

Building Partnerships for Service-Learning

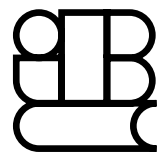
Barbara Jacoby and Associates



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**To Pearl and Herb Gendler—
my beloved parents, whose
extraordinary partnership
since 1943 continues to inspire
many current and potential partners.**

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Foreword

What a difference six years can make! Service-learning has come a long way since 1996, when Barbara Jacoby and associates published *Service-Learning in Higher Education*. As Jacoby writes in this extraordinarily useful volume, *Building Partnerships for Service-Learning*, “the number of students, institutions, and communities involved [in service-learning] has grown dramatically” (p. 2). Campus Compact, the national coalition of more than 850 college and university presidents committed to the civic purposes of higher education, recently found a significant increase in service-learning on college and university campuses. Among the 327 campuses that responded to a survey distributed in 2001, 14 percent reported an increase of 10 percent or more in the number of faculty involved in service-learning from 2000 to 2001, with 51 percent noting a smaller increase of a few additional faculty each year. Eighty-seven percent of the respondents offered service-learning courses in 2001, an 8 percent increase from 2000 (Campus Compact, 2002).

Clearly, these statistics represent significant progress. But far more service-learning in far more colleges and universities is still needed if service-learning is to become truly central to the academic enterprise. How to develop more service-learning courses, however, is no longer the most pressing question facing service-learning practitioners and the service-learning movement in general. It has been replaced by a much more fundamental, much more difficult problem: How can service-learning most effectively contribute to changing American higher education, and the American schooling system in general, for the better? Recognition that the service-learning movement thus far has had only a limited impact on changing higher education and increasing student civic engagement perhaps accounts for this change of focus. In her 2001

study for the Grantmaker Forum on Community and National Service, Cynthia Gibson, for example, questioned the impact service-learning and other engaged pedagogies actually have had on the American university. Weaving together her own words with those of Barry Checkoway and Kevin Mattson, Gibson writes:

Other higher education leaders have echoed Derek Bok's concern that universities are disassociated with the civic missions on which they were founded—missions that assumed responsibility for preparing students for active participation in a democratic society and developing students' knowledge for the improvement of communities. Currently, it is "hard to find top administrators with consistent commitment to this mission; few faculty members consider it central to their role, and community groups that approach the university for assistance often find it difficult to get what they need." In short, the university has primarily become "a place for professors to get tenured and students to get credentialed" [Gibson, 2001, p. 11].

An abiding belief that service-learning can and should do more animates the work of Barbara Jacoby and her colleagues. They would like service-learning to live up "to its potential to lead institutions of higher education to transform themselves into fully engaged citizens of their communities and world" (p. xvii). In other words, the goal of this book is to help service-learning practitioners better contribute to creating a truly engaged, truly democratic American higher education system, which, in turn, will contribute to a truly democratic society. This volume argues that "strong, democratic partnerships" will help service-learning address "the most serious issues facing communities and society at large" (p. 314).

In my judgment, Jacoby has it exactly right. Creating effective, democratic, mutually beneficial, mutually respectful partnerships should be a primary, if not the primary, agenda for service-learning in the first decade of the twenty-first century. It should be a primary agenda because, by working to create partnerships of that kind, service-learning practitioners will necessarily be working to transform higher education in America. Quite simply, as they currently function, colleges and universities do not and cannot make significant contributions to American democracy. Given their elitist, self-referential, conflict-riven, competitive culture, they may actually

contribute to civic disengagement and the weakening of community ties, rather than to creating a robust participatory civic life. A radically different higher education system is needed. Neither internal tinkering nor disparate, unconnected, unintegrated service-learning projects will help create that system. To the contrary, significant, serious partnerships designed to achieve a significant, serious goal are required if fundamental progress toward creating a truly engaged, truly democratic civic university is to be made.

“It is not possible to run a course aright when the goal itself is not rightly placed,” wrote Francis Bacon in *Novum Organum* in 1620 (Benson, 1972, p. xi). As noted above, for Jacoby, as well as a number of other contributors to this volume, the “rightly placed goal” for service-learning is helping to create a truly democratic society. For that to occur, Jacoby calls on universities to focus their attention on improving democracy and the quality of life in their local communities. Here Jacoby is echoing one of John Dewey’s most significant propositions: “Democracy must begin at home, and its home is the neighborly community” (Dewey, 1927/1954, p. 213). Democracy, Dewey emphasized, has to be built on face-to-face interactions in which human beings work together cooperatively to solve the ongoing problems of life. In effect, Jacoby has updated Dewey and proposed that: Democracy must begin at home, and its home is the engaged neighborly college or university and its local community partners.

