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# PHENNND

## Annual Report 2014-2015

*presented*

*Friday, February 26, 2016*

*Philadelphia University*



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**Welcome!** On behalf of the PHENND Steering Committee, it gives me great pleasure to introduce the latest 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 and one part-time coordinator 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

## PHENND Staff

**Hillary Kane**  
Director

**Eden Kainer**  
VISTA Program Manager

**Caitlin Fritz**  
K-16 Partnerships Manager

**Daisy Villa**  
Next Steps Program Coordinator

**Siobhan Hickey**  
AmeriCorps VISTA Leader

**Rayn Phillips**  
AVID Tutor Coordinator

**Luke Ballenger**  
Special Projects VISTA

**Adriana Villanueva**  
Intern



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 2015 PHENND Conference, which drew over 100 participants from across the region, focused on *Justice for All*. Marsha Levick,

*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.*



Esq., Deputy Director and Chief Counsel of the Juvenile Law Center delivered the keynote speech, highlighting notable policy changes related to the treatment of juvenile offenders as a direct result of advocacy.

*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, the Next Steps AmeriCorps program, and the Campus Election Engagement 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. 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. Although the current Strategic Plan is still very much a valuable guiding document for the organization, after a five year period marked by significant growth and change, it is time for PHENND to embark on a new planning process.

PHENND has continue 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 was 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 14-15 academic year, the K-16 Partnerships Network hosted five major events deepened its collaboration with the Office of Strategic Partnerships at the School District of Philadelphia.



The K-16 Partnerships network also led to the creation of two new major initiatives by PHENND, the **Community Partnerships VISTA Project**, and the **Next Steps AmeriCorps Program**.

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 to develop a school-based role to help schools better leverage community partnerships. Two AmeriCorps VISTA members 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 Community Partnerships Coordinator VISTAs.

#### Key Programs and Outcomes (2014-2015)

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

### *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:

- **1,767** individuals receive the K-16 Partnerships Newsletter directly, up 47% from last year
- **15** articles published in 5 newsletters during the 2014-2014 school year

### *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:

- **4,770** individuals receive the PHENND Update each week, a 10% increase since last year
- **2,497** events, jobs, grants, and other announcements have been advertised since this time last year

## Training and Technical Assistance Provider

### *Workshops and Other In-person Support*

During the 2014-2015 academic year, PHENND provided the following *ad hoc*





training, workshops, and presentations.

#### October 2014

- Hillary Kane presented on service-learning in K-12 settings, and its connection to 21st Century workforce skills, at the PA Council for the Social Studies conference.
- Hillary Kane spoke at Dr. David Grossman's Education 512: University-Community Partnerships course at Penn's Graduate School of Education.

#### January-May 2015

- Hillary Kane and Liz Shriver, with support from Dr. Augusto Macalag of Arcadia University, provided a five-part professional development series to teachers at Penn Treaty School on project-based learning with a STEM and environmental studies emphasis.

#### April 2015

- Hillary Kane, along with colleagues from the Netter Center at the University of Pennsylvania, presented on community schools at the Philadelphia Federation of Teacher's Annual Conference
- Hillary Kane spoke on a panel as part of the kick-off for a new cohort of the Educational Entrepreneurship program, at Penn's Graduate School of Education.

#### July 2015

- Liz Shriver met with the incoming cohort of Haverford House fellows about their upcoming year of service in Philadelphia nonprofits and schools.

#### *One-on-one Consultations*

PHENND provided numerous one-on-one consultations to member campuses on topics



ranging from the development of new centers for civic engagement to recruiting faculty for service-learning to assessing student and community impacts of community engagement. Campuses that received this support in the 2014-2015 year include: Cabrini College, Community College of Philadelphia, Penn State Brandywine, Penn State Extension, University of the Arts, and the Curtis Institute of Music.

### 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 larger project that would place VISTA members in local public schools to help schools better leverage community partnerships. That year, the two members, Eden Kainer and Kate Boccella-Perras, developed all of the components of the new project including: the VISTA position description of the Community Partnerships Coordinator, the application for host sites, the site selection process, the VISTA selection process, and the training and orientation for the new members.

