fund.

JACQUELINE DOWNING
OBERLIN COLLEGE

A member of the Bonner Scholars Program, a national community service scholarship program in which Oberlin College participates, Jacqueline Downing has spent the past two years coordinating the development of an Oberlin Peace Activist League (OPAL)/School of the Americas (SOA) Watch chapter on campus. This organization is dedicated to the concept of non-violent protest to raise awareness of destructive military actions in Latin America that violate basic human rights. Jackie’s work has resulted in the establishment of one of the largest SOA Watch chapters in the nation and one of Oberlin’s most visible and growing student groups. Organizing local and national chapter activities — including benefit concerts, vigils, fasts, conferences, and protests — Jackie’s fundraising, publicity, and organizational skills reflect incredible initiative and an ability to achieve results.

Jackie’s service work is deeply rooted in her academic interests. A Latin American history major, Jackie has enrolled in classes and arranged private readings that allow her to expand her understanding of the historical, social, and economic phenomena that affect the populations she strives to serve.

ZEYAD ELSAYED
CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Zeyad Elsayed is the director and motivating force behind the success of Mall Hall, a joint partnership venture involving California State University, Sacramento’s College of Social Sciences and Interdisciplinary Studies and Flor-ing Mall Management of Sacramento. Mall Hall is a computer facility that provides free computer and Internet access



At the Points of Light National Conference for the presentation of the Swearer Awards were (from left to right) Mark Langseth, executive director of Minnesota Campus Compact, Jordan Swanson, Jose Daniel Estrada, Les Lenkowsky, director of the Corporation for National Service, Zeyad Elsayed, Kristen Piersol of Sallie Mae, Jacqueline Downing, and Edward Bergman. Missing is Lynda-Jeanne Batie.

tutoring, translators, and information about resources in the community, and also aims to connect Latino families with each other and to help them learn about the American culture of which they are a part. Says Ohio Wesleyan University President Thomas Courtice, “Clearly, Daniel Estrada is a bridge-builder.”

JORDAN SWANSON
HARVARD UNIVERSITY

An advocate of public health and international development, Jordan Swanson is intent on engaging new approaches and technologies to improve public health, particularly in developing countries, when he embarks on a postgraduate career. As an aspiring physician with broad training in both medicine and health policy, Jordan hopes eventually to craft effective, sustainable policies to lead people everywhere to enjoy more education about and responsibility for their

own health concerns.

Last year Jordan worked as a field medic and health analyst for World Vision Honduras and, most impressively, last summer he implemented their Adolescent Health Development Project, a program he helped develop and eventually directed as health curriculum for adolescents shaped by the Honduran community and youth. Jóvenes en Acción (Youth in Action), as it was eventually named, proved to be a great success among the population it served. Says Harvard President Neil Rudenstine, “Jordan is a caring, concerned, and dynamic man who will continue to make a positive impact in our global community, and he embodies well the spirit of [the Swearer] award.”

For more information on the recipients and a list of finalists and nominees, please visit our web site at www.compact.org/awards/swearer2001.

to the public with the primary goal of addressing the “digital divide” by supplying access to those on the wrong side of that divide.

Mall Hall is directed at the needs of many types of people, but it has been especially utilized by high school students, welfare-to-work mothers, and senior citizens. Its success is evidenced by that fact the there are three-week waiting lists to get into an orientation session, and waiting lines five deep to use one of its 24 computers. The program’s success has made the university a major contributor to efforts in the community to address the socio-economic elements of the digital divide.

Says Donald Gerth, president of California State University, Sacramento, “The College serves as a major bridge builder between community and campus. Zeyad has been instrumental in structuring and maintaining one very important such bridge.”

JOSE DANIEL ESTRADA
OHIO WESLEYAN UNIVERSITY

Among his many accomplishments at Ohio Wesleyan, Jose Daniel Estrada, known as Daniel, regards the creation of

Latino Outreach as his most significant. Daniel first became aware of families he felt were struggling in the Delaware, Ohio, area on his way to and from classes. Soon after, he began to tutor children at a nearby elementary school who spoke only Spanish, and shortly thereafter began attending parent/teacher conferences for Hispanic families to serve as a translator. Eventually, some of these parents asked Daniel if he would help them learn to speak English. Within two weeks of their request, Daniel established Sunday afternoon tutoring sessions that involved ten Ohio Wesleyan students tutoring more than a dozen Latino adults and their children.

