

# Compact Current

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FALL/WINTER 2001-2002

## Searching for Truth in Turbulent Times

**I**t isn't that the world just changed in an instant. In fact, for people in many parts of the world, little was different. They simply saw from afar what was usually closer to home, or right in their midst.

But for most Americans, the world changed in an instant. Forever. And the challenge that remains is how to cope... how to make sense of it all...how to move forward on unsure footing.

Two days following the unfathomable events of September 11th, Campus Compact sought its purpose in addressing the tragedy and asked a colleague, Dick Cone, executive director of the Joint Education Project at the University of Southern California, to moderate an electronic dialogue via a Campus Compact listserv. And with these words:

*"beyond the prayer vigils and the blood drives, what should be the response of our colleges and universities to this attack on the nation?"*

a lengthy and critical discourse began...and continues.

In the pages that follow, we offer excerpts from some of the voices that have come forward. We invite you to read them; we invite you to disagree with them; we invite you to join in the online conversations (to do so, please send a message to [bchapman@compact.org](mailto:bchapman@compact.org)). But above all we ask you to be, and to encourage others to be, active and thoughtful citizens. We ask you to use

this tragic event as an opportunity to strengthen the commitment of your college or university "to explore new ways of fulfilling the promise of justice and dignity for all, both in our own democracy and as part of the global community."\*

C. S. LEWIS

[Excerpts from Learning in War-Time](#)

A sermon preached in the Church of St. Mary the Virgin, Oxford, Autumn, 1939

A university is a society for the pursuit of learning. As students, you will be expected to make yourselves, or to start making yourselves, into what the Middle Ages called clerks: into philosophers, scientists, scholars, critics, or historians. And at first sight this seems to be an odd thing to do during a great war. What is the use of beginning a task which we have so little chance of finishing? Or, even if we ourselves should happen not to be interrupted by death or military service, why should we—indeed how can we—continue to take an interest in these placid occupations when the lives of our friends and the liberties of Europe are in the balance? Is it not like fiddling while Rome burns?

*see Searching for Truth, page 3*

\*from the Campus Compact *Presidents' Declaration on the Civic Responsibility of Higher Education*





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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## From the Executive Director

**I**t is the worst of times, it is the best of times. This phrase—albeit transposed—from Dickens's *Tale of Two Cities* came to my lips in New York, as I stood only blocks from ground zero at Pace University celebrating the founding of New York Campus Compact.

All of us there, the 13 New York college and university presidents, the organizing committee, distinguished guests, and outstanding students, took immense pleasure in a positive action to support the role of higher education in educating the next generation of active citizens.

We at Campus Compact are proud to be associated with so many college and university presidents who have risen to the challenge of the last months

*The cure for the ailments of democracy is more democracy.*

*John Dewey*

with eloquent and reaffirming statements. We are proud of faculty and staff who, at the same time they struggle themselves to understand a new and frightening life for America, have provided extensive support systems for their students to help them to mourn, to reflect, to act, and to understand.

We are particularly grateful to **Dick Cone**, who immediately agreed to help Campus Compact mount a special listserv to assist campuses in these difficult times. As you see, the major portion of this newsletter is devoted to the thoughtful dialogue and list of resources which that listserv has provided.

We are proud of the students who urged their leaders to be reflective and thoughtful in their response to the terror and who sought to exercise and urge tolerance and multicultural understanding on their campuses and in their communities. We are proud of the myriad ways they found to raise funds and raise their own consciousness of why such terrible events could occur. We are not surprised at this response. As the statement from the Wingspread meeting of students reported in this newsletter makes clear, we are blessed with a deeply caring generation. It is a generation that wants to act on their concerns, to build a multicultural world, and to get to politics and policy making through these actions. Student leaders don't like being characterized as "disengaged" and their rationale is strong. I urge you to give careful attention to their statement.

John Dewey says "The cure for the ailments of democracy is more democracy." I wish us all the energy to hold that ideal in turbulent times.

*Elizabeth L. Hollander*

**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 hosted by 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.

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## Searching for Truth

*continued from page 1*

...Every Christian who comes to a university must at all times face a question compared with which the questions raised by the war are relatively unimportant. He must ask himself how it is right, or even psychologically possible, for creatures who are every moment advancing either to heaven or to hell, to spend any fraction of the little time allowed them in this world on such comparative trivialities as literature or art, mathematics or biology. If human culture can stand up to that, it can stand up to anything.

