

# PHENND

## 2013 Annual Report



*Presented at the 25<sup>th</sup> Anniversary Conference*  
April 24 - 25, 2014



**PHENND**  
**2013 ANNUAL REPORT**  
*25<sup>th</sup> Anniversary Conference*  
*April 24-25, 2014*

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**Eden Kainer**  
*AmeriCorps\*VISTA Leader*



***Welcome!*** On behalf of the PHENND Steering Committee, it gives me great pleasure to introduce the 2012-13 Annual Report of the Philadelphia Higher Education Network for Neighborhood Development (PHENND).

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 high quality of work of this small, yet powerful organization.

Those of us who know and work with PHENND, know well, that its successes are not its alone. The successes of PHENND are not without also recognizing the accomplishments of our collaborations with educational institutions and community-based partners. Therefore, this report, also highlights and features the work of those organizations.

As PHENND moves forward in implementing its strategic plan, we recognize and appreciate the support that you all have made in helping to shape the future of this dynamic organization.

Thank you,

*Ira Harkavy*

Founder & Steering Committee Member



### Our Mission

The **Philadelphia Higher Education Network for Neighborhood Development (PHENND)** is a consortium of over 30 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 to foster civic responsibility among the region's colleges and universities.

We recognize that higher educational institutions can function as permanent anchors and partners for community improvement. Moreover, it is deeply in their interests to do so because their futures are intertwined with that of their neighborhoods. PHENND provides a vehicle for coordinating and, where appropriate, combining the efforts of institutions of higher education 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 organization meeting that drew over twenty participants from higher educational institutions throughout the area. In 1992, PHENND cosponsored and led the organization of *Philadelphia's Summer of Service Project*, part of an initial effort in President Clinton's National Service Program. The Summer of Service Project, *Immunize Children At-Risk Early (ICARE)*. ICARE included the coordination of twelve 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.

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#### **Our History** (cont'd)

Metropolitan-area higher education 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 to solidify a regional approach to national service. This program was so successful that 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 education faculty, students, and administrators; as well as, representatives of community based organizations and public schools to discuss issues pertaining to campus-community partnerships. The 2013 PHENND Conference, which drew over 100 participants from Southeastern Pennsylvania and Southern New Jersey, focused on K-16 Partnerships. The keynote speaker was Darlene Kamine, founding Executive Director of the Community Learning Centers Institute in Cincinnati. Ms. Kamine gave a provocative talk that challenged participants to think seriously about the role of public schools in their local communities, and how Cincinnati rolled out a district-wide community schools strategy over the past 10+ years.

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 that bring the resources of the PHENND Network to support particular issues or problems. Current initiatives include the *K-16 Partnerships Network*, the *GEAR UP/AVID Tutoring Program*, and the *VISTA Project*.

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. It also signifies a way to more effectively educate students for citizenship by providing them with opportunities to serve. PHENND's success has offered an increased hope that higher educational institutions can work together to help solve our country's most pressing problems.

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 nonprofit sectors throughout the region.

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## Annual Report Introduction

PHENND continues to make progress toward the goals outlined in our Strategic Plan. The plan was developed during the 2009-2010 academic year, through a process that renewed stakeholder energy and enthusiasm. Since its adoption of the plan, PHENND has developed a tiered membership structure, increased the base rate for membership dues, and increasing the annual contributions from member campuses, ranging from approximately \$8,000 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 that will allow additional campuses to be represented on the Steering Committee for a term of three years. Ultimately, the strategic plan will guide PHENND so that the organization remains viable and dynamic for years to come.

*The Network seeks to promote excellent models of partnership to a growing number of IHE's, non-profits, and public school administrators.*

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 Liz Shriver, the K-16 Partnerships Coordinator. K-16 Partnerships Network meetings beginning December 2010 with the goals of expanding collaboration across IHEs. The Network seeks to promote excellent models of partnership to a growing number of IHE's, non-profits, and public school administrators. During the 2012-13 academic year, the K-16 Partnerships Network hosted three major events and conducted a series of working group meetings for individuals interested in college access, service-learning, and nonprofit partnerships.

The K-16 Partnerships network also led to the creation of a new major initiative by PHENND, the School-Community Partnerships Coordinator AmeriCorps\*VISTA Project. As a result of conversations during early K-16 meetings, it became apparent that one of the key barriers to the improvement and expansion of school-university-community partnerships is the lack of infrastructure to sustain those partnerships, particularly on the school side. To put it another way, the K-12 schools did not have the capacity to work effectively with outside partners, whether they were universities, nonprofit organizations or businesses. In partnership with the School District of Philadelphia, PHENND applied for and received a new AmeriCorps\*VISTA Project grant. Two AmeriCorps\*VISTA coordinators were brought on board for the 2012-13 year, who spent their year of service planning and developing the infrastructure for the larger project that is now in place. They developed an application process for schools to host VISTAs, developed job descriptions in collaboration with principals and members of the K-16 Network, and coordinated the recruiting and hiring of the Community Partnership Coordinator VISTAs.

### Key Programs and Outcomes (2012-13)

Today, PHENND plays five primary roles that are the keys to its success.