In summer of 2013, PHENND inducted its first cohort of nine VISTA members, with Eden Kainer continuing as VISTA leader. Five of the VISTAs were school-based, serving as “Community Partnerships Coordinators” at their respective schools. The schools PHENND chose to serve as VISTA host sites were all high-poverty, comprehensive, public schools operated by the School District of Philadelphia. Three more of the cohort served in offices at the School District of Philadelphia central administration, specifically two in the new Office of Strategic Partnerships and one in the Office of Charter Schools. The VISTAs in the Office of Strategic Partnerships (OSP) worked to develop a system and infra-



## 2014-2015 PHENND VISTA sites

## Schools:

- Kensington Creative and Performing Arts High School
- Kensington Health Sciences Academy
- Penn Treaty School (Fishtown)
- Sayre High School (West Phila.)
- W. D. Kelley School (North Phila.)
- Meade Elementary (North Phila.)
- Blaine Elementary (North Phila.)
- Southwark Elementary (South Phila.)
- Jackson Elementary (South Phila.)
- Powel Elementary (West Phila.)
- Cassidy Elementary (West Phila.)
- Houston Elementary (Northwest Phila.)
- Henry Elementary (Northwest Phila.)

## School District of Philadelphia offices:

- Office of Strategic Partnerships
- Office of Student Support Services

structure to help external organizations such as nonprofits, community-based groups and higher education to partner with schools.

In 2014, the PHENND VISTA cohort grew to serve 13 schools serving as Community Partnerships Coordinators, and two offices at the School District. The 13 schools include four of the original schools from 2013-14, plus an additional nine schools.

AmeriCorps VISTA also asked PHENND to serve as intermediary for a few other VISTA projects in the Philadelphia area. These include 1) DREAM, a college student-youth mentoring match program based at subsidized housing complexes; and 2) the Health Squared Coalition, which has VISTAs placed in Philadelphia and Montgomery County to work on promoting ACA awareness at Volunteer Income Tax Assistance (VITA) sites. This brought PHENND's total VISTA cohort up to twenty.

The PHENND 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 13 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.
- **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 to both community-based and school-based constituencies. Newsletters typically detail the activities of partner organizations as well as activities at the school and are distributed to partners, school staff. Depending on interest, some of the VISTAs have started posting on social media platforms such as Twitter, Instagram as well as contributing to blogs.
- **Facilitating partner development** – In many cases the VISTAs served as a point of contact for bringing partners to the school or enriching existing partnerships. For example, the VISTA at Cassidy School, was able to rejuvenate a dormant partnership between St. Joseph's University and the school. This allowed for multiple teacher professional development and college student volunteer opportunities to occur during the year.
- **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.

*It's been really great working with the Vistas at KCAPA and KHSA, and seeing how the Community Partnerships Coordinator role has developed into a real asset for schools.*

*- Andres Celin, Youth United for Change*



- **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 to log 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 presentation to visually document the partners in their building and updating their partner log.
- **Recruiting and Managing Volunteers** – Most of the VISTAs have recruited and managed numerous volunteers for special events 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. The two OSP VISTAs regularly visited each of the 13 school sites, to learn more about school needs and/or to present on systems, policies and procedures of their respective offices.

Major accomplishments of the District-based VISTAs include:

- The VISTA at the **Office of Student Support Services**, Ethan Copperman, contributed to the writing of a an amendment, passed in August, to the School District attendance policy that gives the ability for schools to treat cumulative latenesses as unexcused absences.
- The VISTA at the **Office of Strategic Partnerships**, Vivian Chang, helped the office respond to an RFP from the Social Innovations Journal, who had partnered with AmeriCorps VISTA to create an Innovations Laboratory competition. This gave the office an opportunity to present on the School Partnerships Database at the VISTA 50th Anniversary Celebration. It also gave them the opportunity to present their work on partnerships data collection in



the Social Innovations Journal, as well as the chance to participate in a training to present the OSP Data Project to interested funders in fall of 2015.

An important example of how PHENND is mobilizing the VISTA project to address specific school needs revolves around the concept of parent engagement. Several VISTAs have found that many schools wish they could have more positive interactions with parents at school, finding that many parents only come to schools when they are upset or when their child is being disciplined. Meanwhile PHENND has become aware of Parent Cafés, which are moderated discussion forums complete with a hot meal for parents that DHS has mandated Community Umbrella Agencies (CUAs) located around the city to hold. DHS has designed these cafés as a safe space in which parents are guided through discussion to develop protective factors that lead to Improved Outcomes for Children (IOCs). PHENND has been helping the VISTAs connect to the CUAs to offer their schools as sites for Parent Cafes. At least four of our schools have already hosted a successful Parent Café. In this way, the schools are making positive spaces available to parents to engage with the school, and the CUAs are meeting their mandate to work with parents and the community.