This event led to the formation of Latino Outreach, a student-run, academic and social enrichment program that supports the growing Latino community in Delaware by helping them with basic needs — housing, clothes, food, and jobs. The program provides

Dr. Dilafruz Williams Receives Seventh Annual Thomas Ehrlich Faculty Award

Dr. Dilafruz Williams is the recipient of the seventh annual Thomas Ehrlich Faculty Award for Service-Learning. Dr. Williams is a

professor in Educational Policy, Foundations and Administrative Studies and the director of Community-University Partnerships at Portland State University in Portland, Oregon. She was selected from a pool of over 60 nominations.

Dr. Williams brings a number of rich perspectives to her service and her scholarship. These perspectives are informed by her own experiences as a teacher in secondary education, as an administrator in higher education, and as a researcher, scholar, and practitioner.

The point of service-learning is to make the familiar strange and the strange familiar in an effort to encourage students to appreciate the pluralistic values inherent in democracy, offers Dr. Williams. In this endeavor she is

passionate, honest, caring, and competent—a person whose work, according to Deborah Lieberman, director of the Center for Academic Excellence at Portland State University, “is truly the scholarship of service.”

Dr. Williams believes that service is about addressing a larger purpose because, she states, “education, after all, is a moral enterprise, and a community that has vitality requires holistic and integrated experiences of life, service, and learning.”

You can read more about the Ehrlich Faculty Award, including brief biographies on the finalists listed below, at www.compact.org/awards/ehrllichaward2001.



“Education, after all, is a moral enterprise, and a community that has vitality requires holistic and integrated experiences of life, service, and learning.”

Dr. Dilafruz Williams

The seventh annual Thomas Ehrlich Faculty Award for Service-Learning was presented June 21st at the National Gathering of Service-Learning Educators, sponsored each year by the Invisible College at Butler University in Indianapolis.

Campus Compact annually honors faculty members for innovations in engaged scholarship that integrate service into the curriculum and for efforts to institutionalize service-learning at their college or university. The award is named in honor of Thomas Ehrlich, past chair of the Campus Compact executive committee, President Emeritus of Indiana University, and currently a senior scholar at the Carnegie Foundation for the Advancement of Teaching. The Ehrlich Award is made possible through a generous grant from TIAA-CREF.

Ehrlich Award Finalists

Frederick C. Collignon, Ph.D., Chair and Associate Professor, City and Regional Planning, University of California, Berkeley

Richard M. Ebberst, Ph.D., Director, Community-University Partnerships, Professor, Health Science and Human Ecology, California State University, San Bernadino

Robert Elias, Ph.D., Professor and Chair, Department of Politics, University of San Francisco, California

Lorraine Gutierrez, Ph.D., Associate Professor, School of Social Work, Dept. of Psychology, University of Michigan, Ann Arbor

Angela M. Harwood, Ph.D., Associate Professor, Dept. of Secondary Education, Woodring College of Education, Western Washington University, Bellingham, WA

Robert Hironimus-Wendt, Ph.D., Assistant Professor, Dept. of Behavioral Sciences, Millikin University, Decatur, IL

Shelly Shaefer Hinck, Ph.D., Professor of Speech Communication and Dramatic Art, Central Michigan University, Mt. Pleasant, MI

Frederic Waldstein, Ph.D., Irving R. Burling Chair in Leadership, Professor of Political Science, Wartburg College, Waverly, IA

President Bush's National Service Program

Throughout the presidential campaign, George W. Bush promoted his vision of a faith-based initiative that would allow social services currently administered by federal agencies to

be managed by religious organizations and private charities. On January 29, 2001 President Bush officially launched the initiative by creating the White House Office of Faith-Based and Community Initiatives and centers in five agencies — Justice, Housing and Urban Development, Health and Human Services, and Labor and Education. John DiIulio, a political scientist from the University of Pennsylvania, was named to head the White House office.

At the same time, Stephen Goldsmith, former mayor of Indianapolis and chief domestic policy advisor during the Bush campaign, was named a special advisor to President Bush on service. Mr. Goldsmith was subsequently appointed by President Bush to the Corporation for National Service board and elected its chair.

