

Compact Current

SPECIAL
SUMMIT EDITION
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IN THE GRAY

Reflections on the 2002 National Campus Compact Summit

By Summer Stowe, student, Oklahoma State University

This issue features highlights from Campus Compact's 2002 National Summit, held last November 6-9 in Providence, RI.

Articles featuring the Presidential Leadership Colloquium, Faculty Track, Community Partners Track, and Chief Academic Officers Track are available as a web supplement on the Campus Compact website.

View photos and read about keynote speakers, featured forums, workshop descriptions, and other highlights from the Summit at

In the world of politics and service, there is no black-and-white—it's a world of gray, and that's what we're exploring with civic engagement," said one student, explaining how civic engagement can be defined only in a person's own mind.

This discussion from the Student Voices track was one of many that stimulated and intrigued me to think outside the box. Everything I never learned about civic engagement or responsibility in Political Science 1113 or American History 1103 was crammed into three intense days at the recent National Campus Compact Summit in Providence, RI. With 37 other students from across the nation, I got a crash course on political and social issues and it was a priceless educational experience for me.

The mission of the summit's Student Voices track was to maximize opportunities to learn with and from other students. The incredible collaboration of students made for rich dialogue. Each of us was so different, yet so much the same. Our varied life experiences—living out of a car, working at the White House, or growing up on a farm—had already molded and framed

our values and opinions. But whatever our background or culture, we each expressed a shared expectation for something more—something more from and for ourselves, our country, and our peers.

With our diverse backgrounds and common expectations, we gathered to discuss the issues of civic engagement and responsibility, topics not usually discussed at our own higher education institutions. The three days challenged us to think about who we are and why we volunteer and serve our campuses both politically and through community service. The Campus Compact staff pushed us to think seriously about our personal motivation for civic engagement. Faculty and staff from across the country listened and said they appreciated our voices; they left, I think, with a greater appreciation for the incredible source of information

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www.compact.org/2002summit



Campus Compact is a national coalition of 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

LIZ HOLLANDER

Who are we? What do we have to declare? Where are we going? The paraphrasing of these questions, raised by Raymond Reyes (see Irene Fisher's article, page 3), nicely summarizes the purposes of the first National Campus Compact Summit.



The Summit was designed as the capstone to a four-year grant from the Pew Charitable Trusts to increase the amount and quality of civic education on American campuses and to deepen higher education's commitment to—and realization of—its civic purposes by defining campus practices that support the advanced practice of civic education. Over the four years of the grant, Campus Compact provided technical assistance, training, funding, and other resources to a range of campus constituencies. Our purpose in hosting the Summit was to step back and take stock.

Who are we?

The "we" has grown phenomenally over the past four years. Many more campuses are involved in civic engagement (Campus Compact has 868 campus members, compared with 575 four years ago), 28 states now have their own Compacts, and many more faculty are

teaching service-learning courses. Our constituencies have grown as well. They now include not only college presidents, community service directors, and faculty, but also chief academic officers, department chairs, discipline associations, community partners, and students. The power gained by including all these constituents in realigning higher education to its civic mission was evident at the Summit.

What do we have to declare?

We can declare with pride that higher education is once again turning toward educating students to be active participants in American democracy. Higher education institutions are also increasingly acknowledging and acting on their role as citizens in their own communities. Service-learning has become a sufficiently mainstream practice to merit its own rating scale in *U.S. News and World Report's*

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Editorial Correspondence: Address all correspondence to Pamela Mutascio, Editor, *Compact Current*, Campus Compact, Box 1975, Providence, RI 02912, email pmutascio@compact.org. *Compact Current* is a publication of Campus Compact, a national nonprofit organization based at 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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In Search of Answers to Challenging Questions

By Irene Fisher, University of Utah

“Who are you?”

“Were are you going?”

“Do you have anything to declare?”

As Raymond Reyes, associate vice president for diversity at Gonzaga University, described being confronted with these questions at a border crossing, the audience responded appreciatively as they recognized the provocative and deeply profound nature of these seemingly routine questions. These questions served as a powerful introduction to the session on “Community-Based Learning: Addressing the Dynamics of Race, Culture, and Power,” conducted by Reyes and Sam Grant of Metropolitan State University as part of the Summit’s community service director (CSD) track.

These same questions, viewed from a variety of perspectives, can also be applied to the personal, institutional, and community searches for meaning in which CSDs found themselves as they participated in pre-conference and Summit sessions designed to meet their needs and interests. *Who are you* as a campus service-learning leader? *Where are you going* as an institution? *Do you have anything to declare* as we collectively struggle along the route to deeper community engagement?

Eighteen years into Campus Compact’s work to build civic engagement into individual and institutional practices, CSDs and their institutions vary tremendously in their years of experience in the field, in the level and types of institutionalization they have achieved or want, and in the depth of community partnerships they have built. Yet despite (or perhaps because of) that diversity, CSDs are hungry to learn from each other’s experiences and ideas. A palpable energy growing out of this hunger perme-

ated the pre-conference workshops and Summit sessions for CSDs.

