

2017 REPORT

ONLY CONNECT!

Democratic Partnerships to Improve Universities and Communities

HERE & AROUND THE WORLD

Only connect! That was the whole of her sermon. Only connect the prose and the passion, and both will be exalted, And human love will be seen at its height. Live in fragments no longer. Only connect...



Netter Center
for Community Partnerships
UNIVERSITY of PENNSYLVANIA

— E.M. Forster,
Howards End



HELPING TO SOLVE UNIVERSAL PROBLEMS AS THEY ARE MANIFESTED LOCALLY

Three key strategies underpin our work. The first is **academically based community service (ABCS)**, service rooted in and intrinsically connected to research, teaching, and learning. The second is **university-assisted community schools (UACS)**, which educate, engage, empower, and serve not only students, but also all other members of the community, providing an organizing framework for bringing our programs, including ABCS courses, to West Philadelphia schools. Third, we view ABCS and UACS as core to a comprehensive **anchor institution strategy** in which universities engage in sustained, mutually beneficial partnerships with their communities. These strategies are shared with others across the country and around the world, serving as a model for democratic university-community engagement.

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LETTER FROM THE PRESIDENT

Dear Friends,

Penn's connection with West Philadelphia goes beyond geographical proximity. Penn is not just in this neighborhood; we are *of* the neighborhood.

For 25 years, the Barbara and Edward Netter Center for Community Partnerships has exemplified that Penn's relationship with West Philadelphia is symbiotic—as the Netter Center gives back to the community, the community gives back to Penn. By using our resources to enrich our community, we are able to advance Benjamin Franklin's belief that the great aim of learning is to serve society.

Through Academically Based Community Service courses, hands-on civic action and problem-solving is weaved into our academic curriculum, enabling more than 1,700 students and faculty each year to put their research and learning into practice. They partner with neighborhood schools, community organizations, and clinics to improve education and enhance health and social services for all residents. They work and learn together with community members while advancing the Penn Compact values of Inclusion, Innovation, and Impact.

Ten years after the incredibly generous endowment gift from Edward and Barbara Netter, the Center is more robust than ever. Thanks to their vision, we are helping democratic partnerships flourish across the country and all over the globe. The University-Assisted



Community Schools model is being replicated at dozens of universities, including through four regional training centers established by the Netter Center in the U.S. Moreover, Penn, with the Netter Center at the lead, is recognized the world over as an engaged anchor institution.

This annual report is the latest chapter in a story 25 years in the making. It is authored by everyone who has participated in or benefitted from a program inspired by the Netter Center. It is dedicated to our shared belief that by working together, we can solve our world's most challenging problems.

A special thanks to the staff, students, faculty, friends, alumni, and community members who have brought us this far, and to those who are building an even brighter future at the Netter Center. I am proud to share the remarkable achievements you will read about in this report.

Sincerely,

Amy Gutmann

*President, University of Pennsylvania
Christopher H. Browne Distinguished Professor
of Political Science*

LETTER FROM THE DIRECTOR

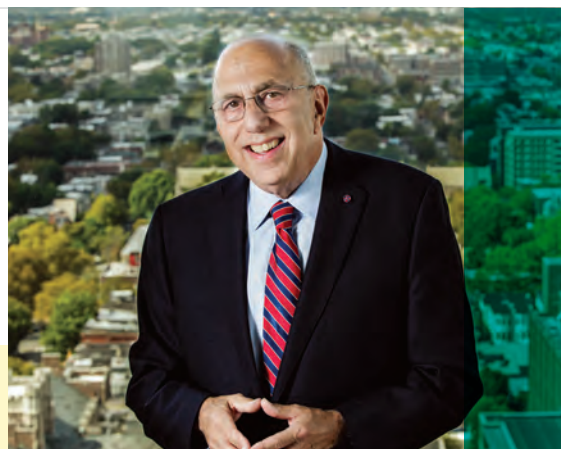
Dear Friends,

“Only connect!” The powerful, evocative epigraph to E. M. Forster’s *Howard’s End* captures the essence of the Netter Center’s work—namely, that the optimal development of universities is most likely to occur through significant, serious, and sustained engagement with local schools and their communities.

By focusing on solving universal problems that are manifested in their local communities, institutions of higher learning will be better able to advance research, teaching, learning, and service. They also will be better able to realize Benjamin Franklin’s revolutionary purpose for Penn as well as education in general—namely, developing in young people “an inclination join’d with an ability to serve.”

Last year, 70 Academically Based Community Service (ABCS) courses engaged faculty and students across the university. University-assisted community school programming has recently grown to include nine partner schools in West Philadelphia. The work of ABCS faculty, students, and their partners are exemplified by the inaugural recipients of the Netter Center’s Faculty-Community Partnership Awards, who you will read about inside this report.

With the extraordinary support of Barbara Netter and her late husband Edward, we continue to share the university-assisted community schools (UACS) approach across the country. University of California, Los



Angeles was selected and began its work as the fourth regional training center on UACS in fall 2017.

Global collaboration is also necessary if we are to increasingly create a more just and democratic world. We invite you to read about our work with the International Consortium for Higher Education, Civic Responsibility, and Democracy in partnership with the Council of Europe. I am honored to Chair this Consortium, as well as the Anchor Institutions Task Force, both of which recently held important meetings in Rome designed to advance higher education-community partnerships.

In spite of the progress we have made, the current situation requires us to intensify our efforts. The Netter Center’s 25th anniversary is an opportune time to reflect and renew our commitment to democratic partnerships designed to improve universities and communities in Philadelphia and around the globe.

Sincerely,

A handwritten signature in black ink that reads "Ira Harkavy". The signature is fluid and cursive.

Ira Harkavy

*Associate Vice President and Founding Director,
Netter Center for Community Partnerships*

OUR APPROACH

Academically Based Community Service (ABCS)

Academically Based Community Service (ABCS) is at the core of the Netter Center’s work. ABCS students and faculty work with West Philadelphia public schools, communities of faith, and community organizations to help solve critical campus and community problems in a variety of areas such as the environment, health, arts, and education.

ABCS:

- Integrates service with research, teaching, and learning
- Works to improve the quality of life and learning in the community and the quality of learning and scholarship in the university through collaborative problem-solving, K–16+
- Fosters structural community improvement (e.g., effective public schools, neighborhood economic development)
- Emphasizes student and faculty reflection on the service experience
- Helps students become active, creative, contributing citizens of a democratic society

Over 200 ABCS courses have been developed at Penn in a wide range of disciplines. In the 2016–2017 academic year, 70 ABCS courses were offered across 8 schools and 31 departments and programs, enrolling approximately 1700 undergraduate and graduate students.

University-Assisted Community Schools

A major component of the Netter Center’s work is mobilizing the vast resources of the University to help traditional public schools become innovative University-Assisted Community Schools (UACS) that educate, engage, empower, and serve students, families, and community members. UACS focus on schools as core institutions for community engagement and democratic development, as well as connect school day and after school curricula to solve locally identified, real-world, community problems. For neighborhood schools to function as genuine community centers, however, they need additional human resources and support. The Netter Center emphasizes “university-assisted” because universities, indeed higher educational institutions in general, can constitute the strategic sources of broadly based, comprehensive, sustained support for community schools. UACS engage universities as lead partners in providing academic, human, and material resources. This partnership is designed to improve the quality of life and learning in local schools and communities while simultaneously advancing university research, teaching, learning, and service.

Anchor Institution Strategy

We view ABCS and UACS as core to a comprehensive anchor institution strategy, which involves engaging the full range of resources of the university in democratic, sustained partnership with the community. The Netter Center works in close partnership with the Office of Executive Vice President on issues of community economic development that help advance Penn’s role as an anchor institution. •

PROGRAMS



UNIVERSITY-ASSISTED COMMUNITY SCHOOLS (UACS) programming occurs during the school day, after school, evenings, and summers. These programs and initiatives are supported by government and private funding, as well as the ABCS courses, internships, and work-study and volunteer opportunities that bring hundreds of Penn students into the schools and community.

