

Civic Engagement & Social Responsibility 2018-19 Activities and Recommendations

SUMMARY

During the 2018-19 academic year, the Civic Engagement and Social Responsibility (CESR) Council refined its mission and established a CESR [webpage](#) featuring a [Civic Engagement map](#) of community partners. We defined our purpose and recognized that the Council is a group of campus stakeholders who work in collaboration to align and support CESR activities that enact and enhance the educational mission of the College in support of the institution's core values.

Members of the CESR Council assessed and cultivated Haverford's robust commitment to civic engagement, manifest in more than two dozen **community-engaged courses** offered by the Haverford faculty; the community's investment in new programs such as the **Tri-Co Philly Program** and the **Marilou Allen Office of Service and Community Collaboration**-- a reanimation of the 8th Dimension volunteer office, now a collaboration between the Dean's Office and the Center for Peace and Global Citizenship-- and in the fruitful effort to host a polling place for Haverford students and community residents, beginning in Fall 2018; newer programs such as **Philadelphia Area Creative Collaboratives** run by the Hurford Center for Arts and Humanities as well as the student-led Ardmore-based **SURGE** mentoring project; and long-standing programs ranging from summer **internships** run by the interdisciplinary centers, to **Serendipity Day Camp** that serves over 200 local families, and **Haverford House**.

The Council helped garner and celebrate the national recognition of Haverford faculty and students for their transformative, high impact work, such as Brook Lillehaugen's [Lynton Faculty award](#) for her collaboration with community-based scholars and activists to teach, research and mentor students, and the recognition of [Maurice Rippell '19](#) and [Ellis Maxwell '20](#) as Newman Civic Fellows for their innovative community building social justice projects.

CESR Council identified key concerns that the College should address to create a stronger, more sustainable foundation for its civic engagement efforts. More specifically there is a **need for a clear articulation of the College's investment in civic engagement** through:

1. a tenure and promotion policy that recognizes faculty's engaged teaching and research
2. continued discussion of a CESR requirement as part of the General Education Requirements for a Haverford degree.
3. the establishment of a Community-based Work Study program
4. continuing progress to enhance clarity and communication regarding policies related to safety, risk and liability for programs and initiatives across the College
5. further effort to define, understand and strengthen partnerships with community-based and civic groups
6. Campus-wide agreement on a shared framework for recognizing, assessing, and improving upon civic engagement efforts (e.g. The Carnegie Classification or our own unique process for defining, counting, and evaluating quality civic engagement)

This report serves two purposes—to highlight CESR activities at the College, and to make recommendations for the continuation, improvement and growth of future work.

2018-19 CESR Activities & Accomplishments

I. Administrative

The Civic Engagement and Social Responsibility¹ Council achieved significant progress tackling administrative concerns in its second year of operation. The CESR Council met as a full body twice per semester to report on activities, discuss opportunities, and share ideas and other updates about on-going initiatives. To be productive and efficient in our work, we organized into three working groups: Policy, Relationship Management, and Curricular Pathways.

All members of the Council contributed to the development of the **website** and the **Civic Engagement map**. The Council worked with the Dean's Office to articulate a **clearer policy for students engaging in service**, including specific concerns for students with F-1 visa status; and generally to enhance access and opportunity for off-campus engagement. We collected partnership agreement samples and templates as part of a process of clarifying the structure and expectations of collaborations between host/partner organizations and the College for curricular, employment and volunteer activities.

Please refer to Appendix A for a list of the CESR Council membership, more detailed lists of activities and additional resources for community-based and civically engaged endeavors.

II. Program Highlights

Actors from all corners of campus commit substantially to building “CESR” programs in collaboration with off-campus community groups. When we invest resources in developing meaningful relationships with folks whose work aligns with the College’s values, we create possibilities for future innovation, both in the classroom and out, contributing to the capacity of all of us, particularly the students and alumni, for ethical civic leadership. Below are merely highlights of the year’s prolific activities and accomplishments.

More comprehensive descriptions and information about the following organizations and partnerships can be found on the Civic Engagement map and in Appendix B.

