
PHENND

Philadelphia Higher Education Network for Neighborhood Development

2013 Annual Report

presented

Friday, March 1, 2013

Bryn Mawr College



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Welcome! On behalf of the PHENND Steering Committee, it gives me great pleasure to introduce the fifth Annual Report of the Philadelphia Higher Education Network for Neighborhood Development. PHENND is a consortium of over 30 campuses in the Philadelphia region.

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 consortium, as well as the outstanding efforts of the extraordinarily dedicated PHENND staff.

Those of us are part of PHENND 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 featured so they may showcase the range of their work as well.

PHENND is now in its third year of implementing a Strategic Plan. Due to the hard work and dedication of its staff and partners, PHENND's long-term direction and sustainability are better defined.

The Steering Committee thanks the members campuses, their community partners and the PHENND staff for another outstanding year.

We look forward to your comments on the report.

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 2012 PHENND Conference, which drew over 160 participants from Southeastern Pennsylvania and Southern New Jersey, focused on Food Justice, and was co-sponsored by the Pennsylvania Horticultural Society. The keynote speaker was Malik Yakini, Founding Director of the Detroit Black Community Food Security Network. Mr. Yakini gave a provocative talk which challenged participants to think seriously about food sovereignty in the context of urban community development, youth empowerment, and racial oppression.

PHENND also 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. Cur-



rent initiatives include the K-16 Partnerships Network, 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.

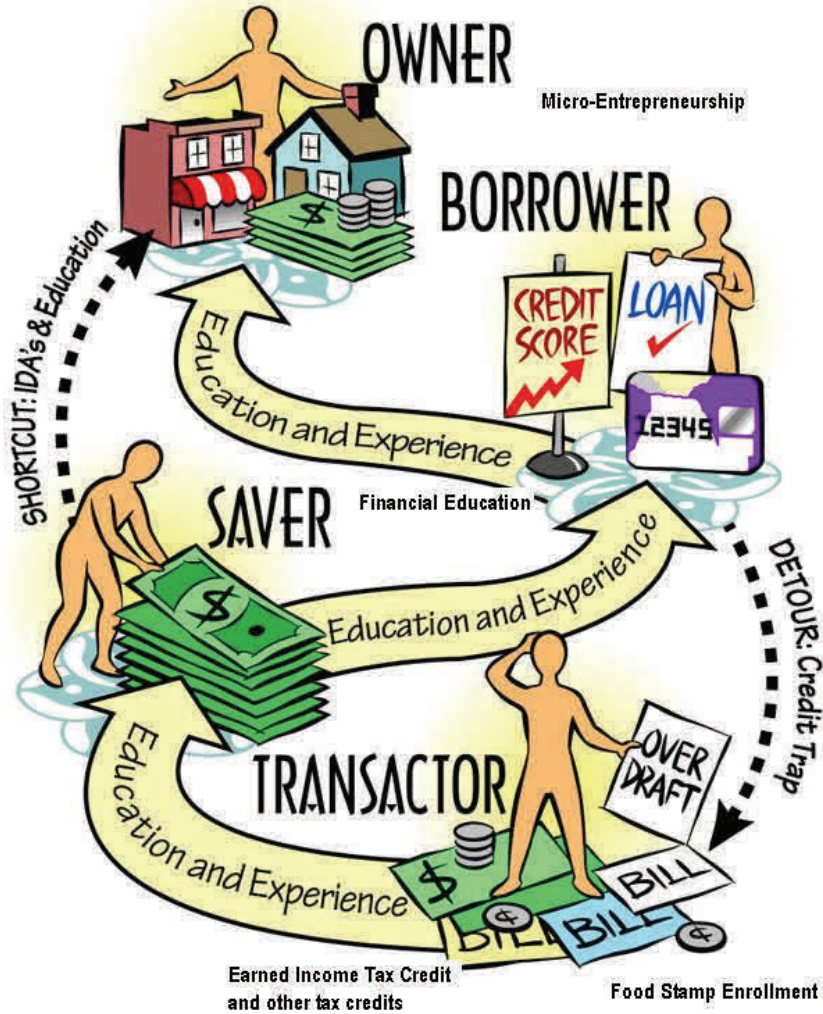
PHENND continues to make progress toward the goals outlined in our new **Strategic Plan**. The plan was developed during the 2009-2010 academic year through a process that renewed stakeholder energy and enthusiasm. Since adoption of the plan, PHENND has developed a tiered membership structure and increased 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 continued to develop 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. During the 11-12 academic year, the K-16 Partnerships Network hosted three major events and also conducted a series of working group meetings for individuals interested in college access, service-learning, and nonprofit partnerships.

PHENND also wrapped up 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 developed and expanded three regional campus-community partnership initiatives focused on key areas of economic recovery:



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 also built capacity of partnering nonprofits and their affiliates through a series of targeted programs: capacity-building workshops, student internships, and student leadership development.