As of fall 2017, the Netter Center's UACS programs in West Philadelphia have grown to include children and families at Comegys School (grades K-8), Lea School (K-8), Sayre High School, West Philadelphia High School, Global Leadership Academy Southwest (K-8), Mastery Charter School - Shoemaker Campus (7-12), Hamilton School (K-8), Mitchell School (K-8), and Robeson High School. Netter Center site directors collaborate closely with each school and its community to determine activities that best serve their specific needs and interests. In addition to coordinating the programs, UACS site directors serve as liaisons between the University and the school, as well as between school day teachers and the after school program.

Agatston Urban Nutrition Initiative (AUNI)

AUNI engages, educates and empowers youth, university students, and community members to promote healthy lifestyles and build a just and sustainable food system. Hands-on school day, after school, and summer learning opportunities reach more than 10,000 students and their families at over 20 West and Southwest Philadelphia public schools. In addition to school food education and youth development programs, AUNI also has an adult and senior nutrition program.

College Access and Career Readiness (CACR)

CACR activities include mentorship, internships, academic and professional skill building, and college and career exposure. The focus of CACR is to empower students in West Philadelphia to successfully prepare for and connect with postsecondary opportunities that will positively impact their lives and their community.



Lea University-Assisted
Community School
Summer Program
Photos: Tommy Leonardi

Community School Student Partnerships (CSSP)

CSSP is an undergraduate-led student organization that works in close collaboration with the Netter Center's university-assisted community schools to provide academic and cultural enrichment to children and families in West Philadelphia.

Dance for Health

Dance for Health is an intergenerational fitness program led by Penn Nursing and supported by the Netter Center that increases physical activity among schoolchildren and their families through dance.

Dr. Bernett L. Johnson, Jr. Sayre Health Center

The Netter Center supports community health through a partnership with the Dr. Bernett L. Johnson, Jr. Sayre Health Center, which has a dual mission to provide quality clinical care to all residents regardless of ability to pay as well as health services education for high school students, undergraduate, graduate and professional students.

Extended Learning: After School and Summer Programs

Extended learning programs are designed to meet the community's need for safe spaces that provide academic, cultural, and recreational activities for young people and adults after school, evenings, and during the summer.

SNACK BRIGADE

by Aaron Case*

Opposite Page Top Left: Rebel Crumbles, the pastry created by Philadelphia high school students with support from the Netter Center

Opposite Page Top Right: The Rebel Ventures Crew, 2017

Opposite Page Bottom: Corey Hamilton, Sayre High School Class of 2016 and Jarrett Stein, Penn C’09 and Netter Center staff

REBEL CRUMBLES have a knack for defying expectations. For starters, despite their suggestive name, the snack-size apple-cranberry treats do not in fact fall to pieces at first bite.

The pastry, created by Philadelphia high school students with support from Penn’s Netter Center for Community Partnerships, embodies a new model for tackling nutrition and building career skills in public schools. This year, Rebel Crumbles became the first known student-made product to be included on the Philadelphia School District menu. Children at every public school in the city have now consumed over 250,000 crumbles through the District’s breakfast program.

The success of the enterprise hinges on its student-first philosophy, putting teenagers in charge of the entire life cycle of a growing line of products.

Students from local high schools work under the aegis of Rebel Ventures, a nonprofit guided by executive director Jarrett Stein C’09, who also directs health partnerships and social ventures for the Netter Center’s University-Assisted Community Schools program. Stein emanates a passion for food and nutrition

that he developed after surviving a bout of childhood cancer. As a Penn freshman he took an ABCS (academically based community service) class called “Politics of Food,” for which he helped teach adult nutrition classes with families living in West Philadelphia. “People had a great desire to eat healthy food but a lack of exposure to fruits and vegetables and information about healthy eating,” he recalls.

Many Philadelphians in poor neighborhoods face an uphill struggle finding healthy food, but live amidst a profusion of cheap, sugary snacks lining corner-store shelves. Public health indicators reflect this state of affairs. As of 2013, more than 20 percent of Philadelphia public school children met the medical criteria for obesity or severe obesity, according to the Philadelphia Department of Public Health, putting them at elevated risk for high blood pressure, high cholesterol, cardiovascular disease, breathing problems, and Type 2 diabetes.

Stein saw schools as an opportunity to intervene. After he graduated, he took a position at the Netter Center as a nutrition teacher serving middle schools in South



“The students do everything. This is stuff that empowers you.”



and Southwest Philadelphia. Stein asked his students what they thought could be done to create healthier schools. A group at Pepper Middle School suggested selling healthy snacks in school stores, and began to develop a granola bar recipe. The students coined the label Rebel to symbolize pushing back against an adult-controlled food system.

As the students gained confidence as food entrepreneurs, they decided to expand their product beyond school stores and create something that could be included with the School District’s free meals program. District officials were open to the idea, but their requirements posed hurdles. The crew had to massively scale up production capabilities while offering a snack that contained 32 grams of grains, half of them whole grains, and half a cup of fruit.

For help, Stein reached out to Jon Liss W’76, president of Michel’s Bakery in Northeast Philadelphia. Liss agreed to help, and his pastry chef worked with the students to create a recipe the bakery could produce at scale. They spent a year and a half testing

dozens of variations, leading eventually to an apple cranberry crumble-cake recipe inflected with cinnamon. “These high school kids understand what it’s like to go from conceptual product development to trials, package design, all the way to introduction into the marketplace” Liss says. Rebel has now expanded its client base to Archdiocese schools, and has plans to work with Philadelphia Parks and Recreation.

Rebel leverages financial and other resources from Penn, including coordination with students and faculty from the schools of Law, Nursing, Design, Arts and Sciences, Social Policy and Practice, and Wharton. The nexus of collaboration is the Netter Center.

Corinthe Hamilton, a graduate of Sayre High School, is an exemplar of the venture’s potential. The 19-year-old credits the skills and experience he gained at Rebel with helping him advance toward a degree in business management at Community College of Philadelphia. “I learned Excel, progress reports, loss summary, data collection, inventory,” he rattles off. “The students do everything. This is stuff that empowers you.” •

**A version of this article first appeared in the Pennsylvania Gazette May/June 2017 issue.*

PROGRAMS (CONTINUED)

Moelis Access Science (MAS)

MAS supports partnerships that improve science, technology, engineering, and math (STEM) education in K–12 classrooms, as well as undergraduate and graduate STEM education at Penn. One of its activities is the Educational Pipeline Program, an initiative operated by the Perelman School of Medicine that provides mentorship and education for high school students while exposing them to a variety of careers in medicine and healthcare.

Penn Reading Initiative (PRI)

PRI is a Penn student-run tutoring program that utilizes lessons, stories, and games designed to engage the interest of struggling readers in urban elementary schools.

Rebel Ventures (RV)

RV is a youth-driven healthy food business run by high school students and supported by Penn students that includes a non-profit business entity (also called Rebel Ventures).

Urban Arts, Culture, and Humanities Partnership Program (UACHP)

UACHP connects Penn students and faculty and West Philadelphia community members in meaningful mutually beneficial partnerships through the arts, culture, and humanities.

University-Assisted Community Schools (UACS) Sports

UACS Sports Program provides increased engagement in organized sports and physical fitness activities for K–12 students through after school, summer, and school day PE/health class supports offered through the Netter Center.

Young Quakers Community Athletics (YQCA)

YQCA is an afterschool initiative between the Netter Center and the Division of Recreation and Intercollegiate Athletics. It works with kindergarten-through-eighth-grade University-Assisted Community Schools (UACS) in West Philadelphia to establish athletic teams and engage them with Penn’s varsity teams.

Below: Moelis Access Science undergraduate fellow teaches chemistry lesson

Opposite Page (from top): Penn Women’s Lacrosse player leads Young Quakers practice

AUNI high school interns lead nutrition education with elementary students

High school students in Pipeline Program get hands-on experience in Penn Medicine labs

Comegys students work in school garden



In addition to the previously listed programs concentrated at university-assisted community schools, the Netter Center operates the following:

Evaluation

A full-time evaluator position was created in 2008 with the generous naming gift to the Center from Barbara and Edward Netter. The director of evaluation works with a team of undergraduate and graduate students, and a distinguished committee of faculty advisors, on evaluating various aspects of the University-Assisted Community Schools and Academically Based Community Service programs.

