

# PHENND

## Annual Report 2015-2016



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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.

After several years of growth, PHENND is hitting its stride. While the core PHENND staff structure is fairly stable, our affiliated project staff continues to grow. This year, PHENND's VISTA pool increased to 20 full-time corps members; we also onboarded four full-time GEAR UP coordinators in partnership with specific campuses.

These developments indicate continued faith in the quality and impact of PHENND's work from both funders, member campuses, and community partners -- a testament to 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

## PHENND Staff

**Hillary Kane**  
*Director*

**Eden Kainer**  
*VISTA Program Manager*

**Caitlin Fritz**  
*K-16 Partnerships Manager*

**Daisy Villa**  
*Next Steps Program Coordinator*

**Stephanie Pennypacker**  
*AmeriCorps VISTA Leader*

**Edward Cheon**  
*MSW Intern, GEAR UP Coordinator*

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Widener University*

# ABOUT PHENND

## 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 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 25 and from 25 individuals to over 5,000.



# ABOUT PHENND

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 2016 PHENND Conference, which drew over 150 participants from across the region, focused on Green Campus, Green Schools, and Green Communities. Patrick Morgan, Philadelphia Program Director of the Knight Foundation delivered the keynote speech, highlighting innovative projects at the intersection of sustainability and economic development in neighborhoods across Philadelphia.

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 College Coach 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.



# COMMUNICATIONS & EVENTS

## 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. This year, under the guidance of Arto Woodley, Scholar in Residence at the Lang Center for Civic and Social Responsibility, PHENND will be convening stakeholders at various levels to develop a new strategic plan. We look forward to reporting on the results in next year's Annual Report.

## 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.

**5,166**

individuals receive the PHENND Update each week, an 8.3 % increase since last year

**2,223**

events, jobs, grants, and other announcements have been advertised since this time last year

# COMMUNICATIONS & EVENTS

## *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.

**2,069**

individuals currently receiving the K-16 Partnerships Newsletter directly.

**19**

articles published in five newsletters during the 2015 - 2016 school year.

**+17%**

increase in number of K-16 subscribers from the previous year.

*"...Of the candidates that we get for these jobs – the best often will have seen the ad in the PHENND newsletter. **You have great reach!**"*

*- Naomie Nyanungo - Director, Professional Development and Community Engagement  
Office of Adult Education, City of Philadelphia*

## **TRAINING AND TECHNICAL ASSISTANCE PROVIDER**

*Workshops and Other In-person Support*

During the 2015-2016 academic year, PHENND provided the following ad hoc training, workshops, and presentations.

### **October 2015**

Hillary Kane did a poster presentation on multi-institutional collaboration related to the GEAR UP project at the Eastern Region Campus Compact Conference in Newark, NJ

### **November 2015**

PHENND co-sponsored Temple University College of Education's College Access Symposium

### **December 2015**

Hillary Kane and Eden Kainer presented on the Community Partnerships VISTA Project at the University-Assisted Community Schools Conference sponsored by the Netter Center for Community Partnerships, Philadelphia, PA

# COMMUNICATIONS & EVENTS

## SPECIAL EVENTS

### November 2015

PHENND co-sponsored **Temple University's College of Education Regional Symposium "Inspire. Incite. Innovate: Strengthening College Counseling and Advising"** 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. Councilwoman Blondell Reynolds Brown provided the keynote speech. Hillary Kane also spoke on the panel "Strengthening Cross-Sector Partnerships to Expand Post-Secondary Opportunities."

In partnership with the Lindy Center for Civic Engagement at Drexel University, PHENND hosted the **8th Annual Service Leaders Summit**, brining together college students from around the region and beyond. The conference theme was "College Access & Success" and featured keynote speaker Ricardo Calderon of Philadelphia's Youth Commission. The day culminated in a nonprofit career panel. (80 participants)

### *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 **2016 PHENND Conference**, which drew over 150 participants from across the region, focused on Green Campus, Green Schools, and Green Communities. Patrick Morgan, Philadelphia Program Director of the Knight Foundation delivered the keynote speech, highlighting innovative projects at the intersection of sustainability and economic development in neighborhoods across Philadelphia.

### *Fall PHENND Meeting*

September 2015: Fall PHENND Meeting focused on **"Connecting Youth Sports to Higher Education"** and was held at the University of Pennsylvania. (80 participants) The event was immediately followed by a special luncheon featuring Dr. Robert Malina, Professor Emeritus in the Department of Kinesiology and Health Education at the University of Texas at Austin.





# K-16 PARTNERSHIPS NETWORK

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 welcomed a new K-16 Partnerships Manager, Caitlin Fritz in January of 2016, and continues the work of expanding collaborations and promoting new and excellent models of partnership to a growing number of IHE's, non-profits and public school administrators.

## K-16 Partnerships Network Meetings

Launched in Fall 2010 by major gift from Dr. Phil Lindy, and renewed in 2013 and in 2016, 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 2015-2016 academic year.



*October 2015:* PHENND K-16 Partnerships Network hosted its Fall Speaker Event featuring Jason Alexander of Capacity for Change. Jason spoke about **"collective impact,"** broadly defined and focused specifically on how the strategy can be used (and is used currently) in education. Forty-five (45) people attended this event.

*January 2016:* University partners met to discuss **Early Childhood Literacy.** Jenny Bogoni, Executive Director, of the READ! By 4th Campaign, as well as Abby Thaker, Director of Strategic Partnerships discussed how university partners can support the READ! By 4th Campaign and literacy initiatives in Philadelphia. Twenty-seven (27) people attended.

*February 2016:* University partners met to discuss: **Environmental and Sustainability Partnerships.** Francine Locke, Environmental Director and Megan Garner, Sustainability Program Manager from the School District of Philadelphia presented on "GreenFutures," the School District's new five-year sustainability plan. Dr. Victor Donnay, Professor of Mathematics and Director of the Environmental Studies program at Bryn Mawr College, also presented on a unique service-learning course integrating sustainability and math. Twenty-eight (28) people attended this event.

