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**PHENND**

Philadelphia Higher Education Network for Neighborhood Development

# 2010 Annual Report

*presented*

*Friday, February 26, 2010*

*Arcadia University*



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**Welcome!** On behalf of the seven PHENND Co-Chairs, it gives me great pleasure to introduce the second Annual Report of the Philadelphia Higher Education Network for Neighborhood Development.

PHENND has a long and productive history of facilitating campus-community partnership around the region; however, until now the organization did not have an annual report to share its story with a broader audience.

Those of us who know PHENND and work with the organization know that its successes are not its alone; PHENND shares its accomplishments with all of its institutional and community-based partners. This is why the report is not limited to PHENND; member campuses are also featured so they may showcase their work as well.

We hope this will be the first of many annual reports highlighting the achievements of the wonderful and dynamic organization we have come to rely on year in and year out.

Thank you.

*Ira Harkavy*

#### **PHENND Co-Chairs**

**Dr. Ira Harkavy**  
Director  
Netter Center for Community Partnerships  
University of Pennsylvania

**Dr. David Bartelt**  
Professor  
Geography and Urban Studies  
Temple University

**Dr. Marcine Pickron-Davis**  
Assistant to the President for Community Engagement and Diversity Initiatives  
Widener University

**Dr. Karen Tidmarsh**  
Dean of the College  
Bryn Mawr College

**Dr. Suzanne Rocheleau**  
Associate Dean, Pennoni Honors College  
Drexel University

**Dr. Virginia Johnson**  
Director, Faith-Justice Institute  
Saint Joseph's University

**Dr. Joy Charlton**  
Lang Center for Civic and Social Responsibility  
Swarthmore College



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## Our Mission

The Philadelphia Higher Education Network for Neighborhood Development (PHENND) is a consortium of 34 colleges and universities in the greater Philadelphia area. PHENND works to build the capacity of its member institutions to develop mutually beneficial, sustained, and democratic community-based service-learning partnerships. The consortium actively seeks to revitalize local communities and schools and foster civic responsibility among the region's colleges and universities.

Higher educational institutions can function as permanent anchors and partners for community improvement. Moreover it is deeply in their interests to do so; their futures are intertwined with that of their neighborhoods. PHENND provides a vehicle for coordinating and, where appropriate, combining the efforts of higher eds so that they can make a significant contribution to improving the entire Philadelphia region.

## Our History

The Philadelphia Higher Education Network for Neighborhood Development (PHENND) began in 1987 with representatives from five colleges and universities. In the spring of 1991, interest in PHENND began to increase, witnessed by an organizational meeting that drew over twenty participants from higher educational institutions throughout the area. In 1992, PHENND co-sponsored and was the lead organization of Philadelphia's Summer of Service Project, part of an initial effort in President Clinton's National Service Program. The program, Immunize Children At-Risk Early (ICARE), involved the coordination of 12 higher educational institutions through PHENND, the City's Health Department, the Greater Philadelphia Urban Affairs Coalition, and the School District of Philadelphia, as well as other organizations. In 1993, PHENND began to hold regular meetings and policy workshops with local, state, and federal officials.



Metropolitan-area higher ed collaboration was strengthened in 1994 when several Philadelphia-area institutions received grants through Pennsylvania Campus Compact to develop a corps of part-time service scholars. Managing the only part-time corps in the nation, the Philadelphia program coordinators met regularly, helping solidify a regional approach to national service. The program was so successful it became a model for the current "Ed-only" AmeriCorps award, administered by the Corporation for National Service.

In 1997, PHENND received a major grant from the Corporation for National Service as part of the first round of higher education consortia awards under the Learn and Serve program. Since that time, PHENND has grown from an organization of five colleges and universities to over 40 and from 25 individuals to over 3,000.

Since 1997, PHENND has held an annual conference, which draws higher ed faculty, students, and administrators as well as representatives of community based organizations and public schools to discuss issues pertaining to campus-community partnership. Last year, PHENND's Tenth Annual Conference, which drew participants from Southeastern Pennsylvania and Southern New Jersey, focused on "Mobilizing Our Assets: Intellectual, Financial and Institutional." Keynote speaker Karen Gross, President of Southern Vermont College, gave a provocative talk about the language of money and we who desire to help low-income families need to adapt to new economic realities.

Currently, PHENND is embarking on a new three-year program entitled "Higher Education as Guides to the Credit Path." With funding from Learn and Serve America, and in partnership with Drexel University's Center for Civic Engagement, PHENND will develop and expand four regional campus-community partnership initiatives focused on key areas of economic recovery: food stamp enrollment, income tax assistance for low-income families, financial education, and micro-entrepreneurship training. Each of these areas sits along a continuum of asset development, The Credit Path, which moves families from financial



uncertainty to self-sufficiency. Layered across each of these regional partnerships, PHENND will also build capacity of partnering nonprofits and their affiliates through a series of targeted programs: capacity-building workshops, student internships, and student leadership development.

In addition, PHENND provides training and technical assistance to numerous university- and community-based practitioners on a wide variety of topics including student volunteer training, service-learning, community-based research, and the best practices of partnership. In addition to supporting the work of member institutions, PHENND also coordinates its own programs which bring the resources of the PHENND Network to bear on particular issues or problems. Current initiatives include the Senior Projects Initiative and the Scholars in Service to Pennsylvania program.

PHENND's growth signals an increasing recognition that significant curricular and co-curricular benefits can result when student and faculty members focus their research on working with the community. Finally, the PHENND approach provides a way to more effectively educate students for citizenship by providing them with opportunities to serve.

PHENND provides increased hope that higher educational institutions will work together to help solve our country's most pressing problems. For the Philadelphia area, PHENND signals a new kind of democratic partnership that will result in substantial benefits for the colleges, universities, schools and communities of our region.

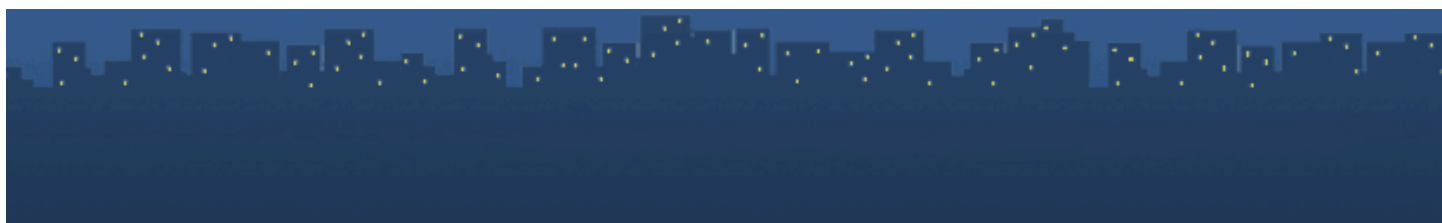


PHENND is a network of institutions of higher education (IHEs), non-profit agencies, community organizations, and individuals in the Delaware Valley with the shared goal of working together to strengthen the region's service and service learning activities. PHENND's activities such as conferences, email newsletters, and technical assistance attract and serve a broad array of individuals and organizations from the IHE, service learning, community service, and non-profit sectors throughout the region. See Figure I (Appendix) for a graphical representation of the relationship between the PHENND's network, PHENND's activities, and PHENND's impacts.