Penn Program for Public Service (PPPS) Summer Internship

The PPPS Summer Internship is a 12-week multi-faceted summer program that engages approximately 10–12 undergraduates in real-world problem solving in the West Philadelphia-Penn community. At the core of the internship is an action-oriented, Academically Based Community Service seminar, “Faculty-Student Collaborative Action Seminar in University-Community-School Partnerships and Healthy Urban Communities,” led by Netter Center director Ira Harkavy. A major focus of the program involves working 30+ hours a week as an intern in a university-assisted community school summer program.

Penn Volunteers in Public Service (Penn VIPS)

Penn Volunteers in Public Service (Penn VIPS) involves staff, faculty, alumni, and West Philadelphia residents in community service activities and events. Penn VIPS coordinates on-going service opportunities, such as a work-place mentoring program, supply drives, and the Nonprofit Institute, which is offered twice a year.

Some indicators of impact:

- Young Quaker middle school participants in 2016–2017 significantly increased their cardiovascular fitness, as measured by a pre/post PACER test.
- Among 1533 seniors followed from Sayre and West Philadelphia High Schools between 2010–2016, a significantly higher proportion of students who participated in two or more Netter Center UACS programs enrolled in college, as compared to their peers (50% versus 35–37%, respectively).
- A Pipeline Program survey among high school students in fall 2016 revealed that having a mentor who works in a STEM or health field was positively correlated with knowing about the educational pathway to become a doctor, as well as confidence in being able to discuss health issues that could affect his/her family and friends.
- A study that tracked a cohort of 55 AUNI teens for 5 years, from 2012–2017, found that teens who participated in the program showed a significant reduction in their physical inactivity. Participants also showed significant increases in measures of social competency, commitment to learning, and empowerment. •

FINDING PURPOSE AND COMMUNITY AMID LOSS

by Jill DiSanto*

HALFWAY THROUGH Anea Moore’s first semester as a freshman at Penn, she lost her mother to a heart attack, just months after losing her father to lung disease. Through that grief, she has found a way to heal by reaching out to help others.

Now a junior at Penn, Anea’s community-engagement efforts earned her the 2017 Undergraduate Student Award from Penn Women of Color and the Newman Civic Scholars Fellowship from Campus Compact.

Anea, who is from Southwest Philadelphia and is double-majoring in sociology and urban studies and minoring in Africana Studies in the School of Arts & Sciences, says, “I look back at my life sometimes and I know my parents are the main reason as to why I am where I am today. I’m not drawn to engagement because I want to be. It’s because I have to be.”

Her urgent sense of loss drew Anea to the work of the Netter Center. “I just wanted to be closer to my parents in some way,” Anea says. “My parents’ deaths are a part of a larger system of inequities that places like the Netter Center are trying to change.”

Through engagement opportunities with the Center, Moore has made a mark in West Philadelphia. In summer 2016, as a student intern in the Center’s Penn Program for Public Service, Anea worked as a teaching assistant in the College Bridge program, which brought 16 students from Sayre and West Philadelphia high schools to campus and helped prepare them for college. As a public service intern, she also participated in a seminar and wrote a research paper on strengthening family involvement at Henry C. Lea Elementary School, which became the basis of her involvement with the Netter Center during the academic year.

At the Lea School, a university-assisted community school close to Penn’s campus, Anea worked as the assistant family-engagement coordinator. She also managed Lea’s music program and served as the director of its K–5 choir. And in collaboration with the Center’s Agatston Urban Nutrition Initiative staff, she introduced a family cooking class at the school.

“This was particularly important to me because of my parents’ health issues,” Anea

says. “I wanted Lea students and their families to know how to eat healthy.” Anea says the Center’s after-school programs and summer activities helped her to remain focused: “I couldn’t have made it without them.”

Anea’s community engagement also extends beyond her work with the Lea School. She served as a Policy Fellow in the Office of City Councilmember Helen Gym and has been very involved with Penn First, a network of services for first-generation students (which grew out of a research paper written by two undergraduates in the Center’s 2015 public service program).

Anea recalls the immediate days following her mother’s death and reaching out to many of the on-campus resources and networks that Penn has to offer. “Many people at Penn helped to ensure that I was not alone,” she says. “During my most hopeless moments, the Penn

First community served as a supportive environment that could help me face my problems.” She is now a passionate advocate for Penn First and helped to establish the First-Generation, Low-Income Student Center. During the summer, her engagement also took her to Rwanda to support children affected by genocide.

Anea continues to lead family engagement activities at the Lea School, where she has built strong relationships with the students and their parents. Following graduation, she plans to attend law school and do civil litigation for low-income citizens, along with policy work for non-profit organizations.

“I wouldn’t be able to look myself in the mirror every day if I was living a good life and making six figures, knowing that there are still women out there like my mom, who are making \$7.75 an hour as a part-time cashier at 50 years old and I wasn’t doing everything that I could to help them,” Anea says. “After nearly 20 years’ worth of sacrifices, it would be a shame if I turned my back on the very people who got me to where I am today.” •

**A version of this article first appeared in Penn News in May 2017.*



“My parents’ deaths are a part of a larger system of inequities that places like the Netter Center are trying to change.”

NETTER CENTER MILESTONES

'83

Penn School of Arts and Sciences creates the Office of Community-Oriented Policy Studies (OCOPS) and names Ira Harkavy director.

'84

Student in Public Service Summer Internship focuses her research paper on West Philadelphia schools and interest of other interns in her topic lead Lee Benson and Ira Harkavy to focus their seminars on West Philadelphia.

'85

The West Philadelphia Improvement Corps (WEPIC) begins as a youth-corps model for university-assisted community revitalization in West Philadelphia, based on the proposal of four history honors students co-taught by Benson, Harkavy, and Penn President Sheldon Hackney.



'86

U.S. Department of Labor supports WEPIC program involving high school students in housing construction as a national Youth Employment and Demonstration Project.

'87

Philadelphia Higher Education Network for Neighborhood Development (PHENND) is co-founded by Penn and two other local universities, Temple and La Salle.

'88

Penn Program for Public Service (PPPS) is formed by the School of Arts and Sciences, replacing OCOPS.

'89

WEPIC school-based programs at Lea Elementary School, Turner Middle School, and West Philadelphia High School evolve into "University-Assisted Community Schools" (UACS).

Universities and Community Schools journal helps to establish a network of academics and practitioners working to increase the contributions universities make to the development and effectiveness of community schools.

'90

During the kickoff of Penn's 250th Anniversary celebration, Penn President Sheldon Hackney proposes a university-wide center for community partnerships.

'91

Four ABCS courses are taught by three faculty, engaging approximately 100 Penn students in the community.

Professor Francis Johnston's Anthropology students lay the foundation for school-based health and nutrition programming.

'92

The Center for Community Partnerships (CCP, now known as the Netter Center) is established and Harkavy appointed as founding director.

'93

CCP issues its first request for proposals for its WEPIC Replication Project, created to adapt its University-Assisted Community Schools (UACS) model.

'94

Judith Rodin becomes Penn President and increases the University's focus on improving West Philadelphia and highlights ABCS as a core component of undergraduate education.



'95

The Urban Nutrition Initiative (now Agatston Urban Nutrition Initiative, AUNI) is established.

'96

The Office of University Partnerships through the U.S. Department of Housing and Urban Development (HUD) funds CCP as a Community Outreach Partnership Center.

'97

Harkavy co-founds the Coalition for Community Schools and is named chair (position held until 2012).



'98

CCP develops the Nonprofit Institute, offering free workshops for members of local nonprofits, including faith-based communities, to strengthen their organizational and personal capacities.

'99

CCP helps create the International Consortium for Higher Education, Civic Responsibility, and Democracy (IC) to work in collaboration with the Council of Europe.

Access Science (now Moelis Access Science) launches with initial funding from the National Science Foundation.

'00

CCP receives the Best Practices/ Outstanding Achievement Award from HUD's Office of Policy Development and Research.

'01

Thirty-four faculty teach 38 ABCS courses that engage 925 students in the community.

'02

Harkavy receives the Thomas Ehrlich Award for Faculty Service-Learning from Campus Compact.

