

PHENND

A Year in Review

2017-2018



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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 29 full-time corps members with the addition of the PHENND Fellows program to our growing portfolio of programs. PHENND also supported an MWS candidate from Stockton University, who launched a partnership with the Sixers Youth Foundation to run "Coaching Cafés" at two of our VISTA schools.

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.

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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 6,000.

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 2018 PHENND Conference, which drew 91 participants from across the region, focused on Health. Dr. Walter Tsou, former City of Philadelphia Health Commissioner, delivered the keynote speech, highlighting the social determinants of health.

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 PHENND Fellows 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.



COMMUNICATION & 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 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 educational ecosystem. PHENND's activities such as conferences, email newsletters, and technical assistance to attract and serve a broad array of individuals and organizations from the IHE, service-learning, community service, and non-profit sectors throughout the region.

This past year, PHENND embarked on a new strategic alignment process led by a team of pro bono consultants from Compass. The group undertook a deep dive into PHENND's practices and programs, and produced a report, "PHENND for the Future." The report drew on extensive interviews the Compass team conducted with PHENND staff, advisory board members, and local and national stakeholders. The report makes recommendations around board structure and composition, as well as organizational priorities.



Compass built on some prior work begun in the summer of 2017 when we held a focus group of Civic Engagement Directors, led by Dr. Jennifer Kebea, the Executive Director of the Lindy Center for Civic Engagement at Drexel University, and a day-long board-staff retreat facilitated by Amy Cohen, Executive Director of the Honey W. Nashman Center for Civic Engagement and Public Service at George Washington University.

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.

“PHENND’s role in this is the ability to frame the concept, start the process, convene the right constituents, manage the strategy/research/recommendations, find and adopt best practices and then disseminate best practices across the region.”



PHENND for the Future, Compass

BY THE NUMBERS

6479 individuals receive the PHENND Update each week, an **12 %** increase since last year.

2429 events, jobs, grants, and other announcements have been advertised since this time last year.

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. Highlighted campuses that received this support in the 2017-2018 year include:

Bryn Mawr College

consulted on new background check procedures

La Salle University

responded to request for information related to service-learning course assessment; also facilitated a connection to a local school

Haverford College

onsulted on development of new Tri-College Philadelphia Semester program

West Chester University

facilitated their inclusion as presenters at the Good Food for All Conference on their food pantry for food-insecure students

Saint Joseph's University

connected science faculty member to School District to provide professional development to teachers

Swarthmore College

connected faculty member to local school; met with students about their idea for a new outreach program

Temple University

informally advised graduate student on capstone research project

Philadelphia College of Osteopathic Medicine

provided advice on community service work-study

COMMUNICATION & EVENTS

TRAINING & TECHNICAL ASSISTANCE PROVIDER

WORKSHOPS & OTHER IN-PERSON SUPPORT

During the 2017-2018 academic year, PHENND provided the following *ad hoc* training, workshops, and presentations.

July 2017

Hillary Kane facilitated the staff retreat for the Honey W. Nashman Center for Civic Engagement and Public Service at George Washington University as part of an exchange. Nashman Director Amy Cohen facilitated the PHENND staff retreat in June.

August 2017

Hillary Kane presented the work of the College Access and Success Stakeholders Group at the Philadelphia College Prep Roundtable Annual Conference, in partnership with Kim Stephens and Liz Nolan of the Philadelphia Education Fund.

Hillary also received an award from PCPR in recognition of her long-time participation in the organization.

December 2017

Hillary Kane spoke on a plenary panel with Deborah Diamond, President of Campus Philly, at the Delaware Valley Career Planners Annual Meeting. The two spoke about the role of community engagement in developing not only students' civic dispositions but also professional growth and career preparation.

January 2018

Hillary Kane presented the "Foundations and History of Service-Learning" to a cohort of faculty as part of a three-day Community Based Learning institute at Drexel University.

March 2018

Hillary Kane presented at the Campus Compact national conference on the Community Partnerships VISTA project and the Partnering for Student Success toolkit, which grew out of that work. This was a joint presentation with Amy Cohen of the Honey W. Nashman Center for Civic Engagement and Public Service at George Washington University, which also manages a multi-site VISTA project focused on community partnerships in public schools.

June 2018

At the invitation of the Lindy Center for Civic Engagement, Hillary Kane spoke with a cohort of Mandela Washington Fellows on nonprofit management and university-community partnership.

Hillary Kane and Eden Kainer presented on the school-community partnerships at the Philadelphia Association of CDC's Equitable Development conference along with Connie Grier of the Mayor's Office of Education.

THE PHILADELPHIA EDUCATION RESEARCH JUSTICE COLLABORATIVE

K-16 Partnerships Manager, Caitlin Fritz, joined other former members of the Community Schools Task Force, in a participatory action research project, the Philadelphia Education Research Justice Collaborative, led by K-16 advisory board member Dr. Kristen Goessling of Penn State University – Brandywine. The task force was one of the last remaining initiatives of PCAPS (Philadelphia Coalition Advocating for Public Schools), a grassroots coalition comprised of students, parents, teachers and education stakeholders that advocated for community schools in Philadelphia, through organizing and public education initiative, the Community Schools Ambassador Program. After conducting and analyzing interviews and focus groups of task force and ambassador program participants, the research collaborative presented preliminary findings at the following conferences:

- Imagining America 17th Annual National Conference, Davis, CA, October 2017
- American Education Research Association Annual Meeting, New York, NY, April 2018
- Community Schools National Forum, Baltimore, MD, May 2018
- Rutgers University Research Conference on Education Reform, Communities, and Social Justice: Exploring the Intersections, New Brunswick, NJ, May 2018

SPECIAL EVENTS

September 2017: Fall PHENND Meeting

Fall PHENND Meeting focused on “Students’ Roles in Anchor Institutions” and was held at Philadelphia College of Osteopathic Medicine. (24 participants) The event featured Dr. Jennifer Kebea, Executive Director of the Lindy Center for Civic Engagement at Drexel University whose doctoral dissertation explored the roles that students play in initiatives led by their universities from the “Anchor Institutions” perspective.

November 2017: Service Leaders Summit

In partnership with the Lindy Center for Civic Engagement at Drexel University, PHENND hosted the 9th Annual Service Leaders Summit, bringing together college students from around the region and beyond. The conference theme was “The Nonprofit Sector” and featured keynote speaker Deborah Diamond, President of Campus Philly. The day culminated in a panel featuring young non-profit professionals. (43 participants)

April 2018: 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 2018 PHENND Conference, which drew over 91 participants from across the region, focused on Health. Dr. Walter Tsou, former City of Philadelphia Health Commissioner, delivered the keynote speech, highlighting the social determinants of health.



K-16 PARTNERSHIP NETWORK

Last year, PHENND continued to develop the K-16 Partnerships network. Funded by ongoing support from the Lindy Legacy Donor Advised Fund, 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 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

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 2017-2018 academic year.

October 2017

PHENND K-16 Partnerships Network hosted its Fall Speaker Event featuring Wil Del Pilar, Ph.D., Vice President of Higher Education Policy and Practice at the Education Trust, and formerly the Deputy Secretary of Post-secondary and Higher Education at the Pennsylvania Department of Education. Dr. Del Pilar shared and discussed data on the **access and success of low-income and first generation college students**. The event also featured the Chief Education Officer for the City of Philadelphia, Otis Hackney. Thirty-two (32) people attended this event, held at Philadelphia's City Hall.

January 2018

PHENND collaborated with Penn's Netter Center for Community Partnership and African American Resource Center to host a symposium on higher education-school partnerships. The event was titled **"The Fierce Urgency of Now: What can colleges and universities do to focus on K-12 schools as core institutions for community engagement and democratic development?"** and grew out of a longer tradition of symposia sponsored by Penn as part of annual Martin Luther King, Jr. commemorations.

Amy Gutmann, Ph.D., President of the University of Pennsylvania, provided remarks, as well as Ira Harkavy, Ph.D, Associate Vice President and Founding Director of The Netter Center. The panel discussion was moderated by the President of the Community College of Philadelphia, Donald Generals, Ph.D., and included: Nancy Songer, Ph.D., Dean of the School of Education at Drexel University; Vivian Gadsden, Ph.D, William T. Carter Professor of Child Development and Education at the University of Pennsylvania Graduate School of Education; Laura A. Roy, Ph.D., Chair and Associate Professor of Education at La Salle University; and Aimee LaPointe Terosky, Ph.D, Associate Professor of Educational Leadership at Saint Joseph's University. After the panel discussion, attendees engaged in small breakout discussions and reported back for a broader conversation. The event was attended by over 200 individuals representing a wide variety of institutions and roles (faculty, administrators, students), as well as K-12 teachers and administrators, and community members.

