
PHENND

Philadelphia Higher Education Network for Neighborhood Development

2012 Annual Report

presented

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Saint Joseph's University



**PHENND
Steering Committee**

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

Dr. Marcine Pickron-Davis
Chief Community Engagement and Diversity Officer
Widener 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
Co-Director,
Civic Engagement Office
Bryn Mawr College

Dr. Carol Harris-Shapiro
Director, Community Learning Network
Temple University

Dan Dougherty
Director, Lindy Center for Civic Engagement
Drexel University

Staff

Hillary Kane
Director

Liz Shriver
K-16 Partnerships Coordinator

Paul Vande Stouwe
Graduate Assistant

Joel Murphy
Intern

Welcome! On behalf of the seven PHENND Co-Chairs, it gives me great pleasure to introduce the fourth 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. The accomplishments outlined in this report attest to the consistent and quality work of this small, yet powerful, organization.

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



Our Mission

The Philadelphia Higher Education Network for Neighborhood Development (PHENND) is a consortium of 33 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 30 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. The 2011 PHENND Conference, which drew 98 participants from Southeastern Pennsylvania and Southern New Jersey, focused on "Writing *in* Service, Writing *for* Service," and was co-sponsored by the Philadelphia Writing Program Administrators. The keynote speaker was Dr. Steve Parks, Associate Professor of Writing and Rhetoric at Syracuse University and the Executive Director of New City Community Press. Dr. Parks gave a provocative talk entitled "Collaboration and Conflict: Discovering the Outer Edges of Partnership" which told the story of two university-community partnerships in the same neighborhood, one which received praise and the other which caused strong political push back from his own institution.

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 GEAR UP AVID Tutoring Program 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 sectors. 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.

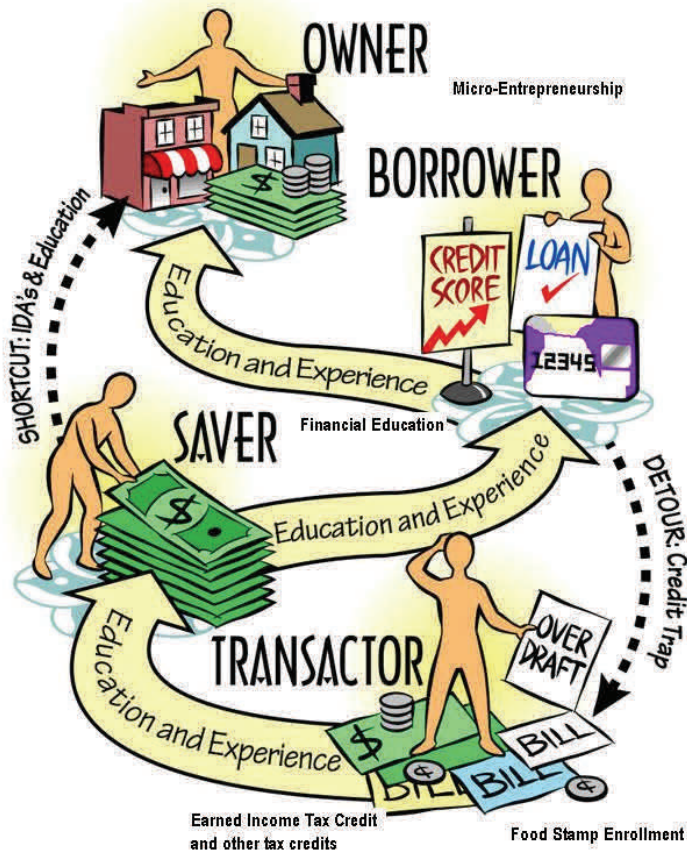
PHENND continues to make progress toward the goals outlined in our new **Strategic Plan**. The plan was developed during the 2009-2010 academic year through a process that renewed stakeholder energy and enthusiasm. Since adoption of the plan, PHENND has developed a tiered membership structure and increased the base rate for membership dues, increasing the annual contributions from member campuses from approximately \$8,000 per year to over \$25,000 per year. The PHENND Steering Committee (renamed from the PHENND Co-Chairs) is in the process of approving a new set of by-laws which will allow additional campuses to be represented on the Steering Committee for three-year terms. Ultimately, the strategic plan will guide PHENND so that the organization remains viable and dynamic for years to come.

Last year, PHENND developed the **K-16 Partnerships network**. Funded by a gift from Dr. Phil Lindy, this sub-network of PHENND brings together higher education faculty and staff who work specifically with school partnerships to improve communication and collaboration. The network is staffed by K-16 Partnerships Coordinator Liz Shriver and has been meeting since December 2010 with the goals of expanding collaboration across IHEs that work in public schools and promoting new and excellent models of partnership to a growing number of IHE's, non-profits and public school administrators.

PHENND is also in the third and final 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 Lindy 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 (source: Alternatives Federal Credit Union), 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 and its partners have already engaged 1,739 student participants 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 Urban Affairs Coalition, and Entrepreneur Works. This strategy of making subgrants directly to community partners is so unique that Learn and Serve had to change their reporting mechanism to allow for community-based organizations to report on the direct engagement of 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 (2010-2011)

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:

- 3,120 individuals receive the PHENND Update each week, a 14% increase since last year
- 2,385 events, jobs, grants, and other announcements have been advertised since this time last year, a 7% increase from the last comparable year

K-16 Partnerships Newsletter

Distributed bi-monthly, the K-16 Partnerships Newsletter is a collection of stories, interviews, and articles about the people and programs making a difference in the Greater Philadelphia area for youth in the K-16 continuum.

By the numbers:

- 778 individuals receive the K-16 Partnerships Newsletter
- 32 articles published in 7 newsletters since March 2011

Training and Technical Assistance Provider

Workshops

During the 2010-2011 academic year, PHENND provided the following training



workshops.