...The war creates no absolutely new situation: it simply aggravates the permanent human situation so that we can no longer ignore it. Human life has always been lived on the edge of a precipice. Human culture has always had to exist under the shadow of something infinitely more important than itself. If men had postponed the search for knowledge and beauty until they were secure, the search would never have begun. We are mistaken when we compare war with "normal life." Life has never been normal.

...The only people who achieve much are those who want knowledge so badly that they seek it while the conditions are still unfavourable. Favourable conditions never come.

...war does do something to death. It forces us to remember it. ... War makes death real to us: and that would have been regarded as one of its blessings by most of the great Christians of the past. They thought it good for us to be always aware of our mortality.

*From The Weight of Glory and Other Addresses. (Grand Rapids, Michigan: William B. Eerdmans Publishing Co., 1972)*

## NADINNE CRUZ

Director, Haas Center for Public Service  
Stanford University, CA

...What seems to compound our contemporary tragic cycle(s) is the loss of "good" outcomes from actions that flow from a deep sense of responsibility, genuine culpability, and good will. We seem imprisoned by paradigms that lock us into ways of knowing that cannot lead us out of the cycle. We are apparently doomed by our inability to use all the assets of scholarship, all of its cumulative information and research as a means to question the relationship between our ideations and actions.

...I cycle back to the old greek tragedies because I feel that a necessary, though not sufficient, condition for getting to a better place is to feel the ultimate depth of sadness. To move past it, without dwelling in the well of sadness, will doom us to repetition of history. To feel deeply that sadness poses dangers (despair, paralysis, etc.), yet it may be necessary to finding other paths. I am drawn to the arts and artistic performers who can more eloquently express our human condition, so we can recognize each other in it, internalize it, dwell in it, then be drawn out of it, and be uplifted by an energy to create something new.

## RUTH SIMMONS

President, Brown University, RI

At moments like this, I become aware more than ever that access to education in its broadest sense can make an immense difference in the future of our civilization. We can focus on educating ourselves about ourselves, if we so desire, but far more important is to educate ourselves about others. There are regions of the world that we understand not. There are peoples of the world that we care not to know. There are communities in our very midst from which we turn away. Turning away is not a solution. ... we can surmise that this horror is the result of a misbegotten scheme to call attention to some cause, some offense, some grievance. One of the powerful things we can do to counter this kind of event is to use peaceful venues of debate and grievance. We can make every effort to learn how to abate conflict and how to repair breeches in human accord.

## KEITH MORTON

Feinstein Institute, Providence College

Service, as I have come to understand it, is the building of relationships. Violence seems to me the severing of relationship.

*Opinions expressed in the excerpts on these pages are those of the authors who took part in the online dialogue. They do not necessarily reflect those of Campus Compact.*

## Government Contacts

### Contacting the US Administration

White House Comment Desk:  
202-456-1414  
FAX: 202-456-2461  
E-MAIL: [president@whitehouse.gov](mailto:president@whitehouse.gov)  
WEB: <http://www.whitehouse.gov>

President George W. Bush  
The White House  
Washington, DC 20500

### Contacting Legislators

To find your Legislator:  
<http://www.congressmerge.com/onlinedb/index.html>  
Capitol Switchboard: 202-224-3121  
Sen. \_\_\_\_\_  
U.S. Senate  
Washington, DC 20510

Rep. \_\_\_\_\_  
U.S. House of Representatives  
Washington, DC 20515

### Contacting the Secretary of State

Colin Powell  
Secretary of State  
2201 C St NW  
Washington, DC 20520

### Contacting the Secretary of Defense

Donald H. Rumsfeld  
Secretary of Defense  
1000 Defense Pentagon  
Washington, DC 20301-1000

### For Canadian Members

Mr. Jean Chretien  
Prime Minister of Canada  
Langevin Block 80 Wellington Street  
Ottawa, Canada  
K1A 0A2  
Phone: 613-992-4211

Find your Member of Parliament:  
<http://www.parl.gc.ca/information/about/people/house/Postal-Code.asp?Source=SM>

Mail may be sent postage-free to any Member at the following address:

House of Commons  
Parliament Buildings  
Ottawa, Ontario  
K1A 0A6

Mailing Address for Canadian Senate:  
The Senate of Canada, Ottawa,  
Ontario, K1A 0A4

## PAUL LOEB

Associated Scholar, Center for Ethical Leadership, Seattle

Author, *Soul of a Citizen*

The following is excerpted from an article that is forthcoming in: *America's Tragedy: A Spiritual Response* (Rodale Press. An anthology of responses to the September 11 attacks, with profits going to the Red Cross).

