
PHENND

Annual Report 2013-2014

presented

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Rutgers University at Camden



PHENND Steering Committee

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Welcome! On behalf of the PHENND Steering Committee, it gives me great pleasure to introduce the sixth Annual Report of the Philadelphia Higher Education Network for Neighborhood Development. PHENND is a consortium of over 25 campuses in the Philadelphia region.

PHENND has grown significantly in recent years, and now boasts four full-time staff along with a full-time VISTA Leader. PHENND's budget has also grown significantly, and has diversified its funding streams to include more private philanthropy, complementing existing government grants.

These new projects and directions come out of 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 who 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.

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 over 25 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

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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 2014 PHENND Conference, which celebrated PHENND's 25th Anniversary, drew over 180 participants from across the coun-

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



try. The conference theme, *Anchor Institutions: A Regional Approach*, featured Lillian Kuri of the Cleveland Foundation as the keynote speaker. Ms. Kuri discussed innovative collaborations among higher eds and other anchor institutions, attempting to revitalize communities and expand economic opportunity for neighborhood residents.

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

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. Current initiatives include the K-16 Partnerships Network, the GEAR UP/AVID Tutoring Program, the Community Partnerships VISTA Project and the Next Steps AmeriCorps 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.



Introduction

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 **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 \$30,000 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. In 2012, Rutgers University-Camden was invited to join the Steering Committee to solidify representation from the New Jersey portion of PHENND geographic footprint, as well as to add a public institution to the committee, following Temple University's withdrawal from the board. 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 13-14 academic year, the K-16 Partnerships Network hosted five major events and instituted a deeper collaboration with the Office of Strategic Partnerships at the School District of Philadelphia.

The K-16 Partnerships network also led to the creation of a new major initiative by PHENND, the **Community Partnerships 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 VISTAs were brought on board for the 2012-2013 year, who spent their year of service planning and developing the infrastructure for the larger project, 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 (2013-2014)

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:

- **4,312** individuals receive the PHENND Update each week, a 15% increase since last year
- **2,472** 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.

By the numbers:

- **1203** individuals receive the K-16 Partnerships Newsletter directly
- **16** articles published in 5 newsletters since April 2014

Training and Technical Assistance Provider

Workshops and Other In-person Support

During the 2013-2014 academic year, PHENND provided the following training workshops and presentations at national conferences.



November 2013

- Director Hillary Kane presented “Best Practices of Community Partnership” to the Widener University Academic Service-Learning faculty cohort
- Director Hillary Kane presented “Campus-Community Partnership in Philadelphia and Beyond” to graduate students in Dr. David Grossman’s “University-Community Partnerships” seminar at the University of Pennsylvania

January 2014

- Director Hillary Kane assisted Widener University review applications for their first-ever Student Engagement Mini-Grants

March 2014

- Hillary Kane and Liz Shriver spoke with PhD and graduate level students at Temple University who partner with various non-profits and schools.

Funder



Community Partnerships VISTA Project

Although it provides an in-kind resource rather than a cash grant, the Community Partnerships VISTA Project represents an investment by PHENND of over \$15,000 per participating school or District office.

Beginning in July 2012, PHENND welcomed two AmeriCorps*VISTA members to develop a new, larger project to place VISTA members in local



public schools to serve as “Community Partnerships Coordinators.” That year, the two members, Eden Kainer and Kate Boccella-Perras, developed all of the components of the new project including: the VISTA position descriptions, the application for host sites, the site selection process, the VISTA selection process, and the training and orientation for the new members.

In summer 2013, PHENND inducted the first cohort of nine Community Partnerships Coordinator VISTA members, including a VISTA Leader placed at PHENND. Five of the VISTAs were school-based, and served as “Community Partnerships Coordinators” at their respective schools. The schools are all high-poverty, comprehensive, public schools operated by the School District of Philadelphia. Three are in the Kensington neighborhood, one is in North Philadelphia, and one is in West Philadelphia. The schools represent the full K-12 grade span with one K-8 school, three high schools, and one combined middle/high school (grades 6-12). Four of the five schools are “receiving” schools, meaning that they received a significant influx of additional students from other neighboring schools that were closed due to budgetary constraints at the District level. Three of the schools (Penn Treaty, Sayre, and W.D. Kelley) were also recipients of the federal School Improvement Grant.

2013-2014 PHENND VISTA sites	
Schools:	School District of Philadelphia offices:
<ul style="list-style-type: none">• W.D. Kelley School• Penn Treaty School• Kensington Health Sciences Academy• Kensington CAPA• Sayre High School	<ul style="list-style-type: none">• Office of Strategic Partnerships• Office of Charter Schools

Two additional VISTAs were brought on board to serve in offices at the School District of Philadelphia central administration, specifically the new Office of Stra-



tegic Partnerships and the Office of Charter Schools. The VISTA in the Charter School office has been tasked with supporting the 17 School Advisory Councils (SACs) at the Renaissance Schools, which are in various stages of “turn around.” The VISTA in the Office of Strategic Partnerships (OSP) has been working to develop a system and infrastructure to help external organizations such as nonprofits, community-based groups, and colleges and universities, to partner with schools.

Another additional VISTA, originally assigned to the Greater Philadelphia Corporate Volunteer Council (GPCVC) to support general GPCVC programming, was connected through PHENND to the Office of Strategic partnerships to explore policy and infrastructure around volunteer management across the School District. Thus one OSP VISTA helped develop a system for the effective management of “partners” (i.e., organizations), while the other OSP VISTA did similar work around the management of “volunteers” (i.e., individuals). PHENND recognizes the usefulness of this dual structure for the roles of VISTAs in the OSP and plans to continue it in the following year.