Subgrants were awarded to regional nonprofits that work along The Credit Path so they could more effectively coordinate student participants across the region. These nonprofits were: Delaware County Asset Development Group, Montgomery County Asset Building Coalition, the Campaign for Working Families, the Financial Advancement Network program at the Urban Affairs Coalition, and Entrepreneur Works.

Subgrants were also made last year to member colleges and universities to provide capacity-building workshops to partnering nonprofits and their affiliates, to develop student leadership, and to manage student interns who, in turn, supported the nonprofits and affiliates already involved in other aspects of this initiative.

As a result of the 2011-2012 activities, PHENND and its partners engaged 388 student participants through a combination of service-learning courses and community service. These students served a total of 6,785 low-income individuals and families by providing them information about becoming more self-sufficient and/or services to help them achieve that goal. Additionally, 92 nonprofit staff received capacity-building support in the form workshops and student interns from partner universities.

Key Programs and Outcomes (2011-2012)

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:

- 3,496 individuals receive the PHENND Update each week, a 12% increase since last year
- 2,436 events, jobs, grants, and other announcements have been advertised since this time last year, a 2% increase since last 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:

- 1104 individuals receive the K-16 Partnerships Newsletter directly
- 24 articles published in 6 newsletters since March 2012

Training and Technical Assistance Provider

Workshops

During the 2011-2012 academic year, PHENND provided the following training workshops and presentations at national conferences.

- November 2011: Presentation on "Controversy with Civility" at Burlington County College as part of their Civility Week



- April 2012: “Identifying Community Needs and Course Projects” and “Creating Academically Rigorous Service-Learning Projects” at Burlington County College
- May 2012: IMPACT Conference: “AVID Tutoring and Public School Partnerships in Philadelphia” with Julia Ransom, doctoral candidate in Urban Education at Temple University; Alex Keene, English Education major at Arcadia University; Brittney Sampson, political science major at Bryn Mawr College.



Funder

With support from Learn and Serve America, PHENND provided modest grants to 3 member institutions to encourage participation in service and service-learning activities related to “economic recovery” during the 2011-2012 academic year. 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. This was accomplished, despite the fact that Congress eliminated Learn and Serve funding in April 2011. All activities during this past academic year were made possible by frugal management of resources during the first two year of the grant.

The description for each project is below:

Nonprofit Capacity Building

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 University.

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 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

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 entre-



preneurship 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.

Student Internships

University of Pennsylvania's Civic House: 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

Campaign for Working Families: 227 student volunteers were recruited, trained and served at least 5 hours. As of July 2012, the Campaign estimates that the student volunteers served 4,086 low-income families through provision of tax services. This past year, the Campaign also connected with 3 service-learning courses (Chestnut Hill College, Penn Law, and Temple Law) which led to more outreach outlets for interns and volunteers and more university contacts to host trainings.

Delaware County Asset Development Group: 30 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, 2,459 tax returns were completed for low-income families with refunds totaling \$3.5 million. Student volunteers were responsible for about half of these numbers. DelCoAD also piloted a new training for volunteers, "Six Conversations to have with a VITA Client" to help volunteers learn how to engage and educate tax clients about the importance of build-



ing financial assets and the key role the refund can play in achieving financial goals.

Montgomery County Asset Building Coalition: 55 student volunteers were recruited and trained primarily from Bryn Mawr College, Chestnut Hill College, Temple University's Ambler campus, Penn State Abington, Montgomery County Community College and Ursinus College. The students completed approximately 500 tax returns for low-income families. PHENND also assisted MCABC with strategic planning.

Urban Affairs Coalition FAN Clubs: During the 11-12 academic year, the FAN Club program trained 10 area college students in basic financial education techniques, particularly so they could turn around and train local youth and their parents. As a result, 599 community members (youth and adults) received training in basic financial literacy.

Entrepreneur Works: Entrepreneur Works continued to develop its new initiative, "MicroServe Philadelphia," which seeks to place interested college student volunteers with micro-entrepreneurship organizations. Entrepreneur Works engaged two students as interns who assisted with marketing and communications.

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 2012 PHENND Conference, which drew 170 participants from Southeastern Pennsylvania and Southern New Jersey, focused on "Food Justice," and was co-sponsored by the Pennsylvania Horticultural Society. The keynote speaker was Malik Yakini, Founding Director of the Detroit Black Community Food Security Network. Mr. Yakini gave a provocative talk which challenged participants to think seriously about food sovereignty in the



context of urban community development, youth empowerment, and racial oppression.

Quarterly PHENND Meeting

October 2011: Quarterly PHENND Meeting focused on Health Partnerships at University of the Sciences in Philadelphia (30 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 2011-2012, the group met once:

- February 2012 at Arcadia University: Designating Service-Learning on the Transcript

K-16 Partnerships Network:

Launched in Fall 2010 by major gift from Dr. Phil Lindy, the K-16 Partnerships Network is a dynamic group of faculty and staff, non-profit professionals and city officials. The K-16 Network hosted three major events during the 2011-2012 academic year.