- February 2011: Keynote lecture at University of North Carolina at Greensboro “Anchor Institutions: Learning to Mobilize Our Intellectual, Financial, and Institutional Assets Within Our Community” plus four additional small group conversations
 - Economic Development
 - K-12 Partnerships and service-learning
 - Constructing a Consortium for Change
 - Intercultural Dialogue
- February 2011: Keynote lecture at North Carolina Campus Compact Annual Conference “Collaboration among Anchors: Maximizing your Impact” plus two workshops
 - Communication: The Glue that Holds the Network Together
 - Community Partnership from the Community’s Point of View
- March 2011: Service-learning professional development for faculty at Widener University focused on Community Partnership

Funder

During the 2010-2011 academic year, PHENND provided modest grants to 11 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 7 organizations for their role in volunteer management. These grants were all made possible by funding from Learn and Serve America.

The description for each project is below:

Nonprofit Capacity Building

Bryn Mawr’s Nonprofit Executive Leadership Institute: Grant funds will be used to subsidize the enrollment of two nonprofit leaders who agencies



address economic recovery issues to participate in the NELI Certificate Program. The nonprofit leaders will receive 60 hours of advance training. Additionally, undergraduate students in the Leadership In Action program will be mentored by the nonprofit leaders to while providing service to their organization.

Chestnut Hill College: With additional technical and financial support in year two from the Nonprofit Capacity-Building grant, Chestnut Hill College will capitalize on expressed nonprofit interest in the program, as well as growth in service-learning and community partnership development in the four focus areas. Utilizing the networks of both PHENND and current campus partners, and under the direction of an Advisory Board, the College will invite nonprofit staff and leaders to participate in seven (7) capacity-building workshops, provided by faculty, administrators and friends of the College.

La Salle University: La Salle will provide workshops to their nonprofit community partners to develop their capacity in the work they are doing. Second, the service-learning cohort of faculty will further explore the issues of economic justice in the community and discover new ways to collaborate with their nonprofit partners. Their third strategy is the creation of a website that will capture the assets and activities of their partners, as well as the efforts of faculty and students who work with these partner agencies. These strategies involve multifaceted collaborations intended to build relationships that are sustainable and instructive in helping the university understand how to change the institutional structures that maintain inequality.

Temple University's Center for Social Policy and Community Development: Temple University is proposing a Non-Profit Management Certificate Program (NPMCP) to meet the needs of non-profit organizations. Initially, the certificate program (totaling 60 hours of instruction to participants) will be targeted to non-profits surrounding Temple's main campus in North Philadelphia. Temple intends to expand and replicate the certificate program at its Harrisburg campus. As part of this effort, an evaluation will be done to document and demonstrate an effective non-profit capacity building model at Temple Univer-



sity.

University of Pennsylvania: Penn's Netter Center for Community Partnerships will offer two Non-Profit 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 organization management, human resource management, fundraising, media relations, stewardship, and program evaluation. There will be follow-up sessions with the participants, networking opportunities and efforts made to link participants to Penn resources such as the nonprofit program at the School of Social Policy and Practice.

Student Leadership

Arcadia University: Arcadia University students will collaborate with the First United Methodist Church of Germantown (FUMCOG) after-school program for Germantown High School students to create a once-weekly "Math Circle" to investigate together financial issues and entrepreneurship based on interviews with neighborhood businesses. Arcadia students will design instructional activities, carry out assessment of learning objectives, and organize meetings with consultants. High school students will teach the university students about their local community, and identify community projects to pursue together.

Bryn Mawr College: The Civic Engagement Office will jump-start Bryn Mawr College student involvement in economic recovery initiatives by developing new connections to local community-based organizations working in this area, by creating structures on campus to facilitate engagement through volunteer projects, internships and service-learning courses, and by deliberately building linkages to campus-based leadership programs and student-run organizations.

Community College of Philadelphia: CCP will create a service-learning project to develop leadership skills among its Paralegal Club members. Participants will be trained on foreclosure-related financial issues and will help develop related educational videos to serve as a resource for residents facing foreclosure. Videos will be distributed to community partners, broadcast on CCPTV



and posted online. This will launch a long-term service-learning project whereby foreclosure-related support would be provided to individuals on campus and at community sites.

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 coalition 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.

Montgomery County Community College: Montgomery County Community College will engage students in two projects to foster civic engagement and student leadership. First, MCCC students will serve as volunteer tax preparers partnering with the North Penn United Way and Family Services in Pottstown. In addition, MCCC 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 Montgomery County.

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 expand the existing Food Stamp Enrollment project that has a built-in development leadership model for students. Service-learning faculty, staff, and students; social work faculty and students; and existing community partners will continue to implement and assess the program.



Rosemont College: Rosemont College’s mission, justice and moral reasoning, ties education into the social sphere and requires students to be actively engaged in the world. As one student explained “The Food Stamp Program has given me a first-hand view into the American welfare system, rather than the theoretical approach in class.” Rosemont College will coordinate service learning, leadership development and co-curricular activities around food stamp enrollment and by working with the Greater Philadelphia Coalition Against Hunger.

Temple University’s University Community Collaborative of Philadelphia: The UCCP will launch Youth Action News, a youth driven mini TV show that will be broadcast through YouTube and Philly Cam, community access media. Youth Action News will highlight positive initiatives that youth in Philadelphia have undertaken with a particular emphasis on youth micro entrepreneurship activities. Youth Action News will be developed by V-Media, the UCCP’s media arm which is comprised of college students and older youth, and managed by our Media Productions Coordinator.

University of Pennsylvania: Community School Student Partnerships (CSSP) is a student organization that provides academic and cultural enrichment to children and families in the West Philadelphia community as part of Penn’s overall University-Assisted Community School network. With the support provided in this proposal, CSSP will make a substantial contribution to the institutionalization of service and learning at Penn, will affect measurable outcomes in financial literacy for K-12 youth and their parents, and will build upon the progress made as a PHENND Student Leadership grantee in FY10.

