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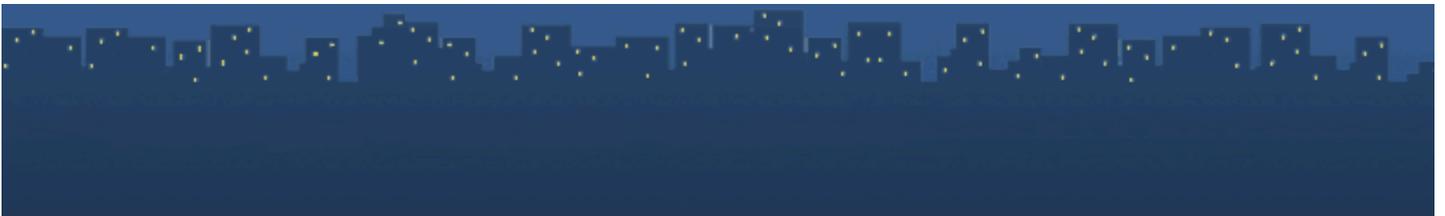
**PHENND**

Philadelphia Higher Education Network for Neighborhood Development

# 2009 Annual Report

*Friday, February 27, 2009*

*Chestnut Hill College*



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**Welcome!** On behalf of the seven PHENND Co-Chairs, it gives me great pleasure to introduce the first Annual Report of the Philadelphia Higher Education Network for Neighborhood Development.

PHENND has a long and productive history of facilitating campus-community partnership around the region; however, until now the organization did not have an annual report to share its story with a broader audience.

Those of us who know PHENND and work with the organization know that its successes are not its alone; PHENND shares its accomplishments with all of its institutional and community-based partners. This is why the report is not limited to PHENND; member campuses are also featured so they may showcase their work as well.

We hope this will be the first of many annual reports highlighting the achievements of the wonderful and dynamic organization we have come to rely on year in and year out.

Thank you.

*Ira Harkavy*

#### **PHENND Co-Chairs**

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

**Debra Kardon-Brown**  
Lang Center for Civic and Social Responsibility  
Swarthmore College

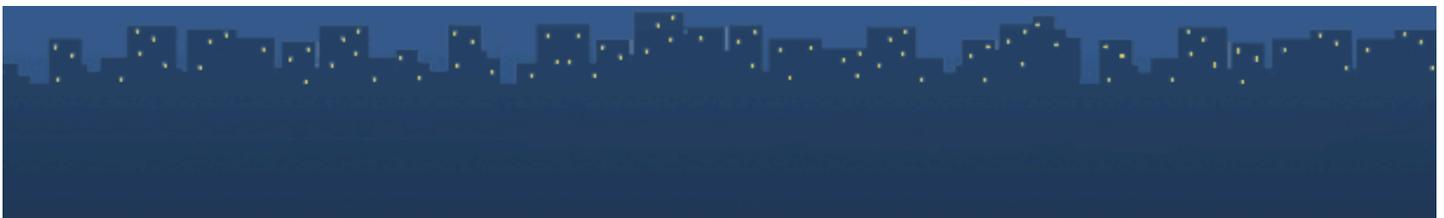
**Dr. David Bartelt**  
Professor  
Geography and Urban Studies  
Temple University

**Dr. Marcine Pickron-Davis**  
Assistant to the President for Community Engagement and Diversity Initiatives  
Widener University

**Dr. Karen Tidmarsh**  
Dean of the College  
Bryn Mawr College

**Dr. Frank Bernt**  
Director, Faith-Justice Institute  
Saint Joseph's University

**Dr. Suzanne Rocheleau**  
Associate Dean, Pennoni Honors College  
Drexel University



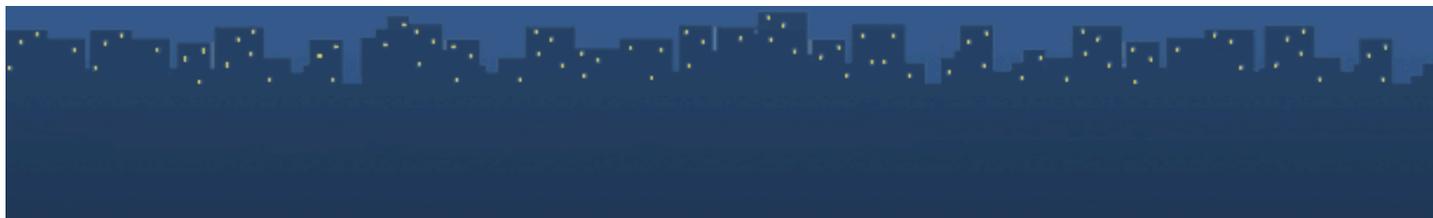
## **Our Mission**

The Philadelphia Higher Education Network for Neighborhood Development (PHENND) is a consortium of 32 colleges and universities in the greater Philadelphia area. PHENND works to build the capacity of its member institutions to develop mutually beneficial, sustained, and democratic community-based service-learning partnerships. The consortium actively seeks to revitalize local communities and schools and foster civic responsibility among the region's colleges and universities.

Higher educational institutions can function as permanent anchors and partners for community improvement. Moreover it is deeply in their interests to do so; their futures are intertwined with that of their neighborhoods. PHENND provides a vehicle for coordinating and, where appropriate, combining the efforts of higher eds so that they can make a significant contribution to improving the entire Philadelphia region.

## **Our History**

The Philadelphia Higher Education Network for Neighborhood Development (PHENND) began in 1987 with representatives from five colleges and universities. In the spring of 1991, interest in PHENND began to increase, witnessed by an organizational meeting that drew over twenty participants from higher educational institutions throughout the area. In 1992, PHENND co-sponsored and was the lead organization of Philadelphia's Summer of Service Project, part of an initial effort in President Clinton's National Service Program. The program, Immunize Children At-Risk Early (ICARE), involved the coordination of 12 higher educational institutions through PHENND, the City's Health Department, the Greater Philadelphia Urban Affairs Coalition, and the School District of Philadelphia, as well as other organizations. In 1993, PHENND began to hold regular meetings and policy workshops with local, state, and federal officials.

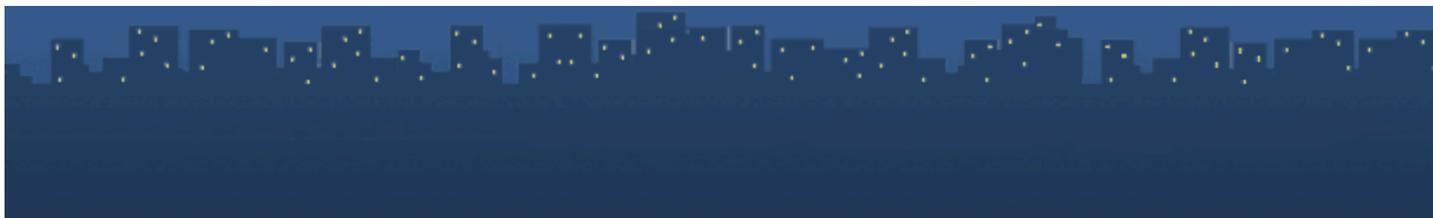


Metropolitan-area higher ed collaboration was strengthened in 1994 when several Philadelphia-area institutions received grants through Pennsylvania Campus Compact to develop a corps of part-time service scholars. Managing the only part-time corps in the nation, the Philadelphia program coordinators met regularly, helping solidify a regional approach to national service. The program was so successful it became a model for the current "Ed-only" AmeriCorps award, administered by the Corporation for National Service.

Since 1997, PHENND has held an annual conference, which draws higher ed faculty, students, and administrators as well as representatives of community based organizations and public schools to discuss issues pertaining to campus-community partnership. Last year, PHENND celebrated its 20th Anniversary with a two-day national conference "The Power of Place: Regional Higher Education Networks for Community Transformation." The conference drew over 165 participants from across the country and culminated in a Gala Dinner Celebration featuring Dr. Lori Shorr, Chief Education Officer for the City of Philadelphia.

Currently, PHENND is in the midst of a three-year program to "Institutionalize Service-Learning" at eight area campuses. This program is supported by Learn and Serve America through the Pennsylvania/New York Campus Compact Consortium. PHENND is working with eight selected institutions to help them broaden and deepen their service-learning programs, emphasizing improved faculty development and community partner development.

In addition, PHENND provides training and technical assistance to a variety of university- and community-side 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. New initiatives over the years include the Food Stamp Enrollment Campaign, the Financial Outreach Initiative, and the Scholars in Service to Pennsylvania program.

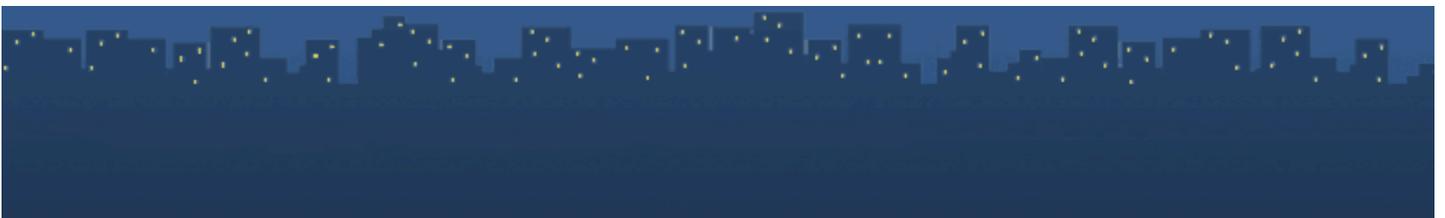


PHENND is a network of institutions of higher education (IHEs), non-profit agencies, community organizations, and individuals in the Delaware Valley with the shared goal of working together to strengthen the region's service and service learning activities. PHENND's activities such as conferences, email newsletters, and technical assistance attract and serve a broad array of individuals and organizations from the IHE, service learning, community service, and non-profit communities throughout the region. See Figure I (page 6) for a graphical representation of the relationship between the PHENND's network, PHENND's activities, and PHENND's impacts.