- October 2011: Dr. Andy Furco, nationally known service-learning expert and the Associate Vice President for Public Engagement at the University of Minnesota, gave a public lecture entitled “Service-Learning and Community Engagement” at the School District of Philadelphia. Dr. Furco’s talk was followed by a response from School District Associate Superintendent Penny Nixon.
- February 2012: K-16 Spring Forum: Through a series of panel discussions local professors, non-profit leaders, School District of Philadelphia administrators and college students shared their unique perspectives on creative and positive partnerships with schools and non-profits including: media literacy curricula created by Temple students, ESL classes for School District parents, data collection and evaluation of school partner-



ships, coalitions of civically engaged college students and side-by-side tutoring programs.

- **June 2012:** Two-day Institute at the School District of Philadelphia attended by 47 individuals from 20 campuses, community organizations and public institutions. The second annual K-16 Institute featured a keynote presentation on community based higher education through the I-Lead program, as well as workshops on meaningful service-learning, non-profit partnerships and college access programming.

K-16 Partnership Committees

The K-16 Partnerships Network also supports three standing committees, each exploring different aspects of school-university-community partnerships.

Service-Learning: The service-learning committee initiated a filming project of strong school-university partnerships. The goal of this project stemmed from the need for college students to obtain basic skills and "frames of reference" before going in to Philadelphia schools as part of service-learning courses or other volunteer work. It was also recognized that faculty often need a standard way of orienting students to the service-learning experience, particularly one in a school setting. To date, two university-school partnerships have been filmed by Temple media studies students. This committee seeks strong partners in service-learning and film to help move this project forward.

Non-profit Partnerships: The non-profit partnerships committee has included strong partnerships from Philadelphia Academies, Healthworks Academies, TeenSHARP and Temple University among others. The focus of this committee has been to better understand how to develop layered partnerships between non-profits, K-12 schools and universities. The Spring Forum featured three panel sessions that each represented the School District, university administrators, faculty, staff and college student perspectives. Panel topics included: How to get stronger commit-



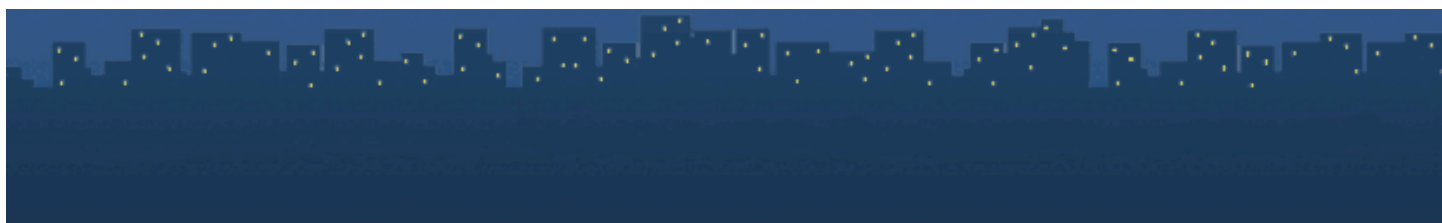
ments from college students, how to build sustainable partnerships, and unique methods and areas of partnership.

College Access & Success: The college access committee created the Next Steps program, which it continues to develop. Next Steps hosted two major workshop events for high school seniors and current college students in Philadelphia. These events, held in May and July of 2012, addressed the issue of the gap in resources between high school graduation and matriculation to college in the fall. College students were trained to address issues they identified and facilitate workshops under two major themes, “College 101” and “Embracing your Independence.” The college students who participated were mostly from Philadelphia and had backgrounds similar to the participating high school students, all of whom came from public schools.

Strong collaboration and support for implementing this project has come from CORE Scholars, Philadelphia Academies, Philadelphia Futures and the Temple Community Learning Network. College partners have included Community College of Philadelphia, Temple University, Bryn Mawr College, University of Pennsylvania and Peirce College.

Pennsylvania Service-Learning Alliance

In response to the elimination of Learn and Serve funding, PHENND has led an effort to establish a new advocacy group seeking to support, expand, and ultimately re-fund, service-learning in Pennsylvania. The group, the Pennsylvania Service-Learning Alliance, is comprised of 15 representatives from the K-12, Higher Ed, nonprofit, government, and business sectors. The group meets quarterly at the PA Department of Education in Harrisburg. Current projects include training and professional development for teachers, development of curriculum materials for the Standards Aligned System (PDE’s curriculum portal), and advocacy with PDE for more supportive policies. PSLA was supported by a modest grant from the State Farm Companies Foundation, which was managed by the Institute for Global Education and Service-Learning.