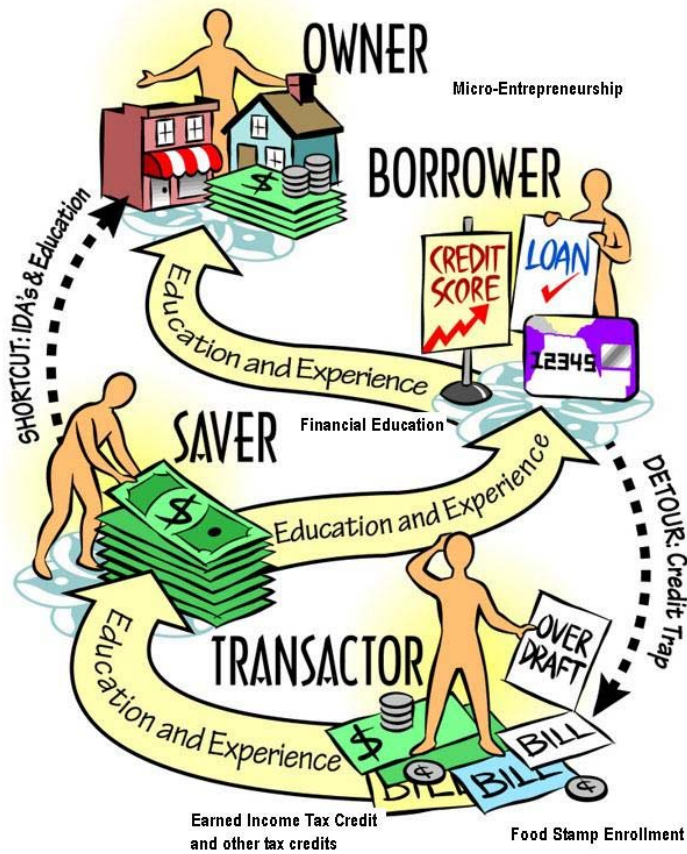
This past year, PHENND began a Strategic Planning Process led by Sarah Halley of the Napier Group. The process is designed to renew stakeholder's energy and enthusiasm as well as to provide an overall direction for the organization over the next 3-5 years. Additionally, PHENND needs to restructure its membership policies with an eye toward financial sustainability. The strategic planning process will guide this restructuring as well so that PHENND remains a viable and dynamic organization into the next decade.



In other exciting news, PHENND is pleased to announce the development of a new project, "Higher Education as Guides to the Credit Path." With funding from Learn and Serve America, and in partnership with Drexel University's Center for Civic Engagement, PHENND will develop and expand four regional campus-community partnership initiatives focused on key areas of economic recovery: food stamp enrollment, income tax assistance for low-income families, financial education, and micro-entrepreneurship training. Each of these areas sits along a continuum of asset development, The Credit Path, which moves families from financial uncertainty to self-sufficiency. Layered across each of these regional partnerships, PHENND will also build capacity of partnering nonprofits and their affiliates through a series of targeted programs: capacity-building workshops, student internships, and student leadership development.



The Credit Path was developed by the Alternatives Federal Credit Union in Ithaca, NY, to describe the process by which they move their members from fragile economic states to self-sufficiency. PHENND felt this model was a good framework on which to situate the services and activities outlined in our grant proposal.



As a result of the funding, PHENND plans to engage 500 student participants annually through a combination of service-learning courses and community service. Subgrants, representing 34% of requested funds, will be made to regional nonprofits that work along The Credit Path so they may coordinate participants effectively across the region. These nonprofits are: Greater Philadelphia Coalition Against Hunger, Delaware County Asset Development Group, Montgomery County Tax Coalition, the Campaign for Working Families the Financial Advancement Network program at the Greater Philadelphia Urban Affairs Coalition, and the Philadelphia Development Partnership.

Subgrants will also be made each year to area colleges and universities, to provide capacity-building workshops to partnering nonprofits and their affiliates, to develop student leadership, and to manage student interns who will, in turn, support the nonprofits and affiliates already involved in other aspects of this initiative.

The result will be that by Year 3 (2011-2012), 1200 students will have been engaged in service-learning activities that move people along The Credit Path. As a result, 6,000 low-income individuals and families will receive information about becoming more self-sufficient and services to help them achieve that goal. Finally, at least 500 nonprofit organizations, working along The Credit Path, will receive capacity-building support in the form workshops and student interns. survey of 81 PHENND participants.

### **Key Programs and Outcomes (2008-2009)**

Today, PHENND plays five primary roles that are the keys to its success. Those roles are: information clearinghouse, hub of networking, training and technical assistance provider, matchmaker, and when possible, funder. For each of these roles, several strategies and activities have evolved. Updates from the past academic year are provided for each of PHENND's major roles.





## **Clearinghouse of Information**

### *PHENND Update*

This year, the PHENND Update received a major technical and design overhaul. The PHENND Update was integrated with a redesigned PHENND website in 2008 (both on [www.phennd.org](http://www.phennd.org)). The PHENND Update now utilizes Word Press, a popular blogging software. This allows for an attractive and user-friendly searchable archive of all items in the Update.

By the numbers:

- 2,471 individuals receive the PHENND Update each week
- 2,230 events, jobs, grants, and other announcements have been advertised since this time last year

### *PHENND Website*

The PHENND Website is now in its second year of operation after the redesign of 2008. This redesign improved the PHENND Syllabi Swap, which now uses a bulletin board format. The Syllabi Swap is a searchable collection of various service-learning syllabi from member institutions across the region.

By the numbers:

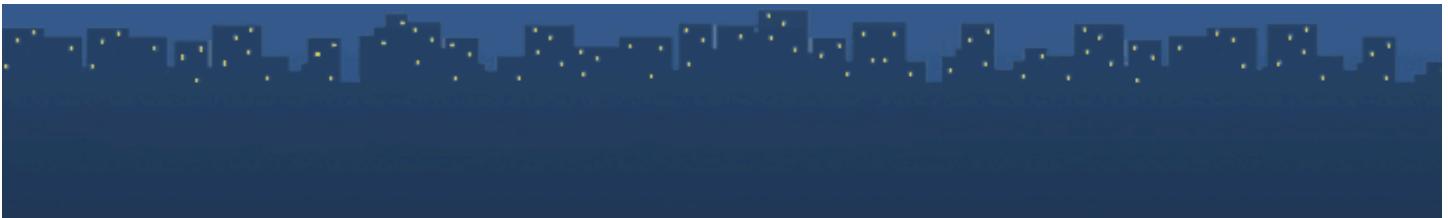
- Since last year, 7 syllabi were added to the Syllabi Swap
- The newest syllabus is Dr. Jerusha Conner's Diversity & Inclusion (Villanova University) which has been downloaded 220 times since it appeared in mid-May.

## **Training and Technical Assistance Provider**

### *Workshops*

During the 2008-2009 academic year, PHENND provided the following training workshops.

- October 2008: Participation in service-learning professional development for faculty at Montgomery County Community College Blue Bell Campus
- November 2008: Participation in service-learning presentation for faculty at



### Montgomery County Community College Pottstown Campus

- December 2008: Participation in service-learning professional development for faculty at Widener University
- February 2009: Participation in service-learning presentation for faculty at Holy Family University
- May 2009: Participation in service reflection for student leaders at Albright College
- July 2009: Participation in orientation for new class of Haverford House fellows

### *Conference Presentations*

- August 2008: Philadelphia College Prep Roundtable Forum, Rosemont College, "Service-Learning as a Drop-Out Prevention Strategy"

### **Funder**

During the 2008-2009 academic year, PHENND wrapped up a three-year funding cycle supported by a Learn and Serve grant through the PA/NY Campus Compact Consortium. PHENND provided modest grants to 8 member institutions for the purpose of "Institutionalizing Service-Learning." Participating institutions were asked to assess their current success with service-learning and "take it to the next level." In some cases this meant the beginning of coordinated efforts on a campus; other more advanced campuses refined evaluation methods, enhanced and expanded faculty development programs, and/or developed new community partnerships. Representatives from these 8 institutions met a few times per year to discuss their activities and grant-specific issues; however, they also met with other campuses' community service and service-learning directors as well, broadening the impact of this program to the rest of the region.