#### Those roles include:

- 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:

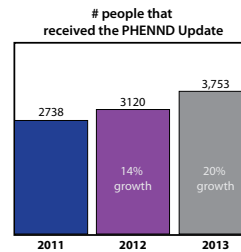


Figure 1: 3,753 individuals receive the PHENND Update each week a 20% increase since last year and since 2011, 37% overall growth

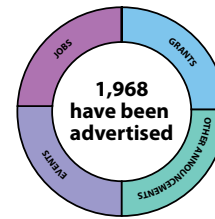


Figure 2: 1,968 events, jobs, grants, and other announcements have been advertised since this time last year

### 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.

**1211** Individuals received the K-16 Partnership Newsletter directly

**19** Articles published in 5 Newsletters since 2013

## Training and Technical Assistance Provider

### Workshops

During the 2012-13 academic year, PHENND provided the following training workshops and presentations:

#### July 2012:

- Annual review of campus-community partnerships and nonprofit work in Philadelphia for incoming class of Haverford House Fellows.

#### October 2012:

- *World Food Day* - Director Hillary Kane served as a panelist speaking on "Skills-Based Volunteerism."
- Director Hillary Kane presented "Campus-Community Partnership in Philadelphia and Beyond" to graduate students in David Grossman's "University-Community Partnerships" seminar at the University of Pennsylvania.

#### June 2013:

- Director Hillary Kane presented on the "History of Community Schools in Philadelphia" to an audience of 50+ educators, parents, and community members at the Philadelphia Coalition Advocating for Public Schools' Forum on Community Schools.
- Workshop on "Service-Learning in Summer Programs" to the staff of Concilio in preparation for their summer youth works programming. This was followed by PHENND hosting the Concilio youth to present their public health projects to our staff and Dr. Carol Weingarten of Villanova's School of Nursing.



### Hub of Networking Annual Conference

Since 1997, PHENND has held an annual conference, which draws higher education faculty, students, and administrators, and as well as representatives of community based organizations and public schools to discuss issues pertaining to campus-community partnership. The 2013 PHENND Conference, which drew over 100 participants from across the country, focused on "K-16 Partnerships" with keynote speaker Darlene Kamine, founding Executive Director of the Community Learning Centers Institute in Cincinnati (see page 4).

### Quarterly PHENND Meeting

October 2012: Quarterly PHENND meeting focused on University-Community Partnerships in Southern New Jersey at Rutgers University in Camden (50 participants).

### Community Service & Service-Learning Directors Group

Meeting regularly since 2006, the CSD/SLD Directors group meets periodically to learn from each other and discuss best practices.

During the 2012-13, the group met once:

#### October 2012

Rutgers-Camden: Tracking Systems for Student Community Involvement

### Funder

Since the close of the *Learn and Serve America Program*, PHENND has not been a position to serve as a funder to any great extent. That said, in more creative and indirect ways, PHENND continues to gather and redistribute resources to benefit the work of member campuses.

During the program year of 2012-13, \$2,250 in total was spent to provide stipends to 12 student leaders from two campuses who served as site coordinators for the AVID tutorial program.

A more complete description of the AVID program is on page 11.

## K-16 Partnerships Network

PHENND launched the K-16 Partnerships Network in the Fall of 2010 after receiving a major gift from Dr. Phil Lindy. The K-16 Partnerships Network is a dynamic group made up of faculty, and staff, non-profit professionals, and city officials. The K-16 Network hosted four major events during the 2012-13 academic year, including the PHENND Annual Conference on K-16 Partnerships (*as described on page 7*).

### October 2012:

#### *Community Schools and Their Role in Education Reform*

Marty Blank, Director of the Coalition for Community Schools and President of the Institute for Educational Leadership, gave a talk on community schools and their role in education reform. Blank's talk was followed by a response from Karen Lynch, School District Chief of Student Services of the School District of Philadelphia.

### March 2013:

#### *University Partners Kick-Off Event*

Held at the Union League, this event drew approximately 50 participants, who came to hear Superintendent William Hite and Associate Director of Penn's Netter Center Joann Weeks (*representing PHENND Steering Committee Chair Ira Harkavy who could not attend*) announce the development of a new bi-monthly series of meeting, jointly hosted by PHENND and the District. School Reform Commissioner and Rutgers-Camden Chancellor Wendell Pritchett also offered remarks.

### May 2013:

#### *University Partners Meeting on Conflict Resolution*

Held at the School District of Philadelphia, this event drew over 60 participants from colleges and universities, local non-profits and the School District of Philadelphia. This topic was selected as a top priority in order to address concerns regarding closing schools, loss of counselors, hall monitors and other personnel who support the daily safety and wellbeing of Philadelphia students. Speakers included Dr. Cynthia Belliveau, an expert in conflict resolution, and Chief Cynthia Dorsey, director of the Office of School Safety at the School District of Philadelphia. Participants then posed solutions for addressing school climate and safety which would engage K-16 Partners.