*April 2016:* University partners met to discuss **Music and Arts Partnerships.** Presenters included Frank Machos, Director of Music Education, School District of Philadelphia, Deborah Klose, Director of Arts Education for the School District of Philadelphia, Molly McGlone, Ph.D., Assistant Dean for Advising at the University of Pennsylvania, and Mary Javian, Chair of Musical Studies and Director of Professional Development and Community Engagement at the Curtis Institute of Music. Thirty-eight (38) people attended this event.

*June 2016:* One-day Institute at the School District of Philadelphia attended by 93 individuals from 55 campuses, community organizations and public institutions. The sixth annual K-16 Institute focused on the **role of university and community partners in community schools.** The conference featured updates from the Pennsylvania Department of Education on the Every Student Succeeds Act (ESSA), a year in review from the Office of Strategic Partnerships at the School District of Philadelphia, and panel discussions on school partnership coordination and regional perspectives on community schools. Breakout sessions focuses on the various components of a community school, including parent engagement and the use of data to inform decision-making.

# LINDY AWARD

Overbrook Elementary in West Philadelphia and Bryn Mawr College were recognized with the Lindy Award for Excellence in K-16 Partnerships at the PHENND Annual Conference on February 26th at Philadelphia University.

The partnership between Bryn Mawr College and Overbrook Elementary began in 2002 to host students from Bryn Mawr's Education and Praxis Programs for field placements. Since that time over 270 Bryn Mawr students have done field placements at Overbrook and four students have done their student teaching there.

From the beginning, there has been an emphasis on reciprocity and communication, which has allowed the partnership to adapt to the evolving needs of the students at Overbrook. A current focus of the partnership is bringing resources to support the arts and physical education in the school. For the past four years, the Bryn Mawr Volunteer Art Club has become an established component of Overbrook's visual arts instruction. This program, co-developed by Art Club members and Principal Michelle Hayes Flores, brings Bryn Mawr student volunteers and arts supplies into the classrooms and includes an art show for families.

In October 2015, the partnership continued to expand to include Bryn Mawr Athletics, under the leadership of the Overbrook Community Partnership Team and Erin DeMarco, the Bryn Mawr Soccer Coach. Athletes from a variety of sports at Bryn Mawr provide weekly developmentally appropriate physical education activities for the Overbrook students. Funds from the Lindy Award were used to purchase sports equipment to support this new play initiative at Overbrook.





*Supporting public education in Philadelphia by forging connections between neighborhoods schools and community partners.*

## What does a Community Partnerships Coordinator do?

Community Partnerships Coordinators are AmeriCorps VISTAs who work to facilitate communication between neighborhood schools and community partners. They do this through convening monthly partner meetings at the schools, creating and maintaining multiple platforms for written and electronic communication between partners and school staff, conducting a needs assessment in collaboration with school leadership, and recruiting new partnerships to address those needs.

## Highlights

During the 2015-16 school year, the 16 PHENND Community Partnerships Coordinators have...

- Engaged more than 420 partner organizations through partner meetings, efforts to align the school schedule, and school/community events.
- Cultivated new or revived old partnerships to meet defined school needs. These partners include, but are not limited to, organizations focused on literacy, graduate schools of education, college students engaged in service learning, museums and cultural institutions, and environmental groups.
- Organized many successful MLK Day of Service events, math and literacy nights, college and career fairs, and parent engagement events.

## 2015-2016 PHENND VISTA sites

### Schools:

Meade Elementary  
(North Philadelphia)

Blaine Academics Plus  
(North Philadelphia)

Kelley School  
(North Philadelphia)

Cramp Elementary  
(North Philadelphia)

The U School  
(North Philadelphia)

Kensington Health  
Sciences Academy  
(North Philadelphia)

Kensington Creative  
and Performing Arts  
(North Philadelphia)

Penn Treaty School  
(North Philadelphia)

Southwark Elementary  
(South Philadelphia)

Jackson Elementary  
(South Philadelphia)

Arthur Elementary  
(South Philadelphia)

Stanton Elementary  
(South Philadelphia)

Powel Elementary  
(West Philadelphia)

Cassidy Elementary  
(West Philadelphia)

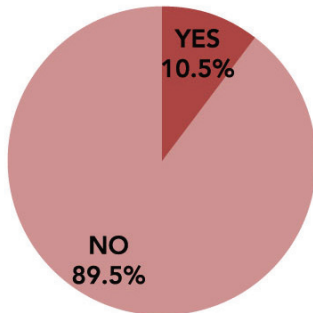
Houston Elementary  
(Northwest Philadelphia)

Henry Elementary  
(Northwest Philadelphia)

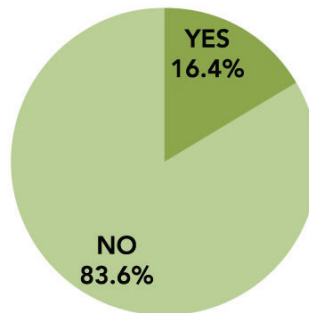
# VISTA PROJECT

## School characteristics where PHENND VISTAs serve

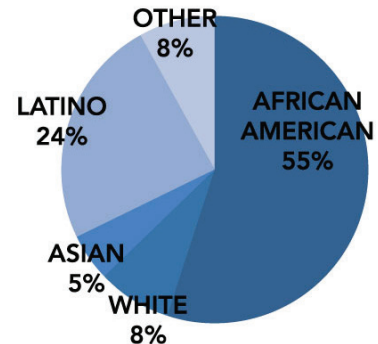
Overall % of ELL Students in Partner Schools



Overall % of Students with IEP Due to Disability in Partner Schools



Overall Racial Demographics Across Partner Schools



# 1,000

number of volunteers engaged by 2015-2016 PHENND VISTAs

# \$460,000

generated by the 2015-16 VISTA cohort in cash and in-kind donations through small grants, community fundraisers, and DonorsChoose.org

Last year, a team of PHENND VISTAs was nominated for and won the Mayor's Award for Distinguished National Service in a Group Project. The "group" in question was the three VISTAs serving in successive years at the School District of Philadelphia's Office of Strategic Partnerships under the leadership of Stacy Holland, the first OSP Director, and then, Vicki Ellis, the current Director. Their VISTA Project centered around developing, building and executing a District-wide data project that captures the myriad services provided by outside entities to the School District and its schools, as well as a companion tool that allows schools to report their own needs and gaps with regard to partnership. The "School Support Census" has now been institutionalized at the District through direct management by the Office of Research and Evaluation during the 2015-2016 school year. Congratulations to Devon Hawkins-Anderson (year 1), Vivian Chang (year 2), and Kevin Moran (year 3) for their outstanding work on the OSP data project and selfless dedication to SDP students!