¹ From the Institutional Effectiveness Committee Civic Engagement at Haverford College Communities as Classrooms report dated *May 14, 2014*: “Civic Engagement and Social Responsibility (CESR)... is a pedagogical approach in which faculty members (and others) identify avenues through which students can partner with community based organizations to identify ideas, issues, and challenges that can be addressed through theory and practice. CESR initiatives seek to establish vibrant and sustainable collaborations with community members and organizations that not only extend students' theoretical purview and practical experience, but also have a productive impact on the community. Goals would include fostering higher levels of civic knowledge and skills, a broader capacity to engage diverse perspectives and populations, a more sophisticated ability to reflect on existing social, economic, cultural, and political structures and processes, and a deeper desire to become more active and constructive citizens in the life of a community. CESR differs from earlier iterations of Community-Based Learning (CBL) in highlighting both the need for critical reflection on the part of students and a move to work more actively with community members and organizations in assessing the success of a project or partnership.”

- During Customs Week '18, the **Student Life Office**, in partnership with Ardmore Initiative, connected 300+ first year students and Customs leaders with local Ardmore businesses and non-profits. The initiative was an effort to build greater connections between local businesses, resources, and non-profits to the Haverford student body.
- **Puentes de Salud** continued as one of the College's strongest partners, blossoming from its sustained **Haverford House** relationship. Twenty-three Bi-Co volunteers helped run Puentes' after school program. Alexandra Wolkoff began her role as a shared employee of Haverford College and Puentes, working with the Health Studies program and the Spanish department.
- **Tri-Co Philly Program** launched successfully in spring 2019, with 6 Haverford students participating in the full program, enrolled in two urban-focused courses, pre-program orientation, and monthly cohort activities.
- Faculty, staff and partner organizations collaborated to offer [26 engaged courses](#), including:
 - Lindsay Reckson's **Against Death: History and Literature of the Death Penalty** course, included a symposium and showing of the Equal Justice Initiative's *Legacy of Lynching* exhibit, and workshops by the local grassroots group Coalition to End Death by Incarceration and Let's Circle Up, a restorative justice project.
 - Brook Lillehaugen's **Linguistic Diversity** course addressed issues of experiences of difference, power structures as they relate to the perception and use of language, and struggles for justice in linguistic context. The course documented linguistic diversity on campus and connected with language activists worldwide through social media.
 - VCAM and the CPGC cosponsored the exhibition *ArtLab / BioArt*, an experiment in the mutual exchange of expertise and friendship between diverse populations, as well as an investigation into the connections between art and science. This exhibit was a product of a reciprocal collaboration between artists from Center for Creative Works (CCW) and students in Kristin Lindgren's course "**Critical Disability Studies: Theory and Practice.**"
- **Philadelphia Area Creative Collaboratives** (PACC) partnered with several nonprofits, including Justice at Work, Philadelphia Area Cooperative Alliance (PACA), Lightning Rod Special, Media Mobilizing Project, and RAIR (Recycled Artist in Residency) in the context of courses in political science, arts, history, English, comparative literature, visual studies, health studies, environmental studies, and peace, justice, and human rights.
- All six active [Haverford House](#) partners welcomed groups of faculty, students, staff and fellows for an inaugural "Lunch and Learn" series, exploring issues including educational funding inequality, food justice, economic development and gentrification, and political power.
- **SURGE**, a collection of students of color mentoring local boys of color, marked its second year of programs which included seminars, informal discussions and field trips. SURGE is a student-led collaboration with community leaders in Ardmore, with support from the **Office of Multicultural Affairs** and many other offices on campus. The group established a new website this year.
- **KINSC** launched a new iteration of the [MAST Program](#), engaging 25 middle schoolers from 13 regional schools in academic enrichment activities run by 14 Haverford student tutors and coordinators and 6 faculty mentors.

- **OSCC conducted a survey**, finding support for more integrated volunteer/curricular integration and support for community-based work study. OSCC also rekindled co-curricular engagements with several ongoing and new organizations and the local Haverford alumni network, and helped **Serendipity Day Camp** return to a greater focus on community engagement.
- **CPGC** organized a **workshop for faculty**, led by [Dr. Timothy K. Eatman](#) on engaged learning and tenure and promotion policy, co-sponsored by the Distinguished Visitors Office.