Below is a summary of each campus's major accomplishments during the entire grant period (Jan. 2007-Aug. 2009)



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*The following six campuses each received approximately \$15,000 over a three years period through support from PACC/NYCC's Building on Our Strengths Learn and Serve grant. Over that same time, these campuses provided matching funds of approximately \$25,000 to support their service-learning activities.*

**Bryn Mawr College:** The ongoing reflection is that this grant has encouraged and supported the Praxis Steering Committee to refine and revise the structure of the Praxis Program. These revisions make room for faculty to approach community-based learning in a more gradual manner and legitimize exploration as a form of engagement with the community. In particular, there is now an official liaison between the College's Curriculum Committee and the Praxis Steering Committee.

**Cabrini College:** This grant came at an important time for Cabrini College. During the three years, the faculty passed a curriculum that requires a community engagement course in all four years of an undergraduate's education. All of the College's full-time faculty are expected to teach in this series, and this is requiring Cabrini to provide intensive faculty development to implement the curriculum. It is still early in this process, but grant has allowed Cabrini to launch pilot service learning courses while hosting large conversations with faculty about how to develop, teach, and assess courses along with community partners.

**Chestnut Hill College:** This grant really allowed service-learning to be seen as a viable pedagogy on the campus. Prior to 2006, service-learning was largely done in an ad-hoc manner. Through the offering of several faculty development workshops and invitations to speak at Faculty Senate and Faculty-Administration meetings, the service-learning program grew significantly. The staff reports that they are confident that this momentum and positive reputation will continue beyond the end of the grant cycle. The current goal is to have at least one service-learning course offered in each of their academic majors.

**Gwynedd-Mercy College:** The overall impact of the grant has been positive. The training that was provided early on allowed several faculty to learn more about this pedagogy and examine their courses to see how it could fit into their work. In turn, some of these faculty inspired/encouraged colleagues to incorporate service-learning into their own work. At this point, there is a small cadre of faculty who regularly include service learning in their courses. The grant also enhanced the First Year Experience course for our students. The service-



learning coordinator took an active role on the teaching team providing insight and assistance to faculty engaging in service-learning for the first time. In addition, a portion of the grant was used to support the service activities of each class.

**Montgomery County Community College:** A new position at the college has been created for a faculty member who will oversee the Service Learning coordination on campus. It is the college's commitment to sustainability of Service Learning. Service Learning is now in the process of being established in the core curriculum and is undergoing review with the core committee. Part of that process is the development of a rubric that can be utilized by all divisions of the College.

**Saint Joseph's University:** With the assistance of the grant, service-learning course offerings expanded 54%. Overall faculty involvement in the service-learning program beyond teaching the classroom has increased. Involvement in Service-Learning Faculty Learning Communities, workshops and additional opportunities engaged all but one of currently teaching service-learning faculty and eight additional service-learning faculty.

*The following two campuses participated in the Institutionalization of Service-Learning program completely on their own funds (totaling approximately \$50,000 each over the three year period).*

**University of Pennsylvania:** While no funds and direct support were given to the Netter Center for Community Partnerships from this grant, we learned a great deal from our colleagues across the area (via PHENND and the University of Pennsylvania.) Evaluation is a permanent component of NCCP practices, even if still at the beginning phases of development and planning.

**Widener University:** Participating in this grant helped us to look at new ways to meet our faculty development goals and to attract more faculty members to our program. We will need to continue to provide faculty development for those who have completed our introductory program in addition to training new faculty.

Together, and as a direct result of the funding provided, these eight campuses (along with other activities directed by PHENND) reported the following pro-



gress during the 08-09 academic year.

- 1571 undergraduates engaged in service-learning
- 107 faculty teaching service-learning courses and/or revising curriculum
- 94 service-learning courses offered
- 33 service-learning courses that involved tutoring or mentoring K-12 students
- 800 K-12 students tutored or mentored
- 128 community partners involved in projects

### **Hub of Networking**

#### *Annual Conference*

Since 1997, PHENND has held an annual conference, which draws higher ed faculty, students, and administrators as well as representatives of community based organizations and public schools to discuss issues pertaining to campus-community partnership. Last year, PHENND held its 10<sup>th</sup> annual conference, which drew participants from Southeastern Pennsylvania and Southern New Jersey, focused on "Mobilizing Our Assets: Intellectual, Financial and Institutional." Keynote speaker Karen Gross, President of Southern Vermont College, gave a provocative talk about the language of money and we who desire to help low-income families need to adapt to new economic realities.

#### *Quarterly PHENND Meeting*

September 2008: Quarterly PHENND Meeting focused on Environmental Projects at Cabrini College (35 participants)

### **Manager of multi-university efforts**

#### *Scholars in Service to Pennsylvania AmeriCorps Program*

PHENND serves as an intermediary organization, distributing part-time AmeriCorps Education Award Only slots to 35+ colleges and universities across Pennsylvania.





## SCHOLARS · IN · SERVICE

TO PENNSYLVANIA  
AMERICORPS PROGRAM

By the numbers:

- During the 2008-2009 year, participating campuses enrolled 321 students of which 233 earned AmeriCorps Education Awards totaling \$290,750.

• The 321 students enrolled performed 90,239 hours of community service (including training and member development activities)

- Those same students recruited an additional 9,950 non-AmeriCorps volunteers, who in turn performed over 92,695 hours of service

### *Senior Projects Initiative*

The School District of Philadelphia is ramping up the quality and academic rigor associated with the state-mandated "Senior Project." In November 2006, PHENND was asked by the District to match each participating school with a university partner. These partners provide project mentors and other resources to help the schools and students succeed.

Since that time, with support from the School District, and Pennsylvania Campus Compact (through both Learn and Serve and VISTA), PHENND has recruited faculty from area campuses wishing to partner with selected high schools on the Senior Project Initiative. During the 2008-2009 academic year the following partnerships took place:

- Cabrini College with Olney High School
- Chestnut Hill College with Roxborough High School
- Temple University with Kensington Business High School & Kensington Culinary High School
- Bryn Mawr College with Parkway West High School
- Villanova University with Strawberry Mansion High School
- Holy Family University with Fels High School
- Rosemont College with Simon Gratz High School

Additionally, in June 2009, PHENND led a three-day Course Development Institute for area faculty to develop courses connected to Senior Projects Initiative. Eight faculty participated and five received funding to develop service-learning courses related to the senior project initiative.



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*Delaware County Asset Development Group*

PHENND helped begin this project during the 2002-2003 academic year. There are now 18 nonprofits, financial institutions, and educational institutions that make up the collaborative.

During the 2008 tax-filing season, students from Swarthmore College and Widener University, along with community volunteers, provided free tax services. The target audience for this effort is low-income filers eligible for the Earned Income Tax Credit (EITC). This credit has been touted to be the most effective way of lifting a family above the federally defined poverty line. This project has now been incorporated into the new “Higher Education as Guides to the Credit Path” initiative.