The benefits of a local community focus for college and university service-learning courses and programs are obvious. Ongoing, continuous interaction is facilitated through work in an easily accessible local setting. Relationships of trust, so essential for effective partnerships and effective learning, are also built through day-to-day work on problems and issues of mutual concern. In addition, the local community also provides a setting in which a number of service-learning courses can work together and produce substantive results. Work in a college or university’s local community also allows for interaction across schools and disciplines, creating interdisciplinary learning opportunities. And finally, the local community is a real-world site in which community members and academics can pragmatically determine whether the work is making a real difference, and whether the neighborhood and the institution are better as a result of common efforts.

Needless to say, “community-focused service-learning partnerships” (to coin a phrase) is not the usual practice. As Susan Jones notes in Chapter Eight on exemplary partnerships with community agencies: “Little in the research and literature on service-learning provides evidence that the accomplishment of indistinguishable consequences [between the higher education institutions and the community], or true reciprocity, is actually achieved” (p. 153). Jacoby and her colleagues persuasively make a case for a different kind of service-learning. In their view, service-learning functions as a community-building and democracy-building activity, involving not only student reflection on the service experience but also the provision of genuine service to the community, as well as the development of democratic, respectful relationships between students and the community members with whom they work. Jacoby and her colleagues also make the case that service-learning should attempt to solve, not merely address or learn from, community problems.

For a number of years (seventeen to be exact) my colleagues, students, and I have been trying to do that kind of service-learning at the University of Pennsylvania. To describe our work, we use the term “strategic academically based community service,” a form of service-learning that involves the integration of research, teaching, and service. It focuses on helping to solve significant structural problems at Penn and in its local community—problems such as elitist, nondemocratic schooling, failing public schools, poor health care, and poverty. We have tried, are trying, and have made progress, but we have very, very far to go, both at Penn and in its local community, West Philadelphia. We have learned in practice how hard it is to overcome the dead hand of academic tradition, which strongly favors so-called “pure” over applied research, and individual, entrepreneurial, discipline-focused projects over cooperative, real-world, community problem-solving work. Simply put, engaging the entire range of a college or university’s resources to help create democratic neighborly communities requires lots of hard thinking, doing, reflecting, learning, and relearning.

I learned a great deal from Jacoby and her colleagues on ways to get us from here to there, namely, from the “somewhat engaged” to the “truly engaged” college and university. In effect, this book answers the implementation question, helping the reader

learn how to create partnerships with community organizations, pre-K–12 schools, and students, for example. And that is an invaluable service. As the distinguished systems theorists C. West Churchman and Ian Mitroff emphasize, “implementation . . . is one of the most difficult problems humans face,” particularly the problem of “how to change people and human institutions” (1998, p. 117).

An avid builder of partnerships at the University of Maryland and the community, Barbara Jacoby is extraordinarily well qualified to be lead author of a volume designed to increase our understanding of partnerships, as well as provide us with useful knowledge for building better partnerships. And she has assembled a similarly qualified group of coauthors who have done exemplary work building partnerships and teaching and writing about service-learning. Among the powerful insights that many of the authors developed over their years of experience, perhaps the most significant is that sustained, effective collaboration between academics and community members is crucial for advancing both knowledge and human welfare. I agree strongly that multiple perspectives and approaches are needed to improve both communities and higher education institutions. Knowledge, quite simply, resides in many places, not just in the academy. Providing strategies for democratizing and integrating the production and use of knowledge may indeed be one of the volume’s most important contributions.

Thinking and writing about building partnerships for service-learning may not be easy, but it is much, much easier than actually building real partnerships between colleges and universities and their communities. Will the ideas and strategies presented in this volume bear fruit on campuses and communities, helping to generate much better service-learning and new and better partnerships? My hunch is that they will. I am certain, however, that effectively implementing “community-focused service-learning partnerships” would help American colleges and universities better educate students to be lifelong, moral, democratic citizens in a democratic society.