Student Internships

Drexel University: Drexel University’s Center for Civic Engagement (CCE) is proposing a two-tiered approach to increasing and sustaining a cadre of interns in the area of economic recovery. First, we will expand our Drexel Community Scholars (DCS) program to include one in up to four organizations dealing with



economic recovery. The DCS will then recruit an additional 3-4 students and with the assistance of CCE and community partner staff, retain and support those students in long-term, stable, civic engagement opportunities.

Temple University: The Temple Small Business Development Center (SBDC) will hire interns to provide Business Support services to small business in the Philadelphia area for AY 2010-11. The funding will be used to build organization 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, and 2) administer entrepreneurship training.

Temple University: In the course of an academic year, Temple University's Center for Social Policy and Community Development will recruit 75 student interns from all over the University and place them in non-profit, community-, and faith-based agencies that are represented in the Temple Non-Profit Management Certificate Program (NPMCP). The interns will assist with capacity building activities in critical areas, including leadership development and community engagement. An evaluation will be done to document the effectiveness of this model.

University of Pennsylvania: Building on our experience with the first PHENND Student Internship Grant cycle, 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.



Direct Grants to Partnering Nonprofits

Greater Philadelphia Coalition Against Hunger: The Coalition recruited 28 students in the Fall 2010 and Spring 2011 from three campuses through service learning classes. 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.

Campaign for Working Families: 313 student volunteers were recruited, trained and served at least 5 hours. As of July 2011, the Campaign estimates that the student volunteers served 4,500 low-income families through provision of tax services. This past year, the Campaign also connected with 3 service-learning professors which led to more outreach outlets for interns and volunteers and more university contacts to host trainings. Over the past two years they have nearly doubled their contacts at local universities.

Delaware County Asset Development Group: 56 student volunteers were recruited and trained, and served at least 5 hours, primarily from Swarthmore College, Widener University and Villanova University. Additionally, DelCoAD had 10 sites in operation. Collectively, 1500 tax returns were completed for low-income families with refunds totaling almost \$4 million. Student volunteers were responsible for about half of these numbers.

Montgomery County Tax Coalition: 215 volunteers were recruited and trained, of which 94 were students, primarily from Bryn Mawr College, Chestnut Hill College, Temple University's Ambler campus, Penn State Abington, Montgomery County Community College and Ursinus College. Last year, MCTC sponsored 19 VITA sites. Collectively, 2,039 tax returns were completed for low-income families, an increase of 15.5% over the previous year.

Urban Affairs Coalition FAN Clubs: During the 10-11 academic year, the FAN Club program trained 24 area college students in basic financial education techniques, particularly so they could turn around and train local youth and



their parents. As a result, 96 community members (youth and adults) received training in basic financial literacy. Some volunteers also assisted with capacity-building such as helping the FAN Club program with database management.

Entrepreneur Works: Entrepreneur Works developed a new initiative, “MicroServe Philadelphia,” which seeks to place interested college student volunteers with micro-entrepreneurship organizations. During the first full year of operation, 55 students were engaged in community-based research. Many were enrolled in a course at Cabrini College and others came from Drexel University; all students assisted Entrepreneur Works with market research and analysis.

Results

Together, and as a direct result of the funding provided, these 11 campuses and 7 community-based organizations reported the following progress during the 10-11 academic year.

A post-only pilot survey was administered to college students from 16 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 Fall and Spring semesters in the 2010-2011 academic year. A total of 118 students out of 1,190 responded to the survey.

Highlights of the survey include:

- Of the total respondents, over three-quarters (78%) reported that their LSA funded service-learning experience had increased their beliefs and 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 half (55%) reported that the program had an impact on thinking about a career that benefits underserved communities.
- The greatest increases were associated with student's concern about local issues that affect the underserved (81%) and students' feeling that they can have a positive impact on local problems (82%)
- Over 85% of 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, and effect sizes were generally in the moderate range.
- Well 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:

- One-hundred percent of the community partners strongly or somewhat agreed that the students helped them to increase the capacity of their organization to sever community needs that resulted from the economic downturn.
- The college students improved their own financial literacy as a result of participating in service to their organizations.
- The college students also gained leadership skills as a result of participating in service to their organizations.
- Increased capacity to service low-income clients due to their participa-



tion in this project and from the service provided by the student participants.

- 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. The 2011 PHENND Conference, which drew 98 participants from Southeastern Pennsylvania and Southern New Jersey, focused on "Writing *in* Service, Writing *for* Service," and was co-sponsored by the Philadelphia Writing Program Administrators. The keynote speaker was Dr. Steve Parks, Associate Professor of Writing and Rhetoric at Syracuse University and the Executive Director of New City Community Press. Dr. Parks gave a provocative talk entitled "Collaboration and Conflict: Discovering the Outer Edges of Partnership" which told the story of two university-community partnerships in the same neighborhood, one which received praise and the other which caused strong political push back from his own institution.

Quarterly PHENND Meeting

October 2010: Quarterly PHENND Meeting focused on Technology and Social Change at Temple University (55 participants)

Community Service & Service-Learning Directors Group

Meeting regularly since 2006, the CSD/SLD Directors group meets 2-3 times per academic year to learn from each other and discuss best practices. During the 2010-2011, the group met twice:

- November 2010 at Widener University: Assessment and Evaluation
- March 2011 at Villanova University: General networking and discussion of discipline-specific faculty gathering



K-16 Partnerships Network:

Meeting regularly since December 2010, the K-16 Partnerships Network is a dynamic group of faculty and staff, non-profit professionals and city officials. The K-16 Network hosted two significant meetings during Spring 2011.