### June 2013:

#### *K-16 Summer Institute*

Held at the School District of Philadelphia, the K-16 Summer Institute was attended by over 70 individuals from over 30 universities, community organizations and public institutions. This year, the event was co-sponsored by the District's new Office of Strategic Partnerships and featured presentations from its Director Stacy Holland, as well as Debra Kahn, Executive Director of Delaware Valley Grantmakers. Participants engaged in a day of lively debate, discussion and decision making regarding the future of K-16 partnerships for the School District of Philadelphia.

## K-16 Partnership Committees

### Nonprofit and Service-Learning Committee

In 2012-13, the K-16 Partnerships Network also supported two committees, each exploring different aspects of school-university-community partnerships. One committee was a combination of two formerly separate committees, Non-profit Partnerships and Service-Learning. This new combined committee included participation from Need in Deed, Philadelphia Academies, Healthworks Academies, TeenSHARP, and Temple University.

During 2012-13, this committee met with Project LEARN, a consortium of graduate students at the University of Pennsylvania, to define unique pro-bono projects for members of this committee. Through these meetings, participants defined short-term projects that could be taken on by Project LEARN members, on topics such as marketing, advocacy research, and recruiting mentors. Our goal was to better align the work of Project LEARN members to the needs of local education non-profits.



### College Access

The other committee working under the K-16 Partnerships Network was the College Access & Success committee. The College Access Committee continued to build and re-define the *Next Steps Program* for a second year. Next Steps was aimed at reducing “summer melt” by bringing Philadelphia high schools students together with current college students.

In May 2013, Next Steps hosted a major workshop event for high school seniors and current college students in Philadelphia. This event, was held during May 2013. The workshop addressed the issue of the gap in resources between high school graduation and matriculation to college in the fall. Students from four Philadelphia public high schools participated, including: Fels, Roxborough, Lincoln, and Parkway West. Each school was partnered with Philadelphia Academies.

College students from over 10 colleges and universities were trained to address issues they identified, and they also facilitated workshops. These workshops included a mock “registration day” in which high school seniors obtained information from “representatives” from different college offices, such as the registrar, the writing center, and the bursar’s office. Additionally, college students held small group discussions with participants during lunch making unique connections. The college students who participated were mostly from Philadelphia, and had backgrounds similar to the participating high school students.

The Next Steps Project was designed and implemented by representatives from *CORE Scholars*, *Philadelphia Academies*, *Temple University Community Collaborative of Philadelphia*, and *Philly Goes2College*. These partners met numerous times throughout the Fall and Spring to plan the May event, analyze data from the previous year, and to train college students as facilitators. Analysis of the 2013 data indicated that high school participants were less nervous about reaching out for support over the summer and on campus, and highly enjoyed their interactions with current college students.



### VISTAs in Education

Founded by PHENND's first cohort of AmeriCorps\*VISTAs Kate Boccella-Perras and Eden Kainer. PHENND hosted four professional development and networking meetings for VISTAs, serving in the educational sector in the Philadelphia region. These meetings were valued by the VISTAs who attended and will continue in 2013-14.

#### October 2012:

Informal Kick off and Meet & Greet

#### November 2012:

Life after VISTA Alumni Panel

#### January 2013:

Meet Executive Directors in Philly

#### May 2013:

Translating Service to Your Resume

### Pennsylvania Service-Learning Alliance

In response to the elimination of Learn and Serve funding in April 2011, 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 (PSLA)* 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

In October 2011, PHENND was asked to convene a group of Campus Wellness Coordinators for the Department of Health and Human Services. That group took root and PHENND has organized additional follow-up meetings for this network on an ad hoc basis. During the 2012-13 year, one event was held at Villanova University on Biometric Screening in February 2013.

### Special Event:

#### Voter ID Law: What Your Campus Needs to Know

In response to the then-imminent new law that would drastically change the way students (and others) used campus-provided ID cards for identification purposes at polling places. In July 2012, PHENND organized an information-sharing meeting in July 2012 that featured Jorge Santiago of the Philadelphia City Commissioners office, Ellie Esmond of Bryn Mawr College, and Kenn Marshall, Media Relations Manager for the Pennsylvania State System of Higher Education.

## Manager of Multi-University Efforts



**SCHOLARS · IN · SERVICE**  
TO PENNSYLVANIA  
AMERICORPS PROGRAM

PHENND served as an intermediary organization, distributing part-time AmeriCorps Education Award (EAP) slots to 35+ colleges and universities across Pennsylvania.

As part of the *Scholars in Service to PA Program*, PHENND organized a Summer Institute for participating campus advisors at Widener University (*in partnership with PA Campus Compact*) and three Service Leaders Summits for students.