February 2018

With help from college access and success stakeholders, PHENND hosted a training for college access providers and counselors on **storytelling secrets for the college admissions essay**. UBS (formerly Union Bank of Switzerland) NextGen Leaders led the training, in collaboration with Story2, to empower high school/college students to tell their unique stories as they prepare for the college admission process and/or internships and job interviews. Twenty-nine (29) people attended this training.

April 2018

Partners met to discuss **collaborative approaches to improving health and wellness through organized sports, physical/health education and after school programming**. Presenters included Bettyann Creighton, Executive Director, Health, Safety, Nutrition and Physical Education, at the School District of Philadelphia, and from the Netter Center, Paulette Branson, Director of University Assisted Community School Sports, and Jennifer Chu and Paige Lombard of the Young Quakers Community Athletics Program. Thirty-two (32) people attended this event.

June 2018

One-day Institute at the School District of Philadelphia attended by 109 individuals from various campuses, community organizations and public institutions. The seventh annual K-16 Institute, PHENND focused on **partnerships that support students to and through college**. Plenary speakers included, Noe Ortega, Ph.D., Deputy Secretary Higher Education at the Pennsylvania Department of Education, Donald Generals, Ph.D., President of the Community College of Philadelphia, and Sean Vereen, Ph.D., President, Steppingstone Scholars, Inc.

LINDY AWARD

LINDY AWARD FOR EXCELLENCE IN K-16 PARTNERSHIPS

The Phillip B. Lindy Award aims to recognize a collaborative partnership between at least one K-12 school and one university. Phil Lindy valued collaboration and communication among diverse stakeholders in order to maximize impact.

Through establishing the K-16 Partnerships Network at PHENND, Phil hoped to bring that philosophy to the world of university-school partnerships. The Lindy Award seeks to honor partnerships that focus on meeting articulated school and community needs and have goals for long-term commitment. Winners receive an award of \$1,000 to enhance the mission and vision of the partnership (e.g., partner meetings, collaborative technologies, trainings, celebrations, outreach.)



2018 AWARD WINNER

The Julia de Burgos K-8 School and Villanova Computer Science Collaboration.

We have distributed the chart paper, pencils and markers you ordered us and I wanted to reach out to show gratitude and say THANK YOU! We certainly appreciate it.

Sincerely,
Andrew and the de Burgos Middle Years Team

The 2018 Lindy Award was presented to the Julia de Burgos and Villanova Computer Science Collaboration. In today's ever changing world, it is rare that you find partnerships that last decades, but the Julia de Burgos – Villanova collaboration has been going strong since 1998. The partnership began with Dr. William Fleischman, Professor of Computer Sciences, refurbishing laptop computers to fill the technology needs of Julia de Burgos. Since then the program has expanded, and Julia de Burgos students spend four Saturdays every year on Villanova's campus.

After navigating SEPTA to make their way to the Mainline, 7th and 8th grade students spend their Saturdays learning computer programming and coding with the guidance of Villanova computer science majors. At the end of the program, the Villanova students deliver refurbished laptops to Julia de Burgos, so the students can continue to have the access to technology needed to be successful in high school. Upon visiting de Burgos, the Villanova students are welcomed with a celebratory 'Friday Fiesta,' including home-cooked meals, student speeches of appreciation, and thank you letters.

The partnership embodies the K-16 June Institute theme of 'College Access and Success.' Students learn much needed math skills needed to be successful in the 9th grade (a strong indicator of being on track to be college ready.) The partnership also fosters motivation to pursue careers in the STEM related fields. By providing students with the opportunity to be on campus, learn new material, and explore career options, the students begin to see that college is not only accessible but a real possibility. One former student commented, "Mister, after being on campus all this time, I feel I could get used to this."

At the Lindy Award presentation, Mr. Andrew Guyon, teacher at Julia de Burgos, exuded passion for his students and gratitude for partnerships that have helped his students flourish and achieve their college dreams. Dr. Fleischman, spoke of the many Villanova students who have been positively impacted by participating as mentors in the program. The partnerships will use the \$1,000 award to help kick-start a FIRST LEGO Robotics League. PHENND is excited to continue to honor the legacy of Phil Lindy through this award, and is looking forward to another 20 years of the Julia de Burgos – Villanova partnerships.

VISTA PROJECT

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

WHAT DOES A COMMUNITY PARTNERSHIP 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 2017-18 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, arts enrichment, service learning as well as colleges, universities, faith-based organizations, museums and other 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.*

\$89,302 in cash and in-kind donations for the 2017-2018 year.
The VISTAS leveraged 2375 volunteers in 2017-18.

Value of the volunteers (assuming 1.5 hours each) is \$85,999

Value of the volunteers (assuming 1.5 hours each) is \$85,999

Served schools with total enrollment of 7209

Number of economically disadvantaged : 6934 (96%)

VISTA SCHOOLS OF 2017-2018

NORTH PHILADELPHIA

Alexander Adaire School
Bayard Taylor Elementary
Edison/Fareira High School
Edward T. Steel Elementary
Eleanor Emlen School
Isaac A. Sheppard Elementary
Laura H. Carnell Elementary
Parkway Northwest High School for Peace and Social Justice
The U School
Warren G. Harding Middle School

SOUTH PHILADELPHIA

Chester A. Arthur School
Edwin M. Stanton Elementary
Eliza Kirkbride School
Francis Scott Key Elementary

WEST PHILADELPHIA

Overbrook Educational Center

SCHOOL DISTRICT CENTRAL ADMINISTRATION

Office of Family and Community Engagement
Office of Strategic Partnerships
Office of Student Support Services
Office of the Arts and Academic Enrichment

SIXERS/MATH HOOPS

During the 2017-2018, PHENND partnered with the Sixers Youth Foundation to offer an after-school version of Math Hoops program at two VISTA schools: Harding Middle School and Eleanor C. Emlen School. Led by Stockton University MSW intern Rona Whitehead, PHENND offered the Math Hoops program to students and families bi-weekly throughout the school year. The program consisted of a physical activity/warm-up (provided by Up2Us Sports), the Math Hoops game, and a hot dinner. Math Hoops uses the fun of a NBA game to teach and reinforce math skills – from three-point shots to player statistics, there is a lot of math in basketball! Top teams from Emlen and Harding competed with kids from the school-day program at the annual competition held at the Wells Fargo Center.

On a separate but related note, PHENND Director Hillary Kane was honored as the Sixers Game Changer at their home opener on October 20, 2017.



GEAR UP

During the 2017-2018 school year, PHENND in collaboration with the School District of Philadelphia, continued implementation of a college access program 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 leads a team of six university partners, who leverage 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. College students serve as GEAR UP Coaches, providing academic support in a variety of classes including math, the sciences, engineering, English, Spanish, and history, as well as tutoring after-school and during lunch.

ENHANCED CAMPUS VISITS

In addition to academic support from college student coaches, a key component to PHENND GEAR UP is exposing students to a college campus. Through the work of our partner universities, PHENND brought GEAR UP students to campuses for a variety of engaging activities and opportunities to talk with current college students, in addition to the traditional campus tour.

- Haverford College: Students engaged in interdisciplinary activities along a nature trail on campus.
- La Salle University: Students met with representatives from the Academic Discovery Program (ADP) that provides free support services for students who could benefit from extra academic assistance and who also meet certain criteria of financial need.
- Saint Joseph's University: Students worked with Chemistry faculty and undergraduates to build solar cells using nanotechnology. Students also visited the Biodiversity Lab that includes various endangered fish, reptile, and amphibian species.
- Temple University: Students visited a Geology class and examined different samples of rocks and minerals.
- University of Pennsylvania: Penn students from UnEarthed, an educational magazine published by Penn undergrads, hosted GEAR UP students on campus. Students learned about how the magazine was made and came up with their own page designs.