Reflecting on Effectiveness

“The most radical thing a change agent can do is to slow down,” offered Joanna Campbell of Indiana University, quoting the organizational communication consultant and scholar Meg Wheatley. That statement and Campbell’s broader point about building individual relationships clearly struck a resonant chord for participants in a pre-summit workshop. Campbell, along with Maria Avila of Occidental College and David Schimmel of the University of Massachusetts at Amherst, opened a morning of extended small-group conversations on issues of social change and service-learning. An afternoon session again featured extended interactive time among CSDs, this time focusing on issues of institutional change. Susan Connery of Johnson and Wales, Marshall Welch of the University of Utah, and Porter Raper of Portland Community College framed a broad range of issues in describing their own institutional change initiatives. Throughout the day, the focus was on formulating deeper and more useful questions to guide individual and institutional plans and actions. Seth Pollack of California State University at Monterey Bay, for example, challenged participants in his group to consider how to work at an institutional level and still be effective on an individual level.

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Ambassador Charles Stith, director of the African Presidential Archives and Research Center at Boston University, opens the Summit with his keynote address on Education for Global Citizenship.

“We can’t rebuild the main streets in Afghanistan and ignore the back streets of America.” CHARLES STITH



Legislative Update

Advocating for Change

As part of the National Summit, Campus Compact hosted a policy dialogue on “The Future of Campus Civic Engagement: What is the Federal Role?” Panelists were Harris Wofford, former CEO of the Corporation for National and Community Service and former Pennsylvania Senator; Jane Oates, Senior Education Advisor in the Office of Senator Edward Kennedy; and Lindsey Kozberg, Press Secretary for USA Freedom Corps. Alan Lopatin, Campus Compact’s legislative consultant, moderated the discussion. A transcript of the discussion will be posted on the Campus Compact web site (www.compact.org) in the upcoming weeks.

John Bridgeland, Assistant to President Bush and Director of the

USA Freedom Corps, spoke to conference participants about President Bush’s vision for service and presented the Campus Compact Howard R. Swearer Awards to five college students with outstanding public service records.

Reauthorization of the National and Community Service Trust Act

Congress adjourned last year without passing The Citizen Service Act of 2002. The bill was introduced in the House of Representatives in May, but was never scheduled on the House floor for a vote. The Senate Health, Education, Labor and Pensions Committee had begun working on

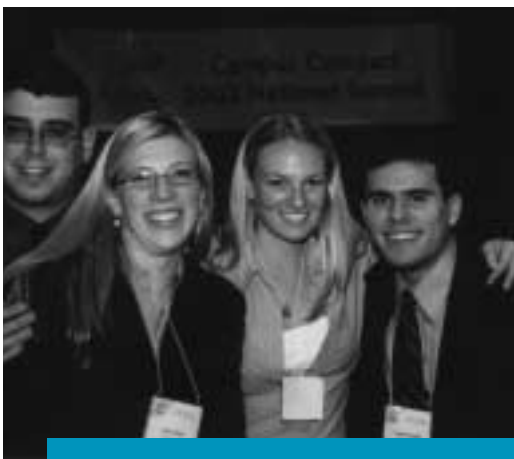
its version, making some minor adjustments to the House bill, but the legislation stalled over a provi-

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Swearer Award winner Genoveva Aguilar (second from left) poses with, from left, Campus Compact Executive Director Liz Hollander; USA Freedom Corps Director John Bridgeland, and John F. Marcus, President of Nellie Mae, on behalf of Swearer Award program funder Sallie Mae.



2002 Swearer Award winners



Howard R. Swearer Student Humanitarian Award Winners (from left): Gary Schueller, Cornell University; Ashley DiAna, University of Utah; Jenny Blau, Bates College; and Joseph M. Truglio, Georgetown University. Not pictured: Genevera Aguilar, University of San Diego.

Genoveva Aguilar, University of San Diego

Genoveva, along with members of her community and her university, created Developing Unity through Resident Organizing (DURO). Through weekly community workshops, DURO sponsored public speaking seminars and lectures on renting issues. DURO helped the Barrio community learn to defend itself. But Genoveva’s activism did more than affect her Barrio community. The interactions flowed in both directions, and the students who worked in the Barrio were able to come to a more genuine understanding of the problems faced by low-income families.

Jenny Blau, Bates College

Working at a clinic for low-income and uninsured residents of Lewiston, Jenny recognized the needs of an underserved Latino population. Utilizing her fluency in Spanish, she focused on the Bates Street Evening Program, which targeted this community. Jenny became a conduit for information, connecting the Heath Center with outreach organizations like the Maine Rural Workers Coalition (MRWC). Her networking efforts flooded the evening program with patients who took advantage of Jenny’s work arranging appointments, trans-

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Swearer Award Winners

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lating medical information, and securing grant money for bilingual education.