By the numbers:

- 1275 taxpayers served last year for a total refund amount of over \$1.8 million
- 60 volunteers recruited (about a third trained by PHENND)



## About Our Member Campuses



Arcadia University provides students the opportunity to explore potential career fields, enhance professional skills, meet other students who share similar interests, and support those in need through community service. The Office of Community Service, under the direction of Cindy Rubino, acts as a resource for students, as individuals or in groups interested in this type of learning. For 18 years, every new student has had the chance to participate in service as part of their Orientation to the University. Last year, 645 students went to 21 different sights on their fourth day as a member of the Arcadia Community.

With support from PHENND and AmeriCorps, Arcadia has been able to offer scholarships to motivated students interested in service. Our Scholars in Service to Pennsylvania AmeriCorps members have initiated new projects such as a campus wide book donation drive to benefit people in need in our local and international community. The scholars are integral in helping to provide our many ongoing and yearly service projects. America Reads, a nation wide literacy program, has expanded to provide assistance to students who are identified as in need of additional support in all academic areas- the number of service sites and students has grown exponentially and an ESL component is included at some of the sites that Arcadia students serve. This year 72 students serve at 9 sites in America Reads.

Events throughout the year not only send students into the community but welcome the community to the Arcadia campus. A popular Arcadia tradition is the Empty Bowl dinner. Recently celebrating its 16th year, Arcadia

hosts over 850 people who share a meal of soups, bread and desserts housed in hand made bowls created and donated by area schools, local artists and the Arcadia Fine Arts Association. All proceeds derived are shared between Interfaith Housing Project of Northeast Philadelphia and Heifer International, two agencies serving the hungry and homeless. Also for the past 7 years, we have offered an Alternative Spring Break trips providing volunteer services in Florida, Louisiana, 2 sites in Mexico, and Guatemala. "During the last week of Winter Break, Arcadia Students return to school a week early during which they devote their time to assisting agencies that address Philadelphia hunger and homelessness issues."

Back home the Arcadia Environmental Activities program was developed to promote environmental awareness on campus, reduce the school's environmental 'footprint' and maintain the on-campus recycling system. During another Popular event, the Martin Luther King Day of Service, Arcadia hosted several collections as well as a community shredding event. Collections went to agencies such as: Cradle to Crayons, the Lions Club, St. Vincent Des Paul, PSPCA, and Habitat for Humanity. A last minute drive for the people effected by the earthquakes in Haiti was also established where shoes and medical supplies were collected to be shipped to Haiti. The office is also proud to continue a tradition of hosting approximately one-hundred children for story-telling, arts and crafts and games at a Dr. Seuss Day festival held in Grey Towers Castle. The above are some examples of the programs coordinated by the Community Service Office working with students, faculty and staff to provide opportunities related to classes and/or out of class interests.







## About Our Member Campuses

The Civic Engagement Office (CEO) at Bryn Mawr College strives to empower members of our community to be authentically engaged citizens on campus, off campus, and throughout the world. The CEO bridges the academic and civic missions of the College by:

- Developing and modeling genuine partnerships with local communities and community organizations with a specific emphasis on reciprocity, transparency, and sustainability;
- Providing training and capacity-building programs for the campus community in the areas of civic engagement, community-building, and reflection; and

Sponsoring and supporting a wide variety of civic engagement opportunities for students, including volunteering, internships, community-based learning, activism, and organizing for social change.

The Civic Engagement Office links community service and activism programs with the academically based civic engagement focus of Praxis through a shared vision of preparing students for leadership in public life. Currently in its tenth year, Praxis has grown beyond its original conception as a community-based learning program that matched academic courses with relevant field placements to become a clearinghouse of civic engagement information for students, faculty, and community partners. Several of the College's key community partnerships were developed by the Praxis Program, including its new partnership with Parkway West High School, a small, special-admit school in West Philadelphia. With

the assistance of an AmeriCorps VISTA member, Bryn Mawr and Parkway West are working together on a variety of efforts, from the Senior Project Initiative to collaborative learning experiences in which college and high school students learn together in the same classroom.

The Civic Engagement Office also supports a range of service and activism programs that enable students to become involved with their communities as volunteers, mentors, tutors, interns, and community organizers. Now in its eighth year, the CEO's Volunteer Income Tax Assistance (VITA) program with CADCOM in Norristown continues to flourish and engage large numbers of students as volunteer tax preparers. The program trains undergraduates in basic tax preparation, who in turn offer free tax preparation services at CADCOM. With the help of 30 Bryn Mawr volunteers, the program brought one million dollars in tax returns and savings to families in Norristown and Montgomery County last year.

Our office continues to evolve and change to meet the needs of the community, both on and off campus, but our mission remains the same. We welcome students and community members who seek to create change in our communities and who bring creative ideas for collaboration and action. We remain so grateful for the support of our community partners and the inspiration of the PHENND network; our partnerships are integral to the education of our students and the continued growth of our programs, and we look to the future with great excitement about what is still to come.





# Bucks

*Bucks County Community College*

Bucks County Community College's mission addresses the need to equip students to be efficient and competent world citizens. Service learning promotes efficiency and competency through professional engagement while also imparting a sense of usefulness, interconnectedness and reciprocity that grants an understanding of self as a citizen of the world.

As of 2009, over 50 sites have provided students opportunities to engage in vital work practices. Service sites benefit from eager student volunteers who work hard and share information regarding the latest educational practices. In turn, students gain a first-hand understanding of theory in action, as well as expertise professional guidance. Students, host sites and the clientele they serve appreciate these experiences – yet all comment most on the deep, meaningful and mutual relationships that are the hallmark of service learning.

Service projects have included:

- Environmental sustainability projects in county and state parks
- Creating functional ceramics for Habitat for Humanity
- Producing marketing pieces

- Speaking at international and multicultural events
- Teaching reading and math skills to young children
- Providing a substance abuse prevention program to local high schools
- Assisting elderly with day trips, computers, daily activities and Senior's Prom Night

Service learning furthers community goals and encourages an educated work force that respects and appreciates varied perspectives and a collaborative work ethic. Bucks County Community College's service learning program has perpetuated excellence by putting community into community college, college into community and actively engaging in world citizenship.

Contact Deb Sedik, Service Learning Coordinator, at [sedikd@bucks.edu](mailto:sedikd@bucks.edu), for more information.





Drexel University's Center for Civic Engagement (CCE) promotes the ideals of social responsibility and public service by facilitating community-based experiential learning for students, faculty, and staff. The CCE supports over 75 partnerships with non-profit organizations, translating into more than 200 unique service opportunities each year. In addition to facilitating civic engagement activities for 2,500 Drexel students through the UNIV 101 course, the CCE develops student leaders through our Drexel Community Scholars and Drexel Bridges programs, provides civic education opportunities and collaborates with faculty members to strengthen service-learning courses

Special initiatives round off the work of the CCE. The Lindy Scholars Program partners with three west Philadelphia public elementary schools to enhance the educational experience for middle school students through a

comprehensive year-round program including personalized out-of-school mentoring and tutoring, teacher professional development, and family outreach. Additionally, Drexel University, in support of PHENND, is administering a three-year \$1.3 million Learn and Serve America higher education consortium grant to bring about economic recovery in the Philadelphia region.

Efforts by the CCE have lead to awards for Drexel University including the President of the United States' Community Service Honor Roll and the Carnegie Foundation's Classification in Community Engagement for both Curricular Engagement & Outreach and Partnerships.