IRA HARKAVY
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Preface

Since the publication of *Service-Learning in Higher Education: Concepts and Practices* in 1996, much has come clear to this avid observer, practitioner, and advocate of service-learning. Service-learning has become institutionalized, as we like to say, on many more campuses. The numbers of students participating in both curricular and cocurricular service-learning have skyrocketed. Thanks to our colleagues who are active researchers and reflective analysts, we now have substantial evidence of the outcomes of service-learning and numerous guidelines and models of good practice. Even more significantly, it is widely recognized that service-learning is located squarely at the intersection of two powerful movements: the intentional orientation of undergraduate education toward active learning and the call for the civic renewal of higher education—the engaged campus.

Through high-quality service-learning, students perform activities that directly address human and community needs. In addition, students engage in critical reflection about what social responsibility means to them and how they will make socially responsible choices throughout all aspects of their lives. Communities benefit from new energy brought to bear on their problems and enhanced capacity to capitalize on their assets. When service-learning lives up to its potential to lead institutions of higher education to transform themselves into fully engaged citizens of their communities and the world, its ability to bring about positive social change is limitless.

What else has become evident is that service-learning is all about partnerships. And so partnerships had to be the subject of this book. Although much has been written about campus-community partnerships, many of us are all too familiar with examples of “partnerships in name only,” in which the partnership essentially

exists in a grant application or university promotional brochure. Too many communities have complained of being used as “learning laboratories” or having been “partnered to death” by universities. On the other hand, very little has been written about the other partnerships that are required to support strong and effective service-learning. These include, but are not limited to, partnerships within a single institution of higher education; among institutions; with schools, community agencies, and neighborhoods; with national and regional associations; and with governmental and nongovernmental organizations in the United States and abroad. Service-learning partnerships are complex, interdependent, fluid, dynamic, and delicate.

This book is about how service-learning should be, must be, if it is to fulfill its potential for both service and learning. In discussions with campus and association leaders of service-learning about the conceptual design of this book, more than one called for a book that is “inspirational rather than mechanical.” Yet, they agreed, inspiration without the benefit of what we have learned through experience is not enough. The premise here is that the way to advance service-learning, to secure its future, and to maximize its benefits is through the creation and sustainability of a wide range of authentic, democratic, reciprocal partnerships. Stated simply, “You can take service-learning to the next level by taking partnerships to the next level” (Bailis, 2000, p. 3).

Audiences

Building Partnerships for Service-Learning was intentionally written for several audiences. Potential service-learning partners encompass a wide range of individuals with different perspectives and motivations, as well as different levels of knowledge about, and experience in, service-learning. This book will assist college presidents and senior academic officers to discover the key roles they can and should play in the development and sustenance of service-learning partnerships and why they should do so. As more and more institutions of higher education seek to reclaim their civic role—to become engaged in their communities—service-learning partnerships readily open the door to broader, more profound, and

more transformative partnerships. The book elucidates how academic deans, department chairs, and faculty can enhance research, teaching, and learning by engaging in partnerships for service-learning. It also enables student leaders and student affairs professionals to assume their rightful places as partners in developing and implementing service-learning experiences that promote many facets of student learning and development.

Although its primary focus is on those within the higher education community, on campuses and in associations, this book is also valuable for community leaders, K–12 educators, nonprofit agency staff, and corporate sector representatives who may wish to consider entering into service-learning partnerships with colleges and universities. It will explain the often confusing landscape of higher education to those who do not work within it: “So you want to work with a university. . . . [T]his is what you’ll face” (E. Hollander, personal communication, October 2000.) For our international colleagues it offers a comprehensive examination of service-learning partnerships in the United States together with specific insights on forming high-quality international partnerships. The book also contains important implications for public policy makers, foundation leaders, and government officials whose understanding and support of service-learning partnerships are critical if they are to be sustainable over time and successful in meeting human and community needs.

Overview of the Contents

The first three chapters provide the fundamentals of partnerships for service-learning: principles, relationships, and assessment. Chapter One places partnerships for service-learning in the context of today’s higher education and offers three frameworks, or sets of principles, to guide the development of authentic, democratic partnerships. In Chapter Two, Sandra Enos and Keith Morton discuss the complex dynamics of relationships between campuses and communities and the differences between transactional and transformative relationships. Sherril B. Gelmon, in Chapter Three, proposes assessment as a means of building service-learning partnerships.