The school-based VISTAs all made significant progress toward the goals and objectives of the program and help point PHENND towards developing systems and process to improve the overall program. Specific activities include:

- **Improving communication between and among partners through partner meetings** – All five VISTAs held partner meetings at their schools throughout the year. Through the VISTAs’ facilitation, partners were able to learn more about each other’s work and goals and in some cases increase their capacity to provide services to the students by joining forces. One highlight was the collaboration across two schools in the Kensington area for career fair activities, which was facilitated by the two VISTAs at Penn Treaty and Kensington Health Sciences Academy.
- **Improving communication between and among partners and the**



school through newsletters and other social media platforms. Most of the VISTAs developed electronic or paper newsletters or other forms of communication to both community-based and school-based constituencies. Penn Treaty also established a Twitter feed and a monthly e-newsletter. Newsletters typically detail the activities of partner organizations as well as activities at the school and are distributed to partners, school staff.

- **Facilitating new partner development** – In many cases the VISTAs served as a point of contact for potential new partners to the school. For example, at Kensington Health Sciences, the VISTA helped initiate and is coordinate a new internship/shadowing program with St. Christopher’s Hospital for selected juniors and sophomores. PHENND also helped the VISTAs network and perform outreach to new organizations as appropriate. Given the cluster of school sites in Kensington, PHENND arranged a meeting for all three VISTAs with Ceiba, an organization in the neighborhood that provides financial services to low-income families which can bring its financial services to special school events.
- **Attending community meetings on behalf of the school** –The VISTAs have been attending general community meetings on behalf of the school to improve communication and relationships as well as identify new opportunities for partnership in their geographical region. The VISTAs have been attending regional “EPIC Stakeholder” meetings, facilitated by DHS, as well as those of regional School District Parent Engagement Coordinators and those of local Community Development Corporations.
- **Documenting existing partners and their activities** – As requested by PHENND to get a snapshot of baseline data, all of the school-based VISTAs have completed a basic spreadsheet of the various partners active in their building and the programs run by those partners. This information is going to be the basis of more detailed analysis that will be entered into the PARTNER (Program to Analyze, Record, and Track Networks) Tool. Early in their



term of service, each VISTA created a “Prezi” to visually document the partners in their building and many have been updating the Prezi throughout the semester.

- **Recruiting and Managing Volunteers** – Most of the VISTAs have already recruited and managed volunteers for special events that they have developed for the school that engage community partners such as college fairs, career day events and special school-community event days.
- **Coordinating with School District** – The school-based VISTAs also facilitated communication between the schools and the District itself related to partner development. In November, the OSP VISTAs both conducted site visits to each of the five school sites to survey the VISTAs and other key school leaders about their experience recruiting and using community partners and volunteers. This was done in service to the office’s project of developing District systems and policies for managing community partners and volunteers.

Major accomplishments of the District-based VISTAs include:

- Developing and conducting a feasibility study of volunteer management and deployment which clearly documents the need for the District to invest new resources in systems and processes to facilitate greater volunteer engagement in schools.
- Performing a data needs assessment for the OSP and consulting IT professionals about zero and low cost options for building a comprehensive partnerships database that inventories service providers implementing programs and services in District schools by program type and populations served.
- Creating an online platform for School Advisory Councils to input their required biannual reports, thereby making this process easier.



Next year, PHENND looks forward to implementing the Community Partnership VISTA project in more schools and School District offices.

During the 2013-2014 program year, \$2,150 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 18.

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 2014 PHENND Conference, which celebrated PHENND's 25th Anniversary, drew over 180 participants from across the country. The conference theme, *Anchor Institutions: A Regional Approach*, featured Lillian Kuri of the Cleveland Foundation as the keynote speaker. Ms. Kuri discussed innovative collaborations among higher eds and other anchor institutions, attempting to revitalize communities and expand economic opportunity for neighborhood residents.

Fall PHENND Meeting

October 2013: Fall PHENND Meeting focused on campus-community partnerships that support Immigrants and Refugees at Arcadia University (58 participants)

K-16 Partnerships Network

Launched in Fall 2010 by major gift from Dr. Phil Lindy, and renewed in May 2013, the K-16 Partnerships Network is a dynamic group of faculty and staff, non-profit professionals and city officials. The K-16 Network hosted five major events during the 2013-2014 academic year.



- **October 2013:** Fall Speaker Andi Perez, then Director of Youth United for Change, discussed the **Community Schools** strategy, particularly from the point of view of students, families, and communities. 60 people attended this event.
- **December 2013:** University partners met to discuss **Early Literacy**. Speakers included Doria Mitchell, Director of K-2 Early Literacy and Special Projects in the Office of Early Childhood Education, Michele Bell and Mattie Davis from the Philadelphia Writing Project and Jan Steinberg, then Director of Community Partnerships at Parkway Northwest High school and service-learning specialist. 40 people attended.
- **January 2014:** University partners met to discuss: **Making Education Careers in Philadelphia Achievable for Millennials**. Dr. Vicky McGinley, Professor of Special Education at West Chester University, showcased the Youth Empowerment and Urban Studies minor, Dr. Janet Chance, Director of the Office of School and Community Collaborations at Arcadia University, presented a new model for pre-service field placements and then Deputy Chief of Staff for the School Reform Commission Ms. Nicky Charles discussed Talent Development and retention.
- **April 2014:** University partners met to discuss **Community Schools and Collective Impact**. Jessica Strauss, Executive Director of Baltimore's Alliance for Community Teachers and Schools (ACTS), discussed these strategies and the growth of community schools in Baltimore.
- **June 2014:** One-day Institute at the School District of Philadelphia attended by 90 individuals from 20 campuses, community organizations and public institutions. The fourth annual **K-16 Institute** featured a keynote presentation on the State of Partnerships at the School District of Philadelphia from Stacy Holland, who was the Chief of the District's Office of Strategic Partnerships at the time. Attendees work-shopped the best practices and upcoming trends in University-School partnerships.