Eastern University has been committed to participation in service to others since its founding. The University's triune foundation of Faith, Reason, Justice offer a mission based reason for student involvement in many community service projects and ongoing programs.

#### **Service Learning**

Eastern's Service Learning program, part of a first year course requirement grows directly out of our institutional commitment to Faith, Reason and Justice. Service learning fosters the student's learning and spiritual formation through the discipline of service to communities in need. Every student in the College of Arts and Sciences serves 20 hours during their first semester of enrollment. Many students remain involved in community service throughout their years as a student.

Here is a snapshot of some recent community service activities as well as some of the ongoing community service programs at Eastern University.

#### **Haiti Relief**

In response to the disastrous earthquake in Haiti, Eastern's Student Activities office held two fundraising events in January. The first night was a dance party in which students collected spare change for Haiti. The second night was an evening of music and spoken word from about a dozen performers in a wide range of styles. Faculty, staff, grad students, alumni and undergrads performed. Between the two nights, Eastern raised over \$700 for Haiti relief.

#### **Missions Trips**

Eastern offers a variety of missions' opportunities in January and during spring break. Trips this year include:

- New Orleans
- Haiti (just prior to the earthquake)
- Dominican Republic.
- West Virginia
- South Carolina.

#### **Philadelphia Futures-YouthWorks College Bound (YWCB)**

YWCB provides a College Application Marathon and Science Program at Eastern University for students attending Philadelphia's comprehensive high schools. The curriculum is designed to help students build the skills they need for college and future professional employment.

#### **Mentoring**

The ENDURE Mentoring Program supports the Eastern University community through peer-mentoring and mentoring of upperclassmen by faculty, staff, administration and alumni. This program has supported the efforts of Philadelphia's Mothers-In-Charge mentoring teens in a group home.

#### **YACHT Club**

Every week on Thursday night and again on Saturday morning, approximately 40-60 students make bagged lunches and then take them to Philadelphia to distribute them to the homeless. These students sit and talk with the homeless people and have become friends with many of them. The group makes an effort to treat these people with dignity and respect and to help them with some of their basic needs.

#### **Athletes**

Each athletic team, 16 in all, participate in community service each year. Service includes a range of activities that differ each year and with each team, from after school basketball clinics to soup kitchen work to collecting toys for needy children at a 76ers game.

#### **Barry School**

Eastern university has had a community service relationship with the Barry Elementary School in Philadelphia for 18 years. EU students provide after school tutoring and the children spend a day at Eastern attending various workshops provided by students and staff. During the summer Barry Elementary School student spend a week at overnight camp participating in a variety of learning activities.

#### **Tutoring**

Students from the Templeton Honors College tutor students at Esperanza High School and College every Wednesday night.

#### **John Welch Elementary School**

John Welch Elementary school which is located in North Philadelphia at 2331 N. 4th St, between Diamond and Lehigh brought 80 7 and 8<sup>th</sup> graders to visit to Eastern Chelsea Holden, EU Senior volunteered at this school and recognized the great potential of these eager young students while also witnessing the many barriers they face. Chelsea worked with the principle of the school and the Vice President of Eastern to arrange a visit to Eastern.

#### **R4Kenya**

A group of 42 students ran the Philadelphia Marathon to raise money to assist refugee families in Kenya.





## Gwynedd-Mercy College

BRINGING *FUTURES* INTO *FOCUS*

Once again, The Corporation for National and Community Service honored Gwynedd-Mercy College with a place on the President's Higher Education Community Service Honor Roll for exemplary service efforts and service to America's communities. "We are fortunate to have such a remarkably selfless college community and I am so pleased that our service efforts have been recognized once again," said Kathleen Owens, PhD, president of Gwynedd-Mercy College.

During 2008-09, more than 1,500 Gwynedd-Mercy College students participated in various service programs to help those in our community, across the country and outside the United States. In addition to contributing over 24,000 hours of service, our students also raised money for noble causes.

Highlights include:

The Student Government Association (SGA) collected 2,196 pounds of food (396 more pounds than last year!) during its annual Pull it From the Pantry drive for Philabundance. SGA also sponsored Laugh for Lives, a comedy show that raised almost \$500 for children with cancer. Through their annual Movie Marathon, they raised over \$6,100 for the Juvenile Diabetes Foundation. SGA organized two campus blood drives in conjunction with the American Red Cross, collecting a total of 187 pints of blood which equals 561 lives saved!

During the Martin Luther King, Jr. Day of Service, the GMC community assembled 300 snack bags for Archdiocesan Nutritional Development Services and 300 breakfast bags for Aid for Friends, and wrote cards to soldiers being cared for at the VA Hospital in University City, Philadelphia.

The School of Nursing runs the Adult Health Center which provides physical and mental health services for poor and homeless in Montgomery and Bucks Counties. They also sponsored a spring break service trip to the Dominican Re-

public, serving people in impoverished areas who have infrequent access to healthcare.

Students worked with mentally or physically challenged youths and adults through local organizations including Harmony Theater and Best Buddies and through the College's Touch of Tennis program for individuals with special needs.

In its inaugural year, the First Year Experience service component involved students serving local needs for a minimum of five hours. The course involved preparatory readings and lectures, service time, individual and group reflection opportunities, and culminating posters and papers. Approximately 290 freshmen students participated.

### Fifth Annual Alternative Spring Break

During the 2009 spring break, Gwynedd-Mercy College students traveled to Savannah, New Orleans, Baltimore and the Bronx to participate in service trips and show their Mercy spirit.

In Savannah, students built a wheelchair ramp for an elderly man. In New Orleans, students spent a day in the Lower Ninth Ward cleaning yards and painting the exteriors of several homes damaged by the hurricanes. In Baltimore, students participated in a workshop on health education at YANA (You Are Not Alone), a support group for women suffering from sexual exploitation. The team in the Bronx section of New York spent their week tutoring students and running an after-school children's camp.

Our Gwynedd-Mercy College students have gained a deeper understanding, feeling of accomplishment and sense of perspective from these eye-opening experiences.



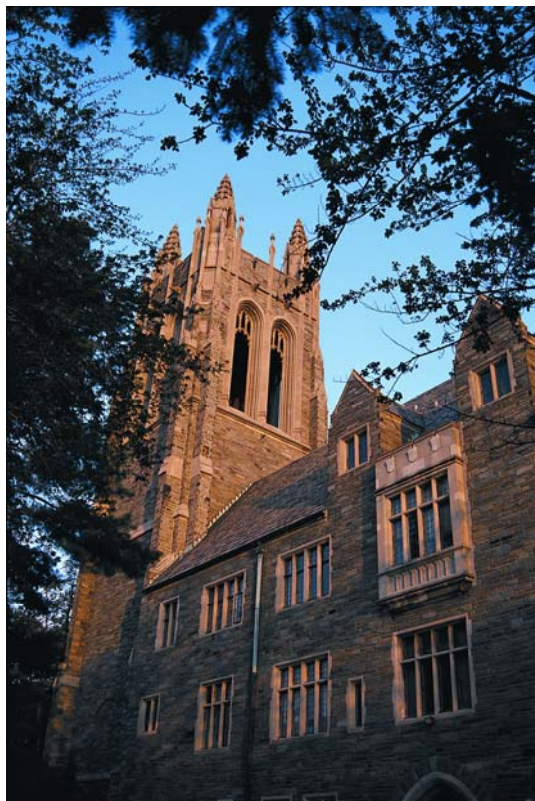


Saint Joseph's University, Faith-Justice Institute applauds PHENND's commitment to educating for justice! In the Jesuit tradition of forming men and women of competence, compassion and conscience, the Faith-Justice Institute offers several programs to engaging students, faculty and staff with the local community.

