

Profiles in Public Service

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- **George Cuevas**, of San Jose, California. A senior at Stanford University, Cuevas is a tutor and coordinator of the Barrio Assistance Program, a student-run tutorial and skills development program for economically and educationally disadvantaged children in East Palo Alto. He is responsible for seeking support and maintaining a yearly budget of more than \$13,000 and for developing educational curriculum for the program.
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- **Diane Koucky**, of Decatur, Illinois. A senior at the University of Illinois, Urbana, Koucky is founder of "HOPE FOR THE CHILDREN," the university's first all-campus philanthropy, which has raised more than \$7,000 to support Matthew House, a community house in Champaign-Urbana serving some 250 underprivileged children. In addition, Koucky has worked as a tutor, tutor coordinator and counselor.
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volunteers, raised support money and intends to help establish a daytime "Survival Center," to provide shower facilities, a sitting room, tutoring services and job counseling for the homeless.

For additional information about Campus Compact: The Project for Public and Community Service contact: **Susan Stroud**, director, or **Saphira Baker**, assistant director, at Box 1975, Brown University, Providence, Rhode Island 02912; telephone 401-863-1119.

Editor's Note:

*This article is a reprint of an article appearing in the "Forum" section of **Education Week**.*

*The "Forum" page replaces ECS's **State Education Review** and gives ECS an opportunity to reach larger audiences with more analytical approaches to state education activities.*

ECS commissioners receive free reprints of the "Forum" page.

**Education Commission of the States
1860 Lincoln Street, Suite 300
Denver, Colorado 80295**

FORUM

*EDUCATION
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OF THE STATES*



Campus Compact

Campus Compact

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Students, faculty and executives at more than 120 campuses across the country are proving them wrong through their participation in a highly spirited venture called Campus Compact: The Project for Public and Community Service.

Affording youth the opportunity to serve their community is an idea with generational staying-power. Consider the Civilian Conservation Corp, established 1933, and later the Peace Corps, each of which served two preceding generations as well as the call by several White House hopefuls for a federally sponsored youth service program. In addition, no less than five national service bills have been introduced in the 100th Congress and a growing coalition of leaders from education, social services, government and religion are giving impetus to the idea.

While the vision grows and gathers the momentum of public attention, college and university presidents who have signed on with the Campus Compact have been directing their energies to increasing student participation in public service for the past three years.

Headquartered at Brown University, Campus Compact is under the administrative direction of the Education Commission of the States. Growing out of the perception that college students are exposed to programs that overemphasize vocational pursuits at the expense of responsible civic involvement in democratic society, about three dozen college leaders met in April 1985 to discuss efforts they could take to encourage the ethic of public service

through hands-on experience. Since then their numbers have grown exponentially.

Campus Compact aims to promote public service as a strong component of a well-structured higher education. ECS President Frank Newman, a former university president who coordinated the establishment of this project, suggests that colleges could establish campus centers for volunteer programs with paid staff coordinators or provide more adequate information about public service careers through existing career counseling and even offer fellowships for students proposing public service projects during their summer vacation — all of which are examples of programs now underway at some colleges and universities in the Campus Compact.

Newman also observes that overall, few students are aware of service opportunities in their own communities. As most universities do not have co-curricular service organizations on campus and few actively encourage public service, the very notion of community service suffers a lack of status.

Campus Compact: The Project for Public and Community Service is chaired by Father Timothy S. Healey, S.J., president of Georgetown University; Howard Swearer, president of Brown University; and Donald Kennedy, president of Stanford University. The Compact has earned the financial support of the private sector. Foundation funds from Ford, Johnson and Atlantic Richfield are being used to:

- Establish a public service network to match students seeking service opportunities with local and regional service agencies
- Assist the establishment of on-campus public service centers
- Consolidate and improve access to public service information through a national information clearinghouse
- Sponsor regional meetings with legislators and representatives from business, higher education and philanthropy
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One problem with tracking public service student activity is the fact that nonresidential and older students may be participating on their own and actually would be counted if the institution had better information about them.