Campus Wellness Collaborative

During the 2011-2012 academic year, PHENND was asked to convene a group of Campus Wellness Coordinators for the Department of Health and Human Services. The following three events were held:

- October 2011: Initial meeting with HHS at University of the Sciences
- December 2011: Smoking Cessation presented and hosted by Widener University
- February 2012: Health and Wellness on campus with City of Philadelphia’s Health Department at Saint Joseph’s University as part of the 2012 PHENND Conference

Special Event:

November 2011: Higher Education and Community Development: An exploration of community partnerships in economics and business education

One day conference at Temple University featuring presentations about service and service-learning partnerships in business education and community development. (52 participants)



SCHOLARS · IN · SERVICE

TO PENNSYLVANIA
AMERICORPS PROGRAM

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.

By the numbers:

- During the 2011-2013 year, participating campuses enrolled 313 students of which 247 earned AmeriCorps Education Awards totaling \$302,824.



- The 313 students enrolled performed over 92,000 hours of community service (including training and member development activities)
- Those same students recruited an additional 5,240 non-AmeriCorps volunteers

As part of the Scholars in Service to PA Program, PHENND also organized a Summer Institute for participating campus advisors at Penn State Altoona (in partnership with PA Campus Compact), as well as two Service Leaders Summits for students: a Southeast PA event co-sponsored with Drexel University and a Central PA event co-sponsored by Bloomsburg University.

GEAR UP

The School District of Philadelphia is currently implementing a nationally recognized, rigorous college access program in 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 grades. The program moves as a cohort model from middle to high schools.

AVID is a 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. (see <http://www.avid.org>)

Beginning in Spring 2011, PHENND recruited, trained and placed over 80 tutors per semester from eight different colleges and universities in 20 GEAR UP schools. Participating colleges and universities including: Temple University, Arcadia University, Bryn Mawr College, University of Pennsylvania, La Salle University, Holy Family, Drexel University and West Chester University.

Students were recruited through service-learning courses, internships and volunteer programs. AVID volunteer programs 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 provide support to fellow tutors in a leadership capacity. These student leaders presented at the local Service Leaders Summit at Drexel University and the national IMPACT Conference alongside service-learning professors about their experiences. Some also served as peer educators at the AVID Summer Institute which took place in Philadelphia in July 2012.





Arcadia University is a top-ranked private University that prepares students for life in a rapidly changing global society. Arcadia University prides itself on meeting the changing educational, career, and developmental needs of students, alumni, and the local community while emphasizing the strengths of a liberal education. As a comprehensive, independent institution, Arcadia offers men and women a broad range of undergraduate and graduate programs on its campus located in metropolitan Philadelphia and through its College of Global Studies. More than 4,000 students choose from among 80 fields of study. U.S. News & World Report ranks Arcadia University among the top tier of regional universities in the North. The 2012 Open Doors reports names Arcadia University #1 in the national in undergraduate students studying abroad.

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 through 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 Benefit Dinner. At the 19 annual event held this past November, Arcadia hosted more than 850 people who shared a meal of soups, breads, and desserts served in handmade bowls created and donated by 33 area schools and a number of local artists. All proceeds

derived are shared between Interfaith Housing Project of Northeast Philadelphia and Heifer International, two agencies serving the hungry and homeless. Arcadia recognized Martin Luther King Jr. Day by hosting a two-day collection for several non-profits as well as a free shredding and E-Waste event to the community. Collections went to numerous agencies including: Cradles to Crayons, the Lion's Club, St. Vincent DePaul, PSPCA, and Habitat for Humanity. The Community Service office is also proud to continue a tradition of hosting local children for storytelling, arts and crafts, and games at a Dr. Seuss Day festival held in the Grey Towers Castle every February.

Approximately 80 students participate in America Reads in various after school programs in the Philadelphia region. Additionally, students work as tutors and mentors to children in the Cheltenham and Philadelphia School District during school hours. Arcadia students serve a wide variety of other populations including senior citizens (Olney Senior Center), victims of natural disasters (Montgomery Resource & Recovery Committee), veterans (Comfort House), and hospital patients (Holy Redeemer Hospital) on a regular basis. Beyond the scope of the local community, for the past 9 years students have dedicated themselves to a week of service during alternative spring break trips, providing volunteer services in Florida, Louisiana, California, two sites in Mexico and Guatemala.

These are only 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 CEO 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 twelfth 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.

The CEO 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 eleventh year, the CEO's Volunteer Income Tax Assistance (VITA) program with CADCOM in Norristown continues to engage large numbers of students as volunteer tax preparers. The program trains undergraduates in basic tax preparation. Last year 39 students volunteered with VITA, performing almost 1248 hours of service. Student volunteers prepared 834 tax returns for Montgomery County residents, returning \$1.7 million to the local economy.

In our recently established partnership with LIFT, a non-profit organization whose mission is to combat poverty

by connecting college student volunteers with low-income individuals and families and assisting them in accessing valuable social services, Bryn Mawr student volunteers work one-on-one with clients to find jobs, secure stable housing, apply for public benefits and tax credits, and obtain referrals for services like child - and healthcare. Last year 13 Bryn Mawr students logged over 780 hours of service with LIFT, assisting 420 clients. The BMC volunteers are supported by a CEO Student Coordinator and the LIFT staff, attending bi-weekly trainings and reflection workshops which allow them to analyze client meetings and service models. By fostering thoughtful engagement, the students deepen their experience as volunteers and use critical thinking skills to develop their roles as social change agents.