... it's up to ordinary citizens to raise the hard issues, including which crises we consider urgent. Congress just authorized \$40 billion to rebuild New York and beef up anti-terrorist security. Much of this investment is appropriate. But why have we chosen not to make other investments addressing crises equally real? According to Bread for the World, six million children die every year of hunger-related causes in developing countries—the equivalent of three World Trade Center attacks every day. For an annual appropriation of \$13 billion, or a third of what our Congress just authorized, and five percent of our existing \$260 billion dollar defense budget, we could meet the basic health and nutrition needs of the world's poorest people every year. Yet we've chosen not to. Nearly 50 million Americans lack health insurance, but we've chosen to be the only advanced industrialized country not to provide it to our citizens. Guns kill 30,000 of us a year, yet we choose to do little to control them or address the poverty and rage among our own desperate and marginalized. I cite these examples not to diminish the horror of these attacks, but to stress that all shattered lives are just as real, and to ask why some cataclysms disturb us so little.

**Some Links and Resources assembled by the American Association for Higher Education. Visit their web site at [www.aahе.org](http://www.aahе.org) for more information.**

### Role of Faculty

University of Michigan, Center for Research on Learning and Teaching (CRLT)  
Guidelines for preparing and facilitating difficult classroom discussions.  
<http://www.crlt.umich/tragedydiscussion.html>

### Arizona State University, Intergroup Relations Center

Guidelines for preparing and facilitating difficult classroom discussions.  
<http://www.asu.edu/provost/intergroup/resources/tragedies2.html>

### Diversity

Inclusive Teaching Website, University of Washington Curriculum Transformation Project Center for Instructional Development and Research  
<http://depts.washington.edu/cidrweb/guide.html>

### Tolerance.org

(Generally, this is more of a K-12 site, but some information is applicable in any classroom). [www.tolerance.org](http://www.tolerance.org)

### Dealing with biased remarks from colleagues.

[http://www.tolerance.org/rthas/section1\\_5\\_2.jsp](http://www.tolerance.org/rthas/section1_5_2.jsp)

### The American Arab Anti Discrimination Committee (ADC)

<http://www.adc.org>

DiversityInc.com (NOTE: Subscription is required for most articles.)  
[www.diversityinc.com](http://www.diversityinc.com)

HARRY C. BOYTE, Ph.D.

Co-director, Center for  
Democracy and Citizenship

Senior Fellow, Hubert H.  
Humphrey Institute of Public  
Affairs

This was a defining moment for America because it brings home, as nothing has, our inextricable ties to the world. We are not a “fortress.” ... We are not invulnerable. Our destiny is tied to all the world’s.

Further, we are all responsible for addressing the immense tangle of problems that give rise to such violence—the bitter religious conflicts and divisions of the Middle East, the poverty in the world, the dangers to the environment, the AIDS epidemics and other crises, which are all as real as the terrible threat from terrorism.

...Citizens, ultimately, will have to take responsibility for the hard work of building alliances, addressing complex problems, dealing with people that make us uncomfortable or those with whom we disagree.

META MENDEL-REYES

Director, Center for Excellence in Learning Through Service

Associate Professor of General Studies

Berea College, KY

Although it is tempting to think that we know best what needs to be done—after all, depending on age, we lived through Vietnam and/or the Gulf War—I think we need to pull back and let students take the lead in responding to what will be for them the defining moment of their college years, as those earlier events were for us. This does not mean that we have no responsibility, but that our responsibility is to act as teachers as well as citizens, in order to educate them for the civic engagement that seems much less abstract than a few days ago.

