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THE

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1991 ANNUAL REPORT

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To	Susan Stroud	From
Co.	National Service	Co.
Dept.		Phone #
Fax #	202-456-6420	Fax #
		517-353-9893
		517-336-1327

February 11, 1993

Ms. Susan Stroud
Office of National Service
Old Executive Office Building
Washington, D.C. 20500
FAX: 202-456-6420

Dear Susan:

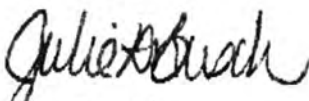
Thank you for your help in resolving the difficulties surrounding the speaker for MCC's Annual Conference.

A copy of the original letter to Mr. Segal is attached for your information. We have also included a copy of the MCC Overview brochure. Since the printing of this brochure, Davenport College has also joined, - bringing the total to 19 institutions!

We have asked our printer for yet one more extension in the sincere hope that Mr. Segal, Mr. Allen or an appropriate designee will be able to join us to share the administration's vision for the future.

Once again, many thanks for your assistance. We look forward to hearing from you tomorrow.

Sincerely,



Julie Busch
Executive Director



31 KELLOGG CENTER
MICHIGAN STATE UNIVERSITY
EAST LANSING, MICHIGAN 48824
(517) 353-9393

January 25, 1993

Mr. Eli Segal
Office of National Service
Old Executive Office Building
Washington, D.C. 20500

Dear Mr. Segal:

It gives me great pleasure to extend this formal invitation requesting that you provide the keynote address at the annual conference of the Michigan Campus Compact, Friday, April 2, 1993.

As the enclosed information indicates, Michigan Campus Compact (MCC) is an action-oriented coalition of colleges and universities dedicated to fostering and supporting the service ethic in higher education. Chartered by five colleges in 1988, we were among the first of the state compacts to develop from the national Campus Compact - The Project for Public and Community Service. Today, 19 post-secondary institutions have joined MCC and we anticipate further growth in the years to come.

The theme for the 1993 conference is *Awakenings*, - an appropriate title for those wishing to respond to the clarion call issued in President Clinton's inaugural address. Conference participation extends beyond Michigan to include institutions from the surrounding Midwest region; registrations are expected to number approximately 200.

Mr. Segal, we know that our members, and educators throughout the Midwest, are anxious to learn more about the vision and the direction your administration will bring to community service. Furthermore, I doubt that you will find a more committed and more energized audience than the one which would welcome you to East Lansing, Michigan. We do hope that you will be able to join us.

January 25, 1993

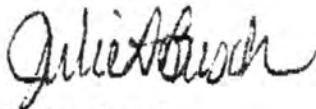
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As is usually the case with service-centered organizations, we cannot offer much in the way of monetary reward for your efforts. Your travel, accomodations and conference fees would, of course, be provided and we could offer a modest honorarium as well. Please alert us to your requirements in this regard. The conference will be held at the Kellogg Center of Michigan State University in East Lansing, Michigan. The keynote address is scheduled for 9:00 a.m. - 10:00 a.m.

I do hope that the enclosed information is helpful and that we will soon have the opportunity to meet personally. A member of my staff will call you assistant, Karen, in the coming week to answer any additional questions you might have and, we hope, to confirm your participation.

With every good wish as you begin your new responsibilities.

Sincerely,



Julie Busch
Executive Director

JB/ch
Encl.