In terms of stabilizing systems and processes PHENND is working even more closely this year with the Office of Strategic Partnerships (OSP), the Office of Student Support Services (OSSS) and the United Way through the VISTA project. Some examples of these collaborations include detailing a uniform process to get School District email access for the VISTAs; establishing a way for VISTAs to help schools get donated supplies to the schools through DonorsChoose.org; planning orientations for the VISTAs at the School District; trainings on volunteer policies and volunteer management by the OSP; trainings offered by the OSSS on School District attendance policies which PHENND VISTA Ethan Copperman has been bringing to schools including some of the VISTA schools and will also summarize at the final official principals meeting in May. The United Way and PHENND have been working together around Early Warning Systems, since some of our VISTA schools overlap with some of the



EWS schools. The early warning signs that predict high school drop-out include poor attendance, failure in math or literacy and/or behavior issues (i.e., suspensions). The United Way is planning to present the EWS model to the VISTAs in February and to their principals in May, to enhance our discussion of the ways community partnership can help schools address these issues.

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

### **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 2015 PHENND Conference, which celebrated drew over 100 participants from across the region, focused on *Justice for All*. Marsha Levick, Esq., Deputy Director and Chief Counsel of the Juvenile Law Center delivered the keynote speech, highlighting notable policy changes related to the treatment of juvenile offenders as a direct result of advocacy.

#### *Fall PHENND Meeting*

September 2014: Fall PHENND Meeting focused on voter engagement among young people and was held at Swarthmore College. (51 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 2014-2015 academic year.

**PHENND K-16**



- **October 2014:** Fall Speakers Donna Bryant, Manager of School-based/ Neighborhood Initiatives of the Bethlehem Partnership for a health Community and Kathleen Hatkins, School Nurse and Department Chair of Health Services at Liberty High School discussed models of health service provision in Bethlehem, the collaboration needed to maintain these services and implications for students and families in Philadelphia public schools. (32 participants)
- **February 2015:** University partners met to discuss Early Childhood Literacy and obtain information about a brand new city-wide campaign, READ! By 4th. Speakers included Christine Caputo, Interim Chief, Public Service Support, Bill Richards Director of the Philadelphia Out of School Time Literacy Initiative from the Free Library of Philadelphia, and Cindy Rubino, Director of the Office of Community Service at Arcadia University. (27 participants)
- **March 2015:** University partners met to discuss: Immigrant and Refugee Students. Erica Darken, Curriculum Development Specialist with the Office of Multilingual Curriculum and Programs in the School District of Philadelphia presented on dual language programs and professional development for teachers of bilingual students. Loretta Hulmes, Multilingual Manager at the SDP, discussed her work supporting ESL instruction. A team from Cabrini College, including Dr. Raquel Green, Dr. Susan Pierson, Dr. Cynthia Halpern, and Rebecca Wagenbaur also shared their work in serving immigrant and refugee students. (24 participants)
- **May 2015:** University partners met to discuss Truancy and Absenteeism, Preventative Programs. Presenters included Rachel Holtzman, Deputy Chief of Attendance at the School District of Philadelphia, Jody Greenblatt, Stoneleigh Fellow, School Reform Commission at the SDP, and Ethan Copperman, PHENND VISTA at the Office for Attendance and Truancy. (46 participants)
- **June 2015:** One-day Institute at the School District of Philadelphia at-





tended by 68 individuals from 34 campuses, community organizations and public institutions. The fifth annual K-16 Institute featured a year in review from the Office of Strategic Partnerships at the School District of Philadelphia and a panel discussion with students and tutors impacted by the AVID program. Participants attended breakout sessions that focused on unifying strategies for thriving school communities.

*Special Events:*

- September 2014:** PHENND co-sponsored Temple University's College of Education Regional Symposium "**Inspire. Incite. Innovate: A symposium promoting college access and completion**" The symposium promoted college access through University, Corporate, and Civic partnerships and creating pathways to increase completion for low-income and underrepresented students in post-secondary education. Gregory Darnieder, Senior Advisor to the U.S. Secretary of Education, provided the keynote address.
- November 2014: Service Leaders Summit**  
In partnership with the Lindy Center for Civic Engagement at Drexel University, PHENND hosted the 7th Annual Service Leaders Summit, bringing together college students from around the region and beyond. The conference theme was "Access" and featured workshops on college access, access to healthy food, and access to economic opportunity to name a few. Eva Gladstein, Executive Director of the Mayor's Office of Community Empowerment and Opportunity gave the keynote address. The day culminated in a non-profit career panel. (100 participants)
- May 2015: Supporting At-Risk Non-Traditional First Generation Students.** This interactive training increased the awareness and effective-

*I felt like I wasn't alone. That there were students who are passionate about being involved in their community as I am. I got to learn about different projects from the students who were there. Then I got to be a part of different workshops that were very thought-provoking and inspirational. I gained so much from this experience. I gained new ideas that could be used where I lived, I gained motivations to keep going, and a sense of solidarity among the students who were there.*