MARK DAVID MILLIRON

President and CEO

League for Innovation in the Community College

...make no mistake about it, we are in competition for connections with our students. Terrorist groups, hate groups, and manipulative interests relish the idea of using our ubiquitous technology and their persuasive rhetoric to draw in those who feel disenfranchised, angry, and lost.

...We have an important role in the months and years ahead, including advancing and supporting education nationally and internationally to give people options and empower them beyond the reaches of manipulation and control. Moreover, we can band together to help individuals realize that when it comes to hate in all its forms, “that is the terror!”

An article in the November 2 issue of *The Chronicle of Higher Education* stated that a national survey conducted in mid-October by Harvard University’s Institute of Politics indicated that nearly four of five college students support the U.S.-led air strikes in Afghanistan, and more than two-thirds back the use of U.S. ground troops in the war. Additionally, 71 percent of male students said they would serve in the military if the draft was reinstated and they were selected. Sixty percent of students said they trusted the government to do the right thing most or all of the time, compared with only 36 percent in 2000. Seventy-one percent had donated blood, given money, or volunteered in relief efforts stemming from the September 11 terrorist attacks.

The article went on quote Eleiza Braun, a junior at George Washington University and the national field organizer for the Student Peace Action Network as saying, “The polls may show one thing, but the students who are pro-war are actually few and far between. The general sentiment is more of apathy, but the [antiwar] movement, although small, is building.” The peace group’s membership, which represented 80 campuses before September, had since grown to approximately 300 as of November, according to Ms. Braun.

JON C. DALTON

Editor, *Journal of College and Character*  
[www.collegevalues.org](http://www.collegevalues.org)

What should educational leaders be doing in the coming weeks and months to help college students make moral sense of these tragic circumstances? ... They can help students to balance the powerful sentiments of patriotism, pride, and loyalty with the moral obligations of justice, compassion, and human rights. They can help students understand why there are those who hate us and are so hostile to our culture and values.

KALIN GRIGG

Fort Lewis College, CO

Clearly for our students and faculty the greatest need in the midst of this crisis is for critical understanding of the precipitating causes of the events and the US military reaction, as a basis for our own personal and collective response and action. To that end I am teaching a six-week, discussion based, enrichment course entitled, "Understanding The Attack On America." ... This course digs behind media coverage of recent terrorist attacks to critically understand the motives, causes, and consequences of the attacks and any retaliatory response by the United States and it's allies." ...

We had to close enrollment for the class at 90 students and are preparing to reoffer the course this winter term. ...

Edward Said and others have stated that if there was one prophetic voice to help us all understand and respond to the current world events it was the late Ahmed (writer, activist and former professor of world politics and political science at Hampshire College). I encourage you all in your work with the two morals Ahmed describes as guiding and molding his life and work: **Think critically and take risks.**

## Resources from the Watson Institute

Located at Brown University, the Watson Institute supports students, faculty, visiting scholars, and policy practitioners who analyze contemporary global problems and who develop initiatives to respond to them. They have several sites that have information on responding to the events of September 11th.

**Choices Education Project:** Offers discussion questions and topics about international relations and policies. Visit <http://www.choices.edu/Sept11/top.html>.

**The Study Circles Resource Center:** Supported by the Choices for the 21st Century Education Project, developed a discussion guide titled "Facing the Future: How Should We Respond to the Attacks on Our Nation?" It is available at [www.studyircles.com/pages/americaresponds.html](http://www.studyircles.com/pages/americaresponds.html).

**Project on Information Technology, War and Peace (itwp):** Established to track the effects of Information Technology (IT) on traditional statecraft and new forms of networked global politics. Itwp supports and seeks to extend networks of knowledge and authority that are working to preempt and to resolve conflicts enabled by hate media, virtual war, and other bellicose uses of information technology. Information on the attacks against America can be found at [www.watsoninstitute.org/infopeace](http://www.watsoninstitute.org/infopeace).

DICK CONE

University of Southern California

... Behind all of this, the language often fails us. We all seem to stumble a bit with the labels. "September 11th" is, in some ways, a satisfying shortcut that conveys the weight of the past month. Most terms, ("terrorism and its aftermath," "crises," "situation") suggest a temporal condition rather than a transformational event.