THE Michigan CAMPUS COMPACT

Aquinas College
Dr. R. Paul Nelson, President

Adrian College
Dr. Stanley Caine, President

Albion College
Dr. Melvin L. Vulgamora, President
Co-Chair, MCC

Alma College
Dr. Alan Stone, President

Andrews University
Dr. W. Richard Leshar, President

Calvin College
Dr. Anthony J. Diskema, President

Central Michigan University
Dr. Edward Jakubauskas, President

Grand Valley State University
Mr. Arend D. Lubbers, President

Hope College
Dr. John H. Jacobson, Jr., President

Kalamazoo College
Dr. Lawrence D. Bryan, President

Lake Superior State University
Dr. Robert Arbuckle, President

LaSalle Community College
Dr. Abel B. Sykes, Jr., President

Michigan State University
Dr. Gordon Guyer, Interim President

Mott Community College
Dr. Allen Arnold, President

Oakland Community College
Dr. Patsy J. Fulton, Chancellor

University of Michigan
Dr. James J. Duderstadt, President

Wayne State University
Dr. David W. Adamany, President

Western Michigan University
Dr. Dieter H. Harnicke, President

AN OVERVIEW

The Michigan Campus Compact (MCC), which now includes the Michigan COOL Regional Office, is an action-oriented coalition of colleges and universities whose purpose is to facilitate a clear commitment to community service and the development of a life-long service ethic. The MCC promotes "education for citizenship" by encouraging service and internship experiences which develop a student's sense of civic responsibility. MCC members believe that direct student contact with complex social problems and efforts to solve them provide students with experiences that ask them to reflect critically on the world around them and to take an active role in their community. These real world experiences introduce students to civic involvement and lay the foundation for a lifelong ethic of public responsibility and community service that enables them to become committed, productive citizens.

The development of such an ethic serves both the general community and the student. Skills gained by students through participation in community service activities are applicable far beyond their college years. Through these activities students develop the following skills: leadership, problem-solving, the ability to collaborate, listening, and self-discipline. Students learn to take initiative and responsibility. Such involvement helps students gain a greater understanding of the issues which face our nation, increases their commitment to addressing these

problems and prepares them for the increasingly multi-cultural society in which we live.

Formed in 1989, the state coalition is currently composed of eighteen private and public, four-year and two-year institutions of higher learning in Michigan. Through its membership, the Compact has worked to strengthen existing community service projects, to encourage the creation of others, to promote academic programs and public policies that encourage and support student community service and to foster cooperation and mutual discovery between the public and private educational sectors.

Membership in the Michigan Campus Compact gives institutions access to:

- **Venture Grants** - Financial awards ranging from \$500 to \$5,000 which are awarded to individuals or groups from member institutions to encourage the development of innovative public and community service projects. Funded projects may include, but are not limited to, direct service activities, research, curriculum initiatives and the testing of model programs. In the last three-and-half-years, MCC has provided over \$216,000 in Venture Grants to its member institutions.
- **Generation Grants** - In mid-1992, MCC received \$250,000 as the lead higher education collaborative in Michigan for the National Community Service Commission. With the grant, MCC will fund a Generation Grant program for student initiated projects, leadership and training, curriculum development, evaluation, and combination grants programming. In addition, grant monies allow MCC to develop a **Michigan Resource Service Center** to provide workshops and conferences on specific service learning topics.
- **Regional Mentoring Center** - The National Campus Compact has designated MCC, in cooperation with Michigan State University, as one of four national sites for a Regional Mentoring Center emphasizing campus based mentoring programming focused on at-risk youth.
- **Technical Assistance** - Assistance is provided in a variety of forms by the MCC. *Consultant Service* - The MCC staff consults with each member institution about ways to improve or strengthen its community service program. In addition, members receive at least one on-site visit a year from the executive director. *Survey* - As each member institution joins the

MCC a survey of student attitudes towards volunteerism is conducted. This survey helps to establish baseline data on the number of students involved in community service and the kinds of community service opportunities available. It also explores the quality of existing programs and student motivation for initiating and continuing community service, as well as documenting reasons for student non-involvement. Such information allows member institutions to pinpoint commonalities and differences among member campuses and makes it possible for MCC to encourage collaborative efforts between member schools. *Seminars/Workshops* - In the last three years MCC has sponsored a number of workshops, including those held at Alma College, Albion College, Calvin College and Michigan State University on a number of issues of interest to member schools, including the integration of service in the curriculum.

