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**PHENND**

Philadelphia Higher Education Network for Neighborhood Development

# 2011 Annual Report

*presented*

*Friday, February 25, 2011*

*La Salle University*



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**Welcome!** On behalf of the seven PHENND Co-Chairs, it gives me great pleasure to introduce the third 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.

As PHENND moves forward to implement its new strategic plan, we know that all of you will help shape the future of this dynamic organization.

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. 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

**Nell Anderson**  
Civic Engagement Office  
Bryn Mawr 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 2010 Annual Conference, which drew participants from Southeastern Pennsylvania and Southern New Jersey, focused on "Crossing Boundaries Through Partnership." Keynote speaker Dr. Nicole Webster, Associate Professor in the College of Agricultural Sciences at Penn State University, gave a provocative talk entitled "Problematizing Service-Learning" about the need for more diversity in service-learning, and more explicit support for partnerships with communities of color.

PHENND is in the midst of a 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 is developing and expanding 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 is also building 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.

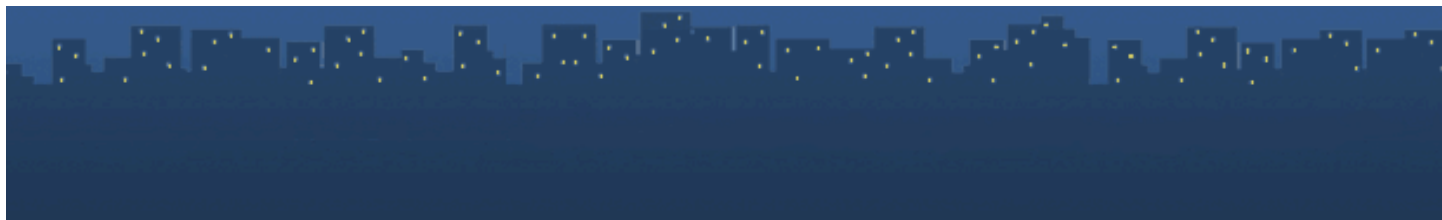


PHENND is a network of institutions of higher education (IHEs), non-profit agencies, community organizations, and individuals in the Delaware Valley with the shared goal of working together to strengthen the region's service and service learning activities. PHENND's activities such as conferences, email 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.

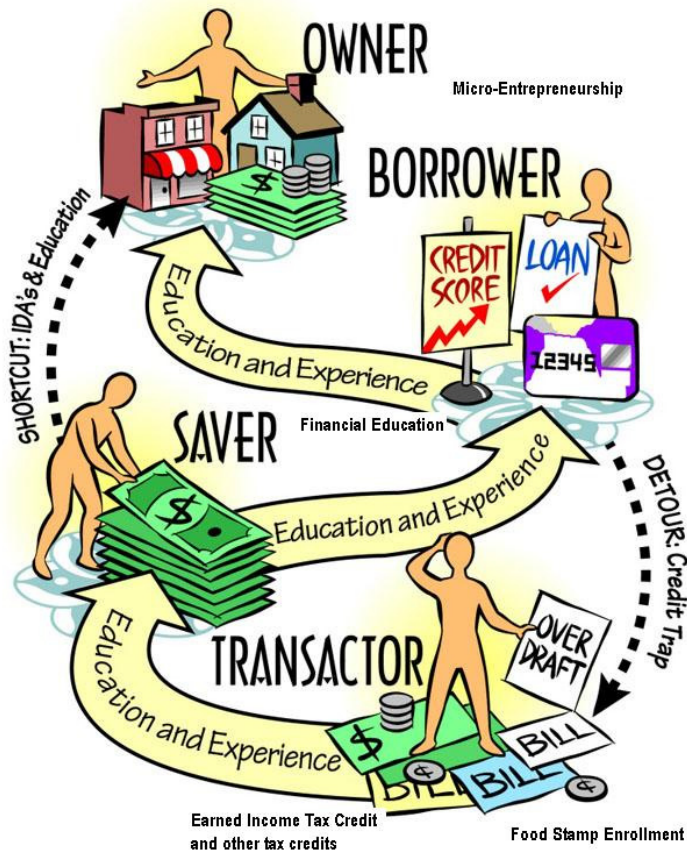
Last year, PHENND undertook a **Strategic Planning Process** led by Sarah Halley of the Napier Group. The process renewed stakeholder's energy and enthusiasm as well as to provided an overall direction for the organization over the next 3-5 years. The strategic plan now in place includes a vision for a new membership structure with an eye toward financial sustainability. Ultimately, the strategic plan will guide PHENND so that the organization remains viable and dynamic into the next decade.

In other exciting news, PHENND is pleased to announce the development of a new **K-16 Partnerships network**. Funded by a gift from Phil Lindy, this new subnetwork of PHENND will bring together higher education faculty and staff who work specifically with school partnerships to improve communication and collaboration. The gift has enabled PHENND to promote Liz Shriver from a part-time project coordinator into a full-time K-16 Partnerships Coordinator. Liz will be holding regular meetings, some of which will address critical issues specific to the School District of Philadelphia and some of which will cover K-16 partnerships more broadly. PHENND will also be distributing a monthly newsletter featuring K-16 connections.

PHENND is also in the second year of the "**Higher Education as Guides to the Credit Path**" initiative. With funding from Learn and Serve America, and in partnership with Drexel University's Center for Civic Engagement, PHENND has developed and expanded 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 is also building capacity of partnering nonprofits and their affiliates through a series of targeted programs: capacity-building workshops, student internships, and student leadership development.



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 have been 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. This strategy of making subgrants directly to community partners is so unique that during this past year, the first year of implementation, Learn and Serve had to change their reporting mechanism to allow for community-based organizations to directly engage student participants.

Subgrants are also being 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. Results from the first year of programming can be found on the next page.

### **Key Programs and Outcomes (2009-2010)**

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*

One of PHENND's most recognizable products is our weekly PHENND Update. The PHENND Update is a part-blog, part-e-newsletter that publicizes a wide variety of local and national events, grant opportunities, job opportunities, and new resources such as relevant books, new research, and interesting websites.