... All of our students, a generation that has known only peace and prosperity, will remember this time as vividly as my generation remembers the assassination of JFK and the bizarre days that followed. The difference this time is that the world has been transformed. This is more than a crisis. It is the beginning of a new epoch, an epoch in which no matter how pervasive our efforts, we will probably never feel truly secure again. In this, we join much of the rest of the world where terror is a given.

... The real test lies ahead. As life returns to "normal" and each day passes without further terrorism at home or drafting of college students, there will be a tendency for colleges and universities to return to "business as usual." They may fail to pick up on the educational and leadership possibilities that present themselves as our students and society try to understand this new epoch. They will return to passive educational approaches that teach disembodied material as if knowledge is somehow distinct from "life." They will once again fail to attend to the civic mission that is a cornerstone of higher education in America.

# The Wingspread Summit on Student Civic Engagement

by Sarah Long  
Providence College, RI

*“This conference seriously reawakened my sense of hope and redoubled my commitment to the utility of service, both personally and generally.” Michael Kirkpatrick, Fort Lewis College (CO)*

On March 15–17, 2001 a group of 33 juniors and seniors representing 27 colleges and universities gathered at the Johnson Foundation in Racine, Wisconsin for the Wingspread Summit on Student Civic Engagement. The students were nominated by faculty and community service directors and asked to participate in a candid group discussion focused on their “civic experiences” in higher education. These students represented diverse institutions and diverse communities, which provided for a series of rigorous and provocative dialogues. Campus Compact’s purpose in organizing this meeting was to hear directly from students about how they view their own civic development rather than relying on surveys about student civic engagement.

The Wingspread Statement on Student Civic Engagement is a document that attempts to describe student political and civic engagement as defined by students at the Summit. It examines contemporary conceptions of civic engagement, politics, and service and provides specific suggestions about how campuses can improve their commitment to student civic engagement through service-learning, increased support for student political activity, and attentiveness to student voice.

The students who met at Wingspread articulated a clear vision for what it means to be engaged in civic life and why particular forms of engagement were chosen. The message can be synthesized into four specific points:

**We view democracy** as richly participatory rather than procedural, we see the work of negotiating difference as the work of democracy;



*A group of 33 students representing 27 colleges and universities at the Wingspread Summit on Student Civic Engagement participated in group discussions on their “civic experiences” in higher education on March 15 to 17, 2001.*

**We recognize** and seize opportunities to put our community service activities in context, to provide our actions with systems perspectives that politicize service;

**We see ourselves** as misunderstood by those who measure student engagement by conventional standards that don’t always fit our conceptions of democratic participation; and

**We have a clear sense** of how higher education can and should change to provide an environment more conducive to civic education.

## **A New Democracy**

The students at the summit defined democracy less in terms of

civic obligation than in terms of the social responsibility of the individual. There is a significant emphasis on inclusion—the ability of all to participate—as a cornerstone of democracy. Students make choices about participation associated with certain social issues based upon personal interests or experience. Their participation is highly individualized (where the personal is linked to the

political) but this should not be equated with individualism (where self-interest is the overriding motivation). Therefore, their participation is not tied to any agreed upon or widely shared goal—on the contrary, the highly individualized nature of participation means that their efforts are highly fragmented.

## **Service Politics**

The students at the Summit described three distinct forms of political engagement: conventional politics, community service, and “service politics.” Wingspread students argued that community service

*see Wingspread, page 8*

## Wingspread

*continued from page 7*

is a form of alternative politics, not an alternative to politics. Participation in community service can be undertaken as a form of unconventional political activity that can lead to social change. Service politics is the bridge between community service and conventional politics. It is through service politics that many students make the shift toward more conventional forms of political activity.

The Wingspread Statement on Student Civic Engagement is scheduled for publication in winter 2002.



*Dr. Leslie Lenkowsky,  
CEO of the Corporation  
for National Service*

## Lenkowsky Announces New Staff for the Corporation for National Service

Last July, President Bush nominated Dr. Leslie Lenkowsky as Chief Executive Officer of the Corporation for National Service.

