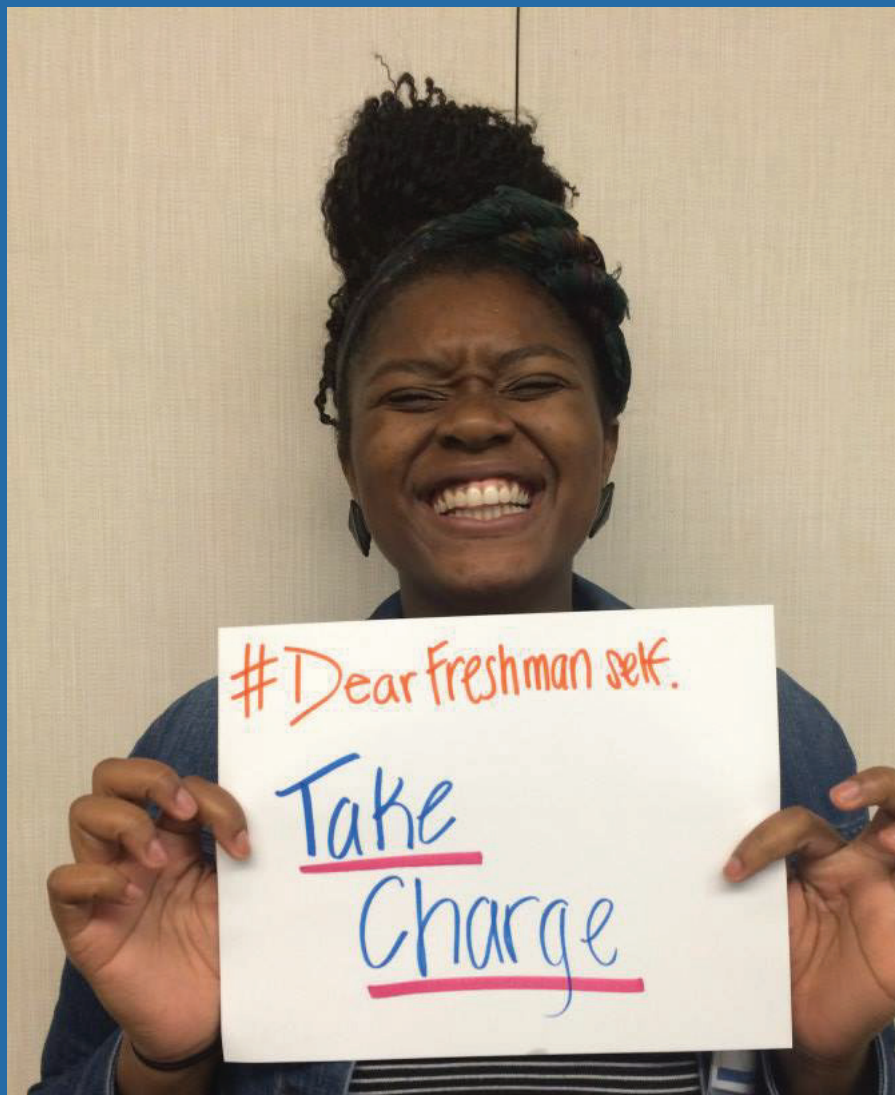


# PHENN

## 2019 Annual Report *A Year in Review*



# This Year's Contents



4.....	ABOUT PHENND
8.....	COMMUNICATION & EVENTS
12.....	K-16 PARTNERSHIP NETWORK
12 .....	Lindy Award
13 .....	K-16 Special Events
14 .....	Gear Up
16.....	NATIONAL SERVICE
16 .....	Next Steps
18 .....	Phennd Fellows VISTA
20.....	SEED TRAINING SERIES
21.....	OUR MEMBER CAMPUSES



# 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.

# PHENND Staff

**Hillary Kane**  
Director

**Eden Kainer**  
VISTA Program Manager

**Modupe Oke**  
Next Steps Program Manager

**Dana Kayser**  
VISTA Program Coordinator

**Jesse Kline**  
AmeriCorps VISTA Leader

**Ben Sereda**  
AmeriCorps VISTA Leader

**Kenyada Posey**  
AmeriCorps VISTA Leader

**Arlene Dowshen**  
PHENND Update volunteer

# PHENND Steering Committee

**Dr. Ira Harkavy**, Director, Netter Center for Community Partnerships, University of Pennsylvania

**Nell Anderson**, Director of Community Partnerships and Praxis, Bryn Mawr College

**Dr. Jennifer Johnson Kebea**, Executive Director Lindy Center for Civic Engagement, Drexel University

**Dr. Nyeema Watson**, Assistant Chancellor for Civic Engagement, Rutgers University at Camden

**Ann Marie Keffer**, Director, Faith-Justice Institute Saint Joseph's University

**Dr. Jennifer Magee**, Senior Associate Director, Lang Center for Civic and Social Responsibility Swarthmore College

**Dr. Eric Hartman**, Director, Center for Peace & Global Citizenship, Haverford College

**Dr. Emily Moerer**, Associate Vice Provost for Undergraduate Studies, Temple University

**Dr. Marcine Pickron-Davis**, Chief Diversity and Community Relations Officer, Philadelphia College of Osteopathic Medicine

# 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 K-12 schools to discuss issues pertaining to campus-community partnership. In celebration of its 30th Anniversary, the 2019 PHENND Conference was a three-day event, which drew 196 participants from across the country, focused on Trauma + the Arts. Rev. Maake Masango, retired professor of Practical Theology at the University of Pretoria, delivered a rousing keynote speech highlighting the use of arts in healing traumas in post-apartheid South Africa. The event featured three pre-conference workshops including one on self-care for those experiencing secondary trauma, such as social workers and teachers. Music, performance, and visual art were featured throughout the three days. The conference was sponsored by Penn's SAS Global Diversity Fund, the SAS Conference Fund, the Lerner Center/Music Department, the Netter Center for Community Partnerships, and Drexel's Department of Performing Arts.

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.



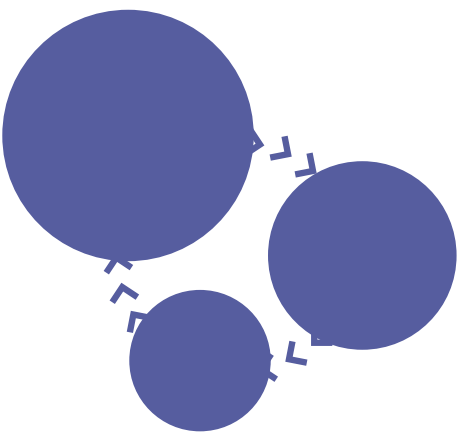
# Introduction

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

This past year, PHENND began implementing recommendations from a new strategic alignment plan developed in the 2017-2018 year 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.

The first key priority outlined in the report was to revitalize and rebuild the board, known as the PHENND Steering Committee. To that end, PHENND invited three new institutions to the board: Temple University (represented by Dr. Emily Moerer, Associate Vice Provost for Undergraduate Studies), Philadelphia College of Osteopathic Medicine (represented by Dr. Marcine Pickron-Davis, Chief Diversity and Community Relations Officer), and Haverford College (represented by Dr. Eric Hartman, Executive Director of the Center for Peace and Global Citizenship).