In the 2008-2009, The Faith-Justice Institute Service-Learning Program worked with over 550 students and 48 local community partners through 39 service-learning courses. Service-Learning students engaged three hours weekly in relationship-based service at the same community partner, sharing presence and pre-professional expertise to meet community needs. Further rooted in the Jesuit ideals, especially solidarity with those most in need and partnership with others, service-learning challenges students to examine systemic issues of social justice through academic inquiry, direct experience and reflection.

Poverty Awareness Week, held in November, is an educational series of events which address the root causes of poverty while providing opportunities for solidarity and advocacy. Events include: a day of Fasting, evening of entertainment where the entry fee supports local social justice causes, a homelessness panel and sleep out, and a fair trade market.

The Faith-Justice Institute also presents *Outreach Lectures* each semester highlighting contemporary issues relating to Christian faith and social justice. Its purpose is to engage both the Academy and the community in



"deep and sustained" conversation about timely matters of social justice from a range of faith perspectives. The upcoming Outreach Lecture, a panel presentation on human trafficking is on Thursday, March 25, 7:30pm, Mandeville Hall, Wolfington Teletorium. All are welcome to attend.





Guided by its Quaker heritage, Swarthmore College has since its inception declared a commitment to provide “academic excellence in the context of social responsibility,” by helping “its students realize their fullest intellectual and personal potential combined with a deep sense of ethical and social concern.” Swarthmore College students, faculty, and staff have long engaged issues of social responsibility, combined with a rigorous approach to intellectual inquiry. Students are encouraged to both study and actively work toward positive social change in the areas of social and political issues to which they are committed.

The Eugene M. Lang Center for Civic and Social Responsibility was established at Swarthmore College in 2001 to focus and facilitate this commitment to civic engagement, social responsibility, and social justice. The Lang Center supports faculty, students, and staff with advice and guidance, with space for meetings and events, with transportation resources, with funding for projects, internships, and curricular design. The Center encourages faculty, staff, and students to be involved with surrounding communities both locally and globally, for mutual benefit and reciprocally enriching relationships.

A wide range of activities supports these goals. Signature programs of the Center include a rotating visiting

professorship that brings activists or academics committed to social justice, civil liberties, human rights, and democracy to campus for a year of teaching and community interaction. A scholarship program and a specially designated fund support students who want to create long-term sustainable social action projects, and a summer internship program sends students out to learn by doing and observing. Staff and faculty as well as students are invited to volunteer and serve, and faculty are supported as they create and redesign courses to incorporate significant elements of community-based learning.

The college collaborates with community partners in these endeavors. A collaboration of particular note is the Chester Higher Education Council, in which Swarthmore College works with the five other colleges and universities in Delaware County to support educational needs, resulting this past year in the creation of a collectively-supported college access center.

The heart of the approach to social responsibility at Swarthmore is the high energy and deep commitment that its students, faculty, and staff bring to it. The goal of the college and the Lang Center is to provide a learning environment that supports our college community members and the communities of which we are a part.





For more than two decades, the University of Pennsylvania has engaged in comprehensive, mutually beneficial community-school-university partnerships. The Penn Compact, launched at President Amy Gutmann's inauguration in October 2004, strengthened Penn's commitment to local engagement, and today, thousands of Penn students, faculty and staff are regularly involved in West Philadelphia, Penn's local community.

The examples are numerous. Civic House is the hub for student-led community service and social advocacy work. Each year, more than 2000 students are involved in the 50+ student groups engaged in community service. Civic House also prepares students for effective civic engagement and leadership through its Service and Advocacy Education Series. It also hosts the Civic Scholars Program, through which undergraduates commit to a four-year experience in civic service and scholarship. The Fox Leadership Program launched a mentoring program in 2003 with Big Brothers/Big Sisters. In 2007-08 there were 300 matches between Penn students and West Philadelphia youth. Over 200 Nursing students are also engaged in LIFE, Living Independently for Elders, which assists frail elderly to remain in their homes.

Through the Barbara and Edward Netter Center for Community Partnerships, about 60 academically based community service (ABCS) courses from diverse disciplines engage students each year in real-world problem solving while helping students become active citizens of

a democratic society. ABCS seeks to advance beyond traditional service-learning since it aims to bring about structural community improvement, such as effective public schools and strong community organizations. Each year, more than 1500 Penn students (graduate and undergraduate) and over fifty faculty members are engaged in West Philadelphia through ABCS.

A major component of the Netter Center's strategy is focused on transforming public schools into university-assisted community schools designed to help educate, engage, and serve all members of the community. The Penn-Sayre High School partnership is the Netter Center's most intensive site. Sayre youth and residents are engaged through learning activities focused on improving the quality of life for the entire community. Hundreds of Penn students are engaged at Sayre through ABCS courses, internships, work-study, and volunteer opportunities. The Penn-Sayre program is comprised of four integrated initiatives: school day, after school, evening/weekends, and a health center. Taken together, the initiatives serve the educational, social service, health, and developmental needs of the entire community.

The Netter Center envisions the Sayre initiative as a national model of how to link K-16 curriculum to solving locally identified, real world, community problems as well as how to create collaborative, sustainable programs which improve the health and education of community, school, and university partners.







# Widener University

## About Our Member Campuses

An innovative, private metropolitan university, Widener connects curricula to social issues through civic engagement. Widener contributes to the vitality and well being of its communities through experiential learning, education initiatives, economic development, and community building.

Through Experiential and Service Learning, students apply learning on behalf of worthy causes. For example, communications students create promotional videos for non-profit organizations while physical therapy doctoral students assess, evaluate, and implement individual wellness strategies for children and seniors in the community.

Social Work Counseling Service (SWCS) pairs graduate students with individuals and organizations requesting help but who have no other point of entry to social services. SWCS operates as a student-driven mini field agency.

Widener Center for Violence Prevention works in collaboration with criminal justice agencies, social services, faith based services, community services, school, and community initiatives in Delaware County to prevent violence in the community.

Chester Community Physical Therapy Clinic offers physical therapy to people without or with inadequate insurance coverage. The clinic was initiated and managed by physical therapy doctoral students under the supervision of a licensed physical therapist.

Widener Law Clinics provide legal advice to veterans, victims of domestic violence, persons declaring bankruptcy, and low income persons who need civil or criminal legal advice.

The Child Development Center is the laboratory school for Widener's Center for Education. Open year round to children of Chester residents and Widener faculty and staff, the Child Development Center offers preschool through kindergarten programs.

The Widener Partnership Charter School is an incremental growth charter school in Chester, Pennsylvania. This innovative K-5 school incorporates the best practices in urban elementary education. Widener faculty, students, and administrators play an active role in the school.

The College Access Center of Delaware County provides free educational services to students beginning in sixth grade through senior year of high school, and to adults wishing to pursue or complete a college degree. It is an initiative of the Chester Higher Education Council.

The Chester Higher Education Council consists of presidents Swarthmore, Neumann, and Delaware County Community Colleges, Penn State Brandywine, Widener, and Cheyney Universities. Widener President James T. Harris founded the group to collaborate on educational initiatives in Chester.

University Crossings, \$50 million revitalization project in Chester along Providence Avenue sponsored by Widener University. It projects an economic impact of \$1 million annually.