III. Civic Engagement Networks

Haverford College holds memberships in several organizations, supported primarily by the CPGC and the President's Office: These memberships enable local, regional and national connections that provide opportunities for students, faculty and staff to engaged in best practices and big picture projects.

- [Campus Compact](#). Two students and one faculty member were recognized for their work and two mini-grants were awarded: one for staff organizing an equity and diversity workshop by PA/NY Campus Compact; the other to host a GlobalSL Faculty Development Institute.
- [Campus Philly](#) membership (held by Center for Career and Professional Advising)
- [GlobalSL](#) a multi-institutional hub hosted by Haverford College CPGC, offered an August Institute on Community Engaged Global Learning attended by 45 people, including nine Haverford staff and two faculty.
 - Continued to steward multi-institutional assessment of global learning outcomes consistent with AAC&U framing of global learning; increased Haverford participation
 - Raised \$50,000+ through Summit, Institutes, and memberships to support half-time employee who stewards knowledge mobilization website, gatherings, and multi-institutional assessment
- Pennsylvania Consortium for the Liberal Arts ([PCLA](#))
- Philadelphia Higher Education Network for Neighborhood Development ([PHENND](#)), where Eric Hartman serves on the advisory board.
- Other memberships with organizations having significant CESR dimensions: Liberal Arts Collaborative ([LACOL](#)), American Association of Colleges and University ([AAC&U](#))

Recommendations for CESR's Continued Work

1. **In partnership with faculty and the Provost, the College must put in place a plan to adopt a promotion and tenure policy that recognizes faculty's engaged teaching and research to ensure the integration, sustainability, and scholarly promise of CESR at Haverford,**
 - a. If civic engagement and community learning are core to Haverford's identity, faculty should be supported and rewarded for doing this work
 - b. There are useful precedents at other institutions and [rich literature](#) on these issues
 - c. Junior faculty should receive a clear message that CESR activities will be credited in tenure and promotion cases
 - d. The above steps will then foster a campus culture where CESR-related creative scholarship and teaching can flourish throughout the faculty careers

2. **In partnership with the Educational Policy Committee and other interested stakeholders, continue to discuss a CESR requirement as part of the General Education Requirements for a Haverford degree.**
 - a. EPC has been in active conversation about a civic engagement requirement as part and parcel of the institutional move from Divisional requirements to Domains of Knowledge, and has reanimated the conversation over the summer of 2019
 - b. The Provost's Office organized a group of faculty and staff to take part in the AAC&U-sponsored Institute on General Education and Assessment begin to articulate a framework for an ethical engagement component of Haverford's general education requirements that would mobilize a full campus community dialogue around ethical engagement goals and rubrics that would draw from the insights and experiences of staff, students, faculty, and administrators in order to open out possibilities for educational opportunities and requirements that would complement our General Education requirements

3. **Identify funding and recommend an administrative home for the establishment of Community-Based Work Study (CBWS) Program for 2020-2021 Academic Year.**
 - a. The results of a survey to the Haverford community about whether to establish a CBWS program revealed there is widespread support to create a program that would allow students on federal work-study the opportunity to complete some or all of their work-study hours at community-based organizations off-campus.
 - b. The CPGC has offered support of a CBWS program, and one to two Haverford House fellows will continue to promote the development of such a program as their independent project for the fellowship in the coming 2019-2020 year.
 - c. CESR wishes to create a subcommittee focused on developing a thoughtful and ethical CBWS program. This subcommittee will work with Senior Staff and the Business Office to allocate the funding for a CBWS program. Additionally, its members will collaborate with the CPGC and Haverford House fellow(s) to define the scope and capacity of this program, including which organizations might serve as placement options.