We have also spent significant energy expanding our Community Based Work Study program. The CBWS program gives undergraduate students the opportunity to earn their financial aid awards through employment at off-campus community service agencies such as local 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. This program allows BMC 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, and we look to the future with great excitement about what is still to come.





CABRINI COLLEGE

Cabrini College is in its third 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 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.





CHESTNUT
HILL
COLLEGE

In 2011-2012, Chestnut Hill College developed new programs and community partnerships, while strengthening existing relationships for community service and service-learning. Collaboration between the Service-Learning Office, Campus Ministry and the College's Institute for Forgiveness and Reconciliation led to the development of the Weekend of Peace, to commemorate the 10-year anniversary of the September 11th attacks. During the weekend, Chestnut Hill students, faculty and staff served with two community partner sites in an effort to memorialize the weekend through peace and service.

New service-learning partnerships were developed with ACLAMO Family Centers in Norristown and Parkway Northwest High School for Peace & Social Justice in Philadelphia. Students in the two-semester Spanish for Educators course provide afterschool homework help to ESL students at ACLAMO, while students in the Forgiveness & Reconciliation course worked with Parkway Northwest's peer mediation program in spring 2012.

Existing relationships were also strengthened and in 2011-2012, the College coordinated two campus visits for students at Roxborough High School. The high school students viewed an Admissions presentation, took a campus tour and attended a class lecture offered by a Religious Studies faculty member. Similarly, Chestnut Hill College students continued to serve with Face to Face Germantown, Team Children in Norristown and the Campaign for Working Families.

The Service-Learning Office also worked with several clubs and organizations in order to increase community engagement efforts. In fall 2011, La Voz Latina partnered with an after-school program at Parkway Northwest High School. La Voz Latina coordinated a program surrounding the Mexican holiday Dia de los Muertos for the high school students. In spring 2012, both the Women's basketball team and the Quidditch team partnered with Fairhill Elementary School in North Philadelphia. Both groups performed clinics on-site at Fairhill. Following these events, students from Fairhill twice traveled to Chestnut Hill College to cheer on the women's basketball team at a CACC contest and also to watch a Quidditch practice.

Finally, the Service-Learning Office welcomed nine new students for a pre-orientation community service program in August 2012. The program, Leadership, Engagement and Service (LENS) was designed to expose students to our campus community partnerships and the College's mission of "service to the dear neighbor without distinction," in the tradition of the Sisters of St. Joseph. Each day of the weeklong experience contained a community service activity with a Chestnut Hill College community partner site and/or Sisters of Saint Joseph sponsored work, including Philabundance, Face to Face Germantown, The Providence Center and the Saint Joseph Villa. Students also had an opportunity to paint a seventh-grade classroom in Chestnut Hill College colors at Visitation BVM school as part of the larger "adopt-a-classroom" program between the school and area colleges and universities. Reflection sessions emphasized the importance of service to our dear neighbors in the local and global community through recognition of our shared responsibility to work toward issues of social justice. In addition to the community service and accompanying reflection sessions, the days also included leadership development, team-building and social/cultural activities on campus and in Philadelphia. Students who participated in the LENS program entered the fall semester as engaged students and developed an early understanding of the mission of the College and the mission and charism of the Sisters of Saint Joseph.



About Our Member Campuses



Founded in 1837, Cheyney University of Pennsylvania (CU) is known as America's oldest historically Black institution of higher education, but is emerging as a diverse, research-focused university. Cheyney graduates are successful, talented individuals who contribute to society and give back to the University.

CU 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 (CHEC), CU helped establish the Delaware College Access Center, and we continue to help provide access to post-secondary education to the residents of Chester, Pennsylvania.

In keeping with our mission to prepare confident, competent, reflective, visionary leaders and responsible citizens, CU is committed to providing our students with opportunities to give back to the communities in which they serve. In the 2011-2012 academic year, CU students participated in many community-service oriented projects. On November 20, 2011, the students in the Keystone Honors Academy (KHA) addressed the problem of hunger in a local community. Working with the Chester Eastside Ministry, our students spent the day packaging groceries and giving out donations to families in need. More than 250 families were served through this community service project.

In addition, CU has spent the last four years working closely with Thornbury Township and Delaware County to provide recreational activities through annual events like Community



Day and the Thornbury Road Race, sponsored by the Delaware Valley Lion's Club. This 5K/10K race, a collaborative effort held April 21, 2012 at Cheyney University, raised \$7,000 to benefit a local resident suffering from ALS. CU students and staff also worked with local residents to clean roads and trails in the Township and near the University. These joint projects brought both communities closer together and allowed Cheyney students to positively impact the local community.