### The events include:

- A Southeast PA event cosponsored with Drexel University
- A Southwestern PA event cosponsored with Duquesne University
- Northeastern PA event cosponsored by Misericordia University

**DURING** 2012-13:  
**312** students from participating schools enrolled  
**254** of those students earned  
 Americorps Education Awards  
 Total Awards Earned = **\$304,912**

**AMONG the** 312 students enrolled:  
 performed approximately,  
**92,000** hours of community service  
(including training and member development activities)  
 and recruited an additional **9,472**  
 non-AmeriCorps volunteers

Also during this program year, Dr. Eric Hartman of Work for Good released a final report about the impact of the Scholars in Service to PA program. Commissioned by PHENND as part of a multi-year external evaluation, this report documents how modest funding from the AmeriCorps program leveraged significant gains for college student participants and for community partners. The report is entitled, *“Improving University Capacity to Support Communities: Scholars in Service to Pennsylvania”* and was released in July 2012. Dr. Hartman also presented on his findings in September 2012 at the International Association for Research on Service-Learning and Civic Engagement Conference in Baltimore.



The School District of Philadelphia is currently implementing a nationally recognized, rigorous college access program in six middle and seven 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.

Beginning in Spring 2011, PHENND recruited, trained and placed over 70 tutors per semester from eight different colleges and universities in all AVID schools. Participating colleges and universities include: Temple University, Arcadia University, Bryn Mawr College, University of Pennsylvania, La Salle University, Holy Family and Drexel University.

Students were recruited through service-learning courses, pre-service field programs, internships, and volunteering programs. In 2012-13, twelve tutors were selected as Site Coordinators to support their AVID schools and coordinate their peers. All Site Coordinators met with PHENND staff on a bi-weekly basis for training and technical support.

The local Service Summit at the Drexel University provided professional development, and this was attended by several of the tutors. In addition, the AVID tutors received awards for their service during the 2013 AVID Celebration at Temple University.



## ARCADIA UNIVERSITY

**Arcadia University** is a comprehensive university grounded in a liberal arts ethos and a renowned leader in international education. Arcadia students, faculty members, and staff collaborate with neighbors and community organizations to impact positively the University's surrounding area and populace.

Throughout the year, Arcadia students actively engage on a weekly basis with more than 80 nonprofit organizations addressing education, homelessness, hunger, women's rights, animal welfare, health, technical assistance, and disaster relief issues. This past year, Arcadia students participated in more than 130 community and civic engagement activities, volunteering more than 22,500 hours of service.

The Arcadia University *Community Service Office* provides information on organizations and service opportunities locally, nationally, and internationally; and helps connect students with specific projects that best match each student's interests. It also helps to develop academic and leadership skills, and offers work-study and internship positions through many off-campus community-based agencies. The *Corporation for National and Community Service* has named Arcadia University to the *President's Higher Education Community Service Honor Roll* several times.

At the 20th annual *Empty Bowl Benefit Dinner*, the University raised more than \$12,000 to benefit agencies addressing hunger and homelessness locally and abroad. Nearly 50 artists, schools, and restaurants contributed bowls and food for the event. Proceeds went to Northwest Philadelphia Interfaith Hospitality Network and to Heifer International. Donations to Heifer went specifically to support typhoon relief in the Philippines.

Arcadia students also dedicated time and effort to assist victims of weather-related tragedies. For instance, students, staff, and alumni traveled to Louisiana for *Alternative Spring Break*, partnering with National Relief Network to work on three homes ravaged by 2012's

Hurricane Isaac. Efforts to address Superstorm Sandy included collecting and delivering a truckload of storage containers and suitcases to a recovery center in Brick, N.J. which were used to store possessions salvaged from homes impacted by the storm.

Additionally, Arcadia's Community Service Office hosted The Montgomery County Resource & Recovery Committee Community Forum on long-term disaster recovery in April 2013. More than 40 township managers, contractors, politicians, and clergymen met to learn about homeowners still in need of assistance from damage sustained by Hurricanes Irene and Sandy and Tropical Storm Lee. With more than 300 such homes throughout the county, the committee helped provide assistance to 65 homes thus far, and developed a resource directory to further the recovery needs of Montgomery County.



Earlier in the year, Arcadia students hosted a two-day event for the University's *Martin Luther King Jr. Day of Service* focusing on the proper collection and disposal of eWaste and shredding. A total of 18,560 pounds of electronic eWaste was recycled in an ethical manner, while more than 16 tons of paper was shredded in an environmentally friendly process. Students unloaded carloads of donations and packed trucks for fulfill the wish lists of 12 nonprofit organizations such as Habitat for Humanity ReSTORE, Cradle to Crayons, and the Pennsylvania SPCA.



Ten years ago, the **Bryn Mawr College** Community Service Office and Praxis, the community-based learning program, joined together to create the *Civic Engagement Office (CEO)*. Civic Engagement Office (CEO), successfully creating an array of co-curricular and curricular programs that share a vision of making a meaningful contribution to the world, while also preparing students for leadership and success in public life. In 2013, CEO linked with the office of Career and Professional Development under the umbrella of the new *Leadership, Innovation and Liberal Arts Center (LILAC)*.

Over the past ten years, the work of the Civic Engagement Office has been significant in that its programs have bridged the academic and civic missions of the College.

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

In creating LILAC, the College is taking a bold step in envisioning career development in higher education. And furthermore, by including the Civic Engagement Office in that new vision, the College is emphasizing experiential education as a key component of not only career exploration, but also personal development.