## Site Visits

PHENND has been visited on several occasions over the years by other cities trying emulate the success of our VISTA project. During the 15-16 program year, we hosted visits from both the United Way of the Greater Lehigh Valley's Community School VISTA program as well as a joint effort between George Washington University and the DC Public Schools. During these visits to PHENND all of the VISTAs involved are able to share experiences, best practices, and resources for better addressing issues surrounding public schools. While here, the visiting VISTAs also tour a couple of our schools and learn more about the day to day work. The goal is to share more about our program and our approach to community partnership coordination.

This year, Lehigh Valley got to return the favor. At the invitation of the Mayor's Office of Education, PHENND staff Hillary Kane and Caitlin Fritz participated in a large Philadelphia delegation to the Lehigh Valley to see their Community Schools in action.

PHENND's commitment to the key community school strategy of aligning partnerships to school needs, continues to dovetail nicely with the community school work led by the Mayor's Office of Education.

Last year, during the first six months of Mayor Kenney's administration, PHENND staff Hillary Kane and Eden Kainer were consulted extensively about the successes and challenges of the VISTA project as a model or building block to the new MOE-led community schools initiative.



Similarly PHENND began convening "Organizations Coordinating Partnerships," a group of stakeholders, like PHENND and MOE, that are serving to coordinate other partners in school building. Participants now include Communities in Schools of Philadelphia, Philadelphia Education Fund, United Way of Greater Philadelphia and Southern New Jersey, United Communities of Southeast Philadelphia, and more recently Drexel University and the Netter Center for Community Partnerships at the University of Pennsylvania. The meetings are largely focused on information sharing; topics to date have included staff training, school selection, and partner engagement.



# GEAR UP

## GEAR UP AVID

PHENND partnered with the School District of Philadelphia in its final year of implementing a nationally recognized, rigorous college access program under the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Partnership 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 2015-2016 academic year, PHENND recruited, trained and placed 34 tutors from four different colleges and universities into five GEAR UP schools. Participating colleges and universities included: Temple University, Arcadia University, University of Pennsylvania, and the Community College of Philadelphia.

PHENND also helped to support field trips for GEAR UP students from Frankford High School to Temple University (see photo to the left) and to the University of Pennsylvania with help from students involved with the Penn Undergraduate Law Journal.

# 421

hours served by college student volunteer tutors

PHENND kicked-off its collaboration with the School District of Philadelphia, implementing a college access program in 54 middle and high schools under the 2015 – 2021 Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) College Readiness Collaborative Communities (CRCC) grant. The GEAR UP CRCC grant works to build the capacity of schools to address the needs of students for college and career readiness preparation. Services provided through the grant project follow a cohort of students as they move from middle to high school through to graduation.

PHENND is leading a team of six university partners who will leverage university resources (particularly college student volunteers) in support of the GEAR UP CRCC project. These university partners include: Bryn Mawr College, Drexel University, La Salle University, Saint Joseph's University, Temple University, and the University of Pennsylvania.

During the 2015-2016, PHENND organized college tours at Rutgers University-Camden and Millersville University for 7th and 8th grade students in the GEAR UP cohort, and partnered with The Philadelphia Education Fund and RSVP of Montgomery County to support career day speakers and activities at three of the GEAR UP middle schools.



## 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 second year, the program enrolled 70 students in part-time AmeriCorps service during the 2015-2016 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 2015-2016 program year were: Arcadia 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*

**14,030**

hours of service

**66**

first year mentees

**\$48,497**

earned in AmeriCorps  
Education Awards





# NEXT STEPS

## ALTERNATIVE SPRING BREAK & SUMMER BREAK

### *Next Steps AmeriCorps*

Next Steps AmeriCorps coordinated two Alternative Break events, engaging members in a week of service during both Spring Break and at the start of summer vacation. Across both weeks, a cohort of 22 Next Steps members served at seven local organizations. Alternative Breaks are signature week-long service projects, where our students serve at different organizations within the Philadelphia region. For each day of the week, we purposefully highlight different organizations addressing different critical issues in different parts of the city. Students are provided tokens, light breakfast and lunch during the week. Below are the local organizations we served during our 2015-2016 Alternative Breaks.

**Cradle 2 Crayons** - *Education inequality*

**Books Through Bars** - *Incarceration*

**Manna** - *Delivering Nourishment, Improving Health*

**Andrew Jackson Elementary** - *School Beautification*

**Schuylkill Center For Environmental Education** - *Environmental Restoration*

**Step into College Conference** - *College Access*

**Career Wardrobe** - *Breaking Cycle of Poverty through Professional Attire*



# OUR MEMBER CAMPUSES



At Arcadia University, students, faculty, and staff collaborate with neighbors and organizations to greatly impact communities 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 and Civic Engagement Center (CCEC) 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, most recently in 2014.

Through the CCEC, Arcadia students volunteered through a variety of service opportunities, including:

- The 23rd annual Empty Bowl Benefit Dinner in November, where the University raised over \$12,000 to benefit Philadelphia Interfaith Hospitality Network and the Hunger Project International. Nearby artists, schools, and restaurants contributed bowls and food for the event. Since its inception, the event has raised more than \$130,000.
- Alternative Spring Break, with 38 volunteers traveling to Tijuana, Mexico to build houses with nonprofit Fundación Esperanza de Mexico. Volunteers worked with locals to build the foundation and walls of two houses, while also visiting an orphanage, clinic, and recycling center. The 30 undergraduate students, seven alumni, and one staff member volunteered a total of more than 1,300 hours.
- Arcadia's Martin Luther King Jr. Day of Service event, where nearly 10 tons of e-waste was recycled in a safe and environmentally friendly process and 22 tons of paper securely shredded. Additionally, over seven truckloads of items were donated to organizations across the Philadelphia area.
- Partnering with 22 sites for the New Student Orientation Day of Service in August, where 500 students volunteered over 2,000 hours at thrift stores, cleaning local parks, assembling meals to be distributed, creating a garden, revitalizing primary school classrooms, and interacting with foster children.
- Working at after-school and in-classroom programs, providing 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.