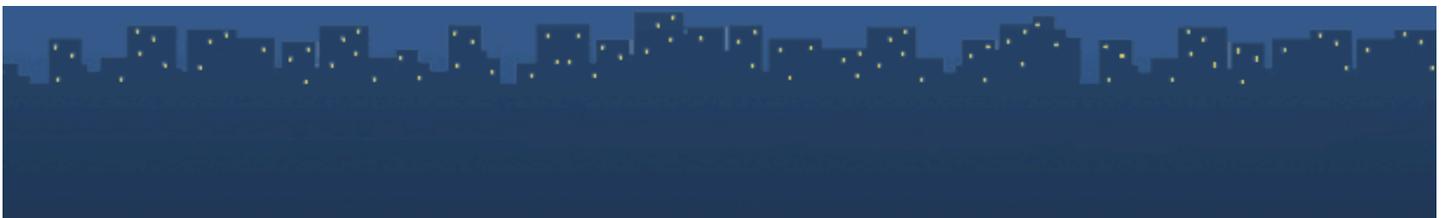
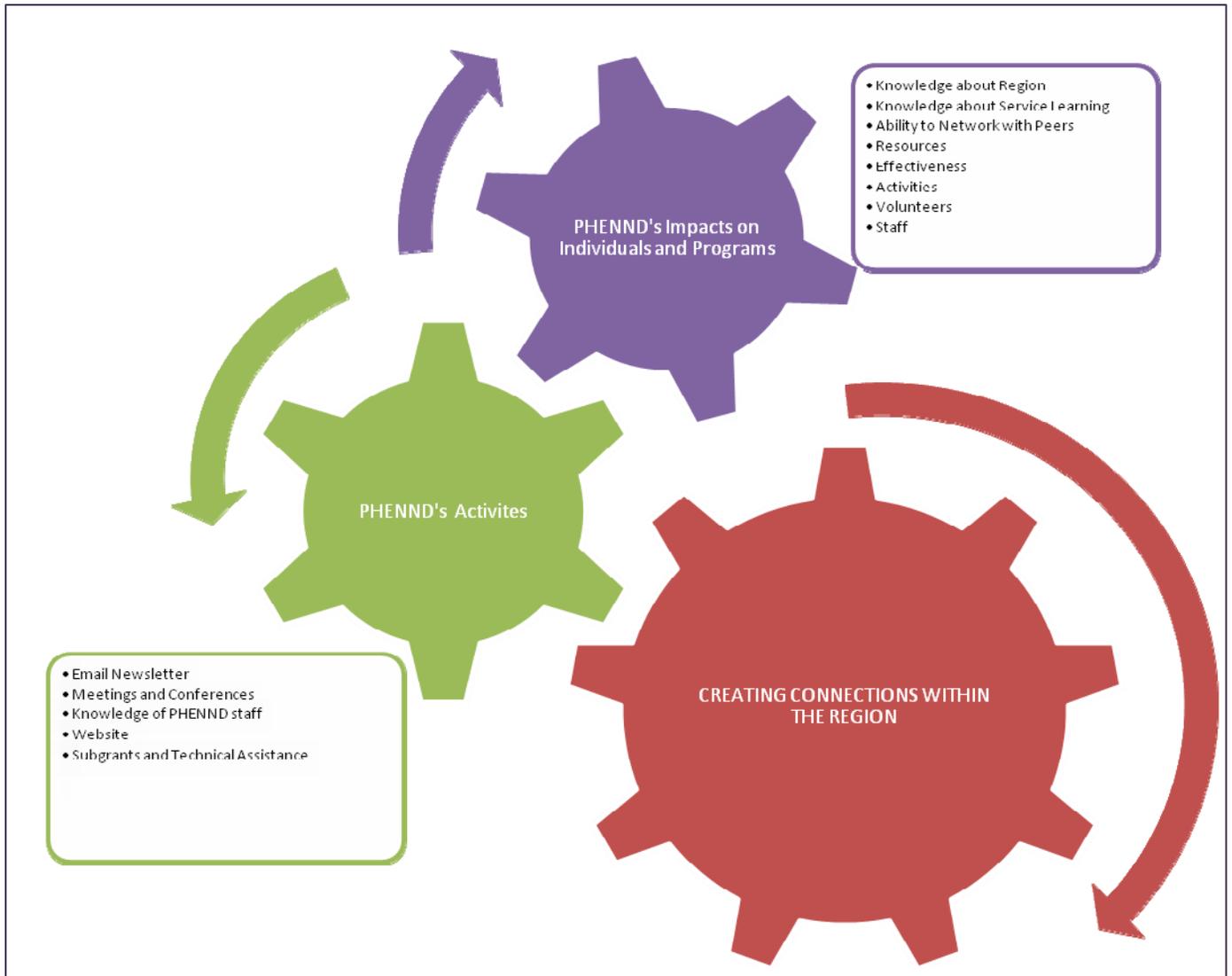
This past year, PHENND conducted an evaluation to assess the perceptions and values of PHENND as a regional service learning network. There is growing interest in the potential of regional linkages among service learning organizations, but little consensus about what the structure or purposes of such linkages might be.

The evaluation suggests that participants in PHENND see it as a multi-dimensional network with varied activities and in which participation falls along a continuum. At one end of the continuum are participants who describe PHENND primarily as a source of information and inspiration. At the other end are participants who report that PHENND and partnerships developed through PHENND have had a large impact on their programs. Many people, wherever they may fall along the participation continuum, indicate that PHENND has created linkages - whether loose or tight, virtual or face-to-face - between people and programs in the Philadelphia region.

The evaluation was designed and implemented by Dr. Sukey Blanc, with input and advice from PHENND's Executive Director Hillary Kane. Data were collected between October 2007 and February 2008 and consisted of two primary sets of activities: a) qualitative fieldwork including interviews, focus groups, and observations with service learning coordinators and community partners and b) an on-line survey of 81 PHENND participants.



**Figure 1: Picturing PHENND**



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## How do participants describe PHENND activities and impacts?

Among on-line survey respondents:

- 100% rate the email newsletter as very important or important.
- 80% rate conferences and workshops as very important or important.
- 68% rate the knowledge of the PHENND staff as very important or important.
- 62% rate the PHENND website as very important or important.
- 48% rate technical assistance or grants as very important or important.

Survey data also provide the following findings about the perceived impacts of PHENND.

- Involvement with PHENND increases all participants' knowledge.
- Involvement with PHENND increases approximately 2/3 of participants' ability to network.
- Involvement with PHENND increases the resources, regional connections, and overall effectiveness for the programs of more than half the participants.

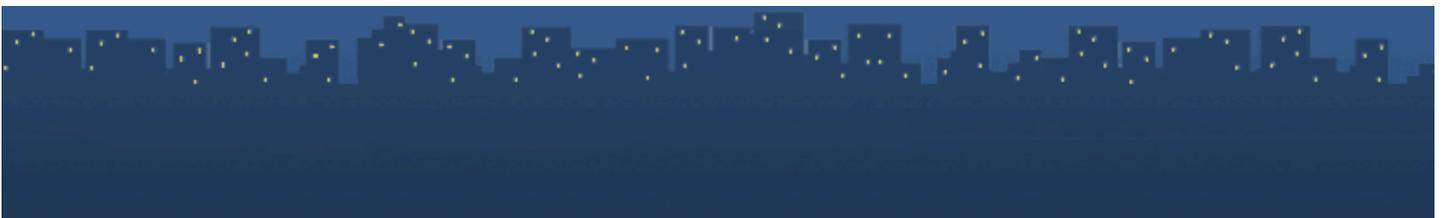
## Key Programs and Outcomes (2007-2008)

Today, PHENND plays five primary roles that are the keys to its success. Those roles are: information clearinghouse, hub of networking, training and technical assistance provider, funder, and manager of multi-university efforts. For each of these roles, several strategies and activities have evolved. Updates from the past academic year are provided for each of PHENND's major roles.

### Clearinghouse of Information

#### *PHENND Update*

This year, the PHENND Update received a major technical and design overhaul. The PHENND Update is now integrated with a new PHENND website (both on



[www.phennd.org](http://www.phennd.org)). The PHENND Update now utilizes Word Press, a popular blogging software. This allows for an attractive and user-friendly searchable archive of all items in the Update.

By the numbers:

- 2,445 individuals receive the PHENND Update each week
- 1,350 events, jobs, grants, and other announcements have been advertised since July, when the new system was implemented
- 100% of on-line survey respondents classified the PHENND Update as “important” or “very important.”