Colleges Encourage Student Volunteers

By NADINE BROZAN

WHEN the Campus Compact, an organization of university presidents and chancellors, was established in November 1985 to stimulate student participation in voluntary community service, some of its founders wondered how much enthusiasm there would be for its message.

One of the founders, Frank Newman, said recently, "We were a group of college presidents saying that it was important for our students to become involved in public service, but that was still an idea trying to get out of the wilderness, and it was not clear that anyone would listen in the political or academic worlds or in the public."

Fourteen months later, it has become clear that educators and lawmakers in a variety of institutions were listening. "We set the goal for membership in the Campus Compact at 100 campuses, and with no recruiting efforts at all we now have 121 presidents representing 259 campuses," said Dr. Newman, who was joined in founding the coalition by three university presidents: Howard R. Swearer, president of Brown University; Donald Kennedy, president of Stanford University, and the Rev. Timothy S. Neely, president of

Georgetown University. Dr. Newman is president of the Education Commission of the States and a former president of the University of Rhode Island.

Other barometers of the interest in enlisting students in social causes include these:

• When the presidents of the "Seven Sisters" colleges — Barnard,

Smith, Wellesley, Vassar, Bryn Mawr, Mount Holyoke and Radcliffe — held their annual meeting at Barnard in November, the sole topic on the agenda was "Public Service: A New Look at an Old Tradition."

• In Washington Senator Claiborne Pell, Democrat of Rhode Island, has announced his intention to introduce a bill to provide tuition assistance to

college students in return for community or military service.

• In California, the State Legislature adopted a resolution in August calling on the University of California and the California State University to submit plans to require community service by all students who attend four-year public colleges or who receive state financial aid at private institutions. Some 1.2 million students would be affected, according to the author of the resolution, Assemblyman John Vasconcellos, a Democrat who is chairman of the Ways and Means Committee. Mr. Vasconcellos said: "There are enormous unmet needs that we cannot get to because of insufficient tax resources. Students are given a substantial subsidy and it is appropriate that they learn early to give as well as take."

• The Carnegie Foundation for the Advancement of Teaching, in its assessment of higher education last year, included recommendations that every student complete a service project and that colleges offer deferred admission to students who devote a year to volunteer work.

Asked what had made this issue timely now, Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching, said, "It is not overstating the case to say that among many young people we found a climate that focused inwardly, that seemed unrelated to larger social and ethical concerns." Researchers for the foundation who visited 29 colleges in late 1984 found, he said, "that a preoccupation with personal interests seemed to dominate, and that there was a narrowness of vision and lack of concern for and

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Ellen Shaw, Barnard '89, preparing to feed a baby at the Broadway Presbyterian Church soup kitchen.

Steve Sammler

More Students Offering Help Off-Campus

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commitment to social issues. "That mood," Dr. Boyer added, "was so pervasive that one had to ask about the purpose of education."

But the researchers also found another trend, he said: "We saw a stirring of interest through voluntary activities among the students, suggesting that there is still altruism and the desire to be engaged. It is unfair to say that this generation is unduly selfish, but the way we organize colleges tends to isolate students, not to remind them of larger opportunities."

Dr. Swearer of Brown described the formation of the Campus Compact: "What brought us together were two contradictory impressions of student attitudes, both of which we felt needed to be addressed. Some students were idealistic and active, and we wanted to give them support. Others typified the 'me' generation."

Dr. Kennedy of Stanford said he had been troubled for several years by the lack of coordinated efforts on the campus. "It seemed to me," he said, "that the various signals to

which the young listen had not been encouraging the development of interest in public service, either as a volunteer or as a professional." In 1983 he recruited Catherine Milton to assess the efforts that were being made to encourage student involvement.

Ms. Milton said: "We found that while there was enthusiasm on the part of students, there was not a strong institutional support network. Students need that, they need staff to help them develop projects, and they need ways to tie those projects in with academic work."

As a result, the university opened the Public Service Center with Ms. Milton as director. Under its umbrella, students assist refugees from El Salvador, tutor neighborhood children, work in retirement homes, conduct the East Palo Alto Summer Academy for underprivileged teenagers, or serve internships in Washington.