VISTAs in Education

The VISTAs in Education Series is open to any and all VISTAs serving in and around Philadelphia in the education sector, broadly defined. During the 2013-2014 year, PHENND hosted five professional development networking meetings for the VISTAs and other “Year of Service” members. Begun by PHENND’s first cohort of AmeriCorps*VISTAs Kate Boccella-Perras and Eden Kainer and continued last year by School District VISTA Devon Hawkins-Anderson, these meetings were a great opportunity for some of our region’s newest and most enthusiastic members to meet, network, and grow professionally. Devon also built strong ties to SERVE Philadelphia, Repair the World and other VISTA sponsors to co-host events, collaborate and support each other.

- November 2013: VISTAs In Education Peer Networking Meet Up
- January 2014: VISTA Healthcare Forum and Networking Hour: Co-hosted with SERVE Philly
- March 2014: Goal Setting: Co-hosted with Repair the World
- May 2014: VISTA Meet Up
- June 2014: VISTAs in Education Meet a Hiring Non-Profit



Pennsylvania Service-Learning Alliance

In response to the elimination of Learn and Serve funding in 2011, PHENND has led the Pennsylvania Service-Learning Alliance (PSLA), a new advocacy group seeking to support, expand, and ultimately re-fund, service-learning in

Pennsylvania. PSLA is comprised of 15 representatives from the K-12, Higher Ed, nonprofit, government, and business sectors. The group meets semi-annually 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 has been supported by a modest grant from the State Farm Companies Foundation, which is



managed by the Pennsylvania Bar Foundation.

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. During the 2013-2014 academic year, one event was held:

- **August 2013: Understanding the Affordable Care Act** with Dr. Dalton Paxman, Region III Administrator, and Sarah Fulton, Center for Medicare and Medicaid Services, U.S. Department of Health and Human Services

Special Events:

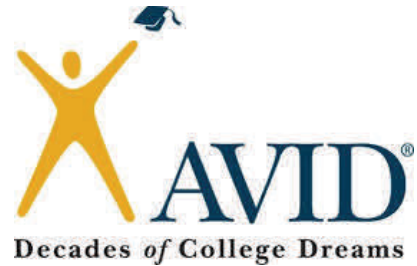
- **January 2014: Meals and More Information Session**
To help support a new initiative of the City of Philadelphia's Office of Community Empowerment and Opportunity, PHENND brought together several of the region's Community Service and Service-Learning directors to learn more about how to get involved. Meals and More is a new effort by the CEO to engage more volunteers in soup kitchens and feeding programs to provide more emergency meals to those in need. The initiative also aims to connect diners with more comprehensive social services and supports.
- **May 2014: Learning, Service, Community, and Change: Challenging the Conventions of University-Community Engagement**
Organized by the Temple University College of Health Professions and Social Work, PHENND co-sponsored a provocative talk by Dr. Randy Stoecker, Professor of Community and Environmental Sociology at the University of Wisconsin. Dr. Stoecker spoke about assumptions made regarding university-community relationships and challenged us to work toward more equitable relationships.



Manager of multi-university efforts

GEAR UP

The School District of Philadelphia is in its final year of 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>)

During the 2013-2014 academic year, PHENND recruited, trained and placed over 70 tutors per semester from five different colleges and universities in 13 GEAR UP schools. Participating colleges and universities including: Temple University, Arcadia University, University of Pennsylvania, La Salle University and Holy Family University.

Students were recruited through field placements, service-learning courses, internships and volunteer programs. AVID volunteer programs and student-run groups are now being implemented at Arcadia, Temple and LaSalle to accommodate tutors who will be retained after courses are completed. Additionally, Arcadia, Temple and LaSalle all have student leaders who provide support to fellow tutors in a leadership capacity. These student leaders meet on a regular basis on their campuses. Many also served as peer educators at the AVID End of Semester Event which took place at the University of Pennsylvania in May,



2014.

AVID tutor leaders attend Fall and Winter retreats led by AVID coordinator Liz Shriver and AVID Tutor Alumni, lead recruitment sessions, support training and newly, have received work-study for their AVID tutoring placements. These leaders have also led and attended field trips for AVID students to their respective campuses and beyond, in one notable instance traveling with teachers and students to New York City to tour colleges.

Pre-service teachers also observed and supported content area teachers at each AVID high school. As a result, several pre-service teachers who conducted AVID as a field placement also continued to student teach at their placements in the Spring creating a strong continuum of support for students.



ARCADIA UNIVERSITY

A comprehensive university and a renowned leader in international education, Arcadia University students, faculty members, and staff collaborate with neighbors and organizations to greatly impact community areas both locally and globally. This past year, Arcadia students participated in more than 130 community and civic engagement activities, volunteering more than 25,000 hours of service.

The Arcadia University Community Service Office helps 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, including last year.