**PHENND** Grants & Initiatives | About Us | PHENND Updates | Resources

Home » PHENND Updates

Recent Entries

The Line In The Sand: Stories from the US/Mexico Border  
*Posted February 16th, 2009 in [Other Local Events and workshops](#)*

Course Development Minigrant Opportunity  
*Posted February 16th, 2009 in [PHENND Events/Activities](#)*

New Book: Resolving Personal and Organizational Conflict  
*Posted February 16th, 2009 in [New Resources](#)*

Call for Proposals: Research Conference on Service-Learning and Community Engagement  
*Posted February 16th, 2009 in [National Conferences & Calls for Proposal](#)*

Community Participation in Research  
*Posted February 16th, 2009 in [Grant Opportunities](#)*

Healthcare Access and Chronic Disease in Blacks and Hispanics  
*Posted February 16th, 2009 in [New Resources](#)*

Immigrant-Made Media to Improve Immigrant Health  
*Posted February 16th, 2009 in [New Resources](#)*

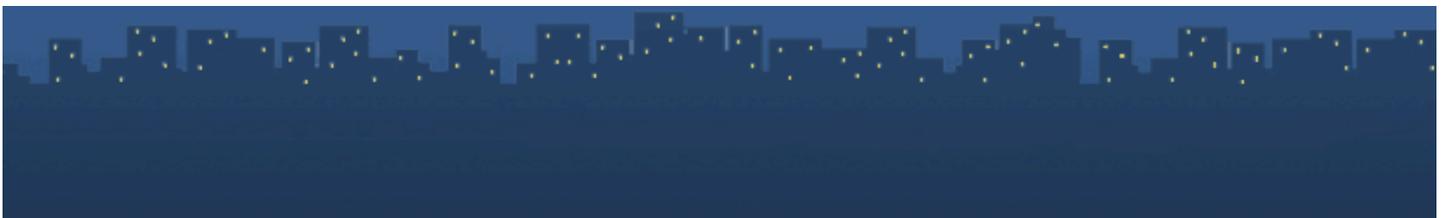
Search Updates

February 2009

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Browse by Category

- Grant Opportunities
- Job Opportunities/AmeriCorps Opportunities
- Miscellaneous
- National Conferences & Calls for Proposal
- New Resources
- Other Local Events and workshops
- Partnerships Classifieds
- PHENND Events/Activities



*PHENND Website*

The PHENND Website received a major overhaul this past year as well. This overhaul also improved the PHENND Syllabi Swap, which now uses a bulletin board format. The Syllabi Swap is a searchable collection of various service-learning syllabi from member institutions across the region.

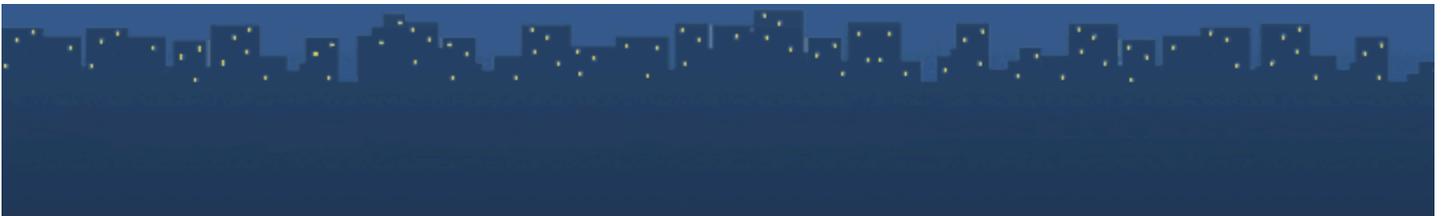
By the numbers:

- 69 syllabi representing 30 disciplines are featured on the Swap
- The newest syllabus is Dr. Kimberly Goyette's Sociology of Urban Education (Temple University) which has received an average of two hits per day since it appeared in mid-January.

**Training and Technical Assistance Provider***Workshops*

During the 2007-2008 academic year, PHENND provided the following training workshops.

- August 2007: Philadelphia Service-Learning Institute. Two-day event at Drexel University drew 44 participants
- October 2007: Presentation to faculty committee at University of Scranton (out of region- fee for service)
- November 2007: Presentation to service-learning pilot program faculty at Bucks County Community College
- December 2007: Participation in service-learning professional development for faculty at Montgomery County Community College
- May 2008: Participation in service-learning professional development for faculty at Montgomery County Community College



*Conference Presentations*

- October 2007: Coalition of Urban and Metropolitan Universities Conference, Towson University, “The Power of Regional Networks: A Closer Look at the PHENND Model”
- November 2007: Regional Earned Income Tax Credit Conference, United Way of Southeastern Pennsylvania, “VITA Basics”

**Funder**

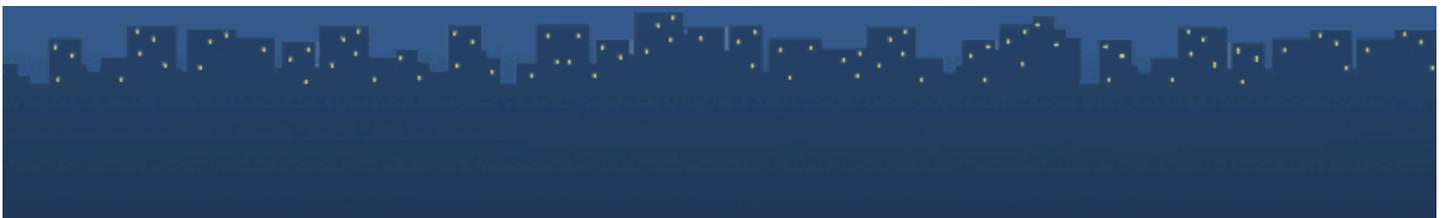
Currently, PHENND, through Learn and Serve funding from the PA/NY Campus Compact Consortium, is providing modest grants to 8 member institutions for the purpose of “Institutionalizing Service-Learning.” Grant recipients are the entire institution – not just a subset of faculty or the service-learning director. Participating institutions have been asked to assess their current success with service-learning and “take it to the next level.” In some cases this has meant the beginning of coordinated efforts on a campus; other more advanced campuses are refining evaluation methods, enhancing and expanding faculty development programs, and/or developing new community partnerships. Representatives from these 8 institutions meet a few times per year to discuss their activities and grant-specific issues; however, they also meet with other campuses’ community service and service-learning directors as well, broadening the impact of this program to the rest of the region.

**Participating Campuses Include:**

- Bryn Mawr College
- Cabrini College
- Chestnut Hill College
- Gwynedd-Mercy College
- Montgomery County Community College
- Saint Joseph’s University
- University of Pennsylvania
- Widener University



Pennsylvania | **Campus Compact**



As a direct result of the funding provided, these eight campuses engaged the following during the 07-08 academic year.

- 1530 undergraduates engaged in service-learning
- 98 faculty teaching service-learning courses and/or revising curriculum
- 69 service-learning courses offered
- 35 service-learning courses that involved tutoring or mentoring K-12 students
- 686 K-12 students tutored or mentored
- 136 community partners involved in projects

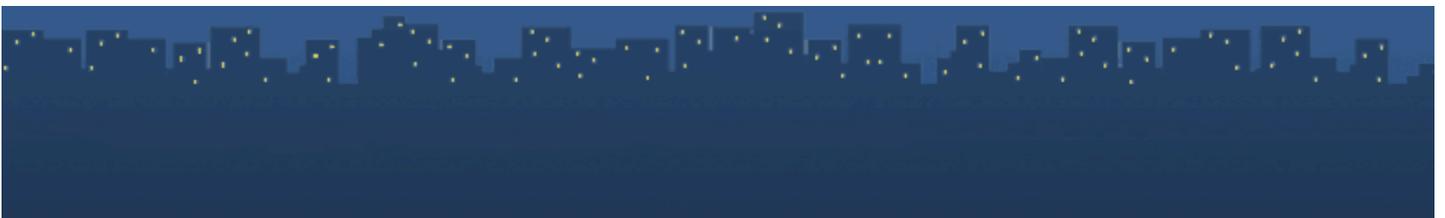
### **Hub of Networking**

#### *Annual Conference*

Since 1997, PHENND has held an annual conference, which draws higher ed faculty, students, and administrators as well as representatives of community based organizations and public schools to discuss issues pertaining to campus-community partnership. Last year, PHENND celebrated its 20th Anniversary with a two-day national conference “The Power of Place: Regional Higher Education Networks for Community Transformation.” The conference drew over 165 participants from across the country and culminated in a Gala Dinner Celebration featuring Dr. Lori Shorr, Chief Education Officer for the City of Philadelphia.

#### *Quarterly PHENND Meeting*

September 2007: Quarterly PHENND Meeting focused on Capacity-Building at Chestnut Hill College (35 participants)



## Manager of multi-university efforts

### *Scholars in Service to Pennsylvania AmeriCorps Program*

PHENND serves as an intermediary organization, distributing part-time AmeriCorps Education Award Only slots to 35+ colleges and universities across Pennsylvania.