By the numbers:

- 2,738 individuals receive the PHENND Update each week, a 10% increase since last year
- 2,113 events, jobs, grants, and other announcements have been advertised since this time last year, only a 5% decrease from last year (with no newsletters





sent during June and July due to Hillary Kane’s maternity leave).

#### *PHENND Website*

The PHENND Website is now in its third 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:

- There are now 74 syllabi covering 30 disciplines in the Syllabi Swap
- The newest syllabus is Dr. Jerusha Conner’s Diversity & Inclusion (Villanova University) which has been downloaded 520 times since it appeared in May 2009.

#### **Training and Technical Assistance Provider**

##### *Workshops*

During the 2009-2010 academic year, PHENND provided the following training workshops.

- March 2009: Participation in service-learning professional development for faculty at Widener University regarding the Freshman Seminar Service-Learning Pilot Program

#### **Funder**

During the 2009-2010 academic year, PHENND began a new three-year funding cycle supported by a Learn and Serve grant. In 2010 PHENND provided modest grants to 7 member institutions to encourage participation in service and service-learning activities related to “economic recovery.” In recognition of the work done at partnering nonprofit agencies to engage students in meaningful and well-organized service, PHENND also provided direct grants to 6 organizations for their role in volunteer management.



The description for each project is below:

#### *Nonprofit Capacity Building*



**Chestnut Hill College:** With the Nonprofit Capacity-Building grant, Chestnut Hill College will capitalize on recent growth in service-learning and community partnership development in the four focus areas (food stamp enrollment, volunteer income tax assistance, financial education, and micro-entrepreneurship training). Utilizing the networks of both PHENND and current campus partners, the College will target nonprofits to participate in at least three capacity-building workshops, provided by faculty, administrators and friends of the College. Under the direction of an Advisory Board, the College will survey nonprofits for their needs and interests and develop at least three additional program offerings.

**University of Pennsylvania:** Penn's Netter Center for Community Partnerships will offer two Nonprofit Institutes during the grant period that will each offer a series of workshops over six days for a minimum of 60 participants from nonprofits to help build their capacity by addressing critical topics such as organizational management, human resource management, fundraising, media relations, stewardship, and program evaluation. There will be follow-up sessions with the participants and efforts made to connect them to Penn resources.

**Widener University:** Widener University proposes a series of workshops for Fall 09, student service-learning classes, additional workshops in spring 2010, and a 2010–2011 year-long service-learning class in which nonprofits in Delaware County, PA will work with students to develop comprehensive marketing and communication strategies. The fall 09 workshops will focus on the organizational and individual skills identified as critical to capacity-building by the Alliance for Nonprofit Management. During the fall workshops, needs assessments will be conducted to ensure appropriate spring workshops and service-learning courses. During the spring 2010, senior level management student teams will each work for the semester with a nonprofit to focus on specific organizational goals. In addition, Widener's Sales and Marketing Fraternity will work with specific nonprofits that might need a special marketing tool (possibly for fundraising events or a kick-off for a new program). Finally, selected nonprofit organizations will have a year-long opportunity to develop and improve their communications strategies.

#### *Student Leadership*

**Drexel University:** The Center for Civic Engagement will work with Drexel Bridges to carry out the goals of this project. Therefore, as a student run coali-



tion supporting other student-run organizations, the initiative will be run by students, for students, with staff from the CCE providing support and training. Specifically, the Drexel Bridges subcommittee for Philanthropy will advise the CCE as it identifies and distributes Student Leadership Grants to Student Organizations. Once an organization receives a grant it will be required to use funds to support member-volunteers in their participation in activities that move community members/clients along the Credit Path: food stamp enrollment activities, Volunteer Income Tax Assistance, financial education for youth and adults, and micro-entrepreneurship training. Funds used may include transportation costs, trainings, project materials and other reasonable costs associated with delivery of services to community partners and their clients.

**Richard Stockton College of New Jersey:** In an effort to advance student leadership opportunities through course-based service-learning, the Service-Learning Office at Stockton College will establish a food stamp enrollment project with a built-in developmental leadership model for participating students. This project is part of the Learning to End Hunger Campaign of the New Jersey Higher Education Service Learning Consortium. Service-learning faculty, staff, and students; social work faculty and students; and existing community partners will collaborate to plan, implement, and assess the program and plan for subsequent years. The College will also partner with Atlantic Cape Community College to engage their students and faculty in the project.

**Rosemont College:** Rosemont College will integrate service learning and ethical development through curricular and student activities. Rosemont service learning students will participate in the Greater Philadelphia Coalition Against Hunger's food stamp enrollment program. Students will fulfill service requirements for clubs and athletes by participating in food distribution programs, hunger walks, and food stamp enrollment outreach. Students will undergo leadership development through on campus workshops and an off campus leadership conference.

**University of Pennsylvania:** There are approximately 50 student service groups at the University of Pennsylvania recognized by the Civic House Associates Coalition (the main coordinating body for student led service), of which Community School Student Partnerships (CSSP) is one of the fastest growing (<http://www.penncssp.com>). The mission of CSSP is to facilitate the use of university students and student groups to support the operation of University-Assisted Community Schools (UACS). CSSP mentors in conjunction with Penn



student groups design and lead many different activities at the various sites in conjunction with school and community partners (mostly parents). As a result of positive feedback during parent meetings for our limited efforts around financial literacy, we are proposing an expansion of those efforts. These include: Black Wall Street, school stores, financial education for youth, Young Entrepreneurs Club. In addition, CSSP students will also help pilot GPUAC's FAN Club Campus program, which will engage students in the creation and support of Financial Advancement Network chapters in West Philadelphia, primarily comprised of parents of school-aged youth.

#### *Student Internships*

**Temple University Community Learning Network:** Temple will fund 2-3 undergraduate student interested in business, finance, accounting, or urban education to support projects at various organizations including: youth entrepreneurship program at Honickman Learning Center and data analysis for the Irish Immigrant Center.