The faith-based initiative, which drew support as part of President Bush's "compassionate conservatism" during the presidential campaign, has since come under fire from both conservatives and liberals. Liberal critics are concerned that the effort will blur the separation of church and state and allow government-funded hiring discrimination. Conservative critics worry that government funding will interfere with the religious mission of charities and may lead churches to become dependent on government funding.

On July 19, 2001, the House of Representatives approved legislation to remove legal and administrative barriers to federal funding of faith-based programs and to provide tax breaks to encourage charitable giving by Americans who do not itemize on their taxes. The bill, passed 233 to 198, faced some challenges in the House, especially its language allowing groups receiving the federal aid to override state and local anti-discrimination laws. Several Democrats expressed con-

cern that this exemption would allow religious organizations to discriminate in their hiring practices against gays and minorities. Republican leaders promised to address this issue during negotiations when the legislation is taken up by the Senate. Addressing some of the other criticisms, the bill requires groups to offer religious activities separate from the federally funded services and that the religious activities be voluntary.

The bill, however, also created a voucher program, allowing individuals needing services to receive federal funds directly, allowing them to choose the provider of their choice, including religious groups. Under this plan, the religious groups would not have to keep the religious activities separate from the social services.

As this publication goes to press, the faith-based legislation is stalled in the Senate. Senate Majority Leader Tom Daschle (D-SD) said it's not certain whether the proposal will come before the Senate this year or next. He also said that it was unlikely that the Senate would pass the bill if religious groups were exempted from local and state anti-discrimination laws.

In Campus Compact's meetings with Stephen Goldsmith, Mr. Goldsmith said that he is reviewing all the service programs under the Corporation for National Service, America's Promise, and the Points of Light Foundation to identify overlaps or areas where there might be greater coordination. At a Campus Compact board meeting in late April, Mr. Goldsmith asked for recommendations on whether the community service mandate of Federal Work-Study (currently 7 percent) should be increased.

Campus Compact Executive Director

Liz Hollander polled member presidents about this issue and sent a summary of the responses to Mr. Goldsmith. Thirty-one percent supported an increase in the community service portion, while 69 percent did not.

Executives from Campus Compact have also met with education staff from the White House Domestic Policy Council to express support for increased funding for the Learn and Serve program administered by the Corporation for National Service, for more administrative funding for America Reads and America Counts, for an expanded student loan forgiveness program for graduates entering public service careers, and for new Federal Work-Study funds for community service positions.

Hubert H. Humphrey Civic Education Act

As of press time, Senator Wellstone (D-MN) was preparing to introduce the Hubert H. Humphrey Civic Education Enhancement Act, a bill to revitalize "civic knowledge, civic intellectual skills, civic participation skills, and civic virtues." The bill has several components, including 1) a proposal to create Civics Institutes to promote creative curricula and pedagogy for teachers of civics; 2) an increase in funds for the Learn and Serve program and Service-Learning Institutes dedicated to training/retraining service-learning teachers; 3) making "community service programs" an allowable use of funds for districts under the "innovative programs" section of the Elementary and Secondary Education Act; 4) grants to promote creativity in the role of student government in schools and student involvement in local and school governance; and 5) research on the efficacy of different approaches to civics education. Under the first proposal, the bill requests an authorization of \$25 million and states that "it seems pretty clear that the establishment of a new set of campus-based summer institutes for teachers of all grades focused both on

see "Legislative Update," page 8

Join HUD's Neighborhood Networks Centers in the Campaign to Bridge the Digital Divide

by Delores A. Pruden

Director, Office of Neighborhood Networks
U.S. Department of Housing and Urban
Development

Today, there is a lot of discussion about closing the "digital divide"—the separation between those who have access to computers and other new technology and those who do not. Narrowing the technology gap is an important issue; one that Neighborhood Networks is doing much to address. And now, Campus Compact members have the opportunity to use their service-learning programs to lend a hand.

Neighborhood Networks is a U.S. Department of Housing and Urban Development (HUD) initiative that makes technology—and with that, job skills and self-sufficiency—available to low- and moderate-income residents right where they live. Through innovative private/public partnerships, Neighborhood Networks establishes multi-service community technology centers (CTCs) that bring digital opportunity and lifelong learning to residents of public and assisted housing across America.