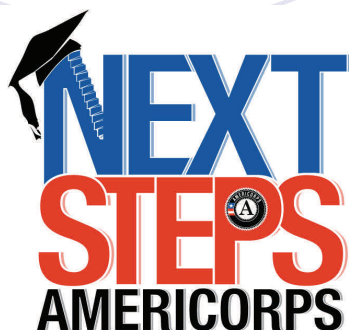
-Stockton College student participant at 2015 Service Leaders Summit



ness of instructors when working with at-risk and non-traditional/ first generation college students (ANTF)-including high school students while they are thinking about college. Led by GSC Education Group. (50 participants)

### Manager of multi-university efforts

*Next Steps AmeriCorps*



Designed as a college completion and success strategy, the Next Steps AmeriCorps Program began in Fall 2014. During its inaugural year, the program enrolled 60 students in part-time AmeriCorps service during the 2014-2015 school year.

The Next Steps AmeriCorps Program is for rising sophomores and juniors who are graduates of Philadelphia high schools. There is a special emphasis on recruiting alumni of the city's pre-college programs such as Breakthrough, College Access, GEAR UP, Steppingstone, and Upward Bound. Partnering campuses for the 2014-2015 program year were: **Arcadia University, Chestnut Hill College, Drexel University, Kutztown University, La Salle University, Millersville University and Temple University.**

The Next Steps AmeriCorps Program engages college students in community service, mentoring, supportive workshops, and leadership development. There is a strong emphasis on financial literacy support for members. Participants, known as Corps Members, complete 300 hours of community service in the course of one year. Corps members can choose any kind of regular service placement and also mentor one or two incoming first-year students as part of their service. Hours spent in training and leadership development also count toward the 300 hours. Corps members can receive a stipend during the year through Federal Work-Study and also receive an Education Award of \$1212 upon completion of the 300 hours.

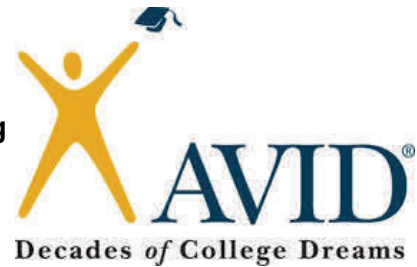


During the 2014-2015 program year, Next Steps AmeriCorps members:

- completed 10,259 hours of service
- mentored 20 first year students
- earned \$35,160.76 in AmeriCorps Education Awards

#### *GEAR UP—AVID*

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.



During the 2014-2015 academic year, PHENND recruited, trained and placed over 50 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.

During the 2014-2015 program year, \$1,840 was spent to provide stipends to 7 student leaders from Temple University who served as site coordinators for the AVID Tutorial Program.



# ARCADIA UNIVERSITY

At Arcadia University, students, faculty, 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 100 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 22nd annual **Empty Bowl Benefit Dinner**, the University raised money 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 \$130,000.

For this year's **Alternative Spring Break**, 38 volunteers traveled to a rural town in Louisiana to help with local construction projects and develop a community garden. The collaboration between the Community Service Office and the Envision da Berry enabled volunteers to develop a community garden to support the town's needs for additional fresh and nutritious foods, as well as complete several construction projects for community members in

need. There was a combined total of 1,216 hours of volunteering distributed between the 33 undergraduate students, two graduate student, two alumni, and one staff member.

At Arcadia's **Martin Luther King Jr. Day of Service** event, which focused on fulfilling the wish lists of local organizations and recycling eWaste ethically, nearly 8 tons of e-waste was recycled in a safe and environmentally friendly process and 17.45 tons of paper shredded. From April to August 2015, the Community Service Office partnered with 18 sites for the **New Student Orientation Day of Service**, where 400 students volunteered 1,752 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.

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.





Twelve 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.

Through the creation of intensives—concentrated, workshop-style programming focused on a central theme or industry—LILAC has incorporated Civic Engagement principles of reflection and community-based learning into programming that helps us reach a new group of students. In Spring 2016 we piloted the **LILAC Flash Learning Event**, a conference style event in which LILAC staff and student coordinators facilitated 15 minute “flash” information sessions focusing on broad topics such as “Volunteering 101,” “How to Make the Most of a Field Experience,” and “Best Tips for Student Activists.” Students and staff alike enjoyed the high energy style of programming and we attracted new students to our programs as a result of the more flexible and informal facilitation model.

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 7 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.





# 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 2015, Cabrini College:

- Received the *Carnegie Classification for Community Engagement*;
- Was awarded President Obama's *Honor Roll in Community Service, Education, and Interfaith*;
- Hosted interfaith conversations, events, and programs;
- Created a student-based simulation on the refugee process to provide the community with an interactive, simulated immigration experience; and
- Connected students with community partners to provide over 27,500 hours of service.