At the 21th annual Empty Bowl Benefit Dinner, the University raised more than \$13,000 to benefit agencies addressing hunger and homelessness locally and abroad. Nearby artists, schools, and restaurants contributed bowls and food for the event. Proceeds went to Philadelphia Interfaith Hospitality Network and to Heifer Project International. Since its inception, the event has raised nearly \$125,000.

For this year's Alternative Spring Break, 41 volunteers traveled to Central Florida to visit Carver Heights, a neighborhood that suffered severe economic downturn over the last 60 years. The collaboration between the Community Service Office and the National Relief Network allowed for the creation of a mural and the repair of various sites in the area. There was a combined total of 1,230 hours of volunteering distributed between the 35 undergraduate students, one graduate student, and four alumni. And, through the Southeastern Pennsylvania Voluntary Organizations Active in Disaster, the Commu-

nity Service Office created a three-day Alumni Service Trip to Brick Township, NJ in June, where 15 volunteers (13 alumni) went to the Visitation Relief Center to help those affected by Hurricane Sandy.

At Arcadia's Martin Luther King Jr. Day of Service event, which focused on the proper collection and disposal of eWaste and shredding, more than 17.5 tons of e-waste was recycled in a safe and environmentally friendly process. From April to August 2014, the Community Service Office partnered with more than two dozen sites for the New Student Orientation Day of Service, where more than 500 students volunteered more than 2,000 hours at various nonprofits in the area. Some of the service opportunities included volunteering at thrift stores, cleaning local parks, assembling meals to be distributed, creating a garden, preparation of an art center, and interacting with foster children.

To raise awareness on the Ebola outbreak in West Africa, the Community Service Office organized a community-wide collection to gather medical and protective supplies. They were in collaboration with alum Fodebah Deboah '11 who operates a non-profit called HEAL Initiative in his home country of Sierra Leone.

Arcadia students also had the opportunity to volunteer through the Community Service Office by working at After-School and In-Classroom programs. Students provided academic support and assistance with homework to elementary school children. The After-School programs were partnered with Cheltenham, Glenside, Wyncote, and Myers Elementary Schools and also Elkins Park Middle School. The In-Classroom programs took place at Myers, Wyncote, Cheltenham and Glenside Elementary Schools.





Eleven 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), building an array of curricular and co-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 Civic Engagement transitioned again, linking with Career and Professional Development under the umbrella of the **Leadership, Innovation and Liberal Arts Center** (LILAC). In creating LILAC, the College is taking a bold step in re-envisioning career development in higher education. And by including the Civic Engagement Office in that new vision, the College is emphasizing experiential education as a key component of both career exploration and personal development.

LILAC's mission is to prepare liberal arts students to become effective, self-aware leaders in their chosen life pursuits. Experiential education is viewed as key to this preparation. Students are encouraged to explore opportunities through classes, personal and professional workshops and trainings, internships, externships, alumnae engagement and civic engagement. As a new center, one of LILAC's priorities was to communicate our mission to the community. As part of that goal, the new LILAC team worked together to examine the programs we already offered and the ones we hoped to offer, measuring them against the LILAC mission statement and creating a list of core competencies we hoped would be gained by students who engage in those programs and with our staff. The resulting competencies are:

- Social Responsibility
- Communication
- Conceptual Thinking
- Cultural Competency
- Implementation
- Reflective Practice
- Connection

Our hope in creating these competencies is that community partners, faculty, staff and employers will recognize

that we share the same goals in working with students and by engaging with the competencies and using the same language we can better guide our students' learning and development and encourage exploration and growth as they figure out their goals for the future.

While much new programming has emerged as a result of our link with LILAC, Civic Engagement continues to provide the programs for which we've been nationally recognized for 6 years in a row on the **President's Higher Education Community Service Honor Roll**. In 2014, Bryn Mawr College was a finalist for the Honor Roll's Presidential Award, the highest federal recognition an institution can receive for its commitment to community, service-learning, and civic engagement. Bryn Mawr was named a finalist in the "Economic Opportunity" category after highlighting three Civic Engagement programs that focus on economic justice (VITA, Effective Grantsmanship, and LIFT) and that were exemplary both in the measurable amount of service performed by the participants and by the impact they had on the communities served.

A social justice initiative that is of particular relevance to this conference is the collaboration between Bryn Mawr College and Riverside Correctional Facility. The initiative grew out of a course called Learning in Institutional Spaces: Education in Dialogue in fall 2013 and has grown to include a weekly literacy group, a weekly book club and a pilot program in Developmental Biology at Riverside. These activities have been designed and facilitated by four faculty members, three student coordinators and by a variety of students doing fieldwork for Praxis courses, with significant levels of input and collaboration from the women themselves. The advocacy efforts of the faculty and students to institutionalize this initiative at the College have been key in ensuring the sustainability of this collaboration.





CABRINI COLLEGE

Students do extraordinary things at **Cabrini College**, a residential Catholic college welcoming learners of all faiths, cultures, and backgrounds.

Since Cabrini was founded in 1957 by the Missionary Sisters of the Sacred Heart of Jesus, the College has provided an education not only for the mind, but an Education of the Heart. This Education of the Heart mission of academic excellence, leadership development and a commitment to social justice is accomplished by faculty and staff who mentor students to achieve success for themselves and the community.

Since 2007, the Justice Matters Core Curriculum serves as the central unifying experience of Cabrini's curriculum and is centered on a series of four developmental Engagements with the Common Good courses. These courses build upon one another to create a service-learning program where students and faculty partner with community organizations to bring about substantive change.