Other campuses also encourage social activism. At Brown, for example, where the Brown Student Outreach is the largest campus organization, some student volunteers operate a big brother-big sister program for children with cancer. Some Barnard

students work in a soup kitchen. At Harvard, Derek Bok, the president, set aside \$1 million four years ago to increase the opportunity for community service, and now students in one program serve as advocates for the homeless.

At Michigan State University, students dressed as clowns visit children, the handicapped and the elderly — the costumes, a university official explained, help break down barriers. And at Hunter College, students work in offices of state assemblymen, neighborhood associations and other agencies as part of an academic program designed to attract them to careers in public service.

There are no statistics on how many college students nationwide are engaged in community service, although a survey of the Campus Compact schools is now being completed at Stanford. Dr. Newman believes that only a minority of students are involved. "There is a good deal out there in terms of community service on campus," he said, "but in fact, it affects only a part of the student body."

Educators see the college years as an ideal time to develop interest in

community service. Ellen Futter, president of Barnard, explaining the meeting of the Seven Sisters presidents, said: "We talked about helping students to understand that you do things at different times of your life, but that college is the time when you have the opportunity to make a statement and develop the habit of involvement. We need to cultivate habits of the heart."

Jean Kayser, a 22-year-old Stanford senior from Far Hills, N.J., seems to have developed those habits. She is co-chairman of "You Can Make a Difference," a campus conference that will bring students and faculty together Jan. 31 to discuss homelessness, divorce, poverty, day care and other family issues. She has also worked in nursing homes and on a Vietnam veterans project in Washington, and is the philanthropy chairwoman for her sorority.

"It is so easy to get caught up in the nonreal-world environment of school where you are surrounded by the same kind of people, of the same age, doing the same kind of things," Ms. Kayser said. "It's important to me to get out in the real world, to help others who are less fortunate."

'Campus Compact' Project Stresses Public-Service Commitment by Students



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Paul Lipson, a Brown University student volunteer, helped create a garden in the South Bronx.

By ELIZABETH GREENE

If the people who make up Campus Compact could have as much success motivating students as they have had inspiring one another, student apathy would soon fade into obsolescence.

The college and university presidents and chancellors who compose the group, now numbering about 120 and growing, have been meeting for more than a year to devise ways of strengthening students' commitment to public service. Each time, the presidents return to their campuses reinvigorated and with a plethora of ideas.

Now, they say, they are ready for the real work: turning the talk into action.

Donald Kennedy, president of Stanford University, founded the group with the Rev. Timothy S. Healy and Howard R. Swearer, presidents of Georgetown and Brown Universities, respectively, on the

premise that participation in community service is essential to a good education (*The Chronicle*, October 23, 1985). Mr. Kennedy says "we have a success on our hands" in terms of membership.

But he asks: "How do you institutionalize public service and begin to relate it to the curriculum and really make it an organic part of the institutions that belong to Compact?"

"One doesn't really know how that is going to go."

Promoting Civic-Mindedness

The group, a project of the Education Commission of the States and its president, Frank Newman, believes that higher-education institutions have a responsibility for promoting civic-mindedness among their students, and that the apathy of to-

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'Campus Compact' Project Stresses Public Service

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day's generation is in part the fault of educators who have not placed enough emphasis on public-service values.

"No one has been out saying to them, 'Look, this is important—there are things you can do for this country,'" says Mr. Newman.

The most important thing Campus Compact can do, he says, is help create a national atmosphere that supports the group's call for service.

Daily, from an office at Brown University, Campus Compact's staff of six provides college students and officials with assistance in starting service programs nationwide. It is

also building up a clearinghouse of public-service information.

The college presidents' plans include:

▶ Examining means of tying more service components to the curriculum.

▶ A push for television programs and newspaper and magazine articles featuring student volunteers.

▶ Looking at ways of linking financial aid to public service.

▶ Encouraging college public-relations officers to alert newspapers nationwide to the civic activities of students from their towns.