By the numbers:

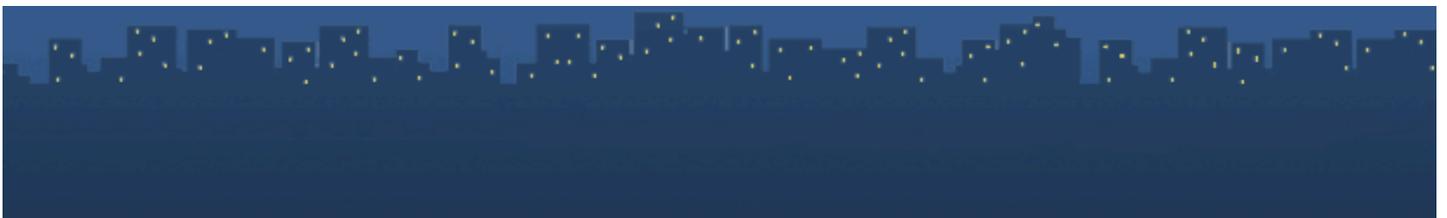
- During the 2007-2008 year, participating campuses enrolled 304 students of which 219 earned an AmeriCorps Education Award.
- The 304 students enrolled performed 107,311 hours of community service (including training and member development activities)
- Those same students recruited an additional 3,702 non-AmeriCorps volunteers, who in turn performed over 17,000 hours of service



### *Senior Projects Initiative*

The School District of Philadelphia is ramping up the quality and academic rigor associated with the state-mandated "Senior Project." In November 2006, PHENND was asked by the District to match each participating school with a university partner. These partners provide project mentors and other resources to help the schools and students succeed.

Since that time, with support from the School District, and Pennsylvania Campus Compact (through both Learn and Serve and VISTA), PHENND has recruited faculty from area campuses wishing to partner with selected high schools on the Senior Project Initiative.



During the 2007-2008 academic year the following partnerships took place:

- Cabrini College with Olney High School
- Chestnut Hill College with Roxborough High School
- Eastern University in the City with South Philadelphia High School
- Temple University with Kensington Business High School & Kensington Culinary High School
- University of Pennsylvania with Parkway West High School

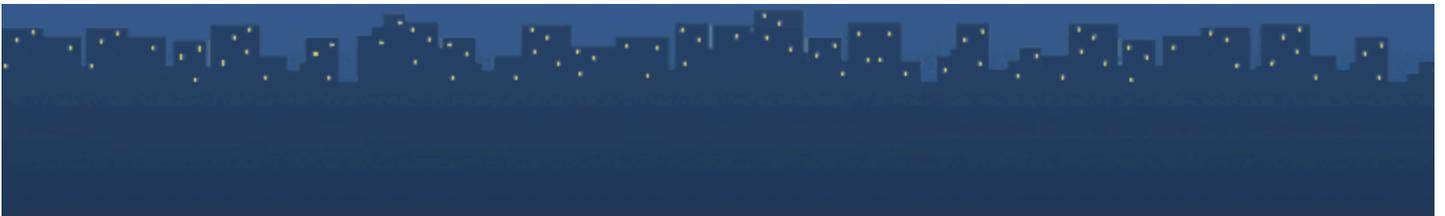
Additionally, in June 2008, PHENND led a two-day Course Development Institute for area faculty to develop courses connected to Senior Projects Initiative. Eight faculty participated and five received funding to develop service-learning courses related to the senior project initiative.

*Delaware County Asset Development Group*

PHENND organized this project during the 2002-2003 academic year. During the 2007 tax-filing season, students from Swarthmore College and Widener University, along with community volunteers, provided free tax services. The target audience for this effort is low-income filers eligible for the Earned Income Tax Credit (EITC). This credit has been touted to be the most effective way of lifting a family above the federally defined poverty line.

By the numbers:

- 1215 taxpayers served last year for a total refund amount of over \$1.4 million
- 50 volunteers recruited (almost half trained by PHENND)



## About Our Member Campuses



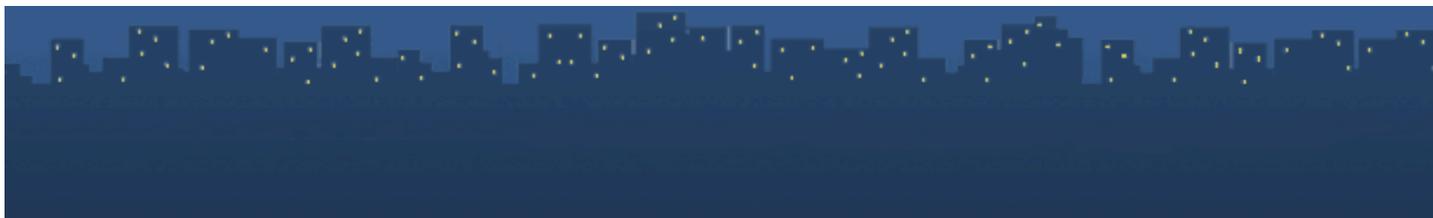
Arcadia University provides students the opportunity to explore potential career fields, enhance professional skills, meet other students who share similar interests, and support those in need through community service. The Office of Community Service, under the direction of Cindy Rubino, acts as a resource for students, as individuals or in groups interested in this type of learning. For 18 years, every new student has had the chance to participate in service as part of their Orientation to the University. Last year, 645 students went to 21 different sights on their fourth day as a member of the Arcadia Community.

With support from PHENND and AmeriCorps, Arcadia has been able to offer scholarships to motivated students interested in service. Our Scholars in Service to Pennsylvania AmeriCorps members have initiated new projects such as a campus wide book donation drive to benefit people in need in our local and international community. The scholars are integral in helping to provide our many ongoing and yearly service projects. America Reads, a nation wide literacy program, has expanded to provide assistance to students who are identified as in need of additional support in all academic areas- the number of service sites and students has grown exponentially and an ESL component is included at some of the sites that Arcadia students serve. This year 68 students serve at 9 sites in America Reads.

Events throughout the year not only send students into the community but welcome the community to the Arca-

dia campus. A popular Arcadia tradition is the Empty Bowl dinner. Recently celebrating its 15th year, Arcadia hosts over 600 people who share a meal of soups, bread and desserts housed in hand made bowls created and donated by area schools, local artists and the Arcadia Fine Arts Association. All proceeds derived are shared between Interfaith Housing Project of Northeast Philadelphia and Heifer International, two agencies serving the hungry and homeless. Also for the past 6 years, we have offered an Alternative Spring Break trips providing volunteer services in Florida, Louisiana, 2 sites in Mexico, and Guatemala. During Winter break students from Arcadia hosted volunteers from Juanita College during which they devoted a week to assisting agencies that address Philadelphia hunger and homelessness issues.

Back home the Arcadia Environmental Activities program was developed to promote environmental awareness on campus, reduce the school's environmental 'footprint' and maintain the on-campus recycling system. Another popular event, the Martin Luther King Day of Service provided students the opportunity to work at five different sites in the area. The office is also proud to continue a tradition of hosting approximately one-hundred children for story-telling, arts and crafts and games at a Dr. Seuss Day festival held in Grey Towers Castle. The above are some examples of the programs coordinated by the Community Service Office working with students, faculty and staff to provide opportunities related to classes and/or out of class interests.





The Civic Engagement Office (CEO) at Bryn Mawr College strives to empower members of our community to be authentically engaged citizens on campus, off campus, and throughout the world. The CEO bridges the academic and civic missions of the College by:

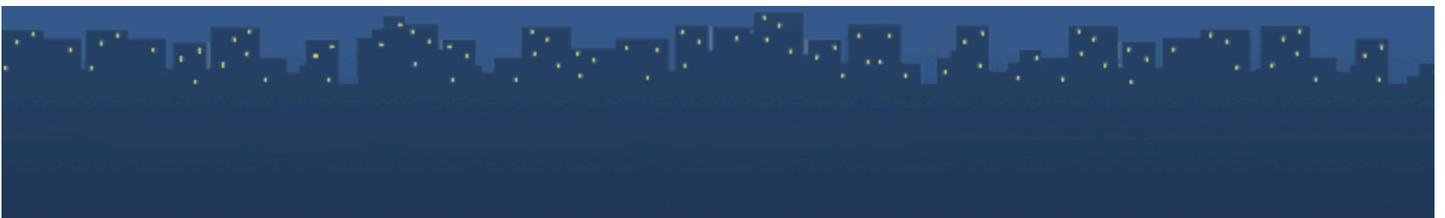
- Developing and modeling genuine partnerships with local communities and community organizations with a specific emphasis on reciprocity, transparency, and sustainability;
- Providing training and capacity-building programs for the campus community in the areas of civic engagement, community-building, and reflection; and
- Sponsoring and supporting a wide variety of civic engagement opportunities for students, including volunteering, internships, community-based learning, activism, and organizing for social change.

The Civic Engagement Office links community service programs focused on service and activism with the academically based civic engagement focus of Praxis through a shared vision of preparing students for leadership in public life. Praxis is Bryn Mawr's experiential, community-based learning program. Praxis is premised on the principle that social responsibility and "real world" preparedness are achieved through a combination of classroom-based theory with practical experience. Currently in its ninth year of existence, Praxis has grown beyond its original conception as a community-based learning program that matched academic courses with relevant field placements to become a clearinghouse of civic engagement information for students, faculty, and community partners. Several of the College's key community partnerships were developed by the Praxis Program including the partnership with Belmont Charter

School and Overbrook Elementary School. The Praxis III Independent Study Program has become the kind of experience that students claim has changed their lives. Students who develop Praxis III courses use this opportunity to engage deeply in activist projects, become important contributors at local community non-profit agencies, and conduct important community-based research.

In addition to supporting traditional community service projects with our partner organizations and schools which involve students serving as mentors, tutors, interns, community organizers and even volunteer tax preparers, our office now includes a focus on community-building within the College. Recently our office developed a new leadership training initiative called LEAP—Leadership Empowerment and Advancement Program—designed to foster leadership skills in students at Bryn Mawr as well as to support and recognize the efforts of student leaders on campus. Our first three LEAP cohorts have developed projects related to campus engagement, developing workshops which aim to address campus organizing challenges such as coalition building, conflict resolution, and access to campus resources for student leaders.