UNIVERSITY PARTNERSHIP DEVELOPMENT

University-School Partnerships are designed to provide a direct link between institutions of higher education and the classroom. PHENND works to promote cooperation and encourage the exchange of expertise, resources and services between our higher ed partners and the GEAR UP schools. The overall mission of our university-school partnerships development through GEAR UP is to enhance the quality of education in the GEAR UP Schools and the ability of students to be prepared to enter post-secondary education.

- Lead by La Salle University, students from SJU, Rutgers-Newark, Kutztown, Cabrini, Temple, and Millersville worked during alternative spring and summer breaks to create a College Center at Martin Luther King High School. College student volunteers painted murals, constructed furniture, hung banners, and stocked shelves with college resources.
- Saint Joseph's University expanded its science outreach programming through the Biology Department to Overbrook High School. Faculty and undergraduate Biology students taught lessons at Overbrook on how to use microscopes. The science lessons culminated in a field trip to the Philadelphia Zoo.
- Temple University students created a 'college corner' during lunch at Kensington High School, where students could ask college students questions and gather information on college and career opportunities.
- Temple University College of Public Health faculty member Shivayogi V. Hiremath worked with students from Ben Franklin and Edison High Schools on activities using robotics as assistive technology for those in need of rehabilitation.
- Representatives from Temple University's admissions and financial aid offices spoke at a parent engagement night hosted at Congreso de los Latinos Unidos's office in Kensington to serve Spanish-speaking families of GEAR UP students.
- University of Pennsylvania student group, MedLife, worked with the health and physical education teachers at High School of the Future to facilitate nutrition education lessons.

VOLUNTEER TRAINING AND SUPPORT

PHENND and its university partners provided training and support to the college student volunteers throughout the school year. College students also regularly participated in reflection sessions and received on-campus training in a variety of skills and information including resume building, careers in education, grit, leadership development, and how to tell your own college story.

In addition to training by our university partners, PHENND hosted two all day trainings for coaches from across all of the partner campuses:

September 2017

At the GEAR UP Kick-Off, held at Drexel University, coaches were introduced to College Positive Volunteerism – the belief that college is attainable for all students, and that college student volunteers can stimulate student awareness of the opportunities college affords, sharing strategies for college preparedness, and encouraging students to pursue a college education. In addition, coaches attended a workshop titled #PHLED101 that explored the rich history of education in the city of Philadelphia and the complex issues that impact the current conditions in the city's schools. Coaches then reflected on their work for college access from a strengths-based approach. Over lunch, Anthony Phillips, Executive Director of Youth Action, spoke on the importance of civic engagement and volunteerism by college students.

February 2018

At the GEAR UP Spring Training held at Temple University, the PHENND GEAR UP team led a follow-up workshop to College Positive Volunteerism, which delved deeper into strategies for connecting with underserved youth in an effort to instill a college-going culture through the use of role-plays. Allison Gibbs, MSW, LCSW, also provided a workshop introducing coaches to Trauma Informed Care.

BY THE NUMBERS

215 college student volunteers

5,322 hours served

855 9th and 10th graders served



GEAR UP PARTNER SCHOOLS

Drexel University / University of Pennsylvania

Benjamin Franklin High School
High School of the Future
West Philadelphia High School

Saint Joseph's University / Bryn Mawr College

Overbrook High School

La Salle University

Samuel Fels High School
Martin Luther King High School

Temple University

Frankford High School
Kensington Health Sciences Academy
Kensington High School
Kensington High School for the Creative and Performing Arts
Thomas A. Edison High School
Benjamin Franklin High School

NEXT STEPS

NEXT STEPS AMERICORPS PROGRAM

Designed as a college completion and success strategy, the Next Steps AmeriCorps Program began in Fall 2014. During its third year, the program enrolled 58 students in part-time AmeriCorps service during the 2016-2017 school year.



The Next Steps AmeriCorps Program is for rising sophomores and juniors who are Pell-eligible graduates of high poverty school districts. There is a special emphasis on recruiting alumni of the School District of Philadelphia. Partnering campuses for the 2017-2018 program year were: Arcadia University, Cabrini University, Kutztown 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 \$1252.19 upon completion of the 300 hours.

In 2017-2018, **28** Next Steps AmeriCorps members earned **\$34,459.32** in AmeriCorps Education Awards. The entire cohort completed **9,997** hours of service, which included mentoring **19** first year students.

Once again, PHENND organized “Alternative Service Breaks,” allowing members to catch up on service hours while connecting with peers

Winter Break

- Cradles 2 Crayons
- WePAC
- Philly FIGHT

Spring Break

- Martin Luther King, Jr. High School
- Oriki Movement
- Manna
- Philly FIGHT

Summer Break

- Martin Luther King, Jr. High School
- Sunday Breakfast Rescue
- Mission
- Philly FIGHT
- Manna

Thank you to Repair the World for helping to coordinate these special days of service!

We also worked with external evaluator, [Applied Research Consulting](#), to assess the impact of the Next Steps program, particularly the relationship between the AmeriCorps members and their first-year mentees. The final report showed these key findings:

- Next Steps mentors tended to persist at higher rates than the general populations of the schools they attended.
- Next Steps alumni tend to report a range of enduring outcomes that stem from the mentoring, the site-placement, and relationships with Next Steps staff.



K-16 SPECIAL EVENTS

COLLEGE SIGNING DAY

College Signing Day is an event hosted every year by former First Lady Michelle Obama via her Reach Higher Initiative, which aims to inspire young people to pursue post-secondary education. After four years the initiative includes a network of over 1,500 College Signing Day events nationwide. The purpose of this event is to honor graduating seniors who are pursuing a post-secondary education and to celebrate the next chapter in their lives as college students.

On May 2, 2018 the School District of Philadelphia and other nonprofit and institutions of higher education hosted its 4th annual Reach Higher Philly College Signing Day. Nearly 7,000 graduating seniors from Philadelphia's public, private, and charter schools gathered at the Liacouras Center to celebrate their commitment to higher education with some very special guest, including the former First Lady Michelle Obama, Bradley Cooper, Philadelphia Eagle Malcom Jenkins, and many more. Working with the School District of Philadelphia, PHENND led the Higher Ed Committee, bringing 48 post-secondary institutions to join the event and meet their incoming class of students.

The 4th Annual Philadelphia College Signing Day featured 7,000 graduating Philadelphian seniors, including a very special guest, Michelle Obama.



2018 PARTICIPATING SCHOOLS

Albright College
Art Institute of Philadelphia
Arcadia University
Bloomsburg University
Bryn Mawr College
Cabrini University
Chestnut Hill College
Cheyney University
Community College of Philadelphia
Delaware County Community College
Drexel University
East Stroudsburg University

Eastern University
Edinboro University of Pennsylvania
Esperanza College
Gywennd Mercy University
Harcum College
Holy Family University
Immaculata University
Indiana University of Pennsylvania
Jefferson University
Kutztown University
La Salle University
Lehigh University

Lincoln University
Lock Have University
Manor College
Mansfield University
Millersville University
Moore College of Art and Design
Neumann University
Northampton Community College
Penn State University
Rosemont College
Saint Joseph's University
Shippensburg University

Temple University
University of the Arts
University of Pennsylvania
University of the Sciences
Ursinus College
Villanova University
West Chester University
Widener University
Year Up - Greater Philadelphia
@ Peirce College
York College

**Bold indicates PHENND member campuses*

PHENND FELLOWS

In May 2017, PHENND acquired Philly Fellows, a long-standing AmeriCorps VISTA Project that places recent college graduates in various nonprofits to complete capacity-building projects. The program was renamed “PHENND Fellows” but retained many of the elements of the original program including a robust professional development series, “Dinner with a Civic Leader” as well as two free courses for each member at The Nonprofit Center at La Salle.