While there will be new programming that results from our collaboration with the Center, the CEO will also continue to provide the programs for which we've been nationally recognized for 5 years in a row on the *President's Higher Education Community Service Honor Roll*. One example of innovative new programming that began in 2013 is the Praxis 3 World Pulse Translation Seminar. Six students enrolled in the course each had an internship with World Pulse, an action media network which supports grassroots women change leaders through media and empowerment training. World Pulse aims to create a global network of support for women leaders and works to channel their stories and solutions to major media outlets, advocacy groups, and policy makers. The students translated stories written by women leaders who advocate for an end to violence against women from French to English. Students also translated outreach materials, community toolkits, and other materials from English to French to help Congolese women participate in World Pulse's programs.

In 2013-14, the CEO also committed to growing our partnership with ACLAMO (Acción Comunal Latino Americano de Montgomery County), the only full-service agency for Spanish speakers in Montgomery County. Since 2004, Bryn Mawr students have been engaged in Praxis and Community Based Work Study placements and internships at ACLAMO, serving in the Family Literacy Program, the bi-lingual pre-school, the adult ESL classes, and the after-school program for children in grades K-6. In 2013-14, we began a new VISTA project called Adelante that will assist ACLAMO in providing new programming for 7th and 8th graders. Like the federally funded GEAR UP programs, this new program will incorporate youth development best practices with college access activities and academic support.



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 2,000 students will take during the 2013-14 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, 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 and 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](http://www.drexel.edu/lindycenter)

## Haverford College



Haverford's Quaker heritage is expressed in its motto, "*Non doctior, sed meliore doctrina imbutus*"

("Not more learned, but imbued with better learning"). Haverford offers its 1200 students many opportunities to engage in fundamental issues of inequality and social justice, and the College encourages students to put learning into action for greater ethical purposes.

Founded in 1978, *Eighth Dimension*, is Haverford College's Office of Community Service. It provides opportunities to all members of the College, and promotes service and experiential learning as part of a well-rounded liberal arts education. Last year over 700 students participated in various projects and assisted local organizations including Philabundance, Weavers Way Community Programs, Neighbors in Action, AIDS Service Network, Oxfam Hunger Auction, Street Outreach, One-on-One Tutoring, and Housing Ownership Assistance Program (HOAP).

Haverford student-athletes engaged in a variety of community service activities and civic engagement projects, as teams and as a collective group. For example, the men's lacrosse team participated in Books for Breast Cancer and L.E.A.P.S. for inner city youth (Lacrosse. Education. Attitude. Perseverance. Success). The baseball team ran a holiday toy drive to benefit Support Center for Child Advocates in Philadelphia, and the women's basketball team helped to organize and staff the ALS Billy Lake Marathon for the ALS Philadelphia Chapter/Educational Program. Collectively, 200 Haverford College student athletes assisted the Special Olympics at Villanova University, and all of the Haverford student-athletes participated in the Thanksgiving Food Drive for Community Action Agency of Delaware County.

Three of Haverford's Academic Centers: the *Koshland Integrated Natural Science Center (KINSC)*, the *Hurford Center for the Arts and Humanities (HCAH)*, and in particular, the *Center for Peace and Global Citizenship (CPGC)*, all supported domestic and international internships, service learning projects, off-campus conferences and workshops, student and faculty research, campus events, community based learning courses, and speakers and symposia, all with a focus on

issues of social justice with that have local and global significance.

Projects included:

- Creating a computer center in Ghana
- Promoting equal opportunities for special needs children in Varna Bulgaria, performing research on biofuels in Brazil
- Studying cervical cancer as a cultural construct in Managua (Nicaragua)
- Exploring methods for preventing and responding to violence against Native American women in South Dakota
- Increasing educational opportunities for low-income middle school students in Philadelphia

Over 129 undergraduates were involved in internships in the United States and abroad.

Haverford undergraduates served as tutors and laboratory teachers in The Mentoring And Student Teaching program (MAST), a long-standing outreach program that provides science laboratory experiences and writing tutorials for 40–50 Philadelphia area high school and middle school students, who come from backgrounds traditionally underrepresented in the sciences. Eight upperclassmen served as science and writing coordinators, while over 40 Haverford (and Bryn Mawr) students participated as writing tutors and laboratory assistants.

*Haverford House*, a College-sponsored program in which six young alumni live together in West Philadelphia and work at non-profit organizations. These alumni organized a variety of projects designed to deepen the relationship between the campus and the region, including a reading group for undergraduates to learn about restorative justice; to volunteer alongside project leaders who are men incarcerated at Graterford prison; an athletic enrichment program fostering the values of collaboration, mutual respect and the spirit of the game through Ultimate Frisbee at a Community Partnership School in North Philadelphia; and a panel discussion on homelessness in Philadelphia featuring activists and academics.



**Neumann University** is a Catholic Franciscan institution committed to the core values of Reverence, **Neumann University** is a Catholic Franciscan institution 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 Neumann University Core Experience invites students to *"engage in service to promote the common good"* through participation in at least two service-learning courses. Student organizations and athletic teams require that members engage in service.