**Temple University Small Business Development Center:** Temple's SBDC will hire three interns to provide Business Support Services to small and emerging growth companies in the Philadelphia area for summer 2010. The funding will be used to build organizational capacity that will enable us to provide additional services through training and consulting to small businesses. Specific activities are to: 1) provide creative services that will enable small businesses to enhance their marketing capabilities.

**University of Pennsylvania:** The Civic House-PHENND Internship in Economic Recovery aims to support students' public interest experiences throughout the academic year and summer, while addressing community organizations' needs year-round in project-based internships in Philadelphia. The challenges faced by students seeking to secure summer internship support also exist during the academic year. The Civic House-PHENND Internship in Economic Recovery will enable students to provide direct support to local organizations empowering some of Philadelphia's most vulnerable citizens. Ten student interns will be supported during the Spring and Summer 2010 terms.

#### *Direct Grants to Partnering Nonprofits*

**Greater Philadelphia Coalition Against Hunger:** The Coalition recruited



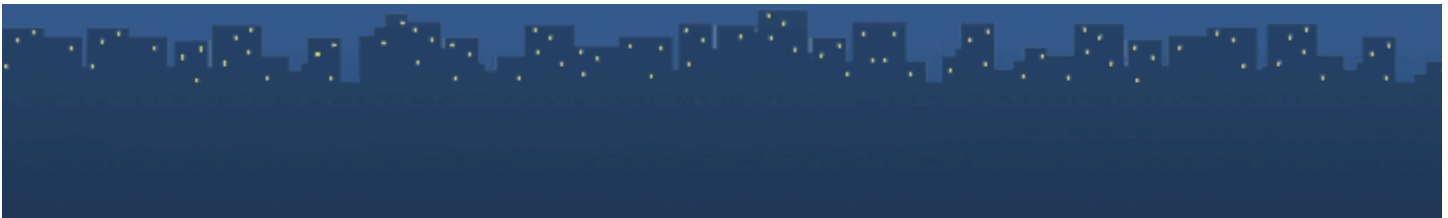
31 students in the Fall 2009 from four campuses through service learning classes from four local universities. In addition, the Coalition recruited 13 students from Haverford College and Philadelphia University who were not affiliated with a campus group or a class. Coalition staff provided each volunteer with an initial 5 to 6 hours of training, conducted mid-semester check-ins if necessary and led debriefing sessions in the classroom at the end of the semester. 45 students were involved in the Spring 2010 semester. These students came from four local colleges, two of which were new partners.

**Campaign for Working Families:** 974 volunteers were recruited, of which 51% are college students (up from 38% last year). Over 650 volunteers completed the training. As of July 2010, the Campaign served 4,733 low-income families through provision of tax services. Of these families 422 chose to save some of their refund through low-cost financial products such as US Savings Bonds and low-cost pre-paid debit cards. In addition, 184 of these families received help applying for important public benefits such as food stamps and heating assistance.

**Delaware County Asset Development Group:** 78 volunteers were recruited and trained, of which 42 are students, primarily from Swarthmore College, Widener University and Villanova University, the latter being a new partner for this year. Three of the volunteers are staff at Widener and Swarthmore. Additionally, DelCoAD had 11 sites in operation, up from 5 last year. Collectively, 1845 tax returns were completed for low-income families with refunds totaling \$2.7 million, an increase of 45% over the previous year.

**Montgomery County Tax Coalition:** 215 volunteers were recruited and trained, of which 116 are students, primarily from Bryn Mawr College, Gwynedd-Mercy College, Temple University's Ambler campus, and Ursinus College. Last year, MCTC sponsored 17 VITA sites, up from 10 the previous year. Collectively, 1764 tax returns were completed for low-income families, an increase of 41.5% over the previous year.

**GPUAC FAN Clubs:** The inclusion of college student volunteers in the FAN (Financial Advancement Network) Clubs was an entirely new concept in Fall 2009. During the 09-10 academic year, the FAN Club program trained 7 students at the University of Pennsylvania in basic financial education techniques, particularly so they could turn around and train West Philadelphia High School youth and their parents. As a result, 135 community members (youth and



adults) received training in basic financial literacy.

**Philadelphia Development Partnership (now EntrepreneurWorks):**

Also a brand new initiative, PDP Coordinator Sarah Ban developed the “MicroServe Philadelphia” program, which seeks to place interested college student volunteers with micro-entrepreneurship organizations. Students will be recruited to support organizations in a variety of capacities such as with event planning, research, marketing, and outreach. Most of 09-10 was spent planning for activities during the current school year.

**Results**

Together, and as a direct result of the funding provided, these seven campuses and six community-based organizations reported the following progress during the 09-10 academic year.

A post-only pilot survey was administered to college students from 14 colleges and universities in the greater Philadelphia metropolitan area who participated in the aforementioned LSA-funded service-learning activities that targeted CBOs and initiatives focused on poverty. The survey evaluated the extent to which these service-learning experiences were associated with increases in college students’ civic skills and attitudes, especially related to the underserved. The survey was administered at the end of the Spring semester in the 2009-10 academic year. The survey response rate was 16.4% (95 responses out of a potential of 578) and is the first semester this survey was administered.

Highlights of the survey include:

- 1) There were nearly twice as many women as men survey respondents. Survey respondents represented a broad array of majors in the Social Sciences, Business and Humanities, Education and various professional programs. Accounting and Law majors accounted for 47% of the respondents.
- 2) Slightly less than half (45.3%) of the respondents indicated that they got involved in this project because of their interest in the subject. This was followed by those who listed academic reasons such as course requirements or credit (13.7%). Roughly 12% linked their involvement to career or future educational plans.
- 3) Of the total respondents, nearly all (over 90%) reported that their LSA funded service-learning experience had a moderate or strong positive impact



on their attitudes regarding the importance of being involved in a program to work with underserved communities, their concern about local community issues that affect the underserved, about making a positive difference in their lives, and thinking that people should find time to contribute to their community.. Over 75% reported that the program had an impact on thinking about a career that benefits underserved communities.