On January 16, 2012, as part of the Martin Luther King Day of Service, some CU students and alumni volunteered at a Chester, PA Charter School while other Cheyney students and staff voluntarily painted two murals in a classroom at Germantown High School in Philadelphia, PA.

CU athletes are also civic-minded. On February 28, 2012, the Cheyney men's basketball team held a clinic for the Devereux Foundation Kanner Campus, a non-profit organization providing services around the nation for persons with emotional, developmental & educational disabilities. Players and the coaching staff reviewed basketball skills and talked with children and adolescents with special needs about maintaining a positive attitude, academics and athletics. The same day, the Cheyney women's basketball team and its coaches played board games with the adults at Saint Agnes Day Shelter in West Chester, PA while other players led songs and did arts and crafts projects with pre-school children at the shelter. They socialized and distributed Cheyney t-shirts, hats, water bottles and bags as a way to strengthen their new ties and bond.

CU will continue to seek strategic partnerships in 2013 that are designed to help meet the needs of the region and reach out





DREXEL UNIVERSITY Lindy Center for Civic Engagement

About Our Member Campuses

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. Through collaborations with the community, we improve the public good on the local, national, and global levels while enriching the scholarship and character of Drexel through enhanced education.



Central to the Lindy Center's work with students is a newly designed First-Year Civic Engagement course that over 1,800 students will take during the 2012-13 academic year. During the course, students are paired with one of the Lindy Center's 80+ community partners and spend the term exploring both the academic and direct-service aspects of civic engagement.

Students are encouraged to continue their involvement in civic engagement in many different ways including through student leadership. Over 100 students participate in one of the Lindy Center's robust programs including: Drexel Community Scholars, Lindy Scholars, College Access Fellows, Community Interns, and America Reads, America Counts.

Academic initiatives round off the work of the Lindy Center, which offers an 18-credit Certificate in Civic Engagement. The Certificate exposes students to a



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

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.





The 2011-12 academic year constituted the fourth 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 and of Service-Learning Communities along with the 4th Credit SERVE-101 Syllabus Addendum, and the continuation of Service-Learning Communities for First Year Students. We have developed and implemented 3 Learning Communities centered around SERVE-101 and in partnership with several academic programs on campus. In each case, first year GPA and retention rates surpassed peer groups.

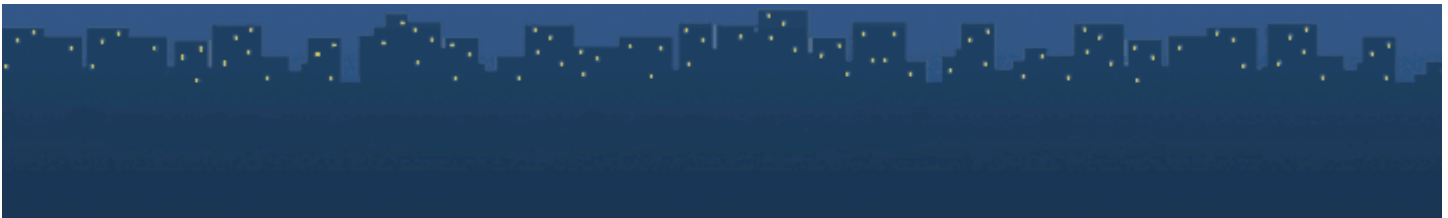
In total there were 9 sections of SERVE-101 offered in which 208 students enrolled for a total of 3,120 hours of service through registration in this course.

We also saw the continuation of 4 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 fourth year. In the final analysis, Student Development Programs sponsored an estimated 13,000 direct service hours.

The arrival of an Office Coordinator in 2010 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 sug-

gests 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 and we currently have over 250 on record. We have added to this staff by hiring a graduate assistant for community service and a PACC VISTA who began their work with us in the summer of 2012.

- Continued 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 500 students, faculty and staff collectively raising over \$100,000.
- Including the Day of Service, Student Development Programs sponsored an estimated 13,000 direct service hours.
- Successful Community Service PLUNGE! during New Student Orientation in August, with over 250 first-year students and student leaders volunteered for projects around Philadelphia.
- Selected an Alternative Spring Break team to work with Habitat for Humanity of Montgomery County, PA, fund-raised and led a successful team of 11 students and staff.
- Remained 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 2012; reached out to one Community Partner in the Germantown area & one in the Northeast. We provided service opportunities for students that day; students worked with a local after school program and with a senior center.





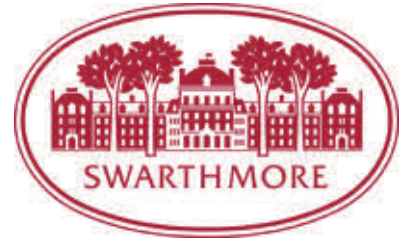
Saint Joseph's University (SJU) provides a rigorous Jesuit education demanding high achievement and deepened understanding, while developing moral and spiritual character and imparting enduring pride. Students at SJU are involved in both academic and co-curricular community service.