# 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. In July 2018, we switched to a new platform, upgrading the visual presentation of the PHENND Update, allowing for easier subscription and removal and tracking of analytics.

“ Just wanted to say how much I look forward to your emails every couple of weeks! You do such a great job at bring together interesting information that helps us do our jobs better. Thanks for your efforts. ”

## K-16 Partnerships Newsletter

Distributed quarterly, the K-16 Partnerships Newsletter is a collection of stories, interviews, and articles about the people and programs making a difference in the Greater Philadelphia area for youth in the K-16 continuum.

*By the numbers:*

**6,595** Individuals  
receive the PHENND Update each week,

**+2%**  
since last year

**2,172** events, jobs, grants, and other announcements have been advertised since this time last year

**2,616** Individuals  
currently receiving the K-16 Partnerships Newsletter directly **+2%** since last year

**9** articles published in the K-16 Partnerships Newsletter during the 2018-19 school year.

*By the numbers:*

**871** Individuals  
receive the  
College Success  
Network each  
month.

Monthly issues began

**Dec.**

**2018**

with **6** issues

distributed during the  
2018-2019 school year.

## College Success Network

New this year, PHENND developed a monthly College Success newsletter. Building off of work previous work catalyzed by a small grant from the Philadelphia Department of Commerce, PHENND has launched a new network aimed at increasing college degree completion among low-income and first-generation students. After many years in the college access world, we have come to realize that while the gap is narrowing for low-income students in terms of admission to college, the gap remains large for college graduation rates compared with middle and upper-income peers.

The College Success Newsletter is a monthly collection of new articles, podcasts, webinars and other resources related to degree completion for low-income, non-traditional, and/or first-generation students. **For this newsletter, we built an entirely new audience – upper level administrators representing various domains related to: academic advising, financial aid, teaching and learning, career services, peer mentoring, diversity and inclusion, and institutional research to name a few.**

**COLLEGE SUCCESS  
NETWORK**

Monthly Newsletter



## Resource Guide

Distributed in October 2018, PHENND produced a 22-page resource guide "Strategies to Enhance College Completion" as part of the College Success Network launch. This work was informed by a series of focus groups facilitated by Jason Alexander of Capacity for Change in Fall 2017. Those conversations led us to identify five major "bucket areas" or realms which affect success for low-income/first gen students:

- Financial Aid and Social Services
- Advising & Career Pathways
- Teaching & Learning
- Climate & Culture
- Data

The resource guide is meant for higher ed professionals in each of these domains, on how they, from their institutional vantage point, can impact low-income/first gen student success.

## Webinar Series

The College Success Network also launched a webinar series, again tied to the thematic buckets described above.

### January 2019

#### Measuring Student Engagement.

This webinar was part of the "Data & Information" group answering the question, "How do we identify, measure and track outcomes for underserved students on our campus?" This webinar featured Dayna Levy, Director, Career & Professional Development at Bryn Mawr College, and Shannon Conklin, Associate Director of Assessment and Technology at the Temple University Career Center. Bryn Mawr recently did a full analysis of student participation and engagement in two main areas (Career Services and Civic Engagement) and dis-aggregated the data by various subgroups, including underserved students. Dayna talked about this process — what questions they asked, how they answered them, and what they found. In a similar vein, Temple University's Career Services is starting to develop an "Engagement Score;" Shannon spoke briefly about this score as it is still in formation.

### April 2019

#### Improving Practices around Institutional Equity

This webinar was part of the "Culture and Climate" group answering the question, "How do we create a more welcoming and culturally aware campus?" This webinar featured Josh Todd, Executive Director of Campus Compact of Oregon and Janette Chien from Civic House at the University of Pennsylvania. Campus Compact of Oregon's Executive Learning Series On Equity & Empowerment (ELSEE), as well as the National SEED Project (Seeking Educational Equity and Diversity) were discussed after which we opened up dialogue around what types of anti-oppression training and facilitation would be of a benefit for campuses in the PHENND Network.



# Communication and Events

## *Training & Technical Assistance Provider*

## *Workshops & Other In-person Support*

During the 2018-2019 academic year, PHENND provided the following ad hoc trainings, workshops, and presentations.

### October 2018

- PHENND hosted a site visitor from Duke University's Office of Academic Engagement.

### November 2018

- Hillary Kane spoke on a panel, "The Role of the 21st Century School Counselor," at the Pennsylvania Reach Higher Counselor Symposium at Temple University.

### February 2019

- Caitlin Fritz presented along with Penn/Drexel GEAR UP Coordinator Candace Eaton and Kendall Cook, GEAR UP/CPIP Coordinator at the Office of Outreach and Grants Management at the Maryland Higher Education Commission.



### March 2019

- Eden Kainer presented with Glenn Cerosaletti, Assistant Dean of Students, University of Rochester at the Eastern Region Campus Compact Conference in Providence, RI. The presentation, "Fostering Inter-collegiate Collaboration through National Service," compared PHENND's and Rochester's large-scale AmeriCorps VISTA Projects.
- Caitlin Fritz presented along with Penn/Drexel GEAR UP Coordinator Candace Eaton and School District GEAR UP Manager Tia Rideout on "Building Multi-Institutional Partnerships for College Access & Readiness" at the College Board Eastern Regional Forum in Baltimore, MD.

### April 2019

- Hillary Kane spoke at the University of the Sciences Honors Program's Annual Spring Colloquium, themed "Creating Sustainable University Community Engagement Networks."

### June 2019

- 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.

**PHENND K-16**

**GEAR UP**



# Civic Engagement Directors meetings

## 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 2018-2019 year include:



**Arcadia University**  
asked for brainstorming to imagine a new civic engagement center



**Holy Family University**  
connected faculty member to a local elementary school for a service project



**La Salle University**  
provided local contacts related to restorative justice



**Penn State Brandywine**  
provided local contacts related to peer mentoring in high schools



**Swarthmore College**  
provided local contacts for Philadelphia-based nonprofits as they expand their geographic focus



**University of Pennsylvania**  
provided local contacts related to youth apprenticeship programs

Beginning in 2005, PHENND has regularly brought together the "Civic Engagement Directors" (broadly defined) from the region's campuses. This group usually meets three times per school year and covers wide-ranging topics of interest set by the group. This year, PHENND held three meetings:

### October 2018

Hosted by Haverford College and focused on student volunteer transportation.



### January 2019

Hosted by Rutgers University-Camden and focused on various event-related updates including the upcoming National Service-Learning Conference and the newly forming Philadelphia Civic Education Consortium



### May 2019

Hosted by Drexel University and focusing on focused on student democratic engagement opportunities such as the All in Democracy Challenge and the Voter Friendly Campus designation.