- **March 2011:** Meeting with selected IHE representatives with School District of Philadelphia's Deputy Chief of Grants Development and Compliance to begin conversations about how to better communicate information between and among IHE partners and the District related to grant development.
- **June 2011:** Two-day Institute at the School District of Philadelphia attended by 47 individuals from 20 campuses, community organizations and public institutions. Conversation at the Institute helped launch three committees and one affiliated group with separate but interconnected agendas related to IHE partnerships with K-12 public schools. These groups collaborate with each other and outside entities in the city as necessary, in particular School District or public school administrators, city officials and education-related networks and non-profit leaders. Our current committees are: K-16 service-learning, non-profit and CBO partnerships and college access/success. The Teacher Education Alliance (TEA), an affiliated group, focuses on pre-service teaching experiences in Philadelphia schools and is coordinated by Temple University.

Special Event:

January 2011: Thanks to a partnership with the Campaign for Working Families, PHENND was able to host Dr. Crystal Hall, Assistant Professor in the Evans School of Public Affairs, University of Washington, for a talk "Psychology 101: Decision Making In the Context of Poverty." Supported by the Learn and Serve grant mentioned above, the talk attracted 84 people representing area colleges and universities, nonprofit agencies, and businesses.

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 Penn-





SCHOLARS · IN · SERVICE

TO PENNSYLVANIA
AMERICORPS PROGRAM

- The 303 students enrolled performed 37,317 hours of community service (including training and member development activities)
- Those same students recruited an additional 9,363 non-AmeriCorps volunteers

GEAR UP

The School District of Philadelphia is currently implementing a new, rigorous college access program in all 28 middle and 8 high schools under the current Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant. The Advancement Via Individual Determination (AVID) program is a full five-day elective class for students beginning in 7th and 8th grade. AVID is an elementary through postsecondary college readiness system that is designed to increase school-wide learning and performance. The AVID system accelerates student learning, uses research-based methods of effective instruction, provides meaningful and motivational professional development, and acts as a catalyst for systemic reform and change. (Avid.org)

Beginning in Spring 2011, PHENND recruited, trained and placed 80 tutors from five different colleges and universities in 20 GEAR UP schools. Participating colleges and universities included Temple University, Arcadia University, Bryn Mawr College and Haverford College. Students were recruited through service-learning courses, internships and volunteer programs. AVID volunteer structures and student-run groups are now being implemented at Arcadia, Temple and Bryn Mawr to accommodate tutors who will be retained after courses are completed. Additionally, Arcadia, Temple and Bryn Mawr all have student leaders who are in charge of giving feedback to the AVID Tutor Coordinator.

sylvania.

By the numbers:

- During the 2010-2011 year, participating campuses enrolled 303 students of which 244 earned AmeriCorps Education Awards totaling \$286,113.





The Arcadia University Community Service Office provides information on organizations and service opportunities in the local, national and international community and assists students in developing service projects addressing specific academic and personal interests. Work-study positions, leadership opportunities and internships are also available within the Community Service Office and many off campus community-based service agencies

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 18th year, Arcadia hosts over 850 people who share a meal of soups, bread and desserts housed in hand made bowls created and donated by 33 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.

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. Arcadia University was the first University in the Philadelphia area to provide mentors for the AVID Tutoring Program. Students work as tutors and mentors

to students within the local Philadelphia School District during school hours. This program has an emphasis on preparing younger generations to further higher education. 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. Arcadia recognizes Martin Luther King Day by hosting a two day collection for several non-profits as well as free shredding and E-Waste event to the community. Collections went to agencies such as: Cradle to Crayons, the Lions Club, St. Vincent De Paul, PSPCA, and Habitat for Humanity. The office is also proud to continue a tradition of hosting local 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 Pa. Scholars, 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 11th 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.

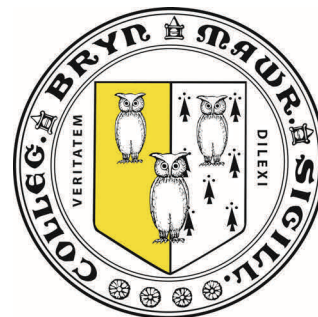
With the assistance of an AmeriCorps VISTA member, Bryn Mawr expanded our relationship with Gotwals Elementary School in Norristown in 2011 by creating an after-school program designed to provide homework help and enrichment activities for young school children. The Gotwals After School Program (GASP) is a bi-college program with volunteers from both Bryn Mawr and Haverford Colleges. Student volunteers work with our AmeriCorps VISTA member to plan and facilitate the program.

The CEO 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 10th 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. Student volunteers prepared 768 tax returns for Montgomery County residents, returning \$1.14 million to the local economy. In addition, by providing this tax preparation service for free, volunteers saved residents an estimated \$367,200 in tax preparation costs.

We have also spent significant energy expanding our Community Based Work Study program. Now coordinated by a graduate student from the Bryn Mawr Graduate School of Social Work and Social Research, the CBWS program gives students the opportunity to earn their financial aid awards through employment at off-campus non-profit organizations and community schools. CBWS provides students with the opportunity to make meaningful contributions to local organizations through their work while also learning about community issues and developing professional skills. The CEO envisions this program as a way to build stronger relationships with community agencies by providing them with skilled, enthusiastic, and creative student workers who will help support the work of their organizations.

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.





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.

Our most current emphasis in the ECG courses has been to attempt to develop both a pedagogical and an assessment framework that addresses the inter-relationship between diversity, critical thinking, and writing. To this end, we have developed a common assignment that addresses these three areas that is being implemented in all of our ECG classes. Outside readers are using a comprehensive rubric to assess in these areas. We are looking forward to learning about how we can improve the developmental process of social justice education through this assessment.

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 by exposing and interrogating the tension between the individual and society. It also examines the individual's position in various communities: family, nation, race, class, gender, and other categories of identity.

• **ECG 200** (3 credits, sophomore year)

This experiential, writing-intensive course explores through texts and community partnerships how power, privilege, and difference affect solidarity, equality, and dignity through relationship-building in a service-learning project. Students will expand their moral imaginations through their exploration of contemporary, historical, and cross-cultural causes of systemic justice and injustice in the world as they build relationships with community members.