Our office continues to evolve and change to meet the needs of the community, both on and off campus, but our mission remains the same. We welcome students and community members who seek to create change in our communities and who bring creative ideas for collaboration and action. We remain so grateful for the support of our community partners and the inspiration of the PHENND network; our partnerships are integral to the education of our students and the continued growth and improvement of our programs and we look ahead to the future with great excitement about what is still yet to come.



## About Our Member Campuses

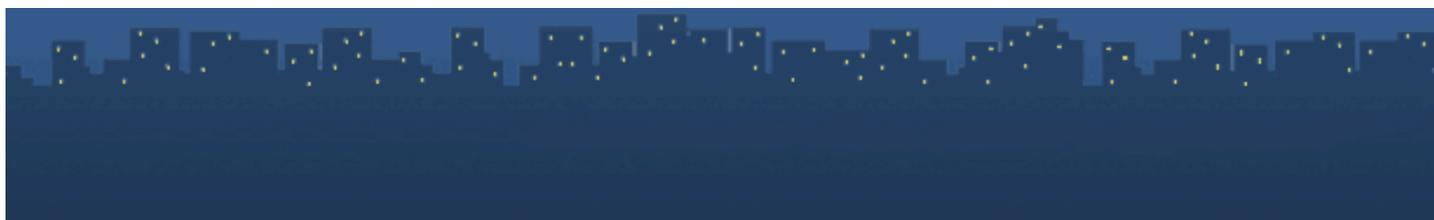


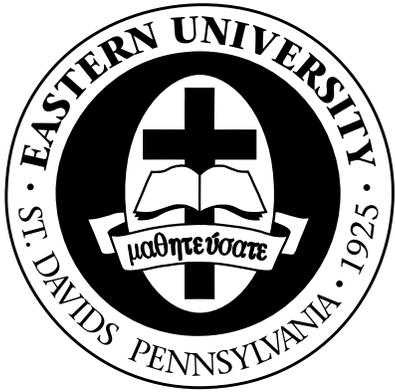
CHESTNUT  
HILL  
COLLEGE

Since 2007, Chestnut Hill College has been committed to institutionalizing service-learning across our curriculum, due to support in part from a Learn & Serve America grant. In the academic year 2005-2006, the College offered only one or two service-learning courses per semester, and was largely the work of a few dedicated faculty members. Since then, our community engagement has grown significantly and as of the spring semester 2009, we are offer eight service-learning courses in a variety of academic disciplines, which enroll more than 10% of Chestnut Hill College's undergraduate student population. This semester our students work with more than five community partners, including the Greater Philadelphia Coalition Against Hunger, Roxborough High School and the St. Joseph's Villa. In recognition of our program's growth and our engaged student population, in February 2009, Chestnut Hill College was named to the 2008 President's Higher Education Community Service Honor Roll.

Chestnut Hill College is an institution that lives and breathes its Mission daily; the *Learn & Serve America* grant and the continued service of an Ameri-

Corps\*VISTA are the perfect complements to the promotion and integration of this Mission within and beyond the means of our campus community. In keeping with the spirit of the Sisters of Saint Joseph, a key component of Chestnut Hill College is the commitment to the "*dear neighbor*". Expanding community partnerships through institutionalization of service-learning will enable the College to reach out to our dear neighbors in the local and global community. Providing students with opportunities for structured reflection while engaging them in work for the common good simultaneously strengthens the College community and the area in which we are situated. As the College continues to grow and partner with our surrounding community, we are committed to being responsible, engaged citizens and persons of high academic excellence.





**Eastern University Is Committed to Faith, Reason and Justice**

Eastern's service learning program grows directly out of our institutional commitment to Faith, Reason and Justice. We want our students to think and act Christianly, and to be agents of God's redemptive purposes in a broken world. Our service focuses on issues of injustice in surrounding communities like Chester, Norristown and Philadelphia. Essentially, service learning fosters learning and spiritual formation through the discipline of service to communities in need.

Every Eastern student in the College of Arts & Sciences serves 20 hours during their first semester as part of the core curriculum. The service is part of a class called "Introduction to Faith, Reason and Justice." With 29 sections comprised of over 500 students serving at 20 sites, the program leads to 10,000 hours of service each year. In economic terms, the value of that volunteer labor is over \$195,000 (\$19.51/hr. according to [www.independentsector.org](http://www.independentsector.org)).

Quotes from student papers:

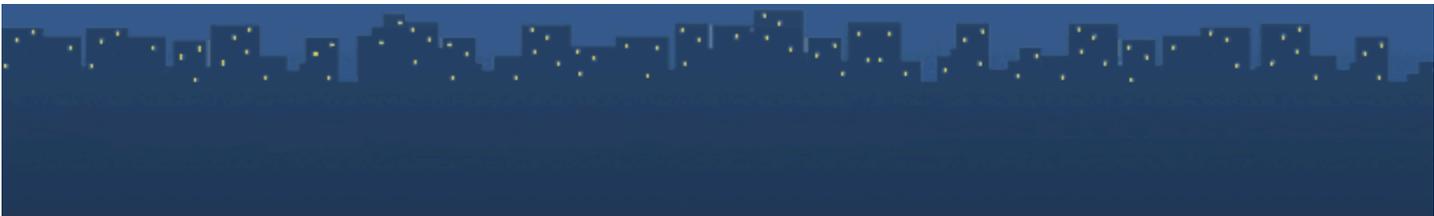
"The prisoners literally redefined worship for me."

"New Seasons is a great place to learn humility through service."

"Every time you sacrifice a Saturday to help the poor, you experience a little bit of what God must have felt when He sacrificed His only son to die on the cross."

"The children at St. Edmond's showed me so much about loving unconditionally."

- Service Sites in 2008:
- ACLAMO, Norristown
  - The Barry School, Philadelphia
  - Broad St Ministry, Philadelphia
  - Central Presbyterian Church, Norristown
  - Chester Student Center, Chester
  - City Team Ministries, Chester
  - Cornerstone Christian Academy, Philadelphia
  - Delaware County Housing Coalition, Chester
  - Don Guanella School, Springfield
  - Frederick Douglass Christian School, Chester
  - Good Works, Coatesville
  - Habitat for Humanity, Eastern Chapter
  - MANNA, Philadelphia
  - Philabundance, Philadelphia
  - Prison Ministry, House of Corrections, Phila.
  - Project HOME, Philadelphia
  - St. Edmond's Home, Rosemont
  - Team Children, Audubon
  - Urban Promise, Camden, NJ
  - YACHT, Eastern/Philadelphia





## Gwynedd-Mercy College

BRINGING *FUTURES* INTO *FOCUS*

During 2007-08, more than 800 Gwynedd-Mercy College students participated in various service programs to help those in our community, across the country and outside the United States. In addition to contributing 13,000 hours of service, our students also raised money for noble causes.

Highlights include:

- Students worked with mentally or physically challenged youths and adults through Harmony Theater, Best Buddies and the Touch of Tennis programs.
- The College's Voices of Gwynedd, a 100-member choir, teamed up with the Susan B. Komen Race for the Cure and the March of Dimes to provide musical entertainment during these events.
- Students who participated in Alternative Spring Break raised nearly \$18,000 to fund their service trips.
- Through the Laughs for Lives Comedy Show, students collected more than \$500 to benefit "Homes for Our Troops," an organization that builds handicapped-accessible homes for our disabled veterans.
- GMC students, faculty and staff gathered more than \$1,100 in donations for breast cancer research during Lee National Denim Day.
- Led by the Student Government Association,

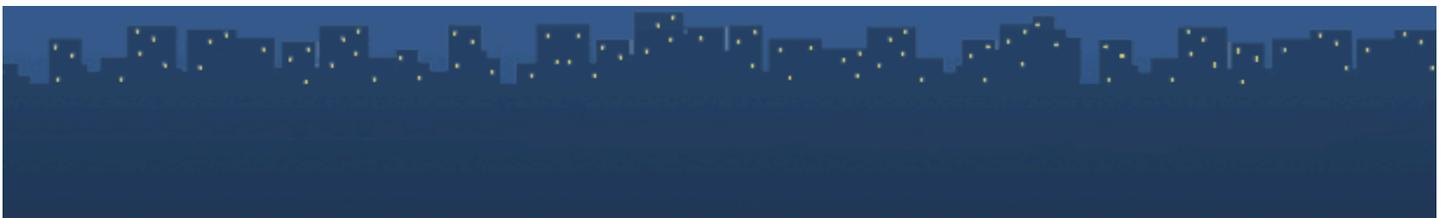
GMC students collected more than 1,600 pounds of canned food during the "Pull It From The Pantry" drive.

- Mercy for Darfur, a project created by GMC students, staff and faculty, held fundraisers in which students raised \$500 to help people in refugee camps.
- During the Movie Marathon, students collected \$6,400 for the Juvenile Diabetes Foundation.

### Fourth Annual Alternative Spring Break

During the 2008 spring break, 30 students, along with GMC faculty and staff, showed their Mercy spirit by participating in one of three service trips to New Orleans, New York City or Laredo, Texas.

In New Orleans, students visited schools and helped finish homes in the new Musicians' Village. Those GMC students who traveled to New York City lead retreat days for students at Catherine McAuley High School in Brooklyn, an all girls' high school sponsored by the Sisters of Mercy. They also held a college transition fair for the high school seniors. Students who visited the border town of Laredo, Texas, organized a mini health fair for those in the community without access to health care. The students also learned about immigration issues and met families who migrated to the United States.