'03

The UACS program receives the W. T. Grant Foundation Youth Development Prize awarded by The National Academies.

The Robert Wood Johnson Foundation cites Urban Nutrition Initiative as one of four promising models for improving health and nutrition among children in the U.S.

'04

Amy Gutmann becomes Penn's President and launches her inaugural week with the Penn-West Philadelphia Community Celebration Day at Sayre University-Assisted Community School.

'05

Campus Compact recognizes Urban Nutrition Initiative as one of eight exemplary Campus-Community Partnerships in the U.S.

'06

Penn, represented by CCP, is one of a select group of institutions, and the only private research university, invited to help pilot the Carnegie Foundation's new Community Engagement Classification.



'07

CCP is renamed the Barbara and Edward Netter Center for Community Partnerships in recognition of a generous gift from from Barbara Netter, PAR83, and Edward Netter, C53, PAR83.



The Sayre Health Center (now Dr. Bennett L. Johnson, Jr. Sayre Health Center) opens through a partnership involving the Netter Center, Perelman School of Medicine, and other Penn partners, as well as the School District and community leaders.

Three Netter Center colleagues author *Dewey's Dream: Universities and Democracies in an Age of Education Reform*

'08

Penn receives the Presidential Award for General Community Service in the President's Higher Education Community Service Honor Roll.

University of Oklahoma-Tulsa is selected to develop the first regional training center on UACS.

Netter Center publishes *Anchor Institutions Toolkit: A Guide for Neighborhood Revitalization*.

'09

Penn ties for the number one ranking as "Best Neighbor" University in the U.S. by the 2009 Survey of Best College and University Civic Partnerships.

The Anchors Institutions Task Force (AITF) is created following a committee report chaired by the Netter Center Director to the Secretary of the U.S. Department of Housing and Urban Development, and committee members ask Harkavy to continue to serve as chair.

Two Netter Center colleagues author *The Obesity Culture: Strategies for Change*.

'13

President Gutmann presents Penn Compact 2020, strategic priorities to be realized through the Compact's original three goals: inclusion (created through increasing access); innovation (driven by integrating knowledge); and impact (realized by engaging locally, nationally, and globally).

'14

University of Connecticut is selected to develop the third regional training center on UACS.

Penn is one of four institutions (and the only non-religiously affiliated institution) named a 2014 Finalist in the President's Higher Education Community Service Honor Roll in the category of Interfaith Service.

'15

University-Assisted Community Schools Network is formed in collaboration with the Coalition for Community Schools and Rutgers University-Camden to share resources and best practices to advance UACS.

'12

Penn receives the 2015 Carnegie Foundation's Community Engagement Classification – after receiving the classification originally in 2006 – based on its examples of institutionalized practices of community engagement that showed alignment among mission, culture, leadership, resources and practices.

Young Quakers Community Athletics program is piloted as a partnership involving the Netter Center, Penn's Department of Recreation and Intercollegiate Athletics, and local schools.

'16

Seventy ABCS courses are offered across 8 schools and in 31 departments and programs, enrolling approximately 1700 students. Several hundred additional students are engaged through community service federal work-study and academic internships (paid positions) and volunteer opportunities.

Inaugural Netter Center Faculty-Community Partnership Award is presented to Professor Herman Beavers and the West Philadelphia Cultural Alliance.

'17

Seven Netter Center colleagues author *Knowledge for Social Change: Bacon, Dewey and the Revolutionary Transformation of Research Universities in the Twenty-First Century*.

The International Consortium and Council of Europe co-host their fifth Global Forum on "Higher Education for Diversity, Social Inclusion, and Community: A Democratic Imperative."

PHENND celebrates its 30th anniversary.

Penn Volunteers in Public Service (Penn VIPS) and Business Services Scholarship Program, in its 26th year, is expanded and renamed the Marie K. Bogle Scholarship sponsored by Penn VIPS and Business Services.

University of California, Los Angeles is selected to develop the fourth regional training center on UACS.



25TH ANNIVERSARY

A year-long celebration in 2017–2018 with our Penn and West Philadelphia partners, as well as colleagues from across the United States and around the world.



HOMEcoming

"From Hollywood to West Philly: Film & Community Storytelling"
November 4, 2017

25TH ANNIVERSARY INTERNATIONAL CONFERENCE

"Higher Education-Community Partnerships for Democracy and Social Change"
November 16–17, 2017

A two-day academic conference involving over 100 speakers representing more than 40 colleges and universities – including thirteen higher education presidents – and more than a dozen leaders of local, national, and global organizations, as well as public officials, representing 6 countries plus the U.S.

HONOREES

Transformative Leadership Award

Ahmed Bawa

Chief Executive Officer of Universities South Africa

Distinguished Civic Partner Award

Robert W. Bogle

Chairman, President, and Chief Executive Officer of The Philadelphia Tribune

National Civic and Community Engagement Award

Nancy Cantor

Chancellor of Rutgers University – Newark

Lee Benson Activist Scholar Award

Ellen Condliffe Lagemann

Levy Institute Research Professor at Bard College and Distinguished Fellow at the Bard Prison Initiative

Lifetime Achievement Award

Eduardo Padrón

President of Miami Dade College

Benjamin Franklin Award

Michael Zuckerman

Professor Emeritus of History at the University of Pennsylvania

OTHER ANNIVERSARY EVENTS

25TH ANNIVERSARY PARTNERSHIP FESTIVAL

Spring 2018

A spring celebration of University-Assisted Community School partnerships with children, youth, and families in West Philadelphia, along with Penn students, staff, faculty, and special guests.

ACADEMICALLY BASED COMMUNITY SERVICE SUMMIT

A showcase of current ABCS courses and discussion on student and faculty engagement in spring 2018.

ALUMNI EVENTS

A celebration on Alumni Day (May 12, 2018) and other alumni-sponsored activities throughout spring 2018.

PENN VIPS SCHOLARSHIPS,
RENAMED TO HONOR
INSPIRATIONAL TEACHER, ARE
AWARDED TO SIX LOCAL HIGH
SCHOOL GRADUATES

by Jill DiSanto*

Opposite page top:

Marie K. Bogle

Opposite page middle:

Robert W. Bogle and

Ira Harkavy

Opposite page bottom:

2017 Committee Members
and Scholarship Recipients

SIX LOCAL high school students were recognized on June 6, 2017 at the Sheraton University City Hotel during the inaugural reception of the Marie K. Bogle Scholarship sponsored by the University of Pennsylvania’s Volunteers in Public Service (VIPS) and Business Services Division.

After 26 years, the Penn VIPS scholarship program was expanded and renamed to honor Mrs. Bogle, a teacher who dedicated her life to improving education in West Philadelphia. This was also the 14th year of partnering with the Business Services Division.

Annually Penn VIPS, Business Services, several long-time supporters and now the Marie K. Bogle Memorial Fund at the Netter Center, have made possible the supplemental, non-tuition scholarships to help college-bound students with financial support for

books and other expenses. The awardees also receive appliances through the Penn MOVES program, including computers, microwaves, mini-refrigerators, TVs, flash drives, as well as a one-year membership to the Penn Museum.

The six award recipients each have a history of community involvement in West Philadelphia, a 2.5 grade point average or higher, and have been accepted into an accredited college or university.

“This program provides deserving local students with college essentials that are not traditionally included with financial aid,” Isabel Sampson-Mapp, the associate director of the Netter center and director of Penn VIPS, said. “The gift from Mr. Bogle increases our capacity and ensures the longevity of this initiative. We are grateful to all of our supporters and proud of the awardees for understanding the importance of service.”



Marie K. Bogle began teaching in Philadelphia’s schools in 1971. She worked with Ira Harkavy, other Penn colleagues, and members of the West Philadelphia community, serving as the lead teacher in developing the university-assisted community school model. She died on February 20, 2015 and is remembered by her friends and colleagues as an inspiring teacher and a committed leader in forging connections between the public schools, the broader community, and Penn. Warm, friendly, energetic, and accomplished, Marie dedicated her considerable talents to improving the education of young people, particularly those in West Philadelphia. She made a singular and indispensable contribution to the development of university-assisted community schools (UACS) and the Netter Center itself.