# Special Events

## September 2018: Fall PHENND Meeting

September 2018: Fall PHENND Meeting focused on Student Voter Engagement and was held at Community College of Philadelphia (CCP). The event featured Dawn Sinnot, Director of Institutional Research at CCP, who presented the institution's recent data from the National Study of Learning, Voting and Engagement (NSLVE). This was followed by a panel of student leaders from Penn, CCP and La Salle, each working to increase voter turnout among their peers. (42 participants)

## November 2018: Service Leaders Summit

In partnership with the Lindy Center for Civic Engagement at Drexel University, PHENND hosted the 10th Annual Service Leaders Summit, bringing together college students from around the region and beyond. The conference theme was "Activism and Engagement" and featured keynote speaker State Representative Brian Sims. The day culminated in a panel featuring young non-profit professionals. (50 participants)

## May 2019: College Signing Day

Once again, PHENND supported the School District's College Signing Day with particular attention to the higher ed involvement during the day. Caitlin Fritz chaired the Higher Education Committee and arranged for 36 campuses to participate, tabling at the event so graduating high school seniors could make face-to-face connections with their intended college campuses.

## Annual Conference: 30th Anniversary of PHENND

Since 1997, PHENND has held an annual conference, which draws higher ed faculty, students, and administrators as well as representatives of community-based organizations and K-12 schools to discuss issues pertaining to campus-community partnership. In celebration of its 30th Anniversary, the 2019 PHENND Conference was a three-day event, which drew 196 participants from across the country, focused on Trauma + the Arts. Rev. Maake Masango, retired professor of Practical Theology at the University of Pretoria, delivered a rousing keynote speech highlighting the use of arts in healing traumas in post-apartheid South Africa. The event featured three pre-conference workshops including one on self-care for those experiencing secondary trauma, such as social workers and teachers. Music, performance, and visual art were featured throughout the three days. The conference was sponsored by Penn's SAS Global Diversity Fund, the SAS Conference Fund, the Lerner Center/Music Department, the Netter Center for Community Partnerships, and Drexel's Department of Performing Arts.





# Building the Field

This year, PHENND continued to support the growth and development of the overall fields of service-learning, national service, and school-community partnership coordination.

## National Service-Learning Conference

In April 2019, the National Service-Learning Conference came to Philadelphia! PHENND helped support this great and long-standing event by organizing a college fair to take place during the conference. The conference draws teachers and administrators from across the K-12 and higher ed landscape, but there is also a large cohort of youth participants. What better way to showcase our city than to encourage those super civically engaged young people to come to Philadelphia for college? We also helped event organizers, the National Youth Leadership Council, connect with Judge Marjorie Rendell, who gave a keynote speech at the conference.

## Partnership Coordinators' Community of Practice

PHENND collaborated with Vicki Ellis from the School District's Office of Strategic Partnerships, Traves Saunders from the Mayor's Office of Education, and other organizations to plan and jointly facilitate quarterly convenings over the year for partnership coordinators working in Philadelphia schools. The 60 attendees included Mayor's Office Community School site coordinators, School District Assistant Program Coordinators/Community Partnerships, PHENND's School-based Community Partnerships Coordinator VISTAs, and site coordinators from Communities in Schools, the Delaware Valley Fairness Project, and the Netter Center. These events helped foster cross-organizational sharing of best practices, and mentoring of newer coordinators by their more seasoned colleagues. Topics included "Communicating your Role (as a Partnerships Coordinator)," "Partner Meetings," and "School and Partner Alignment."

## AmeriCorps Week comes to Penn

PHENND worked with PennSERVE to bring the statewide AmeriCorps Week event to the University of Pennsylvania in March 2019. During that week, 800+ AmeriCorps members descended on the campus for a day of workshops and professional development.



# PHENND K-16 Partnerships Network

## LINDY AWARD FOR EXCELLENCE IN K-16 PARTNERSHIPS

The **Phillip B. Lindy Award for Excellence in K-16 Partnerships** 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 a cash award to enhance the mission and vision of the partnership (e.g., partner meetings, collaborative technologies, trainings, celebrations, outreach.)

This year, the committee selected two winners providing a first-place award of \$1,000 to **Jefferson University-East Falls and Mercy CTE (IMPACT Philly)** and a second-place award to **Saint Joseph's University and Gompers Elementary School**.



**Runner-up:** Samuel Gompers K-8 School and Saint Joseph's University Partnership. For more than three decades, Samuel Gompers K-8 School ("Gompers") and Saint Joseph's University ("SJU") have worked as community partners. With the announcement of Gompers being selected as a Community School by the Mayor's Office of Education in the summer of 2017, a needs assessment was conducted, including input from all of Gompers' stakeholders. The results of the needs assessment indicated three priority areas: (1) mental and social well-being, (2) physical activities and fitness, and (3) afterschool programming. In addition to the three priority areas from the needs assessment, Gompers and SJU representatives also highlighted academic focus areas of math, science, and special education.



### 2019 Lindy Award Winners: IMPACT Philly- Team Sacred Scarves

IMPACT Philly seeks to provide experiential learning opportunities for high school students to cultivate confidence and leadership skills while giving back to the community. With the assistance of Jefferson University, students use innovative problem solving methods to address needs of local non-profits and design practical solutions

opportunities for high school students to cultivate confidence and leadership skills while giving back to the community. With the assistance of Jefferson University, students use innovative problem solving methods to address needs of local non-profits and design practical solutions



# K-16 Special Events

The K-16 Partnerships Network is a dynamic group of faculty and staff, non-profit professionals, and city officials. The K-16 Network hosted four major events during the 2018-2019 academic year.

## October 2018

PHENND K-16 Partnerships Network hosted its **Fall Speaker Event** featuring Dr. Tia Brown McNair, Vice President for Diversity, Equity, and Student Success at the Association of American Colleges & Universities. Over 30 institutions of higher education, as well as many other nonprofit stakeholders, gathered to discuss the pressing issue of college degree completion for underserved students in the Philadelphia region. This event also served as a formal launch for the PHENND College Success Network to 88 participants



## K-16 PARTNERS NETWORK MEETING: STEM PARTNERS

JANUARY 15, 2019



## January 2019

PHENND hosted Dr. Jamie Shuda, EdD, Director of Outreach and Education at the Institute for Regenerative Medicine at the University of Pennsylvania who shared the **STEM Partnership Toolkit**. The Toolkit provides a framework for developing sustainable partnerships and details how to align to the district's scope and sequence for the science curriculum. This toolkit was created as part of the Philadelphia STEM Ecosystem and was shared with the 58 participants.



PHENND again 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: Getting Involved in Education**" and grew out of a longer tradition of symposia sponsored by Penn as part of annual Martin Luther King, Jr. commemorations. After an opening panel featuring Principal Meredith Foote of Overbrook Education Center, the audience transitioned to multiple table-top presentations each featuring different ways for higher eds and community groups to get involved in supporting public education. (95 participants)

## June 2019

One-day Institute at the School District of Philadelphia attended by 92 individuals from various campuses, community organizations and public institutions. The 8th annual K-16 Institute, PHENND focused on **Education for Sustainability**. Plenary speakers included Jaimie P. Cloud, the founder and president of the Cloud Institute for Sustainability Education in New York City. This event was co-sponsored by the School District's Office of Environmental Management & Services.







During the 2018-2019 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.