• **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. Students will work with community partners, contributing to research that will be used to expand the capacity and quality of the partner organizations while providing students with life-long tools for civic engagement. This research also may be used to advocate for systemic changes that will affect greater solidarity with local and global communities. Students will develop skills and strategies to advocate for policies with U.S. and international public and private decision makers.

• **Capstone Project** (3 credits, senior year)

The Engagements with the Common Good sequence culminates in the senior year with a capstone project in the student's major that connects to a student's prior three years of study and community engagement activity.





Founded in 1837, Cheyney University is America's oldest historically Black institution of higher education. Today it leverages that rich history of providing access to higher education for all students and by producing visionary leaders and responsible citizens. Cheyney graduates are successful, talented individuals, and some of the most well-known include 60 Minutes journalist, Ed Bradley, and NFL defensive back, Andre Waters. Cheyney University is in the business of developing human potential and talent and does so through an intellectually challenging environment and personal attention to every student – a hallmark of the Cheyney experience.

Cheyney University continues to be a valuable resource contributing to the intellectual, social, economic and cultural development of the Greater Philadelphia region, the Delaware Valley, and beyond.

As a partner of the Chester Higher Education Council, CU helped establish the Delaware College Access Center, and we continue to remain partners with the CHEC. Through this partnership, Cheyney University; as well as, other universities, is committed to providing access to and success in post-secondary education to the residents of Chester, Pennsylvania.

In keeping with our mission, which is to prepare confident, competent, reflective, visionary leaders and responsible citizens, Cheyney University is committed with providing our students with opportunities to give back to the communities in which they serve. To that end, during the 2010-2012 academic year, Cheyney University students participated in many community-service oriented projects. For example, as other students were vacationing with friends or visiting family, five CU students participated in an "alternative spring break" activity to benefit the inner-city children of Phila-

delphia in collaboration with City Year. In addition, the students in the Keystone Honors Academy organized a community service project to help address the problem of hunger in one of our local communities. Working with the Chester Eastside Ministry, our students spent the day packaging groceries to assist families in need. More than 250 families were served through this community service project.



In addition, CU has been working closely with Thornbury Township to provide recreational activities through annual events like Community Day and the Delaware Valley Lions Club 5K/10K race. Last year, \$17,500 was raised as a result of the race to benefit a local residence suffering from ALS. Earlier this fall, Cheyney University students and staff together with residents from Thornbury Township, Delaware County participated in a community service project to clean the local roads and trails in the Township and near the University. The event was held from 10AM-12PM and was a collaborative effort between Cheyney University and the Township to bring both communities closer together and to provide an opportunity for Cheyney students to positively impact the local community.

Cheyney University will continue to seek strategic partnerships in 2012 that are designed to help meet the needs of the region and reach the center of the community.





LINDY CENTER

FOR CIVIC ENGAGEMENT

Drexel University's Lindy Center for Civic Engagement promotes the ideals of social responsibility and public service by facilitating community-based experiential learning for students, faculty, and staff. The Lindy Center supports over 80 partnerships with non-profit organizations, translating into more than 200 unique civic engagement projects each year. In addition to facilitating civic engagement activities for 2,700 Drexel students, the Lindy Center develops student leaders through our Drexel Community Scholars, Lindy Scholars, College Access Fellows, Community Interns, and American Reads America Counts programs. The Lindy Center also offers civic education opportunities, and collaborates with faculty members to strengthen service-learning courses and community-based research projects.

Academic initiatives round off the work of the Lindy Center. Beginning with the 2011-2012 academic year, through the Lindy Center, Drexel is offering a Certificate in Civic Engagement that brings students through a



range of related topics and projects from concepts of citizenship to university-community partnerships and civic engagement leadership. This program places Drexel at the vanguard of a small but growing number of colleges/universities across the country to offer minors or majors in civic engagement studies.



Additionally, Drexel University, in support of PHENND, is administering a three-year Learn and Serve America higher education consortium grant to bring about economic recovery in the Philadelphia region. Efforts by the Lindy Center have led 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/lindycenter





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 8th Dimension at Haverford. As an extension of the seven dimensions of a classic liberal arts education, 8th 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 8th 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 8th 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 founding of the De La Salle Christian Brothers. The mission of the university, "aims at preparing students for informed service and progressive leadership in their communities..." Through Service-Learning, community service, service trips, service scholarships and the university-wide recognition of community engagement one sees the centrality of purpose and practice coming together.

The University received the Carnegie Classification for Community Engagement last year. While working to meet the university's strategic plan it became evident that seeking the Carnegie Classification was a natural fit with the focus of community engagement across multiple sectors of the institution.

The Director of Service-Learning is committed to institutionalizing SL using Furco's SL Rubric. The Director supports faculty who teach the 54 SL courses across 13 departments through both individual guidance as well as through the Reflective Practice SL Faculty Cohort. The cohort meets bi-monthly throughout the 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 (charity) to a justice model. With support from a PHENND grant the faculty cohort in partnership with a core group of community organizations are working to build our mutual capacity to make a difference in the lives of the people who are our neighbors.

University Ministry and Service is the office that facilitates community service, service trips, and the Community Service Scholarship. The Scholarship is a competitive \$10,000 annual award to five incoming freshmen with outstanding records of service. These students take on important roles as service leaders on campus. They oversee the 20 long-standing service programs that include tutoring, mentoring, direct service to adults, and advocacy programs. There are 6 service trips, both domestic and international, to Appalachia, varying Habitat sites, the Blackfeet Reservation in Montana, the Dominican Republic and to Nyeri, Kenya. Students raise \$90,000 each year to make the trips accessible to all students.