Robert W. Bogle, Marie’s husband and the president and CEO of The Philadelphia Tribune, established the Marie K. Bogle Memorial Fund to honor her deep commitment to education and the community. •

*A version of this story originally appeared in Penn News in June 2017.

“The gift from Mr. Bogle increases our capacity and ensures the longevity of this initiative. We are grateful to all of our supporters and proud of the awardees for understanding the importance of service.”



2017 SCHOLARSHIP COMMITTEE MEMBERS

Donna M. Petrelli
Business Services Division
(Committee Chair)

Isabel Sampson-Mapp
Netter Center (Director of
Scholarship Program)

Glenn Bryan
Office of Government and
Community Affairs

Valerie Dorsey Allen
African-American Resource Center

Bianca M. del Rio
Netter Center

Syreeta Gary
Human Resources

Kris Forrest
Penn Museum

Rachelle Nelson
Penn Libraries

Pamela Robinson
College Houses (Retired)

Illene Rubin
Penn Libraries

Debra Sokalczuk
School of Arts and Sciences Finance

Jennifer Erica Sweda
Penn Libraries

Katrina Terrell
Human Resources

Karima A. Williams
School of Social Policy and Practice

Colleen Winn
African-American Resource Center



REGIONAL, NATIONAL & GLOBAL REACH



OUR NETWORKS

The Netter Center works to create and strengthen local, regional, national, and international networks of colleagues and institutions of higher education engaged with their local schools and communities. In particular, the Netter Center has worked to adapt its University-Assisted Community School model since the early 1990s, responding to growing national and international interest in this work.

Opposite page:

2014 Global Forum in Belfast

Photo: Paul McErlane

Philadelphia Higher Education Network for Neighborhood Development (PHENND)

Begun in 1987 by Ira Harkavy, Lee Benson, and colleagues at Temple and La Salle—and housed at the Netter Center—PHENND is a consortium of nearly 30 colleges and universities in the greater Philadelphia area. PHENND works with its member institutions to develop sustained and mutually beneficial community-based service-learning partnerships. PHENND's K-16 Partnerships Network brings together higher education faculty and staff who work with public school partners, as well as with the School District of Philadelphia.

University-Assisted Community Schools Regional Training Centers

Part of the Netter Center endowment is designated to fund regional training centers on university-assisted community schools on three-year cycles. University of Oklahoma-Tulsa served as the site of the first regional training center, beginning in 2008. Tulsa partners continue to convene the Higher Education Forum, an anchor institution consortium comprised of nine colleges and universities and other partners. Indiana University-Purdue University Indianapolis (IUPUI) was selected as the second regional training center in 2011. IUPUI's Midwest Center for University-Assisted Community Schools works in Indianapolis and a multi-state area that includes Indiana, Ohio, Michigan, Illinois, and Kentucky. University of Connecticut was selected as the third regional training center in fall 2014 and has established the New England University-Assisted Community School Collaborative that supports work in the Hartford School District and across the state and region. University of California-Los Angeles (UCLA) was selected as the fourth center and began its work in Fall 2017. The UCLA Center for University-Assisted Community Schools will provide training and technical assistance throughout California, particularly the UC system, as well in Oregon and Washington.

University-Assisted Community Schools Network

With the increasing number of colleges and universities mobilizing their resources to develop university-assisted community schools (UACS) and innovative university-community partnerships, the Netter Center, in collaboration with the Coalition for Community Schools and Rutgers University-Camden, organized a University-Assisted Community Schools Network. The UACS Network launched in February 2015 with participation from over 20 universities that are facilitating university-assisted community schools. Approximately 70 higher education institutions are now part of this network, which functions as a professional learning community for higher education leaders that shares resources and best practices to advance university-assisted community schools policy and practice.

“With its support for the Midwest Center, the Netter Center provided the foundation for the development of our Family, School and Neighborhood Engagement work in the Office of Community Engagement at IUPUI. We continue to value our relationship with Penn as we further engage in professional development and leadership support for university-assisted community schools.”

— Jim Grim, Office of Community Engagement, IUPUI

Anchor Institutions Task Force

The Anchor Institutions Task Force (AITF), chaired by Ira Harkavy, is a growing network of over 700 leaders promoting the engagement of anchor institutions—including colleges, universities, hospitals, community foundations, libraries, arts institutions, and other anchors—in community and economic development. The AITF is designed to develop and disseminate knowledge and function as an advocacy and movement building organization to create and advance democratic, mutually beneficial anchor institution-community partnerships. Each fall, the task force hosts a national conference that features panels on education, health, economic development, and government and helps to shape the AITF’s policy, research, and advocacy going forward. David Maurrasse, founding president of Marga Incorporated, serves as director of AITF.

Opposite page:

Ira Harkavy speaking at
“The Global Forum on Higher
Education for Diversity, Social
Inclusion and Community: A
Democratic Imperative,” Rome.
2017. Photo: LUMSA University

International Consortium for Higher Education, Civic Responsibility, and Democracy

The International Consortium for Higher Education, Civic Responsibility, and Democracy (IC), chaired by Harkavy, works with the Council of Europe (CoE) and seeks to explain and advance the contributions of higher education to democracy on community college, college and university campuses, their local communities and the wider society. It is comprised of the United States, Australia, the United Kingdom, Ireland, and South Africa. The U.S. is represented by a Steering Committee from the American Council on Education, Association of American Colleges and Universities, American Association of State Colleges and Universities, NASPA, Campus Compact, and the Democracy Commitment. The IC has hosted five global forums with the CoE, and the Council has published four books on the conference themes, with a fifth book in development.

“It is now ten years since I first participated in the international ‘Symposium on Universities, Democratic Culture and Human Rights’ at Penn. The experience was so enlightening and stimulating, that I participated later on in the Netter Center’s 20th Anniversary Conference. My interest in the Netter Center’s academic initiatives and social impact led me to participate also in the fifth Global Forum sponsored by Council of Europe and the International Consortium, with the intention of transferring some of those more effective initiatives to Europe and particularly to Spain. I have seen how many colleagues from many European countries and the States have strengthened their efforts to advance research and the social agenda by really serving their communities.”

— Professor Jose L. Arco-Tirado, University of Granada, Spain



OTHER OUTREACH ACTIVITIES

Broadening Participation in STEM

The Netter Center has received several grants from the National Science Foundation (NSF) focused on broadening participation in STEM for underrepresented minorities, women, and persons with disabilities. From 2012–2014, Harkavy served as the principal investigator on an NSF grant that supported workshops involving China, South Africa, and the United States and resulted in publication of a white paper on “Realizing STEM Equity and Diversity through Higher Education-Community Engagement.” Since 2016, Harkavy has served as the principal investigator on an NSF grant that supported a two-day “Workshop on Assessing Performance and Developing an Accountability System for Broadening Participation” with 50 experts from federal agencies, institutions of higher education, foundations, and nonprofit and for profit organizations. A widely disseminated report was produced in March 2017 that summarizes the proceedings of the workshop, entitled, “Better STEM Outcomes: Developing an Accountability System for Broadening Participation.”

National Conference on University-Assisted Community Schools

In December 2015, the Netter Center hosted a conference on “University-Assisted Community Schools: Advancing the Model Nationally and Globally.” Approximately 170 people attended from 30 colleges and universities, as well as representatives from nonprofits and public schools.

Visitors to the Netter Center

During the past three years, the Netter Center has hosted nineteen visits from colleagues from the United States and across the globe, including from the United Kingdom, South Africa, Korea, and Australia. They have come as teams from their university-school-community partnerships as well as individual visitors. •

EXPANDING GLOBAL IMPACT AND OUTREACH

by Jill DiSanto*

THE NETTER CENTER houses the International Consortium for Higher Education, Civic Responsibility and Democracy, and Ira Harkavy serves as chair. The Consortium works with the Council of Europe and its 47 member states to advance the contributions of higher education to democracy on community college, college and university campuses, their local communities and the wider society.

In June 2017, the International Consortium, in collaboration with the Council of Europe and the European Wergeland Centre, welcomed nearly 130 educational, non-profit and governmental leaders at LUMSA University in Rome for “The Global Forum on Higher Education for Diversity, Social Inclusion and Community: A Democratic Imperative.”