“ Just wanted to thank you for an enjoyable event this morning. It was great to meet more colleagues and even better to hear from the coaches. Their perspective is important, and I'm personally grateful for having the opportunity to hear their voices with respect to this program. ”

--Teacher Panelist

### Fall All Campus Training October 2018

Held at Temple University, 44 students from Drexel, Bryn Mawr, Penn, SJU, and Temple gathered on October 20, 2018. The purpose of this event was to provide additional training for GEAR UP coaches, and to provide a space for coaches to network across campuses. *Workshops included:*

**Trauma Informed Care 101** by Allison Gibbs, MSW, LCSW: Allison Gibbs, MSW, LCSW, provided a workshop introducing coaches to Trauma Informed Care. This workshop provided an overall understanding of the various types of trauma, its prevalence and its impact on brain development in both children and adults, and the role that adverse childhood experiences (ACEs) play in young adult mental health. This training provides an introduction to what is trauma, and covers how to use a trauma-informed framework to change the question from “What’s wrong with you?” to “What happened to you?” Coaches learned different strategies to engage students with significant trauma histories. Coaches also explored a broader perspective on the role they can play in continuing the trauma conversation with their peers.

**College Positive Volunteerism.** As a follow up to our ongoing training on College Positive Volunteerism offered to coaches during orientation on their campuses, this workshop offered coaches tools for stimulating student awareness of the opportunities college offers, sharing strategies for college preparedness, and encouraging students to pursue a college education. In this training, coaches learned how to utilize a CPV approach to engage specifically with 10th and 11th graders, and how tools such as Naviance and RoadTrip Nation can be used to spark discussions around college and career goals.

### Spring All Campus Training February 2019

Held also at Temple University, 50 students from Drexel, La Salle, Penn, and Temple gathered on February 23, 2019. This training primarily focused on building the skills and networks of coaches who were returning to the program after having volunteered at least for a semester. This event included a panel of teachers who use GEAR UP Coaches in the classroom, a session on role playing common school-based scenarios, and a post-secondary success workshop.

## Special GEAR UP Events: College Majors Conference

Through GEAR UP, Temple University has worked to develop a Program Committee, a group of Temple student leaders committed to the GEAR UP initiative, through the development of programming for GEAR UP students, and training for GEAR UP coaches. The Program Committee, with the leadership of Temple student intern, Marci Monaco-Vavrik, developed two opportunities for students to learn more about potential college majors from current college students: the College Majors Fair and the College Majors Conference.

## College Majors Fairs

Similar to a college fair or a career fair, the College Majors Fair is an opportunity for students to learn about various different college majors and network with current college students. Each College Majors Fair was held at the high school. Students from Temple, Drexel and Penn brought literature and answered questions about their specific majors. Some students even brought props, including a model human brain to engage with students on the study of Psychology.

GEAR UP students engage in interactive activities, including answering questions on a college majors bingo. Students also had the opportunity to reflect on what they learned from the experience. College Majors Fairs were held at the following schools in 2018-2019.

- November 2018 - Edison High School
- December 2018 - Ben Franklin High School
- April 2019 - Frankford High School



## College Majors Conference Temple University April 26

The Majors Conference was a follow-up to the Majors Fairs held at Ben Franklin and Edison High Schools in the fall. Sixty-five (65) students attended the majors conference from Benjamin Franklin and Edison High Schools. Students were welcomed with breakfast and a team building game followed by talks on College 101 and Financial Aid 101 from Temple University staff. Aaron Smith, aka "The Rapping Professor," of Temple University set the tone for the day with a keynote talk.

Students then attended one of seven workshops in a field of their choice. The Workshops were organized by students from Drexel, Penn, and Temple, and included the following majors. All workshops included a focus on careers linked to the respective majors.

*By the numbers:*

279 College

Students Served

5823

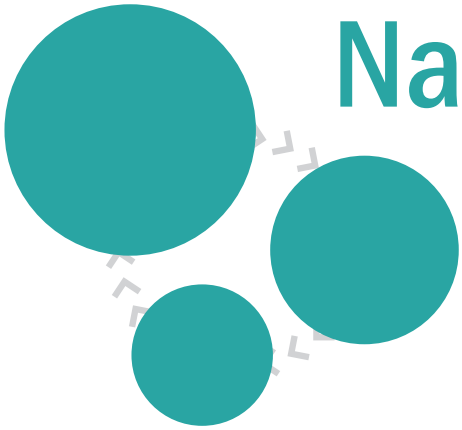
hrs to

1428  
GEAR  
UP

H.S. Juniors  
& Sophmores

+67% over last year

# National Service



Designed as a college completion and success strategy, the Next Steps AmeriCorps Program began in Fall 2014. During its fifth year, the program enrolled 60 students in part-time AmeriCorps service during the 2018-2019 school year. This year's program design included recruiting 3 full-time AmeriCorps members placed at Cabrini University, Kutztown University, and Temple University. The three Team Leaders served

within the university and help support low-income first-generation college students who are enrolled as part-time AmeriCorps members. Team Leaders were an integral part of the Next Steps AmeriCorps program by; assisting in the recruitment of mentees and mentors, connecting our members to community service sites, helping to plan and lead bi-weekly meetings, creating a friendly and supportive environment that helped the members engage with the program, and serving in the university's Summer Bridge programs that helped prepare at risk first year students for college success.

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 2018-2019 program year were: 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 \$1,252.91 upon completion of the 300 hours.



## *By the numbers:*

42

Next Steps  
AmeriCorps  
members

Earned

\$52,622.22

for completing

12,600

hrs of  
service mentoring

67

first year  
students



# Next Steps Alternate Breaks

## Winter Break

Cradles 2 Crayon  
Broad Street Ministry  
Parkway Central Library  
Tilden Middle School  
Cambodian Association of Greater Philadelphia

## Spring Break

Cradles 2 Crayons  
Manna  
Isaac A. Sheppard Elementary School  
Cambodian Association of Greater Philadelphia  
Our Closets

## Summer Break

Broad Street Ministry  
Cradles to Crayons  
Manna





Every year, since 2012, PHENND has recruited, trained, placed, and supported a cohort of talented college graduates through a year of service as AmeriCorps VISTA members. They serve in schools, School District offices, and a variety of non-profits to address issues of poverty and leverage the power of community partnership. In 2018-19, the PHENND Fellow VISTA program had 28 members, including two VISTA Leaders

## PHENND Fellow VISTA Education track

VISTA members supported public education in Philadelphia by forging connections between neighborhoods schools and community partners. Engaged more than 400 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. At the School District level, VISTAs helped work on partnership on a citywide scale in the Office of the Arts, Office of Grant Development, the Office of High School Supports, and the Office of Strategic Partnerships.

