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Campus Compact - Executive Meeting, 4/21/[93]

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Karen -

Can you please reserve the
room on 4/21 from 12 - 1³⁰
in case we run over a little? ^{I'm already booked -} _{5/19}

RM Thanks. Susan
180 25

Susan

MEMORANDUM

To: Eli
From: Susan
Re: challenge to college and university presidents
Date: 6 April 1993

We need to make arrangements for meeting with the Campus Compact Executive Committee on April 21. I recommend that we invite them to OEOB from 12:00-1:00 and use them as a planning group to develop the challenge that President Clinton will issue to the higher education community. We can continue to refine the draft of the challenge, but we want to give it to them in advance of the meeting. Strategically, this is an important meeting, and I think it will produce some useful results and an important group of advocates for us.

Can I go ahead and book a meeting room in OEOB on the assumption that you have 12:00-1:00 free? Yes

You told me you shared the earlier draft of the challenge with David Dreyer. Do you want to follow up with him, or should I? Is it not necessary until we need to involve the President? I assume when we get the challenge worked out that we then need to figure out the most effective way for the President to issue it. In a major university commencement address?

The Executive Committee will meet starting at 9:00 at American University and come to OEOB for the last hour of their meeting. I can provide you with additional details, such as who will attend, as we get closer.

How do we put in a request for the President to walk by and greet the presidents? I understand this is always only a remote possibility, but I'd like to try.

PS As a personal favor, would it be possible to bring the President of Brown, Vartan Gregorian by for a couple of minutes on his own after the meeting? Then could I take him and his wife to lunch at the Mess or do something else special for them? I have no idea if this sort of thing is out of the question.

Yes

Yes - If I'm free, I'll join you.
E

I fear overload.
April 20
April 22 ---
now April 21... I'll try, but I'd like to wait a few days... How about Al Gore -- or better, Hillary? Also Cabinet members should be easy.

Karen, in addition to putting in a request for BC, do you know how to put in a request for Hillary?

Cl

THE WHITE HOUSE

WASHINGTON

MEMORANDUM

To: Eli Segal and Tom Ehrlich
From: Susan Stroud
Re: order of business, Campus Compact Executive Committee meeting

I recommend the following order of business for tomorrow's meeting of the Campus Compact Executive Committee:

- 1) Eli should welcome the group and make brief remarks.
- 2) Since Jack needs to go to a drafting meeting, he will have the next 20 minutes for a briefing on the bill and questions and answers. I think it will be difficult to cut this off after 20 minutes, so Eli and Tom will have to move the meeting along to the challenge after 12:20 or so.
- 3) Bill Galston will make a few brief remarks before we move into the challenge.
- 4) Tom and Eli will lead a discussion on the draft of the challenge that the Executive Committee has before them. We need to decide the substance of the challenge, and also have some discussion about the most effective way(s) for President Clinton to issue the challenge to the higher education community.
- 5) Meeting should be ended by Eli and Tom at 1:00.

The meeting will be from 12:00-1:00 in OEOB 180.

cc: Rick Allen
Jack Lew
Bill Galston
Nancy Rhodes

PRESIDENT CLINTON'S CHALLENGE TO COLLEGE AND UNIVERSITY PRESIDENTS

[Discussion DRAFT]

President Clinton has made community service a major priority in his administration. He has requested significant federal funding (\$7.4 billion FY 94-97). Even with these resources, the federal government must be a partner with other institutions. He is, therefore, considering a series of challenges to the corporate sector, foundations, schools, and religious organizations. The following areas could form the elements of a challenge to college and university presidents. As part of the challenge, what means might be suggested to the President to develop a national sense of unity among participants in college and university (as well as other) programs?

The Executive Committee should consider these and other ideas and how the President might best present them: a targeted campaign focused on three or four major issues; a presentation of a larger list from which campuses might select; other approaches?

Community Partnerships

Discussion: Individual students performing service in their communities have significant impact. The impact of such efforts can be greatly multiplied, however, when an institution as a whole forms a coordinated *partnership* with a community--joining with the community to define community needs and potential solutions. For both philosophical and economic reasons, institutions can make a "social investment," as the University of Notre Dame did when it led a move to convert an abandoned clothing store into a model multi-service center for the homeless. What are the major community issues? How can the various resources of the institution (volunteer time, faculty research, financial resources, facilities, alumni and trustees in business and government) be applied to those concerns?

Challenge: Support projects that benefit the local community (community centers, small business development offices, etc.); create projects through which students, administrators, faculty, trustees, and alumni can engage with community members and offer their talents in targeted, coordinated ways on specific issues or in specific neighborhoods; offer institutional resources to assist community development projects; offer funds for action research on the part of students and faculty--research projects connected with active efforts to improve the welfare of communities.