4. **Continue to research, define and disseminate appropriate safety, risk and liability policies**
 - a. The College recently updated its Fleet Management Policy. This policy now provides the backbone for CESR advice regarding off-campus travel.
 - b. The College continues to meet and exceed Title IX expectations. The CESR Council should reiterate to campus stakeholders that the full set of expectations regarding inclusivity and harassment-free environments extends to off-campus locations of regular college business (e.g. locations of repeated volunteering that is College-sponsored).
 - c. In consultation with CESR colleagues working on defining partnership types, the Council should work with senior staff and legal counsel to ensure that appropriate advisement, notice, and release from liability (wherever appropriate) accompany all student activity off-campus (whether volunteering, interning, taking part in a course, or attending a march with College financial support).
 - d. The Council should collaborate with College Senior Staff to ensure appropriate methods of education and dissemination across the College, its students and its faculty, in respect to expectations regarding off-campus travel, risk mitigation, and release from liability where appropriate.

5. **The continuation of support for work to define partnerships, promote the use of CESR Map, and a clearer commitment to making engagement opportunities accessible.**
 - a. **CESR Council recommends that campus actors work with community collaborators to create partnership agreements**
 - i. to outline relationship between Haverford (or office/center) and organization
 - ii. to clarify expectations of individual program participants/volunteers
 - iii. to outline a program or project, such as for an alternative break project or course-connected trip or project
 - iv. when money is exchanged, such as in instances where organizations are being compensated for their ongoing or significant engagement in Haverford programs
 - v. to outline project/scope of work for volunteer groups for alternative break community engagement, particularly when a student on an F1 visa is participating
 - vi. to outline learning and project goals and expectations when students engage with organizations for a course or to satisfy requirements of a major, minor or concentration, particularly when a student on an F1 visa is engaging in a course-related placement or collaborating with an off-campus organization
 - vii. Peer institutions have numerous partnership agreement examples. The CESR Council should gather those examples and work with senior staff to establish appropriately adapted partnership agreements for Haverford's varied partnership types.
 - b. **The EPC/Provost must decide and communicate policy and process for encouraging and vetting curricular engagement**
 - i. Including forms, deadlines, timeline for approval processes
 - ii. Communication from the Dean's Office and the Provost's Office about the fact that students at Haverford with an F1 status are subject to additional scrutiny, and key concerns for developing courses and co-curricular programs that can be inclusive. The College must ensure that its core College experiences are accessible to all of its students.
6. **Develop campus-wide agreement on a shared framework for recognizing, assessing, and improving upon civic engagement efforts.**
 - a. Utilizing an established framework, such as The Carnegie Classification, will challenge us to be increasingly specific and systematic in clarifying what we define and count as engaged learning
 - b. If the Carnegie Classification is not something the College wishes to invest in at this moment, it should clarify some key questions triggered by the use of such a classification mechanism and assessment process, e.g.
 - i. How does the College define "engaged learning" or a "community-engaged course?" and understand the differences between "engaged scholarship" and "public service" or "community outreach."
 - ii. What sets of activities should be counted for this type of report, and by whom, on what schedule?
 - iii. How will the College plan to support, improve, and assess those activities it deems most mission-aligned or important within the ambit of "civic engagement and social responsibility."

CESR Council Report 2019-20
Appendices of Activities and Accomplishments

APPENDIX A: Civic Engagement and Social Responsibility Council Members, 2019-20

- Chair: Janice Lion, Center for Peace & Global Citizenship
610-896-1308; jlion@haverford.edu
- Coordinator: Emily Johnson, Office of Service and Community Collaboration
610-896-1292; ejohnson3@haverford.edu
- Alexandra Wolkoff '14, Puentes de Salud and CPGC
- Amy Feifer, Center for Career and Professional Advising
- Calista Cleary, Tri-Co Philly semester coordinator
- Callie Kennedy '18, Puentes de Salud and CPGC Haverford House Fellow
- Eric Hartman, Center for Peace and Global Citizenship (CPGC)
- Fran Blase, Provost
- Franklyn Cantor, President's Office
- Sara Curtis '20, Office of Service and Community Collaboration
- James Weissinger, John B. Hurford '60 Center for the Arts and Humanities
- Jason Rash, Athletics
- Jesse Lytle, President's Office, Chair of Council on Sustainability and Social Responsibility
- Jill Stauffer, Peace, Justice, and Human Rights and CPGC
- Marielle Latrick, Marian E. Koshland Integrated Natural Sciences Center
- Martha Denney, Dean of Students
- Stephanie Kee, CPGC
- Sydney Woods '21, Sophomore House CPGC intern
- Theresa Tensuan, Dean's Office, Diversity and Community Engagement
- Will Herzog '19, SEPTA Youth Advisory Council (YAC)

