

# Civic and Community Engagement: The University of Pennsylvania and beyond

A presentation to the NAEA  
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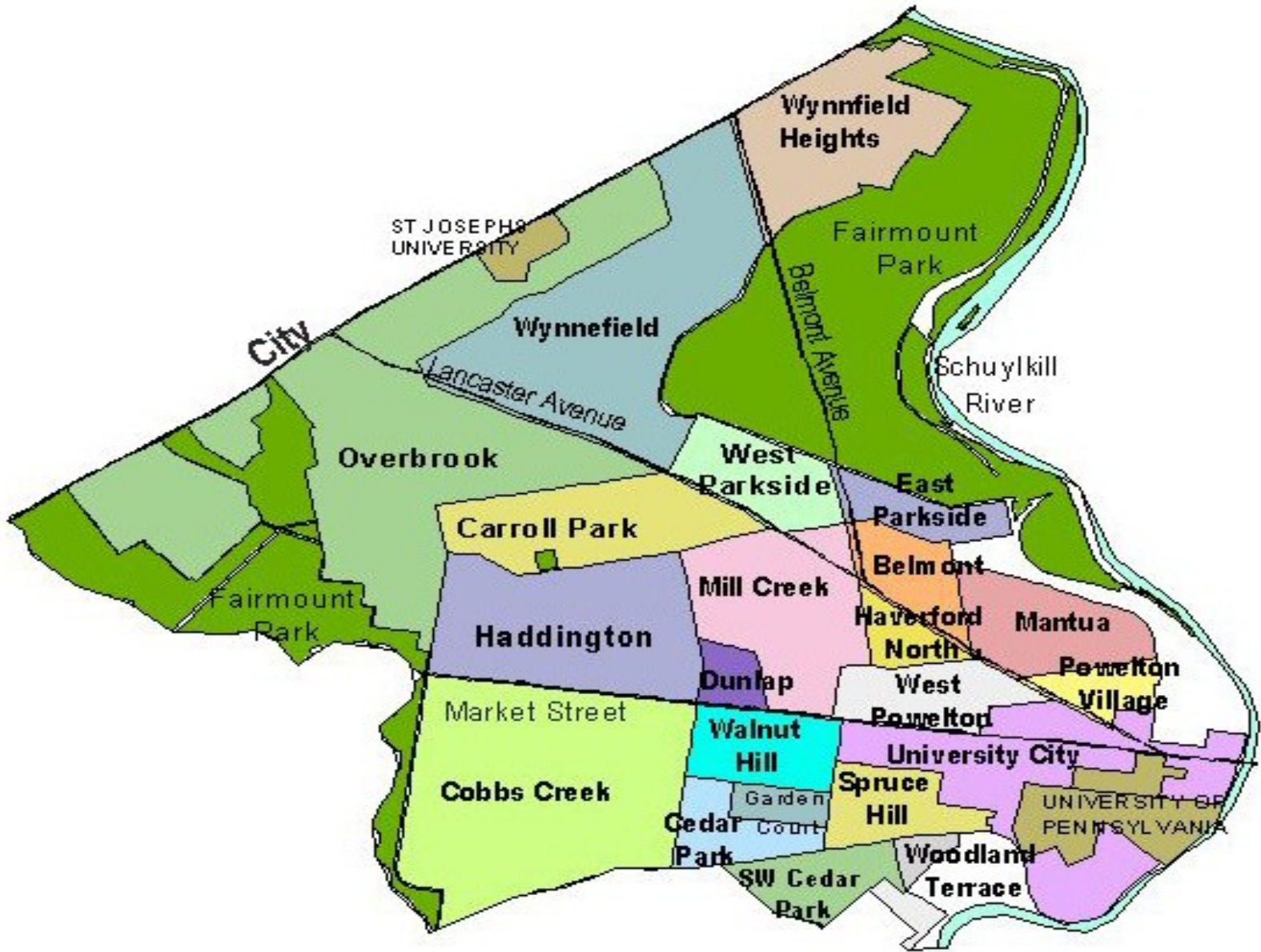
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# Overview

- Penn-West Philadelphia
  - Center for Community Partnerships
- Regional Network
  - Phila. Higher Education Network for Neighborhood Development (PHENND)
- National Replication
  - WePIC Replication Program
- International Consortium

# Penn-West Philadelphia

- West Philadelphia is made up of more than 15 neighborhoods.
- Boundaries extend from the Schuylkill River to Cobbs Creek, City Avenue and Woodland Avenue.