▶ Selecting four students every year, beginning this March, to re-

ceive \$1,500 each to facilitate their doing public-service work. Nominations will be accepted from every member.

▶ A push by the Rev. Theodore M. Hesburgh, president of the University of Notre Dame, for federal funds for a program modeled after the Reserve Officer Training Corps, in which the government would pay for students' college education in return for four years of service in the Peace Corps. The corps has approved the idea.

\$1.5-Million Appropriated

The group claims some responsibility for creating the climate that allowed for certain changes in the Higher Education Act of 1965 last fall.

Its leaders pushed for and won an amendment requiring that, in cases of students working in community-service programs, the federal government contribute a greater share of College Work-Study money. In addition, \$1.5-million for community-service projects was appropriated to the Fund for the Improvement of Postsecondary Education.

"The compact has leadership on it," says Charles B. Reed, chancellor of the State University System of Florida, mentioning Mr. Hesburgh, Mr. Kennedy, and John DiBiaggio, president of Michigan State University. "Folks like that make a difference."

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January 21, 1987

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Several of the group's members believe it is crucial that institutions begin building service elements into the curriculum, either by requiring volunteer work in some classes or by teaching about social action and civic-mindedness. In addition to showing that public service is central to the mission of higher education, doing this would help students apply their coursework to life beyond college.

Mr. Kennedy suggests that faculty members make better use of case material in their teaching and invite "people who are actually players in the policy arena" to lecture, exposing students to real-life decision making.

Before this can be done, he says, "faculties have to be persuaded that there's some really solid intellectual substance there. Otherwise they won't think it's serving an academic purpose as well as it serves a social purpose."

Adult-Literacy Efforts

Paul A. Elsner, chancellor of the Maricopa County Community College District in Arizona, says a volunteer-service requirement, which he is considering, would be especially educational for older woman students who feel out of touch with the work outside the home.

One of the group's main campaigns is to involve greater numbers of students in adult-literacy efforts, for which it received a \$130,000 grant from an anonymous donor and hired a staff person.

At Brown, the Center for Public Service got in touch with local community groups to determine the kind of literacy help they needed from student volunteers and is planning to train students interested in becoming tutors, according to Susan Stroud, director of both the center and Campus Compact.

She calls the latter's literacy campaign "a good match between an important national need and student resources."

So as not to repeat the work of others unnecessarily, Campus Compact will work with various service groups, such as the Campus Outreach Opportunity League (COOL), a group run mostly by recent graduates, and Youth Service America, another independent group.

"We're working toward the same ends," says Ms. Stroud. "We need to be working at it from a number of different angles."

Campus Compact gave COOL \$6,000 to help with a resource book the group was writing, in return for a couple of hundred copies.

Says Robert Hackett, COOL's outreach director, "We've really hit the students. We sleep on their couches and go to their parties.

"Campus Compact has taken the

Before Campus Compact was started, he says, campus officials didn't believe college students could be motivated for public service. "Everybody said, 'You're crazy, college kids don't care.'"

Echoing the sentiments of many members, Sister Janice E. Ryan, president of Trinity College in Vermont, says, "What it has done is enable me, who has a great deal of interest in community and public service and in leadership, to be with a group of presidents who were singularly focusing on this topic.

"That was catalytic to my own energy."

Says Mr. Hackett, "I think that having 100 presidents talking about this is helping. They have the potential to do very big things."

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CAMPUS COMPACT COALITION

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*Institutions where Compact presidents have left or are leaving.

**SUMMARY OF THE EFFORTS OF CAMPUS COMPACT IN '85-'86
TO INCREASE COLLEGE STUDENT INVOLVEMENT IN PUBLIC SERVICE**

The mission of Campus Compact is to involve more students in public service activities while in college so that students learn the importance and effectiveness of their individual efforts to address social problems. In its first year, Campus Compact established an office at Brown University, organized an active coalition of 121 university presidents, and initiated some exciting projects aimed at encouraging public service and civic responsibility among college students. Operating funds were secured from the Ford Foundation, the Exxon Education Foundation, and the Atlantic Richfield Foundation. The first meeting of the coalition, including 40 presidents and chancellors and 9 foundation officers, was held in January, 1986 and sponsored by the Johnson Foundation. Since that time, we have convened meetings of university presidents and policy makers in conjunction with a number of major educational organizations.