APPENDIX B: 2018-19 Administrative Activities

- Created and promoted the use of the [Haverford College Civic Engagement Map](#), currently listing 100 organizations, with the highest concentration in the [Greater Philadelphia region](#).
- Launched the [Marilou Allen Office of Service and Community Collaboration](#), in honor of the long-time leader of 8th Dimension.
- Stewarded a campus-wide nomination and selection process for the [Newman Civic Fellowship](#)
- Established protocol for SEPTA ticket distributions and developed outreach materials to promote exploration and engagement Philadelphia Region, improving access to SEPTA transportation.
- Identified Curricular [Pathways for Engaged learning](#)
- Worked with Dean's Office to create clearer policy for [F-1 students engaging in service](#)
- Collected [Partnership Agreement Samples and Templates](#)
- Office of Student Engagement and Leadership contracted with Campus Labs to help students track their co-curricular activities and will implement pilot in Fall 2019.
- Joined forces with the Community Connections working group of the [Committee on Sustainability and Social Responsibility](#).

APPENDIX C: Programs, Projects and Relationships

- During Customs Week '18, the **Student Life Office**, in partnership with Ardmore Initiative, connected 300+ first year students and Customs leaders with local Ardmore businesses and non-profits. The initiative was an effort to build greater connections between local businesses, resources, and non-profits to the Haverford student body.
- **Arboretum** community programs have increased and have consistent community collaboration and participation
- VCAM and the CPGC cosponsored the exhibition **ArtLab / BioArt**, an experiment in the mutual exchange of expertise and friendship between diverse populations, as well as an investigation into the connections between art and science. This exhibit was a product of a reciprocal collaboration between artists from Center for Creative Works (CCW) and students in Kristin Lindgren's course "Critical Disability Studies: Theory and Practice."
- **The Haverfarm**, supported by the Arboretum, Environmental Studies & CPGC
 - Fellow Madison "Tilly" Tillman signed on for her second year as Haverfarmer, increasing coordination of students, faculty and staff, and community volunteers, and strengthening relationships with multiple community groups while learning about and producing food!
 - Delivering produce twice weekly to Bethel AME Church of Ardmore, where many students volunteer in afterschool and garden programs
 - Hosted volunteers from Shipley, where else?
 - Provided educational and community building workshops on making teas, tinctures, and personal care items
- All six **Haverford House Haverford House** partners welcomed groups of faculty, students, staff and fellows and guests from their organizational hosts, for "Lunch and Learn" series:
 - a. A session on Education Funding Equity co-led by **Fellow TJ von Oehson '18** and **Education Law Center's** Policy Director Reynelle Staley.
 - b. Haverford House Fellow **Sabea Evans '18** and **Center for Hunger Free Communities** Led a session on Food Justice and Sovereignty
 - c. Haverford House Fellow **Sara Ozawa '18** led a session on Community/Green Economic Development with **Pennsylvania Horticultural Society**
 - d. Haverford House Fellow **Jason Sanchez '18** organized a seminar on Housing policy and Gentrification, led by Housing Unit attorney Rachel Garland at **Community Legal Services**. (Note: CLS's Managing Attorney Michael Froehlich '97 works with CCPA to offer externships)
 - e. Fellow **Claire Michel '18** organized a discussion of "How Political Power Operates in Philly" featuring **Committee of Seventy's** executive director David Thornburgh '80.
 - f. Fellow **Callie Kennedy '18** organized a panel including Alexandra Wolkoff and Nora Litz, presented on programs and issues affecting undocumented migrants at **Puentes de Salud** as part of the Philadelphia Orientation Program for CPGC's Philly-based summer fellows.
- **Horizons** Leadership Program introduced students to Ardmore Bethel AME, PALM Center for Positive Aging, and A Better Chance House as part of first-year orientation