- 4) College participants reported increases in their civic skills related to issues affecting underserved communities following their participation in the LSA funded service-learning experiences. Skills include organizing other students, getting others to care, running a meeting, using research, making a speech and communicating with people from diverse backgrounds. Positive gains were statistically significant, though effect sizes were generally small to moderate. This may be due to the high level of volunteer experience among the respondents.
- 5) Over half of the respondents reported that this service experience changed their conception of poverty in Philadelphia. Over two-thirds said this experience helped them gain insight into the welfare system and into the experience of applying for public benefits.

In addition to the student survey, the evaluation team conducted a focus group of the six primary community agencies partnering with this grant. That group reported:

- 1) The college students improved their own financial literacy as a result of participating in service to their organizations.
- 2) The college students also gained leadership skills as a result of participating in service to their organizations.
- 3) Increased capacity to service low-income clients due to their participation in this project and from the service provided by the student participants.
- 4) Challenges in working with higher education institutions, specifically around coordination of calendars, communication, and inconsistent commitment from their college partners.





## 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's 2010 Annual Conference, which drew participants from Southeastern Pennsylvania and Southern New Jersey, focused on "Crossing Boundaries Through Partnership." Keynote speaker Dr. Nicole Webster, Associate Professor in the College of Agricultural Sciences at Penn State University, gave a provocative talk entitled "Problematizing Service-Learning" about the need for more diversity in service-learning, and more explicit support for partnerships with communities of color.

### *Quarterly PHENND Meeting*

September 2009: Quarterly PHENND Meeting focused on Financial Asset Development at Drexel University (30 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 2009-2010 year, participating campuses enrolled 301 students of which 222 earned AmeriCorps Education Awards totaling \$236,500.
- The 301 students enrolled performed 86,197 hours of community service (including training and member development activities)
- Those same students recruited an additional 11,648 non-AmeriCorps volunteers

### *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,



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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 recruited faculty from area campuses wishing to partner with selected high schools on the Senior Project Initiative. During the 2009-2010 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
- 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
- Widener University with South Philadelphia High School





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 19 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 83 students serve at 14 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 17th 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 8 years, we have offered an Alternative Spring Break trips providing volunteer services in Florida, Louisiana, 2 sites in Mexico, Los Angeles 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, approximately 80 students participate in America Reads. This program is coordinated by the Community Service Office, which places students in various after-school and in school programs in the Philadelphia region. Additionally 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 and the campus community garden and beehive. During another popular event, the Martin Luther King Day of Service, Arcadia hosts a 2 day collection for several non-profits as well as a free shredding event to the community. Collections went to agencies such as: Cradle to Crayons, the Lions Club, St. Vincent Des Paul, PSPCA, and Habitat for Humanity. 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.





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:

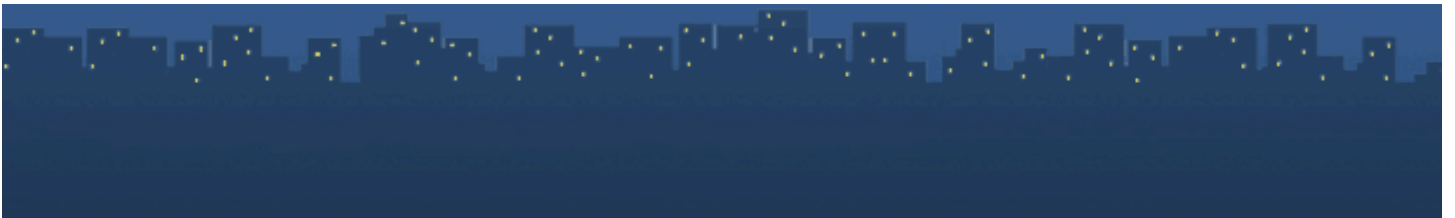
- Developing and modeling genuine partnerships with local communities and community organizations with a specific emphasis on reciprocity, transparency, and sustainability;
- Providing training and capacity-building programs for the campus community in the areas of civic engagement, community-building,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

cess activities as well as the Senior Project Initiative and a community mural project.

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 ninth 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. Last year 42 students volunteered with VITA, performing almost 500 hours of service. The student volunteers prepared 834 tax returns for Montgomery County residents, returning \$1.7 million to the local economy. In addition, by providing this tax preparation service for free, volunteers saved residents an estimated \$150,120 in tax preparation costs.

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.





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CENTER FOR CIVIC ENGAGEMENT

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 80 partnerships with non-profit organizations, translating into more than 200 unique service opportunities each year. In addition to facilitating civic engagement activities for 2,700 Drexel students through the University 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. The High



School Mentoring Program partners with several Phila-



delphia high schools to increase the college-going rate of Philadelphians. Through this program, Drexel is helping local high school students discover their interests and develop plans for college. 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.

For more information about our programming, please visit our website. [www.drexel.edu/cce](http://www.drexel.edu/cce)





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.

### Missions Trips

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

- New Orleans
- Haiti
- 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*

During 2009-10, more than 1,175 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 27,056 hours of service, our students also raised money for noble causes.

Highlights include:

- During the Martin Luther King, Jr. Day of Service, the GMC community assembled snack bags for Archdiocesan Nutritional Development Services and breakfast bags for Aid for Friends, knitted hats for at-risk infants, made no-sew fleece blankets for children in need, and created valentines for residents of the Lamb Foundation in North Wales and St. Mary's Villa in Ambler, organizations where GMC students volunteer regularly.
- Through collections, a Mardi Gras raffle, and sales of "H2O for Haiti" water bottles, the Gwynedd-Mercy community raised over \$1,000 for relief efforts in the wake of January's devastating earthquake in Haiti.
- During the 2010 spring break, thirty Gwynedd-Mercy students and eleven faculty and staff participated in the Mercy Works Alternative Spring Break program. They traveled to the Bronx, Baltimore, New Orleans, and Laredo TX to participate in service experiences in the Mercy tradition. In each city, the students volunteered in Mercy ministries, worked side-by-side with Sisters and Associates in Mercy, learned about the particular needs and challenges faced by local residents, and reflected on their experiences in order to process them more deeply and to be able to share them with those at home.
- The Student Government Association (SGA) collected 2,800 pounds of food (700 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 \$400 for children with cancer. Through their

annual Movie Marathon, they raised over \$5,100 for the Juvenile Diabetes Foundation. SGA organized two campus blood drives in conjunction with the American Red Cross, collecting a total of 153 pints of blood which equals 459 lives saved!