The academic Service-Learning Program at SJU is an academic program rooted in the Jesuit ideals, especially solidarity with those most in need and partnership with others. Last year, academic service-learning worked with 63 community partners including inner-city schools, hospices for the terminally ill, health care clinics for the uninsured, residences for people who are homeless or suffer from mental illness, and agencies for adults and children with special needs.

Through 40 different academic courses across 13 disciplines 614 undergraduate students volunteered weekly at the same placement working with people who are marginalized. Service-Learning is designed to mutually benefit. Students volunteer fulfill a community need and the community partner is viewed as an equal part in the student's learning. At SJU an emphasis of relationship-based service and consistent reflection on service and texts occurs in service-learning courses.

A culture of service and genuine care for others is found throughout the broader university. Other service opportunities include those through Campus Ministry as well as co-curricular service opportunities for students, collection of holiday gifts by the Administrative/Staff Council; a vibrant on-campus carnival organized by students with SJU community members serving as buddies for guests with special needs; student athlete participation in various service days and coordination of donation drives; a wide range of fundraising events for local, national, and international charities; and a tax assistance program.





Guided by its Quaker heritage, Swarthmore College is committed to providing academic excellence in the context of social responsibility, by helping students realize their fullest intellectual and personal potential combined with a deep sense of ethical and social concern.

The Eugene M. Lang Center for Civic and Social Responsibility (pictured below) was established at Swarthmore in 2001 to focus long-standing programs and further facilitate this commitment to advocacy, political engagement, community service, activism, and social entrepreneurship.

The Lang Center encourages faculty, staff, and student involvement in reciprocally enriching relation-



ships with surrounding communities – locally, virtually, and globally.

Signature programs of the Lang Center include a rotating visiting professorship that brings activists and scholars committed to social justice to campus for a year of teaching and community interaction. This year we are joined by environmental justice advocate and scholar Dr. Giovanna Di Chiro.

A scholarship program and a specially-designated fund supports students who create long-term, innovative social action projects. In addition, a summer internship program on social action sent 70 students out to local and global non-profits and governmental agencies to contribute and to learn by doing.

Students, staff and faculty are invited to engage in service, and faculty members are supported as they create and redesign community-based learning courses.

The College collaborates with community partners in these endeavors, notably including 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 in the recent creation of the College Access Center of Delaware County.



Community Learning Network TEMPLE UNIVERSITY®

Temple volunteers, consisting of employees and students, provide more than 65,000 hours of service a year in Philadelphia. Members of the Temple family sit on regional boards, volunteer with non-profit organizations, and provide mentoring assistance to youth and young adults.

Temple's 20/20 Scholarship program helps to increase the number of Philadelphians with college degrees and gives back to the North Philadelphia community. 250 four-year scholarships (valued at almost \$12 million) are to be awarded over 10 years to students who live within the 19121, 19122, 19132 and 19133 zip codes.

Diverse magazine acknowledges Temple University ranks 9 out of 100 American universities in the total number of bachelor's degrees awarded to African American students.

Temple's Maurice H. Kornberg School of Dentistry provides oral health care to underserved communities in North Philadelphia. In the 2010-2011 academic year students dispensed care to more than 2,300 patients, performed more than 5,200 procedures and provided health education, oral hygiene instruction, literature and supplies to approximately 20,000 people.

Temple University's Community Hiring and Outreach Office assist local residents in preparing for interviews and finding jobs at Temple University and other local employers.

During a time of high unemployment in the Philadelphia region, Temple hired 1,400 individuals over the past five years from the neighborhoods immediately surrounding Temple's Main and Health Sciences campuses in North Philadelphia.

The College of Health Professions and Social Work's Center for Social Policy and Community Development administers eight workforce development programs to prepare 1,000 youth and adults annually to transition into employment or post-secondary education. More than half of these programs offer classes to help individuals attain their GED. The Center also coordinates professional development courses and manages the Non-Profit Management Certificate Program.

Temple's Office of Community Relations serves as the university's liaison to nonprofit, faith based and civic institutions in North Philadelphia.

Temple's Community Relations Office manages Student Volunteers, a program designed to provide students with volunteer opportunities mainly located in North Philadelphia. During the 2010-11 academic year 400 students completed 1,900 hours of service.

Temple's Office of Community Relations' Pan-African Studies Community Education Program (PASCEP) offers a vast number of adult enrichment classes on a variety of topics. Students are able to learn foreign languages, take remedial math and English coursework, and learn about financial management, among other opportunities. PASCEP services up to 1,000 students on an annual basis.





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

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 service learning experiences in collaboration with Habitat for Humanity in cities across the country as part of Alternative Spring Break. The College main-

tains a leadership role in the Martin Luther King Day of Service.

The Fox Rothschild 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 which the Center supports CASA's training programs and CASA provides opportunities for student internships and volunteering. 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.