During the 17-18 program year, PHENND hosted seven Fellows at the following sites:

- Center for Hunger Free Communities at Drexel University
- Education Law Center
- Free Library of Philadelphia
- Pennsylvanians for Modern Courts
- Philadelphia Parks Alliance
- Philadelphia Legal Assistance
- Springboard Collaborative



DINNER WITH A CIVIC LEADERS

Deborah Diamond

President & CEO, Campus Philly

Michael O’Bryan

Village of Arts & Humanities

Aarati Kasturirangan

Director of Programs, Bread and Roses Community Fund

Omar Woodard

Executive Director of the Greenlight Philadelphia

Monica Allison

former President of Cedar Park Neighbors

Dr. Richardson Dilworth III

Professor of Political Science, Drexel University

Justin Ennis

Executive Director, ASAP/After School Activities Partnerships

Emma Restrepo

Journalist, Photographer & Writer

OUR MEMBER CAMPUSES

BRYN MAWR
COLLEGE

BRYN MAWR
COLLEGE

Formed in 2003, Civic Engagement focused intentionally on partnership development, seeking opportunities to engage with a variety of community-based organizations and local communities. In 2013 Civic Engagement was officially linked with Career and Professional Development through the creation of the Leadership, Innovation and Liberal Arts Center (LILAC). LILACICE develops programs that meet students where they are, providing a wide range of opportunities in a variety of issue areas, requiring variable levels of commitment and offering academic and co-curricular options to ensure that any student who wants to become civically engaged can do so. Through LILAC, students have additional entry points in the community through externships, the Alumnae in Residence program, and summer funded internships.

This year we collaborated with our colleagues in LILAC Career and Professional Development to debut a series of events called “Meet Ups” designed to connect community organizations with students to facilitate collaboration through internships, academic field placements, volunteer opportunities, community based work study positions, and post-graduation employment. We organized three Meet Ups with different themes designed to help students connect to multiple organizations in similar fields and expand students’ understanding of the diversity of organizations and approaches represented within each theme. The “Museums Meet Up” was organized in partnership with Bryn Mawr’s Museum Studies program and featured representatives from the Franklin Institute, the African American Museum in Philadelphia, the Till Arts Project, PAFA, and the Penn Museum. The “Social Justice & Advocacy Meet Up” highlighted nonprofit organizations in Philadelphia like the ACLU of Pennsylvania, Women’s Law Project, Profugo, Philadelphia VIP and others. The “Public Health Meet Up” welcomed organizations such as Prevention Point Philadelphia, Menenergy, CHOP’s Homeless Health Initiative, Maternity Care Coalition, and more. This final meet up also highlighted the BMC Graduate School of Social Work and Social Research, the College’s 4 + 1 program with the Boston University School of Public Health, and the “This is Public Health” education campaign.

Each Meet Up began with a panel introducing students to each organization and

the event’s theme. Following the panel, community representatives were stationed at individual tables where students could mingle with them for more personal and in depth conversation. Many of the organizational representatives were Bryn Mawr alumnae who were excited to be back on campus and connect with students to talk about their interests and experiences. All three events were lively and energetic—students and community representatives alike were struck by the connections they made and ease with which they did so. We are encouraged by the success of these events and are already generating ideas for new Meet Ups.

The Praxis Program, BMC’s academic community-based learning program, continues to evolve. Over the past two years, forty-eight faculty members in 21 departments taught Praxis courses integrating theory and practice through active, relevant fieldwork. There are three types of Praxis courses, which require increasing amounts of fieldwork but do not need to be taken successively. Praxis I and Praxis II courses are offered within a variety of academic departments and are developed by faculty in those departments. Praxis Independent Study courses are developed by individual students in collaboration with faculty and field supervisors. Students in these courses engage in 8-10 hours of fieldwork all semester. Over the past eight years, over 50 students a year developed Praxis Independent Study courses. Sometimes the level of interest in such courses was more than faculty could handle, leading us to pilot the Praxis Fieldwork Seminars in 2017. The pilot phase of the new Praxis Fieldwork Seminar model was successful and the model is a formal part of the program. The seminars bring students working 8-10 hours a week at independent but related field sites together every other week with a single faculty seminar instructor. Each student has their own field site supervisor, benefits from engaging in interdisciplinary exploration with a cohort of peers, and receives academic guidance from the faculty seminar leader. Including Spring 2017 (the pilot year), the Praxis Program has supported 10 Fieldwork Seminar offerings in 5 academic disciplines and 1 in general studies. Courses include: Exploring Museum Applications of Augmented and Virtual Reality (General Studies), Social Justice and Social Change (Sociology), Psychology in Practice (Psychology), Philadelphia’s Buried Past: Arch Street Project (Anthropology).

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 (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. Students proactively volunteered their time and completed community service hours within the past academic year by participating in the College's Haiti Relief efforts and Adopt-A-School program's Holiday Food Drive. Collectively students have contributed nearly 400 hours of community service.
- Keystone Education Yields Success (KEYS) assists students who receive Temporary Assistance for Needy Families (TANF) and Supplemental Nutritional Assistance Program (SNAP) support in their pursuit of post-secondary education. Students enrolled in the program have the opportunity to meet regularly with program staff who will help them meet their educational goals, and are eligible for supportive services. The KEYS Program develop partnerships with service providers throughout the Philadelphia region. A sample of community service partners include: The Chosen 300 Ministries, SHARE Food program, and Neighborhood Bike Works. Students have contributed over 300 hours of community service.
- The TRIO Upward Bound program serves students from South Philadelphia and Benjamin Franklin high schools who are either from low-income homes or neither of their parents has earned a bachelor's degree. The program provides academic and social support as well as cultural enrichment activities to students as they work towards high school graduation and college acceptance. This year seven students volunteered in the kitchens at MANNA helping the organization deliver nourishment to those battling life-threatening illnesses. Twenty five students volunteered for the Spring Garden Community Clean-Up by helping to pick up litter down several blocks of Spring Garden Street, and five students volunteered for the Backpack Drive at the College which helped put school supplies together for

K-8 students attending the Spring Garden School.

The Institute for Community Engagement and Civic Leadership

The Institute's 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 opportunities for the entire College community to gather as a galvanized and proactive unit to collectively address critical needs of the city. The Institute organizes the following programs on behalf of the college community and community at large: The Adopt-A-School Program, Institute Advisory Council, AIDS Education Month, First Book- Book Drive and Distributions, Fostering Caring Connections, Junior Achievement Step to Success, Philly Spring Cleanup, CCP Votes, National Volunteer Month, the College's Volunteer Program and Service Learning. The Center for Student Leadership Development is the hub for student leadership development, civic engagement and the many student clubs and organizations at Community College of Philadelphia. Students get involved in annual events like the Martin Luther King, Jr. Day and alternative spring break, building homes for Habitat for Humanity.

The Fox Rothschild Center for Law and Society engages its Justice and Paralegal students in a number of projects benefiting the community. During the Center's Law and Society week held annually in February, the College provides 15 community events, open to the public, and offers continuing education credits for attorneys. The center also served 50 individuals through its' ongoing Expungement Clinics and soon will be offering Name Change clinics. Partners for the Center have included: Community Legal Services, Mastery Charter School and the Defender Association of Philadelphia.

The Nursing Program provided services to vulnerable, underserved individuals through their annual 19130 ZIP Code project, for residents of local Philadelphia communities. Through the Zip Code project, students and faculty made over 7800 contacts in calendar year 2018. The project is expanding the work to the Porchlight Project storefront- an initiative that is part of the mural arts program addressing issues around the opioid crisis in Philadelphia where students are connecting with people and understanding how empathy is powerful in helping individuals get into treatment. Additionally Nursing program students serve at Broad Street Ministry in partnership with Philadelphia Fight to address health care needs of that population. The College's Dental Clinic has been cleaning, examining and sealing 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. Through the Sealant Saturday Program, approximately 40-65 children are seen and receive dental sealants free of charge. Students are also involved in the Oral Cancer walk associated with The University of Pennsylvania and are assigned a rotation on the St. Christopher's Foundation's children mobile dental van.

OUR MEMBER CAMPUSES



DREXEL
UNIVERSITY

Drexel University's 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.

Civic Leadership

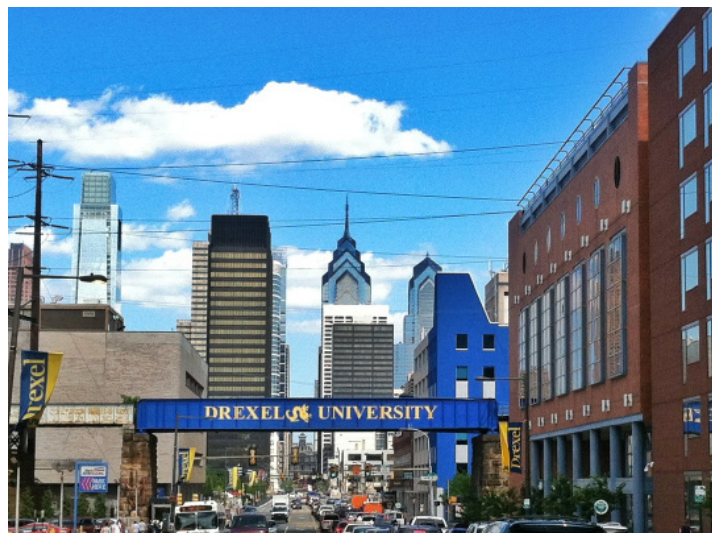
Through our leadership initiatives, including the Drexel Community Scholars (DCS), Civic Teaching Assistants, and the Lindy Scholars Program, we support, advise, and empower students to further develop their civic identity and continue to consider how they will become engaged citizens in the future.