# Penn-West Philadelphia

- Over the past decade there has been significant improvement in Penn's immediate community, University City. Nevertheless, over the past 30 years, West Philadelphia as a whole has shown:
  - Decrease in population
  - Increase in families below the poverty level
  - Decrease in diversity of population
  - Increase in unemployment

# OVERVIEW OF WEST PHILADELPHIA

West Philadelphia	1970	1980	1990	2000
Total Population	275,611	232,9779	219,705	209,130
Percent Black	67.07	69.69	72.00	74.44
Percent of Families Below the Poverty Level	12.52	21.05	18.21	20.51
Percent Unemployed	5.61	12.93	11.19	14.79

(US Census)



# Motivating Ideas for University Civic Engagement

- Future of Universities and their communities and cities are intertwined
- Universities can make significant contributions to the quality of life in their cities and communities
- Universities can enhance their overall missions of teaching, research, and service by working to improve the quality of life in their cities and local communities
- Penn takes seriously its role in shaping and implementing national and international dialogue, research, and joint projects that advance the civic mission of universities and college
- Historically in, not *of*, its community of West Philadelphia

# Penn *in* West Philadelphia

- 1983, Office of Community-Oriented Policy Studies, School of Arts and Sciences created
- 1985, Development of West Philadelphia Improvement Corps (WEPIC)
- 1988, Penn President Sheldon Hackney acknowledges that Penn and the City “stand on common ground, our futures very much intertwined.” (Annual Report 1987-1988)
- 1989, Penn Program for Public Service, School of Arts and Sciences created
- 1990, Academically based community service (ABCS) course leads to creation of Urban Nutrition Initiative (UNI)
- 1992, Creation of Center for Community Partnerships (CCP), (11 ABCS Courses)
- 1994, Judith Rodin becomes President of Penn. Improvement of Penn’s local environment and transformation into the leading urban research university begins



# Penn of West Philadelphia

- 1994, Office of Government, Community and Public Affairs created
- 1994-1996, CCP engages in extensive work and planning with the community
- 1996-1997, Comprehensive West Philadelphia Initiatives developed and implementation begins
- 2002, Engagement of every school at Penn with West Philadelphia
- 2003 Penn's 5-Year Strategic Plan highlights the Urban Agenda
- 2004 Penn's new President Amy Gutmann highlights "Rising to the Challenges of a Diverse Democracy" as the theme of her inauguration, as well a goal of her presidency

# Center for Community Partnerships

Develops mutually beneficial, mutually respectful, democratic partnerships between Penn and the West Philadelphia community

## Functional Areas:

1. Volunteerism of Faculty, Staff and Students
2. Community Development
3. Academically-based community service (ABCS)

# Center for Community Partnerships

- Rooted in and intrinsically tied to research and teaching (integrates research, teaching, learning and service)
- Aims to bring about structural community improvement (e.g., effective public schools, neighborhood economic development, strong community organizations)
- Designed to improve the quality of life in the community and the quality of learning and scholarship in the university
- Helps students to become contributing, creative, democratic citizens of a diverse democracy

# Academically Based Community Service (ABCS)

Snapshot: Facts and Figures, 2003-2004

- 53 ABCS Courses
- 18 Departments, 8 Schools
- 39 undergraduate courses
  - 9 NEW undergraduate courses
- 14 Graduate Courses
  - 6 NEW Graduate courses

# Academically Based Community Service (ABCS)

Snapshot: Facts and Figures, 2003-2004

## ■ Students

- 1,475 Total students involved
  - 820 Undergraduates
    - 550 School of Arts and Sciences (SAS)
    - 40 School of Engineering and Applied Sciences
    - 30 Wharton School of Business
    - 200 School of Nursing
  - 655 Graduate Students
    - 470 Dentistry
    - 125 School of Medicine
    - 20 SAS
    - 20 Graduate School of Education
    - 20 School of Design)

# Academically Based Community Service (ABCS)

Snapshot: Facts and Figures, 2003-2004

## ■ Faculty

- 28 Total faculty involved in 2003-2004
- Over 60 faculty engaged in ABCS from all of Penn's Schools