Neighborhood Networks centers are located in or near HUD multifamily housing developments. These centers give children, seniors, and working-age adults access to new resources and skills. They also give residents added support, such as basic adult education, job training, computer literacy, health care, transportation,

child care, and after-school programs. Many Neighborhood Networks centers provide a full range of services and support to help residents move toward self-sufficiency.

HUD launched Neighborhood Networks in the autumn of 1995. Today, there are more than 640 Neighborhood Networks centers operating in HUD multifamily housing properties throughout all 50 states, the District of Columbia, and Puerto Rico. Chances are there is a Neighborhood Networks center in your community.

Volunteer Opportunities for Students

Neighborhood Networks centers provide excellent service opportunities for college and university students. There are many satisfying and worthwhile activities for volunteers, including tutoring low-income students to help them succeed in school activities and earn better grades; and helping seniors access the Internet to help them keep in touch with friends and family and learn more about the health issues they face. Volunteers are also needed to help adults learn basic computer skills.

Neighborhood Networks centers already have forged successful partnerships with colleges and universities throughout the country. For example, the center at The Island Grove Village Apartments in Greeley, Colorado, formed a partnership with the University of Northern Colorado (UNC) that resulted in the development of a community web site.

This site provides information and links to a wide variety of services and organizations, including a health fair, tutoring, Head Start, the Girl Scouts, online and brick and mortar libraries, and programs for seniors and at-risk youth (www.islandgrove.org). In addition, UNC students assist Island Grove Village children from age 3 to 13 with homework, art projects, and games.

Campus Compact members are encouraged to team up with Neighborhood Networks around the country to bring technology access to those who need it most. Everyone wins—residents have an avenue to a better future, and students and professionals gain a great opportunity to learn new skills while they help others. The entire community benefits from a new spark of vitality and a pool of newly trained workers.

To learn more about the Neighborhood Networks Information Center, call toll-free at (888) 312-2743.

Legislative Update

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enlarging the teachers' knowledge of specific content as well as helping them to teach civics in exciting ways is a way that the federal government can play a role in quickly making a difference in enhancing the civics classroom for America's students."

For news on other pertinent legislation, log onto <http://www.compact.org/news/fedleg.html>.

good reads

BEYOND THE CAMPUS : HOW COLLEGES AND UNIVERSITIES FORM PARTNERSHIPS WITH THEIR COMMUNITIES

David Maurrasse, NY: Routledge, 2001. Paperback, \$19.99

REACHING OUT TO CHILDREN AND FAMILIES

Michelle Robin Dunlap, NY: Rowman & Littlefield, 2000. Paperback, \$25.95

SERVICE-LEARNING IN TEACHER EDUCATION: ENHANCING THE GROWTH OF NEW TEACHERS, THEIR STUDENTS, AND COMMUNITIES

Jeffrey B. Anderson, Kevin J. Swich, and Joost Yff, Editors 360 pp. / ISBN: 0-89333-184-8 / 2001.

\$20.00 To order this book, go to www.aacte.org.

The others are available at bookstores or through Amazon.com.

State Compact Offices Reach 25

Early this year, the Campus Compact Network passed an important milestone with the establishment of state Campus Compact offices in New York and Texas bringing the

total number of state offices to 25. In addition, there are 7 states (IA, KS, MD, NC, SC, VA, WI) in the process of developing state Compacts, several of which are expected to officially launch by the end of the year. The founding task force in Iowa is busy making final preparations for its official opening in August. According to Maria Monteiro, Campus Compact network director, Virginia and Wisconsin will soon launch offices of their own. Monteiro says that Campus Compact does not have a strong presence in the southern region of the country although she is responding to inquiries regarding the formation of state Compacts from Louisiana, Arkansas, Mississippi, Alabama, and Georgia. She hopes that Campus Compact will increase the number of state offices in the Southern

region very soon.

The New York and Texas offices have not only pushed the Campus Compact network to the halfway point in terms of state Compacts, but the addition of such large and populous states to the network greatly expands Campus Compact's ability to increase membership from colleges and universities in these regions.