Although students respond to diverse needs in the tri-state area and beyond, the University maintains a number of community partnerships, prioritizing ministries founded and sponsored by the Sisters of St. Francis of Philadelphia and by graduates and friends. For example, Neumann cosponsors *Drexel Neumann Academy (DNA)*, the only Catholic school in the city of Chester. Neumann faculty, staff, and students support DNA in multiple ways. Neumann also sponsors a Wellness Center at the Chester Senior Center staffed by nurse practitioner faculty members. Undergraduate and graduate nursing students assist with blood drives, screenings, health fairs, and diabetic support groups.

During 2012-13, twelve faculty members integrated Service-Learning into courses, engaging 657 students in 4,125 hours of service. The undergraduate education program demonstrated its commitment to children in urban areas where needs are high by placing 51 student teachers (122,640 hours of service) in under-resourced schools. An additional 201 students participated in 5,336 hours of field experiences in high-need schools. Through the America Reads program, eight students dedicated 1,012 hours to support reading in four elementary schools.

Neumann's *Campus Ministry Center* engaged 526 students in 1,535 hours of service in 2012-13. Students organized and led all service events. Nine students served ministries of the Heart of Camden during Spring Break 2013, and for the tenth consecutive year students participated in an immersion service experience at the Wind River Indian Reservation in Riverton, WY in June 2013.

A day of service is an integral part of the Emerging Leaders program that welcomes 12-15 incoming first-year students through a three-day intensive experience every August. Responding to a Student Government Association (SGA) requirement for student organizations, 305 club members completed over 1,300 hours of community service during the 2012-13 academic year. In addition, the SGA initiated an annual Color Walk to fund scholarships for students who have been impacted by cancer.

During 2012-13, 150 athletes completed over 600 hours of service. Many teams shared their skills with the children at Drexel Neumann Academy. As well as, organized sport clinics for children in diverse geographic areas.

The University has been recognized nationally for its commitment to service and community engagement by inclusion in the *President's Higher Education Community Service Honor Roll*. Through multiple service activities both inside and beyond the classroom, Neumann actualizes the University vision statement which declares that *"Neumann's curriculum promotes thoughtful and ethical leadership in service and response to a global and technologically complex world."*





In the Jesuit tradition of forming men and women of competence, compassion and conscience, [Saint Joseph's University's Faith-Justice Institute](#) offers several programs to engage students, faculty, and staff with the local community.

In 2013-14, the Faith-Justice Institute Service-Learning Program is working with over 600 students and 70 local community partners. Service-Learning students engaged three hours weekly in relationship-based service at the same community partner, sharing presence and preprofessional 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 that address the root causes of poverty while providing opportunities for solidarity and advocacy. Events include a fair trade market, food drive, lectures, and events.

The Faith-Justice Institute also presents Outreach Lectures each semester highlighting contemporary issues relating to Christian faith and social justice. Its purpose is to engage both the Academy and the community in *"deep and sustained"* conversation about timely matters of social justice from a range of faith perspectives. The recent Outreach Lecture at the Forum Theater (March 18, 2014), was a presentation by Mr. Tony Braithwaite that addressed the theme of social justice and serious comedy.



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* was established at Swarthmore in 2001 to focus long-standing programs, and to 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 relationships 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 at least a year of teaching and community interaction. From 2012–15, we have been joined by environmental justice advocate and scholar Dr. Giovanna Di Chiro.

A scholarship program and a specially designated fund support students who create long-term, innovative social action projects to solve social problems all over the world. In addition, a summer internship program for social action sent over 70 students to local and global non-profits and governmental agencies both to contribute and to learn by doing.

Students, staff, and faculty are invited to engage in service. Faculty 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 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.



Temple faculty, staff, students and alumni provide more than 65,000 hours of service a year in Philadelphia. **Temple University's**

*Office of Community Relations* serves as the primary liaison between the communities surrounding the university's North Philadelphia and Health Sciences Campuses. Temple is being recognized for its community service contributions and achievements. Temple is routinely selected for the *President's Community Service Honor Roll*. The university also is a recipient of the Advancement of Teaching's Community Engagement Classification Award given by the Carnegie Foundation.

The Office of Community Relations provides meeting space to nonprofit community organizations on an ongoing basis. During the previous calendar year, more than 5,000 people used rooms at the Center for over 10 different meetings.

Temple is in the third year of promoting its 20/20 Scholarship Program. The scholarship, which began with the 2011 freshmen class, will award 250 scholarships over ten years to incoming freshmen who reside in the four zip codes surrounding Temple's North Philadelphia campus. The Office of Community Relations led the development of the scholarship program and aggressively works to recruit donors and potential applicants.

The Office of Community Relations organizes several events per year that allows the University community to donate their time, resources and efforts. Examples include, but are not limited to, the university-wide observance of MLK Day, partnering with Big Brothers Big Sisters to place students with youth mentees in North Philadelphia, and collaborating with Temple's Computer Recycling Center to install computer laboratories at local nonprofit organizations.





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 (LIFE)*, 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.