The next three chapters describe the kinds of partnerships within higher education that provide the foundation for high-quality, sustainable service-learning. In Chapter Four, Cathy McHugh Engstrom explores partnerships between academic and student affairs and advocates for the formation of collaborative partnerships. Irene Fisher and Shannon Wilson, in Chapter Five, propose benchmarks for the development of service-learning partnerships with students and examine a wide range of outstanding examples of such partnerships. Chapter Six, by Jennifer M. Pigza and Marie L. Troppe, offers three models for campuswide infrastructure for service-learning and civic engagement, together with benchmarks for use in institutional self-assessment. In Chapter Seven, James Birge, Brooke Beaird, and Jan Torres address the principles and practices of building service-learning partnerships between and among institutions of higher education.

The next chapters focus on partnerships involving colleges and a range of external entities. Chapter Eight, by Susan R. Jones, urges colleges to develop truly reciprocal partnerships with community agencies, arguing that equality in these relationships is both important and possible. In Chapter Nine, Terry Pickeral discusses the history, current state of practice, and future of service-learning partnerships between K–12 and higher education, offering recommendations for moving partnerships to greater scope, depth, and quality. Janni Sorenson, Kenneth M. Reardon, and Cathy Klump present, in Chapter Ten, a case study of a service-learning course that evolved into outstanding partnerships to rebuild urban neighborhoods struggling with poverty and neglect. In Chapter Eleven, Philip Nyden challenges higher education, despite its traditional research culture, to engage in collaborative action research through service-learning partnerships.

The chapters that follow further expand the partnership paradigm in exciting ways. Stacey Riemer and Joshua McKeown, in Chapter Twelve, address the challenges and benefits of involving corporate partners in service-learning. Linda A. Chisholm's Chapter Thirteen spurs us to create international partnerships for service-learning in response to rapidly increasing globalization. In Chapter Fourteen, Elizabeth Hollander and Matthew Hartley examine the relationship between civic renewal and service-learning and

how placing service-learning in a civic frame affirms its purpose and centrality in higher education. The final chapter sets forth a mandate for action to secure the future of partnerships for service-learning.

Acknowledgments

This book has been inspired and enriched by many people. I am indebted to all of them.

First, I thank and appreciate the chapter authors for so generously sharing their knowledge and experience with us. It has been an honor to work with such an amazing group of thinkers, educators, and professionals.

Much of the inspiration for this book came from a lively meeting hosted by Campus Compact that included its incredible staff and Providence friends. The impetus to make this volume into a vehicle that encourages colleges and universities to enter into authentic, democratic service-learning partnerships with communities that advance the common good and enable higher education to fulfill its public purpose came from them. For this, I am deeply grateful.

I thank the wonderful staff of Commuter Affairs and Community Service at the University of Maryland for their constant support and assistance with this project. Leslie Stubbs and David Palomino did a tremendous amount of hard work in preparing the manuscript. John Garland gallantly assisted with the final details. This book would not have been possible without them.

The guidance of David Brightman at Jossey-Bass was invaluable throughout the journey. Melissa Kirk and Elisa Rassen were also helpful. Roger Nozaki, Debbie White, and Bruce Behringer were instrumental in the development of the chapter on corporate partners.

With great love and appreciation, I thank my husband and partner of thirty-one years, Steve Jacoby. No matter how discouraged I get along the way, he always cheers me up, puts things in perspective, and remains my loyal fan.

Last but surely not least, as I always try to do, I acknowledge those “who went before.” In this case, I ask that we raise our collective glass in a toast to the many dedicated individuals who have

nurtured, supported, and ventured into partnerships for service-learning.

BARBARA JACOBY
October 2002

Reference

Bailis, L. N. *Taking Service-Learning to the Next Level: Emerging Lessons from the National Community Development Program*. Springfield, Va.: National Society for Experiential Education, 2000.

The Authors

Barbara Jacoby is director of Commuter Affairs and Community Service and adviser to the president for America Reads*America Counts at the University of Maryland–College Park. She also serves as director of the National Clearinghouse for Commuter Programs, the only national organization that exists solely to provide information and assistance to professionals in designing programs and services for commuter students. She is affiliate associate professor of college student personnel at the University of Maryland. She earned her B.A. (1971), M.A. (1972), and Ph.D. (1978) degrees in French language and literature at the University of Maryland.