Ashley DiAna, University of Utah

Ashley's commitment to public service propelled her to major in political science, manage two state legislative campaigns, and complete an anti-hunger service fellowship in Washington, DC. But it was a course on constitutional trial rights that pushed Ashley to more fully bridge her passion for community work with her scholastic efforts. Her professor, a nationally renowned defense lawyer, noted that most students did not go beyond book learning. Ashley challenged him to teach a course where they would.

Together, Ashley and attorney Ron Yengich took the opportunity to develop an honors course that centered on serving in the juvenile justice system. The course, titled Confronting Juvenile Justice in Utah, had students participate in weekly seminars, partner with professionals within the system, and write research-based proposals for improving the juvenile justice courts.

Gary Schueller, Cornell University

With his primary interest is in issues affecting poor youth, Gary developed strong ties with both the residents of Ithaca's public housing facilities and the city's police and administration in order to focus in on viable alternatives to violence and drugs. He conceived a project called Touchstones for youths aged 12-17 living in public housing. Touchstones is a steel

2003 Howard R. Swearer Student Humanitarian Award

The Howard R. Swearer Student Humanitarian Award recognizes five undergraduate students at Campus Compact member institutions for their outstanding public service, and provides financial support toward their continued efforts to address societal needs.

Each of the five winners receives an award of \$1,500 to support service programs of their design or choice. The students will receive their awards in late spring and formal recognition on July 17, 2003, in Denver, Colorado.

NEW! Community College Swearer Award

Campus Compact will reserve at least one Swearer award for a community college student to recognize both the special mission of community colleges and the exemplary work of their students within a two-year time frame. All community college applicants will automatically be eligible for this designated award as well as the other four awards.

Visit www.compact.org for nomination criteria and more information. Application deadline is Friday, February 21, 2003, 5:00 pm Eastern Standard Time.

drum band in which young people implement their own ideas, receive lessons from music instructors, visit with prominent musicians, and perform publicly in the community.

Joseph M. Truglio, Georgetown University

In his freshman year, Joseph founded Hoya Outreach Program and Education (HOPE), with the mission of preserving and protecting the dignity of the homeless and the poor. HOPE has since expanded to serve the District of Columbia, providing such necessities as clothing and mobile soup kitchens while volunteering people and funds to local outreach groups. Joseph has led HOPE to foster significant relationships between students and the communities they serve, educating both in the process. Expanding on this idea, Joseph helped to found the Capital Univer-

sities Partnership for the Homeless (CUPH). He says, "This program aims to unite the service efforts of the universities, as well as nonprofit organizations, in the DC metropolitan area through service, advocacy, and activism."

Visit www.compact.org/ccawards/swearer/swearer.html to read more about these students.



Charles Stith is warmly greeted by Janet Mason, University of South Carolina. Ms. Mason was a presenter in "The Future of K-16 Partnerships" workshop.

Student Voices: Making Ourselves Heard

By Jenny Elsa Blau, 2002 Swearer Award Winner and recent graduate of Bates College

Borrowing a term coined by one of the keynote speakers, Ernesto J. Cortés, Jr., the students who attended the Campus Compact National Summit engaged in three days of “real conversation.” We found that unless we create both the space for real conversations and the processes by which these conversations materialize, our work as active agents for change will disintegrate before it has the chance to become sustainable.

Representing divergent political, educational, and geographical backgrounds, we introduced ourselves by sharing our initial attractions to service-learning and our motivations for continued practice. One student remarked that service-learning in the pursuit of social justice was not an obligation but a personal and collective responsibility. We challenged each other with questions about what “counts” as civic engagement and when service is merely charity by attempting to differentiate between holding a door for someone and tutoring a disadvantaged child. One student argued that when an action is attached to a larger vision of a just society, then any act furthering this vision contributes to social justice. In contrast, service-learning requires examining the connections we are trying to make within the larger historical, social, and political

contexts. It requires more than simply action or thought.

The most critical development that ignited our transformational dialogues occurred during our second day at the Summit, when we first joined the rest of the conference participants. Our first day together gave us grandiose sense of our own authority on service-learning, and as we navigated through our second day, it was challenging to face the perceived de-valuation and disenfranchisement of being “just” a student. Our utopic experience, governed by respectful and sensitive explorations of each other’s knowledge, suddenly turned into a methodological struggle to find the best strategy to get our voices heard. Our highly individualized approaches, ranging from conscious listening to assertive

articulations, were ultimately validated by recognizing that our presence represented the initiation of student voices into the discourse. It was our job to discover how we, both individually and collectively, could best use this space to express our thoughts and opinions.