# OUR MEMBER CAMPUSES

## BRYN MAWR COLLEGE

As part of the Leadership, Innovation, and Liberal Arts Center (LILAC), Civic Engagement contributes to the mission of preparing liberal arts students to become effective, self-aware leaders in their chosen life pursuits by providing access to experiential education opportunities through academic community based learning courses and co-curricular service-learning experiences. With an emphasis on building reciprocal partnerships and developing sustainable programs that contribute to the community in meaningful ways, Civic Engagement focuses on providing opportunities for students which develop their leadership and civic engagement skills. We prioritize mutual communication with our community partners, encouraging sharing resources and capacity building through internships, academic and volunteer field placements, and work-study jobs.

Many of the programs and partnerships that have developed work directly with communities of immigrants and refugees and the organizations that serve them. We have funded summer interns through our Summer of Service program and provided paid community based work-study interns with Nationalities Service Center, the Welcoming Center for New Pennsylvanians, and the New Sanctuary Movement of Philadelphia. Students enrolled in Praxis, Bryn Mawr's academic community based learning program, have had field placements with Puentes de Salud, Juntos, HIAS-PA, African Family Health Organization (AFAHO), La Puerta Abierta and the Philadelphia Chinatown Development Corporation.

Our partnership with ACLAMO Family Centers in Norristown, PA is an example of how communication and resource sharing over time developed a rich relationship that enables multiple touch points between the College and the community. ACLAMO provides social services, educational programs, and access to health care programs to primarily Latinx, Spanish-speaking clients, many of whom are immigrants. Currently ACLAMO hosts Bryn Mawr student volunteers as tutors in their after-school program and as co-facilitators of Adelante, a college access program that works with middle and high school students. ACLAMO also hosts summer interns funded by the College and community based work-study interns who support staff and programs all year long.

Bryn Mawr Buddies, a volunteer program that matches Bryn Mawr volunteers with students at Merion Elementary School, offers a unique lens through which BMC students examine issues faced by children who are new arrivals to the United States. Through BMB, each college student is matched with an international student at MES who has limited English skills and needs social support during the school day. The college volunteers must have fluency in the language spoken by their younger partner and, as a result, this program provides a popular opportunity among Bryn Mawr's international students.

This semester the College is offering a cluster of three courses through our 360 program called "Migrations and Borderlands" which will use the lenses of cultural studies and sociology to examine migration in different national contexts and historical moments, as well as how migration is represented in literature and culture. Culminating with a trip to the US-Mexican border, the course will probe questions of imperialism, economic and political policies, xenophobic discourse, transnational belonging, cultural citizenship, and how individuals and families are transformed through the process of migration.



# OUR MEMBER CAMPUSES



Building upon 59 years of intellectual and justice heritage, in 2016 Cabrini College was granted university status by the Commonwealth of Pennsylvania and became Cabrini University. Celebrating our 60th anniversary in 2017, Cabrini University is a residential Catholic institution in Pennsylvania that welcomes learners of all faiths, cultures, and backgrounds.

Since Cabrini was founded in 1957 by the Missionary Sisters of the Sacred Heart of Jesus (the religious order founded by Saint Frances Cabrini, the patroness of immigrants), the University 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 2016, Cabrini University

- Was awarded President Obama's Honor Roll in Community Service, Education, and Interfaith.
- Launched a Master of Arts in religious and pastoral studies, and PhD and EdD programs grounded in social justice.
- Renewed our focus on interfaith dialogue and service.
- Connected students with community partners to provide over 28,000 hours of service.
- On February 15, 2017, Cabrini broke the world record for socks collected in an 8-hour period, by over 1,400 pairs!

# OUR MEMBER CAMPUSES

## 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 students to be responsible citizens and 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 reinforces 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 Division of Access and Community Engagement Programs (DACE)**

The work of DACE focuses on community engagement, educational equity, and student success. Three of the division's programs offer integral community service activities that are mutually beneficial for the student and the City of Philadelphia:

- Gateway to College is a small accelerated high school, serving approximately 125 students ages 16-21 years old, who are earning their high school diploma while achieving college success, proactively volunteered their time and completed community service hours with Broad Street Ministry, Philabundance & The Animal Care and Control Team.
- The Keystone Education Yields Success program, designed to assist recipients on TANF and SNAP to pursue a credit certificate or associate's degree, forges partnerships with service providers in the Philadelphia region. Community service partners included: The Free Library, YMCA and The Salvation Army.
- The TRIO Upward Bound program serves students who are either low-income or from homes where neither parent has earned a bachelor's degree. Students volunteered for Boo at the Zoo and MANNA.

### **The Institute for Community Engagement and Civic Leadership**

Under DACE and the Office of Strategic Initiatives, the Institute launched in the 2015-16 academic year. Its mission is to foster a culture of engagement and collaboration that promotes experiential learning and capitalizes on the strengths of students, faculty, staff and partners to make a positive difference on social justice issues. The Institute coordinates connections to experiential learning and volunteer opportunities for students, faculty, staff and administrators across the College community, creating the opportunity to together as a galvanized and proactive unit to collectively address critical needs of the city and better positions the College to serve as a valuable asset impacting social change.

The Office of Student Activities is a student led center that has a commitment to community service. With over 40 student clubs giving back and volunteering, the College had nearly 300 student volunteers in varying capacities including the signature MLK Day project, Alternative Spring Break and ongoing Food Drive. Students completed close to 2,000 hours from over 20 projects.

The Fox Rothschild Center for Law and Society and its' collaboration with Wills for Heroes, allows students to assist in the preparation of estate documents for first responders. Over 400 clients have been served and more than 75 Paralegal Studies students have been involved. The Center also partners with the Community Legal Services Barristers Association in offering free expungement clinics among other services during Law and Society Week.