In addition, many academic departments have projects which engage students in service learning. Examples include : Our Nurs-

ing department provides services to vulnerable, underserved clients in the College's zip code in which second year nursing students participate in the delivery of health promotion/disease prevention. Students in our Dental program provide educational sessions on home care techniques, oral cancer screenings and nutrition education. Students in Environmental Conservation courses complete service hours with a local environmental agency.



Gwynedd-Mercy College

BRINGING *FUTURES* INTO *FOCUS*

At Gwynedd-Mercy College, the year began with our annual Orientation Day of Service, when our freshman class spent part of their first full day at GMC going outside their comfort zone to serve others in need. With the help of 24 faculty and staff mentors, our newest students gave their time and energy to sixteen local non-profit organizations that day. This was the beginning of an education in Mercy, a process that continued in the spring semester when each First Year Experience student gave five hours of service to an agency selected by his or her professor.

tutor youth at St. Mary's Villa for Children and Families in Ambler, to sort donated goods at Cradles to Crayons in Conshohocken, and to serve meals and stock shelves at Manna on Main Street in North Wales. Scholars also coordinated building days at Habitat for Humanity in Norristown and sponsored GMC's annual Hunger and Homelessness Awareness Week. These student-led efforts generated 124 additional volunteers among their peers.

During the 2012 winter and spring breaks, 33 students and ten faculty and staff participated

Throughout the year, GMC's Scholars in Service to Pennsylvania led weekly service outings to mentor and

in our Alternative Break programs. Teams traveled to the heart of Philadelphia as well as New York City, Baltimore, New Orleans and Cincinnati, Ohio to immerse themselves in service and meaningful dialogue. Working side-by-side with Sisters and Associates in Mercy-sponsored ministries, students rendered needed assistance while learning about the particular challenges encountered by people who are poor and marginalized in the cities where they served.

Whether in or out of the classroom, these service experiences help to form Distinctive Mercy Graduates--women and men who will combine professional competence with the Mercy tradition of service to society.



About Our Member Campuses



Montgomery County Community College

In 2012, 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 spear-headed 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.



Ursinus College is deeply committed to fostering a campus culture of community service. Our community service center—UCARE (the Ursinus Center for Advocacy, Responsibility, and Engagement)—seeks to provide our students with a great number of service opportunities. Last year, it is estimated that our students completed 17,500 hours of service in our local communities.

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, and weekly visits to after-school programs in Norristown. Students also run a very creative on-campus ESL program for Latino members of the janitorial staff eager to improve their English. This program has been incredibly rewarding for both Ursinus students and the workers.

Many of these service initiatives are coordinated by student leaders, like Ursinus Bonner Leaders, who commit to a minimum of eight hours of service each week. As such, they build close relationships with their community partners and serve as bridges between their service sites and the Ursinus community.

Ursinus also has a community service house on campus, where students agree to organize and participate in service opportunities in the broader community. Last year, the residents spent time playing games with the elderly on a weekly basis, organizing food drives, and volunteering time for a number of worthy service projects. Moreover, Ursinus has a vibrant UC Green Sustainability program. Finally, by offering courses with community-based learning components, students make connections between their classroom experiences and the needs of our local communities. At Ursinus, we believe that such connections help cultivate a sense of vocation in our students.



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 ser-

vice 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 (WCUPA) is a public, regional, comprehensive institution, founded in 1871 as an institute for teacher preparation. Located in West Chester Pennsylvania,

about 25 miles west of Philadelphia, WCUPA is one of the 14 state universities of the Pennsylvania State System of Higher Education (PASSHE). The University currently offers more than 80 undergraduate and 70 master's degree programs. WCUPA was recently named among the best regional universities in the north by U.S. News and World Report. WCUPA has been awarded the Carnegie Classification for Community Engagement and the President's Higher Education Community Service Honor Roll.

The Office of Service-Learning and Volunteer Programs (OSLVP) at West Chester University of PA is dedicated to assisting the campus community with public service and civic engagement initiatives. OSLVP is home to both co-curricular service-learning and academic service-learning. The office works with approximately 110 local agencies to connect them with colleges, departments, faculty, staff, and students. OSLVP prides itself on its dedication to assisting faculty with creating service-learning courses. The department is also home to a Scholars in Service to PA AmeriCorps Program and a new America Reads program. OSLVP also coordinates a campus-wide Volunteer Fair with approximately 60 agencies each fall, facilitates regular service projects for students, and coordinates the Volunteer Council which is made up of Service Chairs and Presidents of student clubs and organizations. In addition to a Director and a Secretary, OSLVP has a Ser-

vice-Learning Faculty Associate appointed by the Provost who acts as a liaison between the office and faculty and a Service-Learning Faculty Work Group, comprised of 13 faculty members from a variety of disciplines.

For more information contact:

Jodi Roth

Director

Service-Learning & Volunteer Programs

West Chester University

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www.wcupa.edu/volunteer