The fifth Global Forum drew representatives from the United States, nearly 30 European countries, Asia, Australia, South Africa and the Middle East. Participants grappled with topics such as the role of higher education in the current political environment, opportunities and challenges that immigrant populations may bring, and how universities can serve as anchor institutions to better engage their communities.

Tony Gallagher, the acting head of social sciences, education and social work at Queen’s University Belfast, in Northern Ireland, says the Global Forum provides him with the chance to meet with his colleagues who are forging new ideas on the civic and democratic role of higher education.

“In the aftermath of the economic crisis, we face the emergence of populist politics and a rising tide of non-rationalism in which debate based on evidence and consideration is being displaced by arguments centered on emotion, which are then amplified through social media,” says Gallagher. “The work we do has never been more important. In the midst of all these crises, the future is being shaped right now and it is imperative that higher education commits itself to the highest ideals of democracy and civic engagement and ensures that the voice for inclusion and participation rings loud in the current storm of ideas.”



Heather Campbell, a professor of town and regional planning at the University of Sheffield in England, agrees that the Global Forum was particularly well-timed. “Confronted by a world of growing inequality and new forms of political expression and democratic debate, the overall message was that universities could not, and should not, rest comfortably,” Campbell says. “As globalized processes take effect and have impact on communities locally, the value of the knowledge generated by universities and



the education provided will be proven in our own backyards.”

One of the International Consortium’s strengths, she says, is its work to provide venues for sharing experiences but also its ability to prompt critical reflection and learning. By doing so, she says, it re-energizes everyone by drawing attention to what’s possible in the future.

Gallagher says that, with each meeting, the breadth of experience and expertise continues to expand, invigorating Global Forum attendees.

Sjur Bergan, forum co-chair and head of the Education Department, Directorate of Democratic Citizenship and Participation/ DG Democracy of the Council of Europe, is a key figure in the partnership. Bergan points to instances in more recent history that reflect the same ideas. He says he remembers well the period nearly 30 years ago when Europe underwent a period of substantial democratic change. He recalls it wasn’t enough then to only change laws and institutions; there had to be a change in the culture itself and that’s what the forum stimulates.

Says Bergan, “Democratic institutions and laws will not function unless they are built on democratic culture: a set of attitudes and

behaviors that are developed through education. The Global Forum allows us to learn from each other’s experiences, strengths and weaknesses. When we stand together, democracy and human rights are stronger.”

The day before the forum, a small invitational conference sponsored by the Council of Europe and the Anchor Institutions Task Force brought together higher education leaders from across Europe. The Task Force, which Harkavy also chairs, now counts 700 leaders in higher education and other anchor institutions among its members. Leaders met to discuss best practices and explore democratic civic partnerships involving colleges, universities, and other anchor institutions, including community foundations, libraries and arts institutions. •

**A version of this article first appeared in Penn News in July 2017.*

“In the midst of all these crises, the future is being shaped right now and it is imperative that higher education commits itself to the highest ideals of democracy and civic engagement and ensures that the voice for inclusion and participation rings loud in the current storm of ideas.”

PENN STUDENTS SHARE NUTRITION AND HEALTHY COOKING TIPS WITH NEIGHBORS

By Jill DiSanto*

Opposite page:
Nursing undergraduate
Jose Maciel sears peppers
with a Comegys middle
school student
Photo: Celina Nhan

“NUTRITION THROUGHOUT THE LIFE CYCLE,” is one of 70 academically based community service, or ABCS, courses offered this year through the Netter Center for Community Partnerships.

Held on Wednesday evenings, the class focuses on understanding and meeting nutritional needs for each stage of life, as well as the impact of lifestyle, education, economics and food behavior. It also allows Penn students to address real-world nutrition issues in West Philadelphia by working directly with elementary school students and seniors.

“These populations are at higher risk for certain nutrition-related diseases,” says course instructor Monique Dowd in the School of Nursing. “Research studies show that low-income populations are at higher risk of obesity and Type 2 diabetes. They also have less access to healthy food and education.”

In one-on-one sessions and group settings, Penn students use behavioral education techniques, like providing easier access to

fruits and vegetables, to inform elementary school students and senior residents about their respective nutritional needs. They also teach culinary skills for healthier eating and design a nutrition education brochure for various age populations.

“This project challenges the students because they must take complex, scientific health information and simplify it for a population that may have limited literacy skills,” Dowd says. “The goal of this assignment is to make the information sustainable by offering the resources to our partners.”

For the course’s required field work component, Penn students are either assigned to the Cooking Crew or Fruit Stand at Comegys Elementary School, one of the Netter Center’s University-Assisted Community Schools, or they work with seniors at the Mercy Life Center.

On Monday afternoons, Jenny Armstrong, an undergraduate Nursing major from Glen Cove, N.Y., works with a group of 20 Comegys students in the Cooking Crew, which is modeled after

“...being in these ABCS courses is my favorite part of being a student in Penn.”

the Food Network’s show “Chopped.”

“Watching the kids develop leadership and organizational skills while showing creativity is something that is unique to ABCS courses like this one,” Armstrong says.

Armstrong, who has always loved learning about healthy dietary choices, says she was excited to participate in the ABCS course because she wanted to empower others to understand the importance of good nutrition.

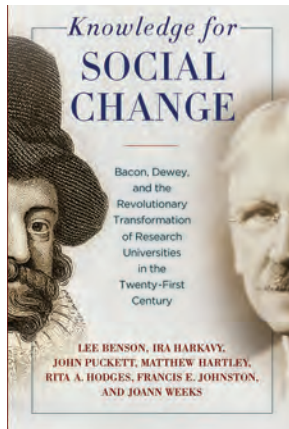
“I get to practice what I am learning and work with the West Philly community, which is important to me,” she says. “It is a great experience and being in these ABCS courses is my favorite part of being a student at Penn.”

Armstrong is also enrolled in a second ABCS course in the earth and environmental science department, Urban Asthma Epidemic, in which Penn students examine the prevalence of asthma while co-teaching in West Philadelphia public schools sharing lessons on ways to treat the disease and identify asthma triggers.

“The Netter Center has so many great ways for students to be active partners with the surrounding community and that’s important,” says Armstrong. “The work that you do is personally rewarding but most of the benefit is working with remarkable people from West Philly.” •

*A version of this story first appeared in Penn News in November 2016.





NEW BOOK AUTHORED BY NETTER CENTER COLLEAGUES

Knowledge for Social Change: Bacon, Dewey, and the Revolutionary Transformation of Research Universities in the Twenty-First Century

By Lee Benson, Ira Harkavy, John Puckett, Matthew Hartley, Rita A. Hodges, Francis E. Johnston, and Joann Weeks

Employing history, social theory, and a detailed contemporary case study, *Knowledge for Social Change* argues for fundamentally reshaping research universities to function as democratic, civic, and community-engaged institutions dedicated to advancing learning and knowledge for social change. The authors focus on significant contributions to learning made by Francis Bacon, Benjamin Franklin, Seth Low, Jane Addams, William Rainey Harper, and John Dewey—as well as their own work at Penn’s Netter Center for Community Partnerships to help create and sustain democratically engaged colleges and universities for the public good.

Knowledge for Social Change highlights university-assisted community schools to effect a thoroughgoing change of research universities that will contribute to more democratic schools, communities, and societies. The authors also call on democratic-minded academics to create and sustain a global movement dedicated to advancing learning for the “relief of man’s estate”—an iconic phrase by Francis Bacon that emphasized the continuous betterment of the human condition—and to realize Dewey’s vision of an organic “Great Community” composed of participatory, democratic, collaborative, and interdependent societies.

“Grounded in historical analyses about the theories and practices of civic participation in democratic societies, Knowledge for Social Change provides wonderful examples of and provocative perspectives on the critical role that higher education institutions—especially research universities—play in advancing social change in contemporary society. This book should be required reading for students in every college and university across the land.”

— Albert M. Camarillo, *Professor of History, Haas Centennial Professor of Public Service, and Leon Sloss Jr. Memorial Professor Emeritus, Stanford University*

HONORS & AWARDS FOR NETTER CENTER STUDENT LEADERS 2015–2017

Campus Compact Newman Civic Fellows, recognizing and supporting community-committed students who have demonstrated an investment in finding solutions for challenges facing communities throughout the country.