# Center for Community Partnerships: Programs

- With school and community partners, CCP has created a number of programs that engage student in real world problem solving. Examples include:
  - University-Assisted Community Schools
  - Urban Nutrition Initiative (UNI)
  - African American Culture and Literacy Research Project
  - Access Science
  - Sayre School Health Promotion and Disease Prevention
  - Community Health Center
  - Community Arts Partnerships
  - America Reads/America Counts
  - Program to Bridge the Digital Divide
  - Program in Universities, Communities of Faith, Schools and Neighborhood Organizations

# Center for Community Partnerships: Programs

- Community Training and Technical Assistance
  - Nonprofit Institute
  - Penn Volunteers in Public Service (VIPS)
- Community Development
  - State Farm Needs Assessment Project
  - Community Advisory Board

# Center for Community Partnerships: Programs

## **Philadelphia Higher Educational Network for Neighborhood Development (PHENND)**

A consortium of 42 higher eds in the Philadelphia committed to civic engagement by faculty and students.

## **Pennsylvania Service-Learning Alliance**

Funded by the Pa. Dept. of Education, to provide training to schools statewide on service-learning, character education and after school programs.

## **WEPIC Replication Project**

Since 1992, Penn's University-Assisted Community School program has been adapted nationally at 23 sites.

# Center for Community Partnerships: Programs

## **Training and Technical Assistance Program**

CCP, in collaboration with National Center for Community Education, trains faculty and staff from 74 universities and colleges since 2000 on community school-higher ed collaboration and provides follow-up technical assistance on site.

## **International Consortium on Higher Education, Civic Responsibility, and Democracy, in conjunction with the Committee of Higher Education and Research of the Council of Europe**

The International Consortium seeks to document, understand and advance the contributions of higher education to democracy on the campus, in the local community, and the wider society. The International Consortium is comprised of the Council of Europe (47 member countries), the United States (American Association for Higher Education, American Council on Education, American Association of Colleges and Universities, and Campus Compact), South Africa, Australia and South Korea. Penn is the organizational center.

# Impact of CCP's Efforts

- Engagement across all Penn's School in Academically Based Community Service
- Advancing education for democratic citizenship across the University through ABCS and problem solving learning
- Deep, sustained dialogue with school and community partners throughout West Philadelphia, resulting in programs that address real community needs

# Impact of CCP's Efforts

- Substantive, trusting, long-term relationships developed with community partners
- Models for democratic participatory action research developed and replicated in U.S. and internationally, including South Africa and Australia
- Built the foundation on which to advance Penn's efforts to address the disparities in West Philadelphia and realize the "One University" idea, as well as Penn founder Benjamin Franklin's vision of an engaged, democratic university.



# Philadelphia Higher Education Network for Neighborhood Development (PHENND)

- Started by Dr. Ira Harkavy in 1987 as a way of connecting with and supporting colleagues doing similar work in Philadelphia.
- In addition to Penn, Temple University, La Salle University, and Swarthmore College are first members.
- Today, PHENND boasts a membership of 42 colleges and universities in greater Philadelphia region.

# PHENND

- Key programmatic features are:
  - Weekly Electronic Newsletter – distributed to over 3,000 individuals across the region
  - Annual Conference which draws 75-150 people
  - Quarterly PHENND meetings which focus on thematic topics

# PHENND

## Main functions:

- Clearinghouse of information (newsletter, website, syllabi swap)
- Training and Technical Assistance
- Matchmaker
- Advocate
- Designer of model programs
- Institutional and organizational capacity-building

# PHENND: Clearinghouse of information

- PHENND is seen as a “go to” place
- New administrators seek out PHENND’s counsel and advice
- Community partners call PHENND to learn about opportunities for partnership with higher eds, and vice versa.

# PHENND: Training and Technical Assistance

- workshops and related materials about service and service-learning
- introductory information as well as ongoing assistance to faculty
- face-to-face meetings or site visits

## **PHENND: Matchmaker**

- Pays close attention to gaps and overlaps in service delivery
- Promotes certain issues and opportunities
- Goes the extra step of attempting to turn a potential partnership into an actual program.