The Nursing Program provided services to vulnerable, underserved individuals through their annual ZIP Code project, for residents who live near the college's main campus. Through the Global Nursing student club, students complete service hours both regionally and internationally, serving those in need of health care and who are without health insurance. The College's Dental Clinic has been cleaning, examining, sealing and filling teeth, free of charge, for more than 30 years and has become an essential part of the city's health care infrastructure. Students treat approximately 1,000 patients each year, many referred by the city's District Health Centers.

# OUR MEMBER CAMPUSES



The Lindy Center for Civic Engagement fosters a culture of civic responsibility by providing programs and resources that empower Drexel students and the broader university community to expand their civic identities through engagement in mutually-beneficial partnerships that lead to a more just society. 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)



# OUR MEMBER CAMPUSES



## HVERFORD COLLEGE

Haverford College's motto, "Not more learned, but imbued with better learning" demonstrates its long-standing commitment to engaging fundamental issues of inequality and social justice. Throughout its curriculum and co-curriculum Haverford encourages students to put learning into action for greater ethical purposes. Key components of this commitment include:

A liberal arts curriculum within an intentional community that features opportunities for engaged, transdisciplinary learning through minors or concentrations in health studies, environmental studies, and peace, justice and human rights. A Center for Peace and Global Citizenship (CPGC) that supports student and faculty efforts to advance peace and social justice, locally and around the world. Specifically:

Students undertake nearly 60 summer social justice internships annually, advancing professional and academic work with organizations as diverse as The Public School Notebook (Philadelphia), Voice of Witness (San Francisco), and Golden Buttons Women's Empowerment Center (Morocco), along with dozens of other partners in several states and 22 countries. The CPGC requires re-entry courses following summer internships, ensuring students continue their academic journeys through post-experience reflection on broader structures of global health and human rights.

The Haverford House, in West Philadelphia, places six post-baccalaureate fellows for a year of professional service with nonprofit partners in Philadelphia, supporting legal aid for low-income individuals, science education access, protection from abuse, equitable education policy, and migrant rights. The CPGC sponsors scores of additional initiatives supporting student thesis research, faculty research, speakers, and other events, such as student attendance at the World Summit of Nobel Peace Laureates and an annual Winter Break Migration Studies Program that takes place in Philadelphia, Mexico City, and Puebla, Mexico.

Additional standing co-curricular programs that extend the college's significant commitments to civic engagement. The Mentoring and Student Teaching (MAST) Program offers 60 middle and high school students the opportunity to develop their writing and science laboratory skills. 8th Dimension oversees ongoing student-led service outreach, engaging more than 80% of the student population.

The Athletics Program, which includes 40% of the student body, encourages a variety of service partnerships, including specific skills, coaching, and benefit events, as well as regular programming with the Special Olympics and Diversity Hoops.



# OUR MEMBER CAMPUSES



La Salle University offers a rigorous curriculum and a variety of 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 40 local organizations, contributing over 20,000 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 2016, our students provided service to communities in Kentucky, Montana, New Jersey, Georgia, West Virginia as well as in the Dominican Republic, Haiti, Honduras and Kenya. Over 140 students offered nearly sixteen thousand hours in fundraising, service, educational, and immersion activities. In 2017, we will add Louisiana, Texas, and Jamaica to our list of service locations.

La Salle supports a Community-Based Learning Faculty Fellows program, which generates new community-based 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, and frequent panels, film screenings, and speakers extend learning outside of the classroom.

La Salle regularly offers "Inside-Out" courses, which are taught inside of local correctional facilities and comprised of half incarcerated ("inside") students and half college ("outside") students. Inside-Out courses are designed to bring college students and incarcerated men and women together to examine fundamental issues of social justice. Currently eight La Salle faculty members are certified to teach Inside-Out courses. Courses are offered out of Religion, Political Science, Criminal Justice and Integrative Studies departments, and these offerings will soon expand to include Business and Public Health.

La Salle University is proud to have started a partnership with PHENND and the School District of Philadelphia by participating in the Gear Up initiative. As a partner in the Gear Up grant, La Salle University will recruit and train La Salle University students to provide mentoring and tutoring to local four local middle schools and one Philadelphia high school. These schools are Anna B. Day, Gen. Louis Wagner Middle School, Roosevelt, Hill Freedman World Academy and Martin Luther King Promise Academy High School.

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) runs 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 four years, an interdisciplinary team of faculty and staff has been working to develop the LADDER Family Center.



# OUR MEMBER CAMPUSES



Neumann University is a Catholic Franciscan institution committed to the core values of Reverence, Integrity, Service, Excellence, and Stewardship. Neumann's Mission is to "educate a diverse community of learners based upon the belief that knowledge is a gift to be shared in the service of others and that learning is a lifelong process." The Neumann University Core Experience invites students to "engage in service to promote the common good" through participation in at least one Service-Learning course within the student's major. The University encourages and requires both volunteer service and Service-Learning. Structured reflection on service is also included in Service-Learning courses and service that is completed by Campus Ministry, clubs and athletic teams.

The University maintains a number of community partnerships, prioritizing ministries founded and sponsored by Sisters of St. Francis of Philadelphia and by graduates and friends of the University. Neumann cosponsors the Drexel Neumann Academy (DNA), the only Catholic School in the city of Chester. Neumann faculty, staff and students support DNA in multiple ways, including two Service-Learning courses serving within the school, students serving as tutors, and faculty and staff serving on the board. Neumann University cosponsors The College Access Center of Delaware County (CACDC), which provides free educational services to students. The University also sponsors a Wellness Center at the Chester Senior Center staffed by nurse practitioner faculty members.

The Office of Service-Learning and Community Engagement helps connect students with service opportunities. The office also supports Service-Learning. More than 500 students participated in 20 Service-Learning courses during the 2015-2016 academic year. The office also plans the New Student Day of Service that takes place during Welcome Weekend in August. In 2015, 400 students served the needs of 18 community organizations.