Curriculum

Discussion: Most community service remains extra-curricular. Volunteer work can be greatly enhanced by linking it to an academic context. Students' learning can be strengthened when tied to opportunities for trying out, reflecting upon, and analyzing lessons that service provides. Without the

connection to academics, it is harder to accomplish real "civic education" or to help illuminate the necessary connections between service and public policy. Faculty research can benefit from the information generated by student projects in the community. Faculty involvement is essential to the long-term viability of service as an integral element of the college or university mission.

Challenge: Support course development or faculty "fellows" to help their colleagues develop community service components; create freshman or senior seminars that include community service components; establish a civic education course in which students study and engage themselves in public issues; fund action research on community issues; provide resources for faculty and administrators to take part in opportunities--such as Campus Compact's summer institute--to share ideas and develop plans and policies for integrating service and academic study.

Training and Technical Assistance

Discussion: Leadership training will be essential to the ability of national service to grow quickly, sustain growth, and assure quality. Training might cover at least three areas: interpersonal skills; knowledge of how the public, private, and third sectors interact; and substantive education in fields relevant to service. The knowledge base, experience, and resources of colleges and universities are well-suited to each of these areas and can play an important role in the training of staff for youth corps and campus and school service programs. No less important, colleges and universities are well-positioned to provide technical assistance to community service participants and their leaders.

Challenge: Create an institute where community service theorists and practitioners can come together to develop curriculum materials and study effective models of community involvement; develop training and technical assistance centers focusing on specific community issues (housing, education, health); offer training programs on the local level (to school personnel or students, for example) or a regional/national level (much like the role of universities in Peace Corps training) that utilize college staff, faculty, students, and facilities.

Research and Evaluation

Discussion: Much anecdotal evidence points to the personal, educational, and community benefits of community service experiences. Little quantitative data, however, has been collected. Research and evaluation can clarify the elements of successful programs, help strengthen programs, and provide the evidence needed for sustaining service programs. These areas can be matched with the academic resources and focus of the university.

Challenge: Encourage student and faculty research focusing on specific service efforts or the college's service program as a whole; support evaluation centers at colleges.

Admissions

Discussion: Some proponents of service have argued that the single most effective way to encourage high schools to start service programs would be for the most selective public and private colleges and universities to require (or at least heavily emphasize) community service involvement in high school.

Challenge: Develop admissions criteria listing community service as a priority and require candidates to submit evidence of their service experience, perhaps including an essay on the impact of their service on themselves, their academic life, and their community.

Awards

Discussion: Public recognition of students, faculty, staff, alumni, and community members involved in service has enormous value in conveying the importance institutions place on service. Award programs are usually quite low cost.

Challenge: Develop one or more award programs recognizing the community contributions of students, faculty, staff, alumni, and community members.

Co-Curriculum

Discussion: Despite a growing emphasis on connecting service with academic study, the majority of service activity still occurs in non-curricular areas. Much more can be done to "cross-fertilize," coordinate, and strengthen efforts.

Challenge: Make it a priority to document programs and share program information through existing networks and clearinghouses such as the national and state Campus Compacts. Make more explicit the ways in which agencies and organizations can support campus efforts.

Financial Aid

Discussion: Currently, financial disincentives prevent or discourage many students from participating in community service. Often, the students most affected by these constraints are those from minority backgrounds, thereby limiting the diversity of participants. Two concerns: avoiding conditioning receipt of financial aid on service, and providing programs for students not receiving financial aid.

Challenge: Allocate more than the minimum 5% of college work-study funds for community service positions (community service program staff, community agency jobs); establish loan forgiveness programs for students who enter public service jobs after graduation; use state funds such as state student incentive grants (SSIG) for students in community service work; create merit-based and need-based scholarships for students with outstanding commitment to service either before or during college.

THE "NEW" CAMPUS COMPACT MISSION (SUMMARY)

Over the past seven years, Campus Compact has achieved significant success in its original objectives of creating opportunities for student involvement in public and community service, bringing attention to the contributions students can make in their communities, and developing public and private support for community service. The Compact has also come to recognize, however, that student community service, by itself, is not enough to address the deep and long-term challenges facing society. Service must be linked with policy, the skills of community-building must be instilled in individuals, institutions as a whole must take responsibilities for their communities, and higher education must renew its commitment to public leadership.

Higher Education and the Challenges Facing Society

In recent years, the public has been losing faith in higher education's commitment and ability to exercise its traditional role as a civic and moral leader. Colleges and universities are seen as isolated and disconnected from society. Colleges and universities can reestablish their leadership in at least three ways:

- Ensuring that students gain an understanding of their duties and their potential as responsible citizens
- Participating actively in the community and directing institutional resources to its improvement
- Modeling the concept of community, cultivating open discourse on issues and values and taking actions that address those concerns within as well as outside their campuses.

These actions, far from detracting from the institution's academic mission, will in fact create more productive and exciting learning environments for students and teaching and research opportunities for faculty.