*By the numbers:*

All VISTAs generated

**\$451,133** in cash

in-kind donations **\$58,800**

**1789**

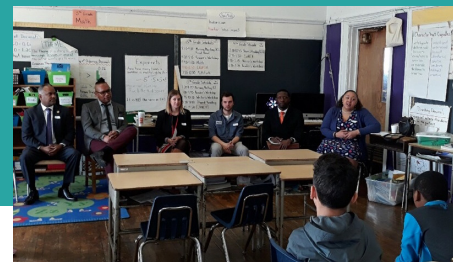
volunteers

**\$68,241.45**

Total Hour-Value of the Volunteers

**6471**

economically disadvantaged students served



### VISTA Schools and SDP Offices of 2018-19

#### North Philadelphia

Alexander Adaire School  
 Alexander McClure Elementary  
 Bayard Taylor Elementary  
 Isaac Sheppard Elementary  
 Julia Masterman Middle and High School  
 Laura H. Carnell Elementary  
 Paul Dunbar Elementary  
 Warren G. Harding Middle School

#### Northwest

Cook-Wissahickon Elementary  
 Parkway Northwest High School for Peace and Social Justice

#### West Philadelphia

Overbrook Educational Center  
 Morton McMichael Elementary

#### School District Central Administration

Office of the Arts  
 Office of Grant Development  
 Office of High School Supports  
 Office of Strategic Partnerships



# PHENND Fellows – Nonprofit Track

PHENND Fellows places passionate and talented college graduates with local Philadelphia nonprofits as AmeriCorps VISTA members.

## The program has a three-fold mission:

1. Support local nonprofits fighting poverty across a wide range of issues
2. Training and retaining local talent to stay and work in Philadelphia
3. Developing the next generation of nonprofit leaders

During the 18-19 program year, PHENND hosted eight Fellows at the following non-profit sites:

- **Center for Hunger Free Communities at Drexel University**
- **Free Library of Philadelphia**
- **JEVS**
- **Pennsylvanians for Modern Courts**
- **Philadelphia Legal Assistance**
- **SEAMAAC**
- **Springboard Collaborative**
- **Zhang Sah Martial Arts**

Highlights of PHENND Fellow Nonprofit projects include:

- addressing the need for legal services for opiate patients at District Health Centers
- educating farmworkers in rural Pennsylvania counties
- increasing Philadelphia schoolchildren's access to libraries and playground resources
- increasing post-secondary support for graduates of a soccer-themed youth development program

PHENND continued the tradition of "*Dinner with a Civic Leader*," a monthly professional development series for corps members. Open to the entire PHENND VISTA cohort, we hosted the following civic leaders for thoughtful dialogue.

## August 2018

**Eleanor Sharpe**

Executive Director,  
Philadelphia City Planning Commission

## September 2018

**Oscar Wang**

Founder & Chief Executive Officer,  
CollegeTogether

## October 2018

**Isaac Lindy**

filmmaker & former City Lead,  
ArtistYear Philadelphia

## November 2018

**Anita Santos-Singh**

Executive Director,  
Philadelphia Legal Assistance

## January 2019

**Deborah Diamond, PhD**

President,  
Campus Philly

## February 2019

**Josh Sevin**

President and CEO,  
International House Philadelphia

## March 2019

**Janette Chien**

Associate Director, Penn's Civic House  
Film Screening: Gender Revolution

## April 2019

**Sal Sandone**

Master Instructor and CEO,  
Zhang Sah Martial Arts

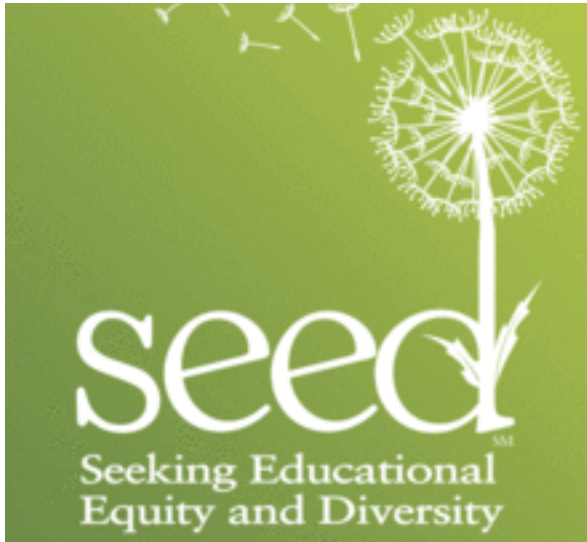
## May 2019

**Sara Woods**

Executive Director,  
Philadelphia Futures



# Spotlight on Diversity & Inclusion



SEED (Seeking Educational Equity & Diversity) is a peer-led professional development program, founded by renowned scholar Peggy McIntosh, which creates conversational communities to drive personal, organizational, and societal change toward greater equity and diversity. SEED uses storytelling as a means to connect our lives to one another and to society at large by acknowledging systems of oppression, power, and privilege.

PHENND has partnered with SEED trainer Janette Chien for two years, bringing the experience to more and more people each year. In the 17-18 school year, Janette provided SEED training as a pilot program for the inaugural cohort of PHENND Fellows (Nonprofit only). It was so successful, we institutionalized it and incorporated into the regular training regimen for both the Education and Non-profit Tracks of PHENND Fellows. The Education Fellows received an intensive week-long SEED in August 2018, prior to starting at their school sites. The Nonprofit Fellows received SEED in monthly doses throughout the year.

We also brought in Janette to train our GEAR UP Coordinators, who did an intensive week-long SEED in early August 2018.



*VISTA members participating in SEED*

Finally, we held a mini-SEED series of three workshops specifically for civic engagement staff and faculty who lead, facilitate or teach engaged courses. These sessions engaged participants in an ongoing conversation about education in relation to race, gender, class, politics of location, and how these factors impact their institutions and communities. Seminars included a variety of experiential activities, inclusive pedagogy, systemic thinking and storytelling to deepen participants' understanding of the systems of oppression at play and how to create sustainable change in themselves and within the communities they serve. This was supported in part by a mini-grant from Campus Compact of new York and Pennsylvania.

“ All the content has been new and wonderful. I am learning to put words to feelings I have felt and held inside myself for a long time ”

# Member Campuses



Arcadia University students, faculty, and staff collaborate with neighbors and organizations to greatly impact local and global communities.

The Arcadia University Community and Civic Engagement Center (CCEC) helps develop academic and leadership skills and offers work-study and internship positions through over 30 off-campus, nonprofit 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. These collaborative sites range in fields: education, medical fields, senior welfare, environmental efforts, animal welfare, international nonprofit work, food insufficiency solutions, LGBT+ support, and immigration and detainee issues.