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.

Public Service

We strategically match individual students and student organizations, as well as faculty and staff, with meaningful volunteer 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.





HAVERFORD COLLEGE

Haverford College has a long-standing commitment to putting learning into action for greater ethical purposes. This year witnessed several new initiatives that strengthen the College's work in the Greater Philadelphia Region. The Marilou Allen Office of Service and Community Collaboration was established; one of our students was recognized by Campus Compact as a Newman Civic Fellow for his work in Ardmore and beyond. The first TriCo Philly Semester was offered. Finally, several academic programs and the Center for Peace and Global Citizenship piloted collaboration on an introductory course to support rigorous consideration of ethical engagement and action, locally and internationally.

The Marilou Allen Office of Service & Community Collaboration (OSCC) works with both the Dean's Office (on the Diversity Access & Community Engagement team) and the Center for Peace & Global Citizenship to help build local relationships and partnerships, and position Haverford's campus as a welcoming gathering place for Ardmore community members. The OSCC was founded this year in honor of Marilou Allen (1933 – 2017), who served the Haverford College community for over 30 years by supporting students on campus and connecting them to community service opportunities, often in Ardmore.

Due to his work bridging communities on campus, in Ghana, and as part of co-founding Sons United Achieving Goals of Excellence (SURGE), Maurice Rippel '19 was recognized by Campus Compact as a Newman Civic Fellow. SURGE is a mentoring program developed by men of color who work with boys of color in Ardmore.

In a new initiative shared among Bryn Mawr, Haverford, and Swarthmore Colleges, the TriCo Philly Semester offers students a residential semester experience in the City of Philadelphia. As the program enters its first year, curricular and co-curricular programming will continue to grow to support community-driven learning and action.

Collaboration across academic programs including Environmental Studies, Health Studies, and Peace, Justice, and Human Rights, in cooperation with the Center for Peace and Global Citizenship, has yielded an introductory course on global thinking and ethical action, locally. Students interested in local and international forms of global justice work may take the course, focused on planetary health, as a mechanism to grow in familiarity with the College's numerous regional community partners, while also considering ethical action through the lenses of human dignity and environmental sustainability.

Haverford College again supported 60 summer internships dedicated to peace and social justice work around the world, including locally. Six alumni serve professional roles with regional nonprofits from Community Legal Services to the Education Law Center, and many more, while living in community in West Philadelphia at the Haverford House. Numerous other initiatives across campus continue to advance the College's ethical engagement with the broader region and the world.

OUR MEMBER CAMPUSES



HOLY FAMILY UNIVERSITY

Holy Family University – founded in 1954 – is a ministry of the Sisters of the Holy Family of Nazareth, a Roman Catholic congregation of religious women. Through its Mission, the University seeks direction and inspiration from the life and teachings of Jesus Christ, affirming the values of the Judeo Christian tradition, and educating students to assume lifelong responsibilities toward God, society, and self. The University’s motto, *Teneor Votis*, “I am bound by my responsibilities,” embodies this virtue.

In harmony with the Mission, the Core Values of Family, Respect, Integrity, Service & Responsibility, Learning, and Vision help inform and enlighten the University community and are the driving forces behind our role as a committed partner in serving our city neighborhoods and beyond.

Engaging with the Community at Home and on the Road

A majority of our students and a significant number of our alumni, faculty, and staff reside in the Greater Philadelphia region and take pride in supporting and engaging with their communities.

- The University’s Family Center provides educational resources to families through free workshops on various topics concerning personal, communal, spiritual, and healthy living; and donates birthday cakes for children from low-income families. These resources are open to the public and in 2018, over 250 families benefitted from the Family Center outreach.
- As part of the University’s annual Charter Day of Service each February, members of the University family volunteer at Philadelphia-based organizations performing tasks such as: packing food for the hungry, visiting with the elderly, donating clothing/coats for the needy, etc.
- In partnership with Habitat for Humanity, our students provide assistance to local residents who are disabled or elderly with everyday chores. In addition, our students, faculty and staff members participate in the Alternative Spring Break program where they take their volunteerism on the road. In distant towns, they help build or rebuild homes for families, extending compassion and showing others Philadelphia’s unique blend of brotherly love and sisterly affection.

Honoring Philadelphia’s Diverse Populations through Education

Recognizing and embracing Philadelphia as a multicultural – and global – city, Holy Family has made a firm institutional commitment to promoting diversity for the good of all.

- The University created a new unit for Institutional Effectiveness and Diversity which oversees international education initiatives and global engagement. The goal is to teach our students to be responsible global citizens by fostering cultural competence.
- Internationalization is being integrated into current and future strategic institutional objectives and initiatives as evidenced by the newly-formed internationalization lab, introduced under the auspices of the American Council of Education. As part of this effort, a new university committee on international education and global engagement is charged with goal setting, advising, and assisting in the development of programs, projects, and recommendations for policies that will reflect the best practices of internationalization.

Collaborating with Others to Support Community Needs

Knowing that it takes a village, Holy Family University has established strong partnerships with other institutions and organizations throughout the city to help meet some of the unmet needs of its citizens.

- An interfaith partnership with the Jewish Relief Agency has yielded opportunities to network with community food banks to feed the homeless and hungry individuals and families living in our city.
- As a member of the Northeast Services Team (NEST), the University collaborates with a group of service organizations in Northeast Philadelphia, improving communications and providing access to resources for underserved populations.
- The Community Bridge program offers tuition discounts to students transferring from Community College of Philadelphia. Eligible students with GPAs above 3.0 can earn discounts in the range of 15-20%.
- Tuition discounts of up to 20% are also extended to Philadelphia Police and Philadelphia Fire Department employees for undergraduate and graduate programs in the division of Extended Learning.

Holy Family University appreciates the opportunity to express its Mission and Core Values in the community through these and many other initiatives. We look forward to continuing to serve God and others by supporting families and improving the quality of life for all.



LA SALLE
UNIVERSITY

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. La Salle supports a commitment to “together and by association,” a guiding light of the Christian Brothers.

University Ministry, Service, and Support (UMSS) provides students with an array of service opportunities at the local, national, and global levels. Fellowship of Community and University Service programs connect students with approximately 25 local organizations, contributing over 20,000 hours of service to community partners within 12 weekly student-led service programs. UMSS's immersion and service trips give students the opportunity to gain knowledge and first-hand experience of social justice issues through service done in partnership with local communities.

The De La Salle Institute for Teaching and Learning supports a variety of curricular and co-curricular programs. The Community-Based Learning Faculty Fellows program generates new community-based learning courses, and the Service Learning Faculty Cohort provides regular opportunities for faculty to discuss best practices in the field. The newly designed Together And By Association courses will bring together three faculty from different disciplines to develop seminars around a shared theme. La Salle regularly offers “Inside-Out” courses, taught inside of local correctional facilities and comprised of half incarcerated students and half college students. Weekly Explorer Cafes engage the campus community with interactive discussions on topics of both academic and social concern, while frequent panels, film screenings, and guest speakers extend learning outside of the classroom.

La Salle continues its partnership with PHENND and the GEAR UP initiative. GEAR UP coaches tutor students attending Martin Luther King Promise Academy and Samuel Fels high schools. They also have conducted a college panel and supported the College Resource Center at Martin Luther King. La Salle will expand education field placement opportunities at Fels and support students in academic and college/ career advising.

La Salle engages in community-based endeavors through professional and clinical programs. 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. The La Salle Neighborhood Nursing Center (LSNNC) provides public health nursing and social services to adult community members who live and work in the Northwest section of Philadelphia. La Salle Autism and Developmental Disabilities Education Resources (LADDER) combines education, community outreach opportunities, and clinical services for families and youth dealing with issues surrounding autism and developmental disabilities.