Through these courses, students reflect upon their own core values as they document and critique the values of individuals, organizations, and community partners while analyzing the complex issues faced when creating social change through community-driven projects.

In 2014, Cabrini College:

- Received the 2015 Carnegie Classification for Community Engagement;
- Was awarded President Obama's Honor Roll in Community Service, Education, and Interfaith;
- Hosted a six-part lecture series on "Unity in Diversity: Building Bridges Not Walls, Between Diverse Cultural Communities;"
- Created a student-based Immigration Simulation to provide the community with an interactive, simulated immigration experience; and
- Connected students with community partners to provide over 25,000 hours of service.





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 active citizenship by facilitating service, scholarship, and engagement opportunities within the community. The Lindy Center provides opportunities that allow Drexel students, faculty, and staff to explore and further develop their civic identity in many ways. In collaboration with the community, we focus our collective expertise on public problem solving, and aim to inspire the Drexel community to develop the knowledge, skills, values, and motivations to make a difference. To accomplish this, we focus on four key areas:



Community Based Learning

We support both faculty and students who seek to develop connections between the classroom and the community. Students are first introduced to community based learning (CBL) during CIVC101: Intro to Civic Engagement, and they are encouraged to enroll in additional CBL courses throughout their academic career.



Student Civic Leadership

Through our leadership initiatives, including the Drexel Community Scholars (DCS), Civic Teaching Assistants, and the Lindy Scholars Program, we support, advise, and empower students to further develop

their civic identity and continue to consider how they will become engaged citizens in the future.

Community Partnerships

We foster authentic relationships with more than 80 organizations on the local, national, and global levels, by helping to best connect partners with Drexel resources. Additionally, we recognize the inherent expertise of our partners who serve as co-educators of our students and value their collaboration in this capacity.

Volunteerism

We strategically match individual students and student organizations, as well as faculty and staff, with meaningful service opportunities that best match their skills, interests, and abilities. Additionally, we serve as a resource to our community partners who seek volunteer support for their organizations.

For more information about the Lindy Center for Civic Engagement, please visit our website: 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.

Eighth Dimension, founded in 1978, is Haverford'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. Students participate in various projects and assist local organizations including Philabundance, Street Outreach, One-on-One Tutoring and Housing Ownership Assistance Program (HOAP). Haverford student-athletes also engage in a variety of community service activities and civic engagement projects, in individual teams and as the collective group of varsity athletes.

Haverford undergraduates serve 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.

The three 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)** - support domestic and international internships, service learning projects, off-campus conferences and workshops, student and faculty research, campus events, community based learning courses, speakers and symposia, with a focus on issues of social justice with local and global significance. Haverford House, a College sponsored program in which six young alumni live together in West Philadelphia and work at non-profit organizations, organize a variety of projects designed to deepen the relationship between the campus and the region.

Taken as a whole, there is a deep commitment from the Haverford College community to involve its members in community engagement initiatives, and to use the liberal arts educational experience as a foundation for social action and change for greater ethical purposes.





LASALLE UNIVERSITY

La Salle University offers a rigorous curriculum and co-curricular experiences designed to help students deepen their ethical sensibilities and prepare for a lifetime of continuous learning, professional success, and dedicated service. All members of our community are called to maintain a heightened sensitivity to those marginalized within society as they practice civic engagement, provide leadership with a global perspective, and contribute to the common good. In recognition of La Salle University's successful partnership with the local and global communities, the Carnegie Foundation for the Advancement of Teaching has selected La Salle for its 2014 Community Engagement Classification.

La Salle's **University Ministry and Service (UMAS)** provides students with a wide array of service opportunities at the local, national, and global level. Our **Fellowship of Community and University Service (FOCUS)** programs connect students with approximately 40 local organizations, contributing over 10,000 hours of service to our community partners within 15 weekly student-led service programs. UMAS's domestic and international service trips also give students the opportunity to gain knowledge and first-hand experience of social justice issues through meaningful service done in partnership with local communities. In 2014 our students provided service to communities in Kentucky, Montana, North Carolina, Alabama, as well as in the Dominican Republic. Over 120 students offered nearly sixteen thousand hours in fundraising, service, educational, and immersion activities. In 2015 our international service sites will include Haiti, the Dominican Republic, and Kenya.

The **Institute for Lasallian Education and Engaged Pedagogy (I-LEEP)** was created in 2014 to advance innovative, mission-driven programs for students and professional development opportunities for faculty and staff. I-LEEP sponsors a **Community-Based Learning**

Faculty Fellows program, which generates new community-based service-learning courses each year, as well as a **Service-Learning Faculty Cohort**, which provides regular opportunities for faculty to meet and discuss best practices in service-learning. I-LEEP also sponsors weekly **Explorer Cafes** that engage the entire campus community with interactive discussions on topics of both academic and social concern.

The **Nonprofit Center** provides educational, consulting and leadership development services to nonprofits in the Greater Philadelphia region to enhance their ability to serve their constituencies. As a management service organization, its services build the capacity of thousands of nonprofit professionals and organizations annually.

The **La Salle Neighborhood Nursing Center** has offered health education and health promotion services for more than 20 years. Staffed by nurses and social workers, the center contributes to local health fairs, offers immunization programs and screenings, and provides information on resources and referrals to connect children, adults, families, and senior citizens with the services they need.

La Salle Autism and Developmental Disabilities Education Resources (LADDER): The LADDER Family Center is a unique opportunity to combine educational, community outreach opportunities, and clinical services for families and youth dealing with a variety of issues surrounding autism and developmental disabilities. Over the past three years, an interdisciplinary team of faculty and staff has been working to develop the LADDER Family Center.