As Campus Compact moves into its second year, we are faced increasingly with the need to set priorities and make policy decisions for the project. For that reason, we have established a 14-member Executive Committee of presidents who are representative of a geographically and structurally diverse group of higher education institutions. This committee includes the Chairs of the following three task forces: Media Relations, Federal Initiatives, and State Initiatives.

During 1985-86, Campus Compact concentrated on five areas in its efforts to foster community service:

1) To provide information and technical assistance to on-campus public service programs across the nation:

- We are preparing a report on the level of current student involvement in public service activities, an inventory of institutional policies and programs relating to community service, and a directory of campus practitioners based on a survey conducted by Stanford University.

- We have available a "resource book" for students to promote community service activities.

- We are in the process of collecting resource materials to facilitate the development of public service programs across the country. It is our intention to draw attention to the material that is already available, not to create repetitive materials.

- The information we collect about campus and community programs, from all of our sources, is being used to develop a computerized clearinghouse of college and university campus public service programs and policies.

2) To strengthen the links between the campuses and off-campus service organizations:

- The project staff responds to all requests for information and links off-campus community service agencies to coalition institutions in their area.

- In all of our literature we stress the importance of working with a community not "acting upon it."

- We are working with our coalition institutions and the ABC/PBS Project Literacy United States to strengthen existing literacy training programs on campuses, to initiate new efforts to combat illiteracy, and to link campuses with local literacy training centers and task forces.

3) To develop public policy that rewards and encourages student public service:

- There has been a lot of promising activity at the Federal level aimed at encouraging students' involvement in public service. Our initial discussions in the Fall of 1985 with Senate staff on the Labor and Human Resources Committee resulted in action. In the Higher Education Act of 1965 Reauthorization, legislation passed that strengthens the links between financial aid and public service and sets up new sources of funding for community service-learning projects.

- We have initiated discussions on state policy that would encourage collegiate public service.

•In July 1986 we presented models of state policy that support student public service at the Education Commission of the State's annual meeting.

4)To place the issue of public service on the national agenda:

•The press coverage that the project received after the October, 1985 press conference in Washington D.C. was tremendous. People who read about Campus Compact in that press coverage are still contacting us. We have a mailing list of approximately 275 associations and individuals who are interested in the project, not including contacts in the Campus Compact Coalition which includes another 250 people.

•The support and attention we have been given by other associations has been helpful. Through the various newsletters and networks of these associations we have reached a significant number of people.

•One of the most important areas of our promotional efforts is the local media coverage about individual campuses and students' public service activities.

•We participated in the American Association of Higher Education's (AAHE) national conference in March 1986 which brought us in touch with more people who were interested in working with the project. We also participated in the 86-'87 meetings of the American Council on Education, the Independent Sector, and the National Society for Internships and Experiential Education. In March of 1987, we will hold an "action workshop" at AAHE's annual meeting.

•We participated in the National Conference of Service and Conservation Corps in March as a way of fostering links between campus service programs and state-run programs and we are representing Campus Compact at national conferences of community service associations such as VOLUNTEER.

5)To identify sources of financial support for campus public service programs and to recognize student involvement in public and community service.

•We are researching corporate programs that support student public service activities in order to identify and develop sources of regional support for collegiate public service involvement.

•We are working with several foundations and private donors to develop incentive grants that would aid campuses in establishing public service programs and that could then attract sources of more permanent funding.

•We sponsor the Robinson Student Humanitarian Achievement Award to recognize college students among the coalition institutions who have performed an outstanding public service. In March of 1987, four students will receive awards of \$1500 to further a humanitarian service that they have proposed.

For more information, contact: Campus Compact: The Project for Public and Community Service, Box G, Brown University, Providence, RI 02912, (401)863-1119.