Lenkowsky is a leading scholar on philanthropy and volunteering, and has been active in bipartisan efforts to advance national service for more than a decade. Former President Clinton twice appointed him to serve on the Corporation's board of directors, and former President George H. W. Bush named him to the Corporation's predecessor agency, the Commission on National and Community Service. In October, Lenkowsky Announced the following CNS Appointments.

**Rosie Mauk**, a prominent figure in the service field, is Director of AmeriCorps. The immediate past chair and a current member of the Texas Commission on Volunteerism and Community Service, she also serves as chair of the American Association of State Service Commissions and president of Camp Fire USA's National Board of Directors.

**Amy Cohen**, who had been Acting Director of Service-Learning, has assumed those duties on a permanent basis. Amy came to the Corporation in 1997 from the University of Pennsylvania, where she worked with service and service-learning projects through the Center for Community Partnerships at Penn's Program for Public Service.

**Christine Benero** is the new Director of Public Affairs. Formerly Director of Public Liaison and Acting Director of Public Affairs, Christine will oversee a newly organized office that combines the functions and personnel of both departments. Prior to joining the Corporation, Christine was vice president of the National Civic League.

**Frank Trinity**, who had been Acting General Counsel, assumed that position on a permanent basis. Frank joined the Corporation's Office of General Counsel in 1995 after five years as an attorney with the Washington Legal Clinic for the Homeless. He has also served as an adjunct professor at the Georgetown University Law Center.

**Susannah Washburn** will manage the CEO's office and advise Lenkowsky on policy matters. Susannah has been at the Corporation three years, first as a Program Officer for AmeriCorps State and National, then as a Senior Associate in the COO's office.

Visit Campus Compact's New Website on Structured Reflection  
<http://www.compact.org/reflection/>

The purpose of this site is to provide guidance to educators on using structured reflection to enhance the learning from service experiences. The site includes:

- Reflection FAQs
- Service-Learning Outcomes
- Reflection
- Assessment

Types of Reflective Activities for Service-Learning Projects

- Structuring the Reflection Process
- Developing Civic Engagement Skills
- Annotated Bibliography

and give us your feedback online!

## New York Officially Launches State Compact

On October 16th national and state education leaders joined college and university presidents, staff, and students from across New York State to officially launch the New York Campus Compact (NYCC). With the establishment of the New York Campus Compact, New York is joining 25 other state compacts in establishing an organization of colleges and universities committed to promoting active citizenship as an aim of higher education among member institutions. New York State's Higher Education system comprises 263 institutions of higher education, giving NYCC the potential to be the largest state compact in the nation.

Speakers at the ceremony included Liz Hollander, executive director of National Campus Compact, Ed Zlotkowski, professor of English at Bentley College, senior faculty fellow at the National Campus Compact, and senior associate at the American Association for Higher Education (AAHE), and Kenneth Reardon, associate professor of urban and regional planning at Cornell University.



*Ten New York State college and university presidents celebrated the launch of the New York Campus Compact. Bottom row from left to right: Co-Chair Christopher C. Dahl, SUNY Geneseo; David A. Caputo, Pace University; Co-Chair Mark D. Gearan, Hobart and William Smith Colleges. Second row left to right: Deborah F. Stanley, SUNY Oswego; Robert A. Miller, Nazareth College; Jamiene S. Studley, Skidmore College (guest); Sean A. Fanelli, Nassau Community College; Lois B. DeFleur, Binghamton University (guest). Third row left to right: Hunter R. Rawlings, Cornell University; Judson H. Taylor, SUNY Cortland.*

The presidents who signed the charter were Hunter R. Rawlings III, Cornell University; Mark D. Gearan, Hobart and William Smith Colleges; Sean A. Fanelli, Nassau Community College; Robert A. Miller, Ph.D., Nazareth College; David A. Caputo, Pace University; Judson H. Taylor, SUNY Cortland, Christopher C. Dahl, SUNY Geneseo, and Deborah F. Stanley, SUNY Oswego. President Antonette Cleveland, Niagara Community College and Chancellor Kenneth A. Shaw, Syracuse University join them as the charter members of the New York Campus Compact.

(They were not in attendance for the signing).

The ceremony was held at Pace University. All speakers praised President David Caputo for hosting this meeting at Pace in spite of the extensive challenge facing the campus since September 11th.