The Neumann University Campus Ministry engages students in service through weekly and bi-weekly events. In addition, Campus Ministry sponsors weeklong Service Immersion Experiences, including trips to Habitat for Humanity in Virginia, Carline Center in Ireland, Cardinal Kelvin Felix Archdiocesan Pastoral Centre in St. Lucia, and the Wind River Indian Reservation, Wyoming.

Student Government at Neumann extends its commitment to the core value of Service by encouraging and supporting clubs in providing community service. Every student organization completes at least one service project per semester.

Neumann student-athletes engaged in a variety of community service activities as teams, including MLK Hoops for Hope, Stockings for Soldiers, visiting children in the hospital, and working at Cradles to Crayons etc.

Members of Neumann's Omicron Delta Kappa Circle, a national leadership honor society, participate in the ODK national day of service.

Students in the Doctor of Physical Therapy program complete a 30-hour service project.

Students, who travel from diverse geographic locations, provide service in their local areas.

# OUR MEMBER CAMPUSES



The Office of Civic Engagement connects Rutgers University–Camden to communities beyond the campus. Working with community partners, we support efforts to meet the challenges facing our host city, county, and region through engaged civic learning, volunteerism and service, community -based research, and integrated efforts and partnerships.

In 2015-16, we deepened our investment in K-12 education initiatives with a focus on our educational pipelines from kindergarten to and through college. The Rutgers North Camden Schools Partnership supported by a 21st Century Community Learning Center grant expanded programming to over 400 youth and families in the North Camden neighborhood. The Partnership provides year round academic programming at local school sites in North Camden and on the Rutgers - Camden campus focused on STEM, arts, health and wellness and family literacy. Alongside LEAP University Charter School, which was founded by Rutgers Distinguished Faculty member Dr. Gloria Bonilla-Santiago and college access programming offered through Rutgers Future Scholars and the Hill Family Center for College Access, Rutgers-Camden is now making the kind of impact necessary to address the educational challenges of Camden. Students in our Rutgers North Camden Schools Partnership programs improved their classroom performance, graduates of LEAP Academy maintained 100% college acceptance rates and a third cohort of Rutgers Future Scholars advanced to a tuition free college education at Rutgers University.

Our work in education is complemented by the deep commitment of faculty and students from our schools of Arts & Sciences, Business, Social Work, Nursing, and Law to meet the needs of Camden residents and enhance student learning outcomes through both curricular and co-curricular projects. Combined, the collective impact of these engaged civic learning experiences supported more than 20 local partner organizations and served an estimated 5,000 unduplicated members of the Camden community.

These institutional commitments resulted in a civically-minded and highly engaged campus community. During the 2015-16 academic year:

- Faculty, staff and students spent more than 432,080 hours on community service. Almost 80% of Rutgers-Camden students participated in community service; of those, more than 70% contributed twenty or more hours of service, and 88 students participated in service through an AmeriCorps placement.
- For 3,216 students, more than half of the student body, community service and civic engagement was part of a credit-bearing academic experience. In 2015-2016, 125 undergraduate and graduate courses included academic engaged civic learning components.
- The Civic Engagement Faculty Fellows program, which trains faculty to develop and implement engaged civic learning courses, welcomed 11 new members into its 2015 cohort, increasing the total number of Faculty Fellows to 76, which represents a 20% increase in the number of faculty trained in this pedagogical approach.
- Our New Students Day of Service, which aims to connect undergraduates with civic engagement opportunities during their first week at Rutgers, had more than 250 participants and another 250 members of Rutgers-Camden's students, faculty, and staff participated in our 2015 Martin Luther King Day of Service.
- We estimate that, in total, the civic engagement efforts of Rutgers-Camden have positively impacted more than 11,839 Camden residents during the 2015-2016 academic year.

In both our curricular and co-curricular activities, Rutgers-Camden demonstrates a consistent and clear emphasis on intentionally and meaningfully working alongside our neighbors in the Camden community to identify creative and sustainable strategies to alleviate the socioeconomic challenges present in the city. Every step along the way, our institutional commitment to direct service, organizational capacity-building, community-based research, education and advocacy continue to drive progress and empower both our students and our neighbors to be active agents of change.

# OUR MEMBER CAMPUSES



As Philadelphia's Jesuit Catholic University, Saint Joseph's University (SJU) provides a rigorous, student-centered education rooted in the liberal arts. SJU prepares students for personal excellence, professional success, and engaged citizenship. Faculty, students, alumni and staff model a lifelong commitment to critical thinking, ethical decision making, pursuing social justice and finding God in all things.

SJU's Faith-Justice Institute offers several programs for engaging students, faculty and staff through critical inquiry with the local community. In 2015-2016, The Service-Learning Program engaged over 470 students in 31 courses working with 49 local and global community partner organizations.

Rooted in the Jesuit ideals, especially solidarity with those most in need and partnership with others, SJU service-learning courses challenge students to examine systemic issues of social justice through academic inquiry, direct experience meeting a community need and reflection.

The Institute also facilitates The Joseph and Madeline Eberle Klein educational events directed toward greater inclusion in the Catholic Church of groups disaffected from it. Previous lectures include, *Spotlight: the Clergy Sexual Abuse Tragedy* by Walter Robinson and *Trans and the Church* by Jennifer Finney Boylan. Upcoming lectures include, *From the Upper Room to Pentecost: White Catholics and Racial Mercy* by Dr. Maureen O'Connell, March 30, 7pm.

Throughout campus such an education for societal transformation is modeled including The Institute of Clinical Bioethics' health-related research, scholarship and outreach, The Office of Campus Ministry' co-curricular service opportunities, The Kinney Center for Autism Education and Support education, training, service and support offerings. SJU applauds another successful year of PHENND's commitment to educating for justice!



# OUR MEMBER CAMPUSES



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 299 students to engage in curricular field work, community service, and/or political engagement. Combined, these students provided an estimated total of 3,750.5 hours of direct service. The Independent Sector reports that the estimated value of volunteer time in Pennsylvania in 2015 was \$23.40 per hour. Combined, these students provided 16,779 hours of service – providing agencies with \$392,628.60.
- 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

- In the fall semester of 2015 Ben Berger and Arto Woodley convened a cross-section of Swarthmore College faculty members – just over 1/3 of the entire faculty body – for a series of four faculty receptions and discussions concerning engaged scholarship, how the classroom, curricula and community connects.
- In April of 2016 Ben Berger, Associate professor of political science, was chosen as the Lang Center's long-term Executive Director after a search process. Professor Berger had served as the Interim Executive beginning in July of 2015.
- In the Spring of 2016 the Center created four faculty-led

Signature Programs: Urban Inequalities, Health and Societies, Global Affairs and Arts and Social Action.