Jacoby is the author of *Service-Learning in Higher Education: Concepts and Practices* (1996), *Involving Commuter Students in Learning* (2000), and *The Student as Commuter: Developing a Comprehensive Institutional Response* (1989). She has written many articles and book chapters on topics that include service-learning in higher education, enhancing the educational experience of college students, and the future of student affairs. She has been featured on three national teleconferences on commuter students and adult learners. Jacoby has consulted extensively at colleges and universities across the country and has made numerous keynote speeches and presentations. She is active in promoting service-learning on her campus, in the state of Maryland, and nationally.

Over the years she has held many leadership positions in the American College Personnel Association and the National Association of Student Personnel Administrators. She has also served on the board of directors of the Council for the Advancement of Standards in Higher Education since 1980. Her Services, Programs, Advocacy, and Research (SPAR) model—a comprehensive approach to meeting the needs of diverse student populations—has

been adopted for use by a number of institutions. Jacoby's institution and professional associations have recognized her outstanding contributions on several occasions.

Brooke Beaird is associate director of Campus Compact and former executive director of the Colorado Campus Compact. Prior to becoming the first director of the Colorado Compact in 1992, Beaird was assistant director of Campus Compact and directed the Campus Partners in Learning, a national mentoring project. Beaird has been responsible for both national and state programs in service-learning and has managed substantial grants from both federal and private sources. His work at the state and national levels has involved running programs for presidents, faculty, and students engaged in campus-based service. Beaird served on the Colorado governor's Commission on National and Community Service and its Executive Committee. He has a B.A. degree in English from Centenary College of Louisiana (1967) and an M.A. degree in business and economics from the University of Texas–Austin (1969). He has completed all but the dissertation in the higher education administration doctoral program at the University of Denver.

James Birge has been executive director of the Pennsylvania Campus Compact since 1997. His interests lie in educating men and women to take leadership roles in a changing society. He has worked with the people in rural Coahuila, Mexico, and with the homeless in Denver. Birge received a Ph.D. degree in leadership studies from Gonzaga University in 2000. His dissertation topic was "Academic Presidents as Public Leaders." His undergraduate degree (1984) is in education from Westfield State College in Massachusetts, and his master's degree (1987) is in counseling from Plymouth State College in New Hampshire. Prior to working for Campus Compact, he was the coordinator of the Center for Service Learning at Regis University in Denver.

Linda A. Chisholm is currently president of the International Partnership for Service-Learning, which she cofounded with Howard A. Berry in 1982. She holds a B.A. degree in history (1962) from the University of Tulsa, an M.A. degree in renaissance and refor-

mation studies (1972) from the University of Tulsa, and a Ph.D. degree in history and higher education research from Columbia University (1982). She is former president of the Association of Episcopal Colleges and was the founder and first general secretary of the international organization Colleges and Universities of the Anglican Communion. Chisholm has been awarded honorary degrees from the General Theological Seminary in New York (Doctor of Divinity, 1995) and Cuttington University College in Liberia (Doctor of Humane Letters, 2001), and the University Fellowship from the University of Surrey Roehampton in London (2000). She recently authored *Charting a Hero's Journey* (2000). Chisholm coauthored two books with Howard A. Berry, *Service-Learning in Higher Education Around the World: An Initial Look* (1999) and *Students Tell Students: How to Serve and Learn Abroad Effectively* (1992).

Cathy McHugh Engstrom is associate professor in higher education at Syracuse University and coordinator of the master's program in student affairs/higher education. She received her Ph.D. degree in counseling and personnel services from the University of Maryland–College Park (1991) and her M.S. degree in higher education administration from the University of Vermont (1981). Issues of representation, diversity, power and authority, collaboration, and learning are embedded in her research and writing activities, including her work on student affairs–academic affairs partnerships and innovative pedagogies to promote student learning. Prior to joining the faculty, Engstrom worked as a student affairs administrator for more than fourteen years at the University of California–Davis, the University of Maryland–College Park, and Virginia Polytechnic Institute and State University. She authored a chapter with Vincent Tinto, “Developing Partnerships with Academic Affairs to Promote Student Learning,” in Barr and Desler’s *Handbook of Student Affairs Administration* (2000).

Sandra Enos is assistant professor of sociology at Rhode Island College. Prior to becoming a faculty member, she directed the Project to Integrate Service with Academic Study at Campus Compact from 1994 to 1996. Early in her career, she served as a VISTA volunteer in rural Alabama. She has also worked in child welfare,

adult corrections, and as a policy aide in the office of the governor of the state of Rhode Island. She is the author of *Mothering from the Inside: Parenting in a Women's Prison* (2001) and several articles on service-learning in sociology. With Marie L. Troppe, Enos coauthored the chapter "Service-Learning in the Curriculum" for *Service-Learning in Higher Education: Concepts and Practices* (Jacoby, 1996). She earned her B.A. degree (1971) in sociology from Rhode Island College, her M.A. degree (1974) in sociology and interdisciplinary urban affairs from Brown University, and her Ph.D. degree in sociology from the University of Connecticut.