- More than 150 College-funded [summer internships](#), the majority of which contribute to the work of non-profit, educational and other public-serving organizations around the region, nation, and world, while giving students opportunities for practical learning and professional skills.
- **KINSC launched a new iteration of the [MAST Program](#)**
 - 25 middle schoolers from 13 regional schools came to campus to participate; 14 Haverford student tutors and coordinators; 6 faculty mentors led 5-week program
 - Surveys of the middle school participants, their parents and the Haverford tutors at the end of the program showed an increased interest and overall enjoyment of science and STEM skills
- **OSCC survey about volunteer service**
 - A survey with over 175 responses from students asked about students' perceptions of service opportunities available to them at Haverford. Many students reported rigorous academics precluded them from participating in such opportunities, and they would benefit from volunteer experiences integrated into the curriculum, and eligible for work study funding.
 - OSCC supported new **co-curricular engagements** and renewed relationships with several organizations (more information about these and other organizations can be found on the [Civic Engagement map](#))
 - Parkway Northwest High School for Peace & Social Justice
 - Philabundance
 - Mill Creek Farm
 - SOL Collective
 - Special Olympics
 - The Common Place Philly
 - Havertown-Area Community Action Network
 - Habitat for Humanity
 - Mural Arts Philadelphia
- **Philadelphia Area Creative Collaboratives (PACC) Courses and Partners**
 - Topics in Latin American History: Visions of Mexico
Borders, Immigration, and Citizenship
Non-profit Partner: Justice at Work
 - Introduction to Visual Studies
Grassroots Economies: Creating Livelihoods in an Age of Urban Inequality
Non-profit Partner: Philadelphia Area Cooperative Alliance (PACA)
 - Topics in 18th-century Literature: New(s) Media, Performance and Print Culture and Refashioning the Classics: Dramatization and Illustration
Non-profit Partner: Lightning Rod Special
 - Critical Data Literacy for Global Health
Technologies of Surveillance Through the Lens of the Artist: A Historical Overview
Non-profit Partner: Media Mobilizing Project
 - Laboratory in Environmental Sciences
Sculpture: Materials and Techniques
Non-profit Partner: Recycled Artist in Residency (RAIR)
 - **PACC** maintains relationships with other organizations from the prior year
 - East Park Revitalization Alliance

- North Philly Peace Park
 - Friends of Mount Moriah Cemetery
 - American Philosophical Society
 - Center for Creative Works (CCW)
 - Puentes de Salud
 - The Village of Arts and Humanities
- A successful fifth Annual [Public Policy Forum](#) featuring alumni panels facilitated by faculty members on topics of k-12 education, health, law and justice, and renewable energy, as well as students presenting posters on their policy-related theses, organized by **CCPA**, economics professor **Anne Preston**, the **Alumni Services**, the **KINSC** and the **CPGC**.
- **Puentes de Salud** continued as one of the College's strongest partners, blossoming from its sustained Haverford House relationship
 - Haverford House Fellow **Callie Kennedy '18** oversaw a total of 18 Haverford and 5 Bryn Mawr student volunteers in Puentes de Salud's after-school enrichment program, Puentes Hacia el Futuro, during the 2019 spring semester. In the 2018 fall semester, 14 Haverford and 2 Bryn Mawr students volunteered with Puentes Hacia el Futuro.
 - **Abigail Miller '19** developed artist classes with Puentes de Salud & held a VCAM Student Exhibition in Spring semester
 - **Alexandra Wolkoff '14** began her role as shared staff member of Haverford College and Puentes de Salud (as of July 2018), working as a co-educator and liaison with the Health Studies program and the Spanish department to engage students and courses with Philadelphia migrant communities and migrant serving organizations.
 - Alexandra serves as a member of the CESR Council, which will seek additional community-based members in the future.
 - Puentes de Salud contributed to the PACC endeavor in 2018.
- **Serendipity Day Camp**, a six-week summer program for campers ages 6-14 which serves over 200 families. Returning to a greater focus on community engagement, the Marilou Allen Fellows program was launched. This program focuses on service and leadership development as well as programming in collaboration with the Marilou Allen OSCC and the OMA.
- **SURGE**, a collection of students of color mentoring local boys of color, marked its second year of programs which included seminars, informal discussions and field trips. SURGE is a student-led collaboration with community leaders in Ardmore, with support from the Multicultural Center and many other offices on campus. The group established a new website this year.
- **Tri-Co Philly Program** launched successfully in spring 2019!
 - The Program is housed at the Friends Center, at 15th and Cherry Streets in Philadelphia
 - 18 Tri-Co students participated (7 Bryn Mawr, 6 Haverford and 5 Swarthmore) in the full program; 9 additional students enrolled in one of the program's course offerings.
 - Students enrolled in two urban-focused courses taught in Philadelphia by Tri-Co faculty
 - Students also participated in a pre-program orientation and monthly cohort activities that connected to the themes of the courses
 - As part of their experience, some students volunteered with Philadelphia organizations, including HIAS and American Friends Service Committee