Reuniting at the end of the day, we critically examined our individual and collective roles as agents for social change. We tried to answer the question: What can we do to make ourselves heard? Is it better to plan how to approach these types of structured situations, or is it more important to act instinctively and create change in the moment? The dialogue bounced back and forth between the need for researched the-

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Massachusetts College of Art students prepare squares for handmade quilts at the Project Linus Summit service project table. Project Linus is a 100% volunteer non-profit organization whose mission is to provide love, a sense of security, warmth, and comfort to children who are seriously ill, traumatized, or otherwise in need through gifts of new, homemade, washable blankets and afghans, lovingly prepared by volunteer blanketers. For more information on Project Linus, visit www.projectlinus.org.



raise your VOICE

a week of
ACTION

february
16-22, 2003

STUDENT ACTION FOR CHANGE

Raise Your Voice – A Week of Action is being sponsored by Campus Compact to increase, celebrate, and deepen student civic engagement efforts on college campuses around the country. During this week, national student groups and higher education will speak in a collective voice about the

importance of promoting student civic engagement. Events to galvanize students in large numbers to activate their involvement in the democratic process will be planned and organized on campuses around the country. Visit www.actionforchange.org for more information and to learn about events near you.



Stephen Chan, student from Stanford University, introduces the Raise Your Voice campaign at the 2002 National Summit. The campaign aims to increase, celebrate, and deepen student civic engagement efforts on college campuses.

Resource Guides

FOR THE RAISE YOUR VOICE:
STUDENT ACTION FOR CHANGE CAMPAIGN

Several resource guides are available online at www.actionforchange.org/getstarted/resource_guides.html.

- The New Student Politics Curriculum Guide serves as a learning aid to the Campus Compact publication *The New Student Politics*, which examines contemporary conceptions of civic engagement from students' points of view and provides suggestions for how campuses can improve their commitment to engagement through service-learning, support for student political activity, and attentiveness to student voice. The curriculum guide is designed to provide a structure for engaging students in reflection on their community service experiences in a way that allows them to explore the connections between service, politics, education, and their role as participants in the civic life of American democracy.
- The Dialogue Resource Guide is a guide for promoting, facilitating, and recording successful dialogues around key issues for the campus and the community.
- The Community Mapping Resource Guide offers a community mapping activity to help students identify potential assets and allies on campus, as well as to determine the "gaps" that exist. After this initial mapping, students will be able to find additional resources and develop strategies for action to promote student involvement in issues they care about.
- A Guide for Presidents is a series of concise "action sheets" that describe ways in which presidents can support student civic engagement on their campuses.

The New Greatest Generation

By Gary Schueller, 2002 Swearer Award winner and student at Cornell University

At a time when our nation is confronted by some of the most challenging and profound questions in perhaps its entire history, the role of the much-hallowed American institutes of higher education has never been greater. It would seem axiomatic that our colleges and universities would play a significant role in reviving the democratic spirit in our nation.

For too long, however, the common notion of academic life has been one of pronounced isolation, and to the more cynical, one of an air of apathy toward the world outside the gates of the university. Too often attempts at reviving the civic mission of high education have been thwarted by distrust and misunderstanding between students, faculty, and administrators. Yet for at least one weekend, it appeared as if such a doleful outlook on higher education had been rendered profoundly off base. Appropriately enough in a town dubbed the “renaissance city,” a substantive dialogue took place between the most energetic and proactive students and the most progressive faculty and administrators our nation has to offer. Even to the most steadfast realist, the event could be described, without reservation, as astounding.

What was perhaps most striking was the sheer scope of the event. Sitting in a circle with 40 of the most engaging people I have ever met, I heard stories of students whose commitment to social change were inspiring. They were not merely protesting in the streets or spewing activist rhetoric; these were powerful advocates for their causes, students who were really raising the bar with their astonishing ability to translate commitment to action. And along

the way, each of us was helping to change the perception of college students and alter the civic climate on our campuses. My peers were entrepreneurial, starting service organizations that should have been at their institutions years, decades, ago.

I was excited by the thought that in this room of 40 student-leaders lay the potential for mobilizing hundreds, even thousands, of others. Even better was that thanks to the progressive thinking of Campus Compact, students were leading and challenging each other throughout the weekend. Students organized and hosted workshops and discussions, and each of us found new ways to question each other’s assumptions about education, social change, and our own values throughout the weekend. Students pushed the envelope even further by engaging faculty and administrators in thoughtful dialogue on the issues that were most precious to them on their campuses.

Even though only a handful of students took advantage of the opportunity, sitting in on administrators’ workshops was an insightful experience. At one in particular, dealing with engaging trustees and alumni in service, I was not only excited by the real progress in this sector of the service moment, I was energized by the opportunity to

Even to the most steadfast realist, the event could be described, without reservation, as astounding.

share my experience making presentations to the Cornell Board of Trustees on civic engagement issues. I felt just as valued and respected as any of the senior administrators in the seminar; in fact, I connected to people with whom I continue to remain in contact. On a personal level, attending the conference and being with such esteemed leaders in the education world has furthered my aspirations to become the twelfth president of Cornell.