- 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.

## Student Engagement

- The Center had a student staff of (31) students that served an additional (150) students through their outreach programs.
- Lang Center staff provided advising and funds to (160) students through signature project grant programs and summer internship programs.
- 29 community-based learning courses which were taught by faculty members across the disciplines.

## New Initiatives

- The Center collaborated with the President's Office, the Office of Sustainability, and the Environmental Studies Program to launch the President's Sustainability Research Fellows program (PSRF). The program matches small teams of advanced students with staff and faculty mentors to research, develop, and implement sustainability projects in a year-long course and associated internship.
- The Lang Center is creating a new "makers' space," the Social Innovation Lab for collaborative projects such as the PSRF, Green Advisors, and Lang Opportunity Scholars might undertake.
- Nimesh Ghimere '15 and Lang Visiting Professor Denise Crosson developed an online template to map the locations of faculty research projects, a tool that will promote and facilitate interdisciplinary collaboration.



# OUR MEMBER CAMPUSES



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 a vital need for 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: managing the Pan African Studies Community Education Program; partnering with Big Brothers Big Sisters of Eastern PA to place more than 140 students with youth mentees in North Philadelphia; collaborating with Temple's Computer Recycling Center to install laboratories at local nonprofit organizations; and partnering with many of the university's 300 student groups for volunteerism. 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).

# OUR MEMBER CAMPUSES



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 3000 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. Service and Service-learning infuse the Penn campus. For example, the School of Dental Medicine engages over 500 dental students in academically based community service.

Through the Barbara and Edward Netter Center for Community Partnerships, about 70 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.

Students at four local schools (two 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.

# OUR MEMBER CAMPUSES



## Widener University

At Widener University, we believe academic excellence, career preparation, and civic engagement are the foundations for success. Widener students lead, engage, inspire and contribute as active scholars through a unique combination of liberal arts and professional education. We build active citizens who contribute to the vitality and well-being of the communities we serve, locally, nationally and globally.



Widener engages students in civic pathways that range from volunteerism, political engagement, service-learning and global engagement. As an anchor institution, Widener has built institutional structures such as the Widener Partnership Charter School, the Small Business Development Center, and various pro bono community clinics that provide legal, social work and health services. Additionally, across the curriculum students are asked to apply their course learning objectives to community-identified needs. For example, doctorate students in Organizational Development work with community members to facilitate leadership training and coaching. English majors explore journalism and highlight community voices in the Chester Magazine.

Student leaders activate around key systemic societal issues such as hunger, poverty, education, and health. They participate in numerous tutoring and mentoring programs, alternative breaks, sustainability projects, community-based research, and site placements. For example, the Pride Service Site Leaders build community pipelines as volunteer coordinators or service-learning scholars. The Maguire Scholars explore college access through weekly service at the College Access Center. The Presidential Service Corps Bonner Leaders volunteer more than 300 hours each academic year working to build teams at local nonprofits.

# OUR MEMBER CAMPUSES



The proud history of University of the Sciences (USciences) began when 68 Philadelphia apothecaries met in Carpenters Hall in 1821 to establish improved scientific standards and to train more competent apprentices and students. These visionaries sought to enhance their vocation, as well as protect public welfare.

USciences continues to embrace these guiding principles today. From the seeds of protecting the public welfare grew a broader understanding of the role USciences plays in our community beyond its commitment to delivering an exceptional education for our students. Commitment to service, health promotion and health literacy, improved access to education, and a flourishing physical and economic environment are ingrained in the psyche of USciences. USciences students are trained to be leaders in essential healthcare and STEM disciplines. But their education doesn't occur only in the classroom, our students are engaged in community service activities.



The entire USciences community – students, faculty, and staff – are all active participants in a wide range of health promotion and health literacy outreach efforts. Together, students and faculty have organized health fairs and informational booths at both on-campus and 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 models of education and healthcare delivery, and economic development for our neighborhood, city, and region.



# 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 the fall semester begins, the College challenges students to examine issues of inequality and work toward social justice. For instance, in August 2016, the College welcomed students to the fifth annual Leadership, Engagement, and Service (LENS) program. During this program, first year students move into campus before classes begin for a weeklong service-immersion experience in Philadelphia, along with leadership development, and reflection.

In addition to our service-learning courses offered in first-year English seminars where students examine urban food insecurity, the College continued to offer new and revived service-learning offerings. For example, students in the seminar in Intercultural Foundations participated in the Haiti Partners project, where college students meet one-on-one for weekly videoconferences with Haitian students who are learning English. Additionally, the College once again offered the 6-credit Heart of the City service-learning course, after a several-year hiatus. Team taught by faculty in Religious Studies and Sociology, the course challenges students to explore structural and spiritual implications of urban poverty. Students in the course partnered with the One Less Foundation in Germantown to serve community members by teaching financial literacy. Students in the course also traveled to Washington, DC to work with NETWORK, the Catholic Social Justice lobbying group, who taught the students how to lobby members of congress in support of the poor. Following the workshops, the students met with representatives from Senator Toomey's and Senator Casey's offices to lobby for their support of legislation improving the Earned Income Tax Credit (EITC).



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 expertise to community issues, populations, and organizations in an effort to make a positive difference. This volunteerism spirit improves quality of life, expands knowledge, relieves financial burdens, and brings priceless smiles to the faces of those who benefit.