Inherent in the mission of Neumann College is the challenge to make knowledge effective through service. The call to service invites us to be attentive to the needs of those with whom we live and work and challenges us to move beyond our comfort zones to reach out to the larger civic and global communities. Service flows from compassion, love and respect, and leads to identification with and understanding of those whom we serve. As we serve, we are also challenged to question unjust structures and systems and to work for justice and social transformation.

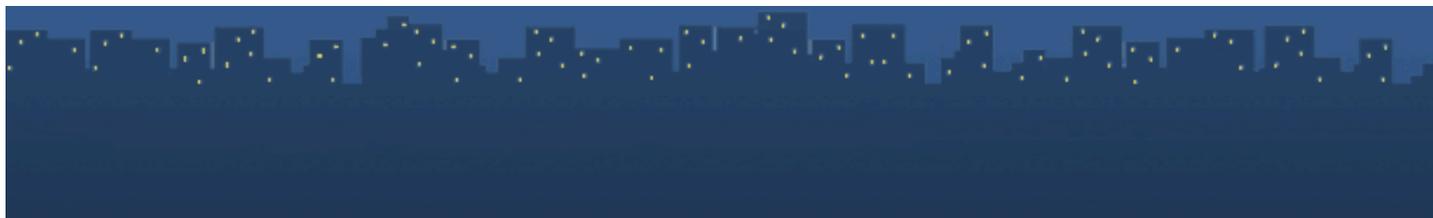
At Neumann College, we are encouraged to serve those within our own community and to reach out to others in service that is respectful and mutually enriching. Concrete opportunities to serve are available through volunteer and outreach activities and through academic service-learning. Consistent with its mission, vision and values, Neumann promotes an environment in which service is integrated into the curriculum and co-curricular activities. Neumann College strives to prepare graduates to embrace service as an integral component of their lives, critical to the lifelong process of learning.

A service component model has been adopted in theology, where service of 3-6 hours is required for all 100 level students throughout the semester. Six students in the Introduction to Statistics course assisted with gathering and analyzing data for a Weed and Seed program in Upper Darby and participated in Upper Darby Pride Day. In Nursing 205, seventy-seven nursing students each offered six hours of service in varied capacities throughout the region.

Service-learning courses are identified for their consistent service and reflection. These elements are embedded in courses across the curriculum. In the physical therapy doctoral program, 26 students in PT 750, Education and Consultation, offer more than 30 hours of service in agencies such as CAMP Independent, Chester Senior Center, and Penn Rose Wellness Center. The students offer lectures, health assessments, home visits and personal companionship to those in need, developing their leadership, administrative, managerial and professional skills.

The music faculty have also found ways to offer service-learning in their curriculum. The Piano Performance classes are required to do their practical recital off campus in a school or agency in need. Typically these performances occur in poorer schools which lack a music program. The Neumann students practice playing the piano and research the composer and their specific piece of music.

The Education Department has skillfully integrated a service-learning component into their rigorous schedule at different junctures. EDU 230 and EDU 375 have specific field placement in at-risk schools and a formal reflection component. Service-learning has also been implemented into the Cap-stone Service Project and Portfolio required in the master of science degree program in strategic leadership. These graduate students provide 34 hours of service each semester, helping a non-profit organization identify its needs and develop a strategic plan.

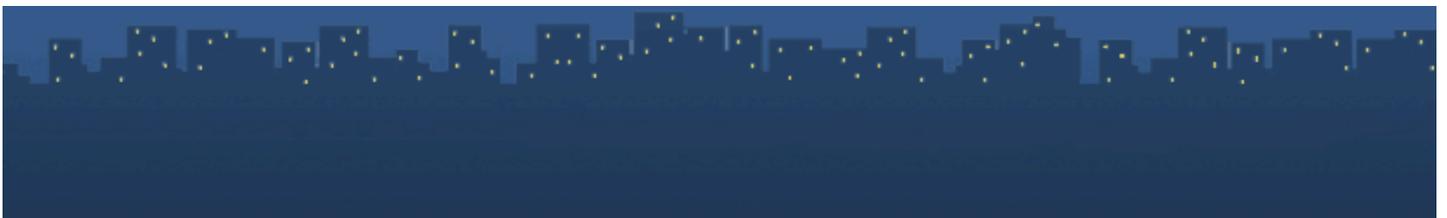




**Swarthmore College**  
**THE LANG CENTER**  
**For Civic and Social Responsibility**

The mission of Swarthmore College's Lang Center for Civic and Social Responsibility is to provide education for civic and social responsibility in a context of academic excellence. Our goal is to prepare students for leadership in civic engagement, public service, advocacy and social action. The Lang Center works with individual students and student groups, faculty, and engaged community partners locally and globally.

The Center's mission is closely aligned with that of Project Pericles, of which it is a charter member. Project Pericles, a national organization founded by Eugene Lang '38 in 2001, encourages and facilitates commitments by colleges and universities to include education for social responsibility and participatory citizenship as an essential part of their academic programs, in and out of the classroom.





For more than two decades, the University of Pennsylvania has engaged in comprehensive, mutually beneficial community-school-university partnerships. The Penn Compact, launched at President Amy Gutmann's inauguration in October 2004, strengthened Penn's commitment to local engagement, and today, thousands of Penn students, faculty and staff are regularly involved in West Philadelphia, Penn's local community.

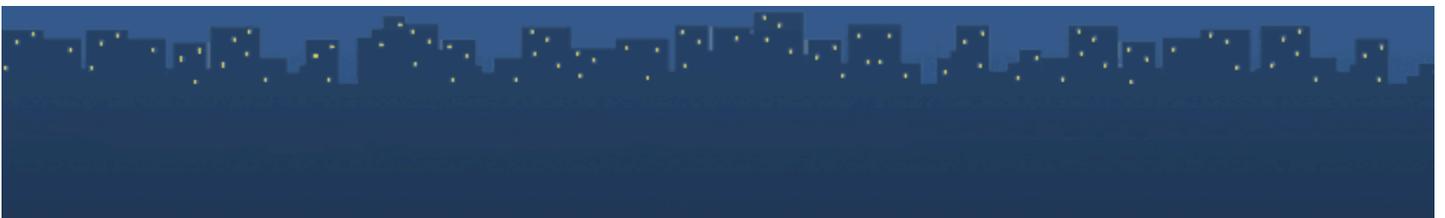
The examples are numerous. Civic House is the hub for student-led community service and social advocacy work. Each year, more than 2000 students are involved in the 50+ student groups engaged in community service. Civic House also prepares students for effective civic engagement and leadership through its Service and Advocacy Education Series. It also hosts the Civic Scholars Program, through which undergraduates commit to a four-year experience in civic service and scholarship. The Fox Leadership Program launched a mentoring program in 2003 with Big Brothers/Big Sisters. In 2007-08 there were 300 matches between Penn students and West Philadelphia youth. Over 200 Nursing students are also engaged in LIFE, Living Independently for Elders, which assists frail elderly to remain in their homes.

Through the Barbara and Edward Netter Center for Community Partnerships, about 60 academically based community service (ABCS) courses from diverse disciplines engage students each year in real-world problem solving while helping students become active citizens of

a democratic society. ABCS seeks to advance beyond traditional service-learning since it aims to bring about structural community improvement, such as effective public schools and strong community organizations. Each year, more than 1500 Penn students (graduate and undergraduate) and over fifty faculty members are engaged in West Philadelphia through ABCS.

A major component of the Netter Center's strategy is focused on transforming public schools into university-assisted community schools designed to help educate, engage, and serve all members of the community. The Penn-Sayre High School partnership is the Netter Center's most intensive site. Sayre youth and residents are engaged through learning activities focused on improving the quality of life for the entire community. Hundreds of Penn students are engaged at Sayre through ABCS courses, internships, work-study, and volunteer opportunities. The Penn-Sayre program is comprised of four integrated initiatives: school day, after school, evening/weekends, and a health center. Taken together, the initiatives serve the educational, social service, health, and developmental needs of the entire community.

The Netter Center envisions the Sayre initiative as a national model of how to link K-16 curriculum to solving locally identified, real world, community problems as well as how to create collaborative, sustainable programs which improve the health and education of community, school, and university partners.





# Widener University

At Widener University, community service and community engagement go to the heart of the Widener experience. The Washington Monthly ranks colleges and universities based on their contributions to the public interest and lists Widener among the top 50 national universities.

A private, metropolitan university, Widener connects curricula to social issues through civic engagement. Dynamic teaching, active scholarship, personal attention, and experiential learning are key components of the Widener experience. The university, whose main campus is located in Chester, Pennsylvania, offers more than 60 service learning courses and numerous other experiential learning courses and programs in which students contribute to the community while learning.

For example, the university applies the expertise and resources of its Center for Education to improve the overall quality of education at elementary and secondary schools. While the university is engaged with numerous school districts, particularly the Chester-Upland School District, Widener's most significant involvement is with the Widener Partnership Charter School. This innovative K-5 school incorporates the best practices in urban elementary education. Widener faculty, students, administrators, and alumni play an active role in the daily operation of the school.