Although one of the most criticized facets of the conference was the lack of student diversity, I believe that the Summit presented students with a tremendous opportunity to confront many types of pluralism. Regardless of racial, ethnic, or gender diversity, the Summit participants were remarkably varied. Indeed, my own notions of what constitutes diversity were called into question. I was amazed by the variety of students’ experiences with regard to socioeconomic factors, geopoliti-

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Reflections

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and energy walking around their campuses.

Our discussions conveyed fearful and concerned opinions about the state of our nation that go well beyond the current war against terrorism. We explored the problems behind problems—from race and ethnic tensions to the role of higher education. We each expressed our hope that the individual work we do on our campuses and in our communities will touch lives and have a significant impact throughout society. In essence, we do not see what could be—we see what should be.

I want my peers to understand the value of participating in something more than community service. Our participation as volunteers in a soup kitchen is only band-aid on the real problems behind hunger and homelessness. My challenge is to discover new ways to inspire my peers to find their voices and places to serve. But many students across the country are abandoning politics and political institutions—and when a generation ignores a problem, there is little hope for action or change.

So how can we change this situation? We were introduced to Campus Compact's Raise Your Voice initiative, which will give thousands of college students an opportunity to voice ideas and experience civic engagement on their campuses and in their communities. Yet we questioned whether a campaign alone was enough. "Our educational institutions prepare us to make a difference in the marketplace, not in our communities," said one student. Others expressed their disappointment with administration and faculty on their campuses. The majority agreed that their campuses were not

I like that word, "colleagues." I know now that I am not alone but am part of a team directing our generation toward a new level of civic engagement.

student-oriented, and the administration did not support student-run initiatives.

Is an educational experience worthy of credit? According to most of our schools, only if a student is sitting behind a desk.

And that's the bottom line. The mission of higher education in America must be redefined. At the Summit, we addressed the concern that students graduate from institutions of higher learning with the understanding that their sole responsibility as American citizens is to vote. To vote intelligently, however, a person must know the issues, and to understand the issues, a person must be engaged. So what constitutes civic engagement? Another question left unanswered. We did agree that higher education would have to place greater value on civic engagement and service to change society's perception of civic responsibility.

Today, as I walk around my campus of 22,000 students, I realize that each student is here for a reason—to learn, to make money, earn prestige, or escape from home. I think they are searching for a way to gain the power they need to do better for themselves. I wonder if they understand the power of making things better for others as well. Students across the country think, "Why try to participate in something as large and unwieldy as the political system if I can't see the results?" Too often our generation's definition of "change" encompasses only issues

that directly affect young people and require immediate results.

If this is true, I and the other students who attended the Summit have our work cut out for us. Ernesto Cortés, a summit speaker, advised us to "organize people around values, not issues," because "issues fade but values don't." This advice has relevance for how we can change our peers' perspectives.

I left the Summit with a renewed sense of responsibility and, according to Dick Cone, a Campus Compact site coordinator, a new set of colleagues. I like that word, "colleagues." I know now that I am not alone but am part of a team directing our generation toward a new level of civic engagement. This team is guided by Campus Compact's commitment to developing the values and skills of civic participation. I have no doubt that the future of higher education is in good hands. The Raise Your Voice campaign will jumpstart our mission, and maybe one day the gray world of civic engagement will be a little brighter.

**The Campus Compact
2002 National Summit**
was generously funded with
contributions from **The Pew
Charitable Trusts** and
**The Annie E. Casey
Foundation.**

In Search of Answers

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Working with Campus Partners

Several of the summit sessions focused on working with campus groups essential to the success of service-learning and civic engagement, including faculty, alumni and trustees, and academic departments.

In “Working within a Faculty Culture,” several key points emerged from the presentations and group interactions:

- A new generation of faculty who experienced service-learning as students are deeply committed to the notion on a personal level.
- Overcoming faculty isolation is key.
- Disciplines are powerful and therefore must be involved in the process.
- When an institution really values something, it’s not solely the responsibility of individual faculty members to ensure it happens.

In a session on working with alumni and trustees, Mindy Nierenberg of the Massachusetts College of Art, David Grossman of the University of Pennsylvania and

Bucknell University, and Robert Hollister of Tufts University discussed the value of involving alumni in civic engagement as a means of deepening their connection to the institution and thus increasing their likelihood of donating. Princeton’s Project 55 was cited as a model example. This project was established by Princeton University’s Class of 1955 to “mobilize alumni and students, and others, to provide civic leadership and to develop and implement solutions to systemic problems that affect the public interest.” Gary Schueller, student participant from Cornell University and Swearer Award winner, noted that alumni fund fellowships for students’ participatory action research projects as well as scholarships that forgive loans for students who serve.

Amy Spring of Portland State University and Erika Friehe of California State University system shared models and resources for working with academic departments. Such collaboration brings new players to the table, takes institutionalization to a new level, and advances thinking about the curriculum.