- 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 Republic, 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.
- Gwynedd-Mercy College's 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 297 freshmen students participated.
- The men's basketball team helped build an all-access handicap and special needs playground for Haverford Township. They helped haul wood, cement and other heavy materials. The playground was a year-long project that opened in October.
- Members of the Student-Athlete Advisory Committee (SAAC) led each of their 19 athletic teams to collect gifts for Toys for Tots in Philadelphia, making Christmas a little brighter for the less fortunate in the area.

Through giving of their time and talents to help those in need, our Gwynedd-Mercy College students gain a deeper understanding of the College's Mercy tradition of service to society.







Haverford has a distinctive character and long tradition of incorporating issues of social justice and global learning into its curriculum through educational requirements and co-curricular initiatives. Founded by the Religious Society of Friends, the community is built on the Quaker foundations of mutual respect, trust and individual and collective social responsibility. Haverford faculty, students and staff are encouraged to engage with fundamental issues of social justice and put learning into action for greater ethical purposes.

Many aspects of civic engagement are coordinated by the office of 8<sup>th</sup> Dimension at Haverford. As an extension of the seven dimensions of a classic liberal arts education, 8<sup>th</sup> Dimension was established in 1980 by a group of students and alumni who were committed to civic engagement, social responsibility and social justice. Community service and experiential learning therefore have a long history at Haverford. The 8<sup>th</sup> Dimension shares its practical experience of serving others with the Hurford Humanities Center and the Center for Peace and Global Citizenship to bring about innovative scholarship and responsible engagement around contemporary issues of local and global significance. The Centers are committed to peace and social justice through research, education and action through experiential programs. Internships, student and faculty research, support a wide menu of on campus events, including speakers, symposia and performances are tied to academic programs.

Haverford athletes engage in a variety of community service activities and civic endeavors as individuals and teams. More than one-third of our students participate in athletics and nearly all of them are engaged in one or more community activities, often in conjunction with the 8<sup>th</sup> Dimension. Highlights include involvement with the Special Olympics, the After School Mentoring Program, Haverford for Haiti, Philabundance, and the Housing Outreach Action program.

Through the Mentoring and Student Teaching (MAST) program, Haverford students share knowledge, understanding and creativity with high school students from backgrounds traditionally underrepresented in the sciences. Both sets of students benefit from the program, which encourages students to explore possible research and academic careers in the sciences.

Haverford House, a College-sponsored program in which young alums live in Philadelphia and work at non-profit organizations, provides a way for members of the Haverford College community to explore global citizenship in our own region and to strengthen connections between the College and the City of Philadelphia in order to create a more healthy, just and vibrant region.

Taken as a whole, the Haverford experience embodies academic and civic engagement that weaves together practical and academic aspects of service for the greater good.





La Salle University's commitment to service has its origins in the 300 + years 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 trips, the Community Service Scholarship, and service-learning. The Community Service Scholarship is a competitive \$10,000 annual scholarship awarded to five incoming freshmen with outstanding records of service who become service leaders on campus. These students, along with others, take leadership of the 20 long-standing service programs that include tutoring, mentoring, direct service to adults, advocacy programs, and five service trips. The students raise \$90,000 each year to make the trips, to Harlan County, KY, Guatemala, varying Habitat sites, the Blackfeet Reservation in Montana, and to Dar es Salaam, Tanzania, accessible to all students. Close to home, the Neighbor to Neighbor Program, involves students in small habitat-like projects for local senior citizens who often share local history stories.

The Director of Service-Learning supports faculty who teach the 54 SL courses across 13 departments and the institutionalization of service-learning. One approach is the Service-Learning Study Group, comprised of 50 faculty and the Academic Deans, who receive online support and resources as well as individual course development guidance. The more intensive work is with Service-Learning Faculty Cohort that meets frequently throughout the academic year studying best practices and engaging in reflective discussions about their teaching. It is with this group that greater depth is sought in moving

students from a service model (meeting an immediate need) to a justice model (seeking changes that promote a just society). This cohort, along with a cohort of community partners, are working to build community capacity with support from a PHENND grant. The university has just received the Carnegie Foundation's Community Engagement Classification, spurred on by an increased focus on benchmarking service-learning on a national level.





Understanding concepts such as social responsibility, personal accountability, and reverence for all creation is central to the Franciscan vision of what it means to be an educated person. At Neumann University, students experience these inspirational values through service learning that connects academics with activities to help those in need and improve our communities.

The mission of the Neumann University Mission and Ministry unit is to provide for the holistic development of the University community through opportunities for continued understanding and deeper appreciation of our Catholic, Franciscan mission values.

Service learning provides academic credit, but Neumann students, faculty, staff, and alumni also do good work as volunteers. As a community, we enthusiastically share our talents, gifts and knowledge in the service to others. We don't just say it, we live it.

More than 60 percent of Neumann University students volunteered more than 7,000 hours of community service both locally and across the U.S. during the 2009-10 academic year. Some of the ministry sponsored projects included spring break trips to New Orleans, LA, to

help Katrina victims; Habitat for Humanity projects in New Jersey; service trips to Wind River Indian Reservation, Riverton, WY, and St. Francis Inn, Philadelphia, PA; participation in AIDS Walk Delaware and Change for a Beating Baby Heart (help for unwed mothers); and on-campus coordination of Poverty Awareness Week and Books through Bars (text books and religious book collection for prisoners). In addition, Neumann athletes participated in Make-A-Wish Foundation activities and student activities sponsored Adopt-A-Soldier and the Adopt-A-Road programs.

University administration, faculty, staff, and students also volunteer in many other ways within our community, including service to the Chester Career Center, Drexel-Neumann Academy in Chester, and Aston Township. Other examples of voluntary services are food and clothing drives, health and wellness awareness programs, tutorial help to local school students, senior mentoring programs, collaborative

initiatives with the township, elementary school adoption, summer camp experiences and a donation to "Book Bag Drive" for the Delaware County District Attorney's Office.