Adam Cohen, C’16

Jeff Wiseman, C’18

Anea Moore, C’19

Dr. Martin Luther King, Jr. Community Involvement Recognition Award for Penn students, honoring students involved in community service and working for social justice efforts.

Glen Casey, C’17

Harry S. Truman Scholarship, a national merit-based award that supports graduate education and professional development of outstanding young people committed to public service leadership.

Adam Cohen, C’16

Netter Center Keller Awards, honoring graduating student leaders who demonstrated a high level of commitment, exemplary work ethic, and positive contributions to Penn and West Philadelphia.

Melanie Young, C’15, GED’16

Adam Cohen, C’16

Molly McHugh, N’17



Ira Harkavy and Adam Cohen, C’16

Women of Color at Penn Undergraduate Awards, recognizing distinguished service, exceptional leadership, positive impact in the community, and commitment to enhancing quality of life for and/or serving as a role model for women of color.

Mounica Gummadi, C’15

Cheyenne Rogers, C’16

Anea Moore, C’19

HONORS & APPOINTMENTS FOR NETTER CENTER DIRECTOR AND STAFF 2015–2017

Netter Center Director Ira Harkavy received the 2015 **Ernest L. Boyer Award from the New American Colleges and Universities**.

2015 Resolution by City Council honored Harkavy and Netter Center team for their dedication to community service and significant contributions to West Philadelphia. Comegys Elementary School students who produced an anti-bullying music video through a Netter Center after school program also received a City Council Resolution honoring their work.

Harkavy named **Chair of the National Science Foundation’s Committee on Equal Opportunities in Science and Engineering (CEOSE)** from February 2016–May 2018 (previously serving as Vice Chair). CEOSE is a Congressionally mandated advisory committee to the National Science Foundation that advises the Foundation on policies and programs to encourage full participation by women, underrepresented minorities, and persons with disabilities within all levels of America’s science, technology, engineering and mathematics enterprise.

Associate Director Isabel Sampson-Mapp was named the 2016 **Women of Color at Penn Outstanding Legacy Honoree**.

Harkavy awarded the College and University Public Relations and Associated Professionals’ **Arthur V. Ciervo Award for Service to Higher Education in the Commonwealth** and was inducted as a member of the **Academy of Community Engagement Scholarship** in 2016.

University City District presented the Netter Center with a **Founding Partner Award of the West Philadelphia Skills Initiative** at the program’s 5th Anniversary Celebration in 2016.

Joanna Chae (C’12), the first West Philadelphia Emerson Fellow and director of Moelis Access Science, was a 2015 Penn **School of Arts and Sciences (SAS) Staff Incentive Program Gold Award Winner**, and Daisy Villa, the Next Steps AmeriCorps Program coordinator for PHENND, was an **SAS Bronze Award Winner**. They were recognized for going above and beyond the call of duty and having particularly positive impacts on the University.

NEW ABCS COURSES

2014-2017



Above: Stan Najmr, Chemistry PhD student, leads a lesson with Penn undergraduates and West Philadelphia students

Opposite page: Students from John Bartram High School work with ABCS students to create a film about their school

Hearing Africa: Old & New Diasporas

Africana Studies 016 / Music 016 / Comparative Literature 015 • Carol Muller

Globalization And Its Historical Significance

Anthropology 012 / Sociology 012 / History 012 • Brian Spooner, Lee Cassanelli, Mauro Federico Guillen

An Ethnographic Approach To Urban Athletics And Human Movement

Anthropology 276 • Gretchen Suess

Research Methods In Social Anthropology

Anthropology 303 • Gretchen Suess

Everyday Neuroscience

Biological Basis Of Behavior 160 • Lori Flanagan-Cato

ABCS Chemistry Outreach

Chemistry 010 • Jenine Maeyer, Stan Najmr

Teaching Second Language Writing

Education 516 • Anne Pomerantz

Access and Choice In American Higher Education

Education 541 • Laura Perna

Community Action Filmmaking

Education 545 • Amitanshu Das

Ethnographic Filmmaking

Education 586 • Amitanshu Das, Kathleen Hall

Embedded Controlled Gardening

Electrical And Systems Engineering 097 • Jorge Santiago Aviles

Writing For Children: Beauty And The Book (And The Blog)

English 121 / Africana Studies 121 • Lorene Cary

Essay, Blog, Tweet: Non-Fiction Now!

English 135 / Africana Studies 134 • Lorene Cary

Air Pollutants

Environmental Science 411 • Marilyn Howarth, Maria Antonia Andrews



Deaf Culture

Linguistics 078 • Jami Fisher

Case Study – Addressing The Social Determinants Of Health:

Community Engagement Immersion

Nursing 354 • Terri Lipman, Rebecca Phillips

Case Study: Self-Care Of Chronic Illness

Nursing 355 • Barbara Riegel

Nurses And The Child Welfare System

Nursing 358 • Cindy Connolly

Nutrition Throughout The Life Cycle

Nursing 375 • Monique Dowd

Nursing In The Community

Nursing 380 • Christine Brewer, Monica Harmon

Philosophy Of Education

Philosophy 249 / Gender Sexuality And Womens Studies 249 • Karen Detlefsen

An Interdisciplinary Course In Advanced Leadership Skills In Community Health

Public Health 588 / Nursing 587 • Heather Klusaritz, Katherine Margo, Terri Lipman

Integrative Seminar In Child Welfare

Social Work 732 • Antonio Garcia, Johanna Greeson

Social Change Through Participatory Filmmaking

Social Work 798 • John Jackson, Jr., Arjun Shankar

Educational Inequality

Sociology 230 • Stephen Viscelli

Public Arts, Performance, And Community Engagement

Theater Arts 275 • James Schlatter

In spring 2017, 483 Penn ABCS Alumni responded to an online survey about the impacts that their ABCS experience had on their college and post-graduate professional lives. Alumni who took two or more ABCS courses reported significantly higher gains in their ability to think critically about community issues and problems, and to use what they learned in ABCS to improve the social world. They also reported that their ABCS experience helped them develop problem-solving and interpersonal skills, as well as increased their ability to partner with the community and work on a team.

FROM CALIFORNIA TO WEST PHILADELPHIA AND BACK

By Reema Shah, C'94

JEFFREY CAMARILLO'S interest in civic engagement and the Netter Center began years before he attended Penn. "Dr. Harkavy's work and the Netter Center was the primary driver for my desire to attend Penn," said Jeff. Throughout high school, Jeff had developed a passion for researching theories related to racial, ethnic and educational inequalities. The work of the Netter Center was a perfect fit for his academic and personal interests.

During his freshman year, Jeff took Dr. Harkavy's and Dr. Benson's academically based community service (ABCS) seminar and explored the educational challenges in communities like West Philadelphia.

Inspired by the ABCS course, Jeff decided to stay in Philadelphia for the summer and continued working with the Netter Center (then the Center for Community Partnerships) throughout his time at Penn, including taking three additional ABCS courses. For three years, Jeff traveled to West Philadelphia twice a week with other Penn undergrad students to work with middle school students at Turner, one of the Center's earliest university-assisted community school partners.

Jeff formed Da Bomb, an after school literacy program that engaged Penn undergraduates in supporting Turner students in the creation of a Hip-Hop and R&B music magazine. These experiences taught him about inequity, and the urban crisis that is education.

"My experience working for the Netter Center as a teacher at Turner Middle School was the single most transformative experience in my time at Penn. What resonated the most was Netter's and Penn's deep commitment to community. I wanted to leverage all the experiences to ultimately create a better way of life for under-resourced communities," Jeff said. This led him to major in urban studies and education.

Upon graduation, Jeff became a middle school teacher in Compton, California. He then returned to his hometown to earn his Master's degree and teaching credential from Stanford University, and later received a degree in educational leadership from San Jose State. From 2010–2011, he also served as a Teaching Ambassador Fellow for the U.S. Department of Education.

"...the single most transformative experience in my time at Penn."