# Community College of Philadelphia

Community College of Philadelphia is an open-admission, associate degree-granting institution which provides access to higher education for all who may benefit. The College serves Philadelphia by preparing its students to be informed and concerned citizens, active participants in the cultural life of the city, and enabled to meet the changing needs of business, industry and the professions.

The College's stated Vision Ideals reinforce that the institution:

- Values and supports a culturally diverse and intellectually dynamic community and prepares students for global citizenship
- Values strong and mutually beneficial partnerships with public and parochial schools, community organizations and governmental agencies that model effective community-based educational programs.

The mission and vision ideals continue to drive the agenda for expanding the College's commitment to civic engagement and service learning. The College's **Office of Student Activities** has continued to expand the number of students served through initiatives such as the college wide Martin Luther King Jr. day of service, Habitat for Humanity as part of an alternative Spring Break experience, as well as service opportunities through its Student Ambassador program. This year's Martin Luther King Jr. day of service had 70 participants. The Alternative Spring break program worked at three sites of Habitat for Humanity and had 52 participants. Food, coats and holiday games/toy drives resulted in over 1,000 items donated. The International Students Association collected over \$3,000 worth of personal care items and grocery store gift cards for Project Home.

The **Fox Rothschild Center for Law and Society** continues the collaboration it began six years ago with Wills for Heroes, allowing students to assist in the preparation of estate documents, under attorney supervision, for first responders. Since the inception of this project, over four hundred clients have been served and approximately 75 Paralegal Studies students have participated. The Center has also partnered with the Community Legal Services Barristers Association in offering free expungement clinics, using trained students again working under attorney supervision. The most recent collaboration assisted 170 clients. The Center has partnered with the City of Philadelphia's Step UP to Citizenship Initiative and assisted 50 applicants for citizenship. Fifteen paralegal students volunteered as did several College faculty.

Students enrolled in the College's **Gateway to College** program actively complete community service hours each semester with organizations such as the Broad Street Ministry, Animal Care Control Team, and the Share Food Program. Through debriefing sessions with Gateway staff and students, these experiences are used to enhance students' academics and to draw real-world connections to their broader experiences as citizens in Philadelphia and the world.

Students supported by the College's **KEYS program** complete community service hours to meet their required activities as established by the Department of Human Services. KEYS engages each student in securing active community service sites off-campus and uses these experiences to enhance their academics as well as to help sharpen their career-readiness skills and broader experiences.

Many academic departments have developed projects which engage students in service learning. Examples include the Nursing program, which provides services to vulnerable, underserved clients who reside in the zip code of the College's main campus. The **Global Nursing** student club has taken students on both regional and international trips in which the students are required to complete 40 hours of service. The club has held health fairs targeting the homeless population and individuals without health insurance. Many of the students also volunteer at the foot clinic at a homeless shelter near campus. The Dental Program provides educational sessions on home care techniques, oral cancer screening and nutrition education. Working with the Pennsylvania Dental Hygienist's Association, the College's dental students have a Children's Dental Sealant Program in which children are provided with an oral exam and clear, protective sealants at no cost. Course based service opportunities include those provided by English faculty who have incorporated service requirements into both onsite and online courses. Students keep reflection journals about their service and use both the journals and their experience to help write their final papers.





# DREXEL UNIVERSITY Lindy Center for Civic Engagement

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](http://www.drexel.edu/lindycenter)







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.

La Salle's **University Ministry and Service (UMAS)** provides students with an array of service opportunities at the local, national, and global levels. **Fellowship of Community and University Service (FOCUS)** programs connect students with approximately 42 local organizations, contributing over 20000 hours of service to community partners within 15 weekly student-led service programs. UMAS's domestic and international service trips 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 2015, our students provided service to communities in Kentucky, Montana, North Carolina, Alabama, as well as in the Dominican Republic, Haiti and Kenya. Over 132 students offered nearly sixteen thousand hours in fundraising, service, educational, and immersion activities. In 2016, we will add Honduras to our list of service locations.

In the aftermath of Ferguson and amidst national conversations on race, a significant portion of La Salle's curricular and co-curricular programming has spotlighted the topic. A cohort of faculty and staff have undertaken development opportunities to deepen dialogue and learning on campus. A series of programs focusing on police and community relationships has gathered students, faculty, staff, neighbors, and invited guests. The yearlong **Prison Nation Series** highlighted critical issues in the crimi-

nal justice system and the Inside-Out Program invites critical student reflection and engagement.