# SJU SAINT JOSEPH'S UNIVERSITY

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 2009-2010, The Faith-Justice Institute Service-Learning Program worked with over 527 students and 51 local community partners through 37 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 *Sister Francis Joseph, RA, Outreach Lectures* each semester highlight-

ing 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, "*I Know it's Wrong But So What: Examining Society's Responsibility in Shaping Youth's Moral Values*" by Dr. Joan Goodman, Professor, University of Pennsylvania, Graduate School of Education is on Thursday, April 14 25, 7:00pm, 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 recently 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, over 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, summer, 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

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, University Crossings, a \$50 million revitalization project in Chester along Providence Avenue is sponsored by Widener University. Constructed on land, which originally had been a tax exempt part of the university, this commercial complex adds real estate tax revenues to Chester and the Chester Upland School District. The development includes a hotel, full-service bank, convenience store, Chester Police sub-station, apartment units, and room for a restaurant.

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



Bucks County Community College offers an array of Service Learning courses across multiple disciplines. Our Service Learning courses are dynamic because they merge thought, action and community involvement. Service Learning is not simply an academic exercise but a vehicle for career exploration, professional experience and means of contributing to community growth and development.

BCCC works with a variety of worksites that provide students with 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 expert 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 Learning is ever evolving due to the creativity and commitment of students, faculty and community agencies. A few past Service Learning projects have included:

- Green projects benefitting preserved lands
- Creating functional ceramics for Habitat for Humanity
- Business planning
- Producing marketing pieces
- Teaching reading and math skills to children

- Working with children with disabilities
- Presenting a substance abuse prevention program to high schools

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 is committed to responsible social engagement via putting community into community college, college into community and actively engaging in world citizenship.

Bucks County Community College is a proud member of PHENND as it supports the integration of academic rigor and social responsibility. Look for the "V" in our course semester offering catalogues which denotes Service Learning Courses and/or contact Deb Sedik, at [sedikd@bucks.edu](mailto:sedikd@bucks.edu)



Cabrini College is in its second year of implementation of its new core curriculum, named Justice Matters, which intentionally attempts to integrate the student learning experience through community engagement, critical thinking, and written communication. Among the set of integrated liberal arts coursework, the Justice Matters curriculum includes a sequence of developmentally linked, writing-intensive courses called Engagements with the Common Good (ECG), which are taken in the first, second and third years and culminate in a capstone project in their major in the

fourth year. The ECG series of courses, the core of Justice Matters, is grounded in the pedagogical and theoretical framework of social justice as informed by the Catholic intellectual tradition.

All students take thematic and community-engaged coursework within the ECG courses. Domestic and international partnerships provide opportunities for student engagement, research and advocacy. The Common Good refers to the longstanding educational tradition at the College of building student knowledge, habits, values, and skills that can be used to benefit others—not in order to forsake the self, but rather in order to create the conditions in which all people can find integral human development. The outcome of Engagements with the Common Good is that students will be civically engaged: working for peace and justice and

against poverty and oppression while increasingly growing in their compassionate concern and ability to advocate for all human beings.

Within *Justice Matters*, the Engagements with Common Good encompasses the following course sequence:

- ECG 100 (3 credits, freshman year)  
This writing-intensive course approaches the Common Good from a variety of perspectives.
- ECG 200 (3 credits, sophomore year)  
This experiential, writing-intensive course explores through texts and community partnerships power, privilege, and difference.
- ECG 300 (3 credits, junior year)  
This experiential, writing-intensive course helps students utilize their assets and the assets of community partners (local or global) in the pursuit of social justice.
- Capstone Project (3 credits, senior year)



## About Our Member Campuses



### CHESTNUT HILL COLLEGE

The Service-Learning program at Chestnut Hill College has experienced a period of significant growth over the last two years. In keeping with Chestnut Hill College's commitment to service, in the 2009-2010 academic year, the College introduced a Director of Service-Learning position. Additionally in the 2010-2011 academic year, a half-time position was added to the Student Life staff to support service-learning. In the fall of 2009, Chestnut Hill College received a PHENND/Learn & Serve America grant aimed at building capacity in area nonprofit organizations. With the support of this grant, the College has

been hosting a series of free seminars and workshops for nonprofit staff and leaders. In addition, in the spring of 2011, the College was awarded two more PHENND/Learn & Serve America grants to develop a Volunteer Income Tax Assistance (VITA) program on the Chestnut Hill campus.

Under the direction of the Service-Learning office, in spring 2011 a student-led Community Engagement Board was developed to engage and assist student clubs and organizations with community service initiatives. The board is comprised of Student Government Association members and Scholars in Service to Pennsylvania. Our work with student leaders on campus has continued to expand in academic year 2010-2011, particularly with the Scholars in Service to Pennsylvania. These student leaders help build capacity for the service-learning program through holding weekly office hours, providing service-learning class assistance, regular

community meetings and bi-weekly one on one supervision meetings with a professional staff member. The Scholars also work closely with the Community Liaisons, a group of Federal Work Study (FWS) students who earn their FWS dollars through service in the surrounding community.

As the College continues to grow and partner with our surrounding community, we fully expect to utilize opportunities for development as responsible, engaged citizens and persons of high academic excellence. Providing students with opportunities for structured reflection while engaging them in work for the common good through service-learning classes, work study opportunities, weekly service and the Scholars in Service to Pennsylvania program simultaneously strengthens the College community and the area in which we are situated.



Cheyney University employed approximately 319 employees this past year. The majority of which reside in Chester, Delaware, Philadelphia, Bucks and Berks Counties and the States of Delaware, New Jersey

and Maryland. Consequently, Cheyney University not only supports Southeastern, PA, but is able to extend its workforce and economic development reach outside of the commonwealth and into neighboring states.

Further, in 2009 and throughout 2010, Cheyney University created over 353 jobs for this region through many of its capital projects. Of

which, approximately, 19% went to minority or women owned firms.