NEUMANN
UNIVERSITY®
CATHOLIC EDUCATION IN THE
FRANCISCAN TRADITION

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." Students "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. During the 2013-2014 year, there was a focus on people with disabilities. Students volunteered at the Overbrook School for the Blind, campus ministry and service-learning worked with students from Elwyn Institute, students served at the Archdiocese of Philadelphia Mass for Persons with Disabilities, and education students spent their spring break at the Benedictine School in Maryland, a residential facility for students who have severe learning challenges.

During 2013-2014, 20 faculty members engaged 771 students in 4,435 hours of service through service-learning courses. Three academic programs hosted service-learning trips during spring break. An Education course and a Nursing course travelled to Ecuador, volunteering in schools and health care facilities. Another education course volunteered at the Benedictine School

in Maryland. The undergraduate education program placed 30 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, 19 students dedicated 2,719 hours to support reading in four elementary schools.

Neumann's Campus Ministry Center engaged 526 students in 1,535 hours of service in 2013-2014. Students organized and led all service events. Six students served ministries of the Heart of Camden during Spring Break 2014; for the eleventh consecutive year students participated in an immersion service experience at the Wind River Indian Reservation in Riverton, WY in June 2014.

Student Government at Neumann demonstrates the core value of Service by encouraging and supporting clubs in providing community service. Over 250 club members completed more than 1,300 hours of community service hours during the 2013-2014 academic year.

In addition, 170 members of varsity and club sports teams completed over 600 hours of service. Teams shared the skills of their individual sport with children, collected Christmas gifts for soldiers through the Stockings for Soldiers program, provided canned goods for homeless shelters and served the Boys and Girls Club of Claremont, Florida during their spring break trip.

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."



RUTGERS

UNIVERSITY | CAMDEN

About Our Member Campuses

Rutgers University–Camden, through the Office of Civic Engagement, continues to deepen our engagement efforts throughout our host city of Camden. We continually strive to connect the resources of our campus in ways that build partnerships that achieve common goals.

With a focus on creating educational pathways, our K-12 initiatives expanded. Using a university-assisted community schools approach, the Rutgers North Camden Schools Partnership grew to serving over 300 students in grades 4-8 with year-round learning opportunities both on and off campus. Expanding our college access work, Rutgers, along with other higher education institutions and K-12 schools will work to develop the Camden City College Access Network. Highlighted by President Obama, the First Lady, and Vice President Biden at the White House College Opportunity Day of Action in December 2014, the Camden City College Access Network will focus on developing a coordinated and strategic plan to increase access and boost college completion of Camden high school students.

Co-curricular student engagement saw tremendous growth with the doubling of our Rutgers-Camden Civic Scholars Bonner Leaders program from 24 to 50. With each Scholar committing to 300 hours of service annually in partner-

ship with over 20 community organizations in Camden, our students are making a significant impact in the areas of education, health care, social and environmental justice, and youth development.

Through our Engaged Faculty Fellows program, we have expanded our engaged civic learning offerings to 93 courses in 16 disciplines across all schools, enrolling 1065 undergraduate, graduate and professional students just last year.





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

In the 2013-2014, The Faith-Justice Institute Service-Learning Program worked 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 pre-professional expertise to meet community needs. Further rooted in the Jesuit ideals, especially solidarity with those most in need and partnership with others, service-learning challenges students to examine systemic issues of social justice through academic inquiry, direct experience and reflection.

Poverty Awareness Initiative, held in November, is an educational day which addresses the root causes of poverty while providing opportunities for solidarity and advocacy. Events include a fair trade market and lecture on ending hunger in the Delaware Valley. Additionally November was dedicated to ending youth homelessness. Through SJU's partnership with Covenant House of Pennsylvania, SJU students raised funds for Covenant House of Penn-

sylvania, met with Covenant House youth, participated in learning and reflection opportunities on youth homelessness throughout the month and in a campus sleep out the same night as Covenant House's National Executive Edition Sleep Out.

The Faith-Justice Institute also presents Outreach Lectures each semester highlighting contemporary issues relating to Christian faith and social justice. Its purpose is to engage both the Academy and the community in "deep and sustained" conversation about timely matters of social justice from a range of faith perspectives. The upcoming *Outreach Lecture*, a presentation by Joseph Wolyniak on ethics and theology on February 25th at 7pm, Forum Theater. All are welcome to attend.



A small liberal arts college of about 1500 students, **Swarthmore College** was founded by the Society of Friends in 1864 and since its inception, the Quaker heritage has inspired an ethic of service and commitment to issues of social concern through curricular and co-curricular efforts. For its commitment to civic and social responsibility, Swarthmore College has received a number of distinctions recently. The College was named to the President's Higher Education Community Service Honor Roll with Distinction for the category of *General Community Service* in 2014. The College was successfully reclassified to the elective Carnegie Classification for Community Engagement in 2015.

Since 2001, the Eugene M. Lang Center for Civic and Social Responsibility has provided vision, leadership, and support for the College's central commitment to educate students for civic and social responsibility in a context of academic excellence. Evidence of this work can be observed, for instance, in Community-Based Learning (CBL) and faculty engagement, our long-standing programs of service and community partnerships, as well as contemporary social entrepreneurship initiatives.