The Role of Campus Compact

Campus Compact will continue to emphasize student community service as the central element in its objectives. It will also build on its foundation--nearly 300 college and university presidents, nine state compacts, a center for community colleges, and a set of techniques successful in cultivating support and involvement--to address the larger goal of nurturing citizens with a broad comprehension of and long-lasting commitment to the civic responsibilities of individuals and institutions. Several possible areas of action:

- Increasing the visibility of presidents' civic leadership on issues of importance to their institutions and their communities
- Highlighting the concept of student community service as an integral part of students' education, helping students develop the skills and values for active engagement in their civic responsibilities
- Increasing the number of institution-community partnerships
- Encouraging the development of policy supportive of these partnerships.

Proposed Action Steps

The Campus Compact staff is currently seeking guidance from its members as to how it might best work to achieve these goals. A few first steps, however, have already been considered:

- Support of member presidents: supporting campuses in developing opportunities to engage students in well-structured and academically-integrated service experiences, holding forums on the possibilities for and obstacles to the civic leadership of colleges, developing and disseminating model efforts, researching the campus-level incentives and obstacles to the development of community-minded institutions and leaders, and stimulating partnerships among faculty, students, institutions, and communities to explore community problems and possible solutions.
- National work in policy and media: convening presidents and policymakers to discuss a national policy on service, developing and supporting relevant policy efforts, designing a communications effort.

By taking leadership in these areas, colleges and universities strengthen their moral and civic leadership and contribute a new sense of purpose to the institutions themselves.

EXECUTIVE COMMITTEE
April 1993

Richard Breslin, Drexel University, Philadelphia, Pennsylvania
John Casteen III, University of Virginia, Charlottesville, Virginia
Johnnetta Cole, Spelman College, Atlanta, Georgia
Robert Corrigan, San Francisco State University, San Francisco, California
Dolores Cross, Chicago State University, Chicago, Illinois
Joseph Duffey, The American University, Washington, DC
Thomas Ehrlich, Indiana University, Bloomington, Indiana (Chair)
Paul Elsner, Maricopa County Community College District, Phoenix, Arizona
Norman Francis, Xavier University, New Orleans, Louisiana
Ellen Futter, Barnard College, New York, New York (Vice Chair)
Claire Gaudiani, Connecticut College, New London, Connecticut
Vartan Gregorian, Brown University, Providence, Rhode Island (Vice Chair)
Sheldon Hackney, University of Pennsylvania, Philadelphia, Pennsylvania
Thomas Kean, Drew University, Madison, New Jersey
Donald Kennedy, Stanford University, Stanford, California (ex officio)
Edward Malloy, CSC, University of Notre Dame, Notre Dame, Indiana
Patrick McDonough, Marietta College, Marietta, Ohio
Kenneth Mortimer, University of Hawaii, Manoa, Hawaii
Frank Newman, Education Commission of the States, Denver, Colorado
Leo O'Donovan, SJ, Georgetown University, Washington, DC
Joel Read, Alverno College, Milwaukee, Wisconsin
Melvin Vulgamore, Albion College, Albion, Michigan
David Warren, Ohio Wesleyan University, Delaware, Ohio
Charles Young, University of California, Los Angeles, California

MEMORANDUM

19 April 1993

To: Eli and Rick
From: Susan
Re: background on some of the presidents at 21 April meeting

1. "Monk" Malloy, Notre Dame: has been on the Compact Executive Committee for several years; Eli has been invited to visit the campus by Tim Roemer and Fr. Malloy - we haven't responded yet; Monk is also on the POLF Board, which we did deliberately to try to get political breadth; he is not a Republican
2. Delores Cross, Chicago State - an interesting and dynamic African-American woman who represents the urban, minority, older student kind of institution; expect her to have questions about campus-based aid, Pell grants, etc.; also has strong commitment to community
3. Bob Corrigan, San Francisco State - was Chancellor at UMass/Boston; very focussed on community; again, represents the inner-city constituency; houses a Bay area coalition of universities and colleges that work on the homeless issue; possibilities of involving him in SOS
4. Norman Francis, chairs the government affairs committee for UNCF; Eli met with him last week
5. Charles Young, Chancellor of UCLA - usually fairly quiet, but then gets excited and makes very substantial commitments; houses the California Campus Compact and makes a sizable financial commitment to its operation; involve in SOS
6. Sheldon Hackney, U of Penn - just appointed to head NEH; has one of the best programs with the greatest institutional commitment to service; has played a substantial role in getting the Philadelphia colleges and universities focussed on community issues; will do an excellent summer program; should be thanked for the leadership he has provided; **apparently may not be able to attend because there is a campus sit-in**
7. Leo O'Donovan, Georgetown - they have been helpful to us in finding community service sites; offers any kind of assistance that might help us, eg hosting meetings, etc.
8. Vartan Gregorian, Brown - very difficult to read, but often rises to the occasion eloquently; has concerns re financial aid, i.e. "the federal government always encourages colleges to set standards and make commitments then withdraws from them, putting institutions of higher education under moral and pressure not to discontinue their commitment, thus requiring us to redistribute our existing funds and rearrange our other priorities."

The entire group is an interesting one; these are some of the highlights and things you might want to be aware of and mention.