- **Educational Enhancement Opportunities** - MCC provides support for students, administrators and faculty members to attend conferences and workshops around the state and country. In 1989, MCC provided assistance to 30 individuals from member institutions to attend conferences and workshops; in 1990 this number grew to over 100; and in the last two years that number has reached over 170.
- **Opportunities for Networking and the Development of Leadership Skills** - Member institution presidents and other key administrators, staff, faculty and students are brought together on a regular basis. MCC hosts an annual statewide conference, in addition to its summer Service Leadership Conference which is usually attended by 100 students from across Michigan. Committee meetings, seminars and workshops are also conducted throughout the year to facilitate the discussion and exchange of ideas.
- **Resource Materials** - MCC functions as a state-wide clearinghouse, providing resource materials from a variety of sources to its member institutions. A resource bibliography details academic, technical and practical information which are available in the office. MCC also distributes materials from the national Campus Compact, and other affiliates such Youth Service America. In addition, MCC publishes a quarterly newsletter, Spotlights (short how-to pamphlets), a summary of funded Venture Grants, an informational overview, and an annual report.
- **Internships** - MCC is in the process of developing nine internships

within the area of community service and the nonprofit arena. The Compact has set aside \$25,000 to fund the current cycle of internships.

- **Student Community Service Awards** - Three students are chosen annually by MCC for their outstanding contributions to public service in their community and awarded \$1,000 to be used on a community service project of their choice.
- **Membership in the Campus Compact: the Project for Public and Community Service** - The Michigan Campus Compact is one of nine state-wide coalitions affiliated with this national organization, which seeks to create public service opportunities for college students and to develop an expectation of service as an integral part of student life and the college experience. As a state compact, Michigan receives technical assistance and support, has access to a national clearinghouse of information on campus service activities, participates in national conferences and regional meetings, is kept informed of relevant state and national legislative activity, and participates in special projects to research student service, to link service with the curriculum and to expand student involvement. MCC member institutions also have access to a number of Campus Compact programs including "Going Global," a Peace Corps Internship program, and the Student Humanitarian Awards program.

The Michigan Campus Compact endeavors to utilize the collective expertise and experience of its participant campuses in establishing a common base of knowledge from which to build a more effective community service network. It seeks to initiate new projects and to enhance those already in existence. It works to generate new ideas, to build consensus on issues, to assist collaborative efforts, to foster public awareness, to encourage greater communication and to provide new program incentives, all with the larger objective of encouraging life-long commitment to community service.

**The Michigan Campus Compact, 31 Kellogg Center, East Lansing, MI 48824
Phone: (517) 353-9393 Fax: (517) 336-1327**

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Third Annual Conference
Michigan Campus Compact
April 2, 1993
Kellogg Center
East Lansing, Michigan

file: Michigan
Campus
Compact

Reflections on Integrating Community Service and Academic Study
A MCC Faculty Community Award Presentation

by
Oystein S. LaBianca, Ph.D.
Professor of Anthropology
Andrews University
and

Founder, Andrews' Community Service Assistantship Program

As a faculty member from a Michigan-based institution, namely Andrews University, I want to begin by expressing my appreciation for the leadership of the Kellogg Foundation and the Michigan Campus Compact in championing the service movement on academic campuses throughout our state. On our campus, the Compact has been particularly valuable in helping to legitimize--in the eyes of our administration and our community partners--our fledgling service learning program, which is better known on our campus as the Community Service Assistantship Program or CSAP. Although our program was already in existence four years ago when the Compact was established, it's institutionalization on campus was spurred, in part at least, by the Compact's coming along when it did, offering validation of the idea of students serving in the local community.

Our Community Service Assistantship Program is a serve-learn-earn program. It provides students with opportunities to serve as part-time helpers in existing non-profit community service agencies. It provides them with opportunities to learn skills and insights relevant both to their future role as citizens of local communities and as practitioners of various professions. And it provides them with opportunities to earn dollars with which to pay for their education.

Over the past six years, over 500 students have participated in the program. The majority of these have come from among our campus' minority student population--including a large number of Afro-American males. Together these students have contributed in excess of 100,000 hours of service to some forty different non-profit agencies and schools in our neighborhood--the large majority of these being located in the socio-economically challenged community of Benton Harbor, Michigan. Beyond funds now set aside on a regular basis for the program by the Andrews University as part of its operating budget, funding to help support the program has been raised from a variety of sources including federal government agencies, the State of Michigan, private foundations--including the McGreggor Foundation, Berrien Community Foundation, the Ameritch Foundation, the Whirlpool Foundation--church organizations and private individuals.

Given the explicit emphasis on non-paid voluntary student service which has been promoted by the Kellogg Foundation and, to some degree also, by the Michigan Campus Compact, I would like to offer the following observations garnered from our experience at Andrews University.