Through the CCEC, Arcadia students have participated in over 35 community and civic engagement activities throughout 2019, totaling more than 4,500 hours of service, including:

- Students braved freezing temperatures to host the University's Martin Luther King Jr. Day of Service event, in which community members worked to donate items to benefit nine nonprofit organizations: Cradles to Crayons, Women's Humane Society, Salvation Army, Habitat for Humanity, New Life Thrift, Throwback Thrift, Veterans MC, Face to Face, Philly Reads, and Knights For Nutrition. In total, 91 volunteers worked for 490 hours, and the community donated enough to fill six box trucks and eight vans, along with generously providing cash donations to benefit additional CCEC service projects.
- The University raised over \$10,000 to benefit Philadelphia Interfaith Hospitality Network and Rise Against Hunger at the 25th annual Empty Bowl Benefit Dinner in November. Local artists, schools, and restaurants contributed bowls and food for the event. Since its inception, the event has raised more than \$150,000.
- CCEC collaborated with 24 sites across the region for the New Student Orientation Day of Service in August, with 323 students volunteered nearly 1,400 hours at thrift stores, cleaning local parks, assembling meals to be distributed, creating a garden, and revitalizing primary school classrooms.
- Alternative Spring Break in March took 16 volunteers to Yabucoa, Puerto Rico, where they worked with the Saint Bernard Project (SBP) to help rebuild homes and communities affected by Hurricane Maria. In three locations of the city, the volunteers helped rebuild houses by painting walls and ceilings, clearing mold, installing new doors, tiling, and repairing roofs and ceilings. The group consisted of Arcadia students, alumni, and staff, who in total volunteered more than 1,280 hours.
- Students provide cats with care, such as feeding and cleaning the cages, and socialize them at the Forgotten Cats Shelter.
- Students assist patients and visitors at the Holy Redeemer Medical Center by performing various types of duties in various departments throughout the Holy Redeemer Health System.
- CCEC also supports other academic programs across the University, such as with the Honors Program's first Executive in Residence, Dr. Paul Zeitz.



# Member Campuses

## BRYN MAWR COLLEGE

Bryn Mawr College emphasizes learning in action through research, fieldwork, civic engagement, and internships. Bryn Mawr's mission states that "the College's rigorous liberal arts curriculum and distinguished graduate programs foster a thirst for knowledge, open inquiry, global perspectives, civic engagement, and innovation through study across the arts, humanities, sciences, and social sciences" with a goal of preparing students for "lives of purpose."

Formed in 2003, Civic Engagement focused intentionally on partnership development, seeking opportunities to engage with community-based organizations and local communities. In 2013 Civic Engagement officially linked with Career and Professional Development through the creation of the Career & Civic Engagement Center. With the Center, Civic Engagement develops programs that meet students where they are, providing 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.

Last year we piloted 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. This year we organized three Meet Ups with themes designed to expand students' understanding of the diversity of organizations and approaches represented within each theme. The "Communications and Media Meet Up" featured WHYY, Public School Notebook, Ceisler Media, Comcast, Vanguard, Mayor Kenney's Office, and Ogilvy. The "Public Health Meet Up" introduced students to Prevention Point Philadelphia, Philadelphia FIGHT, CHOP's Homeless Health Initiative, and Project HOME. The "Social Justice & Advocacy Meet Up" highlighted nonprofit organizations

like the ACLU of Pennsylvania, Penn Environment, Clean Air Council, Nationalities Service Center, and Puentes de Salud. Bolstered by the success of these events, we are planning an Environmental Studies Meet Up in Fall 2020.

Supporting student democratic engagement is also a College priority. Bryn Mawr has participated in the All In Campus Democracy Challenge since 2016 and in 2019 was recognized as a Gold Seal Campus, honoring campuses with a 40 – 49% voter participation rate in the 2018 Midterm Election. Bryn Mawr participates in the National Study of Learning, Voting, and Engagement (NSLVE), using the data to guide our outreach. Our campus goal as related to voter registration, voter education, and get-out-the-vote efforts is to help students feel confident in their choice of where to register and knowledgeable about their options. We engage students through multiple channels of communication—tabling, information sessions, online resources, and peer to peer education. Voter registration is offered in classrooms, dining halls, community gathering spaces, libraries, and in our office.

In 2018 Civic Engagement worked with a team of academic librarians to train them to assist students registering to vote. The librarians added "voter registration" as an appointment type in the list that appears when students schedule online appointments. The College partners with the Campus Election Engagement Project (CEEP) in 2019 in hosting a CEEP Engagement Fellow—a student committed to providing 130 hours of nonpartisan election engagement activities—who is working in partnership with the Career & Civic Engagement Center to further engage and educate students.

# Community College of Philadelphia

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

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

## **The Division of Access and Community Engagement (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.
- 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.
- The TRIO Upward Bound program serves students from South Philadelphia and Benjamin Franklin high schools. 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.

## **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 continues to expand partnerships and programs which has resulted in undertaking new projects like AmeriCorps Next Steps, Martin Luther King Jr. Day of Service and Philly Counts Census Champion Training and the Spark Mentorship Program.

## **The Fox Rothschild Center for Law and Society**

provides a supportive intellectual and practical framework for exploring significant societal and law-related issues including citizenship, civics and re-entry. Through service learning and research, the Center engages the College and larger community in its endeavors to: foster a rich learning environment for student achievement; sustain faculty development and enrichment; facilitate interdisciplinary collaboration; be a resource to professionals and other academic institutions; stimulate innovation; and strengthen connections throughout the wider community.

## **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, over 100 students were trained in naran administration. Students and faculty also collaborated with the Philadelphia police department for the National Night Out and in various health fairs supporting neighbors in South Philadelphia as well as contributing to the senior health expo coordinated through Senator Farnese's office.

## **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.

# Member Campuses



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 is deepening its commitments to putting learning into action for greater ethical purposes. Under the leadership of President Wendy Raymond, the College continues to advance diversity, equity, and inclusion on its own campus. The entering class of 2023 is 48% students of color, and includes students from 35 states and 20 countries around the world. On campus and in the region, Haverford is committed to the development of just, inclusive, and sustainable communities.

Through the Initiative for Ethical Engagement and Leadership, the College draws speakers and activists from off-campus and around the world, investigating wicked local-global challenges with students and faculty. During the 2020-21 academic year and beyond, campus and community partners will explore global themes with local implications. Developing themes include indigenous land acknowledgement in conversation with representatives of the Lenni Lenape community, climate crisis and planetary health, and migration and global solidarity.

Community members are invited to on-campus events, which often feature local learning and activism opportunities. For instance, during the 19-20 academic year, the College featured a film, conversation, and action series on Human Movement, Inclusivity, and Our region. The film series welcomed representatives of several community organizations to campus to feature their local work on global issues, inviting more student and faculty collaboration. Featured organizations included the African Family Health Organization (AFAHO), HIAS-PA, and Puentes de Salud.

Each of the organizations mentioned are partners of the Haverford House Program, a one-year post-baccalaureate fellowship through which alumni develop young professional skills in the Philadelphia social sector, while contributing to partners' missions and living in community. The Haverford House program is one program within the College's Center for Peace and Global Citizenship, which will celebrate its 20th Anniversary October 23-24, 2020. The celebration will include investigation of the role of relationships in social change, featuring community partner and alumni activists from around the world.

The power of relationships in social change will also bridge to ongoing conversation on public scholarship and inclusive community-building on and off-campus. Working with Haverford Faculty as well as collaborators in other communities and on other campuses, the College is home to the Globalsl Network, a multi-campus network dedicated to ethical, critical, and aspirationally decolonial community-based learning and research for more just, inclusive, and sustainable communities.

# Member Campuses



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 offers a rigorous curriculum and a variety of co-curricular experiences 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 20 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 in partnership with local communities.