OUR MEMBER CAMPUSES



PennState
Brandywine

PENN STATE
BRANDYWINE

In 2017, a generous donation was made to Penn State Brandywine by David M. and Marjorie Rosenberg through their family Foundation to establish The Center for Ethics and Civic Engagement. The Center, formerly known as the Laboratory for Civic and Community Engagement, has been restructured to put ethics and civic engagement at the heart of the Center's focus with the goal of integrating ethics and civic engagement across the curriculum and the campus' culture. The hiring of a full-time director in 2018 was the initial step in bringing more of a focus to the Center.

During its first academic year, the Center is developing pilot programs and community partnerships that will provide students with engagement and learning opportunities through volunteering, internships, community-based federal work study employment, community-based learning courses and research opportunities. Campus and off-campus civic engagement programs are being created that prioritize student leadership opportunities, ethical decision making, commitment to working with our local communities, and the potential for long-term community partnerships. For example, the Center is building and managing the campus' community-based federal work study program. Students eligible for federal work study now have the opportunity to earn their federal work study award in internship-like experiences with approved community partners.

The Center is collaborating with professors and campus centers to support and create academic initiatives that incorporate ethical and civic engagement throughout the curriculum. Currently, the Center's focus is on creating joint grant proposals, developing service-learning opportunities with community partners, delivering guest lectures, and creating on-campus ethics and civic engagement assignments/programming. Several faculty members are participating in upcoming Center initiatives including the Campus Civic Dialogue Series, 2019 Social Justice Fair and the 2020 Campus Voter Education Campaign.

As a new campus organization, the Center is quickly building brand awareness amongst campus and community members by partnering with active student clubs and gaining recognition from student leaders and influencers across the campus. The Civic and Community Engagement Student Club is advised by the Center's director who has helped the group focus on creating student awareness of the Center's co-curricular campus and off-campus service and civic engagement opportunities. For example, the Center and the Civic and Community Engagement Club collaboratively

organized the Penn State Brandywine 2019 MLK Day Celebration, bringing together 13 student clubs and organizations as co-sponsors and project leaders. This family-friendly event was publicized to the local community and hosted more than 200 MLK Day volunteers on campus. In general, student participation in volunteer projects within the community have been a strong first step toward building new community partnerships. During its inaugural year, the Center has organized over 1100 hours of volunteer service by sponsoring more than 20 events and volunteer opportunities that have connected Penn State Brandywine students, faculty and staff with our community partners. By working with these community organizations, students involved with the Center learn the importance of community and public service while gaining valuable educational experiences outside of the classroom.



PHILADELPHIA COLLEGE OF OSTEOPATHIC MEDICINE (PCOM)

Philadelphia College of Osteopathic Medicine (PCOM) is dedicated to the education of students in medicine, health and behavioral sciences. The College fosters the growth of the osteopathic profession by training physicians through programs of study guided by osteopathic medical tradition, concept and practice. PCOM is committed to the advancement of knowledge and intellectual growth through teaching and research, and to the well-being of the community through leadership and service.

The Philadelphia College of Osteopathic Medicine offers several pipeline programs on the Philadelphia and Georgia campuses that exposes underrepresented high school students to careers in the health professions.

PCOM Science and Math Summer Academy—Philadelphia & Georgia Campuses

The PCOM Science and Math Summer Academy is a rigorous summer program designed to raise interest in STEM+M (science, technology, engineering, math and medicine) among motivated minority high school students, with the goal of alleviating healthcare disparities by increasing diversity in those fields. The Summer Academy stems from a partnership with local high schools in Philadelphia and Atlanta that spans the academic year, through which PCOM students and faculty work with high school students on research projects and internships, and learn in PCOM's laboratories. Through PCOM, high school students are also exposed to national programs designed to increase diversity in healthcare.

PCOM Partners with Main Line Health on the Health Career Academy—Philadelphia & Georgia Campuses

The Health Career Academy, founded by Main Line Health, fosters relationships between medical and high school students, exposing high school students to subject matter they would not typically learn in their normal course of study. The medical students are positive influences, proving the benefits of staying in school, while encouraging students to pursue careers in the field of health care. At both PCOM campuses, medical student mentors go into local high school classrooms over three months to work on health-related group projects, which the students present at year-end symposia.

PCOM Partners with the Distance Learning Center (DLC)—Philadelphia Campus

The DLC STEMprep Project Training Program targets racial groups that have been historically underrepresented in the medical professions for their population size, and who face a health disparities gap. The program supports gifted students from minority populations with a training model from seventh grade through senior year of college. The students are rotated through basic science labs in academia, the National Institutes of Health, and the pharmaceutical industry.

PCOM Partners with Together for West Philadelphia – Philadelphia Campus

In March 2018, the PCOM Philadelphia campus joined Together for West Philadelphia, collaborative of community-based stakeholders who share a commitment to improving the health outcomes of local residents. Membership includes regional medical schools, hospitals, health clinics, and universities. The collaborative is charged with leveraging intra-institutional resources to develop and advance comprehensive and sustainable programs that promote health access, wellness, food insecurity, and social supports

OUR MEMBER CAMPUSES



RUTGERS UNIVERSITY CAMDEN

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.

Our institutional commitments have resulted in a civically-minded and highly engaged campus community. During the 2017-18 academic year:

- Faculty, staff and students spent more than 371,932 hours on community service. 7,018 (duplicated) individuals participated in service in 2017-18 academic year.
- For 4,429 (duplicated) students, community service and civic engagement were part of a credit-bearing academic experience. In 2017-2018, 179 undergraduate and graduate courses included academic engaged civic learning components, this represents a dramatic increase from the 31 engaged civic learning courses offered during the 2009-2010 academic year when the office of civic engagement opened.
- The Civic Engagement Faculty Fellows program, which trains faculty to develop and implement engaged civic learning courses, welcomed 10 new members into its 2018 cohort, increasing the total number of Faculty Fellows to 99.
- Our 2018 New Students Day of Service, which aims to connect undergraduates with civic engagement opportunities during their first week at Rutgers-Camden, had more than 350 participants.
- Our K-12 programs—Rutgers Ignite (a STEM-based afterschool and summer 21st Century Community Learning Center serving grades 4-8), Rutgers Future Scholars (a pre-college scholarship program for first generation Camden city students grades 8-12), and the Hill Family Center for College Access (an early college awareness and college and career readiness initiative serving grades 6-12) served over 1,000 youth in 2017-2018.

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 challenges present in the city or contribute to positive efforts driven by community leaders. 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.



ST. JOSEPH'S UNIVERSITY

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 2018-2019, The Service-Learning Program engaged over 558 students in 33 courses working with over 50 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, From Safety to Redemption: The Catholic Call to Dismantle Racism by Sr. Patricia Chapelle, SNND and Barking to the Choir: The Power of Radical Kinship by Fr. Gregory Boyle, SJ.

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 and other engaged academic departments. SJU applauds another successful year of PHENND's commitment to educating for justice!



OUR MEMBER CAMPUSES



SWARTHMORE COLLEGE

A small liberal arts college of about 1500 students, Swarthmore College was founded by the Society of Friends in 1864. 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 H'81 (1919-2017) 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 Lang Center works with faculty, students, staff, and community partners to promote ethical intelligence, active yet reflective civic engagement, and innovative solutions to pressing social problems, all under the paradigm of "Engaged Scholarship." Ernest Boyer coined the term engaged scholarship to describe teaching and research that connect "the university to our most pressing social, civic, and ethical problems" (Boyer, 1996). The Lang Center connects communities of scholars, practitioners, and other constituencies to chart their course towards the common good, as the following examples illustrate.

The Lang Center supports Engaged Scholarship (and the faculty who employ such public-facing or community-based approaches in their research or their courses) through many initiatives, including four signature faculty-led programs, including the Urban Inequality and Incarceration (UII). UII explores intersections of race, inequality, mass imprisonment, and policy and their connections to the carceral disparities in our local and global communities. Through this Engaged Scholarship approach, UII fosters opportunities for deep learning, grounded action, and social change.

The Searching for Sanctuary: Borders, Migration & Human Rights learning community brought Swarthmore College students and faculty from four different courses together for cross-disciplinary conversations through a speaker and dinner series in Spring 2018.