Irene S. Fisher is special assistant to the president for campus-community partnerships at the University of Utah. She served as founding director of the Lowell Bennion Community Service Center at the University of Utah from 1987 to 2001. From 1996 to 2001 she was volunteer executive director of the Utah Campus Compact and adjunct faculty member in the University of Utah's graduate school of social work and the department of family and consumer studies. She formerly directed Utah Issues Information Program, an advocacy organization for low-income issues. Fisher served as chair of the Coalition for Utah's Future, the League of Women Voters of Salt Lake City, and Utah Children. She received her B.A. degree (1959) in speech communication and elementary education from Northern State College in South Dakota and an honorary doctorate of humane letters from the University of Utah (2001). She authored the chapter "Integrating Service-Learning Experiences into Postcollege Choices" in *Service-Learning in Higher Education: Concepts and Practices* (Jacoby, 1996).

Sherril B. Gelmon is professor of public health at Portland State University and Campus Compact engaged scholar on assessment. She holds a doctorate of public health in health policy from the University of Michigan (1990), a masters of health science from the University of Toronto (1983), and undergraduate degrees in physical therapy from the universities of Toronto (1978) and Saskatchewan (1976). Prior to joining Portland State University, she served as executive director of the Accrediting Commission on Education for Health Services Administration (1988–1994) and director of academic affairs for the Association of University Pro-

grams in Health Administration (1988–1994), and as coordinator of the planning directorate for the University of Toronto Faculty of Medicine (1984–1988). She was the national evaluation director for both the Health Professions Schools in Service to the Nation program and the Community Based Quality Improvement in Health Professions Education initiative. She also served as project director for the Task Force on the Accreditation of Health Professions Education for the Pew Health Professions Commission. She has served as an examiner with the Malcolm Baldrige National Quality Award Program for the U.S. Department of Commerce since 1999. Gelmon is the lead author of *Assessing Service-Learning and Civic Engagement: Principles and Techniques* published by Campus Compact in 2001.

Matthew Hartley is assistant professor of education at the University of Pennsylvania in the graduate school of education. He completed his Ed.D. degree at Harvard University's graduate school of education in administration, planning, and social policy (2001), where he served as a teaching fellow, research assistant, and editor and cochair of the *Harvard Educational Review*. Prior to that, he was the founding director of community service learning at Bradford College in Bradford, Massachusetts. Hartley received his M.Ed. degree at the Harvard University graduate school of education (1994) and his B.A. degree at Colby College in art history (1986).

Elizabeth Hollander is executive director of Campus Compact, a national coalition of more than 850 college and university presidents who support the expansion of opportunities for public and community service in higher education and the importance of integrating service into academic study. Hollander served as executive director of the Monsignor John J. Egan Urban Center at DePaul University. She was also president of the Government Assistance Program in Illinois and director of planning for the city of Chicago. She is a fellow of the National Academy of Public Administration and serves on its Civic Engagement Panel. Hollander also serves on the boards of the Woodstock Institute in Chicago, the American Association of Colleges and Universities Diversity Web, the advisory board of the online *Journal of College and Character*, the American Committee of the International Consortium on Higher

Education, the selection committee for the Jimmy and Rosalynn Carter Partnership Award for Campus-Community Collaboration, and the Truman Regional Scholarship Committee. In 2001, Hollander received an honorary doctorate from Millikin University in Illinois. She received a B.A. degree cum laude in political science from Bryn Mawr College (1961).

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Cathy Klump is national housing organizer for the National Training and Information Center in Chicago, a thirty-year-old nonprofit organization that provides training, technical assistance, and community organizing support for grassroots community organizations. From 1999 to 2001 Klump was director of the Neighborhood Technical Assistance Center in East St. Louis. She also served as vice-chair of the East St. Louis Action Research Project at the University of Illinois at Urbana-Champaign and assisted in developing three comprehensive neighborhood revitalization plans in partnership with hundreds of community leaders. Klump holds an M.A. degree (1999) and B.A. degree (1997) in urban and regional planning