The De La Salle Institute for Advanced Teaching and Learning supports a variety of curricular and co-curricular programs. The Community-Based Learning Cohort provides opportunities for faculty and staff to discuss best practices in the field. New Together And By Association courses bring together faculty from different disciplines to develop seminars around a shared theme. La Salle offers Inside-Out courses, taught inside of local correctional facilities and comprised of incarcerated and La Salle students. Weekly Explorer Cafes engage the campus community with interactive discussions on topics of academic and social concern, while

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 and provide academic advising to high school students at Samuel Fels and Martin Luther King Jr. high schools. Coaches representing majors in Chemistry, Psychology, and Secondary Education serve at the two schools. La Salle provides classroom support beyond GEAR UP through field experiences for Secondary Education majors each Spring.

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.



# Member Campuses



As a Penn State University commonwealth campus, Penn State Brandywine has a deep commitment to civic engagement that stems from Penn State's origins as Pennsylvania's sole land-grant institution. Building on the work of the former Lab for Civic and Community Engagement, the Center for Ethics and Civic Engagement was formed in the summer of 2018 with the mission of developing pathways for students to become socially responsible leaders and citizens who are prepared to create positive change in the world.

During its inaugural year, the Center developed pilot programs and community partnerships that provided students with engagement and learning opportunities through volunteering, internships, community-based federal work study employment, community-based learning courses and research opportunities. By building reciprocal partnerships with community organizations, schools and public agencies, the Center encourages students to become active citizens by learning about and building the capacities of their local communities. As they find creative, effective ways to serve their campus, local and global communities, students learn the importance of community and public service while gaining valuable educational experiences outside of the classroom.

In the Spring of 2019, the Center piloted the community-based federal work study program which enables students to earn their federal work study award in internship-like experiences with approved community partners. By partnering with a faculty member who developed a new community-based learning course, the Center placed federal work study students in a local Philadelphia elementary school and also placed students with partner organizations in Chester, PA. Based in the western suburbs of Philadelphia, Penn State Brandywine has approximately 1300 students, of which 250 live on campus. With a large proportion of commuter students, the Center has an opportunity through the community-based federal work study program to support students as they build the capacity of organizations within their own neighborhoods and communities.

Throughout the year, campus and off-campus civic engagement programs were created that prioritized political engagement, student leadership opportunities, ethical decision making, commitment to working with our local communities, and the potential for long-term community partnerships. Annual programs included multiple voter registration drives and voter education programs, a community MLK Day Celebration, and the week-long Social Justice Fair. A long-term goal of the Center is to weave ethics and civic engagement throughout the curriculum and campus culture, and faculty from multiple disciplines have begun partnering with the Center to create community-based learning opportunities. Student organizations, athletic teams and campus centers have also partnered with the Center to create campus and off-campus community engagement and service events.

With a commitment to developing student leaders, the Center employs a group of student program interns that also serve as leaders of the campus Civic and Community Engagement Student Club. During the 2018-2019 academic year, the student interns organized 25 off-campus volunteer opportunities that included philanthropic, environmental, social service and educational activities and provided program support for all of the Center's initiatives. The Center's interns are the heart of the Center and serve as ambassadors for the Center and Penn State Brandywine's commitment to civic engagement.



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, Georgia, and South Georgia campuses that exposes underrepresented high school students to careers in the health professions.

### **PCOM Science and Math Summer Academy—Philadelphia, Georgia, & South 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 health-care disparities by increasing diversity in those fields. The Summer Academy stems from a partnership with local high schools in Philadelphia, Greater Atlanta, and Moultrie 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 programs designed to increase diversity in healthcare.

### **PCOM and 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 Cabrini University**

In summer 2019, the Office of Diversity and Community Relations and Division of Research partnered with Cabrini University, an emerging Hispanic-Serving Institution, to launch the inaugural African American and Hispanic Male Undergraduate Research initiative. Studies show that African American and Hispanic males are under-represented in science, technology, engineering and mathematics (STEM) educational programs and careers. Additionally, this population is also under-represented in clinical psychology. Existing research has suggested that a lack of access to advanced science courses and professional environments could be one reason for the disparity. Our program aims to offer opportunities for African American and Hispanic male undergraduate science and psychology majors at Cabrini University to engage in research at PCOM.

### **PCOM Partners with Together for West Philadelphia – Philadelphia Campus**

In March, 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.

# 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.





# SJU SAINT 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 2019-2020, The Service-Learning Program engaged over 600 students in 37 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, Barking to the Choir: The Power of Radical Kinship by Fr. Gregory Boyle, SJ, and Building a Bridge: Reaching Out to the Excluded in Our Church by Fr. James Martin, SJ.

Throughout campus such an education for societal transformation is modeled including an institution-wide partnership with Samuel Gompers School, 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!



# Member Campuses



Swarthmore College promotes liberal arts excellence alongside active ethical intelligence and engagement, inspired by its Quaker heritage. 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 combine academic and community expertise under the paradigm of "Engaged Scholarship." Ernest Boyer coined that term to describe teaching and research that connect higher education "to our most pressing social, civic, and ethical problems" (Boyer, 1996). Driven by the interests of students, faculty, and community partners, Swarthmore has become especially active in the areas of mass incarceration reform and environmental stewardship.

The Lang Center has helped Swarthmore to achieve recognition as a liberal arts leader in Engaged Scholarship, as evidenced by its Carnegie Classification for Community Engagement since 2008. Swarthmore also was named the sole winner of the Engagement Scholarship Consortium's (ESC) 2019 nation-wide "Excellence in Student Engagement" Award. ESC consists primarily of large research universities; Swarthmore is the first liberal arts college it has singled out for recognition. The award honors the Chester Community Fellowship (CCF) Program.

We support faculty who want to build coalitions to address issues of public concern. Four faculty-led programs—Urban Inequalities and Incarceration (UII), Health & Societies, Global Affairs, and Arts in Action—that support faculty experts to organize around shared

interests rather than disciplinary training. Five Swarthmore professors from across the liberal curriculum—all of whom practice Engaged Scholarship in Philadelphia and across the liberal arts curriculum—were recently profiled in a special "Swarthmore takeover" of the podcast "Academic Minute."

The two-year Friends, Peace, and Sanctuary (FPS) project represents a dazzling example of interdisciplinary Engaged Scholarship that lifts up the arts and humanities while empowering community voices. A collaboration between the Lang Center, the Swarthmore College Libraries, resettled individuals, professional artists, and community organizations, FPS has integrated relevant academic courses, community collaborations and meals, art projects, and public exhibitions. On June 20, 2019, the City of Philadelphia recognized the work of FPS with a resolution introduced by Helen Gym. The project was covered by such outlets as WHYY, The Inquirer, and The Philadelphia Citizen. An exhibition catalog, published in 2019, and a 38-minute podcast provide further details and insight.

2018-19 marked the first year of a major new initiative, the Sidney Kimmel Medical College (SKMC) Scholars Program, an early assurance medical admissions partnership between Swarthmore and Jefferson University's Sidney Kimmel Medical College. The Lang Center, working alongside the Health Sciences Office and the Health & Societies faculty-led program, supports the student application and selection process. The program aims to attract students with strong interests in public health, health policy, and community engagement but who might not otherwise have considered medical school.



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. The programs are located across eight campuses throughout the world, including Rome and Japan.

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.

The Office of Community Relations is home to 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 college professors and administrators, community advocates, Temple faculty and staff, business owners and others who are passionate about lifelong learning. Workshops are free and courses are inexpensive.