Friends, Peace, and Sanctuary is a two-year, collaborative and interdisciplinary project among renowned book artists, the Lang Center, the Friends Historical Library and Peace Collection as well as Swarthmore College students, faculty, and local Syrian and Iraqi individuals who have resettled to Philadelphia. Driven by questions about displacement and refuge, the project explores art's capacity to build empathy and create a deeper sense of belonging.

Under the leadership of Dr. Denise Crossan, Lang Visiting Professorship for Issues of Social Change, the University Innovation Fellows and Social Innovation Lab Associates welcomed Swarthmore social innovators to Social Innovation Lab @ the Lang Center and provided introductory workshops on design thinking in 2018-2019.

The President's Sustainability Research Fellowship—an innovative model of Engaged Scholarship that embodies the interdisciplinary spirit of the liberal arts and evinces the power of collaboration in applying knowledge to needs—continues in 2018-19. The program matches motivated students with small teams of staff and faculty mentors to research, develop, and implement projects in a year-long course and associated internship.

During summer 2018, Swarthmore Foundation supported 16 students who contributed approximately 6400 hours of work in collaboration with 11 faculty members advancing Engaged Scholarship agendas. Additionally, the foundation supported 77 students who in turn provided over 30,000 hours of service with social justice organizations.



TEMPLE UNIVERSITY

Temple University is a national center of excellence in teaching and research with an international presence. The university's talented faculty and broad curriculum of more than 400 academic programs across 17 schools and colleges provide superior educational opportunities for academically talented and highly motivated students.

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 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: partnering with Big Brothers Big Sisters of Eastern PA to place 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.

In July 2018 Community Relations expanded its outreach through the acquisition of the Temple University Center for Community Partnerships. The center touts a history and tradition of almost 50 years of bridging the needs of the North Philadelphia community with the capacity of the university to assist its neighbors. The center collaborates with residential stakeholders, government and social services organizations to implement strategies that enhance the knowledge, resources and capacities across the region. The center develops and implements multiple



projects in the areas of: workforce and career development; youth development; and community development.

Community Relations also serves as the home base to the Pan-African Studies Community Education Program (PASCEP). This university gem serves with the mantra in mind of "keeping the community informed." Volunteer instructors include community advocates, Temple faculty and staff, business owners and others who are passionate about lifelong learning. Workshops are free and courses are inexpensive.

Temple's 20/20 Scholarship Program is supported in part by the Office of Community Relations. Financial awards are provided to up to 25 incoming freshmen annually who reside in the four zip codes surrounding Temple's North Philadelphia campus. The Office of Community Relations led the development of the scholarship program and aggressively works to recruit donors and potential applicants.

The Office of Community Relations provides meeting space to nonprofit community organizations for workshops, presentations, and programs.

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.

OUR MEMBER CAMPUSES



UNIVERSITY OF PENNSYLVANIA

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 civic engagement, centering community organizations and social justice education, promoting mutually beneficial collaborations between Penn and Philadelphia community nonprofit organizations. Each year, Civic House partners with over a dozen local community organizations through the Community Engagement Internship program which places students at community-based organizations through the academic year and summer, and the Civic Engagement Program for student volunteers. Partner organizations across the country work with the Penn Alternative Breaks program. Additionally, the West Philadelphia Tutoring Project involves some 300 Penn students in 1:1 tutoring supporting local youth in several local schools and in an on-campus program.

Civic House also hosts the Civic Scholars Program, through which undergraduates commit to a four-year experience in civic service and scholarship. Like the Civic Scholars Program, Civic House involves education and reflection in all of its programs to help students to most responsibly and effectively work with our community partners.

Through the Barbara and Edward Netter Center for Community Partnerships, nearly 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 sixty 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.

As part of ABCS courses, internships, work-study, and volunteer opportunities, Penn students are engaged at nine local schools. 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 students, their families and 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.





UNIVERSITY OF THE SCIENCES

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.

Nearly 200 years on, 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. Our students are conducting innovative research and impacting the lives of patients in the community, too.

In the lab, they are focused on a range of things from HIV and Zika Virus to rare diseases and water purification. Several patent applications have been filed to protect innovations by faculty and students recently. Our health professions programs are researching everything from substance use disorders to stroke rehabilitation to find new treatments, possibilities, and hope for patients.

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 such as 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



Widener
University

WIDENER
UNIVERSITY

At Widener University, we believe academic excellence, career preparation, and civic engagement are the foundations for success. Those values are incorporated into more than 60-degree options university-wide, including top-ranked programs in nursing, engineering, social work, and the arts & sciences. Widener meets students where they are in their education journeys, with associate, baccalaureate, master, and doctoral degrees.

Widener University is located in Chester, PA. The City of Chester, is an urban municipality of 34,102 people located in Delaware County, Pennsylvania (PA), just south of Philadelphia along the I-95 corridor. More than one third (35.9%) of Chester residents live in poverty. In 2017, 49.6% percent of children were living below the poverty level. In comparison, fewer than 10.4% of Delaware County individuals and 14% of individuals under age eighteen, live below the poverty level. In 2017, Chester's median household income of \$29,954 represented the lowest in the five-county area, including Philadelphia, and less than half that of Delaware County (\$69,839).

We strive to see ourselves as not separate from, but part of our local community. Seventy-five percent of Widener University students participate in organized service activities. Whether students serve just once per year or ten hours per week, our local and global communities are important co-educators for each student. There are six key components to the Widener University Civic Engagement Structure:

Academic Service Learning - The Academic Service-Learning Faculty Development Program (ASLFDP) was established in the fall of 2004 to assist faculty with the development and implementation of academic service-learning courses. Ninety-six faculty members, representing all colleges on the main campus have completed the ASLFDP. Since the spring 2005 semester, approximately 80 different service-learning courses have been taught by these faculty members with 15-25 courses being offered each semester. More than 4000 students have completed a service-learning course. In addition, approximately 60 community partners have collaborated with faculty fellows in creating meaningful experiences for our students.

The Center for Civic and Global Engagement - Created in 2018, CCGE builds pathways for civic and global engagement, including serving as a support system for our international students. CCGE creates opportunities to educate, empower, and

equip Widener students to become global citizens. Widener students will learn how to become socially responsible leaders and make a global impact. CCGE continually builds collaborative local, national and international partnerships to further the university's civic and global mission.

Political Engagement - the University has developed a campus-wide Political Engagement Committee that includes faculty, students, and staff. In partnership with Project Pericles, the committee ensures that students have access to exclusive educational opportunities that help them develop their civic engagement and advocacy skills. The committee also organizes student participation in Student Legislative Educational Advocacy Days in Harrisburg and hosts a Debate Watch for presidential and gubernatorial debates and panel discussions on timely issues.

Community Based Research - Widener faculty have taken the lead to create sustainable partnerships in Chester and surrounding communities that have opened windows of opportunity for both residents and students. Coordinated through our office of Undergraduate Research, Widener offers funding support for faculty and students to develop community-based research projects that address issues of concern for the local community. These research projects included investigating local water quality, mapping housing quality, and assessing campus-community relationships.

Student-Run Pro Bono Clinics - Widener offers professional services to the local community through our student-run clinics. More than 2,500 people from Chester and nearby communities have received a variety of medical and mental health services over the past decade from five Widener clinics that serve the uninsured and underinsured. The clinics offering nursing, physical therapy, child therapy, neuropsychology assessment, and biofeedback were inspired by the university's Social Work Counseling Services (SWCS), a program founded in 2000 to give social work students counseling experience and serve members of the community. Services are offered pro bono by volunteer physical therapists, social workers, psychologists, nurse practitioners and registered nurses. Most of these volunteers are Widener alumni, faculty, and students.

Arcadia University, students, faculty, and staff collaborate with neighbors and organizations to greatly impact local and global communities. This past year, Arcadia students participated in more than 100 community and civic engagement activities, as well as nonprofit partnerships totaling more than 14,000 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 over 50 off-campus non-profit organization partnerships. Arcadia has been named several times to the Corporation for National and Community Service's President's Higher Education Community Service Honor Roll.