First, our CSAP program evolved out of a non-paid student service program in order to better serve both local agencies and our students. Two factors contributed to this transformation: One, the reluctance of many local community service agencies to devote time and effort to train and supervise individuals who could only contribute two or three hours per week, and whose association with the agency was likely to be only a few weeks or months. Two, our desire to make it possible for students to give up their campus jobs--to which they were tied in order to afford going to school at Andrews--in exchange for part-time jobs working as helpers in local community service organizations and schools. By offering our students dollars in exchange for their community service, we have been able to increase the number of hours they are available to serve local agencies, assure longer periods of service by each student in their assigned agencies, and opened up career-related student labor opportunities in the local community.

Second, as indicated earlier, a consequence of having established CSAP as a serve-learn-earn program is that a large number of students from minority backgrounds have become involved in community outreach at Andrews. Not only is this due to the fact that there is pay involved--which means that students can fulfil through CSAP the part-time work requirement built into their financial aid package at time of registration. Just as important, I believe, is the satisfaction which these students receive from their CSAP service. This sense of satisfaction is engendered by the daily affirmation which they receive from the people they help, from their fellow student workers, and from their supervisors. A further consequence is that as these minority students begin to feel less alienated, less marginal to the main stream of society, they take more interest in their studies, and they become more bonded to the goal of completing their degree programs. Statistical data to support this impression are currently being gathered by our CSAP office.

Third, our CSAP approach has enabled Andrews University students and faculty to become partners with and provide long-term support to grass-roots leaders and organizations in the socio-economically challenged neighborhoods of Benton Harbor. We have become, as it were, the hands and feet of many of that city's grass-roots leaders and organizations. This has been a role we have consciously sought for ourselves because we believe that for progress and development to occur in a place like Benton Harbor, the capacities of local grass-roots leaders and their followers must be recognized and affirmed. There are therefore no CSAP offices in Benton Harbor, no signs identifying Andrew's role in the city. Instead, our program is entirely enmeshed in the city's own institutions--its local neighborhood organizations, its churches, its social service agencies, and its schools.

Fourth, our CSAP approach has led to innumerable opportunities for voluntary service involvement by Andrews faculty and students in Benton Harbor. In other words, as a consequence of the multiple contacts being maintained by our CSAP students and leadership, doors have been opened for teachers and students to integrate service and academic study. Such integration is occurring across the entire campus--increasingly students are being required to provide voluntary service to Benton Harbor agencies and schools as a part of fulfillment of requirements for classes in architecture, home economics, nutrition, nursing, social work, psychology, sociology, and education. Thus, because of the sustained, long-term relationships having been developed and being maintained through CSAP, opportunities for more short-term, transient involvement by non-CSAP students and faculty have opened up and are now growing steadily.

In conclusion, I would like to applaud the Clinton administration for its commitment to national service. I am personally very excited about the potential of this program. I would urge, however, that as this program is being implemented, it include a concurrent service option. That is, I am asking that provision be made for students to perform their national service while enrolled in college, not only before or after their enrollment in college. I believe that the concurrent service model will be cheaper to implement because it shifts much of the supervisory burden to educational establishments and grass roots community service organizations--as illustrated by our program. An added benefit of the concurrent service option is that it would bring about closer cooperation between higher education establishments and socio-economically challenged communities--again something which is illustrated by our CSAP program. I believe, in fact, that by embedding national service in higher education, the vision of national service will be most likely to succeed and survive over the long-term.

Notes from Professor LaBianca, Ph. D on Concurrent Community Service
(national service during the academic year)

Advantages of concurrent model:

1. It doesn't exclude full-time service as students enrolled in school could serve full time during summers or "year off"
2. It takes advantage of the experience of existing infrastructure -- campus organizations and their community partner organizations
3. Because of #2 above, it provides a way for those served and those serving to have input in the planning and execution of service initiatives
4. It would be much cheaper to implement because it lessens the need for a huge new bureaucracy.
5. It would substantially improve the quality and relevance of higher education as more and more faculty and students become involved in their local communities
6. It is a proven, working program , as shown at Andrews University, Michigan

Øystein S. LaBianca, Ph.D.
Professor of Anthropology
Associate Director, Institute of Archaeology



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