New York

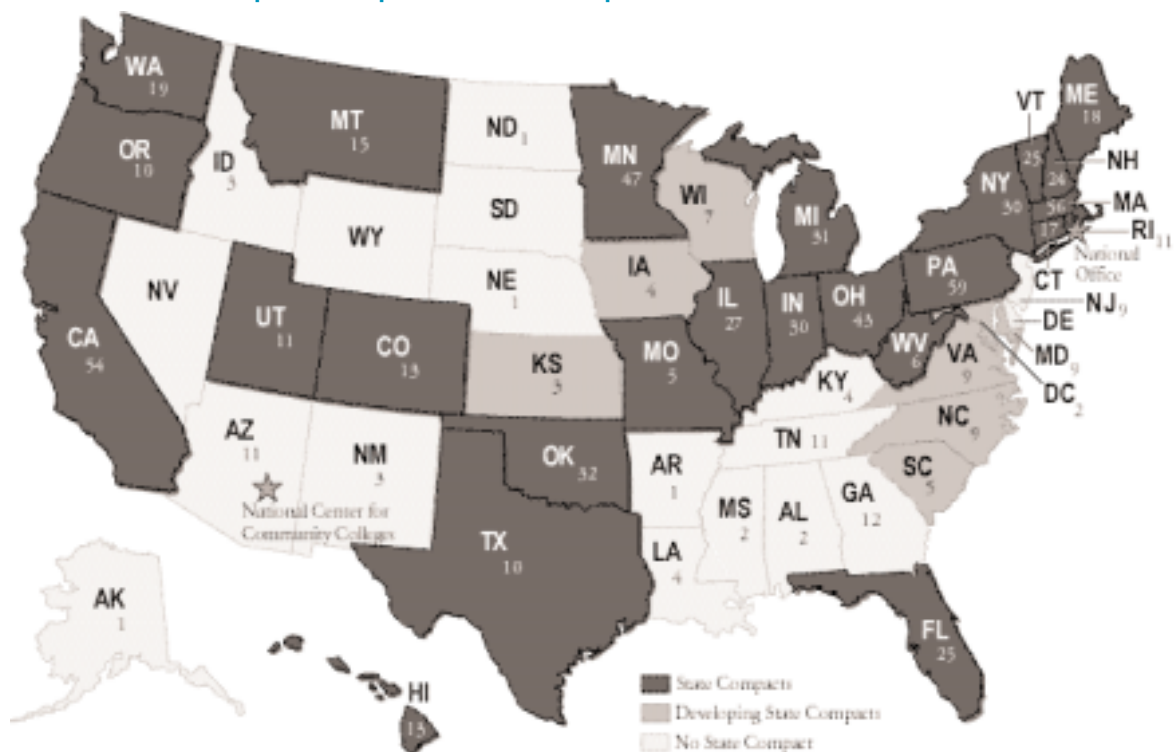
Twenty-seven of New York's colleges and universities are already members of National Campus Compact, and it is expected that that number will grow by as many as 50 in the next 6 to 12 months. Though New York Campus Compact (NYCC) is still searching for a permanent executive director, Robert Bonfiglio of

SUNY-Geneseo is serving in that capacity in the interim. NYCC is grateful for the leadership of Mark Gearan, president of Hobart and William Smith Colleges, and Christopher Dahl, president of SUNY-Geneseo, and the rest of the NYCC Task Force. The official ribbon-cutting ceremony for the New York Office, which will be located at Pace University in New York City, will be held on October 16th.

Texas

The Texas Campus Compact (TXCC) recently selected its executive director, Jill Shaw-Binder. Texas Tech University in Lubbock will host the TXCC office. The rapid development of TXCC, which took approximately one year, could not have happened without the help of David Schmidly, president of Texas Tech University, and the 26 other founding presidents. TXCC is also grateful for the support of Christine Shakespeare, Rosie Mauk, and the staff of the Texas Commission on Volunteerism and Community Service.

Campus Compact Membership and State Network



WorldCom's Making a Civic Investment (MCI)

Making a Civic Investment is a five-year initiative developed by Campus Compact, WorldCom, and Brown University to bring the Internet to children and their families in low-income communities across the country, and to help them use the technology to become

more involved in civic life. Funded by a \$5 million grant from WorldCom in 1999, this collaborative grant-making program identified and rewarded 20 projects in 19 states. Programs funded are intended to reach more than 7,000 K-12 children and approximately 3,000 parents in underserved communities to become more involved in civic life through the use of Internet technology. Nearly 2,000 college and university students and faculty members have worked to provide support to children and their families in computer literacy, mentoring, and tutoring programs based at either schools or community organizations.