CBL & Faculty Engagement

- Visiting assistant professor of sociology Nina Johnson joined the Lang Center as the Faculty Coordinator for Community-Based Learning (CBL) in the fall of 2013.
- Associate professor of political science Ben Berger joined the Lang Center in fall of 2014 as Faculty Coordinator for Outreach & Engagement.
- Curriculum Development Grants from the Lang Center provide funds for expenses related to the development or



revision of courses that incorporate community-based learning pedagogies.



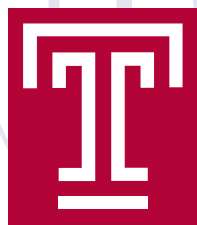
Service & Community Partnerships

- Through the Lang Center's mass transit assistance program, 198 students provided an estimated total of 4,211.5 hours of direct service to local community-based organizations—a contribution valued at \$92,400.31.
- Last year, 161 students were funded through the Lang Center to engage in internships and innovative, social action projects in the U.S. and around the world.
- College-community partner collaborations continue in a variety of endeavors such as Chester Higher Education Council, The College Access Center of Delaware County (CACDC), and Project Blueprints, a collaborative effort among the Lang Center, Swarthmore's Black Cultural Center, the Chester-Crozer Wellness Center, Chester Upland School District, and CACDC.

Social Entrepreneurship

- The College legacy of nurturing innovators for the common good continues through a number of exciting social entrepreneurship initiatives:
- Engaging Denise Crossan, a professor of social entrepreneurship and director of the initiative on social entrepreneurship at Trinity College, Dublin as the Lang Visiting Professor for Issues of Social Change in 2015-2016.
- Providing advising and funds to budding social entrepreneurs through signature grant programs, the Lang Opportunity Scholarship Program and the Project Pericles Fund of Swarthmore College.
- Educating for social entrepreneurship through SOAN 095 "Social Entrepreneurship Directed Reading: From Ideation to Action" (0.5) and "Social Entrepreneurship Seminar" (0) with colleagues from Haverford College.
- Advising a new student group, "Social Innovation Hub," and their participation in the Lend for Philly competition through which the team won \$20,000 to create a campus-based microfinance institution, SwatFinancial.





TEMPLE UNIVERSITY®

Temple University is a national center of excellence in teaching and research with an international presence. Our talented faculty and broad curriculum of more than 300 academic programs provide superior educational opportunities for academically talented and highly motivated students from all walks of life.

Temple values its role as a stakeholder and neighbor in Philadelphia. The university is proud of its relationships with diverse communities, institutions and agencies surrounding its various campuses. The university's main campus is located in North Philadelphia, an area that has an extensive underserved populations and a need for vital academic, social and recreational resources.

Temple honors the legacy of its founder Russell Conwell, whose lifelong mission was to sow seeds of service to others. The university provides a bevy of opportunities for children, youth, and adults through a variety of academic and enrichment programs.



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. The office builds partnerships with neighborhood, civic and non-profit organizations to provide positive linkages between the university and

its stakeholders. The office works with staff, alumni and students to create volunteer opportunities and to promote activities that reinforce Temple's civic engagement and community service roles. Examples include, but are not limited to, the university's 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 laboratories at local nonprofit organizations. The office is located on a main business district that borders the university and residential areas.



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, almost 6,000 people used rooms at the center for several workshops, presentations, and programs. Temple's 20/20 Scholarship Program awards scholarships 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.

To find out more about the Office of Community Relations at Temple University, contact the office at 215-204-7913 or visit the office's website at <http://www.temple.edu/community>.





For more than two decades, the University of Pennsylvania has engaged in comprehensive, mutually beneficial community-school-university partnerships. President Amy Gutmann's Penn Compact 2020 has 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, over 2,500 students are involved in the 50+ student groups engaged in community service. Civic House also prepares students for effective civic engagement and leadership through its Service and Advocacy Education Series. It also hosts the Civic Scholars Program, through which undergraduates commit to a four-year experience in civic service and scholarship. The Nursing School's program, Living Independently for Elders, assists the frail elderly to remain in their homes involves nearly 300 students from Nursing, Medicine, Dental Medicine, Social Policy and Practice and Wharton.

Through the Barbara and Edward Netter Center for Community Partnerships, about 60 academically based community service (ABCS) courses from diverse disciplines engage students each year in real-world problem solving while helping students become active citizens of a democratic society. ABCS seeks to advance beyond traditional service-learning since it aims to bring about structural community improvement, such as effective

public schools and strong community organizations. Each year, over 1,800 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 (UACS) designed to help educate, engage, and serve all members of the community.

Student at five local schools (three K-8 and two high schools) residents are engaged through learning activities focused on improving the quality of life for the entire community. Hundreds of Penn students through ABCS courses, internships, work-study, and volunteer opportunities. The UACS program is comprised of three integrated initiatives: school day, after school, summer programs. Taken together, the initiatives serve the educational, social service, health, and developmental needs of the entire community.

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





Widener University

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

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

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

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

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

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

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

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

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

The Widener Partnership Charter School is an incremental growth charter school in Chester. This innovative K-8 school incorporates the best practices in urban elementary education. Widener faculty, students, and administrators play an active role in the school.

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

The College Access Center of Delaware County provides free educational services to students beginning in sixth grade through senior year of high school, and to adults wishing to pursue or complete a college degree.