## **PHENND: Advocate**

- Works through national, statewide, and local networks to promote campus-community partnership, service-learning, and institutional civic engagement across diverse constituencies
- Presents at conferences and symposia, representing both PHENND and the Philadelphia region as a whole

# PHENND: Designer of Model Programs

- Creation and maintenance of model collaborative programs
- Provides an example of campus-community partnership
- Allows PHENND to operate more strategically in certain areas and around certain issues
- Recent examples:
  - Food Stamp Enrollment Campaign
  - Financial Outreach Initiative

# PHENND: Institutional and Organizational Capacity-Building

- Works as a capacity-builder, both with its member institutions as well as their current and potential community partners
- Provides opportunities to individuals from both colleges and community organizations for personal and professional development around issues related to partnership, service, and service-learning
- Sponsors networking and training seminars, as well as co-sponsors similar efforts with other organizations
- Leverages the power of the network to create programs and achieve goals otherwise not possible or unlikely (ex. Scholars in Service to Pennsylvania)

# WEPIC Replication Project

- An Adaptation of the University-Assisted Community School Model
- 23 Sites Nationally—University-School-Community Partnerships

# WEPIC Replication Project

## ■ The WEPIC Replication Project sites have included:

- University of Kentucky-Lexington
- University of Alabama-Birmingham
- Miami University (Ohio)
- University of Rhode Island
- Rhode Island College (administered by URI)
- University of New Mexico-Albuquerque (United South Broadway Corp. is the legal applicant)
- New Mexico State University (United South Broadway Corp. is the legal applicant)
- University of Denver
- University of Dayton
- Central State University
- Bates College

# WEPIC Replication Project

- Lewiston-Auburn College of the University of Southern Maine
- Clark Atlanta University
- Morehouse College
- Community College of Aurora, Co.
- Regis University
- West Virginia University (Monongalia School District is the legal applicant)
- University of Michigan-Ann Arbor (Harms Elementary School is the legal applicant)
- Temple University
- Slippery Rock University
- Lock Haven University
- Mercer University
- Indiana University-Purdue University Indianapolis (IUPUI)



# WEPIC Replication Project

Adapted the model:

- ABCS courses and other higher ed resources used to develop hands-on engaged learning in the school day
- University and community resources support a range of afterschool programs for school students
- University and community resources support evening and weekend classes open to all in the community to meet community defined needs

# International Consortium

- **International Consortium on Higher Education, Civic Responsibility, and Democracy**
- **in conjunction with the Committee of Higher Education and Research of the Council of Europe**
- **MISSION: The International Consortium seeks to document, understand, and advance the contributions of higher education to democracy on the campus, in the local community, and the wider society**

# International Consortium

- Penn is the organizational Center of the International Consortium. CCP director, Ira Harkavy, is the U.S. Co-Chair
- Membership—must join as a country

# International Consortium

## ■ Members include:

- Council of Europe (47 members countries)
- United States
  - (The US is represented by a Steering Committee of representatives from American Association for Higher Education, American Council on Education, American Association of Colleges and Universities, and Campus Compact)
- South Africa (Sponsored by the Joint Education Trust)
- Australia
- South Korea

# International Consortium

## ■ Projects

- **Pilot study on *Universities as Sites of Citizenship and Civic Responsibility Project***, a research project that:
  - explores the actual activities of institutions of higher education that support democratic values and practices
  - assesses their dispositions and capabilities to promote democracy
  - examines how the use of university resources can improve the contributions of higher education to democracy on the campus, and in the local community and wider.
- **Political Science 291**. U of Pennsylvania. “Faculty-Student Collaborative Seminar in Citizenship and Democratic Development Of Penn Undergraduates”

# International Consortium

- **Political Science 291.** U of Pennsylvania. “Faculty-Student Collaborative Seminar in Citizenship and Democratic Development Of Penn Undergraduates”
  - To be replicated nationally and internationally
  - Long-term, continuing research seminar to find good solutions to two highly complex problems:
    1. How can we systematically, validly, reliably, measure the extent to which Penn significantly helps undergraduates develop their inclination and ability to function as lifelong democratic citizens?
    2. If we find that Penn undergraduate education now does not achieve that goal, what strategies can we devise and implement to increase Penn’s capacity to achieve it? Put another way, the critical problem for the seminar would then become: What changes should Penn make in its organization and operations to increase the likelihood that its undergraduates will actually function as lifelong, highly democratic citizens?



# International Consortium: Web Sites

Organizational Center at Penn:

<http://iche.sas.upenn.edu/index/index.htm>

– includes protocols and reports of the pilot study

AUSTRALIA

<http://www.uq.edu.au/cssrc/consortium/index.htm>