APPENDIX D: Civic Engagement Networks Participation and Recognition

- After several years of grass-roots organizing and lobbying, Haverford College was awarded the right to host a **polling place** for student and neighborhood voters
- The President's Office engaged with government officials, including State Representatives Greg Vitali & US Congressman Brian Fitzpatrick
- Stephanie Keene and Eric Hartman wrote a series of articles on global-local thinking and systemic racism in the Philadelphia region for the local social action website Generocity. The articles are linked here: <https://generocity.org/philly/author/erichartman/>
- Haverford College now holds **memberships** in several organizations
 - [Campus Compact](#), and PA/NY Campus Compact
 - Two students were recognized by Campus Compact as Newman Civic Fellows
 - 2018-19 [Maurice Rippel](#) participated in conference in fall
 - 2019-20 [Ellis Maxwell](#) was nominated and selected for participation in spring
 - [Lynton Faculty Award](#) was awarded to Brook Lillehaugen
 - The College received a grant from PA/NY Campus Compact for Seeking Education Equity and Diversity workshop series in collaboration w/ PHENND and LaSalle.
 - [Campus Philly](#) membership (held by Center for Career and Professional Advising)
 - Pennsylvania Consortium for the Liberal Arts ([PCLA](#))
 - Philadelphia Higher Education Network for Neighborhood Development ([PHENND](#))
 - Haverford was invited to join the advisory board this year through an invitation to Eric Hartman, who now serves on that board
 - Submitted a [Haverford profile](#) in PHENND's Annual Report
 - Other memberships with organizations having significant CESR dimensions: Liberal Arts Collaborative ([LACOL](#)), American Association of Colleges and University ([AAC&U](#))
 - We do not currently have, but could benefit from, a membership with [Imagining America](#)
- Haverford hosts [GlobalSL](#) and is a member as a result
 - Offered an August Institute on Community Engaged Global Learning supported through registrations from 35+ external registrants and partnerships with PANY Campus Compact and Lehigh University supported by the CPGC and GlobalSL; nine Haverford staff and two faculty participated
 - Continued to steward multi-institutional assessment of global learning outcomes consistent with AAC&U framing of global learning; increased Haverford participation
 - Raised \$50,000+ through Summit, Institutes, and memberships to support half-time employee who stewards knowledge mobilization website, gatherings, and multi-institutional assessment
 - Presented at AAC&U (Hartman), Forum on Education Abroad (Hartman), Midwest Institute on Community-Engaged Global Learning (Hartman & Reynolds), International Symposium on Community Engaged Global Learning (Hartman & Reynolds), and co-authored article on global health programs and global learning outcomes (Reynolds)
- Conference Attendance

- Emily Johnson, OSCC Director, attended the [Impact Conference](#) in Charlottesville, VA. The IMPACT Conference is historically the largest annual conference focused on the civic engagement of college students engaged in community service, service-learning, community-based research, advocacy and other forms of social action.
- Laura Reiter, CCPA, attended the Young, Smart, and Local conference of Higher Education, Business, Economic Development & Community Organizations to inform & attract leaders
- Several CPGC Staff Members (Stephanie Keene, Janice Lion, and Eric Hartman) attended the Imagining America National Conference. Imagining America brings together scholars, artists, designers, humanists, and organizers to imagine, study, and enact a more just and liberatory 'America' and world.