The Widener University Small Business Development Center provides small businesses owners and aspiring entrepreneurs with a wide variety of services and resources.

Home Ownership program encourages eligible employees to purchase homes in Chester and the Upland with \$5,000 loans, which are forgiven at 20 percent per year for five years.

Student Led Volunteer efforts include numerous tutoring and mentoring programs; Alternative Spring Break; Big Brothers and Big Sisters; food, toy, and clothing drives; American Red Cross Blood Drives; Volunteer Income Tax Assistance; and other community service programs.



## About Our Member Campuses



### CHESTNUT HILL COLLEGE

In 2007, Chestnut Hill College received the Learn & Serve America *Institutionalization of Service-Learning* grant, in conjunction with Pennsylvania Campus Compact (PACC) and the Philadelphia Higher Education Network for Neighborhood Development (PHENND). Since then, this grant and the support of AmeriCorps\*VISTA volunteers allowed the College to develop our service-learning program and community partnerships and add eight new service-learning courses,

enrolling more than ten percent of the undergraduate population in fall 2009. In November 2009, Chestnut Hill College received another grant sponsored by Learn & Serve America and PHENND, focusing on economic recovery and nonprofit capacity-building.

With the support of this grant, the College will offer a series of workshops to nonprofit staff and leaders, ideally resulting in future collaboration through service-learning and internships.

Celebrating 85 years of tradition and risk, Chestnut Hill College truly lives out its Mission of providing a holistic education in an inclusive Catholic community marked by academic excellence, shared responsibility, personal and professional

growth, service to one another and to the global community, and concern for the earth. Deepening our involvement with PHENND and nonprofit leaders in the coming year presents unique opportunities to capitalize on our recent service-learning growth and to develop lasting community partnerships.



Cheyney University of Pennsylvania will be recognized as a premier HBCU for the 21st century, whose graduates are respected members of their communities throughout the Commonwealth of Pennsylvania, na-

tion and the world.

CU graduates will be a diverse group of local, national and international students, who will apply the knowledge and skills gained from our rigorous and challenging academic programs to the advancement of the nation and global community. We will continue to be a valuable resource contributing to the intellectual, social, economic and cultural develop-

ment of the Greater Philadelphia region, the Delaware Valley, and beyond.

As a partner of the Chester Higher Education Council, CU helped establish the Delaware College Access Center. It is anticipated that partnerships will be developed with every high school within the fourteen county school districts and their feeder middle schools of Delaware County. Services to students begin in the 6<sup>th</sup> grade and continue through the senior year of high school.

In 2009, CU students participated in many community-service oriented projects, such as collaborating with Big Brothers/Big Sisters of Southeastern PA, CU students and CU Call Me MISTER program students have mentored students from the Chester County Community Charter School. In addition, providing support to the MLK Service Project in conjunction with Temple University. In 2010, CU has led the

Haiti Relief efforts, along with Kutztown University, for the PA State System of Higher Education.

Cheyney University recently partnered with the Philadelphia School District to support their Parent University initiative that provides life skills training and personal enrichment to parents and grandparents of students who attend the Philadelphia School District.

In addition, CU has been working closely with Thornbury Township to provide recreational activities through annual events like Community Day and Cheyney Challenge bike race.

CU will continue to seek strategic partnerships in 2010 designed to help meet the needs of the region and reach the center of the community.



## About Our Member Campuses



La Salle University's commitment to service has its origins in the 300-year tradition of the Christian Brothers, whose founder—Saint John Baptist de La Salle—wrote, "The main purpose of faith is to lead us to practice what we believe."

University Ministry and Service is the office that facilitates community service, service-learning, service trips, and the Community Service Scholarship. Student leaders run the 20 long-standing service programs that include tutoring, mentoring, programs for adults, advocacy programs, and 5 service trips. To make the trips accessible to all students the students

raise over \$90,000 each year to send 120 students to Harlan, KY, rural North Carolina, Guatemala, the Blackfeet Reservation in Montana, and Tanzania in East Africa. One local program, Neighbor to Neighbor, has students doing small "habitat-like projects for local senior citizens while hearing stories about the community and eating homemade fried chicken. The guiding principle for all of UMAS programs is the mutuality of the experience but also that are developed but the key to success is the promotion of equity and social justice.

The Community Service Scholarship is a competitive \$10,000 annual scholarship awarded to five incoming students with an outstanding record of service who become service leaders on campus.

Service-learning is under the direction of the Associate Director of UMAS. Support for faculty who teach the 39 SL courses across 13 departments includes a SL Study Group of online resources as well as individual help. The more intensive SL course development is through the Reflective Practice SL Cohort that meets regularly throughout the year to study best practice and reflect on their work together. With a new university strategic plan in place that has institutional goals for SL we are undergoing a self-study of our SL program. We are also working on a campus-wide capacity building project with a small number of community partners that is originating out of a capstone course with the vision of moving the campus from service to justice.



## Montgomery County Community College

In 2009 more than 1,100 students participated in curricular and co-curricular service-learning initiatives at Montgomery County Community College. The varied projects included service during National Hunger and Homelessness Awareness Week and the Martin Luther King Jr. Day of Service. The College's Athletics program and the College's Radio Station were among the numerous student groups that supported those efforts by coordinating a College-wide food drive benefiting Manna

on Main Street in Lansdale, Pa.

Students from the Medical Laboratory Technician program contributed by offering free lab tests at their Health Screening Day, while Dental Hygiene Students offered "Sealant Saturdays" for under-insured community members. Overall, multiple clubs and students lent support through 3,900 hours of service, and contributed thousands in monetary and item-based donations to 35 community partners. Some of those organizations include the Pottstown YMCA, American Red Cross, Montgomery County Women's Center, AIDS Fund of Philadelphia, and the Salvation Army. Impact Thrift Stores, Habitat for Humanity, and ACLAMO Family Services were also supported by student volunteerism efforts during the College's Alternative Spring Break program.

In addition to student participation, both faculty and staff contributed an additional 180 participants involved in service-learning opportunities that ranged from supporting reflection components in classroom experiences to participating in employee donation drives. Additional funding from Learn and Serve grants through PHENND and partnerships with the Pottstown Area Health and Wellness Foundation have also assisted in offering further support by enabling the College to expand its involvement in service-learning related opportunities.

Montgomery County Community College continues to support students in becoming engaged citizens both in-and-outside the classroom.



## About Our Member Campuses

# PENNSSTATE



## Brandywine

Our well-regarded Civic and Community Engagement minor continues to weave community service into our curriculum, attracting a significant number of students and growing each year. Since Spring 2006, 34 students have graduated with the minor. Several of our courses engage in service-learning projects with community partners. Our program is regarded as a model for the other campuses, colleges and universities. Our seminar series, Voices of Innovation, showcases various Philadelphia-area

organizations that are making a difference by creating sustained change for an identified population.

As a campus, we collect aluminum can pull tabs for the

Ronald McDonald House, and Box Tops for Education and Campbell's Labels for Education for local elementary schools. Our contributions to the Overseas Coupon Program are a huge success. In 2008, we collected, cut, added up, and sent \$156,819.02 worth of coupons to the U.S. Navy base in Yokohama, Japan -- one of the top 10 groups in the nation for total coupon "dollar" donations. Our Knittany Lion Needleworks group continues to work with the community to make blankets for Project Linus,

caps for newborns for Save the Children, and pillowcases for ConKerr Cancer.