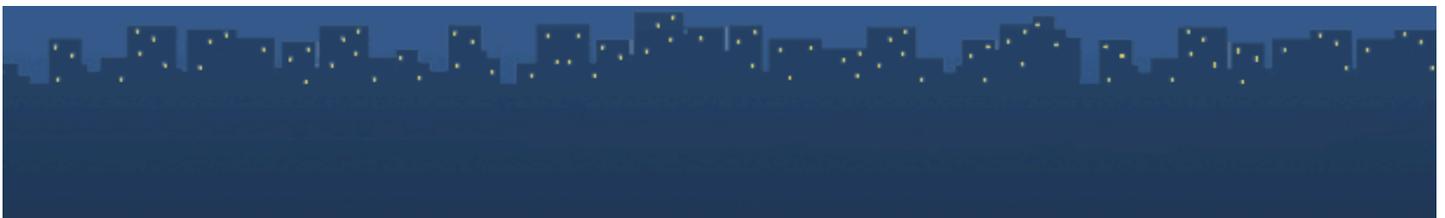
Widener students give generously of their time in community service work as mentors, tutors, and coaches to children in Chester. They also organize numerous drives throughout the year for toys, food, and clothing for low-income Chester residents.

Business students provide tax assistance to low-income Chester residents, and the university's law clinics provide free legal advice to veterans, victims of domestic violence, persons declaring bankruptcy, and low-income persons who need civil or criminal legal advice.

Widener's Center for Social Work Education in collaboration with the Chester Education Foundation developed the Social Work Consultation Service to provide free social work and psychological services to community residents while at the same time providing cutting edge clinical training to undergraduate and graduate students in social work and clinical psychology.

In order to maximize the impact of its service to Chester, Widener convened and leads the Chester Higher Education Council, (CHEC) which coordinates the community engagement initiatives of six participating colleges and universities. In January 2009, CHEC launched a College Access Center to provide resources to underserved residents in Delaware County. Located in a building owned by Widener, the College Access Center offers programs and activities to increase access to postsecondary education.

One of the most important roles the university plays in its community is that of an economic engine. In fall 2008, Widener celebrated the opening of The Hub at University Crossings, the first phase of a Widener University-sponsored \$50 million revitalization project along Providence Avenue in the city. In 2007, Widener opened the Small Business Development Center to serve small business owners and aspiring entrepreneurs in Delaware County.



## About Our Member Campuses



Cheyney University of Pennsylvania will be recognized as a premier HBCU for the 21st century, whose graduates are respected members of their

communities throughout the Commonwealth of Pennsylvania, nation and the world. CU graduates will be a diverse group of local, national and international students, who will apply the knowledge and skills gained from our rigorous and challenging academic programs to the

advancement of the nation and global community. We will continue to be a valuable resource contributing to the intellectual, social, economic and cultural development of the Greater Philadelphia region, the Delaware Valley, and beyond.

In 2008, CU students participated in many community-service, oriented projects, such as: Brian's Run – a fundraiser designed to assist those with physical disabilities, Habitat for Humanity – by assisting a low-income, single-parent household in building their first home, etc. Also, as a partner of the Chester Higher Education Council, CU established the

Delaware College Access Center. It is anticipated that partnerships will be established with every high school within the fourteen county school districts and their feeder middle schools of Delaware County. Services to students begin in the 6<sup>th</sup> grade and continue through the senior year of high school. These services range from guiding middle school students through career awareness and study skills development, to assisting seniors with all aspects of financing college, tutoring, mentoring and to helping school faculty create a school-wide college going culture.

## Community College of Philadelphia

Community College of Philadelphia students are actively engaged in a variety of leadership and community service initiatives:

**Philadelphia L.E.A.D.S.** (Leadership-Education-Achievement-Diversity=Success) helps students realize their talents, enhance leadership abilities and achieve career goals. The organization won the Trendsetters Award at the National Conference on Student Leadership for helping College students confi-

dentially sign up for Food Stamps and receive this needed assistance.

**Student Ambassadors** lead student tours, visit high schools and community agencies and work at College events.

The **Adopt-A-School program** provides tutoring support to elementary students. The **Scholars in Service to PA program** provides financial support toward education expenses for students completing 300 to 450 hours of community service.

Members of **Phi Theta Kappa (PTK) Honor Society**, the **Student Government Association** and the **Community Involvement Club** participate in community service and leadership projects.

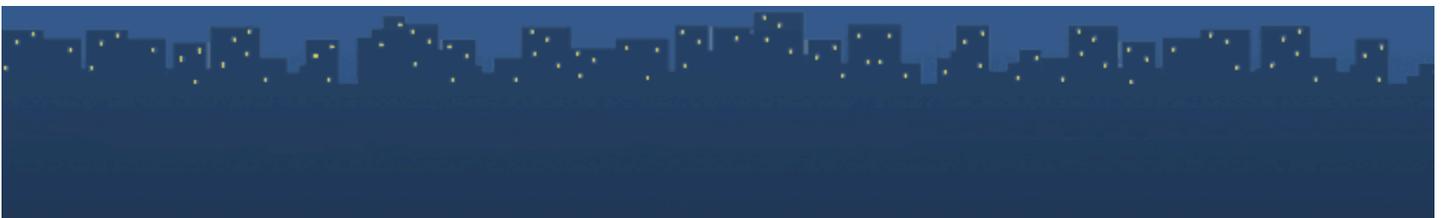
The College's health care students contribute hundreds of hours of services to Philadelphians each year:

Dental students at the College's clinic provide care to 1,000 patients per year at no cost.

The 19130 Nursing Project provides preventative services to approximately 6,000 individuals through community agencies.

Diagnostic Medical Imaging students take clinical education courses and interact with patients in area hospitals.

Clinical Lab technician students provide blood pressure and diabetes screenings for the College's faculty, staff and students, as well as community members.



## About Our Member Campuses



La Salle University's commitment to service has its origins in the 300-year tradition of the Christian Brothers, whose founder—Saint John Baptist de La Salle—wrote, "The main purpose of faith is to lead us to practice what we believe."

University Ministry and Service is the office that facilitates community service, service-learning, service trips, and the Community Service Scholarship. Student leaders run the 20 ser-

vice programs that include tutoring, mentoring, adult programs and advocacy programs, and 4 service trips. So that anyone may participate regardless of means students raise \$90,000 to send 100 students to Harlan, KY, rural Georgia, Tijuana, Mexico, and Tanzania, Africa. One program, Neighbor to Neighbor, has students painting or doing yard work etc. for local senior citizens while getting to hear stories about the community and being treated to fried chicken. The guiding principle for all of UMAS programs is the mutuality of the relationships that are developed but the key to success is the promo-

tion of equity and social justice.

The Community Service Scholarship, a competitive half-tuition scholarship is awarded to five incoming students with an outstanding record of service who become service leaders on campus.

Service-learning is facilitated by the Associate Director who runs the SL Study Group consisting of 45 faculty plus two Deans. There are 41 SL courses taught across 13 Departments. Members of the Study Group meet monthly to engage in reflective practice related to SL pedagogy.



## Montgomery County Community College

For the second consecutive year, Montgomery County Community College was named to the 2008 President's Higher Education Community Service Honor Roll by the Corporation for National & Community Service.

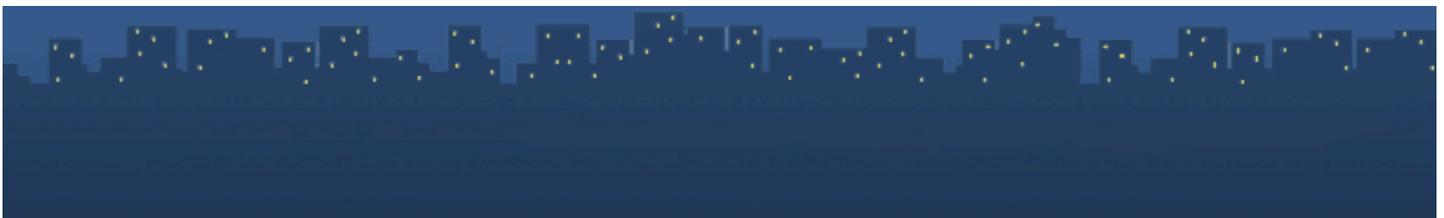
In 2008, more than 925 students at the College were engaged in community service activities, including an Alternative Spring Break program with Habitat for

Humanity in Alabama, Martin Luther King Day of Service, and National Hunger and Homelessness Awareness Week service activities. Dental hygiene students offer Dental Sealant Clinics for uninsured and under-insured children and senior citizens and provide fluoride varnish treatments to children in local Head Start programs. Health Science students sponsor free medical screenings and lab tests for uninsured community members. Students also raised thousands of dollars in donations to community organizations through fundraisers. Some of the organizations serviced include the Cluster Outreach Center of Pottstown, the Special Olympics of Montgomery County, the AIDS Fund of Philadelphia, the American Heart Association, Community Housing Services, Family Services of Montgomery

County, the American Cancer Society, the Friendship House of Pottstown and the Veterans Hospital of Philadelphia, among many others.

The number of faculty who include service learning activities and reflection in their courses has also increased significantly at the College, with the support of Learn and Serve grants from PHENND and the PACC/NYCC Consortium. Through a partnership with the Pottstown Area Health and Wellness Foundation, students from the College are participating in year-long service learning internships with non-profit community organizations.

Montgomery County Community College is proud of its role in preparing future community leaders and engaged citizens.



## About Our Member Campuses

PENNSTATE



Brandywine

Our well-regarded Civic and Community Engagement minor continues to weave community service into our curriculum, attracting a significant number of students and growing each year. Since Spring 2006, 23 students have graduated with the minor. Several of our courses engage in service-learning projects with community partners. Our program is regarded as a model for the other campuses, colleges and universities. Our seminar series in Fall 2008, Voices of Innovation, showcased various Philadel-

phia-area organizations that are making a difference by creating sustained change for an identified population.