Cheyney University, in partnership with the Pennsylvania State System of Higher Education (PASSHE) and the Department of General Services (DGS) has combined to bring over \$115,988,353 in capital projects to the campus and the region. These dollars help not only update the campus facilities but also demonstrate the economic and workforce impact the University brings to the region. These figures do not include the number of students we prepare yearly to also contribute to the economic engine of the region and country.

Cheyney University has also worked to increase the capacity of Disadvantaged Business Enterprises and has worked with companies in eight counties in the Commonwealth:

Allegheny, Berks, Blair, Bucks, Chester, Delaware, Montgomery, and Philadelphia.

Workers have received training in Business Operations, Computers, Communication and Teamwork, Health and Safety, Network Administration, Quality Assurance, Technology Support, Product and Process Control, Workplace Behavior, Information Security, Data Base Development, Software Development, Applied Math & Measurement.

In addition, Cheyney University continues its partnership with the Chester Higher Education Council as a member institution of the Delaware College Access Center.

Cheyney University will continue to seek strategic partnerships and will continue to strive to contribute positively to the economic and workforce development of the region.



## About Our Member Campuses

# Community College of Philadelphia

Community College of Philadelphia recognizes that community service and student learning activities are high impact practices which improve student success in college and prepare them for life-long endeavors. The College is proud of our many community partners. Our Fox Rothschild Center for Law and Society illustrates the scope and variety of community partnerships developed throughout the institution. Center activities include collaborations with Wills for Heroes, a national foundation

providing wills and basic estate documents to first responders. In partnering with WFH, the Center developed the first student service learning component in the country. Students working under attorney supervision provided

estate documents to over 70 first responders. This partnership has been awarded The Jeffrey A. Ernico Award by the Pennsylvania Bar for "commitment to equal justice and serving those who had nowhere else to turn."

Additional Center partnerships include Court Appointment Special Advocates through with the Center supports CASA's training programs and CASA provides opportunities for student internships and volunteering. Through its partnership with

Lost Dreams on Canvas, the Center mounts and annual exhibit of portraits of victims of violence and provides a forum for reactions to violence. This year, through a grant from PHENND, the Center is training students on issues related to mortgage foreclosure and creating public service videos for airing on the College's television station. The Center has also partnered with the Freedoms Foundation and the National High School Mock Trial Program to provide judges and support for high school competitions. Additional partners participate in the Center's Legal Resource Day which provides information to students and the public on issues such as immigration, utilities law, tax preparation and other matters.



## Montgomery County Community College

In 2010, over 1,000 student and staff members participated in curricular and co-curricular service-learning initiatives at Montgomery County Community College. Over 54 service projects were completed during major awareness weeks such as Martin Luther King Recognition week and week-long service opportunities, which included the Alternative Spring Break trip to Virginia. The College's Student Athletics' program and community service organizations were among the numerous

student groups that supported those efforts by coordinating on-campus volunteer opportunities during Hunger and Homelessness Awareness Week, which benefited organizations ranging from Manna on Main Street to the Pottstown Salvation Army.

Students from the Medical Laboratory Technician program contributed by offering free lab tests at their Health Screening Day, while members of the Biology Club held flower sales to benefit environmental organizations during Earth Week events. Overall, multiple clubs, students and staff held support through 6,100 hours of service, and contributed over \$27,000 dollars in monetary donations 2,800 food, clothing, and educational donations to 33 local and national community partnerships. Some of those organizations include Cluster Outreach, Haiti Relief efforts through

the American Red Cross, and the United Way.

Additional funding from Learn and Serve grants and partnerships with the Pottstown Area Health and Wellness Foundation have also assisted in offering further support to students by enabling the College to expand its involvement in service-learning related opportunities off-campus with partnerships throughout Montgomery County.

Montgomery County Community College continues to support and educate its students in becoming engaged citizens that will give-back to the communities in which they live and work.



## 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, 37 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 Knit-tany 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. Taj Mrruder has just earned the GOLD AWARD for the Presi-

dent's Volunteer Service Award in 2011. We offer Civic and Community Engagement Lecture Series every spring semester, and we invite leaders of community organizations to campus to present their work and its impacts on the local and global communities.

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.



In 2009-2010, 70 students successfully completed our first offering of our service learning course, SERVE-101, and 52 students in Fall 2010. Over 250 students participated in the Community Service PLUNGE! as part of New Student Orientation in August, and PhilaU celebrated its third-annual Day of Service in September. We launched a partnership with Big Brothers Big Sisters of Philadelphia and the Thomas Mifflin School in East Falls and this spring our "bigs" began their mentor-

ing experience with their "littles." Service Coordinators continued their role of leading peers in service initiatives, including clean-ups, homeless shelters and Scouting for Food with local Boy Scouts.

In Fall 2010 we launched two Learning Communities partnering two academic majors, Architecture and Fashion Merchandising, with specially designed sections of SERVE-101. The service projects, Peer Mentors and projects were developed around these majors. Students worked with Rebuilding Philadelphia and the Career Wardrobe Boutique, sharing their experiences at our end of semester Service Learning Showcase. Spring 2011 began with two projects in Germantown for the National MLK Day of Service

movement.

The fall saw the acceptance of PhilaU as a Habitat for Humanity Campus Chapter, affiliated with Montgomery County, with whom we will also volunteer for Alternative Spring Break and work with other affiliated universities to plan a benefit 5K walk/run in April. Also this fall, PhilaU became home to the newest chapter of Colleges Against Cancer, a division of the American Cancer Society, supporting Relay for Life, advocacy and education initiatives on our campus.





## About Our Member Campuses



Stockton College is a nationally ranked mid-size public college situated on the edge of the Pine Barrens of Southern New Jersey. The Service-Learning Office at Stockton was founded in 1991 with the intent of engaging a small group of students in meaningful learning experiences outside the traditional classroom. It now serves as a resource for hundreds of students and more than 125 community partners annually. The program's most recent initiative, funded by grants from PHENND, is the Food Stamp Enrollment Campaign, which enables students to prescreen community members for SNAP benefits in order to

reduce the increasing demand placed on local food banks and to assist individuals and families in securing regular access to nutritional food.