Neumann University is a Catholic Franciscan institution of higher education committed to the core values of Reverence, Integrity, Service, Excellence, and Stewardship. Neumann's Mission is to "educate a diverse community of learners based upon the belief that knowledge is a gift to be shared in the service of others and that learning is a lifelong process." The University Vision statement declares that "Neumann's curriculum promotes thoughtful and ethical leadership in service and response to a global and technologically complex world."

The Operational Plan for 2010-2014 includes objectives to "integrate service-learning across the curriculum" and to "Integrate the five core values pervasively." The University encourages and requires both volunteer service and service-learning. All athletic teams are expected to do a service project or experience, usually coordinated by the team chaplain or coach. All student clubs are required to do service in order to maintain their charter. The Mission and Ministry division offers regular opportunities for students to participate in weekly service projects and offers immersion service trips during Spring and Summer breaks. The

newly revised Neumann University Core Experience requires that students participate in two Service-Learning courses, one within the general education program and the second within the major program. The Core revision also identifies general community service as a core learning outcome.

The University continues to discuss ways to focus service activities with several community partners. In this past year we have offered an Inside/Out course "The Death Penalty in America" offered at Cambria Center of the Philadelphia Prison system and a Service-Learning Spanish course serving the Kennett Square Hispanic Community. Priority is given to service with ministries sponsored by the Sisters of St. Francis of Philadelphia, the founders of Neumann University, and with services initiated by alumni of Neumann.





The 2010-11 academic year constituted the third full year in which community service was under the auspices of Student Development at Philadelphia University. This year represented a significant increase in service-learning with the continued growth of SERVE-101, the development of Service-Learning Communities along with the 4th Credit SERVE-101 Syllabus Addendum, and the founding of Service-Learning Communities for First Year Students. Developed and implemented two Learning Community centered around SERVE-101 and in partnership with School of Architecture and Fashion Merchandising program. In both cases, first year GPA and retention rates far surpassed peer groups.

In total there were 9 sections of SERVE-101 offered in which 135 students enrolled for a total of 2,025 hours of service through registration in this course.

We also saw the continuation of five students in the capacity of Community Service Coordinators who helped increase service programming, but we are eager to more fully develop these positions in the third year. In the final analysis, Student Development Programs sponsored an estimated 12,128 direct service hours for a value of approximately \$246,000 to the community, almost double of last year.

The arrival of an Office Coordinator with a focus on enhancing community services partnerships has been a boom for our growth in community service. We have been able to build relationships that are sustained and mutually beneficial in ways that we have not had the time or staff to focus on. Literature in service-learning suggests that these sustained partnerships are critical and we are seeing immediate benefits, not the least of which is our first ongoing after school program in collaboration with Big Brothers and Big Sisters. The number of service based student organizations continue to grow.

- Begin a Big Brother Big Sister partnership with Mifflin Elementary School, recruited nearly 20 students to participate in first ongoing afterschool program at the University.

- Continue the support and advisement for a student driven Relay for Life which engaged over 400 students, faculty and staff in 53 teams collectively raising nearly \$50,000 (\$27,000 in 2009-10; \$21,000 in 2008-09).
- Including the Day of Service, Student Development Programs sponsored an estimated 11,435 direct service hours for a value of approximately \$231,558 to the community, almost double that of last year.
- Successful Community Service PLUNGE! during New Student Orientation in August, with over 250 first-year students and student leaders volunteered for projects around Philadelphia. Moving back to an afternoon model, plus pre-registration efforts and cutting down on costs made a positive impact.
- Selected an Alternative Spring Break team to work with Habitat for Humanity of Montgomery County, PA, fundraised and led a successful team of 14 students and staff.
- Became an official Campus Chapter of Habitat for Humanity, affiliated with Montgomery County and engaged in programming for advocacy and education about low-income housing, including the Rake Break fundraiser and the Shack-a-Thon.
- Participation in two MLK Day of Service projects in January 2011; reached out to two different Community Partners in the Germantown area to provide service opportunities for students that day; students worked with Center in the Park (resource center for senior citizens) and Roosevelt Middle School.
- Creation of Colleges Against Cancer chapter to support Relay for Life and other American Cancer Society programs; student group had an active, successful semester of programming, including volunteering twice as a group at the ACS's Hope Lodge facility.
- A third Relay for Life, raising almost \$50,000 (initial goal was \$30,000) and breaking our previous numbers and goals for fundraising, individual and team participation.



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.

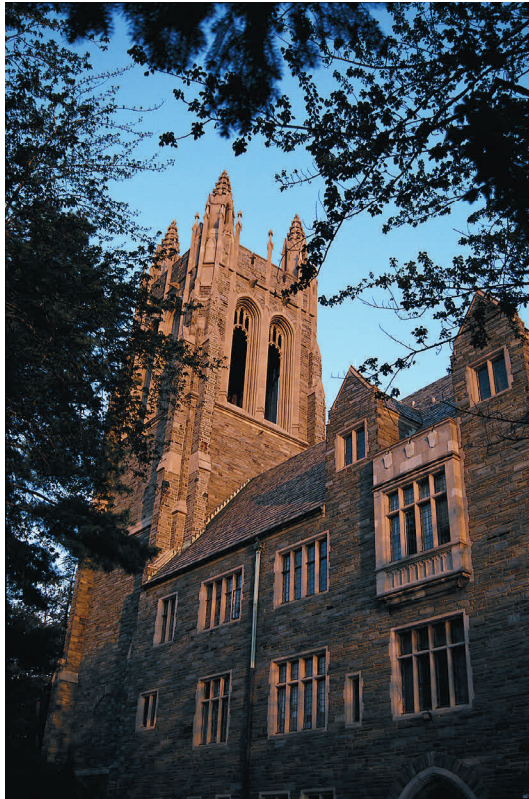
In the 2010-2011, The Faith-Justice Institute Service-Learning Program worked with 614 students and 52 local community partners through 40 service-learning courses. Service-Learning students engaged three hours weekly in relationship-based service at the same community partner, sharing presence and pre-professional 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, reflection on homelessness, prayer gathering for people living in poverty and a fair trade market.