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

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

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



About Our Member Campuses



CHESTNUT HILL COLLEGE

During the past year, Chestnut Hill College has developed several new community engagement programs and collaborated with both new and old community partners. In service-learning, undergraduate students in the College's Spanish for Educators course partnered with ACLAMO in Norristown to provide after school tutoring and English language support for area elementary school chil-

dren. Students in a Death and Dying course met with patients and their families at Crossroads Hospice to complete life journals, which contained stories and photographs of loved ones. Finally, several sections of English 101 embarked on a unique service-learning program last spring that had students studying the urban food supply chain from farm to table. In the late winter, students traveled to Weaver's Way co-op farm in Northwest Philadelphia to plant seedlings for the summer growing season. During March, students served at Philabundance's Hunger Relief Center in South Philadelphia

sorting food to be distributed throughout the five-county region, and finally in the late spring students served meals with a number of area shelters and soup kitchens. In working with these three areas of the urban food supply chain, the students were challenged to think about those on the margins and how to better ensure both food sustainability and security.

In August 2014, the College welcomed its third group of students to participate in the annual Leadership, Engagement, and Service (LENS) program. During this program, first year students move into campus before classes begin for a week-long service-immersion experience in Philadelphia, along with leadership development and reflection.

Community College of Philadelphia

Community College of Philadelphia continues to expand its commitment to service learning and civic engagement. The College is participating in an AAC&U funded project which focuses on identifying and enhancing current activities and preparing a blue print for expansion. Community College of Philadelphia's Office of Student Activities has continued to expand the number of students served by its student learning activities. These activ-

ities 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. The Center has expanded its student service learning offerings to include an expungement project. Collaborations have taken place with Community Legal Services and the Barriers Association and expungement clinics offered in which trained students working under attorney supervision assist those looking to expunge their rec-

ords. In addition, many academic departments have developed projects which 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 which provide students with the service hours with local environmental agencies.



About Our Member Campuses



Montgomery County Community College

Montgomery County Community College (MCCC) completed 24,172 hours of community service during the 2014 academic year, which contributed to the institution earning a spot on the Corporation for National and Community Service's 2014 President's Higher Education Community Service Honor Roll. Last year, the College had 7,867 students and 379 faculty

and staff participate in curricular and co-curricular service learning initiatives occurring both on-and-off campus. A total of 70 projects were completed with an estimated 35 community partnerships.

Among the projects that occurred this past year, the College-Wide Day of Service, held in conjunction with the Martin Luther King Jr. Day of Service, remained the largest individual project supported by MCCC. Students, faculty, staff, alumni, and community members spent the day volunteering at several in-county partnership sites, including the Olivet Boys and Girls Club in Pottstown, the Habitat Re-Store, Elmwood Park Zoo and Preschool Intervention Program in Norristown. In

total, 147 volunteers completed 937 hours of service. MCCC's Health Sciences majors led the way for service learning by offering free health screenings and information to the College community, as well as community residents in collaboration with local health care partners. Last year, more than 400 Health Sciences students performed 1,624 hours of service, offering 786 screenings and health information to approximately 1,500 individuals.

Montgomery County Community College continues its institutional commitment to service, as well as its growth and expansion in the areas of civic and community engagement programming and services for the College community.



Ursinus College

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, volunteering weekly as GED tutors at a local

prison, and making weekly visits to four after-school programs in Norristown. Many of these service initiatives are coordinated by the 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 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, such opportunities help cultivate a sense of vocation in our students. We believe that a commitment to the common good is a critical component of an examined life of purpose.



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—Truth, Unity, Love. In the classroom and in the community, service and service learning are essential components of the Villanova educational experience. The Villanova community of students, faculty and staff provide more than 249,000 hours of service annually through a variety of initiatives:

In September, the annual St. Thomas of Villanova Day of Service unites more than 4,000 student, faculty, staff and

alumni volunteers in partnership with 150 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 region.

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.

Villanova partners with the School District of Philadelphia's Academy at Palumbo to encourage academic success and post-

secondary planning, promote positive youth development, and encourage students to pursue a college education.

Through the Office of Service Learning, 15-20 service learning courses are offered each semester in a variety of disciplines. The Office of Service Learning has developed partnerships with 18 agencies or schools in Philadelphia and Norristown. The integration of theory and praxis provides students with a broader context in which to understand the dynamics of the individuals and communities with whom they serve. 160-180 students participate in the freshmen and sophomore Service learning residential communities. Through the freshman service learning community known as Caritas, 36 Villanova students will build relationships by tutoring students who are struggling with academics at Cristo Rey High School in Philadelphia.



West Chester University of Pennsylvania (WCU) is a public, comprehensive institution, founded in 1871. The University currently offers over 80 undergraduate and 70 master's degree programs. West Chester also is a proud recipient of the Carnegie Classification for Community Engagement and Outreach and Partnerships and the President's Higher Education Community Service Honor Roll.

In 2013-14, WCU further emphasized the importance of community involvement and service as an anchor institution by prioritizing community service and active citizenship among students, faculty, and staff in the university's new strategic plan.

The Office of Service-Learning and Volunteer Programs

(OSLVP) is dedicated to assisting the campus community with public service and civic engagement initiatives by connecting over 200 agencies to departments, faculty, staff, and students. OSLVP prides itself on not only coordinating a series of service programs and events to benefit local, national and global communities, but also assisting faculty with creating and enhancing service-learning courses.

Through the collaborative efforts of OSLVP with faculty in 2103-14, WCU experienced a 42% increase in the number of course sections offering a community based learning component. All five colleges offered these types of courses that combine community service with curricular goals and assist students in learning critical thinking skills and civic responsibility.

In addition to the increase in academic service-learning, there was a 33% increase in the number of service hours completed by student clubs and organization, and athletics this year. Overall, WCU students completed over 500,000 hours of academic based community service and over 100,000 hours of co-curricular service.