For more information about the NYCC, contact Robert A. Bonfiglio, Ed.D., Vice President for Student and Campus Life, Erwin 221, State University of New York College at Geneseo, 1 College Circle, Geneseo, NY 14454; 716.245.5618; 716.245.5628 (fax); bonfig@pop.geneseo.edu.

## Campus Compact Receives CivicMind™ Award

The CivicMind™ Awards are given to exemplary organizations and programs that energize civic involvement and enhance public education about democracy. Awards are announced in The CivicMind™ News Brief, which reaches journalists, lawyers, teachers, and other professionals who are engaged in public education about law and democracy. It is also announced at [www.civicmind.com](http://www.civicmind.com). The awards are given monthly and Campus Compact was the recipient of the October 2001 Award.

## Frequently Asked Questions

**Q.** How can I purchase books reviewed in the *Campus Compact Reader* or *Compact Current*?

**A.** Books reviewed in either periodical contain full publication information and can be purchased from local bookstores, online bookstores such as Amazon.com, or directly from the publisher. An online search of the publisher should lead to a web site with ordering information. These books CANNOT be purchased directly from Campus Compact state or national offices.

**Q.** Where can I find information about working with kids to help them deal with the events of September 11th?

**A.** [uuu.usc.edu/jep](http://uuu.usc.edu/jep), The University of Southern California offers participating service-learning students an opportunity to reflect on their work in the community in relation to the national crises.

[www.tolerance.org/teach/expand/mag](http://www.tolerance.org/teach/expand/mag)

[www.esrnational.org](http://www.esrnational.org), Educators for Social Responsibility has developed a free guide called "Talking to Children about Violence and other Sensitive and Complex Issues in the World."

[www.pbs.org/americaresponds/educators.html](http://www.pbs.org/americaresponds/educators.html), The Public Broadcasting System offers lesson plans: "A World at Peace" (for grades 2-6); "Tolerance in Times of Trial" (for middle and high school students); "Taming Terrorism" (a lesson plan for high school students).

[www.nytimes.com/learning/teachers/lessons/20010912wednesday.html](http://www.nytimes.com/learning/teachers/lessons/20010912wednesday.html)  
*The New York Times* has a lesson plan for grades 6-8, 9-12.

[www.discovery.com](http://www.discovery.com), "Understanding Stereotypes" offers classroom activities to help students understand how assumptions about different cultures create stereotypes and how these biases affect our lives.

[www.naspoline.org/NEAT/neat\\_cultural.html](http://www.naspoline.org/NEAT/neat_cultural.html), The National Association of School Psychologists has a manual entitled "Cultural Perspectives on Trauma and Critical Response" that explains how manifestations of trauma and distress differ among cultures and how commonalities can be found on which to build a foundation of communication and trust.

**Q.** What is the current interest and participation in international service? Where can I find information and resources about international service?

**A.** International service is currently receiving considerable attention in service and service-learning communities. According to Campus Compact's 2001 Member Survey, 36 percent of our campuses report that their students are involved in international service, up from 34 percent in 2000. For 2001, that 36 percent involved in international service represents over 115 campuses across the country.

More information about international service is available from the organizations listed in the next column:

The International Partnership for Service-Learning  
815 Second Ave - Suite 315  
New York, NY 10017  
Tel (212) 986-0989  
Fax (212) 986-5039  
E-mail [pslny@aol.com](mailto:pslny@aol.com)  
<http://www.ipsl.org>

Youth Service America  
1101 15th Street, Suite 200  
Washington, DC 20005  
Phone: 202-296-2992  
Fax: 202-296-4030  
Email: [info@ysa.org](mailto:info@ysa.org)  
<http://www.ysa.org/>

National Youth Leadership Council  
1667 Snelling Avenue North  
St. Paul, MN 55108  
(651) 631-3672  
Fax (651) 631-2955  
e-mail [nylinfo@nylc.org](mailto:nylinfo@nylc.org)  
<http://www.nylc.org/>

*Additional resources and contacts on international service are available by emailing Jennifer Meeropol, Resource Coordinator at [jmeeropol@compact.org](mailto:jmeeropol@compact.org).*

### Swearer, Ehrlich Nominations Due February 15

February 15, 2002 marks the deadlines for applications for the Howard R. Swearer Student Humanitarian Award and the Thomas Ehrlich Faculty Award for Service-Learning. Materials were mailed to Campus Compact member presidents and community service directors mid-November. More information can be found at [www.compact.org](http://www.compact.org), by emailing [campus@compact.org](mailto:campus@compact.org), or by calling (401) 863-1119.