La Salle supports 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. **Weekly Explorer Cafes** 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 of higher education committed to the core values of Reverence, Integrity, Service, Excellence, and Stewardship. Neumann's Mission is to "educate a diverse community of learners based upon the belief that knowledge is a gift to be shared in the service of others and that learning is a lifelong process." The University encourages and requires both volunteer service, Service-Learning and reflection. The Neumann University Core Experience invites students to "engage in service to promote the common good."

Students engage in service to promote the common good through many channels. Students must participate in at least one service-learning course within the student's major and through Core courses reflect on serve experiences. **Campus Ministry** offers daily service for all students with students led reflection. Student organizations and athletic teams require that members engage in service. Students also volunteer for University community partners in various roles.

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 of the University. Neumann University hosts numerous programs each year that are open to the public and community at no cost.

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."

For more information about Neumann University, please visit our website: [www.neumann.edu](http://www.neumann.edu).



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# 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.

The impact of our engagement is not only being felt locally but is being acknowledged nationally for its impact. In 2015 Rutgers–Camden was recognized as a leader in the field of civic engagement by the Washington Center and New York Life Foundation, the President’s Higher Education Community Service Honor Roll and by the Carnegie Foundation for the Advancement of Teaching by receiving the Community Engagement Classification,

This year marked our fifth year as an office and saw several critical milestones. The Rutgers North-Camden Schools Partnership, our university-assisted community schools effort working with five schools and four school districts, served over 450 students and families with year around academic, social and cultural programming. Our college access efforts saw great expansion with bringing on our 8th cohort of Rutgers Future Scholars. With support from Rutgers-Camden these 400 students from Camden span grades 7 through college juniors are achieving academic success. Guided by

intensive support and mentoring from community partners and college student staff, our Future Scholars are changing the landscape of higher education achievement in Camden city. And lastly our Civic Scholars Bonner Leaders program graduated its first class of inaugural Bonner Leaders. Over their four years the five inaugural Civic Scholars alone accumulated a total of over 5,500 hours of service, brought out nearly 1,000 volunteers for MLK Days of Service and partnered with nearly 100 organizations in countless projects and initiatives in and around Camden city.





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 2014-2015, The Faith-Justice Institute **Service-Learning Program** worked with over 550 students and 50 local community partners. SJU 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.

The Faith-Justice Institute also presents initiatives and events to further the university's knowledge and response to contemporary justice issues. **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 a successful food drive. Additionally, **Outreach Lectures** highlight 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 Spring 2016 Outreach Lecture will be focused on woman and faith. Also, a lecture by Walter Robinson, on April 20, 2016 will examine the clergy sex abuse scandal. More information is available at [www.sju.edu/faithjusticeinstitute](http://www.sju.edu/faithjusticeinstitute). 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.

In 2001, Eugene M. Lang '38 established the **Lang Center for Civic and Social Responsibility** "...to prepare and motivate students to understand and engage issues of civic and social concern and...to set their own paths towards shaping a more just and compassionate world." The United Way of Greater Philadelphia and Southern New Jersey has named the Lang Center as their 2015 Impact Partner of the Year. The Lang Center facilitates Swarthmore College's commitment to civic engagement and social responsibility by connecting the campus, community, and curriculum with a dedicated staff and wide range of activities.

#### Community Engagement

- Through its mass transit assistance program, the Lang Center empowered 253 students to engage in curricular field work, community service, and/or political engagement. Combined, these students provided an estimated total of 6,362.5 hours of direct service. The Independent Sector estimated the value of volunteer time in PA for 2014 to be \$22.63 per hour – thus, combined, these volunteers provided \$143,983.38 of service to local community-based organizations.
- 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 the CACDC.
- The Swarthmore Collegium brings together students and residents of the village of Swarthmore for networking, mentoring, and idea sharing.

#### Faculty Engagement

- During FY 14-15, former Executive Director of the Lang Center Joy Charlton decided to return to teaching full time after a sabbatical year.
- Associate professor of political science Ben Berger joined the Lang Center on July 1, 2016 as the Interim Executive Director. Previously, Prof. Berger served as the Faculty

Coordinator for Outreach & Engagement from Fall 2014 onwards.

- Assistant professor of sociology Nina Johnson continued to serve part-time as Faculty Coordinator for Community-Based Learning (CBL).
- Curriculum Development Grants from the Lang Center provide funds for expenses related to the development or revision of courses that incorporate CBL pedagogies.