As a campus, we collect aluminum can pull tabs for the Ronald McDonald House, and Box Tops for Education and Campbell's Labels for Education for local elementary schools. Last year our contributions to the Overseas Coupon Program were a huge success. We collected, cut, added up, and sent \$156,819.02 worth of coupons to the U.S. Navy base in Yokohama, Japan -- one of the top 10 groups in the nation for total coupon "dollar" donations for 2008. Our Knittany Lion Needleworks group continues to work with the community to make blankets for Project

Linus, caps for newborns for Save the Children, and pillowcases for ConKerr Cancer.

Our student organizations lead campus service efforts to benefit organizations such as UNICEF and Save the Children. The student club [THON](#) raises money for the Four Diamonds Fund at Penn State's Hershey Medical Center, an agency whose mission is to conquer childhood cancer. Each semester, students in the honors program participate in the National Honors Day of Service.

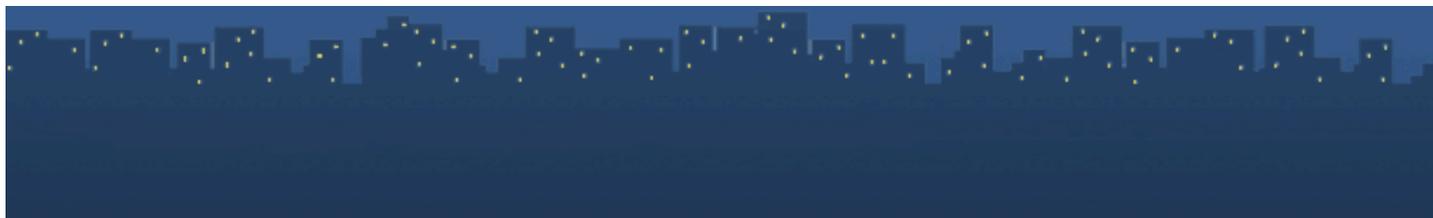


Philadelphia University believes that community service initiatives are a central part of the undergraduate experience. Accordingly, the office of Community Service Programs works to increase student access to the community service opportunities, serve as an informational resource about community agencies, supports students' civic engagement, and promotes service as a tool for learning. Our goal is to develop students into community con-

scious leaders who have an active and engaged relationship with the City of Philadelphia, surrounding neighborhoods, and the broader context of society.

The 2008-2009 academic year saw the first ever Day of Service at Philadelphia University. More than 1,400 Philadelphia University faculty, staff and students participated in the campus-wide Day of Service, totaling more than 4,700 community service hours. The service activities kicked off a five-day Presidential Inauguration celebration of Stephen Spinelli Jr., Ph.D., as the University's 11th President. Some other Community Service Programs highlights during the 2008-2009 academic

year include: MLK Day of Service participation, helping to clean up a school in Germantown; a student-organized food drive in cooperation with ShopRite Markets in Roxborough; the creation of Students For Social Justice, affiliated with the international organization Oxfam, and who sponsored a Hunger Banquet to raise awareness about world hunger; and an Alternative Spring Break trip through Habitat for Humanity's Collegiate Challenge, where 20 students and staff will travel to York, PA to work on a home for a family.



## About Our Member Campuses

# ROSEMONT COLLEGE

Rosemont College is thrilled to welcome both men and women to the undergraduate college. Since 1921, thousands of students have benefited as recipients of an education from the world's only Catholic college offering Cornelia Connelly's "solid education"—one grounded in the liberal arts, but focused on developing the unique gifts of each person.

Rosemont is dedicated to educating individuals to become persons capable of

independent and reflective thought and action. That is why our undergraduate college students are required to complete at least one internship, study abroad, or service learning opportunity.

"In my first year at Rosemont I traveled to Pecan Island, Louisiana, for a service learning project to help the people and communities hit by Hurricane Rita," said Madeline Kropp '09, a humanities major. "We helped three families clean up their homes, and we tried to improve their living situations. I learned to be grateful for all the things I have—for the people

affected by the hurricanes had their lives turned upside down and we left with nothing. I also learned that if things do not go well, you cannot just stop living. You have to get up and keep going and start over."

Whether students choose one group or service-learning opportunity or become very-involved in many, they will find more opportunities for involvement than they could ever imagine. Rosemont College provides a world of ways to connect with other, become a leader, make a difference, and explore new possibilities.



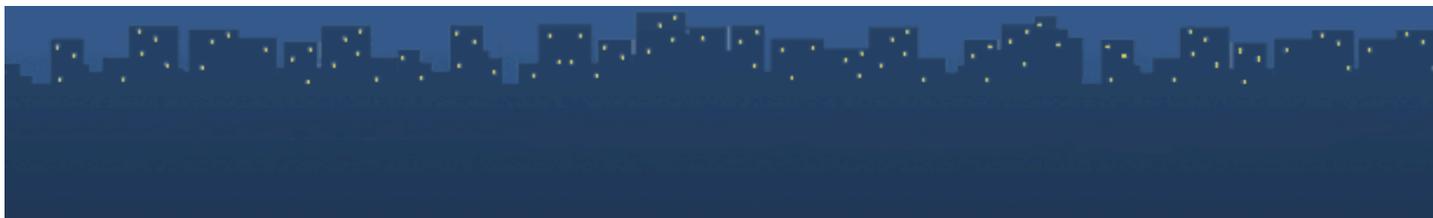
community service. A large number of our students are involved this year in service opportunities, many of which run on a weekly basis. Ursinus students serve the greater community in many capacities, including participating at two local food banks, frequent visits to St. Christopher's Children's Hospital in Philadelphia, weekly visits to an after-school program

Ursinus College is deeply committed to fostering a campus culture of commu-

in Pottstown, and monthly visits to local high schools as mentors. Ursinus is also involved in the America Reads program, where Ursinus students have served on a weekly basis at two locations in the neighboring communities of Pottstown and Norristown to promote youth literacy. Students also run a very creative on-campus ESL program for Latino members of the janitorial staff eager to improve their English. This highly successful program, funded in part by a grant from Verizon, has been incredibly rewarding for both Ursinus students and the workers. Many of these service initiatives are coordinated by student leaders, several of whom participate in our Bonner Leader Program. Ursinus Bonner Leader stu-

dents commit to a minimum of eight hours of service each week. As such, they often build a close relationship with their community partners, and serve as an effective bridge between their service site and the Ursinus community.

Ursinus also has a community service house on campus, where students agree to organize and participate in service opportunities in the broader community. Last year, the residents spent time playing games with the elderly on a weekly basis, organizing food drives, and volunteering time for a number of worthy service projects.



## About Our Member Campuses



### VILLANOVA UNIVERSITY

At Villanova University, students, faculty and staff are united by a shared search for knowledge, a strong sense of community and the Augustinian commitment to "set love as the criterion," both in relationships and in service to those in need. In the classroom and in the community, service and service learning are essential components of the Villanova educational experience:

- In September, the third annual St. Thomas of Villanova Day of Service united more than 2,500 student, faculty, staff and alumni volunteers in partnership with 85 nonprofit agencies to perform service in communities throughout Greater Philadelphia.
- Each November, Villanova hosts the largest student-organized Special Olympics Festival in the world. More than 1,000 athletes and 400 coaches from 44 counties participate in the statewide competition which draws over 2,500 volunteers from the Villanova student body and the surrounding community
- Each year, approximately 900 students volunteer for Habitat for Humanity Service Trips and Mission Service Trips during semester breaks. The trips take students to communities in need in the United States and around the world. In 2007, Villanova sent more students on Habitat for Humanity trips than any other school in the nation.
- Service learning courses in each discipline provide faculty and students with an opportunity to put the University's academic and Augustinian mission into action regardless of discipline.
- The Sophomore Service Learning Community challenges students to think and discuss in the residence hall, classroom and in reflection groups on issues concerning the poor and underserved communities. Students serve each week with community partners and take part in one community action project each semester.



West Chester University of PA is proud to be listed on the President's Higher Education Community Service Honor Roll. Increased involvement in both service-learning and volunteering has documented 207,075 hours of service during the academic year 2007-2008. Student driven projects raised \$136,822 for a wide variety of charities. The Office of Service-Learning and Volunteer Programs works with 109 regional non profit agencies and hosts an Annual Volunteer Fair. While most of the service impacts our surrounding communities,

broader initiatives benefit New Orleans, South Africa and Honduras.

More than 200 course sections representing a wide range of disciplines provide quality service-learning experiences. These courses address issues with the environment, children, elders, housing, health, special needs populations, migrant workers and more. A few noteworthy examples include: Camp Abilities: a special campus for blind children hosted and run by students this past summer; Writing Zones: to improve the writing level of at risk high school students; Investigating ground water contamination for the PA Dept. of Environmental Protec-

tion; Visual Arts camp for children in an economically disadvantaged area.

WCU volunteers are the ones counted on for numerous events and community outreach programs. Major student projects include Relay for Life coordinated by the Colleges Against Cancer, Aid for South Africa by Honors students, and Camp Dreamcatcher benefit (a special camp for children affected by HIV/AIDS) organized by the Greek community.

For more information contact Maggie Tripp, Director, Service-Learning and Volunteer Programs, 610/436-3379, [mtripp@wcupa.edu](mailto:mtripp@wcupa.edu).