## FILM REVIEW

### Everyday Heroes



*Everyday Heroes provides insights into critical problems that confront 21st century America, while examining how national service addresses those problems.*

“Everyday Heroes,” a new documentary feature film, tells the story of a 21-member AmeriCorps team working as tutors, mentors, and health educators with K-12 students in Richmond, Berkeley, and Oakland, California.

San Francisco Bay Area filmmakers Rick Goldsmith and Abby Ginzberg spent a year with a group of young people—African-American, white, Latino and Asian—who were trying to make a difference in their communities. The film depicts a diverse and dedicated group of 18–26-year-olds engaged in service to the community. The story of their hopes, dreams, successes, and failures provides insight into critical problems that confront 21st-century American society, while examining the potential of national service to address those problems.

“Everyday Heroes” is an invaluable tool that can be used for orientation, training, recruitment, community outreach, and fund-raising. The film is available on videotape and comes with two companion guides. The purchase price is \$225 for colleges and universities, and \$69 for community organizations, high schools, and public libraries (which includes public performance rights). The film can be purchased from Kovno Communications, 22-D Hollywood Ave., Hohokus, NJ 07423; fax 201-652-1973; Tel 800-343-5540 or 201-652-1989; e-mail TMCNDY@aol.com; www.every-day-heroes.org.

### Kerrissa Heffernan Named Associate Director of Swearer Center

Kerrissa Heffernan, former senior associate for the Integrating Service with Academic Studies (ISAS) project at Campus Compact, was named associate director of the Swearer Center for Public Service and director of the Royce Fellowship Program at Brown University in August.

Prior to working at Campus Compact, Heffernan was the Arnow-Weiler Professor of Liberal Arts at Lasell College, where she also directed the Women's Studies Program, the Center for Public Service and the Donahue Institute for Values and Public Life. She is the co-editor of *The Practice of Change: Concepts and Models for Service-Learning in Women's Studies*, co-editor of *The Introduction to Service-Learning Toolkit: Readings and Resources for Faculty*, and author of *Fundamentals of Service-Learning Course Construction*.



### Leah Jamieson Receives National Science Foundation Award

The National Science Foundation honored seven professors on November with the foundation's first Director's Award for Distinguished Teaching Scholars. The awards were given to scholars “whose research excellence has been shared” with both students and the public. Each recipient will be awarded \$300,000 over the next four years to continue their work. Among the 2001 recipients was Leah H. Jamieson, a member of the American Association for Higher Education/Campus Compact consulting corps, which provides technical assistance and professional development to service-learning faculty and engaged campuses. Ms. Jamieson is a professor of electrical and computer engineering at Purdue University, as well as a leading researcher in integrating signal-processing-based speech-recognition systems with natural-language processing systems. She has been involved with Learn and Serve America as a program director as well as a service-learning faculty member since 1997.

# Campus Compact Publications

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

FAX:  
(401) 863-3779

EMAIL:  
campus@compact.org

WEBSITE: [WWW.COMPACT.ORG/PUBLICATIONS](http://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*

**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 for assessing program impact on faculty, students, communities, and institutions. Revised, third edition. Sherril B. Gelmon, Barbara A. Holland, Amy Driscoll, Amy Spring, Seanna Kerrigan. 2001. *\$45.00 nonmembers; \$36.00 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*

**Civic Engagement Across the Curriculum**, A Resource Book for Service-Learning Faculty in All Disciplines. Offers faculty in all disciplines rationales and resources for connecting their service-learning efforts to the broader goals of civic

engagement. This volume provides concrete examples of course materials, exercises, and assignments that can be used in service-learning courses to develop students' civic capacities, regardless of disciplinary area. Rick Battistoni. 2002. *\$25.00 nonmembers; \$20.00 members*

**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. Kerrissa Heffernan. 2001. *\$60.00 nonmembers; \$50.00 members*

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

**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*



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