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](http://www.temple.edu/community).





For more than two decades, the University of Pennsylvania has engaged in comprehensive, mutually beneficial community-school-university partnerships. President Amy Gutmann's Penn Compact 2020 has strengthened Penn's commitment to local engagement, and today, thousands of Penn students, faculty and staff are regularly involved in West Philadelphia, Penn's local community.

The examples are numerous. Civic House is the hub for 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, over 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.



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 to neurodegenerative and rare diseases. 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.

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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.

# Member Campuses



## Widener University

At Widener University, academic excellence, career preparation and civic engagement are foundations for student 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 is located in Chester, Pennsylvania, a city of 34,102 people in Delaware County, south of Philadelphia along the I-95 corridor. The university strives to be an active contributor to the local community as it prepares students for career success through civic engagement leadership opportunities. Seventy-five percent of Widener students participate in organized service activities. Whether they serve once annually or ten hours per week, local and global communities are important co-educators for each student. There are five key components to the Widener University civic engagement structure:

### **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 engaged citizens. Widener students 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 mission.

### **Academic Service Learning**

The Academic Service Learning Faculty Development Program was established in the fall of 2004 to assist faculty with the development and implementation of academic service-learning courses. One-hundred and sixteen faculty members, representing all colleges on the main campus have completed the program. These faculty have taught approximately 95 different service-learning courses since the spring 2005 semester, with 20 to 25 courses offered each semester. More than 5,000 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.

### **Political Engagement**

Our campus-wide Political Engagement Committee 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 civic engagement and advocacy skills. The committee also organizes participation in Student Legislative Educational Advocacy Days in Harrisburg and hosts political debate watches and panel discussions on timely issues.

### **Community Based Research**

Widener faculty have created sustainable partnerships in Chester and surrounding communities, producing opportunities 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 local concern. Projects have included investigating local water quality, mapping housing quality, and assessing campus-community relationships.

### **Pro Bono Student Clinics**

Since 2000, there have been more than 2,500 uninsured and underinsured people from Chester and nearby communities who have received a variety of services. The clinics offer case management, mental health counseling, nursing, physical therapy, child therapy, neuropsychology assessment, occupational and speech therapy, biofeedback, and legal aid. Services are offered pro bono by volunteer physical therapists, social workers, psychologists, nurse practitioners, registered nurses and lawyers. Most volunteers are Widener alumni, faculty, and students.





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 Wolfington Center for Faith and Justice and Nerney Leadership Institute:

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

Chestnut Hill College continues to live out its mission of service to every kind of dear neighbor without distinction. Building on the success of a new partnership started in 2018, students who participated in the College's Leadership, Engagement, and Service pre-orientation program (LENS) 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.

In an effort to continue to support those who are traditionally underrepresented in Science, Technology, Engineering, and Math (STEM) fields—including low income, first generation, and/or students of color—and thanks to a generous donation from alumna Patricia Tichenor-Greer ('62), Ph. D. and her husband Carl Greer, Ph. D., the College awarded scholarships and book stipends to its first cohort of 20 students in 2018-2019. In addition to the financial support, students enrolled in the Tichenor-Greer Scholars Program are offered a number of additional academic support resources, upper-class student mentors, and a full-time academic advisor/staff member who oversees the program.

# Member Campuses



Montgomery County Community College (MCCC) is proud of its longstanding commitment of providing a comprehensive educational experience that prepares students academically through rigorous programs while fostering growth and leadership development through integrated learning opportunities.

In line with its commitment, MCCC integrates service learning and experiential learning throughout its programs across its campuses in Blue Bell and Pottstown, Culinary Arts Institute in Lansdale and its Virtual Campus. MCCC's strong emphasis on service raises students' awareness of the importance of giving back to the communities in which they live and work.

One example of integrated learning is MCCC's Dental Hygiene Clinic, which provides basic dental services for all community members, as well as students, at affordable rates. Last year, MCCC's Dental Hygiene students served approximately 2,000 hours in the clinic. The Dental Hygiene program also hosts Sealant Saturdays to provide free dental sealants to children in the community.

Another opportunity is a free tax service provided by MCCC students. Through the Volunteer Income Tax Assistance Program, 17 students used their accounting skills to help their fellow students by preparing and reviewing their income tax forms. Each student volunteered approximately 20 hours during the course of the 2019 spring semester, and this year, more students will be involved in the VITA program.

Throughout the year, nursing and medical assisting students in MCCC's Health Science programs provide free screenings and information through several community events, including the Whitpain Township Community Festival and the annual Montgomery County Wellness Expo, which both draw thousands of community residents.

Through service and experiential learning opportunities, MCCC students expand their perspectives, develop relationships and apply what they learn in the classroom to real-life situations.



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, athletic teams, and individual students.

Campus Ministry engages students in service through week-long service immersion experiences. The students serve with Habitat for Humanity in South Carolina and Louisiana. They also provide service to The Valley of Angels Orphanage in Guatemala, St. Michael's School in Arizona, and the 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.



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 in the 2018-19 academic year. Ursinus students serve the greater community in many capacities, including participating at local food banks, volunteering weekly as GED tutors at a local prison, and making weekly visits to several after-school programs in the surrounding area. 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. By offering courses with community-based learning components, students make connections between their classroom experiences and the needs of our local communities. Moreover, Ursinus students engage in civic skill-building through workshops and competitions sponsored by Project Pericles. Ursinus also has a vibrant Sustainability program, including an on-campus organic farm and a dining hall food waste reduction program. Finally, in the past year, Ursinus has focused intensively on ways that we can help cultivate a sense of vocation in our students by developing a collaboration between the Offices of Civic Engagement, Career and Professional Development, and Leadership Development and Student Activities. We believe that a commitment to the common good is a critical component of an examined life of purpose.

In the classroom and in the community, service and service-learning are essential components of the Villanova University educational experience. Students, faculty and staff provide more than 270,000 hours of service annually through a variety of initiatives highlighted by daily student outreach to support community organizations in Greater Philadelphia. This service is supported and organized by the Office of Student Involvement, Campus Ministry, service-learning offices throughout campus, the Office of the President, and the students themselves.

Highlights of service and service-learning initiatives at Villanova include:

- Large single day service initiatives at the beginning of each semester. In September, the annual St. Thomas of Villanova Day of Service unites more than 4,000 student, faculty, staff and alumni volunteers in partnership with 150 local nonprofit agencies. In January, the Martin Luther King Day of Service brings together hundreds of students, faculty, and staff volunteers to support the efforts of 23 area service partners.
- Hosting the largest student-organized Special Olympics Festival in the world. Each November, more than 1,000 athletes and 400 coaches participate in the statewide competition which draws over 4,000 volunteers from Villanova and the region.
- Each semester, the Office of Service Learning coordinates 15-20 courses in a variety of disciplines and oversees partnerships with 18 local schools and agencies in underserved communities. In addition, more than 200 students participate in first- and second-year service-learning residential communities that feature a social justice course, integrating seminar and weekly service in the community.
- More than 600 students volunteer annually during semester breaks, traveling to communities in need in the United States and around the world.



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