In 2016, students campus-wide collaborated with the NAACP and APSCUF to increase voter registration, resulting in more than 300 new registered voters. In addition, 24 students presented African American archaeological research aimed at educating and empowering city community members at two Philadelphia, PA locations. Two dozen students from the honors program spearheaded two campaigns, one where they painted, cleaned and developed fine arts space at a local shelter for women and children over a two-day period, and another organizing a campus-wide "Clothing for a Cause" drive, collecting more than 1100 articles of clothing for Big Brothers/Big Sisters of PA. Volleyball and Track and Field athletes raised hundreds of dollars to fight breast cancer, while three Rotary Club students collaborated with the Concordville-Chadds Ford Rotary Club to raise money for the Salvation Army to feed the homeless. Likewise, 26 students helped non-profit radio station WHY-FM, a National Public Radio station serving Philadelphia, raise much-needed donations in two fundraising drives to ensure that educational programming continues to be broadcast to the tri-state area.

# OUR MEMBER CAMPUSES



## Gwynedd Mercy University

Throughout the year, Gwynedd Mercy University students use their professional skill and personal attributes to make a difference in the lives of others through service initiatives and programs in keeping with the Critical Concerns of the Sisters of Mercy.

Locally, our Frances M. Maguire School of Nursing and Health Professions sponsors a University-owned, nurse-managed health clinic in Lansdale for uninsured and underinsured persons. Our Adult Health Center provides primary health care and behavioral services to 3,000 low income patients each year.

Our School of Business and Education houses the Autism Institute, which offers hands-on workshops, professional development, on-site service programs and conference presentations. The Institute provides research-based best practices for students majoring in special education, as well as support for teachers and administrators, parents of children on the autism spectrum, and interested community members.

The University also coordinates Thanksgiving meals and Christmas presents each year for more than 130 families in North Philadelphia served by Mercy Neighborhood Ministries and the Gesu School.

Moving out into the wider world, our students touch lives through Alternative Spring Break service experiences in Benson, VT; Cincinnati, OH, New Orleans, LA; San Carlos, AZ; and Savannah, GA, and through nursing missions to the Dominican Republic and Peru.

These are just a few examples of the many ways that Gwynedd Mercy University's strong foundation in liberal learning and commitment to our core values help us to form Distinctive Mercy Graduates--women and men who combine professional competency with the Mercy tradition of service to society.



## PennState Brandywine

The Pennsylvania State University, Brandywine campus is centrally located in Delaware County surrounded by an economically diverse range of municipalities that make up our student body. One of the key principles of the campus strategic plan "...is to foster and shape citizens who are socially aware, environmentally considerate, and civic minded."

In 2010, Penn State Brandywine received an endowment from David and Marjorie Rosenberg to create the campus Civic and Community Engagement Office. The purpose to "provide support for civic leadership and community engagement opportunities, activities, and programming at Penn State Brandywine."

Students participate in co-curricular (athletics, clubs, and student affairs) and curricular (course and internships) service and events. Collaborative and mutually beneficial community service and civic-related events are designed to foster students, staff, and faculty: 1) awareness and concern about needs in the community, and 2) motivation to make a positive difference.

Some of the student groups that regularly serve the community include the Civic and Community Engagement club; THON which raises money for pediatric and cancer; athletic teams that donate their time to afterschool programs; and the Nittany Christian Fellowship. Students have the opportunity to enroll in the Intercollege Minor in Civic and Community Engagement (CIVCM) <http://civcm.psu.edu/>. Students apply knowledge from their majors or General Education courses to issues of consequence beyond the classroom in public service or problem-based fieldwork in a manner that integrates academics, creativity, and democratic principles with structured opportunities for student reflection and self-assessment.

# OUR MEMBER CAMPUSES



## THE UNIVERSITY OF THE ARTS

NEUARTS, Neighborhood Engagement at the University of the Arts is in its third year as an arts community partnership with two after schools in Point Breeze. In 2017, over 50 UARTS students worked with 60 children at the Dream Academy of Childs Elementary and Vane Recreation.

NEUARTS is supported by the University Collaborative Studio, providing students with mentorship and course credit for their time.

One student wrote:

“This course gave me more than just an interdisciplinary experience with classmates studying different forms of art—it proved that art could be a catalyst for involvement with and tangible service to the community. We threw ourselves whole-heartedly into art making with children based on their art interests rather than our own; Art and Music (which became Drawing or Dancing); Building Big Things and Getting Inside Them, and Animation. I’m an acting major who got to participate in teaching an 8th grader aspiring to be a fine artist—in face of a neighborhood that is demographically lowest in attendance and participation in art affiliated events—to properly draw a face; his face. Interactions with this particular child engaged in cultivating a sense of creativity became more than just about translating a face onto a page—but about how to artfully communicate an identity, to establish his perspective of himself as something significant and worthy of becoming art.

My classmates and I got to learn about ourselves as individuals through the keen eyes of children and about the community growing around our university.”



## 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 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 has also recently established the Joseph Melrose Center for Global Civic Engagement. Students who participate as Melrose Fellows will have the opportunity to explore social issues in both a domestic and international context through direct service and community-based research.

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.

# OUR MEMBER CAMPUSES



## VILLANOVA UNIVERSITY

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 public service. The University's vision statement asserts that "community service is an integral part of education and citizenship" and strongly emphasizes "thinking and acting globally and locally with regard to future generations."

As an anchor institution for the Pennsylvania State System of Higher Education, WCU further emphasizes the importance of community involvement and service by prioritizing service-learning and active citizenship 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 into lifelong active citizens.

During the 2015-2016 academic year, WCU's faculty, staff, and students partnered with a wide array of non-profit and governmental agencies. Nearly 7,500 students participated in public service through service and learning coursework. These students' efforts amounted to almost 675,000 hours of service. Co-curricular service programs and events generated a further 109,984 hours of public service and raised \$223,700 for various nonprofit organizations. In addition, members of over 130 student clubs, organizations, and athletic teams advocated for social causes, participated in philanthropy, and engaged in direct service.

Other programming highlights included:

- The development of a service-learning requirement for all Master's of Public Health students
- Two volunteer fairs attended by 74 community agencies and 1,121 students
- The launch of our voter engagement campaign, including a promotional video, 800 social media posts, and 15,000 flyers distributed across campus
- An MLK Day of Service event with 600 students, faculty, staff, and community members congregating to make no-sew blankets for local hospitals and foster care organizations
- 4 Alternative Break programs and 4 international service-learning initiatives



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