Focus on Funding

Responding to an oft-heard question from institutions and CSDs, several sessions were designed to provide *continued on page 11*

From the Executive Director

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annual assessment of colleges and universities. We have much to celebrate.

Where are we going?

What are the frontiers before us that must be crossed to drive the civic mission back into the heart and practice of higher education? As Ernesto Cortés challenged us, “What you cannot imagine, you cannot do.” So let us imagine:

- Faculty promotion and tenure guidelines that measure and reward the scholarship of engagement that are widely used across disciplines and institutions.
- Comprehensive community engagement strategies that

respond to the community’s agenda, have measurable beneficial effects, and are part of the campus’s core budget.

- Campuses whose faculty, administrators, and students reflect the diversity of 21st century America.
- Continued and strengthened efforts to increase diversity across both the civic engagement movement and Campus Compact’s role in this movement.
- Widespread student engagement in policymaking and politics, debate on key issues, and advocacy as well as in community service.
- An organized international movement to support the civic mission of higher education out-

side the United States.

- Widespread recognition of the importance of the civic mission of higher education among opinion leaders outside of higher education, and comparable funding by government, foundations, and the corporate sector.

This is part of our vision for the future, an idea of the frontiers that remain to be crossed. We hope that the articles in this special Summit issue of the Current, along with the web supplement at www.compact.org/2002Summit, help you to celebrate how far we’ve come and imagine the next steps we need to take to achieve our vision.

Elizabeth R. Hollander

In Search of Answers

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information and ideas about funding approaches. The session on “Service-Learning, Work-Study, and the Financial Aid Office” provided a broad overview of what has happened with community work-study over the past five years. Panelists encouraged greater cooperation among community service, service-learning, and financial aid administrators in order to build and manage better programs and to allow these groups to speak with one voice in trying to influence government policy.

Amy Cohen and Amiko Matsumoto of the Corporation for National and Community Service facilitated a session on a draft form of the 2003 grant guidelines for Learn and Serve America funds. The deadline for these grant applications is in April 2003 (for more details, see www.learnandserve.org/resources/guidelines03.html). This session allowed participants to actively engage with the Corporation for National and Community Service and to receive frank and clear responses to questions.

The Broader Issues

There is no doubt that CSDs, regardless of their level of experience and knowledge, are still challenged by questions relating to building long-term, sustainable community partnerships, defining the public purposes of education and service-learning, dealing with factors of institutional prestige and reputation in recruiting students and competing with other institutions, and compensating for the lack of modeled democracy in the hierarchical system of higher education. These issues were discussed in two sessions, “Beyond Service-Learning: When Civic Engagement IS Institutional Mission,” and “Situating Service within Institutional Priorities.”

Ernesto J. Cortés, Jr. addresses Summit participants on Education for Genuine Democracy. Mr. Cortés serves as the South-west Regional Director of the Chicago-based Industrial Areas Foundation.

“A large part of organizing is agitation—shaking things up. People have energy and frustration—we need to stir that up and then teach them how that can be used for a civic good.”

—Ernesto J. Cortés, Jr.

Border-Crossing Questions Revisited

On most campuses, CSDs are the lead people who, to use Minnesota Campus Compact Director Mark Langseth’s language, “wake up every morning” thinking about service-learning at their institutions. These are the people who regularly ask themselves the border-crossing questions: “Who am I?” “Where am I going?” “Do I have anything to declare?” CSDs are the people who facilitate discussions about community service on our nation’s campuses, shaping the questions and seeking institutional answers. These summit sessions offered CSDs new perspectives on perplexing challenges that will affect their daily work on in the years ahead. Even more broadly, perhaps the ideas people carried away from these sessions will help all of us in the field shape our answers and chart our shared direction. We may be on separate planes, but we’re flying the skies together.

Resources

Princeton University’s Project 55: www.project55.org

Learn and Serve 2003 Grant Guidelines: www.learnandserve.org/resources/guidelines03.html

Campus Compact: www.compact.org/csds

First National Community Service and Service-Learning Director Conference: *Voices, Values, and Vision: Critical Roles in Civic Engagement*, June 4-6, 2003, Columbia College, Chicago, Illinois. For more information, contact: Amanda Schafer, Michigan Campus Compact at aschafer@micampuscompact.org

Zlotkowski, E., (Ed.). (2002) *Service-Learning and the First-Year Experience: Preparing Students for Personal Success and Civic Responsibility* (Monograph No. 34). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience & Students in Transition. (Available at www.sc.edu/fye).



Legislative Update

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sion for charitable choice, which had been left out of the House bill.

Newly configured House and Senate committees are now working on new legislation to reauthorize national service, with the House bill expected to be similar to the version introduced last year. In the Senate, the staffs of Senator Kennedy (D-MA) and Senator McCain (R-AZ) are working together to craft legislation. Both House and Senate committees expect Congress to take up the legislation this spring. The legislation reauthorizes the Learn and Serve America program, AmeriCorps and AmeriCorps*VISTA, and the Senior Corps, programs administered by the Corporation for National and Community Service.