## University of the Sciences in Philadelphia



The proud history of University of the Sciences (USciences)

began when 68 Philadelphia apothecaries met in Carpenters Hall in 1821 to establish improved scientific standards and to train more competent apprentices and students. These visionaries sought to enhance their vocation, as well as protect public welfare.

USciences continues to embrace these guiding principles today. From the seeds of protecting the public welfare grew a broader understanding of the role USciences plays in our community beyond its commitment to delivering an exceptional education for our students. Commitment to service, health promotion and health literacy, improved access to education, and a flourishing physical and economic environment are ingrained in the psyche of USciences.

USciences students are trained to be leaders in essential healthcare and STEM disciplines. But their education doesn't occur only in the classroom, our students are engaged in community service activities.

### In 2012:

- 885 undergraduate students participated in volunteer activities (~36% of total undergraduate enrollment)
- Over \$8,600 was raised by student-led fundraising efforts for local charities
- Over 4600 volunteer hours were contributed by undergraduate students
- 45 distinct student organizations participated in service activities

The entire USciences community – students, faculty, and staff – are all active participants in a wide range of health promotion and health literacy outreach efforts. Together, students and faculty have organized health fairs and informational booths at both on-campus and community locations. Health screenings and other programming delivered a wide range of health

information on important topics such as diabetes, heart disease, stroke reduction, exercise and nutrition, and viral hepatitis awareness.

Collaborations are the key to our impact. An ongoing research project being conducted in partnership with the Philadelphia Department of Public Health is one example. The study, implemented by students in the Doctor of Pharmacy program, will measure the effects of providing simplified medication instructions on medication adherence.

USciences has also partnered with *Philadelphia Health Federation* to develop and pilot a training program for students in the Doctor of Pharmacy program focused on brief smoking interventions with patients for whom English was a second language. The unique curriculum included training in cultural competency, methods of motivational interviewing, and the Trans-theoretical Model of Change. Students provided brief smoking interventions at three public health centers.

*HepTREC (Hepatitis Training, Research, and Education Center)* at USciences is an active participant in HepCAP (Hepatitis C Alliance of Philadelphia), a regional hepatitis advocacy group consisting of over 100 health care, public health, and community groups. HepTREC's many accomplishments include the training of more than 1500 healthcare professionals, administering more than 1,000 doses of hepatitis vaccine to high-risk populations, conducting more than 100 community education and support group sessions, and performing health service research such as examining barriers to hepatitis C virus (HCV) care.

As USciences celebrates our long-standing tradition of giving back to our communities, we also look forward to the future. We are dedicated to fostering new relationships and partnerships – with both the public and private sectors – that will continue to grow our many avenues of support for educational access, health promotion, new models of education and healthcare delivery, and economic development for our neighborhood, city, and region.



## Widener University

As a leading metropolitan university, we achieve our mission at Widener by creating a learning environment where curricula are connected to societal issues through civic engagement. We inspire our students to be citizens of character who demonstrate professional and civic leadership.

Through Experiential and Service Learning, students apply learning on behalf of worthy causes. For example, communications students create promotional videos for nonprofit 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, including 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.

### Cheyney University of Pennsylvania



Founded in 1837, Cheyney University of Pennsylvania is America's first

institution of higher learning for African Americans. At Cheyney University, students, faculty and staff demonstrate civic commitment by volunteering their time and energies to community issues, populations, and organizations in an effort to make a difference.

In 2013, more than 100 *Keystone Honors Academy* students organized and hosted a Voter Registration Drive--"CU at the Polls"-- that successfully registered over 500 new voters. Volleyball athletes raised over \$200 to benefit the Susan G. Komen Breast Cancer Foundation, and 25 Communication Arts students volunteered at WHY radio studios to assist with two fundraising telethons. In addition, Sociology students formed a group called Students Organized Against Poverty (SOAP) to work in the community to prevent poverty. Six Psychology Club members partnered with the American Red Cross to organize a blood drive on campus while 20 student members of the National Council of Negro Women collected \$100 on campus

for UNICEF to help the needy. Greek organizations also donated their time for a good cause as 30 fraternity and sorority students raised several hundred dollars for the American Heart and Stroke Associations by selling handmade paper hearts on campus and participating in the 2013 Heart Walk in Philadelphia. Mr. Cheyney, Rashaad Washington, conducted a clothing drive resulting in four bins of clothing being collected throughout campus and donated to a children's program in Philadelphia while Miss Cheyney, India Cross, organized a drive to donate backpacks to needy children in the community.

### Community College of Philadelphia



Community College of Philadelphia's Office of Student Activities has continued to expand

the number of students served by its student learning activities. These activities include collaborations with Habitat for Humanity as part of an Alternate Spring Break Experience and service opportunities through its Student Ambassador Program. The *Fox Rothschild Center for Law and Society* collaboration with Wills for Heroes has continued, allowing students to assist in the preparation of estate documents for first responders under attorney supervision. In addition, many academic departments have developed projects that engage students in service learning. Examples include our Nursing Department which provides services to vulnerable, under served-clients who reside within the zip code of the College's main campus and our Dental

Program, which provide educational sessions on home care techniques, oral cancer screening and nutrition education. Course-based opportunities include those provided by several sections of the Environmental Conservation course that provide students with the service hours with at local environmental agencies.