To broaden the interest and involvement in the activities and events of the project, local WorldCom representatives and several Campus Compact state directors attended many of the kickoff events. Initial site visits and reports have identified both successes and challenges.

Estimates Topped

The WorldCom grant leveraged an additional \$1.4 million for staff and technology at the local level to help narrow the digital divide among at-risk youth. During the first eight months of the project, the number of individuals impacted (4,001) has been significantly higher than expected (2,516). Other statistics follow:

- 3,537 K-12 students reached
- 464 K-12 parents reached
- 122 faculty members involved
- 585 college service-learning students involved
- 13,592 hours devoted to the project from college students



Students from Illinois work with Carlos Ribeiro, Campus Compact project director of the MCI WorldCom "Making a Civic Investment" initiative. The project helps children and their families in low-income communities gain greater technological expertise and provides them with opportunities to use the technology to become more involved in civic life.

Local community partners identify the collaborative relationship with their college or university partners as a primary factor in their programs' successes.

Outdated Technology a Problem

The major challenge encountered at many sites has been outdated technology or current hardware with outmoded connectivity, particularly in school systems. To overcome this challenge, the higher education partners are serving as consultants for school districts before they buy new equipment, update existing ones, or sign a contract with any Internet service provider. Internet access was completely limited in several instances due to the lack of a local provider. A number of sites had literacy and language difficulties, and

were provided with assistance from an America Reads' tutor.

For more information about the program, please visit our web site or contact Carlos Ribeiro at (401) 863-1119 or via e-mail at cribeiro@compact.org.

60 AND GROWING

This spring, Pennsylvania Campus Compact (PACC), achieved a milestone when it welcomed its 60th member, Dickinson College. It is likely that very soon California, Massachusetts, New York, and Texas Campus Compacts will surpass this number. Jaimie Birge, executive director of PACC, attributes the achievement to a number of variables. "We have benefited from the generosity of the Corporation for National Service with our Civic Leadership Program and our VISTA program, and we have benefited from the unique structure of Campus Compact, which allows us to create projects that are focussed on state issues, but that dovetail with a national agenda."

WELCOME NEW MEMBERS

accurate as of August 1, 2001

Anna Maria College President William McGarry	Indiana University Kokomo Vice President for Academic Affairs Ruth Person	Saint Charles County Community College President John McGuire
Atlantic Union College President Sylvan Lashley	Indiana University Northwest Chancellor Bruce Bergland	Saint Gregory's University President Lawrence Stasyszen
Auburn University President William Walker	Indiana University-Purdue-University/ Fort Wayne Chancellor Michael Wartell	Saint Mary's University Academic Vice President Charles Cotrell
California College of Arts & Crafts President Michael Roth	Indiana University-Purdue University/ Indianapolis Chancellor Gerald Bepko	Southeast Missouri State University President Kenneth Dobbins
California Lutheran University President Luther Luedtke	Indiana University South Bend Chancellor Kenneth Perrin	Southwest Missouri State University- West Plains Chancellor Fred Marty
Cambria County Area Community College President Kathleen Davis	Indiana University Southeast Chancellor F.C. Richardson	Southwestern College-CA President Serafin Zasueta
Cameron University President Don Davis	Kennesaw State University President Betty Siegel	Southwestern Oklahoma State University President Joe Anna Hibler
Cape Cod Community College President Kathleen Schatzberg	Linn State Technical College President David Claycomb	State Fair Community College President Stephen Poort
Carl Albert State College President Joe White	Louisiana State University Chancellor Mark Emmert	Tidewater Community College President Deborah DiCroce
Central Connecticut State University President Richard Judd	Missouri Western State College President James Scanlon	Truman State University President Jack Magruder
Central Ohio Technical College/ OSU-Newark President Anne Cairns Federlein	Monroe Community College President R. Thomas Flynn	University of Central Oklahoma President W. Roger Webb
Columbia University President George Rupp	Murray State College Vice President for Academic and Student Affairs J. Philip Traugher	University of Missouri-Kansas City Chancellor Martha Gilliland
Community College of Philadelphia President Stephen Curtis	North Shore Community College President Wayne Burton	University of Missouri-Rolla Chancellor Gary Thomas
Cotley College President Helen Washington	Northeastern Illinois University President Salme Steinberg	University of Science and Arts of Oklahoma President John Feaver
Delta State University President David Potter	Northern Illinois University President John Peters	University of the Sciences in Philadelphia President Philip Gerbino
Dickinson College President William Durden	Oklahoma Baptist University President Mark Brister	Washington University in St. Louis Chancellor Mark Wrighton
Dickinson State University President Lee Vickers	Oklahoma Christian University President Kevin Jacobs	Westchester Community College President Joseph Hankin
Dominican University President Donna Carroll	Oklahoma State University President James Halligan	Westminster College (MO) President Fletcher Lamkin
East Central College President Karen Herzog	Ozarks Technical Community College President Norman Myers	
East Central University President Bill Cole	Purdue University Calumet Chancellor James Yackel	
Elmhurst College President Bryant Cureton	Purdue University North Central Chancellor James Dworkin	
Indiana University/Bloomington Chancellor Kenneth Gros Louis	Rogers State University President Joe Wiley	
Indiana University East Chancellor David Fulton		