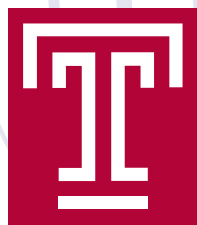
#### Student Engagement

- Lang Center staff provided advising and funds to 124 students through signature project grant programs and summer internship programs.
- 257 students participated in curricular community engagement through 26 CBL courses which were taught by 18 faculty members across the disciplines.
- A total of 40 students were/are enrolled in Lang Visiting Professor for Issues of Social Change, Denise Crossan's courses, PEAC 039: Social Entrepreneurship for Social Change (fall 2015) and PEAC 049: Be the Change: Social Entrepreneurship in Principle and Practice (spring 2016). Students in these classes craft implementable social business proposals.

#### New Initiatives

- Lang Visiting Prof. Denise Crossan is creating an interactive map of faculty civic engagement in addition to playing a crucial role in SwatTank, Swarthmore's innovation incubator and business plan competition.
- Hana Lehman '13, Civic Education & Engagement Fellow, manages the Lang Center Associates, a new team of Swarthmore students who serve as issue-based campus ambassadors and faculty research assistants.
- Arto Woodley has joined the Lang Center as Scholar-in-Residence for Community-Based Research, and is developing a program of "Engaged Scholarship" to involve faculty and support their research.
- Other initiatives include: a curricular mapping project, a post-baccalaureate program, and "Impactathon," a social innovation hackathon with Philadelphia-based social enterprise, YCenter.





# 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 177,000 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 of Eastern PA 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 for 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, call 215-204-7913 or visit the office's website at [www.temple.edu/community](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, nearly 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. The Nursing School's program, **Living Independently for Elders**, assists the frail elderly to remain in their homes involves over 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, about 1700 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 partnerships.

Through experiential and service-learning, students apply educational endeavors on behalf of worthy causes. For example, communications students create promotional videos for nonprofit organizations and physical therapy doctoral students assess, evaluate, and implement individual wellness strategies for children and seniors in the community.

Student-led volunteer efforts span the continuum from one-time volunteerism to deeper long-term engagement. Students are involved in numerous tutoring and mentoring programs; alternative spring breaks; sustainability projects; and other community programs. Students can build community pipelines as volunteer coordinators in the Pride Service Site Leaders Program; explore college access through weekly engagement as Maguire Scholars; integrate their service with leadership in the Civic Engagement and Leadership Living Learning Communities; and enhance academics with 8 to 10 hours per week in the Presidential Service Corps/Bonner Leaders Program.

Social Work Counseling Service (SWCS) provides social work intern teams to support community partnerships. The teams are placed within varying types of community agencies to provide high quality services on site while providing support, clinical supervision, and training.

Clinical Services are provided by various professional schools such as Social Work, Law, Physical Therapy and Nursing. Clinical Services for Vulnerable Adults is a free clinic that aims to expand the circle of support in a

person's life, providing counseling, training, resource connection, and other therapeutic modalities to anyone in a person's circle. 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 who are underinsured or uninsured.

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.

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 (CACDC) provides free educational services to students beginning in middle school through senior year of high school, and to adults wishing to pursue or complete a college degree. The CACDC is an initiative of the Chester Higher Education Council, six presidents from local colleges and universities collaborate on advancing educational initiatives in Chester.

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





# USciences

University of the Sciences

## About Our Member Campuses



promotion and health literacy outreach efforts. Together, students and faculty have organized health fairs and informational booths at both on-campus and at 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.

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

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.

models of education and healthcare delivery, and economic development for our neighborhood, city, and region.

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.

The entire USciences community – students, faculty, and staff – are all active participants in a wide range of health



## About Our Member Campuses



**CHESTNUT  
HILL  
COLLEGE**

Chestnut Hill College continues to live out its mission of service to every kind of *dear* neighbor without distinction. Even before classes begin, the College challenges students to examine issues of inequality and work toward social justice. For example, in August 2015, the College welcomed students to the fourth annual **Leadership, Engagement, and Service (LENS)** program. During this program,

Students in several sections of English 101 continued to examine the issues of food insecurity and food deserts in Philadelphia. 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

first year students move into campus before classes begin for a weeklong service-immersion experience in Philadelphia, along with leadership development and reflection.

region, and in late spring students served meals with a number of area shelters and soup kitchens.

Finally, the **Service-Learning Office** partnered with Campus Ministry to offer two *Urban Plunge* service-immersion experiences in January and May. Students stayed in Philadelphia's Kensington neighborhood and participated in several service opportunities with the St. Francis Inn and Sarnelli House soup kitchens, and tutored at schools in North Philadelphia and Camden, NJ.



**CHEYNEY  
UNIVERSITY**  
OF PENNSYLVANIA  
EST. 1837

Founded in 1837, Cheyney University of Pennsylvania is America's first institution of higher learning for African Americans. Cheyney 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 positive difference.