The Faith-Justice Institute also presents Sister Francis Joseph, RA, Outreach Lectures each semester highlighting contemporary issues relating to Christian faith and

social justice. Its purpose is to engage both the Academy and the community in "deep and sustained" conversation about timely matters of social justice from a range of faith perspectives. The upcoming Outreach Lecture, *The Diverging Destinies of America's Children* by Dr. Kathryn Edin, Professor of Public Policy and Management at the Kennedy School of Government at Harvard University on Wednesday, March 14, 7:00pm, Mandeville Hall, Doyle Banquet Hall North. All are welcome to attend.



About Our Member Campuses



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, space for meetings and events, transportation resources, as well as funding for projects, internships, and curricular design. The Lang 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 to campus activists or academics committed to social justice, civil liberties, human rights, and democracy 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 the collectively-supported College Access Center of Delaware County.

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.



“Transforming Knowledge Into Action”

The Community Learning Network of Temple University, founded in spring of 2010, has successfully strengthened, systematized and promoted community-based learning, research and engagement in its first full year of operation:

Supporting faculty:

Teaching Circles, in conjunction with the Teaching and Learning Center, provide support and training for faculty developing community-based learning (CBL) courses. Over twenty faculty members have participated in Teaching Circles from disciplines across the university, leading to new community-based learning courses in areas such as nursing, sociology and advertising. To reach out to a broader faculty audience, the CLN hosted the first annual Temple conference on community-based learning. Dan Butin, from Merrimack College, spoke on “From Experience to Engagement: A Vision of the Community Engaged Campus” to faculty, staff, and community partners.

Supporting students:

Our Peer Teacher program has offered leadership opportunities to approximately forty undergraduates by supporting faculty teaching CBL courses. Our highly trained Peer Teachers coordinate community service and help students taking these courses to succeed. Also, as part of Temple’s Community-Driven Research Day, the CLN (along with other University offices) is sponsoring undergraduate student community-based research projects on the topic of “Stress and Wellness.”

Supporting community partners:

We launched a new college access program in the fall of 2011, the Diamond College Access Program, in which approximately one hundred Temple students, both volunteers and CBL students, provide tutoring and college access mentoring

for 500 School District high school and middle school students. Our work at Benjamin Franklin High School helps to replace the work of the Student Success Center, whose budget was cut. We will be offering specialized college visits for these and other high school students in the spring of 2012.

We have initiated a Community Advisory Council that provides valuable feedback in a systematic way to strengthen relationships between courses and community partners. It also gives member community organizations an opportunity to network and explore opportunities together.

Our first Martin Luther King Day of service event, at Ferguson School in North Philadelphia, drew approximately 300 volunteers (Temple students, Ferguson students, and community volunteers) to create indoor greenhouses for students, to paint and beautify the school, and to reflect on the meaning of the day with the help of a Temple faculty facilitator. To end our day of promoting healthy living, we enjoyed a wonderful Zumba class together!

New technology linking the Network:

Our new course designation system for CBL courses (inaugurated in Spring 2012), helps students find CBL courses and allows our office to track the distribution and number of these offerings. This semester Temple offered over fifty sections of thirty CBL courses, engaging approximately one thousand undergraduates in community building as part of course requirements.

Our new website allows faculty, students, and student organizations to learn more about community-based learning and how to access CBL courses, supports, and opportunities at Temple. Our searchable database is custom-designed to help faculty and students easily find service opportunities with community partners.





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 2400 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. Living Independently for Elders, which assists the elderly to remain in their homes, involves nearly 300 students from Nursing, Medicine, Dentistry, Social Policy and Practice and Wharton.

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, nearly 1600 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.

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.

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, initiated and managed by physical therapy doctoral students under the supervision of a licensed physical therapist, offers physical therapy to people without insurance and to those who have inadequate insurance coverage.

Widener Community Nursing Clinic is a partnership between the School of Nursing and CityTeam Ministries that provides a wide range of pro bono medical services to residents of Chester, Pennsylvania.

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. This innovative K-8 school incorporates the best practices in urban elementary education. Widener faculty, students, and administrators play an active role in the school.

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

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.

The Chester Higher Education Council, founded by Widener President James T. Harris to collaborate on educational initiatives in Chester, consists of presidents from six local colleges and universities.

University Crossings is a Widener-sponsored revitalization project constructed on previously tax exempt land owned by the university in Chester. The development includes a hotel, apartments, a bank, a convenience store, and room for a restaurant.

Home Ownership program encourages eligible employees to purchase homes in Chester and Upland with \$5,000 forgivable loans.



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 three years. In keeping with Chestnut Hill College's commitment to service, a Director of Service-Learning position was created in 2009, with the creation of the Student Life Assistant and the Service-Learning Assistant positions reporting to him in 2010 and 2011 respectively. The College continues to engage with 10-20% of the traditional undergraduate student population through service-learning initiatives each year. In the spring of 2011, Chestnut Hill College received two PHENND/ Learn &

Serve America grants aimed at student internships and student leadership. The College used these grants to develop a Volunteer Income Tax Assistance (VITA) program on the Chestnut Hill campus, and initiative that the College will continue in the spring of 2012.

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. In fall 2011 we had our first group of students utilize the Community Engagement micro-grant program to attend a conference on hunger; a topic that directly related to their club's mission. The Office continues to engage clubs and athletes in community service opportunities. Athletic and

club sports teams have put on a series of clinics for elementary school students in the area.

Our work with student leaders on campus has continued to expand in 2011-2012 academic year, 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, as well as planning campus-wide community service events. 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.

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. Through our Office of Student Activities, students are doing a service learning experience in Merida Mexico with nursing students and nursing staff. Other students will be working in New Orleans Lower 9 as part of Alternative Spring Break. We maintain

a leadership role in the Martin Luther King Day of Service and we are working to develop a more inclusive service learning experience for the upcoming year. Through that Office students will complete over 7000 hours of service and service learning during the 2011 - 2012 Academic year.