For the last four years, Jeff has been the founding Director and Principal of the Luis Valdez Leadership Academy (LVLA), a personalized, college-prep charter high school in East San Jose, CA. LVLA's mission is provide a rigorous academic program designed to instill a lifelong passion for learning and to equip students with the skills for social and academic success at four year colleges, universities and local community colleges.

His work with the Netter Center has helped Jeff tremendously in running LVLA. As Jeff states, "It helped me understand the importance of communication, compassion, developing a deep partnership with Stanford University and

fostering a strong culture for our educators." LVLA's results have been truly remarkable. Over seventy five percent of its students continue to college. This compares to the fourteen percent average for Latinos in California.

For Jeff, the primary driver is to enhance educational opportunities for Californians in under-resourced communities in a much broader way. "Netter has had a lasting impact on my desire to better understand urban communities and to ultimately serve them. My long term goal is to get involved on a district leadership level, or work in policy through larger educational agencies to have the greatest impact on such communities." •

Opposite page:
Jeff Camarillo, C'01 (on far
right), visiting Penn and
the Netter Center with his
high school students



NETTER CENTER DEVELOPS FACULTY- COMMUNITY PARTNERSHIP AWARD

By Jill DiSanto*

IN SPRING 2016, the Netter Center named Herman Beavers and the West Philadelphia Cultural Alliance the recipients of its inaugural Faculty-Community Partnership Award. They were honored for their partnership built around “August Wilson and Beyond,” an Academically Based Community Service (ABCS) course. The winners of this annual award receive \$5,000.

A professor of English in the School of Arts and Sciences and the undergraduate and graduate chair in the Department of Africana Studies, Beavers began teaching “August Wilson and Beyond” in 2013. In the course, students from Penn and WPCA members discuss a series of 10 works from playwright August Wilson, who focused on the African-American experiences of the 1900s through the lens of a Pittsburgh neighborhood.

The WPCA works to cultivate community interest and support for the arts and develop cultural resources in West Philadelphia. As part of the class, Penn students and WPCA members conduct oral history interviews with West Philadelphia residents, based on topics related to the plays. Through the conversations, they explore the topics of race and class. The students and WCPA members then work together to create original monologues, which are shared through live performances each semester. The course is designed to help students of all generations gain a deeper understanding of Wilson’s writing and the multi-faceted community surrounding Penn’s campus. •

THE NETTER CENTER named Richard Pepino and the School District of Philadelphia as the recipients of its second annual Faculty-Community Partnership Award in spring 2017.

Pepino is the deputy director of the Center of Excellence in Environmental Toxicology’s Community Outreach and Engagement Core at Penn’s Perelman School of Medicine and a lecturer in Earth and Environmental Science (ENVS) in the School of Arts and Sciences. For 11 years, Pepino has taught ABCS courses in partnership with the Netter Center that enable Penn students to research and help solve Philadelphia’s environmental problems and related public-health concerns.

Originally launched in 1993 by Professor Emeritus Bob Giegengack, Pepino took over the lead-pollution course in 2005. Together, they inspired other faculty to develop and implement additional ABCS classes in the ENVS Department, including courses focused on asthma, tobacco, air quality, community health and water.



Herman Beavers; WPCA members Shirley Hall, Lorraine Ricks, Vernoca Michael, Bernadette Tanksley; and Suzana Berger, who co-teaches the course with Beavers.

By partnering with public schools, such as the Girard Academic Music Program, Sayre and West Philadelphia high schools, and Lea and Comegys elementary schools, Pepino developed projects that promote environmental-health awareness. As part of the course, Penn students work with school teachers to introduce K–12 students to environmental health risks right in their own homes. The K–12 students, in turn, share what they have learned with their families and communities. •

**Versions of these stories originally appeared in Penn News in May 2016 and May 2017.*

FINANCIAL REPORT

Statement of Activities June 30, 2015, 2016, 2017

| | FY2017 Actual Year End | FY2016 Actual Year End | FY2015 Actual Year End |
|--|---------------------------|---------------------------|---------------------------|
| REVENUE | | | |
| University Support | \$1,374,132 | \$1,390,464 | \$1,361,332 |
| Grants (1) | \$2,732,817 | \$2,558,586 | \$2,878,317 |
| Term Gifts (Annual and Multi-year) | \$1,465,834 | \$1,027,019 | \$899,904 |
| Net Endowment Income (2) | \$729,735 | \$673,324 | \$612,193 |
| TOTAL REVENUE | \$6,302,518 | \$5,649,393 | \$5,751,746 |
| EXPENSES | | | |
| Total Compensation | \$4,386,088 | \$4,385,497 | \$4,253,301 |
| Total Non-Compensation | \$1,382,164 | \$1,112,086 | \$1,264,258 |
| TOTAL EXPENSES | \$5,768,251 | \$5,497,583 | \$5,517,559 |
| CHANGE IN NET ASSETS (Revenue less Expenses) (3)* | \$534,265 | \$151,809 | \$234,187 |
| NET ASSETS AT BEGINNING OF YEAR (4) | \$2,510,346 | \$2,358,537 | \$2,124,349 |
| NET ASSETS AT YEAR END (5) | \$3,044,612 | \$2,510,346 | \$2,358,537 |

(1) Grant Revenue: Calculated as expenses incurred against grants during the fiscal year regardless of when revenue actually received by Penn.

(2) Net Endowment Income: Includes current year’s investment income earned on endowment less any overhead charge on specific endowments.

(3) Change in Net Assets (Revenue less Expenses): Includes funds received during the current fiscal year for cost incurred during previous fiscal years, as well as funds designated for future fiscal years.

**Increase in Net Assets at the end of FY17 can largely be attributed to the receipt of three substantial gifts which were received in FY17 but were designated for subsequent fiscal years.*

(4) Net Assets at Beginning of Year: Includes funds from diverse sources (program income and gifts) that were recognized in prior fiscal years but were designated for specific uses in future fiscal years.

(5) Net Assets at Year End: Includes the Revenue less Expenses plus the Net Assets at Beginning of Year, which are designated for use in future fiscal years.

THANK YOU TO OUR INDIVIDUAL, FOUNDATION, CORPORATION, AND AGENCY SUPPORTERS

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The Netter Center gratefully acknowledges its national advisory board members for their ongoing financial support, as well as other alumni, families, and friends who have contributed \$10,000 or more between July 2014 and June 2017.

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In Memoriam:

Frances Aulston (1940–2015)



In Memoriam: Frances P. Aulston

Frances P. Aulston was the founder and executive director of the West Philadelphia Cultural Alliance and the leading force behind the preservation of the Paul Robeson House. She was also a founding member of the Netter Center’s Community Advisory Board, serving for 23 years with distinction. She worked tirelessly so that arts and culture would be the touchstone of an inclusive, fair, decent and just community. She passed away on August 9, 2015 and is remembered as a warm, compassionate and kind teacher and activist, who directed her considerable skills and energies to working to change West Philadelphia for the better.

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In Memoriam:

Edward Netter, C’53 (1932–2011)



OUR MISSION

Founded in 1992, the Barbara and Edward Netter Center for Community Partnerships is Penn's primary vehicle for bringing to bear the broad range of human knowledge needed to solve the complex, comprehensive, and interconnected problems of the American city so that West Philadelphia (Penn's local geographic community), Philadelphia, the University itself, and society benefit. The Netter Center is based on three core propositions:

- Penn's future and the future of West Philadelphia/Philadelphia are intertwined
- Penn can make a significant contribution to improving the quality of life in West Philadelphia/Philadelphia
- Penn can enhance its overall mission of advancing and transmitting knowledge by helping to improve the quality of life in West Philadelphia/Philadelphia.

The Netter Center works to achieve the following objectives:

- Improve the internal coordination and collaboration of all university-wide community service programs
- Develop democratic, mutually beneficial, mutually respectful partnerships between the University and the community
- Create and strengthen local, national and international networks of institutions of higher education committed to engagement with their local communities.



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“An Inclination join’d with an Ability to serve Mankind, one’s Country, Friends and Family ... should indeed be the great Aim and End of all Learning.”

— **Benjamin Franklin, *Proposals Relating to the Education of Youth in Pennsylvania, 1749***



Netter Center
for Community Partnerships
UNIVERSITY of PENNSYLVANIA

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