## Gwynedd Mercy University



Gwynedd Mercy  
University

**Gwynedd Mercy University** prides itself on the education of students in the Mercy tradition of service to society locally, nationally and internationally.

Locally, through the *Office of Campus Ministry*, last year's Holiday Outreach included the preparation of Thanksgiving food baskets for 17 families at the Gesu School in Philadelphia. Partnering with Mercy Neighborhood Ministries, the Voices of Gwynedd choir served as Secret Santa to approximately 130 children, while the "Giving Tree" provided Christmas gifts to adults with special needs. Students also collected more than 1,400 pounds of food for WMMR's "Camp Out for Hunger," benefitting Philabundance, the region's largest food bank and hunger relief organization.

The University's *Autism Institute* joined the Montgomery County Child Development Foundation to present a series of free educational workshops and the Sixth Annual Autism Conference. Since 2000, Gwynedd Mercy University's Adult Health Center in Lansdale, PA, has provided a full range of services for families, adults

and adolescents who do not have health insurance or outpatient coverage. Without the services of the Center, many patients would not receive the necessary care and treatment they need.

Nationally and internationally, lives were touched through Alternative Spring Break, where Gwynedd Mercy University students, faculty and staff volunteered their time to work on various community service projects in New York City, Cincinnati, Savannah, and New Orleans. In addition, volunteers traveled to Piura, Peru, where they cared for the sick, built a home and delivered food to a remote village. Through the International Nursing Mission Trip, nursing students traveled to the Dominican Republic to set up medical clinics and provide vitamins and nourishment to children.

These are just a few examples of the many service opportunities that form our Distinctive Mercy Graduates -- women and men who will combine professional competence with the Mercy tradition of service to society.

## Montgomery County Community College



During the 2013 academic year, 1,722 students and staff participated in curricular and co-curricular service learning initiatives at **Montgomery County Community College**. A total of 53 projects occurred on-and-off campus, which supported 30 community partnerships. The College contributed, 12,275 hours of service and over \$17,000 in monetary donations to community partnerships.

Some of this year's partnerships included the Norristown Police Athletic League, Cluster Outreach, and Alex's Lemonade. Grant funding and the Pottstown Area Health and Wellness Foundation continue to assist the College with furthering its reach to the community through expanded service-learning partnerships that benefit residents of Montgomery County.

Among the projects that occurred this past year, the Medical Assisting club collected winter coats for Cluster Outreach; while the College Wide Day of Service had 50 volunteers providing 300 hours of service in two partner sites. The College's athletic teams, collectively contributed 1,600 hours of service and \$10,000 in monetary donations for projects such as campus-wide food drive led by men's basketball, while baseball clinics were held for youth throughout the county and sponsored by the men's baseball team. The women's basketball team held their "Think Pink" event to raise awareness about breast cancer, and our health science students volunteered for both the Health and Wellness Expo, and for providing free cholesterol tests to members of the community. Montgomery County Community College continues its institutional commitment to service, as well as its growth and expansion (to grow and expand) in the areas of civic and community engagement programming and services for the College community.

Rutgers University-Camden



Since the Office of Civic Engagement was founded in 2010, Rutgers University-Camden has continued to deepen our commitment to high-impact civic engagement that advances student learning, while supporting positive change in our host city and region. In 2012-13, we expanded our Engaged Civic Learning academic offerings to 61 courses in 14 disciplines across all five schools offering degrees on the Camden campus. These courses enrolled 859 students, up from 264 in 2009-10.

Our K-12 education partnerships continued to grow. A 21st Century Community Learning Center grant from the New Jersey Department of Education allowed us to augment and improve our after-school and summer programs through the Rutgers North Camden Schools Partnership. In its first full year of operation, the Hill Family Center for College Access built partnerships

with schools across Camden, providing a full range of college access information and services to students and families. The Rutgers Future Scholars program—which provides five years of academic and social support and enrichment to Camden City students, along with a full tuition scholarship to Rutgers for those who qualify academically—achieved a major milestone when our first class of Scholars graduated high school in 2013. More than 20 of the first cohort are now enrolled as Rutgers students, and many more are pursuing college at other institutions.

Rutgers-Camden continued to build opportunities for intensive co-curricular student engagement. More than 70 Rutgers students served as Education Ambassadors. In its second year, the Rutgers-Camden Civic Scholars Bonner Leader program grew to 24 students.

Ursinus College



Ursinus College is deeply committed to fostering a campus culture of community service. Our community service center UCARE (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. Many of these service initiatives are coordinated by student leaders similar to 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. 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, and that a personal commitment to the common good is a component of an examined life of purpose.



**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, about 25 miles west of Philadelphia, the University 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. West Chester was recently recognized as one of the among the best regional universities in the north by U.S. News and World Report. West Chester 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)* 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.

OSLVP 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 Service-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 visit:

[www.wcupa.edu/volunteer](http://www.wcupa.edu/volunteer)







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