Please let your Congressional delegation know about the service programs on your campus and in your state, especially if they are funded through any of the federal programs listed above. A sample letter and contact information for key House and Senate committees is available at www.compact.org/national. For contact information for all Senators and Representatives, see <http://thomas.loc.gov>.

Federal Work-Study

Campus Compact received funding from the Corporation for National and Community Service to conduct focus groups and case studies on the challenges and opportunities in administering the community service portion of the Federal Work-Study program. Currently, campuses receiving Federal Work-Study funds must devote 7% of the funds for community service positions. President Bush has called on colleges and universities to increase this percent-

age to 50% over time, and legislation introduced by Senators Bayh (D-IN) and McCain (R-AZ) last year called for an increase to 25%. The purpose of the funding was to examine why some campuses easily surpassed the 7% mandate, while others struggled to meet the requirement.

Sponsored by state Campus Compacts, focus groups of community service directors and financial aid officers were held in California, Colorado, Indiana, Massachusetts, Michigan, Minnesota, Ohio, and Pennsylvania. Campus Compact compiled findings from the focus groups and drafted a set of Principles of Best Practice to help campuses improve their community service Federal Work-Study program (see www.compact.org/national/workstudy-index.html for these findings). Campus Compact shared key findings with the National Association of Financial Aid Administrators and members of the USA Freedom Corps staff, as well as Sally Stroup, Director of the Office of Postsecondary Education at the U.S. Department of Education.

Campus Compact is also using the findings to make recommendations to the House, Senate, and U.S. Department of Education committees working on the reauthorization of the Higher Education Act. The Higher Education Act sets regulations for financial aid programs administered by the federal government, including Federal Work-Study. Some of the recommendations include:

- Creating additional financial incentives for institutions exceeding the 7% mandated level for community service. These additional funds could be used for administering community service placements, covering necessary costs such as training,

police background checks for students who will be working with children, and transportation to and from the service sites.

- Giving all community service sites the option of waiving the 25% match of Federal Work-Study funds. In addition to the current waiver for literacy programs, this would allow faith-based institutions and other non-profits to participate even if they do not have the ability to pay the match.
- Creating a separate administrative allowance for community service Work-Study, both to heighten awareness of and to help meet the unique and time-consuming challenges associated with administering community service placements.
- Clarifying definitions and reporting requirements, especially the definition for “on-campus” community service so that these positions truly embody the spirit of community service. Combining reporting on community service, America Reads, America Counts, and family literacy participation will help lessen the amount of tracking paperwork required.

Campus Compact also recommends a new program to support campus civic engagement and service-learning. While campus service initiatives continue to grow, little funding is available to expand programs or recruit new campuses to participate.



Student Voices

continued from page 6

ory first and action second, and vice versa. The conversation took a sudden and critical twist when a woman of color expressed her disappointment and personal unease with the lack of diversity represented by the selected students and conference participants.

Learning that the majority of highly engaged service-learning students in the United States are white women, we decided to confront head-on some of the most crucial issues facing the social reality we work so hard to transform.

As a result of this student's honesty, we began probing each other's backgrounds along the lines of difference to see who could claim to represent diversity in terms of class, color, race, ethnicity, gender, age, or experience. We began to uproot the complexity of the term "diversity" by transcending the definition of racial categories. One woman said, "You can look at me and see my skin, or my clothes, but you have no idea I grew up extremely poor," while a male student shared, "Looking at me, you might never know I have sisters who are Hispanic and a family representing all shades of the spectrum." Some spoke with authority on social disadvantage from their experiences, while others sat silently either immobilized by guilt or internally questioning their right to speak because of their background of racial, economic, or other social privilege. And although I wish I could say we did not jump to conclusions based on physical appearances or dress, we did, and it was important that we did. We defensively repudiated these imposed classifications by sharing personal identities invisible to the human eye. We began to understand what it takes to get at the real

We began to understand what it takes to get at the real issues that bother us so much, which I suspect are the same inequities that keep us deeply engaged in service-learning and social activism.

issues that bother us so much, which I suspect are the same inequities that keep us deeply engaged in service-learning and social activism.

As we each became a point of raw exposure, it was clear that opening our space to honest testimony required an uncompromising commitment to examining the problems in depth rather than relying on easy or temporary solutions. As one student said, "Committing a chunk of our lives to the civic good means more than extra work. It means giving deep thought as to how best to use our energy, time, and talents." It became obvious that our ability to embrace conflict and contradiction was imperative as a critical step in reaffirming our commitment to pursue new ways to challenge current politics, boundaries, and difference.