Our student organizations lead campus service efforts to benefit organizations such as UNICEF and Save the Children. The student club [THON](#) raises money for the Four Diamonds Fund at Penn State's Hershey Medical Center, an agency whose mission is to conquer childhood cancer. Each semester, students in the honors program participate in the National Honors Day of Service.



Philadelphia University believes that community service initiatives are a central part of the undergraduate experience. Accordingly, the office of Community Service Learning works to increase student access to the community service opportunities, serve as an informational resource about community agencies, supports students' civic engagement, and promotes service as a tool for learning. Our goal is to develop students into community conscious leaders who have an active and engaged relationship with the City of Philadelphia, surrounding neighborhoods, and the broader context of society.

In Fall 2009, we launched our first four sec-

tions of SERVE-101: Serving and Learning in Philadelphia. This one-credit hybrid service learning course is designed to create an opportunity to understand the reciprocal nature and responsibility of citizenship through practical application and critical reflection. Students work with a community partner to explore the impact of service on the community with the goal of helping students evolve from volunteers to ethically responsible citizens. Forty students successfully completed the course and we currently have another four sections underway.

Currently underway are plans for several Living & Learning Communities that will be tied in several of our largest academic majors with specially designed sections of SERVE-101. The service projects and community partners for these students will be developed around the theme of their majors, notable Architecture and Fashion Merchandising. These LLCs are set to launch in the Fall

2010 semester.

Also this year we created five new student leadership positions known as Service Coordinators. Each student represents a theme area of service, plans service projects and leads their peers in these volunteer opportunities, including planting with Friends of Wissahickon, neighborhood beautification, blood drives and a dog wash to raise money for PAWS. PhilaU hosted its first American Cancer Society Relay for Life event, surpassing our goal of raising \$20,000. Some other Community Service Learning highlights during the 2009-2010 academic year include: MLK Day of Service project at a community center in Kensington; a second university-wide Day of Service in September; Hunger Banquet; Senior Citizen Prom for members of the Roxborough and East Falls communities. This March our Alternative Spring Break team will travel to Franklin, West Virginia to volunteer with Habitat for Humanity.



## About Our Member Campuses

# ROSEMONT COLLEGE

Rosemont College sponsors three Scholars in Service to Pennsylvania. Each Scholar is involved in service on-campus while also working with individual sites at which they commit to serve for the entire year, allowing them to form relationships with those they serve and a familiarity with the issue the site addresses. Marissa Meyers volunteers her time at the Northern Home for Children in Roxborough, Kierra Baynard facilitates HIV/AIDS awareness programs at the Women's Anonymous Test Site in Philadelphia, and Lindley Rittweger coordinates the Senior Project Initiative at

Simon Gratz High School. The students work to bring these issues to campus, organizing events like an MLK Day of Service, a fundraiser for the Children's Hospital of Philadelphia, and an AIDS Awareness Week at the College.

These and other students are involved in campus-wide service initiatives and opportunities. Rosemont College Campus Ministry sponsors service immersion trips during spring and other breaks while also coordinating LOST, a weekly service program. As part of this, Marissa was involved in bringing other students with her each week to help the students at Northern Home, while other site leaders coordinated volunteers at the St. Francis Inn shelter and the New Sharon Center

for retired sisters.

Furthermore, Rosemont is currently administering five service-learning courses that integrate service into the learning experience. As part of this program, students are deepening our relationship with Simon Gratz High School, as well as participating in the Food Stamp Enrollment Campaign and teaching English at the Bigwa School in Morogoro, Tanzania.



The Community Learning Network advances and supports civic engagement in learning and research in academic programs at Temple University and serves as a central resource for local community groups seeking partnerships with Temple.

The Network performs three crucial functions for local community organizations:

1. Provides a point of access to interested Temple faculty and students;
2. Supports partnerships between the university and community groups based on reciprocal relationships and mutual benefit;
3. Facilitates networking, resource sharing, and professional development

among CBOs through workshops and gatherings in local communities.

The University is solidifying this university-wide initiative in 2009-10. Temple has a long tradition of working collaboratively in the community, but the Network is a new, comprehensive effort to articulate our commitments and expand engaged scholarship across disciplines and communities. The Network has developed a framework to identify community-based learning (CBL) courses throughout Temple along a tiered scale of student engagement with local communities and faculty-community partner collaboration in course design and implementation. Each semester, the Teaching and Learning Center now offers teaching circles for faculty to create new CBL courses with community partners and undergraduate student consultants. Drawing from these institutional commitments the University will pilot an undergraduate Engaged Scholar

Certificate program in academic year 2010-2011. The Network continues to integrate academic courses and internships with co-curricular programs sponsored by student life/student affairs, providing Temple students many avenues to engage with the neighborhoods of Philadelphia, the Delaware Valley, and throughout the world.

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## About Our Member Campuses



Ursinus College is deeply committed to fostering a campus culture of community service. A large number of our students are involved this year in service opportunities, many of which run on a weekly basis. Ursinus students serve the greater community in many capacities, including participating at two local food banks, frequent visits to St. Christopher's Children's Hospital in Philadelphia, weekly visits to an after-

school program in Norristown, and weekly visits to a local correctional facility to conduct GED tutoring. Ursinus is also involved in the America Reads program, where Ursinus students have served on a weekly basis at two locations in the neighboring communities of Pottstown and Norristown to promote youth literacy. Students also run a very creative on-campus ESL program for Latino members of the janitorial staff eager to improve their English. This highly successful program, funded in part by a grant from Verizon, has been incredibly rewarding for both Ursinus students and the workers. Many of these service initiatives are coordinated by student leaders, several of whom participate in our Bonner Leader

Program. Ursinus Bonner Leaders commit to a minimum of eight hours of service each week. As such, they often build a close relationship with their community partners, and serve as an effective bridge between their service site and the Ursinus community.

Ursinus has also recently established a permanent office for civic engagement. UCARE (the Ursinus Center for Advocacy, Responsibility, and Engagement) seeks to coordinate and promote service opportunities.



West Chester University of Pennsylvania is proud to be listed on the President's Higher Education Community Service Honor Roll. Increased involvement in both service learning and volunteering has resulted in 208,820 documented hours of student volunteer service during the academic year 2008-2009. In addition, student-driven projects raised \$104,417 for a wide variety of charities. The Office of Service-Learning and Volunteer Programs works with more than 100 regional nonprofit agencies and hosts an Annual Volunteer Fair. While most of the service impacts our surrounding communities, broader initiatives benefit South Africa and Hon-

duras. More than 200 course sections representing a wide range of disciplines provide quality service-learning experiences. These courses address issues with the environment, children, elders, housing, health, special-needs populations, migrant workers, and more. A few noteworthy examples include Camp Abilities, a special camp for blind children hosted and run by students this past summer; Writing Zones, designed to improve the writing level of at-risk high school students; groundwater contamination investigation for the Pennsylvania Department of Environmental Protection; multi-discipline service-learning projects to benefit volunteer fire companies in Chester County; and a visual-arts camp for

children in an economically disadvantaged area.

WCU volunteers are counted on for numerous events and community outreach programs. Major student projects include Relay for Life, coordinated by the Colleges against Cancer; the Honors students' Aid for South Africa; and the Greek community's benefit for Camp Dreamcatcher (a special camp for children affected by HIV/AIDS).

For more information, contact Maggie Tripp, Director, Service-Learning and Volunteer Programs, 610/436-3379, [mtripp@wcupa.edu](mailto:mtripp@wcupa.edu).