In 2015, more than 100 Keystone Honors Academy (KHA) students and NAACP chapter members hosted a Voter Regis-

tration Drive that successfully registered 60 new voters. Volleyball athletes, Student Government leaders, Alpha Phi Alpha members, students and staff raised several hundred dollars to fight breast cancer, and 20 students volunteered at WHY radio's fundraiser. CU students, including the Women's Basketball Team and The Inter Greek Council, and staff collected 20 bags of clothing for the needy in Chester, PA, gave potentially lifesaving blood in the University's Fall Blood Drive and raised money in The American Heart Association Annual Walk in Philadelphia,

tration Drive that successfully registered 60 new voters. Vol-

PA. The football team fed the homeless in Philadelphia and read to inner-city kids. Track and field and cross country athletes cleaned up trash in Thornbury Twp. KHA scholars spent two days at a Coatesville, PA women's shelter arranging transportation, cleaning, painting and packaging groceries to assist families in need, and volunteered at Tyler Arboretum's fundraiser in Delaware County, PA. In addition, Honors Scholar Leonard Brown worked with the Keystone Honors Council, the Cheyney Office of Student Affairs and West Chester University to implement his Good Neighbors Initiative by having more than 80 students volunteer simultaneously at eight different locations throughout Chester County.



## About Our Member Campuses



### HAVERFORD COLLEGE

Haverford College expresses its longstanding commitment to civic engagement in the classroom, on campus and in the greater world. This year, the College has invested significant resources towards environmental sustainability and social responsibility. In partnership with local organizations, Haverford offers students opportunities for service and community-based learning. Likewise, interdisciplinary programs focused on health, environment and human rights

join traditional fields in deepening knowledge for effective social action. For over a decade, Haverford's academic centers have extended learning beyond the classroom. The *Center for Peace & Global Citizenship* and *Hurford Center for the Arts & Humanities* work with Philadelphia non-profits to host summer interns and post-baccalaureate Haverford House fellows. The *Koshland Integrated Natural Sciences Center* welcomes middle and high school students into its science laboratories every spring.

One collaborative endeavor--- the Haverford Farm---strengthened relationships between the campus and its Ardmore neighbors. The produce is used by the dining center, enjoyed by students, sold

at a campus farm stall, and donated to St. Mary's Food Pantry. The "Haverfarm" also serves as an educational site for Serendipity, Carousel Connections campers and high school and college interns. A full-time Haverfarm Fellow and partners including Weavers Way, Heritage Farm and AORTA cooperative have been instrumental in increasing students' capacity to farm and to define their role in a movement for a just, sustainable food system.

We look forward to working with the PHENND network to enhance these and other civic initiatives which empower and propel students along their path to becoming ethical community leaders.



### Ursinus College

**Ursinus College** is deeply committed to fostering a campus culture of community service. UCARE--the Ursinus Center for Advocacy, Responsibility, and Engagement---seeks to provide our students with a great number of service opportunities. 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 pro-

grams 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 of-

fering 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.

In the classroom and in the community, service and service learning are essential components of the Villanova University 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.
- 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 local agencies or schools in underserved areas. 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. In addition, nearly 200 students participate in the freshmen and sophomore Service learning residential communities. Through one such community, Villanova freshman are building 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. WCU's vision, mission, and actions display an institutional commitment to resources that support a culture of public service. The University's vision statement asserts that "... community service is an integral part of education and citizenship." In addition, the vision statement demonstrates the University's emphasis on producing citizens who will be "... thinking and acting globally and locally and with regard to future genera-

tions."

As an anchor institution, WCU further emphasizes the importance of community involvement and service by prioritizing service-learning and active citizenship for students, faculty, and staff in the university's strategic plan. At WCU the **Office of Service-Learning and Volunteer Programs (OSLVP)** is charged with implementing this university-wide vision. OSLVP promotes community engaged learning experiences and builds mutually beneficial partnerships that address community needs with the goal of developing students who are lifelong active citizens.

During the 2014-2015 academic year, WCU's faculty, staff, and students partnered with a wide array of non-profit and governmental agencies. Nearly 7,500 stu-

dents participated in public service through service-learning coursework. These students' efforts amounted to more than 812,000 hours of service. Co-curricular service programs and events generated a further 93,114 hours of public service and raised \$146,371 for various nonprofit organizations. In addition, members of over 130 student clubs, organizations, and athletic teams performed 71,447 of these hours advocating for social causes, participating in philanthropy, and engaging in direct service. These combined efforts supported 347 different community agencies. As a result of these intentional partnerships WCU received the *Carnegie Classification for Community Engagement and Outreach & Partnerships* and has continued to be placed on the *President's Higher Education Community Service Honor Roll*.