Understanding that change requires a reflective space for oppositional thinking and learning is vital. As one woman reflected, "One of the things... important for the success of the movement is for people involved to feel empowered and connected, and that there is hope for change." I challenge not only the students to push toward having more of these "real conversations," but also those working with students, communities, and academic institutions to recognize that unless we all begin to collaborate as colleagues, we will not realize the true potential for change.

SAID ABOUT THE SUMMIT:

"In the end, what was most impressive about the Summit was the intellectual breadth of the civic engagement movement. As a result of attending, I am even more excited about increasing the level of civic participation of colleges and universities in New York State."

KEVIN DAYS, EXECUTIVE DIRECTOR, NEW YORK

CAMPUS COMPACT



At the 2002 Summit, Keynoteur Jeffrey B. Swartz, President and CEO of Timberland, Co., speaks about Education for Corporate Citizenship.

The New Greatest Generation

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cal issues, and institutions attended. On the whole, this was a transforming experience, and I only regret that such a small number of students were fortunate enough to be part of it. If we are truly to understand the nature of our pluralistic society, we must understand how all types of diversity impact our lives, assumptions, careers, and values.

The spirit of camaraderie overflowed into the evening social hours. Whether it was sharing laughter over a meal at Boston's Quincy Market, walking through the quaint North End, spending an entertaining evening at a comedy club, or gazing in awe at downtown Providence's intriguing WaterFire display, each of us forged meaningful friendships that will not only enrich our personal lives but will also enhance our commitment to civic engagement and service. Already in the first few months since the seminal get-together, the Internet waves are filled with e-mail exchanges in which students have shared their ideas for various service projects as well as possi-

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ble partnerships between students from different universities.

Perhaps what I will remember most about the conference is the amazing show of support from such varies members of the community. The selection of invited speakers was, on average, very strong. I will not soon forget the honor of introducing Timberland CEO Jeffrey Swartz, a man whose commitment to social change and progressive business has inspired me for the last several years. Swartz's message resounded with power: the private sector can, and indeed must, be a faithful and able partner in reviving civic engagement in this country. Imagine a *Fortune* "1000" company so dedicated to service that it permits its employees to take 40 hours a year of paid leave time to perform community service work. Couple that with a multimillion-dollar commitment to the trailblazing "domestic Peace Corps" that is City Year, and

it is clear that the private sector can play an integral role in pushing the service agenda. Indeed, it will take a partnership between the public and private sectors to create meaningful and lasting change. The presence of John Bridgeland, a senior White House official and the director of the USA FreedomCorps, illustrated this point. Having such an esteemed political figure in attendance boosted our energy and renewed our hope for the promotion of service and civic engagement on college campuses across the nation.

Indeed, there is cause to believe the future is bright. The conference has created an insatiable quest among our nation's students to see to it that there will be a day when service is a recognized priority and mission of our institutes of higher education. As Dr. Bridgeland proclaimed, if the student participants were any indication, the "greatest generation" is still to come.



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The Engaged Department Toolkit is aimed at academic departments interested in making the department a catalyst for engagement and change. It is designed to help departments develop strategies for including community-based work in their teaching and scholarship, making community-based experiences a standard expectation for majors, and encouraging civic engagement and progressive change at the departmental level. This publication should act as both a resource and a curriculum, assisting others in replicating the Engaged Department Institutes offered nationwide by Campus Compact. The toolkit comes with a CD-ROM with key information from the text as well as PowerPoint slides and sample documents that can be adapted to meet the needs of individual departments. Edited by Rick Battistoni, Sherril Gelmon, John Saltmarsh, Jon Wergin, and Edward Zlotkowski, this toolkit will be available in March 2003. Non-member price: \$70. **Special Campus Compact member price: \$50.**

Up and Running: A Step-by-Step Guide to Organizing an Introductory Service-Learning Institute is an essential tool for building service-learning across disciplines on campuses that do not have established practices and procedures in place for incorporating civic engagement into the curriculum. Drawn from the experience of Introductory Service-Learning Institutes held around the country, this handbook offers detailed, hands-on information on hosting an institute, from budget preparation to sample agendas to publicity materials. This is an essential resource for institutions or state Compacts seeking to introduce or revitalize service-learning on campus. Available March 2003. Non-member price: \$25. **Special Campus Compact member price: \$20.**

The Service and Service-Learning Center Guide to Endowed Funding provides information on how service and service-learning centers can create sustainable funding for their programs by establishing an endowment. It summarizes endowment trends and practices, outlines processes for creating and maintaining an endowment, and offers an extensive resource list. Because each endowment is unique to its educational environment, the guide conveys much of this information through profiles of ten endowed service centers from a broad range of institutions across the country. The guide also includes advice on endowment drives and tips for success from experts in service centers, development offices, and service organizations. This highly anticipated resource will be available in spring 2003. Non-member price: \$18. **Special Campus Compact member price: \$15.**

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of Higher Education**

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HOWARD R. SWEARER, 15TH PRESIDENT OF
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THE FOUNDERS OF CAMPUS COMPACT



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