The Center for Law and Society collaborations have continued with Wills for Heroes, a national foundation providing wills and basic estate documents to first responders. 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. This year, through a grant from PHENND, the Center trained 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.



About Our Member Campuses



Gwynedd-Mercy College

BRINGING *FUTURES* INTO *FOCUS*

Mercy Works' Scholars in Service to Pennsylvania led their peers in weekly service outings to mentor youth at St. Mary's Villa for Children and Families in Ambler, to socialize with residents at the Lamb Foundation in North Wales, and to sort donated goods at Cradles to Crayons in Conshohocken. Scholars also coordinated service at Habitat for Humanity in Norristown and Manna on Main Street in North Wales, as well as sponsoring GMC's annual Hunger and Homelessness

Awareness Week. More than 900 hours of community service were accomplished through these student-led efforts.

During the 2011 spring break, 28 students and seven faculty and staff participated in the Mercy Works Alternative Spring Break program. Teams traveled to New York City, Baltimore, and Cincinnati, Ohio to represent the Mercy tradition. Working side-by-side with Sisters and Associates in Mercy-sponsored ministries, students learned about the particu-

lar challenges encountered by people who are poor and marginalized in each of those cities. Each night they reflected on their experiences in order to process them more deeply and to be able to share them with those at home. Eight additional students participated in a similar experience during Winter Break, serving in Philadelphia and Montgomery County."



Montgomery County Community College

In 2011, 3,614 student and staff members participated in curricular and co-curricular service-learning initiatives at Montgomery County Community College. Over 58 service projects were completed on-and-off campus during events such as the College-Wide Day of Service and the Alternative Spring Break trip to Grand Rapids, Michigan. The College's Student Athletics' program and community service organizations were once again among the numerous student groups that supported volunteer efforts by coordinating on-campus

volunteer opportunities during Hunger and Homelessness Awareness Week, which included the campus wide food drive for Manna on Main Street.

Dental Hygiene students offered free sealants to children during their "Sealant Saturday" projects, and the Student Government spearheaded fundraising efforts to become the most successful first-time two-year college Relay for Life event. Overall, the College leant support through 16,896 hours of service and contributed over \$30,100 dollars in monetary donations to 28 local and 5 national community partnerships. Some of those organizations included the Norristown Police Athletic League, Impact Thrift Stores, and Habitat for Humanity.

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 has an institutional commitment to service, which has been supported through the College's continued growth and development of civic and community engagement programming and support services for all member of the College community.



About Our Member Campuses

ROSEMONT COLLEGE

Rosemont College integrates service learning and ethical development in both academic and student programs. The Cornelian Service Corps is the center for service and social justice on the Rosemont College campus and seeks to provide meaningful service opportunities, serve a resource for those engaging in their own service activities, and educate the campus on issues of social justice. This is achieved through programming such as LOST Weekly Service, a semester-long weekly service program for undergraduate students, Rosemont service immersion programs, alternative

break trips offered throughout the year to different areas nationally and globally, and service and justice opportunities such as the Martin Luther King Day, Jr. of Service, Hunger and Homelessness Awareness Week, the Social Justice Series, and other programming offered for specific clubs, teams, and campus organizations. Students also complete service requirements for clubs or activities such as intercollegiate athletics through a range of outreach programs. Student Affairs and Campus Ministry also offer a number of leadership programs to cultivate students' development through service to others.

Rosemont College was founded in 1921 by the Society of the Holy Child Jesus.

From the institution's early days through the present, the SHCJ foundress Cornelia Connelly has been a driving force behind Rosemont's charge to education students "to meet the wants of the age."



Ursinus College is deeply committed to fostering a campus culture of community service and civic engagement. A large number of our students are involved in service opportunities, many of which run on a weekly basis. Ursinus students serve the greater community in many

capacities, including participating at two local food banks, frequent visits to St. Christopher's Children's Hospital in Philadelphia, weekly visits to after-school programs and Head Start, and weekly visits to a local correctional facility to conduct GED tutoring. Ursinus is also involved in the America Reads program, where Ursinus students have served on a weekly basis at two locations in the neighboring communities of Pottstown and Norristown to promote youth literacy. Students also run a very creative on-campus ESL program for Latino members of the janitorial staff eager to improve their English. This highly successful program, funded in part by a grant from Verizon, has been incredibly rewarding for both Ursinus students and the workers.

UCARE (the Ursinus Center for Advocacy, Responsibility, and Engagement) coordinates and promotes an array of service opportunities to our students. Moreover, many of these service initiatives are coordinated by student leaders, several of whom participate in our Bonner Leader Program. Ursinus Bonner Leaders commit to a minimum of eight hours of service each week. As such, they often build a close relationship with their community partners, and serve as an effective bridge between their service site and the Ursinus community.



About Our Member Campuses



VILLANOVA
UNIVERSITY
IGNITE CHANGE. GO NOVA.

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 partners with Germantown High School to encourage academic success and post-secondary planning, promote positive youth development, and encourage students to pursue a college education.



West Chester University of Pennsylvania is proud to be selected for the 2010 Community Engagement Classification by the Carnegie Foundation for the Advancement of Teaching, and to be listed on the

President's Higher Education Community Service Honor Roll. Increased involvement in both service-learning and volunteering has resulted in 282,662 documented hours of student volunteer service during the academic year 2010-2011. Student projects raised \$119,972 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 military personnel serving around the world.

More than 200 course sections 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; Writing Zones, designed to improve the writing level of at-risk high school students; a study of the groundwater-flow effect from

a hillside adjacent to a proposed highway expansion; the mapping of food banks, community gardens, and support organizations; and a visual-arts camp for children in an economically disadvantaged area. 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.