Other community engagement initiatives at Stockton have also blossomed in the past year. Dr. Reva Curry, Director of Community Partnerships, and Dr. Joseph Rubenstein, Associate Professor of Anthropology, successfully launched a local Campus Kitchens initiative in partnership with the Atlantic City Public School District. Additionally, they continued to serve the needs of at-risk children in the district by providing after-school tutoring and mentoring services staffed by Stockton students. This initiative, coupled with the Service-Learning Office's efforts, helped lead the college to receive the Carnegie

Classification for Community Engagement in 2010.

## ROSEMONT COLLEGE

Rosemont College's Campus Ministry currently offers five programs that enable members of the community to engage in hands-on experience where they can provide some form of help to another group and/or individual, without the intentions of receiving compensation and often within an environment and set of circumstances that may be uncommon.

- Cornelian Service Corps – Offers many unique volunteer opportunities, some of which will aid students in learning about and engaging in issues of social justice.

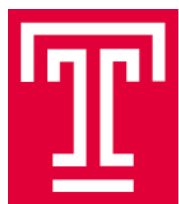
- St. Francis Inn – Located in North Philadelphia, St. Francis Inn runs services such as a day center for women, overnight men's shelter and thrift store. Twice per month, students are offered the opportunity to volunteer their time and talents for the afternoon by serving dinner in the soup kitchen.
- Hunger and Homelessness Awareness Week – In conjunction with the national recognition of HHAW, Campus Ministry provides a series of events, as well as an array of spiritual and volunteer opportunities, for the Rosemont Community to participate in throughout the course of our awareness week.

- Martin Luther King Day of Service – In honor of MLK Day, the Rosemont Community volunteers in the local community for "a day on, not off!"
- Service Saturdays – In response to an overwhelming number of students who could not do service on the weekdays because of class and work schedules, Campus Ministry has created an opportunity to spend one Saturday every month participating in volunteer experiences around Philadelphia.

For more information, please visit our website at [www.rosemont.edu](http://www.rosemont.edu)



## About Our Member Campuses



# TEMPLE UNIVERSITY®

Learning courses and Community Based Research through teaching circles,

workshops and conferences

\* Working closely 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

The Community Learning Network catalyzes civic engagement by promoting campus-community collaborations between faculty, students and community partners. The Network is an academic unit that works with faculty and students to connect their teaching, learning and research with local community-based organizations by:

\* Reaching out and maintaining relationships with community organizations

\* Supporting faculty development and implementation of Community Based

\* Providing students leadership opportunities within Community Based Learning Courses as Peer Teachers

\* Identifying Community Based Learning courses and recognizing student achievement in Community Based Learning through a transcript designation (forthcoming) as achieving "Academic Community Engagement"



UCARE's success with its inaugural year demonstrates the desires and ambition of Ursinus students to get involved with

service and civic engagement as a feature of their higher education. The student-led initiatives, under the auspices of UCARE, confirm the importance of civic engagement and provide a paradigm for students to fulfill their educational and personal goals. UCARE's website and weekly newsletter is constantly updated and disseminated to the campus to display the new civic engagement progress and activities.

Last year, Ursinus students served the greater community in many capacities, in-

cluding one-time events such as collecting supplies for troops, Helping Hands can drives, hat and winter coat drive, Adopt-A-Family, and two very successful benefit balls at the Berman Museum of Art. Moreover, many students were involved in weekly projects which included volunteering at local soup kitchens, visits to the Head Start Program in Norristown, visits to St. Christopher's Children's Hospital in Philadelphia, four visits each week to an after-school program in Pottstown, visits to a local animal shelter, visits to a local prison to offer GED tutoring, participation in a volunteer income-tax assistance program and more. Additionally, Ursinus students have served on a weekly basis at two locations in the neighboring communities of Pottstown and Norristown to promote youth literacy, as well as an America Reads program run through our Multicultural Office.

Many of these service initiatives are coordinated by student leaders, several of whom participate in our Bonner Leader Program. Ursinus Bonner Leader students 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.

UCARE has committed to launching a more concerted effort in expanding the community based learning as part of Ursinus' liberal arts curricular architecture. The Dean's Office offers mini-grants to encourage faculty members to better incorporate academic civic engagement and community-based learning into their syllabi to enrich the learning that goes on in the classroom across disciplines.



## About Our Member Campuses



### VILLANOVA UNIVERSITY

At Villanova University, students, faculty and staff are united by a shared search for knowledge, a strong sense of community and a commitment to the Augustinian ideals of *Veritas, Unitas, Caritas*, meaning Truth, Unity, Love. In the classroom and in the community, service and service learning are essential components of the Villanova educational experience:

- In September, the annual St. Thomas of Villanova Day of Service unites more than 4,500 student, faculty, staff and alumni volunteers in partnership with 180 nonprofit agencies to perform service in communities throughout Greater Philadelphia.
- Each November, Villanova hosts the largest student-organized Special Olympics Festival in the world. More than 1,000 athletes and 400 coaches participate in the statewide competition which draws over 4,000 volunteers from Villanova and the surrounding community
- Approximately 900 students volunteer annually for Habitat for Humanity Service Experiences and Mission Service trips during semester breaks, traveling to communities in need in the United States and around the world.
- Service learning courses in each discipline, as well as 250 members of the Sophomore Service Learning Community, provide faculty and students with an opportunity to integrate academics and community based learning in the tradition of transforming minds and hearts. Villanova is in the first year of a partnership with the Student Success Center at Germantown High School. Students, faculty and staff work with high school students to foster academic success and post-secondary planning, promote positive youth development, and encourage them to pursue a college education.



West Chester University of Pennsylvania is proud to be listed on the President's Higher Education Community Service Honor Roll with distinction, as well as being designated with the Carnegie Foundation Community Engagement Classification.. Increased involvement in both service learning and volunteering has resulted in 233,513 documented hours of student volunteer service during the academic year 2009-2010. In addition, student-driven projects raised \$165,031 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 India.

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 investi-

gation for the Pennsylvania Department of Environmental Protection; 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).