NEW CAMPUS COMPACT PUBLICATIONS

You can order any of these publications online with a credit card, or by fax or e-mail. Materials will be shipped upon receipt of payment.

fax: (401) 863-3779,
email: campus@compact.org
website: www.compact.org/publications

After the Votes are Counted: A Post-Election Guide to Maintaining College Student Civic Engagement, A resource for community service directors, presidents, and students on ways to continue student civic engagement in non-election years. Highlights best practices from campus efforts around the 2000 election and offers curricular, co-curricular, and institutional strategies for connecting students with political participation. 2001.

\$12.00 nonmembers; \$10.00 members

Campus Compact Reader, A resource for service-learning faculty in all disciplines. Articles address democratic citizenship, education reform, civic renewal and the transformation of higher education. Published three times a year.
subscription \$45.00/3 yrs

Fundamentals of Service-Learning Course Construction, A resource to assist faculty in the design, development, and construction of service-learning courses. Offers six models for service-learning courses, a catalogued sample of assignments, and sample syllabi. 2001.
\$60.00 nonmembers; \$50.00 members

Assessing Service-Learning and Civic Engagement: Principles and Techniques
A toolkit to assist in the assessment of service-learning and civic engagement programs. Offers guidelines on assessing program impact on faculty, students, communities, and institutions. Revised, third edition, 2001.

\$45.00 nonmembers; \$36.00 members

BEST SELLERS

Service Matters 1999: The Engaged Campus
In-depth profiles of a wide range of campuses engaged with their communities and the work they are doing toward educating their students for citizenship. Also includes service statistics from our 1999 member survey. 1999.

\$33.00 nonmembers; \$27.50 members

Introduction to Service-Learning Toolkit: Readings and Resources for Faculty

Designed as a resource for faculty and others who are new to service-learning. Includes definitions, principles of good practice, a summary of service-learning research, bibliographies, and essential reading on theory, pedagogy, reflection, tenure and promotion, model programs, and more. Also includes a list of online service-learning resources. 2000.

\$42.00 nonmembers; \$35.00 members

CLEARANCE

While supplies last!

Purchase any of these books (you can read more about them on the web site) at half price on our web site at www.compact.org/publications.

Connecting Service Learning with Public Policy and Political Participation

1995. Original: \$5.00. NOW: \$2.50

Science and Society: Redefining the Relationship

1996. Original: \$7.00. NOW \$3.50

Service Matters: A Sourcebook for Community Service in Higher Education

1996. Original: \$7.00; NOW: \$3.50

Creating a Climate for Change: Lessons Learned from the 1991-1996 Institutes on Integrating Service with Academic Study
1997. Original: \$7.00; NOW: 3.50

Higher Education & National Service: A Campus Compact Guide to the National & Community Service Trust Act of 1993,
1993. Original: \$4.00; NOW: \$2.00

Service Counts: Lessons from the Field of Service and Higher Education
1995. Original: \$10.00; NOW: \$5.00



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