Through the CCEC, Arcadia students have participated in over 56 community and civic engagement activities totaling more than 5565 hours of service, including:

- The 25th annual Empty Bowl Benefit Dinner in November, where the University raised over \$10,100 to benefit Philadelphia Interfaith Hospitality Network and Rise Against Hunger. Nearby artists, schools, and restaurants contributed bowls and food for the event. Since its inception, the event has raised more than \$150,000.
- Alternative Spring Break, with 21 volunteers traveling to Dickinson, Texas, where they worked with the Texas United Methodist Conference to help rebuild homes and communities affected by Hurricane Harvey. Two students from the group rescued Spackle, a terrier mix dog who was displaced during the hurricane and going to be euthanized at the local shelter. Through additional fundraising and communication efforts, they were able to coordinate Spackle's arrival and fostering in Pennsylvania. The group consisted of Arcadia students, alumni, and staff, who in total volunteered more than 1150 hours.
- Students braved below zero temperatures to host the University's Martin Luther King Jr. Day of Service event, which filled six box trucks and eight vans for 10 Philadelphia area organizations, along with seven tons of eWaste that was recycled in a safe and environmentally friendly process and two trucks of paper securely shredded. In total, 90 volunteers donated 389.5 hours toward this year's program.
- Partnering with 24 sites for the New Student Orientation Day of Service in August, where 365 students volunteered over 2,000 hours at thrift stores, cleaning local parks, assembling meals to be distributed, creating a garden, and revitalizing primary school classrooms.

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. With over 50 nonprofit partnerships, accumulating more than 8533 hours of service, they developed key skills working with community organizations in various areas of need such as education, food security, environmental sustainability, and healthcare-related positions, including:

- Assist with event and after-school programs at Cheltenham Township School District, where students worked with teachers on outdoor activities, homework, and other activities. In-school programs include Cheltenham Day, Wyncote Day, and Myers Day, where students worked with children in grades kindergarten to sixth grade.
- Coordinate donor data with Brush with the Law to assist the program with to better organize fundraising efforts. Brush with the Law works with individuals who have been affected by drug addiction and the criminal justice system.
- Socializing and providing basic care, such as feeding and cleaning the cages, to the cats of the Forgotten Cats Shelter.
- Assisting patients and visitors at the Holy Redeemer Medical Center performing various types of duties, assisting in various departments throughout the Holy Redeemer Health System.

In 2017, Cabrini University celebrated our 60th anniversary of welcoming learners of all faiths, cultures, and backgrounds, to a curriculum rooted in academic excellence, leadership development, and a commitment to social justice.

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. 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 2017, Cabrini University launched four new academic centers, joining the existing

Wolffington Center for Faith and Justice and Nerney Leadership Institute:

- Center on Immigration
- Center for Global Learning
- Center for Urban Education, Equity, and Improvement
- Center for Children of Trauma and Domestic Violence Education

OUR MEMBER CAMPUSES



CHESTNUT HILL COLLEGE



JEFFERSON UNIVERSITY

Chestnut Hill College continues to live out its mission of service to every kind of dear neighbor without distinction. In August 2018, the College welcomed students to the seventh annual Leadership, Engagement, and Service (LENS) program. During this program, new first year and transfer students move into campus before classes begin for a weeklong service-immersion experience in Philadelphia, along with leadership development, and reflection in the spirit and mission of the Sisters of St. Joseph, who founded and sponsor College.

This year, the group took a critical lens to the phrase dear neighbor, and focused service and justice education on our near neighbors in the Germantown, Mt. Airy, and Chestnut Hill sections of Philadelphia. Students and service-learning staff examined structural income inequality and reflected on the dual need for both charity and social justice to address issues of systemic poverty. Specifically, students served meals at Face to Face Germantown, and worked with Philadelphia's Interfaith Hospitality Network in Mt. Airy.

Continuing a new initiative started last year, students who participated in the LENS program were invited to serve as student leaders for the Martin Luther King Jr. Day of Service, in collaboration with the College's Office for Diversity & Inclusion. These student leaders worked with Service-Learning and Diversity & Inclusion staff to contact community partners, plan service events for the campus community, and helped to organize structured reflection activities for MLK Jr. Day of Service participants.

Jefferson East Falls provides a comprehensive professional education with preeminence in architecture, business, design, engineering, fashion, health, liberal arts, medicine, science and textiles, creating an incredibly valuable impact for our students, faculty and society.

Our Community Service & Civic Engagement Office assists students in increasing their access to community service opportunities, serves as an informational resource about community agencies, supports students' civic engagement, and promotes service as a tool for learning. Our staff works closely with our multiple community partners in order to offer our students as many options for volunteer and work study matches as would accommodate their various schedules and passions to serve. We also require all students enrolled in Service Learning courses and First Year Seminar courses (which is required of all freshmen) to work with our non-profit community partners.

Our goal is to develop students into community-conscious leaders who have an active and engaged relationship with the City of Philadelphia, surrounding neighborhoods and the broader context of society.



NEUMANN
UNIVERSITY

Neumann University is a Catholic Franciscan institution committed to its mission of educating a diverse community of learners based upon the belief that knowledge is a gift to be shared in the service of others. Neumann's First-year students engage in a morning of service during their first weekend on campus (400 students visited 21 organizations last August) and all students participate in at least one service-learning course in their major. Volunteer activities are also completed by Campus Ministry, student clubs and athletic teams.

Campus Ministry engages students in service through week-long service immersion experiences. The students serve with Habitat for Humanity in Pennsylvania, South Carolina, and Louisiana. They also provide service to the Cardinal Kelvin Felix Archdiocesan Pastoral Centre in St. Lucia, The Valley of Angels Orphanage in Guatemala, and Wind River Indian Reservation in Wyoming.

Student Government at Neumann encourages and supports clubs to provide community service. Every student organization completes at least one service project per semester. Neumann student-athletes also engage in a variety of community service activities as teams.

The University also maintains a number of community partnerships. 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 focused on the school, students serving as tutors, and faculty and staff serving on the board. In addition, the University sponsors a Wellness Center at the Chester Senior Center staffed by nurse practitioner faculty members.



THE UNIVERSITY
OF THE ARTS

UNIVERSITY OF
THE ARTS

The University of the Arts provides opportunities for students to engage with the Philadelphia community via service projects through two academic-linked programs: NEUARTS and the University Honors Program.

NEUARTS

In its fifth year of operation, NEUARTS (Neighborhood Engagement at the University of the Arts) has placed over 300 UArts students in after school programs in Point Breeze. They have painted, danced, composed, gamed, photographed, filmed, designed, costumed and animated with elementary school children at both Childs Elementary's Dream Academy and Vare Recreation Center. These partnerships occur during class time, and students receive course credit. All engagement is done in groups, is arts based, and involves our students in the creation and implementation of all activities. This year we had the opportunity to bring additional performances to our after school partners, funded by the Harry Chapin Foundation and the Dolfinger Foundation. This performance series was called, "Sound Ideas" and featured the artistry of "Tap Team Two," a traditional tap duo led by master tapper Robert Burden and Corinne Karon, plus an additional concert workshop with Latin Grammy Award winner Arturo Stable and Friends, and a third performance workshop by the UArts Dance Team, the "Royals." We look forward to our continued relationship with both the Dream Academy and Vare Recreation Center.

UNIVERSITY HONORS PROGRAM

The University Honors Program provides academically exceptional and creatively gifted students with a rigorous and enriching intellectual and artistic experience. Students have the opportunity to be a part of a community of Honors Scholars with a high level of commitment to investigating the role of the performing, visual and writing arts in contemporary life. In addition to required Honors coursework, Honors Scholars must complete 15 hours of community service each semester of participation in the Program, for a total of 75 hours to complete the Program requirements.

OUR MEMBER CAMPUSES



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 H. Melrose Center for Global Civic Engagement. Students who participate as Melrose Fellows 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.



WEST CHESTER
UNIVERSITY

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 Office of Service-Learning and Volunteer Programs (SLVP) is charged with implementing this university-wide vision. SLVP promotes community-engaged learning experiences and builds mutually beneficial partnerships that address community needs with the goal of developing students into lifelong active citizens.

The 2017-18 school year saw over a 400% increase in students accessing our Resource Pantry with over 7,000 pounds of food distributed. Established in 2016 as a collaboration with the Financial Aid Office, The Resource Pantry helps eliminate barriers to degree completion for low-income students by providing basic necessities, such as food and personal care items to students. Educational programming is also offered to help build the self-sufficiency needed to be successful after college.

SLVP programming and service-learning courses continue to play an important role in deepening students' understanding of social problems, encouraging them to be reflective thinkers, and setting them on a life-long path of active citizenship. From 2017-18, 112 student organizations participated in service projects that generated more than 44,000 hours of public service and raising \$139,338 for various nonprofit organizations.



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